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SOCIAL-CULTURAL IDEAS OF FAMILY VALUES OF TEENAGERS BROUGHT UP IN ORPHANAGE OR FOSTER HOME

Abstract

The paper deals with the problems connected with formation of teenagers' family roles and values on the basis of ideas of modern men and women, what further influences on socialization and personal development. The author states the results of research work with children, brought up in orphanages or foster homes. The offered practical recommendations will help in rendering qualified psychological assistance to orphan children and supporting experts dealing with problems of such children.

Keywords

social-pedagogical situation of development, orphan children, orphanage, foster home, sex-role identification, masculinity, femininity

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Nowadays modern society endures a number of difficulties and changes. The special place among them is taken by a problem of psycho-emotional, spiritual and moral health of younger generation, which is in great need in finding spiritual and moral, psychosocial reference points of personal development. Sex-role and personal development of children and teenagers needs optimization and psychological and pedagogical support. There is an obvious tendency in transformation of social roles of men and women, which negatively reflects on child-parental relations, education, role structure of a family, and respectively on sexual identification of children that complicates an adequate choice of sex-role position by a child. However children brought up out of a family have broken process of adequate perception of sex-role standard orientations and stereotypes of behavior caused by public education and a number of specific factors that in future may cause difficulties in starting own family and its preservation (*Bobkova, Vinogradova, 2010*).

Development of a child out of a family goes on a special way, what forms the peculiar features of character, behavior and a personality different from children of usual families. The reasons are covered in deficiency of communication and maternal deprivation (*Dubrovina, Lisina, 1982*). For successful adaptation and integration into society, a child has to be brought up in a family, where from early age he establishes his sex identification, intensively appropriating behavioral forms, interests, values of the sex through imitation to representatives of the same sex. Mental and personal features of orphan children, specific social situation of development set a task of searching and developing such forms of psychological work, which would allow to create conditions necessary for positive personal development and socialization.

Recently there is a tendency in renouncing public education abroad and in our country that leads to emergence of such form of upbringing and education as foster and patronage homes. Despite of attempts of the state to arrange most orphan children in replacing families within the policy of residential care de-institutionalization, number of

children coming to orphanages does not decrease, but on the contrary increases every year.

Appeal to the research subject is caused by a number of objective contradictions: last period of children stay in orphanage, questions of personal and social maturity have paramount value; problems connected with sex, psychosexual behavior and development come to the forefront; simultaneous existence of opposite standards generates a conflict system of requirements and can negatively influence on formation of adequate ideas of femininity and masculinity.

To clarify the nature of teenagers' ideas about male and female qualities, features of attitude towards people, woman, man and family roles (father, mother, husband, wife), other personal positions we used a technique of free descriptions "The way I imagine modern men and women" (authors M.I. Lisina, I.V. Dubrovina, A.G. Ruzskaya, etc., 1990). Data processing was conducted by a content analysis method with allocation of the most significant categories and frequencies of their occurrence in experimental group and comparison groups. Instruction paid special attention to necessity of describing ordinary people. The analysis of judgments about images of men and women allowed to establish the following seven topics with varying degree of significant features (positive or negative) from teenagers' point of view or forms of male and female behavior: features of appearance; traits of character reflecting attitude towards people; features of attitude towards woman or man; business qualities; intellectual features, interests; traditional understanding of masculinity or femininity; qualities connected with matrimonial and parental roles of men and women (*Dubrovina, Lisina, 1982*). The analysis of experimental material goes in relation to both contents of criterion and its comparative importance among other criteria.

Much more often orphan or foster home teenagers pointed out the category "Features of attitude towards men and women, stereotypes". It means that images of men and women for children are less differentiated and more stereotypic; first of all, due to the lack of family and, as a result, impossibility to observe a variety of social roles. Perhaps, teenagers had negative experience in a blood family, which had left a negative mark on their ideas of sex relationship of floors.

Significantly less often teenagers singled out the category "Character and features of attitude towards people irrespective to their sex". It in many respects is a consequence of the first conclusion as weak extent of gender images differentiation conducts weak differentiation of personal qualities and traits. The proximity of ranks and values of comparative frequencies is observed among teenagers with families that speaks about positive influence of family upbringing.

Also pupils statistically seldom single out the category "Work, business qualities". The proximity of ranks and values of comparative frequencies is observed among teenagers from foster homes. In our opinion, the subject of professional sphere is indistinct for pupils, career guidance is poorly formed, many teenagers have no accurate vital prospect, plans for future. The category "Family, children, child-parental relations" appeared statistically less significant for children from orphanage. It is connected with existence of mainly negative and poor experience of life in a family. And if teenagers from families have a positive stereotype supported by both parents and teachers that in the future the child needs to start a family, pupils of orphanage practically have no such stereotype.

Considerably more often orphan teenagers gave negative characteristics of men and women and the characteristic "from the return" when they describe what way should not a man or a woman behave (I.V. Dubrovina) (*Dubrovina, Lisina, 1982*). Two opposite samples (positive and negative) of masculinity-femininity are distinctly allocated, their contents vary depending on children from different categories of families and orphan children. Teenagers from foster and usual homes much less often name the category.

Orphan pupils singled out the category “Traditional understanding of masculinity/femininity”, which included gender neutral statements, which are a consequence of gender undifferentiation of teenagers representations.

The category “Erudition, interests, intellectual features” is much more often singled out by teenagers from usual families. It is possible to explain by the fact that for the children deprived of parental guardianship, including the ones, who are brought up in conditions of a foster home, intelligence, knowledge, education do not play a big role for a survival, successful socialization and entry into adult life, while for ordinary school students this factor is one of key one (*Bobkova, Vinogradova, 2010*).

The qualitative analysis of teenagers’ compositions in different social and pedagogical situations of development showed more concrete similarities and differences in descriptions of modern men and women. It should be noted that teenagers from usual and foster homes give more complete descriptions reflecting ideas of identity features of men and women. Teenagers from orphanage more often give incomplete descriptions, containing the description only of one image, or uncertain descriptions, in which there is a certain sexless person, or the descriptions, which are not revealing representations of children. In compositions of orphan teenagers the masculinity/femininity has bipolar character, we mentioned it above. In some moments similarity of views of teenagers from foster homes and orphans is observed (last negative experience of accommodation in a blood family), and also there is a coincidence of opinions to children from usual families (positive influence of family education in a foster home). The qualitative analysis of teenagers’ descriptions allowed to allocate the big range of positive male and female qualities, in comparison with the negative standards, which are not depending on experience of accommodation in a foster home (the interrelation is not traced). The understanding of masculinity and femininity by teenagers from foster homes and orphanage is characterized by insufficient role range: mother, daughter, father, son. Men and women are presented by children from families (foster and usual) as educated, erudite persons with business qualities, various interests, externally attractive, well-groomed, loving their nearest and dearest, careful parents, sympathetic people: “A man has to look elegantly, fashionably, not really brightly, he wears clothes depending on a situation, and is always tidy”; “A woman always has to be beautiful, adhere to one style in clothes and a hairdress, but thus not to be afraid to experiment”. Negative teenagers’ images have a certain circle of problems connected with non-performance of household chores, existence of a harmful drinking habit and tobacco smoking, ignorance, roughness, lack of interests, absence of hobbies, etc. Let's give an example: “A man is a head of a family, thus he should not be a tyrant, offend his wife and children, drink or smoke”; “A woman should not be afraid of excess affairs”. It should be noted that negative characteristics do not dominate in descriptions of teenagers, nevertheless, they testify the possible hidden personal, intra family problems. The use in descriptions of a particle “not” has no versatile substantial character at teenagers of three groups. Characterizing a modern woman, boys from usual families write: “should not give a lot of time to work”, “should not keep thinking of work”. Teenagers from orphanage put other sense: “A woman and a man should not say rude words, drink, smoke, fight, should not deceive and offend others”; “a man should not be shaggy, his clothes should not be soiled”; “a woman has to stand straight and not swing hands when talks, conversation has to be good without any rude words”. Statements of orphan teenagers are more infantile and are characterized by a lack of language devices and negative past experience (*Bobkova, 2012*). Due to the low level of verbal intelligence, insufficiency of lexicon pupils cannot list and present more widely the main qualities of a person independently from sex, such characteristics are kind, good, polite, quiet (very frequent), kind to people, helpful.

The content of criterion “features of intelligence, width and variety of interests” is most presented in descriptions of teenagers from usual families and reflects the general

age regularity: from allocation of separate abilities, interests (sport, art, embroidery, etc.) to generalized characteristics (clever, erudite, educated, widely-read, etc.). Statements of girls are brighter, saturated in ideas of courage standards. We were interested in compositions of girls from foster homes with masculine traits of a personality. There is an example of descriptions: "A person has to look adequately, to have strong character. A woman is a good hostess, but she has to work and be able to earn money". Judging by contents of statements of feminine and androgenic girls: "A man has to maintain a family, and a woman has to be a housewife"; "A man is strong and clever, he is engaged in business, a woman has to be not only a housewife, but also to work as a psychologist, doctor or tutor, she has a good education, she is clever, kind, independent and she always she spends some time to herself". There are distinctions in sex-role ideas of masculinity/femininity, stereotypes and preferences.

The analysis of compositions showed that family-household topic is more attractive to many teenagers of all categories. We should note the absence of negative statements of teenagers from foster homes to family life or to an opposite sex, in comparison with orphan children. Adverse experience of life in a family with blood parents, especially at early age, leaves the mark for the rest of child's life, which often transfers educational model from a family of parents to own children. The negative psychological past prevents an orphan child to look forward positively, disturbs him from time to time (*Dubrovina, Lisina, 1982*). It found reflection in descriptions of teenagers living in foster homes for one to four years: "A man has to work, bring money to family, support it, and a wife has to be a housewife, clean the house, and raise children".

Few statements of teenagers with the unsuccessful past were heard concerning joint education of children and carrying out free time, mutual understanding and support in difficult situations, relationship of wife and husband, existence of such word as 'love' is mentioned in single cases. Generally the emphasis of orphan children is placed on an obligation of wife, husband, mother and father at home, careful care of children; it is seldom told about relationship with children, for example, "parents have to take care of children, feed, dress, keep their order, sometimes flog them, if they do not obey". In certain cases, teenagers from foster homes idealize family images (husband, wife, father, mother) allocating them with the characteristics corresponding to sex. In general descriptions of an ideal family are real, many children quite ripened argue on an ideal family.

Images of boys and girls, who are brought up in different families (foster or usual), frequently coincide about an image of a man. Boys have almost identical nature of criterion "family man" in description both men and women. Examinees more stated duties of men and women in a family than expressed the relation to it. Thus, the criterion of an assessment of features of identity of men and women in a family and household relations undergoes considerable changes. It is about the qualities, which characterize man's attitude towards a woman and vice versa. Let's note that it is rather significant for girls. According to girls opinion, men have to "look after a girl and protect her", "respect women", "be indulgent, attentive, noble in relations with woman", "appreciate her weakness". In full consent with these representations there are traditional ideas of girls about courage: a man has to be "strong, courageous, persistent, proud, a knight". Examined girl designated woman's attitude towards a man the following way: a woman has to "understand a man", "be the faithful wife" and "care of him".

Orphan teenagers has a tendency to androgyny in ideas about a mother. Teenage boys of different families have more androgenic image of mother (*Bobkova, Vinogradova, 2010*). It should be noted that all teenagers independently on sexual differences and social environment describe a mother with the same qualities as a father: careful, understanding, kind, responsible, attentive, devote much time to education of children. Pupils pay attention to such mother's qualities as economic, hardworking and at the same

time kind and strict. Similar statements they give about a father. The image of a father in representations of all teenagers is androgenic, except orphan girls: they describe a father as more masculine person, who is similar to an image of an ideal man: strong, courageous, brave, clever, responsible, resolute, honest, one-woman man. Girls from orphanage do not see sex-role functions of a mother, woman in a family and society, they live on full state providing and do not know about tasks, which they should solve in future, they are not ready for practical execution of female roles in a family (Bobkova, 2012). Orphan children hardly differentiate roles of husband, father, wife, mother and give similar characteristics (careful, hardworking, economic, kind). In comparison with children from families, pupils' images of mother and father are primary. Teenagers from usual and foster homes give more detailed descriptions of actions of men and women, than their characteristics. In answers there are more positive statements, than negative ones in comparison with orphan children.

The analysis of compositions showed that almost only one sphere of activity, in which ideas of men and women images are formed, is the sphere of relationship with an opposite sex. Teenagers' life experience is connected only with child's position and therefore their ideas about masculinity/femininity, perhaps, correspond to adults views. Meanwhile it is known that at this age the system of intersexual relationship is intensively formed (Kagan, 1987). However, as the data showed, ideas of teenagers about ideal qualities of men and women for this relationship are mainly connected with concept of friendship, without sex identity.

Summarizing the above results, it is possible to tell that collision of two polar images of a man and woman, negative and positive, opposite standards of family relationship can promote formation of distorted representations about masculinity/femininity and respectively generates conflict system of family requirements. Results of researches made by I.V. Dubrovina, M.I. Lisina, A.G. Ruzskaya (1990) testified it (Dubrovina, Lisina, 1982). The practical importance of the research consists in possibility to use the obtained data for improvement of conditions of social-pedagogical situation of teenagers development without parental support in aspect of formation of adequate sex-role identification, for development recommendations for teachers and psychologists on formation adequate sexual identification of teenagers without parental support.

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DEVELOPMENT OF STUDENTS' CREATIVITY BY MEANS OF THE DISCIPLINE "INNOVATIVE TECHNOLOGIES IN ACTIVITIES OF EDUCATIONAL PSYCHOLOGIST"

Abstract

The paper deals with the characteristics of purposes, contents, tasks for students, technique of studying the formed competences (according to requirements of the Russian State Educational Standard of higher education FGOS VPO 3). Professional qualities of students' identity are showed at the general professionogram of psychologist education; the author names creativity indicators of professional qualities and gives the quantitative analysis of them.

Keywords

purpose, contents, task, professionogram,
professional and reflexive qualities, creativity

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Modern documents and scientific-methodological literature stress the relevance of development of creativity of professional and reflexive qualities of students. This paper refers only to some sources of the last five years (*see references*), which share our position concerning development of creativity in educational process of higher educational institution. One of resources for success in this activity opens in teaching educational subjects. We show it on the example of discipline "Innovative technologies in activities of educational psychologist".

The discipline "Innovative technologies in activities of educational psychologist" is presented in the maintenance of a basic unit of bachelor educational program in the direction: 050400 Psychology and pedagogical education. Education psychology profile. Labor input of the discipline is 4 test units, 144 academic hours. It is studied on the 3rd year of training, in the 6th semester. The credit form is examination in the 6th semester. Purpose of development of a subject matter is formation of system of students' knowledge about innovative technologies in activities of educational psychologist.

ОПК-7 (hereinafter the maintenance of competences is provided according to requirements of the Federal educational standard of higher education FGOS VPO 3, which is put in practice in Russian Federation) a graduate *is ready to use knowledge of normative documents and knowledge of a subject area in cultural-educational work*:

3.1. To know ways to use normative documents and concepts of subject area in cultural-educational work for explanation innovative activity signs of an educational psychologist

3.2. To know ways to use normative documents and concepts of subject area in cultural-educational work for explanation developmental process of innovative culture of an educational psychologist

3.2. To know ways to use normative documents and concepts of subject area in cultural-educational work for explanation innovative technologies in activity of an educational psychologist

Y.1. To be able to apply ways to use normative documents and concepts of subject area in cultural-educational work for explanation innovative activity signs of an educational psychologist

Y.2. To be able to apply ways to use normative documents and concepts of subject area in cultural-educational work for explanation developmental process of innovative culture of an educational psychologist

Y.2. To be able to apply ways to use normative documents and concepts of subject area in cultural-educational work for explanation innovative technologies in activity of an educational psychologist

B.1. To master ways to use normative documents and concepts of subject area in cultural-educational work for explanation innovative activity signs of an educational psychologist

B.2. To master ways to use normative documents and concepts of subject area in cultural-educational work for explanation developmental process of innovative culture of an educational psychologist

B.3. To master ways to use normative documents and concepts of subject area in cultural-educational work for explanation innovative technologies in activity of an educational psychologist

(ОПК-8) a graduate *is capable to understand the high social importance of profession, responsibly and qualitatively carry out professional tasks, observing the principles of professional ethics:*

3.4. To know innovative activity signs of an educational psychologist, responsibly and qualitatively solve new professional problems, observing the principles of professional ethics

3.5. To know the principles of innovative culture development of an educational psychologist, responsibly and qualitatively develop innovative culture for professional tasks solution, observing the principles of professional ethics

3.6. To know the innovative technologies of activity of an educational psychologist, responsibly and qualitatively use innovative technologies for professional tasks solution, observing the principles of professional ethics

Y.4. To be able to study innovative activity signs of an educational psychologist, responsibly and qualitatively solve new professional problems, observing the principles of professional ethics

Y.5. To be able to apply the principles of innovative culture development of an educational psychologist, responsibly and qualitatively develop innovative culture for professional tasks solution, observing the principles of professional ethics

Y.6. To be able to apply the innovative technologies of activity of an educational psychologist, responsibly and qualitatively use innovative technologies for professional tasks solution, observing the principles of professional ethics

B.4. To master technologies of research of innovative activity signs of an educational psychologist, responsibly and qualitatively solve new professional problems, observing the principles of professional ethics

B.5. To master technologies of realization of the principles of innovative culture development of an educational psychologist, responsibly and qualitatively develop innovative culture for professional tasks solution, observing the principles of professional ethics

B.6. To master the innovative technologies of activity of an educational psychologist, responsibly and qualitatively use innovative technologies for professional tasks solution, observing the principles of professional ethics

(ПКПП-4) a graduate *is capable to reflect ways and results of professional actions*

3.7. To know reflection technologies of ways and results of professional actions on innovative activity signs of an educational psychologist

3.8. To know reflection technologies of ways and results of professional actions for development of innovative culture of an educational psychologist

3.9. To know reflection technologies of ways and results of professional actions for use innovative technologies an educational psychologist activity

У.7. To be able to apply reflection technologies of ways and results of professional actions on innovative activity signs of an educational psychologist

У.8. To be able to apply reflection technologies of ways and results of professional actions for development of innovative culture of an educational psychologist

У.9. To be able to apply reflection technologies of ways and results of professional actions for use innovative technologies an educational psychologist activity

В.7. To master reflection technologies of ways and results of professional actions on innovative activity signs of an educational psychologist

В.8. To master reflection technologies of ways and results of professional actions for development of innovative culture of an educational psychologist

В.9. To master reflection technologies of ways and results of professional actions for use innovative technologies an educational psychologist activity

The content of discipline structured according to sections (topics).

Section 1. Relevance of innovative activity of an educational psychologist

Topic 1. Tasks, subject and object of the course “Innovative technologies of activities of an educational psychologist” (2 hours lecture)

1. The subject and tasks of the course in the conditions of an innovative cycle.

2. Social importance of educational psychologist profession.

3. Principles of professional ethics.

Topic 2. Technologies of professional activity of an educational psychologist (2 hours lecture)

1. Phenomenon of technologies of educational psychologist activity

2. Functional characteristics of innovative technologies of educational psychologist activity.

3. The role of an educational psychologist in development of innovations in educational process.

4. Main directions of technologies of educational psychologist activity

Topics for self-study

Activity of a person as the factor to master innovative technologies by an educational psychologist.

Orientation of a person as the factor to master innovative technologies by an educational psychologist.

Individual and typological features as the factor to master innovative technologies by an educational psychologist.

Individual style of activity as the factor to master innovative technologies by an educational psychologist.

Setting at the factor to master innovative technologies by an educational psychologist.

‘I’ concept of a person as the factor to master innovative technologies by an educational psychologist.

Valuable orientations and valuable relations as the factor to master innovative technologies by an educational psychologist.

Managerial skills as the factor to master innovative technologies by an educational psychologist.

Professionally important qualities as the factor to master innovative technologies by an educational psychologist.

Professionalism as the factor to master innovative technologies by an educational psychologist.

Readiness for risk as the factor to master innovative technologies by an educational psychologist.

Section 2. Development of innovative culture of an educational psychologist

Topic 3. Mastering innovative technologies by an educational psychologist (2 hours lecture, 2 hours practical lesson)

1. Maintenance of psychological mechanism of mastering innovative technologies.
2. Dynamism of mastering innovative technologies.
3. Interrelation of innovative culture of an educational psychologist and his mastering new technologies of professional activity.

Topic 4. Self-improvement of innovative culture of an educational psychologist (2 hours lecture, 2 hours practical lesson)

1. Self-improvement of innovative culture of an educational psychologist.
2. Stages of self-improvement of innovative culture of a person.
3. Main strategic directions of innovative culture self-improvement of an educational psychologist.

Topic 5. Innovative bank of professional activity of an educational psychologist (2 hours lecture; 2 hours laboratory research; 2 hours practical lesson)

1. Innovative bank of professional activity of an educational psychologist.
2. Differences in innovations and novations.
3. Types of innovations in relation to predecessor.
4. Analysis of demonstration versions of innovative technologies of an educational psychologist.
5. Criteria of efficiency of innovative technologies.

Topics for self-study

Activity orientation on the socially significant purposes as the factor of mastering innovative technologies by an educational psychologist.

Group valuable standard as the factor of mastering innovative technologies by an educational psychologist.

Compatibility as the factor of mastering innovative technologies by an educational psychologist.

Unity as the factor of mastering innovative technologies by an educational psychologist.

Positive interpersonal relations as the factor of mastering innovative technologies by an educational psychologist.

Organization as the factor of mastering innovative technologies by an educational psychologist.

Stimulation of creative activity as the factor of mastering innovative technologies by an educational psychologist.

Section 3. Innovative technologies of activity of an educational psychologist

Topic 6. Innovative technologies of activity of psychological service at educational institution (2 hours)

1. The main objectives of psychological service in introduction of innovations in educational process.

2. New technologies of professional activity of an educational psychologist in psychological service at educational institution.

3 Possibilities of introduction of innovative technologies in primary activities of psychological service.

4. Drawing up algorithm of realization of professional activity technology of an educational psychologist in psychological service at educational institution.

5 Drawing up project of introduction of innovative technologies in primary activities of psychological service.

6. Distribution of criteria of innovative activities of an educational psychologist according to importance degree.

7. Drawing up criteria picture

Topic 7. Technologies of goal-setting of professional activity of an educational psychologist (2 hours)

1. Features of goal-setting technology.

2. Essence of the concept "the Goal Tree".

3. The Goal Tree of introduction of innovative technologies in educational process

4. Drawing up the Goal Tree of psychological service in the course of introduction of innovations in educational process.

5. Drawing up the Goal Tree of introduction of innovative technologies in educational process of concrete educational establishment.

6. Drawing up the Goal Tree of qualification (course) research.

Topic 8. Technologies of program-target planning of professional activity of an educational psychologist (2 hours)

1. Features of technology of program-target planning;

2. Content of the concepts "the Tree of Resources" and "the Tree of Decisions";

3. Analysis of stages of decision-making

4. Creation of "the Tree of Resources".

5. Creation of "the Tree of Decisions".

6. Drawing up stages of decision-making.

7. Complication of the Goal Tree of qualification (course) research by the Tree of Resources and the Tree of Decisions.

Topic 9. Technologies of design activity of an educational psychologist (2 hours)

1. Content of the concept "Design".

2. Design stages.

3. Advantages of design activity of an educational psychologist.

4. Analysis of criteria of efficiency of design activity of an educational psychologist.

5. Drawing up design stages on a concrete subject.

6. Drawing up criteria of efficiency of design activity of an educational psychologist.

7. Correlation of the main activities of an educational psychologist at educational institution with the main functions of an educational psychologist and approximate types of documentation kept by an educational psychologist.

8. Drawing up specific projects in work of an educational psychologist.

Topics for self-study

External psychological conditions and factors of formation of readiness for innovative activity

Stimulation of creative activity. Cooperation of the groups making collective.

Creation of favorable social and psychological climate.

Implementation of individual and differentiated approach.

Requirements to selection of tasks for intermediate certification - group of tasks (with theoretical contents) to check mastering knowledge at levels of recognition, storing, understanding; group of tasks to check ability to apply knowledge on the basis of algorithmic instructions; group of tasks to check ability to apply knowledge in a non-standard situation. Forms of these tasks can be the following: report to seminar, an abstract of scientific literature, speech at a seminar, maintaining the dictionary of the basic concepts of a course, preparation for total software testing to the module; preparation of the list of references on a module topic with use of university electronic

catalogue; presentation of innovative disposition of an educational psychologist (12-15 slides); preparation of materials with use of Internet technologies: drawing up the list of e-mail addresses of sources on a topic (7-10 sites with the full address and the summary of information); drawing up the tablet for studying innovative disposition of an educational psychologist; creation of the Goal Tree of research of an educational psychologist identity as the subject of innovative activity; drawing up route of self-improvement of professionalism; drawing up trajectory of development of own professional abilities; drawing up strategy of development of own innovative culture.

Estimation of professional and reflexive qualities we made according to the Professiogram of an educational psychologist (table 1).

In the course of assessment of professional and reflexive qualities we suggested to find out the following positions: general information; professional knowledge, skills; business qualities; moral and psychological qualities; integrated qualities.

The rating scale provided the following levels: creative (5 points), accepted (4 points), critical (3 points), inadmissible (2 points). During experimental work the following assessments have to be considered: self-assessment (SA) of an examinee; expert assessment (EA) of a teacher, head of a group and students. It is expressed by the following statements: "completely agree"; "generally agree"; "do not agree to a large extent"; "categorically does not agree".

TABLE 1. INCENTIVE MATERIAL OF PROFESSIONAL AND REFLEXIVE QUALITIES

№	Professional and reflexive qualities
PROFESSIONAL QUALITIES	
<i>Professional knowledge</i>	
1	Has profound, strong and comprehensive knowledge, has complete idea of their system; flexibility of thinking allows to solve complex problems of theoretical character in professional area (5 points)
2	Has strong system knowledge, is capable for the solution of theoretical tasks of professional character (4 points)
3	Has professional knowledge for the solution of problems of professional character (3 points)
4	Knowledge is superficial, not system, it is difficult to solve professional tasks independently (2 points)
<i>Professional skills and abilities</i>	
5	Skills and abilities are developed in a high extent and provide performance of practical problems of professional character at the high level (5 points)
6	Skills and abilities are developed and provide the demanded level of competence in solution of problems of professional character (4 points)
7	Skills and abilities are developed well, provide performance of professional tasks at the sufficient level with assistance (3 points)
8	Skills and abilities are developed poorly, realization of skills and abilities in practical activities requires the constant control (2 points)
9	Actively, purposefully, systematically and productively works on increase of professional knowledge, skills. He is capable to realize and support innovative approach in professional area (5 points)
10	Works on increasing and updating professional experience diligent, productively. He is not deprived of innovative approach in professional activity (4 points)
11	Saves up professional experience and updates it when required. Has no prominent results in professional activity because of conservative approach to new (3 points)
12	Saves up professional experience slowly, results of professional activity are weak, professional innovation perceives hardly (2 points)
13	Is capable to adequately estimate complex challenges in professional area and find constructive and nonconventional ways of their decision. Generates innovations, is capable to reasonable risk (5 points)
14	Is capable to estimate critically saved-up experience and to use it for the qualified solution of tasks in professional area (4 points)
15	Finds it difficult to solve non-standard (extraordinary) tasks in professional area independently. Prefers to work without innovations, on a template (3 points)
16	Solves professional problems only in traditional ways. Does not perceive innovations in professional area or rejects them (2 points)

17	Has high level of organization and concentration; is able to plan the work; appreciates and considers planned character of work; is rational in practical activities (5 points)
18	Is able to organize the work, is not bustling, constantly increases culture of planning, considers planned character of work (4 points)
19	Qualities are developed well, allows fussiness manifestations; experiences difficulties with planning the work and pays not enough attention to scheduling (3 points)
20	Qualities are developed poorly, skills of planning of daily activity is low; is fussy in work, actions are often not thought over; gives insufficient attention to scheduling (2 points)
21	Call of duty, responsibility, performing discipline excellent are highly developed. Is reliable in solution of problems of daily activity (5 points)
22	Has rather pronounced sense of responsibility and senses of duty (4 points)
23	Responsibility and sense of duty are shown changeably. Control of execution is required (3 points)
24	Shows irresponsibility, he is inclined to inefficiency (2 points)
25	Is initiative, creatively treats the solution of practical tasks, is capable to generate the ideas proved and deserving attention (5 points)
26	Is capable to manifest initiative, is active, has creative relation to business (4 points)
27	Shows an initiative necessarily, does not have activity and creative relation to business (3 points)
28	Is not initiative, passivity prevails, elements of creative approach to business are not shown (2 points)
29	Ability to reasonable adoption of independent decisions is highly developed; possesses skills of anticipation; in critical situations is capable to thought-over and resolute actions (5 points)
30	In decision-making is independent; capable to analyze and predict events; in critical situations capable to resolute actions (4 points)
31	Capable to adoption of independent decisions, however they are not always reasonable; in critical situations allows indecision manifestations (3 points)
32	For adoption of independent decisions is prepared insufficiently. In critical situations independently finds it difficult to work, shows indecision (2 points)
33	Quality and efficiency of result of activity is always the high (5 points)
34	Quality of activity is good. Strives for high quality of work and the end result (4 points)
35	The result of work do not always conform to necessary requirements, quality of work demands further improvement (3 points)
36	Quality of result of activity does not correspond to the necessary requirements (2 points)
37	The feeling of respect to a person is highly developed; sympathetic, careful, benevolent (5 points)
38	Validly treats a person, capable to show care, sympathetic, not deprived of sympathy and empathy (4 points)
39	Is capable to manifest respect to a person, but not always and not in relation to all; shows care of others, but inconstantly, allows elements of callousness (3 points)
40	Often shows elements of disrespectful attitude towards a person; don't care of others, not sympathetic (2 points)
41	Abilities to estimate actions and results of activity are highly developed. In reasonable degree is self-critical (5 points)
42	Capable to an adequate self-assessment, self-critical (4 points)
43	Estimates actions and results of activity, but not always adequately. Abilities to self-criticism are limited (3 points)
44	Not capable to an adequate critical assessment of actions and results of activity. Not self-critical (2 points)
45	Possesses the high level of culture of command and communication with people; democratic in communication. Flexibility in use of styles of communication and behavior (5 points)
46	Cultural in behavior and treatment of people; owns democratic style of communication, if necessary uses elements of authoritative and democratic style of communication (4 points)
47	Elements of culture of behavior are inherent. Style of communication is shown according to a situation, but is not always adequate (3 points)
48	Level of culture of behavior and communication with people is low, allows elements of tactless, rough relation with people around (2 points)
49	Highly disciplined, strictly and precisely observes requirements, normative documents regulating office and professional activity (5 points)
50	Disciplined, seeks to execute requirements of normative documents regulating office and professional activity (4 points)
51	Knows the main requirements for observance of discipline, but not always carries them out (3 points)

52	Knows provisions of documents regulating requirements for observance of discipline superficially, shows indiscipline (2 points)
53	Sense of justice is highly developed; constantly seeks to realize fair relations in practical activities. Honest, sincere, highly decent (5 points)
54	Fair, honest, seeks for establishment of fair and sincere interpersonal relations (4 points)
55	Capable for fair relations; allows insincerity elements; fairly can behave in some situations (3 points)
56	To establishment of fair office relations is not capable, constantly allows dishonesty elements, in relations with people behave insincere (2 points)
57	Quickly adapts for new conditions; in extreme situations is able to operate himself. Psychological ability is high (5 points)
58	Capable to adapt to new conditions; able to operate himself in difficult situations, psychologically steady (4 points)
59	Adaptation in new conditions requires long time. In difficult extraordinary situations can allow loss of control. Psychological stability is low (3 points)
60	Adapts to new conditions with difficulties. In difficult and extreme situations behavior is unpredictable. Psychological stability is low, has panic moods (2 points)
61	Possesses advanced abilities of positive influence on people. Qualities of a leader are brightly expressed (5 points)
62	Capable to have positive impact on people. Possesses qualities of a leader (4 points)
63	Capable to influence positively on people, but in practical activities uses it seldom. Acts as a formal leader (3 points)
64	Capable to influence negatively on people and in practical activities does not use it. Acts as an informal leader (2 points)
65	Does not possess qualities of a leader and does not aspire to it; in collective is imperceptible; to fundamental issues the position is often not defined (1 point)
66	Possesses qualities of a leader, negatively influences on behavior of students, in collective seeks to be noticeable any way, the position to fundamental issues is determined by tactical reasons (1 point)
	Special marks
67	Has high authority, deserved by practical activities; authority space is considerable (5 gallov)
68	Authority space is moderated, enjoys authority among subordinates (4 points)
69	Has authority among some subordinates (3 points)
70	Authority is low, however authority space is moderated (2balla)
71	Among cadets and officers has no authority (1 point)
72	High performance, differs in diligence; state of health corresponds to age indicators; capable for big physical and psychological activities (5 points)
73	Efficient, hardworking, state of health corresponds to age indicators, capable to transfer physical and psychological activities (4 points)
74	Working capacity is satisfactory; diligence does not allocate satisfactory condition, loadings are transferred with difficulty (3 points)
75	Working capacity is low, lazy; state of health demands constant medical survey; often is ill, transfers loadings with big efforts (2 points)
76	States thoughts accurately; speech is always thought over, logical, intelligible expressive and substantial; capable to state and defend the opinion competently and convincingly. Possesses good diction and oratorical skills (5 points)
77	Thoughts are expressed intelligibly, speech is correct; able to defend the opinion with deep arguments and convince people. Skills of a speaker are developed well (4 points)
78	Capable to express thoughts correctly and intelligibly, however do not always reason them or prove. Speech does not differ in expressiveness, oratorical abilities are developed indifferently (3 points)
79	Culture of thinking is low, speech is poor and inexpressive, oratorical abilities are not developed (2 points)
80	In communication with people is available, easily comes into contact, has high feeling of tact in communication, benevolent and sensitive, has sense of humor (5 points)
81	Capable to come into contact with people around, in communication is tactful, shows elements of keenness and goodwill (4 points)
82	If necessary capable to come into contact with people around; sometimes shows tact in communication; seldom shows keenness and goodwill; in communication is violent and not always available (3 points)
83	If necessary capable to come into contact with people around; sometimes shows tact in communication; seldom shows keenness and goodwill; in communication is violent and not always available (3 points)

84	Closed, does not seek for contacts with people around, capable to manifestation of goodwill and keenness (1 point)
85	Possesses high general and special erudition, systematically works on expansion and increasing knowledge from various areas of science, equipment, special branches of knowledge, versatile cultural requirements are highly developed (5 points)
86	Erudite, seeks for expansion of knowledge in various areas of science, equipment, special branches of knowledge, seeks for formation of versatile cultural requirements (4 points)
87	Level of general and special culture is mediocre, not systematically works on expansion and increasing knowledge; cultural requirements are developed well (3 points)
88	Level of general and special culture is low, does not differ in aspiration to expansion of an outlook, systematically is not capable to work on himself; range of cultural requirements is limited (2 points)
89	In work with documents has effective system, accurate, attentive to trifles. Level of work culture is high (5 points)
90	Works with documents accurately, competently. Possesses the sufficient level of work culture (4 points)
91	Able to work with documents, however can allow violations of rules of work with them. Cultural development of work with documents is required (3 points)
92	Level of development of work culture with documents is low (2 points)
93	Has the high level of external culture, always tidy, elegant and accurate; possesses good skills and abilities of general and professional etiquette; physically developed (5 points)
94	Possesses the sufficient level of external culture, seeks to be tidy, elegant and accurate; knows and seeks for observance of etiquette, physically developed (4 points)
95	Level of external culture is satisfactory, allows carelessness in appearance, knows norms of etiquette, but there are no skills and abilities of their performance; looks satisfactory (2 points)
96	Level of external culture is low; treats appearance negligently, careless; knows norms of etiquette, but does not carry them out, looks clumsily (1 point)

We checked manifestation of creative abilities by the test technique - a scale of creativity of self-updating test (SUT). The basis is the questionnaire of personal orientations by E. Shostrom measuring self-updating as multidimensional size. In Russia it was adapted by Yu.E. Alyoshina, L.Ya. Gozman, M. V. Zagika and M.V. Kroz. CUT measures self-updating on two basic scales and a number of additional scales. Basic scales are scale of Competence in time and scale of Support. Specifics of the studied phenomenon (self-updating) and complexity of its judgments allow to recommend it for inspection of persons with the higher education.

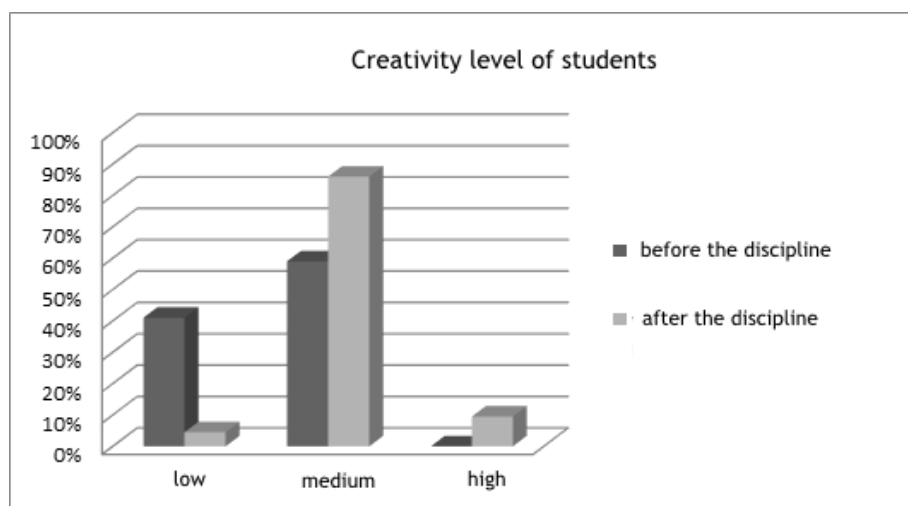


FIGURE 1. MANIFESTATION OF CREATIVE ABILITIES BEFORE REALIZATION THE DISCIPLINE “INNOVATIVE TECHNOLOGIES OF ACTIVITIES OF AN EDUCATIONAL PSYCHOLOGIST” AND AFTER THE DISCIPLINE

The analysis of the results (See Figure 1) received during the testing to a scale “Creativity” showed that expressiveness of a personal creative orientation at the first stage of development of innovative psychology and pedagogical technologies was lower than average. The number of people possessing low creativity is 9(41%), average creativity - 13(59%), high - 0(0%) The results can be explained by the fact that earlier these students did not participate in formation of their educational program. The problem of updating of creative abilities defines the essence of developing concept of realization of the course “Innovative technologies of activities of an educational psychologist”, which purpose is understanding by a student of his creativity and ways of its development. Creativity is operated and developed – it can be active and trained including by means of specially simulated game situations. To the last stages expressiveness of a creative orientation of a person in selection (N = 22) changed. Low level of manifestation of creativity almost disappeared (the number of people, possessing low creativity, decreased to 1(4,5%)), average level (to 86%) and high level (to 9,5%) increased.

The maximum orientation of educational process to development of creative abilities of a student is one of decisive prerequisites of successful solution of bachelors training.

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ART AS DEVELOPMENT MEANS OF COOPERATIVE ART-AND-CREATIVE ACTIVITY AND ART-AND-ESTHETIC EDUCATION OF SCHOOL STUDENTS

Abstract

The paper deals with the relevance of application of new methods of training, the most important of which is competence-based approach to education in higher educational institutions. The purpose of the paper is revive the main signs and groups of competences of educational process. The paper describes educational process basing on competence-based approach to education. The presented material will be useful for lecturers of higher educational institutions for conducting their lessons.

Keywords

artistic and creative activity, art activity, joint activity, co-creation, tendencies, canons

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Art, as most of researchers recognize, is "one of the most ancient attributes of human existence. Art itself possesses unique impact upon a person, bears reformative force of its internal resources, promotes personal growth and influences mentality well.

Some researchers identify art and creative activity as the means possessing some potential for realization of informative, creative, moral capability of the personality, and consider it as a factor of development of the general endowments (*Savenkov, 1990; Dzhumagulova, Solovyova, 2009*).

What is man's activity?

The activity is a dynamic system of active interactions of a subject with the outside world during which the subject purposefully influences an object by satisfying the requirements; there is an emergence and an embodiment of a mental image in the object and realization of the subject's relations mediated by it in the subject reality (*Golovin, 1998*). And here is creative activity, i.e. the process of creation of new values. Being, in fact, the cultural and historical phenomenon, it also has psychological aspect - personal and procedural. The subject is assumed to have abilities, motives, knowledge and abilities thanks to which the product which is different in novelty, originality, and uniqueness is created. Studying of these properties of the personality revealed an important role of imagination, intuition, extra mental component of intellectual activity, and also needs of the personality for self-updating, for disclosure and expansion of his creative opportunities.

Creative nature of human activity is exposed in that fact that it goes beyond the natural limitation, i.e. surpasses the genotypic opportunities. Owing to productive, creative nature of the activity the man created some sign systems, tools of impact on himself and nature.

1. Activity of the person is shown and proceeds in creations, has productive, creative, creative character, and not only consumer one.

2. Activity of the person is connected with subjects of material and spiritual culture which are used by him either as tools, or as subjects of satisfaction of his requirements, or as means of own development.

3. Human activity transforms him, his abilities, requirement, and living conditions.

4. Human activity in its various forms and implementers is a historic product.

5. Subject activity of people isn't given to them since their birth. It is "set" in cultural mission and a way of use of surrounding subjects. Such activity needs to be formed and developed in training and education. The same can be said about neurophysiologic and psychological structures operating outer side of practical activities.

6. Activity is always purposeful, active; it is aimed at creating a product.

7. Activity of a person has the following main characteristics: motive (motives can be organic, functional, material, social, spiritual, that is they are connected with self-improvement of the person); the purpose - a product, creative result (a thought, idea, the theory, a work of art), a subject; structure; actions and operations; means.

Art and creative activity can be considered as the "image-bearing model of the human activity" combining and uniting primary activities of the person in its structure: converting, informative, valuable-orientated, communicative and artistic (*Kagan, 1997*).

Art and creative activity and art and creative graphic activity as its version possesses opportunities for complete development of the personality as it reflects attitude and the relation of the person to the world, humanizing these relations (*Melik-Pashayev, 2000; Nemensky, 2012*). Art and creative graphic activity and the fine arts are considered by scientists as pedagogical potential, in the context of management of pupils' art and creative activity (*Purik, 2002*), as a basis of sociocultural development of pupils (*Andreyeva, 2000*), as vocational training of students of art-and-graphics faculties (*Lomonosov, 1970; Chyornaya, 2010*), as the way of spiritual development of the person (*Melik-Pashayev, 2000; Nemensky, 2012; Yusov, 1975*).

As L.S. Vygotsky (*Vygotsky, 1984*) noticed figuratively, the world pours in the person through a wide opening of a funnel in one thousand calls, inclinations, irritations; their insignificant part is carried out and as it flows out through a narrow opening. It is absolutely clear that this unrealized part of his life which didn't pass through that narrow opening, part of our behavior has to get rid, and the organism has to be balanced with our environment. Art is also the force providing to a human body balance and equipoise, helping to get rid of "the greatest passions which didn't find for themselves an outcome in normal life". In this context it is pertinent to give G. Schottenloher's opinion (*Shottenloer, 2001*) who considers the fine arts as the act which is taking out internal in the outside world modifying the inner world clearing it from tension and a power statics to some extent and bringing it out of inaction, closeness to intelligent action, and it is more than the calm is, more than the valve. The image opens possibility of self-healing. Rudolf Steiner adheres to the same opinion (*Hemleben, 2004*) noticing that while drawing we as if are pulling a barbed wire and blocking a way to the world outside which is aspiring to destroy us.

The American artist, teacher, art therapist Edith Kramer (E. Kramer) also estimates the value of drawing (*Kramer, 1978*). She considers that the product of graphic creativity sublimates destructive, aggressive tendencies of the author and prevents that their direct manifestation in acts.

According to V. Oklender (*Oklender, 2005*), drawing itself, even without any intervention of the teacher or psychologist, is a powerful tool of self-expression which helps to carry out self-identification and provides a way for manifestation of feelings.

The need of integration of different types of art is caused by the following fact. Experience of perception of the child develops from visual, acoustical and the kinesthetic feelings. Division of internal experience into three categories (sight, hearing, kinesthetics) is rather well presented to psychology and it is especially productive in neurolinguistic

programming (M. Eriksson, J. Bendler, R. Grinder). In the NLP (neurolinguistic programming) everything that relates to sight - reminiscence and representation of visions - is called a visual modality. The acoustical perception, information processing and acoustical memory are called "an auditory modality". Experience of moving, feeling, touching is called "a kinesthetic modality". One or another modality dominates over a child owing to his natural features, i.e. a certain type of perception of information prevails. To reach understanding at the unconscious level, it is necessary to present material in three modalities. Simultaneous inclusion of three touch systems promotes, firstly, good training of the leading channels of perception which are essential for simplification of process of training, and secondly, allows each child, using a primary modality, to present the suggested image in full measure.

Graphic activity at school is the process of teachers and students' cooperative activity directed on formation of esthetic culture of school students, a measure of participation in art creativity, practical participation in creating the feeling of beauty in life. Esthetic mastery of the world assumes creative activity. And, not only together with the teacher, but also in the group of schoolmates (*Melik-Pashayev, 1981*). Importance and the significance of art and esthetic development of a school student is especially actual at present when nihilism, product-market psychology and pseudo-cultural production have removed true human values, are destroy moral ideals, brainwashing school students by low-standard, corrupting, materials and the value is replaced by the price, and brute force, resourcefulness and lie are becoming the "advantages" based on mercantile relationships. The objective reality of modern life is inconsistent. On the one hand, it is a destructive educational negative (about which it was already said), on the other hand, we see aspiration to updating, a humidifying and a spiritualizing of educational process. The modern educational system based on technocratic approach to training and education obviously slows down the development of school students and it is negatively reflected in art and esthetic education, without providing educational process with a humanitarian orientation, freedom of choice, integrity of knowledge of the world.

The essence and importance of art and esthetic education consists in formation of "the second nature" (i.e. culture) which by means of art, science and art transformation of the world will help school students to find true human perception, cultivate their will and sympathy, participate in creation of good and beauty (*Nemensky, 2012*). Not only to learn, commit to memory, revise, but first of all - to experience, appreciate, express, i.e. to become the subject of cultural and creative activity. To pass from strongly grammatical maintenance of a subject to spiritual, social, intrinsic contents because of which the entire realm of arts was born and doesn't die in the human society. Despite quite inconsistent and difficult entry of objects of art into educational process of school, positive tendencies still exist. In recent years new schools of profound studying of art have been opened; concept's drafts of arts education ("The Concept of Arts Education As the Basis of Esthetic Development System of School Students" (1991) under the leadership of B. M. Nemensky are developed; "Concept of the Educational Art Area (2001) Ministry of Education of the Russian Federation; "The Concept of Arts Education of the Russian Federation", the project is developed with the active participation of Institute of Art Education of the Russian Academy of Education, it is accepted at be the RF Government (11.10.2001)) and others.

In all of these concepts the importance of multilateral esthetic education of children is emphasized as well as importance and need of culture and art in education, the protection and development of the unique art education system which has been developed in Russia. The main tendencies of art and esthetic education development are:

- universality of esthetic education of all educational disciplines and forms of activity;
- interrelation of human forms of activity in educational process;

- complete perception of the world on the basis of unity of rational and scientific and art and figurative knowledge;
- creation of esthetically developed and interested audience of listeners and viewers who are making active art life of society;
- using of art opportunities, art and creative activity for self-development, self-improvement of the child, self-realization of his creative abilities;
- introducing school students to values of home and foreign art culture, the best models of national creativity, classical and modern art;
- developing the advancing education and training of children as subjects of the solution of actual and global problems of the future.

Proceeding from the main tendencies of art development, the criteria of art and esthetic education of school students were developed, which have become starting points of the process of aesthetic education and the art organization of didactic process of school.

The criteria of art and esthetic education of school students are (*Brikunova, 2005*):

- child's value as a creative person, his organic part of educational area;
- his esthetic attitude to our reality;
- communication face-to-face;
- scouting and researching nature of the pupil and teacher's activity;
- entire mastery of the world in scientific and art unity and metaphorical knowledge;
- usage of main types of human activity in educational process (informative, value-oriented, communicative, converting, art-and-esthetic);
- aiming of school students and teachers at their self-development, self-improvement, their ability to reflex the activity.

The criteria above allow not only to concretize the theoretical and conceptual moments, but they also give a practical orientation of art and esthetic activity at comprehensive school, help to draw up school's art-and-esthetic culture.

No one wants to live in the environment full of rudeness, ignorance, violence, to feel abased, dependent slavishly on someone's will. The only exit from this situation is to create the atmosphere of humanity, enthusiasm, interest in life, need for knowledge and skills, animate and spiritualize educational process by creative investigation, make thrifty use of valuable universal points and lead a life under laws of truth, good and beauty (at lessons, during out-of-school activities, in communication with students and parents, etc.). Such activity will include practical actions for educating a free, creative and well-bred person.

Now more and more actual the opinion of M. M. Bakhtin (*Bakhtin, 1986*) on art is becoming: art value is not in life reflection, not in awareness of it, but in esthetic transformation of the world to a new form.

In the modern theory the questions, concerning art as a means of people's communication, have been developed. M. S. Kagan (*Kagan, 1997*) defines how an individual is developing in culture area and its subsystem - art - from the positions of system and synergetic approach is carried out (I. Prigozhin, V. Sagatovsky, G. Haken, E. Yudin, etc.). The author proceeds from the philosophical analysis of work as the "supra-biological level of activity" covering practical, spiritual and its spiritual-and-practical forms.

The esthetic perception is defined as the closed system of that the esthetic perception includes emotional experience by a person of a perception's subject - man, nature, works of art. The esthetically intelligent person catches sense of proportion, both in the course of creation of fine forms, and during their perception. That each concrete form is unique as the value carrier, its esthetic perception and assessment have individual character.

Specifics of esthetic education lies in forming taste in a purposeful way and aiming at a certain level of practical activities, and cultivating feelings. Esthetic education is claimed to be an aspect of all forms of communication: teacher and children, parents and children, artists and children. Arts education already includes not only taste formation, but education along with specialized training.

Taking into consideration a great role of art in solving esthetic and art education's problems, art's ability to act as a means of communication of people, it should be noted that art has been simulating the system man's activity from his earliest steps.

The essence of co-authorship is that the process proceeding in perception of a viewer is isomorphic to creative the process of an artist; it is localized in perception of the viewer, but it doesn't materialize.

A.A. Leontyev (*Leontyev, 1999*) believes art is as a specific look or a way of human communication. It is art that provides integrity and creative development of a personality. The art purpose is to broaden the sphere of communication with the quasi-communication forms supplementing it.

The matter of art is the public relationships which are not reflected in the stiffened language forms. They are personal interests, experiences, needs. The category of "personal sense" (*Leontyev, 1983*) is that subjective psychological form which contains a public value, public representation.

To make art developed, the person has to start use the language adequate to art. Wielding the art language includes the mastering of its techniques, understanding the relations between techniques and language (the ability to perceive technique in its functional loading) and ability to transfer your awareness of this ratio to new material (to extrapolate the ability to speak this language). The technology of perception of art is given to man by nature that makes it nonspecific. Teaching its technique is carried out consistently: first the attention to some elements (perceptual actions) is fixed, and then there is an automatic submission to a problem of art perception of a quasi-object. That is why perception is a holistic process, and the artist has the right to break integrity consciously, providing a condition of creative activity of a perceiver.

Process of art communication proceeds in the same sequence as usual speech communication. Specifics and complexity of art communication can be seen in that fact that a person, who perceives works of art, being a "co-creator", the equal participant of art communication, makes not quite adequate activity of communication regarding his psychological relation.

The artist both possesses material, which he alters, and carries out metamorphoses of feelings. It is the activity that makes a product. The spectator makes his picture basing on process imagination of art quasi-objects, but he does not fight against the material, but accepts it as a co-authorship condition. The material itself for the artist is functional. The spectator's activity includes mastering of social novelty of art work.

Thus, art power consists in forming esthetic needs of the audience. Art is a ground for development of emotional and strong-willed, ethical and other aspects of the personality.

Defining the nature of teacher-and-children interaction in pedagogical practice and art activity we rely on B.F. Lomov's theoretical thesis, (*Lomov, 1984*) who considers communication as "interaction of subjects who act as partners". At the level of psychological category, communication is considered as communicative activity in this author's research works.

Comprehending a means of communication, the language of the fine arts, a child has an opportunity of independent communication with an artist. That is the principle of partnership. Socialization of the child, his introducing to cultural values, is carried out in the situation of his personality's activity. Realizing the potential of art and creative development of his personality, the teacher carries on the internal dialogue with the

quasi-subject, which process and result provide functioning of "the child-and-artist (quasi-subject)" dialogue.

The act of "the child-and-artist" dialogue is brought about in the art and creative activity of the child directed by personally sensible motivation of the competition with the artist. Coming into the view of the teacher, the child represents "the message", i.e. he acts as the holistic personality. In this way his behavior carries out a role of "the text", and his art and creative activity governs the pedagogical interaction.

Criteria of increasing level of formation of a child's esthetic perception are childishness, game and heuristic nature of esthetic perception allowing us to estimate the level of esthetic development in complex.

Involvement of the child to art activity forms his ability to distinguish color gamut, shapes, lines, and contours, to learn and reproduce information; at teenage age it becomes needs for self-affirmation and self-expression through the maintenance of a work of art. Art classes and art creativity are particularly important.

The allocated conceptual ideas are not, certainly, exhaustive, but they set a definite orientation for practical activities of the teacher in respect of influence on formations of the interpersonal relations among elementary school pupils and social and psychological climate in the class.

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FUNCTIONAL INFLUENCE OF THE MECHANISM OF LABOR MARKET ON VOLUME AND ORIENTATION OF LABOR STREAMS

Abstract

Relevance of the studied problem is caused by existence of the problem of ensuring effective regulation of labor streams in conditions of hidden mass unemployment and lack of effective mechanisms of its decision demanding an integrated approach. The purpose of the paper is to define influence of the mechanism of labor market functioning on labor streams. The leading method of the research is balance method with use of the schematic approach. The author describes labor streams in labor market, directions and intensity of labor streams between sectors of its state in labor market, assessment of the entering and proceeding streams of labor, influence of the mechanism of labor market functioning on volumes and orientation of labor streams on it. That gave the chance to remove functional dependence of labor streams formation in the fixed labor market. The paper can be useful in practical activities on regulation of labor streams in labor market, traffic control of labor at state and regional levels.

Keywords

labor market, labor, labor streams, functioning mechanism, functional influence

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In labor market people can be busy, unoccupied or be out of structure of cumulative labor. The cumulative labor consists of employed and unemployed people. It is worth emphasizing that in domestic and foreign works labor streams as the research object do not act. The analysis of the reasons of labor transition between sectors is generally wide spread: search of the best workplace, aspiration to receiving higher salary, stagnation and development of economy branches, staff reduction, natural movements (retirement, end of study and job search, disability, etc.), bankruptcy, transformation of property, structural shifts in economy.

Thus, for today there is no definition of labor streams in labor market, the analysis of mechanism of their functioning was not carried out, the system of indicators of their measurement and an assessment is not developed.

In our opinion, labor streams in labor market are the directions and mechanism of labor movement between sectors of its state in labor market: employed, unemployed, migrants, who are out of cumulative labor; the volume and orientation of which is formed under the influence of elements and mechanism of labor market functioning. Schematically they have to be presented as shown in Figure 1.

The schemes of labor streams used by various authors are, in our opinion, incomplete and demand modification and additions. So their developers in the researches do not consider such group of population, as migrants, thanks to whom labor market can be divided on six multidirectional streams.

Let's allocate migrants in separate group of labor market. For this purpose on each stream we consider possibility of labor movement, passing this category. So, irrespective

of the fact a person is employed/unemployed or he is out of cumulative labor, if he makes a decision about departure from the country, he becomes state a migrant for the (streams P14, P17, P18). To what category he will get in labor market of other state - does not matter for this market and consequently, it cannot be displayed on the scheme of streams in national labor market in any way. So it is not possible to delete from the scheme Cm sector “migrants” and to send a stream to sector Sz “employed”, Sn “unemployed” or Sp “out of cumulative labor” depending on conditions of person’s work. It is deprived of sense and logic, that is such stream cannot exist actually.

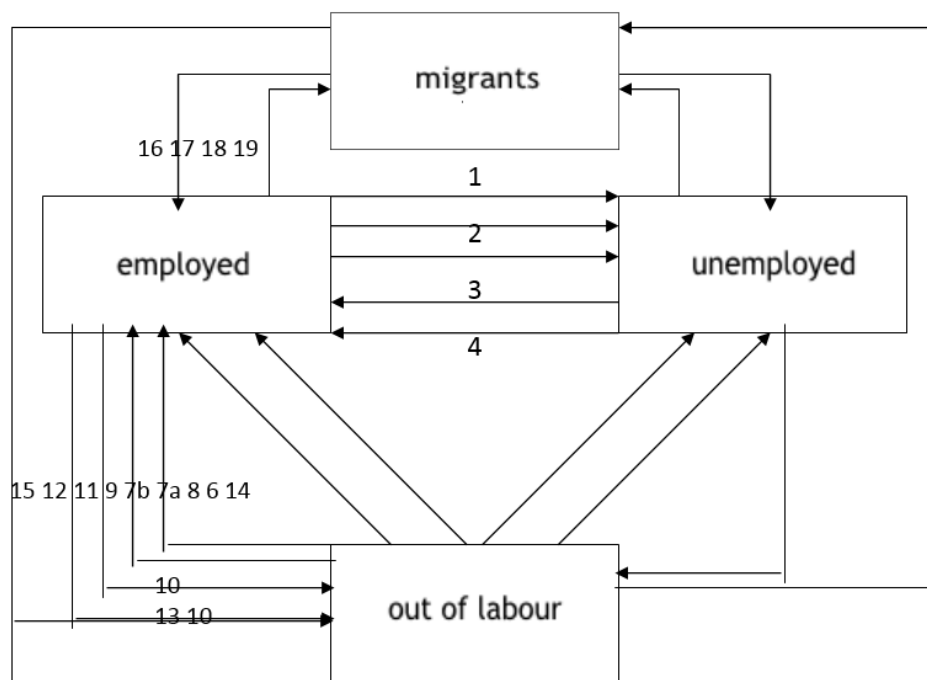


FIGURE 1. LABOR STREAMS IN LABOR MARKET

- | | |
|---|---|
| 1 - fire at own will; | 12 - working teenagers before achievement the lower limit of efficient age, students (pupils) of full-time form of education; |
| 2 - dismissed according to administration decision; | 13 - temporarily stopped to work; |
| 3 - without work on other reasons; | 14 - migrants out of cumulative labor; |
| 4 - employed for the first time; | 15 - migrants who do not aim to work in the country at certain time; |
| 5 - returned on workplaces; | 16 - migrants on workplaces in the country; |
| 6 - ceased to look for work; | 17 - employed, in connection with employment abroad; |
| 7 - for the first time entered labor market: | 18 - unemployed, in connection with employment abroad; |
| A) in structure of the unemployed population, | 19 - migrants, who seek to work, but did not find a job yet. |
| B) in structure of the employed population; | |
| 8 - returned to structure of labor market; | |
| 9 - returned on workplaces; | |
| 10 - retired; | |
| 11 - pensioners, who continue to work; | |

In the return case situation is similar. If migrants come to the country, they can get to three categories: 1) economically inactive population - the ones, who are out of cumulative labor (stream P15); 2) experts, who are employed under the contract, - in structure of employed (stream P16); 3) economically active population, which wishes to work in the future, but at the time of arrival has no information on vacancies and offers of work - in structure of unemployed before their employment (stream P19). In this case we also cannot display these streams without using sector “migrants”. For this labor market it is not important, to which sector in labor market belong migrants of that country from which they arrived, in all cases they enter on national labor market as migrants.

Therefore, application of sector of S_m gives the chance to display all existing streams of population and labor in labor market. It is also necessary to take into account that in recent years migration, including labor migration, got considerable volumes.

Let's consider interstate streams of population and labor. In labor market there are three ways of work loss:

- dismissal at own will;
- dismissal according to the decision of administration;
- loss of work on other reasons (closing of enterprise, natural disaster, bankruptcy, etc.).

These streams (P1, P2, P3) fill up sector of unemployed. The return orientation of streams is formed by the population, which comes back to workplaces from temporarily unemployed, and for the first time getting a job, being a certain period of time unemployed searching a job (streams of P4 and P5).

Unemployed population is reduced not only by transition to employed, but also due to secession of cumulative labor of unemployed, who lost hope to find work and ceased to look for it (stream P6).

Employed population leaves structure of labor as a result of retirement on age, disability, favorable terms (a stream P10) or temporarily leaving its structure, for example, for supervision for sick relatives, solution of private matters not compatible to work, etc. (stream P13).

One more direction is formed by people, who come back to structure of cumulative labor. This stream is divided into two. So people for the first time entering labor market can be unemployed until they find suitable work (stream R7a), or at once to find a job on already picked up workplace (stream R7b). That were a part of cumulative labor earlier come back in job searches to sector of S_n , and then left it (stream P8). Also population can come back to structure of labor, having found work at once on making decision on return or having decided to return through the offer of suitable work (stream P9).

In orientation and existence of the given streams we agree with authors of the scheme (Fischer S., Dornbush R., R.'s Shmalenzi, 1997), taking into account the given additions. However two more streams are not defined on it that in modern conditions cannot be recognized insignificant, it is also inexpedient to include them in the listed streams in connection with essential differences in nature of movement. Retired can come back to structure of labor, continuing to work (stream P11). The cumulative labor is also replenished at the expense of teenagers, who start working before achievement of the lower limit of working-age, and students (pupils) of full-time form of education, who work in non-study time (stream with P12).

Intensity of movement in streams can be different. The most part of movements happens between employment and unemployment. At the same time, the volume of entering and proceeding streams from cumulative labor is considerable.

The greatest mobility is observed in sector S_n for such reasons:

- most population has short-term periods of unemployment;
- during labor life the aspiration to change workplace searching the better workplace is peculiar to people (Nesterova D., Sabiryanov K., 1998);
- through this sector the main part of those who for the first time contacts it gets on labor market;
- unemployed most actively move between unemployment and employment;
- statistical data testify that increase in duration of unemployment, the number of unemployed who leave cumulative labor grows;
- according to researches of the American scientists 61-62% become unemployed, losing workplaces for various reasons, and only 38-39% - without being a part of cumulative labor (Makkonel K.R., Bruce L. Ekonomiks, 1999);

- for the majority of the Post-Soviet countries big scales of reduction of labor, who became unemployed, are characteristic, without having opportunity at once to find a job for other work;

- part of population, which found work, remains employed not for a long time (dissatisfaction terms of payment, discrepancy to requirements of an employer, temporary or seasonal nature of work, etc.) (*Kupriyanova, 1998*);

- migratory processes promote mobility of unemployed population: the part of unemployed leaves the country to work abroad, migrants and refugees to the country cannot find a job at once because of high unemployment rate (*Fedotova, 2000; Chernina, 1996*).

Labor market, as well as any other systems, in which there is a movement of subjects, regulates their volumes and directions, influences them through the elements and mechanism of functioning. Let's analyze input and output labor streams.

Leaving of a workplace (sector Sz) depends on many circumstances, since compliance of professional level to requirements of the held position, satisfaction with working conditions and level of its payment, position of enterprise in the market, family circumstances and relationship with the management. These circumstances predetermine duration of stay of a worker in condition of employment on a certain workplace.

According to the scheme of labor streams in the fixed labor market, entering streams are sent to sector Sn from three sectors: Sz, Sm and Sp. Statistical material testifies insignificance of a stream P19 "migrants who seek to work, but did not find a job" in the fixed labor market yet. The reason is that migrants do not seek to address to services of public service of employment. Therefore implementation of the statistical analysis in two directions the entering streams will be optimum:

- 1) from sector Sz - streams P1 "dismissed at own will", P2 "dismissed according to the decision of administration" and P3 "remained without work on other reasons";

- 2) from sector Sp - streams R7 "for the first time entered labor market structure as unemployed population" and P8 "returned to employed".

Unemployed, who were not occupied for various reasons for more than one year, can be statistically distinguished from structure of Sn sector. Actually it is part of labor, which annually passes within unemployed in Sn sector, changing the structure. It is obvious that it is about an internal stream Rv.

According to the scheme of labor streams in the fixed labor market the proceeding streams are sent to three sectors: Sz, Sp and Sm. Concerning the number of migrants (Sm sector), statistically it makes against hundreds of thousands unemployed after streams and in sectors it has very insignificant size and does not influence results of the analysis. Such situation is explained by those, who goes abroad for employment, use services of commercial organizations or a personal contact, besides the centers of employment do not possess information on vacancies abroad and have no adjusted system of employment on enterprises. Therefore we make the decision about an opportunity and expediency of an exception of analytical calculations of stream P18 "unemployed, in connection with employment abroad" correlating to fixed labor market.

The labor passes from sector Sn into sector Sz as a result of employment. The general scheme of streams in labor market contains two streams: P4 "employed for the first time" and P5 "returned on workplaces". Because of account on categories of these streams separately is not kept by the Public Service of Employment (PSE), during the research we will consider them in common as one stream (P45 "employed"). However features of maintaining the account in the fixed labor market allow to distinguish two other categories among employed - P45a "employed by PSE" and R45b "employed independently".

Structurally proceeding streams in statistical data of PSE are displayed through number of employed and struck off the register for other reasons. Removal from the account for other reasons has such structure: 1) the early pension is issued; 2)

independently found a job; 3) submitted the declaration of abandonment of services of public service of employment; 4) refused two offers of suitable work; 5) did not visit the center of employment in due time; 6) other reasons: registration of pension on age, receipt in educational institution, imprisonment, change of residence, etc.

It is obvious that item 2 displays the contingent of stream R45b "employed independently", other points - stream P6 "ceased to look for to a job", except item 5. Concerning the ones, who did not visit the center of employment in due time, it is difficult to find out the reasons since necessary statistical data are absent. It happens in connection with employment or making decision on the job search termination, that is on secession of cumulative labor. For decrease in size of an inaccuracy of distribution the most optimum is application of a method of average sizes to this category.

Creation of models is carried out by the principle of calculation of number of S_n sector on the end of the year, proceeding from its number for the beginning of year, size of the entering and proceeding labor streams for a year and changes of volume of sectors S_z and S_p . The received number of sector S_n is its basic size for the beginning of the next year.

In sector S_n the number of unemployed, who receive the official status is allocated, and, being on the account for more than one year, form a constant component of the contingent of sector. In sector S_n , action of an internal stream of R_v is schematically shown, which volume is formed at the expense of the unemployed, who consist on the account from previous year.

In the fixed labor market we will determine by the scheme of labor streams, what impact the mechanism of functioning of labor market has on the volume and orientation of labor streams on it. We will designate nature of these changes functionally:

$$f^{(3)} \downarrow \uparrow \Rightarrow \{D1^{\pm}, D2^{\pm}, D3^{\pm}, D45^{\pm}, D6^{\pm}, D7a^{\pm}, D8^{\pm}\} \pm D\hat{a}^{(3)} \pm \hat{a}^{(3)}, (1)$$

P1 - dismissed at own will;

P2 - dismissed according to decision of administration;

P3 - remained without work on other reasons;

P45 - employed;

P6 - ceased to look for work;

R7a - for the first time entered labor market structure as unemployed;

P8 - returned to structure of labor;

R_v - internal stream in sectors;

$e(i)$ - random variables;

i - period.

The sign "+" over a stream means increase in its volume, the sign "-" - reduction. The increase in an element of labor market (f) in a certain period is designated by the arrow directed up ($f(i) \uparrow$), reduction - by the arrow down ($f(i) \downarrow$).

For exact determination of size of changes in streams, fuller accounting of the happening changes, the indicator R_v , which can have both signs "+" and "-" is added to the general function. This indicator characterizes the size of internal labor streams in a certain sector. Let's explain its action in a concrete situation. Logically in the conditions of increase in labor demand there has to be an increase in dismissals at own will, because workers leave for the purpose of employment for more highly paid and suitable work. It is possible to recognize these dismissals with big confidence as an internal stream (R_v) of sector S_z under two conditions:

- workers are released, having already found a new workplace;
- in the conditions of the increased labor demand there will be a certain part of workers, who after dismissal will remain as a part of sector S_n not a short period and again will pass into sector of S_z .

Therefore, in the first case we observe action of intra sector movement of labor. In the second case it is impossible to track short-term movements between sectors. Besides, it complicates the analysis and does not bear essential value for the movement of labor in streams. Therefore in similar situations, it is more expedient to apply an indicator R_v which, shows existence of an intra sector stream at change of a certain element of labor market.

Size $e(i)$ displays random variables, which are difficult to observe. They take place practically in each stream in labor market. At establishment of the sign "+" or "-" over a stream, the prevailing tendencies are taken into account. However along with them, there is always a certain insignificant part of the return tendencies. So, for example, in conditions of increase in demand streams P1 "dismissed at own will" and P2 "dismissed according to decision of administration" have the sign "-". But there is a certain part of growth of these dismissals in these conditions. However its part is rather low in comparison with the studied tendencies. Besides, similar situations exist in all streams and if to consider them, there will be a sign " \pm " in all streams that is deprived of sense. Therefore these changes in the course of the analysis are not observed, but their existence is not denied by input $e(i)$ in function of change of labor streams under the influence of the mechanism of functioning of labor market and its elements.

Construction by a chain method of model of labor streams in the fixed labor market give practical confirmation of functioning of the offered scheme of labor streams and the output interrelations between streams and sectors in labor market.

Methodology of the assessment of efficiency of labor streams in the fixed labor market and actions of practical application of model of regulation of labor streams in labor market are completely applicable at the state and regional levels. The received scientific results are the powerful basis for further researches and development in this direction.

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THE CURRENT STATE OF INSTITUTIONS OF SOCIAL INFRASTRUCTURE AND THEIR DEVELOPMENT

Abstract

Urgency of the given problem is due to the fact that institutions of social infrastructure occupy an important place in the institutional structure of the agricultural sector. The paper is aimed to analyse the current state and development of social infrastructure of the agro-industrial complex (AIC) in the Krasnodar region. The leading method of the study of this problem is the time series. The assessment of the current state and development of social infrastructure of the AIC of the region leads to conclusions about the importance of social services for the sustainable development of rural areas and the need for governmental financial support of social programs in rural areas. The paper may be useful for scientists and experts in the field of increase of efficiency of agricultural production.

Keywords

institutionalism, institutional structure of agro-industrial complex, institution, institutions of social infrastructure, agro-industrial complex

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Ideas of institutionalism are now widespread in the world and in the Russian economic science. The term “institutionalism” includes two aspects. Firstly, it is customs, traditions, rules of conduct adopted in society - “institutes”. Secondly, it is preservation of norms and customs in the form of laws, organizations and institutions, i.e., “Institutions”.

Neo-institutionalism is based on two fundamental preconditions. Firstly, social institutions are important and secondly, they can be analyzed by means of standard tools of economic theory. Features of neo-institutionalism lie in the fact that his followers have become increasingly aware of the fact that economic concepts and methods have a broader sphere of application; there arises a connection between the economy and other social sciences, methods of analysis of economic processes and phenomena are beginning to be used for the analysis of the various social institutions which in their turn have a significant impact on the operations and development of companies in a market economy (*Frantsisko, 2014*).

In our view, the basic postulates of neo-institutionalism may be successfully applied to the analysis of economic processes of agro-industrial complex of Russia and the search for new ways out of its protracted crisis.

Before proceeding to the study of institutional processes in the agricultural sector of the country using the postulates of neo-institutionalism, we need to understand the basic concepts and categories of the given economic theory.

The driving force of social development according to institutionalists is an institute.

Having examined and analyzed in detail the definition of “institution”, given by different foreign and domestic scientists, it is possible to identify the most important characteristics of this concept:

- firstly, institutions are the rules and regulations, and they can be both formal (under the formal rules and regulations in this study we will understand such rules, which are reflected and enshrined in legislation and regulations) and informal (under this term we will understand the rules not enshrined in legislation and regulations but which are generally accepted as norms of behaviour, representing some agreements imposed internal restrictions on the activities of economic agents);

- secondly, institutions are designed to regulate and structure via designated rules and regulations the recurring relationship, human interaction, resulting in a variety of areas, including economic, social, political, spiritual, etc.;

- thirdly, institutions should include a specific mechanism of action, coercion, which is designed to ensure the observance of rules and regulations set by the given Institute and contain sanctions for non-compliance with these rules;

- fourth, the functioning of institutions is aimed at achieving specific goals and results that can't be measured (results of existing institutions' performance do not have a monetary value).

Thus, we can formulate the author's definition of the term "institution", which will absorb the basic characteristics outlined above.

Institution is a set of formal and informal rules and regulations designed to regulate and structure the recurring relationship and human interaction in various areas, including economic, social, political, spiritual, and so having a mechanism of action (coercion) to comply with the "rules of the game", containing sanctions for non-compliance with these rules, the operation of which is aimed at achieving specific goals and results (*Frantsisko, 2014*).

The institutional structure of the AIC is rather complicated, it involves a lot of elements (institutions), among which are the following.

The state is a fundamental element in the institutional structure of the agricultural sector. The state must pursue an active policy for the formation of an effective institutional environment by, first of all, the formation of "game rules", which all the participants of market relations are obliged to follow, oversee their implementation and provide the support of enterprises engaged in agricultural production through subsidies, to implement the current regulation of the economy.

Normative legal acts designed to regulate institutional entities and relationships in the agricultural sector. Many questions at the beginning of agricultural reforms remain unsolved and laws adopted in haste had different interpretations and need of the radical revision. This led to the fact that the internal capacity of agricultural enterprises, primarily large agricultural enterprises, has become inefficient since it ceased to meet the requirements of the new institutional business environment and further institutional reforms were constrained by unsolved legal issues.

Gaps in legislative framework designed to regulate the transformation of property right, forms and methods of management of agricultural enterprises in the new conditions suspended institutional reforms of the AIC and the interests both of the large agricultural producers and small peasant farms have been affected. All this had a negative impact on the state and future prospects of the development of the rural economy as a whole.

Agricultural enterprises of the country, which in the course of agrarian reform have changed significantly and these changes have affected the transformation of ownership forms (in particular the emergence of private property), forms and types of management, economic structures. Agricultural companies, in our opinion, are the main institutions of the agrarian structure of the country, and that the process of their change in the course of agrarian reforms is fundamental when considering the institutional reforms of the agricultural sector of the country (*Frantsisko, 2014*).

A set of institutions involved in the development and implementation of science, education, engineering, technology, innovation achievements in the AIC. These

institutions include research and educational institutions engaged in the training of specialists of the agricultural sector, information and advisory services, the main purpose of which is to develop the functioning of competitiveness of the agricultural sector, the increasing of its efficiency and sustainability through the expansion of advanced production experience, computer technology and information resources, the progress of priority sectors of agriculture, the workers supply of the village and other equally important issues.

Various associations, unions of agricultural enterprises, the objectives of which are to protect the economic interests of members of these associations, to liaise between the state and the business community on issues of federal and regional programs for rural development and investment.

Informal institutions (traditions, rules, and customs) are also one of the key elements of agrarian structure of the country and have a significant impact on the conduct of institutional reforms of the AIC. For informal institutions it is customary that, above all, they have no legal preservation, these are the values and customs that are accepted in a given society. But, despite their informal nature, these rules have a significant impact on the economic life of the country.

Among the elements of the institutional structure of the AIC institutions occupy an important place in a social infrastructure, as the issues of rural development are essential for the development and improvement of the efficiency of the agricultural sector. These include a variety of objects of housing and communal services, trade and catering, education, culture, medicine and sports, etc. Institutions of social infrastructure are designed to improve the quality of life of the village population, provide social motivation of working and living in rural areas for agricultural workers, to create a favourable psychological climate (*Molchan, 2014*).

Therefore, in any enterprise, including also agricultural ones can be distinguished not only production, economic and financial but also socio-economic parameters. Social parameters, on the one hand, are manageable because the level of social development has an impact on the state of production and productivity, on the other hand, they should act as a measure of social production, because ultimately the welfare, living standards and social conditions are judged largely on social parameters (*Bagmut, 1993*).

Against 1 January 2014 the rural population of the Krasnodar region was 2492 thousand people or 46.1% of the total population of the Kuban region. This is well above the national average performance - in Russian Federation proportion of the rural population at that date amounted to 25.8%.

Part of the social parameters in relation to agricultural enterprises is endogenous (internal), because many farms have on their balance cultural centres, nurseries, libraries, housing, etc. Another part of the social parameters of the enterprise characterizes the environment of its activity, the presence or absence of opportunities of various socio-cultural, medical, educational and other services and, therefore, they are exogenous social parameters, because these institutions may be owned and run not by enterprises but by local authorities. In connection with the reform of the agrarian economy many agricultural enterprises are forced to transmit unprofitable social objects to the local authorities. This is true for housing and communal services too (*Molchan, 2011*).

Total area of the rural housing stock in the region has increased steadily and in 2013 exceeded 56 thousand m² (Table 1). The increase in the area of housing in 20 years (from 1990 to 2010) was more than 40%. Housing stock is a set of all dwellings, including houses, special houses (hostels, orphanages, homes for the disabled and the elderly and boarding schools), apartments, office premises. For the analyzed period the structure of rural housing changed substantially. In 1990 private housing stock that was in the ownership of citizens and legal entities established as private possessors was 79.2%, while in 2013 its

share reached 98.2%. At the same time took place a decline in the share of public housing stock to 0.5-0.6%.

TABLE 1. CHARACTERISTICS OF RURAL HOUSING OF THE KUBAN REGION

Criteria	Years							
	1990	1995	2000	2005	2010	2011	2012	2013
Total area of the rural housing stock, in thousand m ²	37732	39686	43146	46413	52946	53984	55074	56262
Structure of the rural housing stock, %: in total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
including:								
private	79.2	93.7	95.6	97.8	98.2	98.2	98.2	98.2
national	17.4	2.3	1.9	0.8	0.5	0.6	0.6	0.6
municipal	3.2	3.3	1.9	1.4	1.3	1.3	1.2	1.2
Total area of dwellings, m ² :								
per rural resident	17.6	17.2	18.1	19.2	21.5	21.9	22.2	22.6
per urban dweller	14.8	15.9	17.3	19.4	23.1	23.3	23.8	24.0

Calculations show that since the second half of the 70s the proportion introduced into the action houses for agricultural workers at state expense decreased from 52.2% in 1976-1980 to 36.4% in 1988 and quantity of houses built by the collective and local farms increases and reaches 22.9% in 1988.

However, major structural changes have occurred in the early 90s in connection with the privatization of property. Private housing stock is dominated by an individual one, the share of which in 1997 accounted for 97.2%, housing of collective farms accounted for only 0.4%. Structural changes appear not only due to the privatization of housing. Significantly increased the proportion of houses built by people, in the total property capacity it raised from 58.4% in 1990 to 98.0% in 1998. It should be noted that in the second half of 90s the volume of building houses by population was fairly stable and exceeded half a million square meters of total area per year (*Burda, 2014*).

For the analyzed period the increase in the total housing per a rural resident area can be traced. However, the average availability of living space in 1997 in rural areas was 13.0 m² per person, i.e. it remained below the federal standard of social norms of living space - 18 m². In 2013 each rural resident had an average of 22.6 square meters of residential space.

It is noteworthy that the average provision for the total area in rural areas is higher than in the city. Accomplishment of rural housing also improved, significantly increases the proportion of houses equipped with sewage, central heating, hot-water supply, baths. At the same time we must note that almost one-third of houses is not equipped with hot water, half - with baths, and only a little over 60% is equipped with sewage. Improvement of rural housing is worse than in urban areas for almost all criteria, though the differences in the arrangement of rural and urban housing sewage, central heating, baths, hot-water supply have been reducing (*Molchan, 2011*).

Despite the fact that the proportion of the permanent rural population under the age of working from 1970 to 1998 decreased from 29.7% to 22.6%, in rural areas of Krasnodar region at the beginning of 1998 there were more than half a million people under the age of 16 years old. That is why one of the important social parameters of the agricultural sector is the provision of educational preschool institutions and schools, as well as their characteristics.

In the 70-80s the commissioning of a significant part of social and cultural objects in sectors of the AIC happens at the expense of funds of enterprises. Thus, in 1976-1980 in the Kuban region enacted 40.6 thousand places in secondary schools, including 25.2 thousand, or 62.1% due to the state capital investments and 15.4 places or 37.9% at the

expense of collective organizations. In the next five-year plan in 1981-1985 this amount decreased slightly: only 30.7 thousand enacted, including 11.2 places or 36.5% due to the collective and inter-collective farm organizations. In 1986 at their expense enacted more school places than the state - 1628 and 1488 places respectively. Proportion of schools administered by non-governmental sources of financing the construction reached 52.2%. In subsequent years this exponent decreased and in 1988 amounted to 17.2%.

The situation was similar with pre-school institutions. Thus, in 1976-1980 in the AIC of the region enacted 25.1 thousand places in pre-school institutions, including 16.6 thousand places or 66.1% due to the state capital investments and 8.5 thousand or 33.9% by collective farms and organizations. In the next five years at their expense was introduced, 8.0 thousand places or 36.1% of the total. In 1987 due to the collective and inter-collective farm organizations enacted more places in preschool institutions than the state: 2880 and 2775 respectively.

However, in the 90s the situation has changed. Number of preschool institutions in rural area of Krasnodar region has decreased from 1307 in 1990 to 812 in 2005, or almost for 38% (Table 2).

**TABLE 2. PRE-SCHOOL EDUCATIONAL INSTITUTIONS
IN RURAL AREAS OF THE KRASNODAR REGION, AT THE END OF THE YEAR**

Criteria	Years										
	1990	1995	1996	1997	1998	1999	2000	2005	2009	2010	2011
Number of pre-school institutions, units	1307	1032	959	917	840	839	819	812	829	830	833
Number of children in preschool institutions, thousand people	111.4	73.5	68.2	64.2	57.2	57.1	58.4	63.6	77.2	80.5	84.7
Number of children in pre-school institutions in % from all the children of pre-school age	54.4	41.5	40.3	35.1	37.7	39.6	41.2	43.7	47.4	48.1	50.2

Number of children in these institutions decreased during the period under review from 111 thousand people in 1990 to 51.2 thousand people in 2000, i.e. more than twofold. Accordingly, the average number of children in a preschool institution fell from 85 to 68 people. The proportion of children attending pre-school institutions in the rural area of the region decreased from 54.4% in 1990 to 35.1% in 1997 (*Burda, 2015*).

Obviously, this is due to structural changes in the agricultural economy, due to reduction of the number and proportion of employees of collective enterprises and the increasing number of employees in personal subsidiary and farms where the regime of work and rest are not strictly regulated and there is an opportunity for balancing work with parenting.

The level of health care of the rural population is determined largely by the provision with medical staff. In rural areas of Krasnodar region at the end of 2011 3815 doctors and 13960 nurses were employed (Table 3).

TABLE 3. BASIC HEALTH INDICATORS IN THE RURAL AREA, AT THE END OF THE YEAR

Criteria	Years										
	1992	1993	1995	1997	1998	1999	2000	2005	2009	2010	2011
Number of physicians of all specialties	3452	4577	3000	3867	4014	3873	3845	3256	3871	3808	3815
Number of physicians per 10000 people	15.5	20.3	13.0	16.5	17.2	16.5	16.4	13.5	15.8	15.5	15.4
Number of practical nurses	13548	16288	11352	14246	16404	14156	13260	11707	12626	13940	13960
Number of practical nurses per 10000 people	61.0	72.2	49.3	60.9	70.2	60.2	56.4	48.5	51.5	56.6	56.5

Per 10000 people of the rural population there are 15.4 physicians and 56.5 employees of practical nurses. It should be noted that the definitive trends in the analyzed criteria during the study period were not observed. However, the provision of rural population of the region with medical personnel is above the average index in Russia and with nurses - almost as good as it. In the Russian Federation the number of physicians in 2000 working in rural areas has increased by 978 people or by 2% and amounted to 50269 people or 12.9 per 10 thousand rural people (in 1999 - 12.6). Number of paramedical personnel decreased by 10203 people or 4.2% and amounted to 60.0 per 10 thousand respective population (in 1999 - 62.6). Staffing of medical posts in rural institutions has not changed and amounted to 88.9%, nurses - 96.3%.

Staffing physicians in medical institutions of the Krasnodar region in 2014 (in the rural and urban areas) decreased to 61.3% and nurses to 65.9%. The website of the Legislative Assembly of Krasnodar Region posted the information, according to which as of 1 January 2015 in the Kuban region in hospitals and clinics lacked more than ten thousand doctors, more than eighteen thousand paramedical personnel.

Not only before, but also nowadays during the holidays the centre of attraction for young people is a rural club. Here also takes place a variety of celebrations and many holidays. Often clubs are the only spacious premises in the place where it is possible to hold a meeting of employees or farmers. The number of such institutions in rural areas of Krasnodar region decreased from 1190 in 1990 to 973 in 2011 or by 18.2%. As a result, the provision of rural population with club establishments is deteriorating. The changes taking place in clubs in rural areas are due not only to market reforms. It is also affected by the development of electronic media, radio, television, the possibility of expanding the use of audio and video recordings, the development of transport infrastructure and transport accessibility of shopping centres that were built on the outskirts of the regional capital.

Kuban farmers as the part of the federal programme "Sustainable development of rural areas in 2014 - 2017 and for the period up to 2020" it is planned to allocate 459.5 million roubles of state support, including 140.3 million rub. at the expense of the federal budget, 201.9 million rub. at the expense of the regional budget, 21.7 million rub. at the expense of local budgets and 95.6 million roubles by extra-budgetary sources. In a difficult economic situation the attention of the state for financing social programs in rural areas demonstrates the importance of social services for the preservation of the rural way of life and sustainable development of agricultural production.

Thus, the state of institutions of social infrastructure of the AIC in the Krasnodar region shows that, despite the importance and necessity of social development of rural areas for improvement of the efficiency of the agricultural sector, provision of social motivation and a favourable psychological climate in the countryside, in the analyzed period this area has been given an insufficient attention. Regional authorities should pay more attention to the financing of the development of institutions of social infrastructure

in the framework of the federal programme and within the implementation of regional programmes for the development of the AIC.

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INSTITUTIONAL REFORMS IN THE AGRO-INDUSTRIAL COMPLEX OF RUSSIA: GENESIS, ISSUES, CURRENT STATE

Abstract

The urgency of the problem under investigation is due to the need of conversion and efficiency increase of functioning of the agricultural sector. The purpose of the paper is to justify the appropriateness of the institutional economic theory in the transformation of the Russian agro-industrial complex (AIC). The leading approach to the study of this problem appears analysis of basic postulates and methodology of institutional economics. The study identified the key areas of institutionalism, allowing a transformation of the agricultural sector, to bring it to a new level. The paper may be useful for scientists and experts in the field of increase of efficiency of agricultural production.

Keywords

institutionalism, institutional reforms, agricultural sector of economy, institutional structure of agro-industrial complex, agro-industrial complex

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To justify and explain the processes and phenomena observed in the contemporary economy, economic theory has to find and use new methods and approaches. It should be understood that the changes in the global economy increasingly put to the fore issues of interaction of the market economy, which are appropriate to consider in the light of the various institutions. Institutional economics gives the researchers this opportunity. Its basic ideas and tenets now are becoming more common in the world and in the Russian economic science (*Frantsisko, 2014*).

Institutionalism originated relatively recently, as opposed to the classical economic theory, which could not explain the processes taking place in a dynamic economy of that time. For the first time the term “institutionalism” was introduced in 1918 by an American economist W. Hamilton, who identified “institution” as a kind of verbal symbol describing the set of social customs. As an independent course the institutionalism stood out at the beginning of the XX century in the U.S.

Since the early 90s of the last century to the present time in Russia the interest to the neo-institutional economics is not quenched. The institutional approach is interesting, first of all, for the fact that it allows to review and analyze occurring at the present stage economic processes and comprehensively, furthermore, it departs from the premises specific to neo-classical economic theory (perfect competition, rational behaviour of individuals in the market, the availability of complete and accurate information, the establishment of market balance only due to the price mechanism). Put forward by neo-classical economic theory process in modern conditions of development of society are unwieldy, so this approach may not reflect the real situation. On the other hand, institutionalism, which, in the opinion of many Russian and foreign scientists, can become

one of the leading theories of change and development of modern economic society, because in their studies institutionalism is based on psychological, anthropological, sociological and other studies of human behaviour instead of the standard theoretical models of rational behaviour of individuals. This is crucial especially when considering the transformation of the agricultural sector, since agriculture is the sector that provides not only the physiological needs of the population, but also the health of the nation, including psychological and social cohesion. That is why the effectiveness and feasibility of the agricultural sphere to the ongoing agrarian reforms depend largely on how its business entities are prepared psychologically.

In our view, the basic tenets of neo-institutionalism may be successfully applied to the analysis of economic processes of agro-industrial complex of Russia and could find new ways out of the protracted crisis. But it should immediately mentioned that it is impossible to solve all the problems arising in the agricultural sector at the present stage only with the theoretical and methodological framework of institutionalism, so it is necessary to clearly delineate the boundaries of the application of institutional concepts in the agricultural sector, namely:

- formation and development of different types of property. The development of various forms of ownership and organization of production is one of the components of building a system of market relations in the country. The success of the institutional reforms of the AIC depends largely on the effectively addressing the issue of forms of ownership. The emergence and development of the institute of private ownership in agriculture and related industries contributes to higher personal interest of its owners in the results of their labour, in the possession, use and disposal of the means of production of output, income derived from the sale of these products, which also positively affects the development of agricultural economy as a whole;

- formation of organizational and legal forms of management. Namely a set of all the diversity of the economic activity of agrarian sector should be considered in the formation of an effective structure of the agrarian economy in the course of institutional transformations. Until now, scientists conducted a discussion to decide which type of ownership - individual or collective brings more advantages and benefits in relation to their respective owners. But the development of the world economy shows that the individual forms of managing in agrarian economy are increasingly replaced by the corporate ones, because such forms can adapt to a market economy better and more effectively, they have a certain system of production and management and take into account the economic interests of their owners most fully;

- strengthening the role of the state in regulating agricultural relations between market participants. In our opinion, the state is a fundamental element in the institutional structure of the agricultural sector. The state should pursue an active policy to build effective institutional environment by, first of all, the formation of the “rules of the game”, obligatory to all market participants, by monitoring their implementation and support enterprises engaged in agricultural production, by subsidizing, by implementation the current regulation of the economy (*Frantsisko, 2014*).

The main directions of institutional theory, the feasibility of its basic postulates in the analysis of economic processes in the AIC are shown in Table 1.

Representatives of the institutional economic theory agree that the main objective of the institute is to determine the order in public life, which is designed to neutralize or eliminate the negative impact of factors of uncertainty and risk in the market relationships and realize the interests of economic agents. However, as practice shows market transformation of various spheres of public life, including agricultural, the establishing of such an order, the “rules of the game” in a society requires a certain amount of resources, primarily time and effort and desire on the part of economic agents. In addition, during the implementation of institutional reforms it should be mindful of the complementary

character of institutions (institutions complement each other), so in order to achieve particular economic effect, it is necessary to carry out related institutional changes. The governmental authorities are able to flexibly react to various changes in the socio-economic situation in the agricultural sector and can promptly take various legal acts regulating the relations in it, thereby establishing formal rules and regulations for economic agents of agricultural areas. The situation is worse with informal “rules of the game”, which can’t be secured by legislation. The agricultural sector of economic is one of the most conservative, so agricultural producers were unprepared for the institutional reforms carried out by the state. Not the last role in the protracted crisis of the agricultural sector have played not accounted at all or accounted insufficiently value orientation of the peasantry, its social-reformist potential, the ability to perceive and respond to ongoing institutional transformation.

Thus, on the one hand, a sufficiently large number of legal acts are called to regulate relations in the agricultural sector, but the mechanism of their actual implementation is not fully worked out, on the other hand - the unpreparedness of the participants of the agrarian economy to these innovations, because of their conservative views, has led to the protracted crisis in the agro-industrial complex of the country (*Molchan, 2014*).

Therefore, there is an objective need to use the theoretical and methodological foundations of institutionalism for the reform of the agrarian sector. For this area an evolutionary approach is the most common, i.e. gradual change of institutions, depending on the socio-economic conditions of their existence, which is particularly important for agriculture, which is characterized by its conservatism.

Within the framework of institutional economics it is decided to allocate institutional structure. A set of institutions that make up the institutional structure of market economies of developed countries, has developed in the course of a long evolution, and includes economic, political and ideological institutions. These institutions are fundamental.

Depending on the nature and the functions they perform, all the elements (institutions), institutes, national structures of developed countries can be combined into certain groups:

- subjects of market relations, differing with forms of organization of economic activity and organizational and legal forms (joint stock companies, limited liability companies, production and consumer cooperatives, including the agricultural, financial institutions, the market of insurance services, audit investment companies, stock exchanges, etc.);
- formal rules and regulations that ensure and coordinate the relationship and interaction between the subjects of market relations (regulations, rules, etc.);
- informal rules and norms also coordinating interaction between the subjects of market relations but are connected with the mentality of the inhabitants of a particular territory, customs and informal rules accepted in a given society;
- various kinds of associations that are created to protect and defend the economical interests of the subjects of market relations.

For the institutional structure of the Russian economy are peculiar certain features. According to S. G. Kirdina for Russia the X-matrix is, which is formed by economic institutions of redistribution, political institutions of unitary structure and ideological institutions of communitarianism, while for the majority of countries in Europe and the United States is peculiar the Y-matrix that combines economic institutions of the market, political institutions of the federation and subsidiary value. In this regard, during the formation of the modern institutional structure of the Russian economy, there arise certain difficulties associated with the fact that the use of western model of a market economy in the early stages of market reforms without including the mentality of Russian citizens, the specifics of historical development (for a long period there was a planned

economy in the country, developed under the administrative-command system) is inappropriate and ineffective (*Kirdina, 2004*). It has been historically evolved that the institutional structure of Russia consists of exact economic, political and ideological institutions, which are fundamentally different from institutions in Western Europe and the United States. Therefore, in the course of institutional transformations we must rely on our own historical experience, taking into account changed socio-economic conditions of the functioning of economic agents.

TABLE 1. THE MAIN DIRECTIONS OF INSTITUTIONAL THEORY

Direction of institutional economic theory	The main representatives of direction	The main ideas brought contribution to the development of the direction	Application of ideas of the direction in the development of the agro-industrial complex
Early institutionalism (20-30s - 50-60s of the XX century)	Thorstein Bunde Veblen John Rogers Commons Wesley Clair Mitchell John Kenneth Galbraith	The behaviour of actors in the market is a subject to the rules and regulations given by the various institutions. Knowing these rules and regulations, it is possible to anticipate, interpret the decisions made by actors in certain circumstances, due to various factors. The behaviour of individuals is directed by collective action. Transactions are operations carried out by the law, rules and regulations, to acquire or dispose of the legal control of goods, labour or management. Forecast of economic fluctuations, the study of "business cycle" is advantageously carried out on the basis of statistical analysis. Self-regulation of the economy can be improved by means of balancing power (monopoly sellers, buyers, government, trade unions). The decisive role in the new industrial society belongs to techno-structure of corporations, the main purpose of which is the growth of the company.	The necessity of the formation of institutions which purpose is to regulate the price parity of agricultural and industrial products is proved. Since agriculture is not highly monopolized sector, it is not possible to create a countervailing force that is why it is necessary to establish institutions which are able to organize this power.
New institutional theory (neo-institutionalism) (70-80s of the XX century - to the present day)	Oliver E. Williamson, Ronald Harry Coase, Douglass Cecil North, R. Kapelyushnikov, A. Nesterenko, R. Nureev, A. Oleynik and others	The economy operates in conjunction and collaboration with other social sciences. Social institutions which have a significant effect on the activity of enterprises can be analyzed using the tools of analysis of economic processes. It gives priority to relations developing not outside but within the economic entity. Economic agents operate in conditions of uncertainty and risk, management decisions are based on the bounded rationality and opportunistic behaviour.	The postulates of neo-institutionalism, such as the formation of organizational and legal forms of management, the formation and development of various types of ownership, government regulation of relations of economic agents, should be used for the analysis of economic processes in the AIC. It is the most reasonable to apply the evolutionary approach, peculiar to this area, in the agricultural sector, which is characterized by its conservatism, traditions and customs.

A study of the basic concepts and definitions of the institutional economic theory and analysis of their status in the contemporary economy shows that many of the negative trends observed in the Russian economy, including agricultural sector, are currently due

to the fact that in the course of the reform of the national economy the features and principles of institutional reforms were not fully taken into account.

As pointed out by A. Petrikov, in the scientific literature we can meet the statements of some authors that “agrarian reforms are not justified or caused by internal sources and are brought to the Russian territory from the outside in order to undermine domestic agriculture” (*Petrikov, 2000*). Despite such statements, the transition to a market economy and the introduction of elements of a market economy (liberalization of pricing, the development of private ownership of land, the introduction of new organizational and legal forms, etc.) was due to objective causes and was seen as a way to overcome the crisis in agriculture.

The current economic situation in all sectors of the economy of the country and in agricultural in particular (state ownership of land and the means of production led to the fact that the workers of the agricultural enterprises were uninterested in increasing productivity, in labour, agricultural production efficiency, competitiveness and quality of agricultural products, which together led to a decline in agricultural output and deterioration of living conditions of the population in a village) has caused the need for institutional reforms (*Molchan, 2011*).

Attempts to implement agrarian reforms were undertaken yet under the administrative-command system but the requested reorganization of management mechanism of agriculture has not been carried out, although it did not meet the new conditions and needs of the functioning of the agro-industrial complex of the country. All this led to the growing of crisis phenomena and the need for institutional reforms in agriculture has increased greatly.

Begun in the early 90s of the last century transformation of the entire economic system of the country and its transition to the path of market reforms affected the agrarian relations. One of the elements of the agrarian reform became institutional reforms of the agricultural sector.

During the transformation of agrarian relations it was necessary to build an economic system that would include elements such as: private ownership of land; system of economic relations that focuses on the supply and demand of goods and services; a set of forms and methods of the state regulation of the AIC economy by affecting producers mainly with economic levers, the adoption of relevant laws and regulations; credit system, the system of bankruptcy, an adequate system of taxation of agricultural producers, the pricing mechanism which allows the equivalent exchange between agriculture and industry; new forms of management and the types of production, allowing to create competitive profitable agricultural enterprises on the basis of large unprofitable agricultural entities; measures aimed at improving the living standards of the villagers, the social status of agricultural producers, improving social conditions in villages.

Thus, agrarian reform provided for a comprehensive transformation of the economic, social and organizational factors affecting the development of the agrarian economy and was intended to ensure its stability in the newly formed operating conditions (*Burda, 2015*).

Thus, the main objective of the institutional reform in the agricultural sector was to increase the efficiency of agricultural production at the expense of elevated interest of peasants in the results of their work as a result of the formation of a mixed economy, assuming a variety of forms of ownership (including private) and forms of management and formation of market mechanisms of functioning (the law of value, supply and demand, a healthy competition between subjects of the agrarian sector of the economy), adequate public policies that contribute to the formation of equivalent exchange between industry and agriculture, improving the social status of the villagers. A special role is given to the state, which is designed to give impetus in the implementation of institutional reforms

and carrying out socio-economic reforms in the country's economy as a whole and in its agricultural sector in particular (Molchan, 2011).

However, despite the fact that the institutional transformation of the agrarian economy supposed an establishment of fundamentally new relations and connections between subject allowing the use of market mechanisms and tools, it still mostly did not take into account the institutional unpreparedness of the country's economy to such changes.

Thus, the issues of the necessity of the state regulatory support for institutional reforms are of primary importance, on the one hand, on the other - the revision of the mentality of managing subjects of market relations associated with all possible avoiding of economic and social responsibility. Agricultural enterprises as institutional forms of economic activity should possess such attributes as agricultural independence, business initiative and social responsibility only in this case we can talk about improving the economic efficiency of agricultural enterprises and assume that institutional reforms in the agrarian sector have been successful.

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DEVELOPING POTENTIAL OF TEACHING FUTURE PRIMARY SCHOOL TEACHERS TO LEXICOLOGY AND PHRASEOLOGY OF THE UKRAINIAN LANGUAGE

Abstract

The paper deals with theoretical-methodical aspects of realization the problem of future primary teachers education during the process of teaching Lexicology and Phraseology of the Ukrainian language. There are described ways of methodical actualization of suggested approaches of teaching.

Keywords

problem-based learning, future primary school teachers, lexicology, phraseology, the Ukrainian language, problem situations, formation of creative abilities and cognitive motivation

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Modern requirements to the future primary school teacher (which has to obtain active methods of teaching, to use the optimally during the work with pupils, developing cognitive interest of pupils in knowledge) especially actualize the problem teaching within scientific field of modern lingua-didactic. Pragmatic vectors of its actualization are strengthening and demand their solution (within conditions of modern high pedagogical education) in spite of great amount of theoretical and practical research on this problem.

Theoretical aspects of problem education have found their basis within didactic research made by A.Aleksuk, S.Goncharenko, I.Lerner, M.Makhmutov, M.Skatkin and within lingua-didactic research works made by N.Vashulenko, Z. Bakum, E.Goroshkin, V.Doros, S.Karaman. E.Klimov, S.Omelchuk, M.Pentiluk etc. they reveal mainly peculiarities of its realization at secondary educational establishments. Lingua-didactics of high school, methodic of teaching Ukrainian language (for the future primary school teachers) has certain determined specifics, it needs innovative research as within theoretical as within practical aspects.

Studying, analysis and synthesis of scientific resources which are devoted to the realization of problem teaching at different circuits of modern education (including high education) and observations of educational process prove its effectiveness and potential prospect.

Psychological-pedagogical vocabulary considers the problem teaching as the organized (by the teacher) way active interaction subject with problematically represented content of the education. During this process subject is involved in objective contradictions scientific knowledge and ways of their (contradictions') solution, the subject studies to think, to gain knowledge consciously (*Rapatsevich, 2006*).

Recently the greater attention is paid to the activation of students' thinking, to the development of independent work's skills; to the forming self-developing competence during the teaching modern Ukrainian language, within Lexicography and Phraseology particularly, including lectures and practical training. Besides nearly each task of independent work great attention is given to problem teaching of future primary school

teachers which (in contrast to explanatory-cognitive lessons) is constructed considering the regularities of students' mental activity.

The goal of the article is the determination of effective ways of realization problem education during teaching future primary teachers Lexicology and Phraseology of Ukrainian language within conditions of modern university's education.

According to demands of curriculum program of the course "Modern Ukrainian language with practice" it is proposed to acquaint students (during studies of Phraseology and Lexicology) students not only with scientific knowledge but also with the scientific approach to the analysis units of lexico-grammatical level, units of semantic level, with word as the unit of language with semantic classes of words and semantic fields, types of semantic words' classes, with semantic categories.

During studying of Lexicology and Phraseology it is recommended to pay special attention to different lexical, word-building, grammar notions of abstract and concrete units of language semantic level.

The task to enrich the vocabulary, to improve the grammar construction of speaking is stated for the future primary school teachers. They have to develop skills of functional-stylistic approach to the choice of language means, skills of expressiveness and emotionality of speech.

Studying of Phraseology and Lexicology allows to understand better grammar phenomena and to understand peculiarities of lexical phenomena within sentence, text. It also provides the systematic repeat of lexical notions and strengthening of appropriate skills with word as the language unit, constructing material as for the sentence as also for the statement. According to this within the high educational establishment the certain attention is given to the problem teaching of Lexicology and Phraseology of Ukrainian language, which functions are directed on the deep and strong mastering theoretical material.

Problem method which is used consequently (during studying theory, during process of training exercises and within the process of independent work) provides the conscious attitude to language, it makes future primary school teachers to recognize certain phenomena of the language, to assess phenomena, to compare, to systematize.

Within modern pedagogic the problem teaching received the most widespread synonymic notions: research, developing (creative).

Scientists of Didactics proved that problem education is the developing because it leads to the general and special development. Its didactic value is contained in that fact that problem teaching (basing on the knowledge of regularities of the thinking process) with the help of certain pedagogical means provides the forming of mental abilities and cognitive demands of educational process's subjects within high pedagogical school (*Rapatsevich, 2006*). This gave the possibility to make the conclusion that the basis of the realization this type of education is in the organization (creation) of problem situations by the teacher, suggestion to resolve these situations which is made by the teacher to the students.. the most effective condition of the solution problem situation is the activity of the participants of the educational process in case of maximum independence of students and consulting support of the pedagogue (*Karaman, 2000; Vashulenok, 2011; Pentilyuk, Karaman, Karaman, 2004*)

While the process of studying Lexicology and Phraseology it is formed the professionally important model of organization of the education which provides the realization of main goals: forming among students the necessary system of knowledge, skills and abilities, development of abilities of self-development, self-education, forming of the special style of mental activity, students' research activity and independence. The indicator of effectiveness of problem education is the essential increasing of quality of mastering educational material and possibilities of its practical using within professional activity. Besides as one of the indicators of effectiveness of the problem education (as

the practice shows) we can mark the forming of creative abilities and cognitive motivation which provide the opportunities of self-education.

In dictionary on Ukrainian Lingua-didactic the problem language is considered as the educational system within which there are always created problem situations; the essential difference of such education is the development of creative thinking and speaking as the undivided process (*Rapatsevich, 2006*).

The goal of this process is in the demonstration of samples of scientific resolving of problems to the future primary school teachers. The problem representation could be constructed on the theoretical material which is suggested as by the teacher as also on the independently chosen (by the students) linguistic messages by the way or presentation modern way of solution stated problem.

It is proved experimentally that within cooperative activity with the teacher the student not only just rework the information mastering something new, but also he lives through this process as the subjective discovery of the unknown phenomena as the cognition of scientific facts, principles, ways and conditions of action as the personal value which means the development of cognitive motivation, interest to the subject's content.

As the main way of development thinking, increasing culture of speaking of future primary school teachers during the process of studying Lexicology and Phraseology it is advisable to use different forms and ways of activation mental and speech activity on the basis of problem education. This presupposes (within the process of explanation of appropriate aspects of Phraseology and Lexicology) the representation to the future primary school teachers the opportunity of independent understanding of essence of units of semantic level, word as the language unit, semantic classes of words, semantic fields etc.. For example there were proposed texts to the students with which help they deep their knowledge about main concrete units of semantic level of the language - sememes and main abstract units - notions - (lexical, word-building, grammar).

It is advisable to suggest students with the help of the analysis and assessment of proposed texts to state independently regularities of lexical system, units of semantic level, to determine the essential peculiarities of main concrete and abstract units of the semantic level, to determine lexical, word-building and grammatical notions of main abstract units. Within such approach the process of education becomes closer to the process of scientific research and students receive the possibility to become active researchers which find independently necessary scientific knowledge, linguistic messages, theoretical resources. It is important that while the process of mastering some linguistic knowledge students have to give them their assessment. Considering this we have the mention that there is the necessity of integration linguistic and methodic courses. Coordination of efforts of teachers of these disciplines.

As the example we can represent some linguistic texts which were suggested to students for the analysis.

1. sememe

Sememe is the content analogue semantic function of the word-form as the main unit of lexical-grammatical level. For example the word "write" corresponds to the sememe "write", the word-form "write" corresponds to the sememe "write" etc. Structural components of the sememes are the sems and multipliers. Sememes are the elementary and are the undividable for the language cognition components of sememes (for examples, such components as "being", :subject". ":action" "state", etc). Semantic multipliers are the components of the system. They could be complicate in their compound.. For example, there are some semantic components of the word : "young". "adult", " man", "usually unmarried" (last component has elective).

2. Abstract units of semantic

3. 2.1. lexical meaning

Lexical meaning - this is general (invariant) meaning of all word-forms of the certain lexeme, which is the from their grammatical notions (if the lexeme is of one meaning), or one of the different meanings of lexeme if it is of many meanings). Thus, one and the same lexeme (within the cooperation with other symbolic means of then language)is able to determine some lexical meanings (polysemy), and, in opposite one and the same meaning could be determined by some lexemes and by some similarity (in function) equivalent phraseological units фразеологизмаму (синонимия). Considering this appears the aspect of the problem which deals with the lexeme as with the potentially poly-semantic unit of the language system and with the lexeme as the unit of typical syntax context which has only actual meaning. Lexeme as the unit of language system is called "word-onomatema" and lexeme as the unit of the context, which is represented by one of its word-forms, "word-syntaxeme".

Word-building meaning

Word-building meaning is the meaning of the word-building affix which is the part of lexical meaning of the derivative word. For example the prefix "pod" in the verb "podhodit" (to come) has the meaning of approaching, prefix "u" in the verb "uhodit" (to go away" has the meaning of going away, the suffix -tel in the word "chitatel" (reader) has the meaning of the person who makes the action. Lexical meaning differs from the word-building meaning only by (apart from very specific lexical meanings) its outer formal expression which is associated with affixed (but not with root) and corresponding morphemes and appropriate derivative models (or formulas, operations). More abstract character of word-building meaning (in comparison with lexical) is cause by the series of words which are created according to one model (reader, writer, publisher, and so on.)

That's why the word-building meaning (as the grammatical one) function as the categorical. It means that they express the abstract content of certain semantic categories and sub-categories. In other words, the word-building meanings include only categorical Semes, lexical meaning may include non-categorical Semes also.

3.2. Grammatical meaning

Grammatical meaning - it is the language content of the word-form which remains after subtracting lexical and word-forming meaning from this content.

For example within the word-form "we go" we deal with the first person plural of the present tense. Within the inflected language grammatical meaning have the complex character. Thus grammatical semantic of the word-changing affix is usually represented some grammatical notions, some grammemes. Within lexical (word) paradigm these notions are differentiated. For example within paradigm: go - go - is going - are going - are going - there are differentiated notion of the person and plural or singular, within paradigm bring -brought - will bring - meaning of the time, in paradigm bring- bring-should bring - meaning of the inclination. Systems grammatical meanings of these paradigms in their unity with grammatical forms create grammatical categories (according to L.Vasyliiev).

After the independent studying of the theoretical material about units of the semantic level students on the practical lessons (under the guidance of the teacher) make conclusions that sememes are the main concrete units of the semantic level; that lexical, word-building and grammar notions are the main abstract units.

Combinations of sememe which are created according to the rules of theoretical semantic coordination represent simple concrete syntagmas (new house, the child is sleeping). As the result of more complicate syntagmas there are created more complicate semantic syntagmas (nerw house + already+ is being built → new house is being built; we

got to know + explanatory attitude + *new house is being built* → *we got to know, that new house is being built*).

Abstract semantic syntagma (or semantic models) are possible, as we have seen, on the lexical and grammatical level of the language: at non-grammatical word meanings (for example, the noun with the lexical meaning "teacher", the verb with lexical meaning "to read", noun with the lexical meaning "pupil", noun with the lexical meaning "book": The teacher reads a book to the pupils) and on the level of grammar forms (for example grammar form of nominative case of the noun in singular, grammar form of the third person singular within present tense, grammar form of the accusative case of the noun: Father is writing the letter - on is writing the letter), but the distraction of the parts of speech, such models do not allow. The situation is different on the semantic tier. Here you can distract completely from the general-categorical meaning (or significance), parts of speech, and the meaning (or significance) of grammatical categories. Problem education realizes very important functions: firstly it provides creative application of knowledge; secondly, it develops scientific cognition within the process of research solution of the problem, thirdly it is the condition of forming interest, demand in active educational-cognitive activity motives and interest do not appear because aside the activity. One activity is not enough, but without this model is unattainable. As a result, problem-based learning provides a full, conscious, fast and flexible knowledge and forms the experience of creative activity. Considering these functions the essence of problem education we determine as the way of organization of research, creative activity of future primary school teachers during the solving of new (for them) problems. Student solve problems which are new only for them because within the lingua-didactic there are solutions of these problems. This contains the great power of the problem education: the teacher suggests the problem for the independent solving by the students but he knows the solution, results and the method of solving.

That's why the systematic using of problem tasks allows to realize effective approaches to the studying Lexicology and Phraseology. As the practice demonstrates the most widespread exercises of problem character are: 1) determining of the lexical meaning of the word (with the help of the dictionary or without the help of the dictionary) and determining of and determination of its belonging to a particular part of speech; 2) determination of the lexical meaning of the word (using a dictionary or without it) and determination of the lexical and grammatical meaning of the word (parts of speech and the classification of categories); 3) record of the interpretation of the word's lexical meaning and record of its grammatical meaning (word-formation and morphology); 4) determination of the lexical and grammatical meaning of the word; 5) finding words in the text with the specified lexical and grammatical (or morphological word-formation) meaning; 6) creation of sentences (texts) with suggested words in a particular form.

During the teaching composing of word combinations and sentences (in which the word has to be used in certain meaning) it is advisable to use such types of vocabulary-semantic exercises: 1) writing of the notion of the word's lexical meaning (or the acquaintance with the meaning of the word with the help of the dictionary); 2) choice on the notions to the lexical meaning of the word; 3) recognition of the word basing on its notion; 4) writing of the vocabulary article on the poly-semantic word (basing on data of notion or the context); 5) determining within the context differences of the words' meaning, similarities of the words (for example, synonyms, paronyms), and different meanings of the poly-semantic word; choice of the words which are connected with the same content-topic, lexical-semantic group, related words, synonyms, antonyms, gender and type word.

Implementation of problem education provides the renovation of content and technologies of education primary school teachers, forming their professional competence.

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THE TRACE OF ROMANTICISM IN V. SHERSHENEVICH'S LYRICS

Abstract

The paper aims at interpretation of V. Shershenevich's lyrics and its dependence on the artistic structures inherited from romanticism (clash, the structure of the image and plot, correlation of the character and the time, etc.) and the imaginistic conception developed by him. Historical-genetic analyses of the poems in the framework of the chosen theme are done on the crossing of the following vectors: terminological heading - lyric plot - subject organization - method - style. The following conclusion is made: V. Shershenevich's lyrics are a specific articulation of the romantic outlook in the avant-garde modernist cultural environment. For V. Shershenevich romanticism is a psycho-mental complex, psycho-physiological basis of creation, dominant of the real poetry. Each poet has a romantic source, "spirit of music" in the depth of his consciousness and subconsciousness. The ideas of romanticism became the basis of the poet's outlook and reflected the principles, creating the image of the lyric character and the structural dominant of the basic depictive and expressive means.

Keywords

V. Shershenevich, avant-garde movement, modernism, imaginism, romanticism, author reflection, intertextuality, corporality

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Esthetics and poetics of Romancism significantly influenced all the following literature development. It became especially noticeable in late the XIX century and the first third of the XX century, when neoromansism appeared as a leading style and cultural tendency. Z.G.Mintz suggested considering neoromansism as a complicated structure. According to her conception, symbolism, akmeism, cubofuturism are subsystems of "the new art" (Minz, 2004). This row can be completed with imaginism which declared itself a little later. Imaginism is genetically linked both with the common source, "old romanticism", and the mentioned above subsystems, from which it inherited some features - "esthetic rebel", antiethetism, sharp confrontation with the ancestors, opposition of the norm grammar and the poetic grammar, experiment in the style and composition, etc.

Imaginism appeared as a result of disapproval of the post revolution reality. The world perception of its followers was based on the gap between the reality and ideal. In their creation they withstood the symbolism and futurism, on the one hand, and refused "agitation government art", which was forced even in that time, on the other (Mariengof, 1997). Though they partly used the romantic method, they differed greatly from their ancestors - the romantics of the XIX century.

This article aims at analyses of V. Shershenevich's lyrics as expression of romanticism reflection, and finding out the principles of its understanding of the world and poetics in their dependence on the esthetics of imaginism. In terms of the chosen theme the text

will be analyzed in the framework of semiotico-feminological approach (*Shneyderman, 1997*) on the crossing of the following vectors: terminological heading - lyric plot - subject organization - method - style.

There multiple evidences of V.Shershenevich's and other imaginists' interest to romanticism (*Isaev, 2012*). They prove that the esthetic experience of romanticism was not in vein for them. It was taken by them and was expressed in their poetic creation. V.Shershenevich himself related it with imaginism and romanticism in his theoretical and critical works. He considered imaginism a modification of romanticism. In his article "Did the imaginists exist?" he wrote: "Futurism was a reincarnation of naturalism. The original struggle of naturalism and romanticism were to put forward an opponent to futurism. This opponent proved to be imaginism" (*Fedorov, Krupchanova, 2005*). In his open letter to A. Mariengof, he convinced him: "You are a romantic. Yes! Yes! A romantic of the first water, a romantic with a tender and almost pink soul. You realize this romanticism yourself. But you try to hide it." (*Fedorov, Krupchanova, 2005*). "To be a romantic nowadays is not only a merit before the life but a great merit before the art" (*Fedorov, Krupchanova, 2005*). "It was a kind of law": "The romantic understanding of the modern age" (*Mariengof, 1997*), "then way of life should be idealized and romanticized...we are romantics because we are not protocol officers" (*Mariengof, 1997*). Imaginists are very close to the esthetics of romanticism due to their understanding of "the necessity of the protest and look ahead for the art: "The art which doesn't protest and create, but states is not an art" (*Mariengof, 1997*). In his article "Futurists" V.Shershenevich trying to explain the place of imaginism in literature, said: "Symbolism was closer to Pushkin's romanticism than to naturalism. And symbolism continued living, having gone through futurism, in imaginism, which was fed with the juice of symbolism and romanticism, sharply conflicting with futurism. As a scheme these changed were going as following: naturalism - futurism - proletculture, and the other line: romanticism - symbolism - imaginism" (*Shershenevich, 1913*).

The most important coordinate of the imaginist theory of literature creation V.Shershenevich declared the rational. This correlates with the concept of creation of some German romantics, whose experience was significant for the imaginists. In the novel of Novalis "Henrich fon Ofterdingen", which was devoted to formation of a poet, an old poet Klingsor teaches the future poet Henrich: Inspiration without sense is useless and dangerous....A young poet should be moderate and sensible... Poesy needs to be treated as a strict art..." (*Novalis, 1923*). How did the imaginist understand the sense? The program manifestation of the group allow to draw a conclusion that its participants shared avant-garde modernist understanding of sense, the idea of its power. Rationalism was considered by the imaginists as a possibility to cognize the reality by means of literature, and the finality and value of each image, every part of creation. (*Mariengof, 1997*). It doesn't mean the absolutisation of rational. This only a "system of coordinates" in the process of creation of the artistic whole. Such features of rational are emphasized: the dialogue of cultures, traditions, systems of values, pragmatism, and refusal of vague symbolism and language "naturalism" of futurists.

The concept of rationalism of imaginists can not be considered in a normative-regulative manner, though V.Shershenevich demanded the construction of the text on the basis of thoroughly thought combination of images without subordination of labe-image. But the theory was not implemented consequently. In his poem «Бродяга страстей» ("Vagabond of Passion") in 1926 he expressed an anxiety that it brings the poet only harm:

*Не ты ли запрещаешь петь
На севере о пальме южной?
Не ты ли указуешь путь
Мне верный и всегда ненужный?*

A number of rhetorical questions and exclamations addressed to the mind are intended to express the depth of disappointment in the role that it played in the poet's life: "What for my mind's got into me? Banish you with the blow on the forehead! Mind, mind! Why are you punishing me?" Finally it is treated as a curse of the poet:

*Как у каторжника на спине бубновый туз,
Как печаль луны на любовной дремоте,
Как в снежном рту января мороз, -
Так твое мне, разум, проклятье!*

Reflexive rationality is seen in the polygenetic nature of imagists' creation. Aesthetic consciousness of the poets tended to incorporate and make a synthesis of the most important layers of the world's cultural heritage from classicism and romanticism to the latest works of European modernism, from Biblical texts to the philosophy of Nietzsche and Bergson. Different kinds of influence they adapted in accordance with the laws of their own development. The connection of imagism with the closest literary context of Russian and foreign avant-garde have repeatedly been the subject of scientific examination in contemporary literary studies. It is enough to call the articles and research works of V.Markov, V.Drozdkov, I.Pavlova, V.Sukhov, T.Savchenko, E.Meksh, A.Zholkovsky, E.Ivanova-Fedorchuk, E.Shneiderman, T.Ternova, T.Bogumil, N.Bandurina and others (Markov, 1980; Shershenevich, 1989; Bohumil, Shershenevich, 2007; Ivanova, 2008). However, the role of romantic tradition in the works of imagist poets remains unexplored, although it is pointed out by many authors. For example, in the dissertation of N.S.Bandurina the contacts of Shershenevich with the folklore, medieval art, symbolism and futurism are taken into consideration, and the question of romantic tradition is not even touched upon (Bandurina, 2012). So what is relevant for modern science is to draw out romantic features in imagist theory and poetic practice (at the level of ideology, poetics, pathos, lyrical character), generated by the genetic relations.

At the turn of the 1910s-1920s V.Shermenevich creates a number of poems, the titles of which have an extraordinary stability and frequency of vocabulary use referred to the rational self-reflection that was a kind of the game of academese: "the principle of familiar verses", "the principle of image harmonization", "the principle of reverse text", "the principle of sound monologia", "the principle of academic style", "the principle of architectural subordination", "the principle of analogy wires", "the principle of sound minus image", "the principle of primitive imagism", "the principle of poetic grammar", "the principle of fables", "the principle of bourgeois ideology", and others. They are followed by the poems which justify the imagism theory, but without the word "principle" in the title: "Imagism Calendar", "One-theme branching", "Composite Subordination", "Rhythmic Imagery", "Instrumentation with an image", "Content minus form", "Heart, the couplet of prayers", "Aesthetic stanzas" and others. V.Shermenevich made the word "principle" a keyword of the title, thus emphasizing his installation on rationality in art and the desire to reflect some aspects of the theory. All of the poems are constructed within the same pattern: a title introduces a theoretical concept, and the poetic text performs a detailed illustration and interpretation (Chernyakov, 2007), manifestation of the fragment of metaliterary reflection introduced with the title. A quasi-scientific and at the same time literary text appears as a result of the intellectual and aesthetic intentions. The main characteristic of this literary metatext is that it makes reference to a verbal space of the text, its propositional structure, creates a secondary referential environment, the meaning of which is the connection with preceding or subsequent context (Riabtseva, 1994). Metaliterary reflection has double character: trying to talk about romanticism in the whole a poet inevitably talks about his vision of it, his creative manner close or far from the romantic.

The intention constructing V.Shershenevich texts is not limited with only literary problems. It serves as a key to many other meaningful components, because for V.Shershenevich the drama of human existence and its contradictory nature is mostly a consequence of awareness in an irresistible force of transcendental reality of everyday life. It can be said that the poet's attitude to it is one of the basis which structures the semantic world of his works. In the poet's world, this idea finds a more or less adequate correlate in the space of existential existence of a lyrical character, in approaching to human existence. The focus is partly moved to the reconstruction of complex configurations of meanings and conscious values of a lyrical character, especially the various forms of suffering: pain, sorrow, anxiety, fear of physicality, sense of guilt, remorse, boredom, feeling of fragmentation and fortuity of existence. The poems of the 1910-1920ss "Into the Sky I Threw my Cry," "There is a Terrible Moment," "The Principle of Romanticism," "Fun Cooperatives", "Lyrical Construction", "The Angel of Disasters," "The principle of the Heart Rhythm," "Content Minus Sorrow" and others are the descriptions of human existence taken in its being and finiteness, accident nature, uncertainty and physicality. Rational self-reflection becomes a dominant, which appears at both the recreation of lyrical character's psychology and the artistic level - in the forms of intertextuality, genre transformation, and language game.

For example, we will take for analysis and interpretation the poem "The principle of Romanticism", in which V.Shershenevich reflects his genesis - the implicit connection with romanticism and symbolism determined his creative strategies. Taking into consideration the biographical and intellectual situation, in which V.Shershenevich was when writing this poem, there should be noted the following. The first part as an independent work was created in the fall of 1917, in the period of V.Shershenevich creativity that can be called a transition, before organization. The interest in symbolism and ego futurism was coming to an end, the project of a new avant-garde aesthetics creation glimmered. In his autobiography, he referred the beginning of his imagism to 1916, when he started a left slant of futurism-imagism together with B.Lavrenev. It was all mixed up on the ideas of romanticism, which the poet was interested in throughout his creative life. The poem called "Poems of Love" was printed in the newspaper "Mir" from October, 5, 1918. The final stanza is sustained in the tonality of cube-futurism with its practice of suspending of hyperbol images and wide introduction of neologisms:

*Это небо закатно не моею ли кровью?
Не моей ли слезою полноводится Нил,
Оттого, что впервой с настоящей любовью
Я стихам о любви изменил?*

Later "Poems of Love" came into the structure of "The Principle of Romanticism", but the last stanza of the poem which became part of "The Principle of Primitive Imagism". The connection of "The principle of Romanticism" with "Poems of Love" is manifested in thinking about what is going on with the poet when he cheats "Poems of Love" with "his true love". The last verse was omitted, where the dedication to A.Mariengof and a new title appeared, the concept was corrected. The change of the title manifested the strengthening role of the rational-cognitive origin in the poet's artistic thinking, showed the tendency to emphasize programming and yet ironic character of the poem. B.Pasternak sagely considered prosaism to be the defining characteristic of V.Shershenevich poetry, and the way of thinking - scientific-descriptive (*Pasternak about art*, 1990). V.Bryusov noted the same in his response to the book "A Horse like a Horse": "There are more thoughts, more wit than emotions in the book" (*Bruce*, 1990). Indeed, V.Shershenevich attached the decisive importance to thought in the lyrics: "We don't get into free art as naive to guess, but as wise to understand"; "Poetry is an absolute

identification in a decorative, not an informative manner" (*Florensky, 1997*). He saw poetry as related to mathematical calculation.

The poet experience before imagism and the beginning of work on the creation of a new school of poetry exacerbated the importance of romanticism reflection, the understanding of its role in art.

The phrase "The principle of romanticism" is the element of metatext, the manifestation of self-reflection, reminiscence, a reference to pretext. In V.Shershenevich texts, as in the texts of other imagists, the understanding of romanticism is not very distinct, there is a frequent lack of distinction between romanticism as a method and romance as a kind of pathos.

The core of the concept of romanticism and its associative semantic field includes four thematic groups in Shershenevich works:

1. The recognition of an irreconcilable contradiction between the low reality and the high ideal inconsistent with it, and sometimes even unrealizable.
2. The romantic experience of the poet in the historical abstraction as an originative force of creativity.
3. The intertextual relations with the romanticism of the 19th century.
4. The continuity of poetry and love.

Pretext is an impetus for creation of the work for V.Shershenevich, there is a kind of variation on the romantic type of creativity. A lyrical character constructed in the spirit of imagism philosophy harlequinade, wearing a mask of a romantic and according to it modeling his behavior, refers to the romanticism as in other works. He is the bearer of the event forming the basis of the plot and directly reproducing the cultural and mythological orientation of his mind in respect of the previous literary experience. The introduction of such a character provides the metadescriptive focus for V.Shershenevich verses. Building a story around the figure of the poet, he exposes the situation of creativity to metaliterary study. This kind of self-reflexive tendency appears in most of his poems.

V.Shershenevich character is very different from the romantic heroes of the 19th century. It is not specific for his works to contrast exceptional heroes to ordinary people, but the search for an ideal in reality itself, the opening of extraordinary in an ordinary person. The subject of speech in poems in the deep foundations is a playing personality type, the modification of romantic character. It is a man who is constantly absorbed with his thoughts, living in an introspective lifestyle and apparently in a state of latent depression. He sees everything with the inner eye, some intimate experience and its understanding is in front of the text created by him. The relationship of the character to reality correspond a certain romantic model: a highly-developed personality suffers among stagnant world of standardized concepts and ideas of the overwhelming majority. The opposition of the poet to the crowd is held consecutively, the hero-poet doesn't meet compassion and understanding, on the contrary, he runs into jealousy and hatred.

As a creative personality, a lyrical subject is under the power of creativity elements. He is the poet seeking to resolve the question of the relationship between love and poetic work, ultimately life and romantic ideal. He resembles the artists from the works of German romantics in his high dissatisfaction with what has been done, in constant search and doubts. He doesn't create too much, but thinks over the problem of the relationship of poetry and life, over what prevents writing poems. The writer feels the need for self-assertion; he is the bearer of the romantic type of aesthetic consciousness, characterized by the ability to understand the beauty and to create according to its laws. He is obviously keeping childhood inside as the most important human-critical category bearing creative potential. The text is built on the border of personal life, creativity and tradition to overcome the press of chaos when harmony does not come ready-made, but is produced from pain and tears. The hero is looking for himself at the transition between the text and romantic tradition, makes an attempt to think it over, to write himself and his life in

it. From here originates such a feature of V.Shershenevich poetry as intertextuality. There are explicit and veiled references to the works of the world romantic classics in his works. It is sufficient to mention the sources of the epigraphs to his texts. It is the creative work of romantic poetry classics of the 19th century - A.Pushkin, H.Heine, M.Lermontov, N.Yazykov, S.Baudelaire, F.Tyutchev, E.Poe, V.Hugo, A.de Vigny, the creative work of symbolist poets - A.Block, V.Brusov, E.Rilke. It can be said that a generalized romantic and modernist consciousness typical of the early 20th century Russia is produced in V.Shershenevich lyrics. "The scheme of romantic thinking, the system of artistic techniques, romantic text skills, the structural organization of the text" are quoted and transformed (*Zholkovsky, 1992*). Under the principle of imagism modeling close to the principle of romantic modeling is not supposed overcoming the prose of life and the creation of the kingdom of lofty dreams, but the adjustment for "the integration of literature and reality" (*Isere, 2004*). As O.N.Turysheva noted, "for romantics recovery from the low-lying reality is conceived in an attempt to rise above it, and modernism connects the overcoming of its power with the transformation, conversion, changing of both reality and a person" (*Turysheva, 2010*).

One of the most important components of intentionality of the speech subject is the physicality, the specifics of which in V.Shershenevich works has a number of common points with the physicality of romantics, although in theory he refuses poetisation of "eternal femininity" giving priority to the eternal masculinity. As a manifestation of self-reflection, it is felt in all the texts of the poet that corresponded to one of V.Shershenevich platforms. In "Futurism without a Mask" (1913) he already suggested that the task of the poet is not a combination of words-sounds, it is necessary to learn how to combine "words-flavours". In "2x2=5: the Sheets of Imagism" he theoretically justified imagism programme sensual vision of the world and the image: "Our era suffers from a lack of masculinity. We have much more feminine and animal because eternally animal and eternally feminine are almost synonyms. Imagism is the first manifestation of male. (...) Now he praises only himself" (*Shneyderman, 1997*). This statement revealed one of V.Shershenevich tendencies for self-reflection and self-identity. The researchers note that the "poet" is basic men's identities, a unique pattern of masculinity, along with a "soldier" and "priest" (*Samorukova*). To be a poet is a non-trivial way to build your identity which is associated with a romantic flair, individuality, difference from others. In "The Principle of Architectural Subordination" a poet is dying of starving in the square, in "The Composite Subordination" a poet is craving understanding and human warmth, in "The Principle of Sound minus Image" a poet is christened by the demon for "the world to suffer", in "The content minus form" the hero wants to get away somewhere in Polynesia, to dance "to the glory of merry poetry" and "to laugh at love as a nightingale", in "The Principle of Primitive Imagism" the hero wonders whether he was not the first to bring together with the eternity "impermanence, love", in "The Principle of the Bourgeois Concept" the hero is a "romantic bishop", the poets are the "cadets of events, beauty, meadowsweet, professional pranksters", in "The Last Word of the Accused" - "an amorous buffoon", in "Pop Architectonic" - poets are "the last in their caste", "the peddlers of happiness", "the artisans of soulful verses", "the singers of wonders", in "The Heart, the Couplet of Prayers" - a comedian saint, single love Ahasuerus, in "The Cooperatives of Fun" poets are golden guardians of fun, in "Lyrical Construction" "the poet makes fun of the pain of coming future jeering like a mad hammer".

In «Ангел катастроф» ("Angel of Accident") the author is "to be executed by shooting", in «Ночь слезопротий» ("The Night of Tear Shedding") is «капитан страстей» ("the Captain of Passion"). Nearly in all works of art by V. Shershenevich the image of the poet in different modifications bears the features of romanticism materiality: youth is as the sign of canonical age, imago is as the paradigm of inclination (It presupposes author's work with affects and phantasms), playing principal of behavior,

the body is as the centre of subjective burden. According to the principle of materiality the lyric personage has not only the ideology but sensuality, traditional male sex appeal with its stereotypes of extensiveness and instrumentality, various somatic and sexually mature peculiarities. During the self-perception he demonstrates the male type of materiality with the specific characteristics of psychic, world outlook, social behavior, individual creative work and so on. There are some constituents of masculinity that become apparent such as activity, initiative, aspiration for leadership, dominance in relationship with women, stress on rational motives in assessments, decisions made and actions performed, predominance of egocentric decisions over altruistic, and evidently expressed thirst for self-affirmation.

His vital “I” as it is in the romanticism” is the mouthpiece of personage’s materiality. This is the instance that is inside of him and it is in charge of his corporal life. The personage is conscious of himself as an organic being. Thereby he steps across the borders of his own materiality and becomes something infinitely larger. The personage implements himself in arts with the help of materiality multiplied by sociality and spirituality. The masculinity goes beyond as the object of representation and reflection. The original gender parity (we love, we tell a lie, we are disappointed) and solidarity are postulated in the poetic plot and the manner of its material presentation. The category of materiality helps to overcome “the informational lacunas” in the text, its inability to give all information on the psychology of the personage and his surroundings. It regulates the information flow where the monologic manner creating non-verbal contexts predominates over the dialogic one.

The object of representation and self-consciousness in the lyrics of V. Shershenevich is the mentality and the body of the subject of the speech which are highly romanticized and they function according to the rules of theatrical and live-action activity. V. Shershenevich is not interested in the world as it is, he is interested in the world that was interpreted by the personage in conventional images-“masks” of Harlequin type: The Fair Lady, the friend loving devotedly, the passionate sweetheart, the young man dreaming of love, the crowd, Harlequin, the buffoon, the clown. The subject of reflection is the personality of the author who writes according to his relationship with the objective reality and a certain literary tradition. The milestones of the material life are shown, the body that stays in the space exists also in the time, it moves inside it. Some periods of this movement such as childhood, youth, and maturity are fixed. Besides his physical state, appearance and inner world are subject to significant changes.

The plot of the verse «Принцип романтизма» (“Principle of Romanticism”) is designed with the detailed metaphor “romanticism - symbolism” and “modernism”. The lyric personage begins to narrate when he has already reached maturity, when he has enough experience and more over his experience has already been outdated. Everything that satisfied him earlier is a burden to him. His self-consciousness includes intraception (intellectual aspect of intraception) and self-attitude (emotional attitude to himself). The plot is based on the internal turmoil between the spiritual and carnal forces inside the soul and body, the turmoil that defines love and creativity. The comprehension of previous romantic and symbolic orientation considering all above is the bitter realization of its limitation, “childishness” and uselessness for the modern world.

He feels the problem of the time very sharply; he understands that there is “now”, the present time, the act when the verse is being written but there is the past and the future. The difference between the past and the future is “the past enters the consciousness as real pictures and formed thoughts, the future contains the thoughts which has not been expressed yet and the events which has not happened yet” (*Emelyanov, 1997*). The narration is presented from the point of view of the present time. The writer fixes clearly the time points of his speculations: from the point of view of “now” he reconstructs what was earlier. Binary opposition “now” - “some time ago” is

the main feature of intellectual discourse that is based on the artistic self-interpretation and self-identification of the lyric personage.

“Some time ago” as a time period has no clear borders. This is the time of poet’s childhood. The reader can understand that it was the beginning of the XX-th century if they pay attention to certain details: (elements of garment - “short trousers for small boys”, favorite magazine “Around the World”, which published adventure novels by a representative of neoromanticism J. Verne, passion for symbolic and romantic poetry). He is characterized by the subject of speech as “a small eccentric person”, naïve and with pure soul, he is under the influence of bookish images, he is interested in “how famous poets love”. His imagination creates a bright picture in romantic and symbolic style, the relative images of the poet as “handsome and slim”, “loving and strict” and his “Fair Lady” are in the centre of it. The metaphoric style as one of the most important features of the romantic art is recreated with some irony. V. Shershenevich uses with great effect those features of romantic art that were described by V. Zhyrmunskiy, “...Romantic art is the poetry of metaphor from the stylistic point of view. Romanticism as new vital (and poetic) consciousness was based on the revival of some mystic feeling, i.e. living, immediate sensation that something divine and eternal is present in the world. The transformation of the world made in romantic creative work and its mystic poetization are implemented with the help of different methods of metaphorization of reality. This type of metaphor for romanticists is not a poetic fiction or free play of a literary artist but the real insight into the secretive essence of things, into the mysterious life of nature as living, animated and spiritual whole, into the religious mystery of love. The beloved for them is a fairy princess, The Fair Lady. That is why the romanticists state the poetry to be the supreme reality, (...) that is why they consider that the literature is the device of poetic cognition of eternal in the world” (Zhirmunsky, 1999). V. Shershenevich treated skeptically the myth that the literature is the highest perspective of human life, the poet is “person possessed by spiritual intuition (Plato). He thought skeptically the inspiration as God’s strength that can help the poet to find a thought out of primitive fog and present it as the image. But he reproduces precisely the “metaphoric” style of romanticists (mixture of description of daily life with superior literary images, conditional-literary current with everyday vocabulary, “prosaisms”, “disruption”, intermittence of forms of romantic poetry), though he makes it in the form of play). One can feel the stylistic aim to present his own words with semi-parody aestheticism. He is able to use the art of romantic stylization masterly, but the semantic stress is given to the reduction of its value content. The presence of two targets in the stylistics made an impression of dissonance in respect of real world and ideal presentation of it:

*Прекрасный и стройный, он встречается с нею...
У нее меха и длинный
Трен.
И когда они проплывают старинной
Аллеей,
Под юбками плещутся рыбки колен.*

*И проходят они без путей дороги,
Завистливо встречные смотрят на них;
Он, конечно, влюбленный и строгий,
Ей читает о ней взволнованный стих...*

This is romantic - symbolic vision, the manifestation of intertext impulse with the elements of parody. The monologue - reminiscence of the lyrical personage is fully conditional. The theatricality of his speech originates in the symbolic lyrics and drama of

the beginning of XX century, and first of all to A. Blok. The conditional character of the monologue is emphasized by the words which introduce it, "It seems to me it should be so." In the spirit of romanticism and symbolism the personages are shown with usage of category of generalizing idealization that prevails. The outward description of immaterial people in love dominates; their beauty and singularity are pointed out. The postures, the position of their bodies and legs, gestures prove that they are immaterial. There is no sign of time or any circumstances of the event therefore the conditionality and the generalization of the description become stronger. They do not go, but "flow along the old path", out of time and space "they pass by without routes and roads". The poet creates the verses at once. The ironic attitude of the lyric personage to his child's illusions is marked unobtrusively with the introductory word "certainly" which is considered to be the key introduced purposefully to the playing code of the fragment. The immateriality of the personages does not express so much concentration on the ideal only as the rejection of human, "too human". The central mythologem of romanticism and symbolism - The Eternal Femininity and the reduction of male origin - are shown.

The forth line shows romantic, naïve and radical idea which influenced the young poet - "eccentric". His vision of the world is under the influence of bookish rhetoric (Chistyakov, 2012), he thinks that everything is the set of conventional literary cliché all of are the quotations from other poet's texts, from A. Block, O. Wilde (love is without fail tender and burning, it lives among flowers and consonance, poets only can love). The text seems to be the pastiche of romantic and symbolic poetry:

*Мне мечталось о любви очень нежной, но жгучей.
Ведь другой не бывает. Быть не может. И нет.
Ведь любовь живет меж цветов и созвучий.
Как же может любить не поет?*

He apprehends and estimates the routine and the life of common people as a real romanticist, he rejects it as the centre of disgusting and anti-aesthetic. The excitement of accusation appears:

*И мне казались смешны и грубы
Поцелуи, что вокруг звучат.
Как же могут сближаться губы,
Говорившие о капусте полчаса назад?*

The manifestation of self-reflectiveness can be considered as the reminiscence of some lines from the verse «Нате» ("Here you are") by V. Maykovsky, «Вот вы, мужчина, у вас в усах капуста где-то недокушанных, недоеденных щей...» ("You, man, you have some cabbage in your moustache, it is from the cabbage soup you have not finished...") (Schneiderman, 1997). The "eccentric" was shocked when he had overheard the prayer of the girl who was the representative of the common people:

*И когда я, воришка подслушал, как кто-то молится:
«Сохрани меня, Боже, от любви поэта!»-
Я сначала невероятно удивился,
А потом прорыдал до рассвета.*

Realizing the youth stage of his development, as we can see, the lyric personage pays his attention to the purely romantic elements of his world outlook and verbal behavior - spiritual view on the world, incompatibility of the reality and the ideal, the worship of poetry as the highest predestination of a human being, the maximalism of

artistic and ethic aspirations, the contrast in perception of the world, the desire to overcome the imperfection of the world and a human being, the predominance of emotional and expressive imaginative structures in the discourse.

The world of the grown-up lyric personage has appeared due to the meeting with the reality and it is shown as the destruction of the illusion. It is antithetic to the world of the personage in his youth; it is designed according to the modernistic pattern. The evaluations of the personage are full of scepticism, even cynicism. He understood («Тень я понял. Понял все я» (“Now I understood. Understood I everything”.) the tough law of the art: the real creativity, artistic search and love are difficult to combine, they are incompatible:

*Среди исканий, без покоя
Любить поэту не дано.*

He maintains this thought in the polemics with the romantic idealism in love, recreating in the process of self-reflectiveness a number of his physiological and psychological states in the moment of passion. It corresponds to one of the aesthetic directions of V. Shershenevich, “The usefulness of the poet is connected to the physiology of his creativity. Asexual creature is the fatal quality of our days. Imagism is the era of male, animal and corporal touching of the world, when it is more important to be a Doubting Thomas than asexual John” (Shershenevich, 1996).

The situation in his verses are based on the principle of romantic contrast between irrational erotic love and cooling intellectual mood of the personage in the most anxious moments of his relations with his sweetheart. The reflection on the nature of the literary work, the relation of the artist and the world is closely connected to the story about the erotic side of his life. His need as a male of self-fulfillment in sex turned out to be the great one. Sensual and physiological are the catalyst of his reflections on the essence of creativity. The conflict between sensual - corporal and spiritual - rational is impossible for him to reconcile. The personage loves sincerely; he depends on the emotional source of his soul and he cannot control it. He wants to leave the everyday routine but he always returns to it. He is represented as a lonely person isolated from the selfish and hypocritical world. His free and independent thinking is implemented in the chain of discoveries of himself.

In love to a woman he shows such an important aspect of aesthetics of people relationship as the ability to communicate without overwhelming the personality of a sweetheart. In the basis of their intimacy there is a free choice of each other based on the principle of likeness of their souls, psychological compatibility, unity or closeness of their value focus. Thanks to it the necessity of the personage in emotional contact and empathy is satisfied. Non-verbal means and methods of communication, first of all movements of the body and gestures as a body reflects the inner state as good as a word, are important from the aesthetic point of view. The emphasis is made on the disclosure of male psychology, and it corresponds to one of the most important guidelines of imagism (Shershenevich, 1996). The humanity and the depth of intimate communication of the partners are underlined. The standards of his feelings, emotions, psychological states which appear in the process of self-perception and the ability to control them become important.

The poetization of love in the work of V. Shershenevich is not occasional. In «Листах имажиниста» (The Papers of Imaginist) the poet, referring to modern poetry, protected it with energy, “My attitude to love is the most disparaging. «И я ее лягну (And I kick it) - is the general motto. It is now difficult to love the feeling of love because it is defiled by wretches. And it is a great action for the poet not to forgive it or apologize but to treat it as if nothing has happened to it. This is the aristocratism that gives the right for

immortality. Love and poetry are always (what an old truth) inseparable (...) and proclaiming the poetization of love we should iron the rumpled skirts of love. One should not be afraid that “to love is not special” (*Shershenevich, 1996*). In «Принцип романтизма» (The Principle of Romanticism) this set of conceptions has been incarnated fully.

In the second part we can see the changes in the type of confessional guideline because the temporal organization of the text becomes more difficult: between “the event of reminiscence” and “described event of present” the distance is fifteen - sixteen years. The past is the temporal plan of self-perception. In the present the personage has reappraised his youth romantic ideals. The duplication of the scheme of the initial situation has become the factor that neutralizes partially the distance between the past and present.

*Искать губами пепел черный
Ресниц, упавших в заводь щек, -
И думать тяжело, упорно
Об этажах подвластных строк.*

*Рукою жадной гладить груди
И чувствовать уж близкий крик, -
И думать трудно, как о чуде,
О новой рифме в этот миг.*

*Она уже устала биться,
Она в песках зыбучих снов, -
И вьется в голове, как птица,
Сонет крылами четких строк.*

The passage is made on the basis of introduction of specifying and presenting body gesture, there is no direct mention of feelings - the emotion is expressed by the description of the movement, “superior sharpness in the changes of images” from the corporal world to the intellectual one (*Shneyderman, 1997*). In the consciousness of the personage the corporal implies the world of reality, which is opposed to the spiritual, rational origin. The demarcation line is made between them: the image of sensual warns against the invasion of chaos of uncontrollable emotions in the creative process. The words of Apostle Paul are used, “flesh wishes that is against spirit, spirit - against flesh, they oppose to each other, and you do what you did not wish to do”.

In both parts, as the manifestation of “rhyme of situation”, there are a poet in love and a woman, the situation of crying in the centre. But the principle of portrayal of personages is quite different. The picture of recollections is done romantic elevated style, love is above the routine in it, from the point of view of the present time the picture is quite different - the poet and the woman are presented in the situation of intimate relation, and the naturalistic description of passion prevails. The emphasis is made on the complex of male superiority as a gender dominating idea. There is a tendency to aesthetic and ethic devaluation of female origin. The presence of female pole in the world is regarded to be the source of constant renewal of universal conflicts of human being nature. Though the personage understands the drama of the fate of the real creator, feels the boundless irrational force of sensual love and first of all takes care of the sweetheart and her spiritual rest, he does not have enough strength to be fully devoted to his worship of rational and he appeals to the God with paradoxical request which modifies the motif of youth recollection:

*И вот поэтому часто, никого не тревожа,
Потихоньку плачу и молюсь до рассвета:
«Сохрани мою милую, Боже,
От любви поэта!»*

The personage is ready to sacrifice himself and his happiness to protect his sweetheart against sufferings. He himself is under the influence of existential horror as everything in life develops in this way and there is no other way, a person from the very beginning is placed in the surrounding of quite natural and unavoidable troubles and they are not occasional. The depression of the personage is caused by the fact that he cannot find himself in love to a woman as he understands the sexual energy as the destroyer of inner harmony. His word is closely connected to the experience of material existence and forms a particular materiality of the lyric narration. The fusion of body and spirit, disclosure of the world and soul through the body are the characteristic features for V. Shershenevich. In «Бродяге судьбы» (“The tramp of passion”) there are the words, «Тело - всевидящий глаз, / От ушей и до пят растопыренный!». The body becomes the source of tropes, plot and tenors. The personage is lonely and free. But this freedom is partial, he is a human being, he cannot live in the world of rational only, but the life out of this world is meaningless for him. The personage understands that it is impossible to escape from routine and material things as they are the part of a human being's nature. This understanding causes deep inner confusion which increases to the end and is explicated through the crying as the expression of his impotence in front of the strength of carnal origin. The personage - a bearer of romantic - modernistic ideas - fails to solve one of the main ontological conflicts of human being consciousness and nature - the conflict of male and female nature. Many verses of that period written by V. Shershenevich are full of motifs of ironic understanding of a female image, courting, some forms of erotism («Принцип альбомного стиха», «Имажинистический календарь», «Однотемное разветвление», «Принцип примитивного имажиниста» etc.). The lyric personage is aware that it is impossible to realize fully his unique theory of creative work in his work. It is irony that helps him to preserve self-sufficiency. The relativity and even illusiveness of total power of poetic occupation and love passion as restrictive in sense and meaning forms of creativity and life are underlined.

Imaginist V. Shershenevich inherited from romanticism some very important constants of the characteristic of the personage - detachment from routine, languor unclear ideal and the past that has gone forever but incarnated in the images of childhood, melancholy and high moral feeling, dissatisfaction with himself, perceptiveness to the sufferings of other people. Two different intentions have been combined in it: there is the echo of romantic idea of superiority of the spirit over the substance, personalistic pathos of creative power of a human being and a modernistic thought on the impracticability of sacred objects. The implication is the antinomy of features of Apollo and Dionysus. In the consciousness of the lyric personage the origin of Dionysus corresponds to the life as uncontrolled corporal and social process. But, according to V. Shershenevich, real creativity withstands this principle and is based on the logocentric origin. The idea is stated that the creativity is the constant search, riot, experiment but on the basis of thought-out idea. The understanding of romanticism by the lyric personage and his author becomes clear. It is a question of peculiar “antiromantic romanticism” and an effort of “to complicating idealism, its certain rationalization”. This is a reproduction of romanticism on a new (deliberately non-romantic) personal basis” (Tolmachev, Nikolyukin, 2003).

In «Принцип романтизма» and in other verses by V. Shershenevich, two views on the world, romantic and modernistic, co-exist in harmony. The characteristic feature of romanticism «утверждение вечности зла и вечности борьбы с ним» (“the consolidation

of the eternity of evil and the eternity of fight with it”) combines with the modernistic perception of the world «утонченной, лирически взволнованной, впечатлительной, отчужденной личности» (“refined, agitated lyrically, sensitive, aloof personality”) in the hostile world. Romanticism and imaginism are connected by the typological generality which can be found in the semantic bivalence that characterizes them. The subject, the motif are what they are and at the same time they are the signs of other content, general and eternal. The external and internal, visible and invisible are inseparable. But it is important to pay attention to the fact that the picture of the world in the verses by V. Shershenevich differs very much from the picture of the world created by romantics. “Romantic world is the world of two realms, the world of the final and endless, the reality and super reality. (...) The neo-romantic world is a world of one realm in its basis. This is the world of reality as in the realistic culture. The highest realm is super real, mythological, towards it the material realm is objective and it is absent from neo-romantic picture of the world” (*Derbeneva*).

According to Y. Borev, “modernistic art directions are created by means of deconstruction of the typological structure of the classic work of art - some elements of it becomes the objects of art experiments. These elements are balances in the classic art. Modernism has ruined this balance, having intensified some elements and having weakened the other” (*Borev, 2005*), in modernism there is a hyper component, it is an element that violates the classic harmony, suppresses and excludes other elements of art system” (*Borev, 2005*). The absolutization of the author’s role has become the hyper-component in the verses by V. Shershenevich. The lyric personage of the poem creates the artistic picture of the world from his own personality and inside his own personality. It is not only the connection with the outside world that is important for him but it is his inner conflict world of feelings which is stated in the verse (*Borev, 2005*). Modifying the conception of romanticism on the whole, V. Shershenevich transforms it, puts in the forefront the personage trickster, buffoon, harlequin, bare - emotional system of anxiety, formal pretentiousness, search for new artistic means, experiment. According to the accepted playing strategy the lyric personage in his verses goes through “the adventures” which are characteristic to a human: adventures of body (bodily sensations, sex pain), emotional adventures (joys, troubles, tears, passion, anxiety, art, irony and sarcasm), adventures of mind (texts, signs, codes, cultures, analysis and synthesis of information), and adventures of spirit (philosophy, intuition, insight, existential shamanism).

Hence, the principles of creation of the personage and the reality in the modified form with the correction to the aesthetic principles of modernism were borrowed from romanticism and imaginism by V. Shershenevich and the imaginists. In acmeism the personage is “a proud lord of the world, who discloses its secrets and overcome the chaos”, in futurism he is “a martial personality in the chaos of the world that was organized in the urban style”. In imaginism everything is somehow different: on the foreground there is a lonely and aloof person in the world of absurd and hostile surrounding, he is a “gambler”, trickster in the world of occasional situations. In the verse “Principle of Romanticism” which is a manifestation of aesthetic self-reflection, the dramatic discord with the reality causes bitter, caustic laughter of the poet at the world, himself and the romanticism. He realizes the doom of his desire of a romantic for the dream, but he does not refuse from “the ennobling illusion” for the sake of “ignorance of low truth”. V. Shershenevich focuses on the romantic coordinate system and according to it a life without the desire for impossible becomes the existence of the existence of a beast. According to I. Kireevsky, “A lie becomes more beautiful and the more beautiful it is the more deceptive it is, as the best what we have in the world is a dream” (*Fedorov, Krupchanova, 2005*). In this aspect Imaginism closes up to Romanticism. In “2x2=5: the papers of imaginist” V. Shershenevich explained, “All reproaches that the work of

imaginists is unnatural, deliberate, artificial should not be rejected but supported because the art is always conditional and artificial" (*Shneyderman, 1997*).

The content dominant of the verses by V. Shershenevich is the combination of various types of pathos - "confessional", ironic and romantic as the highest forms of ideological - emotional assessment: the authenticity and significance of the aspiration of a creative personality for emotionally anticipated universal ideal and his doubt that is possible to get it are stated. The ironic and analytical type of confession is typical for him. In the spirit of French romanticism (Alfred de Musset, Prosper Mérimée) he makes confessional values according to the everyday mode of life and changes them to aesthetic play valuable in itself.

"The Principle of Romanticism" and other verses demonstrate the combination some genre strategies, most of them are used ironically (idyll, invective, reminiscence). The genre of confession dominates. The lyric personages is shown in the period of his life when he can feels the limit of his self-isolation, and this isolation does not become the rescue for him but it becomes a stuffy dungeon. His state is the state of confession. The text created by him is full of confessional intentions demonstrating the search for possible spiritual renovation, regeneration, crucial turn of his personal story. It is the evidence of its own way, romantic-symbolic experience in the past and the state of spirit at present. The confessional beginning is present as the moment of constructing a whole, as a literary device, as special intonation. M.M. Bakhtin showed that the confession was the realization of value-semantic position, as "action of principle and actual mismatch with yourself... (*Bakhtin, 1994*). The verse by V. Shershenevich is full if drama which goes from this "mismatch with yourself", from implicit taking into account the imagined other person, his possible objections, questions and reactions" (*Mikhailova, 1997*). V, Shershenevich makes A. Mariengof who this verse is devoted to, this other person from the empiric point of view. But one should take into consideration, as D, Sobolev states, that this other person can be introduced not only as an empiric object but it can be a book, previous literary tradition, whole culture - in other words, any world of sense..." (*Sobolev*).

The functional structure of confession is at the same time an act and genre of reminiscence. The realization of the past is a rupture with it, removal of mistakes, everything that was unpleasant, but it is also the departure with all light and joyful, as "you can get future as soon as you depart with the past" (*Emelyanov, 1997*). Confession becomes the catharsis, purification of consciousness, liberation of the space for new savings. The dialogue which the lyric personage has with himself helps to realize the advantages and disadvantages in the light of the highest "Ego". On the foreground we can see that the inner world of the personage is changing. While fighting with corporal nature of his "ego" he begins to understand that the writing is a great a performance. The implementation of the experience in the form of words is "the real implementation of it" as the world of thoughts is more real than the world of objective reality. While writing the completeness of the sensual world is lost but one can get the strength and accuracy of the mental world" (*Isupov, 1997*).

The leading principle of the composition of the verses by V. Shershenevich and "The Principle of Romanticism", according to the traditions of romanticism, is the contrast which is implemented on the level imaginative system: the lyric personage is opposed to the spiritually deprived world; the present is opposed to the past, rational is opposed to the corporal. The essential part of the artistic form becomes the co-existence of emotional expressiveness and rhetorical. But this co-existence cannot be called harmonic. Each part of the verse has at least one allegorical image, which was created by V. Shershenevich and was not common in the language (metaphors «под юбками плещутся рыбки колен», «она в песках зыбучих снов», «Искать губами пепел черный/Ресниц, упавших в заводь щек», comparison - «Был глупым, как сказка», «И думать трудно, как

о чуде, /О новой рифме в этот час» etc). The expressiveness of the speech increases to the end of the verse, and the most vivid comparison is at the end of the composition («И вьется в голове, как птица /Сонет крылами четких строк»).

«Почти декларация» (“Near-Declaration”) says, “Psychological insight and strict logical thinking are introduced into the Imaginism as canon” (*Shneyderman, 1997*). According to it the verse by V. Shershenevich is very psychological, the stress is made on the emotional side of the inner world. Hence there are a number of emotional concepts (love, sorrow, depression, joy, crying and others). Lyric anxiety is implemented both directly and by emphasizing the category of materiality, by indirect selection of corresponding details of extensional graphics (details of appearance of the Fair Lady - «меха», «Длинный трен», «пепел черный ресниц», «заводь щек» and other) and by a certain syntactic structure. At the beginning of the verse the reminiscence of the lyric personage is made with the use of complex syntactic pattern with long subordinate clauses anticipating the psychological portrayal itself. In the style of the verse there are a lot of common details with the style of romantic poetry. Periphrasis, beautification, emotionality of the romantic style are used by V. Shershenevich. Following the romanticists he has a propensity for expressive language, “decoration of the style”, unusual metaphors and comparisons. The emotional colourings, evaluation often become more important than the objective meaning of the word.

Altogether these style features create the dynamics of self-reflection: perception of the verse goes from elements of ironic idyll in the first part to the playing drama in the final one. Nevertheless, “strict logical thinking” prevails. It conveys the course of intellectual process and it is stressed with successive usage of the verbs of mental thinking: «задумывался», «мечталось», «понял» (2 times), «думать» (2 times), theoretical - literary terms («стих», «сказка», «поэт», «строка», «рифма», «строфа», «романтизм»). The graphic-logical part of the content of “The Principle of Romanticism”, functioning as a message is determined quite definitely. It allows formulating the essence of the personage’s drama. This is the drama of consciousness that goes through the initiation of passage to the other, more wise and harmonic state, searching for self-determination in the basic constants of human existence and literary origin. Having stated the creating of verses to be a condition of self-realization, the lyric personage begins to understand that it is not the only way of life.

In «Футуризм без маски» (“Futurism without a mask”) V. Shershenevich wrote that all poets «ученики предшествующих поэтов и не мудрено, что их рука оставляет свой след» (“all poets are the apprentices of the earlier poets and there is no wonder that their hands make the marks”) (*Shershenevich, 1913*). “Mark of romanticism” in the creative work of V. Shershenevich is quite evident, despite the fact the assessment of romanticism are usually negative (in poem «Крематорий» (“Crematorium”) there is a line «Запах романтики воньливый, как лук...», on the one hand it has negative assessment, but on the other hand it is a positive assessment, the influence of romanticism is very strong). The mark of romanticism results in the typological similarity of poetics of V. Shershenevich and romanticists that is determined by the similarity of romantic and imaginistic types of artistic way of thinking. But for the imaginists the cornerstone of the theory of arts is the power of reason over the feelings («...мы гордимся тем, что наша голова не подчинена капризному мальчишке сердцу») (*Shneyderman, 1997*), romanticism puts intuition on the foreground, giving preference to the heart, not mind. For V. Shershenevich, romanticism is a psycho-mental complex, psycho-physiological basis of the creativity, dominating idea of real poetry. Each poet has a romantic origin as a source of creativity, “the spirit of music” which is situated in the depth of consciousness and subconsciousness. The ideas of romanticism became the basis of poet’s world outlook and influenced the principles causing the image of the lyric personage and the structural dominating idea of the main artistic-expressive means. The poetry by V. Shershenevich

can be considered the articulation of romantic perception of the world in a new avant-garde-modernist cultural surrounding. It shows the way he apprehended romanticism, transformed its elements, changed and adjusted them putting them in his own structures. V. Shershenevich, being within the boundaries of world outlook and aesthetic notion of imagism, following the Russian classic literature, preserves axiological, ontological, gnosiological features of romanticism. Altogether, the lyrics by the poet show the features that differed V. Shershenevich from "old Romanticism": intensification of the role of the playing origin, peculiar understanding of the nature of creativity, relationship between the poet and the reality, different interpretation of love.

The lyrics of V. Shershenevich reflected the climax in the imagists creation, as in the poetry of the border of XIX-XX centuries, of the corporal outlook. In romanticism the spiritual basis reigned. It was based on the principles of contemplation and symbolic expression, but imagists had accented modus of the category of corporality. Somatic intention and intuition became the essential basis of their creation.

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BASHKIR ANTHROPOLOGY

Abstract

In the present paper, the anthroponymic system of the Bashkir language is exposed to the linguistic analysis. Lexic-semantic and lexic-genetic accessory, and also morphemic structure and word-formation feature the anthroponymic of units of the Bashkir language is described. In the paper, the productive language means participating in formation of the Bashkir anthroponym are considered.

Keywords

anthroponym, personal name, nickname, pseudonym, Bashkir, Bashkir language

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Despite the availability of research in various areas of the Bashkir onomatology, some problems require in-depth and comprehensive study. Modern Bashkir anthroponymy is represented by such onyms as personal names, nicknames, and pseudonyms.

Bashkir names contain language materials from not only the Turkic language family, but also from the Semitic and Indo-European families of languages. Despite the wide representation of foreign lexemes in the Bashkir anthroponymy, fixed assets is comprised of personal names made of, according to T. H. Kusimova, native Bashkir words that are associated with the ancient traditions of naming. Traces of animistic worldview preserved in the names associated with the spiritualization of natural phenomena, celestial bodies, with the names of animals and totems (*Kusimova, Bikkulova, 2005*). The oldest are the names that reflect the outward signs of the child. For example, children born with a caul received names with the component of *йөз* 'face', 'image': *Йөзләбай* - *Iuzlubai*, *Йөзләбикә* - *Iuzlibika*. Some of the names point to the time, when the child was born. The components of such names are *көн* 'day', *төн* 'night', *ай* 'moon', *кояш* 'sun', *таң* 'dawn'. For example: *Айгәл* - *Aigul*, *Айтуған* - *Aitugan*, *Көнһылыу* - *Kunsulu*. In many ways it is reflected semi-nomadic Bashkir way of life. The composition of such composite names features with the words *юл* 'way', 'route', *күсөү* 'transmigrate': *Юлдаш* - *Iuldash*, *Юлдыбай* - *Iuldybai*, *Юламан* - *Iulaman*, *Күсем* - *Kuchim*, *Күсәрбай* - *Kucherbai*. The system of Bashkir names has names-amulets. Ancient Bashkirs believed in the magical power of words and thought that the "safety names" are the way to save the child. For example: *Төрһөн* - *Tursun*, *Төрһөнғужа* - *Tursunguzha*, *Үлмәсбай* - *Ulmasbai*, *Үлмәсбикә* - *Ulmasbika*, *Исәнбай* - *Isianbai*, *Исәнғол* - *Isiangul*, in which the components are the following words *тор* 'to live', *үлмәс* 'will not die', *исән* 'unharmful', 'alive'.

The Bashkirs life is closely connected with nature, wildlife. Many of the qualities of animals and birds have motivated the use of animal names in the consecration. Names submitted by the names of animals, are widely used by the Bashkirs. For example: *Арысланбай*, *Арыслан*, *Арысланбикә*: *арыслан* 'lion', *һандуғас*: *һандуғас* 'nightingale', *Карлуғас*: *карлуғас* 'swallow', *Бүребай*: *бүре* 'wolf'. The second group of

Bashkir names in words borrowed from the Arabic, Persian, Mongolian, Russian, Hebrew languages, as well as European languages. As it is known, VII - X centuries in Central Asia were marked by wide usage of the Arabic language as a language of educated and religious people, while the Persian language was used as a literary language in Seljuk state, and for the majority of the peoples of the East it started to serve as a language of poetry and prose. During this period, the Arab and Persian languages were spreading and encountered the Turkic language. As a result, the Turkic languages were filled with the words from the Arab and Persian languages. As the analysis of Arab names shows, first borrowed names were the names of the prophets. For example: *Мөхәммәт* - *Mukhammet*, *Изрус* - *Idris*, *Ильяс* - *Ilias*, *Йосон* (Йософ) - *Iusuph*. However, it is impossible to explain the circumstances of penetration of Arab names only by the influence of Islam. Many of borrowed Arab names belong to the sphere of science and education, and they penetrated in Turkic languages under their influence. For example: *Ғәлим* - *Galim*, *Ғилминиса* - *Gilminisa*: *Ғилем* 'science'; *Азамат* - *Azamat*: *азамат* - *бәйөк*, *мәһһүр* 'great, mighty'; *Вәлиулла* - *Valiulla*: *вәли* - *укымышлы* 'noble', *Мәғриф* - *Magrif*: *мағриф* - *аңлы*, *белемле* 'clever', 'educated'. A separate group of Arab names goes back to the words for different qualities of the person: *Рәфил* - *Rafil*; *рәфил* - *күншы* 'neat', *Рәхим* - *Rakhim*; *рәхим* - *мәрхәмәтле* 'kind', 'virtuous', *Сәхи* - *Sakhi*; *сәхи* - *киң күңелле*, *Йомарт* 'generous', *Вәзифә* - *Vaziga*; *вәзифә* - *тыйнаклы*, *бағалкы* 'humble', *Йәмилә* - *Yamilya*; *ямия* - *бик матур* 'very beautiful'. Some of Arab names are the synonyms to Bashkir names. For example: Bashkir name *Арыслан* - *Arslan*, Arab names - *Хәйзәр* - *Khaidar*, *Кәнзәфәр* - *Kanzafar*, *Әсәдулла* - *Asadulla* go up to the word lion; Bashkir name - *Юлдаш* - *Yuldash*, 'companion', Arab name - *Сәфәр* - *Safar*, 'way'. The same semantic phenomena are observed among the Persian borrowings. Some words are the synonyms to Arab and Bashkir names. For example: *Айһылыу* - *Aisulu*, *Көнһылыу* - *Kunsulu*; *көн* 'day', 'sun', *ай* 'moon', 'night' - are Bashkir names, *Кәмәр* - *Kamar* 'like the Moon', *Шәмсиә* - *Shamsiya* 'like the Sun' - are Arab names, *Маһия* - *Makhiya* 'like the Moon' - is Persian name. Persian names feature with words connected to the concept of beauty: *Гөлбикә* - *Gulbika*, *Гөлнур* - *Gulnur*, *Гөлзифә* - *Gulzifa*.

Borrowings from the Mongolian language are common for the composition of Bashkir anthroponyms. T. Kh. Kusimova believes that the name *Айрам Аират* goes up to the Mongolian ethnonym *ойром* - the name of a tribe, *Сыңғыз* - *Chigiz* 'strong, great', *Колғона* - *Kulguna* 'mouse' (Kusimova, Bikkulova, 2005).

Hebrew words that occur in the Bashkir language, mostly related to theonyms. For example: *Ибраһим* - *Abraham*, *Муса* - *Moses*, *Исхак* - *Isaas*, *Сөләймән* - *Solomon*.

When analysing the linguistic identity of the Bashkir names, it can be stated that there is a reverse borrowing. For example, N. A. Baskakov, analysing the etymology of the Russian names, comes to the conclusion, that the family name *Karamyshev* goes up to the Turkic word *зорумыс* 'warder' or *зарумыс* 'got older', and anthroponym *Kochubei* consists of a composition of Turkic words *кече бей* 'younger bey'. Family name *Tatarinov* goes up to the Turkic ethnonym *татарун* - *Tatarian*, family names *Shishkin* and *Shishkov* are formed from the root *шеш* 'tumor' (Baskakov, 1979).

In recent years, there has been frequent use of European names in the Bashkir anthroponymic system. This group includes the following names: *Albert*, *Oliver*, *Oscar*, *Marseille*, *Marat*, *Louise*, *Diana*, *Sofia*, *Ilmira*, *Eleanor*, *Clara*, and *Jeanne*. There are facts of naming with incomplete forms of borrowed names. For example: *Margarita* - *Rita*, *Edward* - *Edik*, *Vladislav* - *Vladik* (Suleimanova, 2006). Thus, Bashkir anthroponymy is developing and being enriched using internal resources, as well as borrowed words.

Bashkir family names. As it is known, the Turkic peoples, including the Bashkirs, did not use family names. If necessary, nicknames or pseudonyms were used instead of family names. Usually people were named with the following scheme: name + father's name +

kinship terms кызы 'daughter' or улы 'son'. For example, *Арыслан Бикмәт улы 'Arslan, the son of Bikmet'*, *Мәликә Солтанбай кызы 'Malika, the daughter of Sultanbai'*. In historical documents of the XVII century, the Bashkirs are listed with the family names. Bashkir family names were created in the same way, as Russian family names, and the formants were the same linguistic resources, as well as for Russian family names. The functions of the names were names or nicknames, ethnonyms and names of geographic objects. For the purposes of the general passporting, according to T. M. Garipov, children, especially boys, instead of the family names, used their father's name. For example, *Шәкир Кәримович Кәримов 'Shakir Karimovich Karimov'*, while the son of Shakir, i.e. the grandson of Karim will have the name *Зәкир Шәкирович Шәкиров 'Zakir Shakirovich Shakirov'* (Garipov, 1976). Thus, the names of close relatives were not the same; they changed from generation to generation. Bashkirs family names in their present form began to take shape in the XVII century.

Their basis was personal names, and by adhering of suffixes of the Russian language, to personal names, mainly to male names, the family names are formed. In this process, the following suffixes are actively used:

1) If the name ends in a consonant phoneme, then it is necessary to add the suffix of *-ов (-ова)*: *Сәлим - Сәлимов, Ғафар - Ғафаров, Таһир - Таһиров*; if the phoneme *ф* is in the end of the name, then *ф* alternates with the phoneme *п* when forming family names. It means that in this case we can observe the following morpho-phonological phenomenon: *Йософ - Йосопов, Ғариф - Ғарипов, Зариф - Зарипов, Шәриф - Шәрипов, Латиф - Латипов* (Abdullina, 2004);

2) If the name ends in *и, ый, ш*, then it is necessary to add the suffix of *-ев (-ева)*: *Мәһәзи - Мәһәзиев, Нәби - Нәбиев, Барый - Барыев, Бикташ - Бикташев*;

3) If the root ends with vowels, then it is necessary to add the suffix of *-ин (-ина)*:
 - The formation of the family names features with falling out of the phoneme *ы, ә, е, ы* in the end of the name: *Ғайса - Ғайсин, Туйсы - Туйсин, Ишкилде - Ишкилдин, Сафа - Сафин*;

- If there is the component *-улла* in the name, then the phoneme *а* falls out at forming family names: *Абдулла - Абдуллин, Хәмизулла - Хәмизуллин, Хәйбулла - Хәйбуллин*. Thus, in the process of formation of the Bashkir language, family names are formed at a certain law. In this process, productive formants are the suffixes of the Russian language (Ishbaev and others, 2006).

Bashkir nicknames. As it is known, nicknames function as an informal person's name. A human being does not choose own nickname, just as the personal name. Nicknames usually exist within a micro society (a group of people working or studying together, the residents of a village, a group of young people) and used in the language of this group. They, in contrast to personal names, indicate the actual features and qualities of the person, as the most frequent reasons for their occurrence are bright and individual features called (Karabaev, 2008).

Nicknames in the Bashkir language in its lexical and semantic features, word features, and lexical-genetic sources are divided into several groups.

Based on empirical data, the Bashkir language has the following lexical-semantic groups of nicknames:

1) ornithonyms: *Тауык 'Chicken', Турғай 'Sparrow', Торна 'Crane', Сенеу 'Nestling', Карға 'Crow', Һайысқан 'Magpie'*;

2) names of animals: *Куян 'Hare', Йомрандар 'Gophers', Бесәй 'Cat', Айыу 'Bear', Төлкө 'Fox'*;

3) names of domestic animals: *Кәзә 'Goat', Бәрәс 'Goatling', Сускалар 'Pigs', Ишәк 'Donkey'*;

4) names of other animals: *Маймыл 'Monkey', Бака 'Frog', Дөйә 'Camel'*;

5) names of the professions and crafts: *Агроном* - *Agriculturist*, *Шағур* 'Poet', *Сәсән* 'Sesen';

6) military terms *Комбат* - *Kombat* (Battalion commander), *Пехота* - *Pekhota* (Infantry), *Полковник* - *Polkovnik* (Colonel), *һалдат* 'Soldat' (Soldier), *Эскадрон* - *Eskadron* (Squadron), *9-я рота* - *Devyataya rota* (9th troop), *Танкист* - *Tankist* (Tanker);

7) ethnonyms: *Еврей* - *Evrei* (Jew), *Татар* 'Tatarian', *Сыуаш* 'Chuvash', *Немец* - *Nemets* (German), *Япон* 'Japanese';

8) names of different characters: *Чебурашка* - *Cheburashka*, *Дед Мазай* - *Ded Mazai*, *Камыр* - *Batyr*, *Шурик* - *Shurik*;

9) anthroponyms: *Шалыпин* - *Shalyarin*, *Ленин бабай* - *Lenin babai*, *Чанай* - *Charay*, *Гагарин* - *Gagarin*;

10) names of food items: *Катык* 'Qatiq', *Бал* 'Honey', *Билмән* 'Ravioli';

11) shortcut names, their concord: *Фәнтүк* - *Fanil*, *Шәпүк* - *Shafkat*, *Әнүк* - *Alfinur*, *Әнус* - *Rafis*, *Әүес* - *Rauf*, *Хәйбуш* - *Khaibulla*, *Таска* - *Taskira*;

12) mimetic or emotionally expressive words: *Мыр-мыр* - *Ilmir*, *Уф* - *Rauf*, *Ху-ху* - *Khisametdin*;

13) abbreviations: *ДПС* - *DPS* (Traffic police), *ЧП* - *ChP* (Incident), *АКШ* 'USA'.

14) mythonyms: *Банак* 'Buka', *Бәрей* 'Devil', *Шайтан* - *Shaitan*.

Thus, the function of nicknames is presented by the words of different lexical-semantic group. When analysing the morphemic structure and word-building features nicknames, the following facts may be allocated:

- the majority of the nicknames are formed using the root of the words: *Мыйык* 'Moustache', *Кыяр* 'Cucumber', *Сүкеш* 'Hammer', *Себен* 'Fly';

- there are nicknames formed using two root morphemes: *Һәфилә әбей* 'Grandma Sagilya', *Тайыш бабай* 'Bandy-legged old man', *Мунса ташы* 'Bathing stone', *Ауыл ене* 'Village devil', *Урман Зифаны* 'Forest Zifa', *Матур малай* 'Handsome boy'.

Morphemic composition of anthroponyms of this category has the suffixes from the Russian language. For example, *Уяу* 'Watchful', *Уяучик* (his) son, *Азик* - *Azamat*.

Lexical composition of these nicknames is heterogeneous. Their structure contains units that do not meet the standards of literary language. The abundance of dialect in their composition is a natural phenomenon, because nicknames are the result of creative thinking of the locals. Function of nicknames is performed by the following dialect words: *Песләк* 'running eyes', formal language: *йәшле* - *Niyaz*, *Тәкәрлек* 'wagtail', formal language: *ак сәпсек* - *Radik*, *Бүкәй* 'bugaboo', formal language: *бокай*, which scare children - *Fail*, *Кәпәй* 'whirled up', formal language: *күпкәк* - *Khalil*, *Сапакай* 'babbler', formal language: *телсәр* - *Askat*, *Абағай* 'nimble', formal language: *теремек* - *Gulnur*, *Шәпәтә* 'negligent', formal language: *һәпрә* - *Shaikber*. A separate group of nicknames relates to borrowings and goes up to the Russian language or through the Russian language to the European languages: for example, *Globe* - *Fanur*, Child prodigy - *Gali*, *Shop* - *Nafisa*, *Yurka* - *Yunir*, *Cocaine* - *Ildus*, *Goomba* - *Rafkat*, *Bourgeois* - *Radzhap*, *Kolkhoz* - *Fanil*, *Kuzya* - *Artur*, *Phosphorus* - *Ildar*, *Yakudza* - *Vadim*.

In some cases, the appearance of nicknames motive is personal attitude to the properties referred to, that is, the modality is observed. The modality can be expressed by different grammatical means. For example, the nicknames *Зәпәк*, *Әүес*, *Фәнтүк*, *Шәпүк* translate the modality using formants, common for vernacular language -*пәк*, -*үес*, -*нүк*. In addition, the modality can be expressed in the semantics of the word itself, which serves as a nickname. This provision is clearly expressed in the following examples: *Орсәк* 'Spindle' - *Rosalia*, *Бурзай* 'Dog' - *Milingul*, *Тырмайған* 'Offended, miffed' - *Dinara*, *Тарамыш* 'Thin' - *Anur*, *Таз* 'Lousy' - *Ramil*. As it is shown by the actual materials, many nicknames express an emotional relationship, that is, delight, mockery and irony to the properties of the nickname's carrier (*Bashkir language*, 2012).

Thus, nicknames have a special place in anthroponymic system of the Bashkir language. The peculiarity of this onyms is expressed in the following:

- A nickname is usually associated with one person;
- They function as an informal name;
- The words included in this section anthroponymy by lexical composition are heterogeneous in their composition; there are dialect, jargon and lexemes, pertaining to different stylistic groups;
- Nicknames have some relevance to folklore, as they are the result of word creation of the local population.

Pseudonyms. Pseudonym is the fictitious name of people engaged in creative activities - writers, artists, journalists, and in some cases, politicians. Unlike other anthroponymic units, pseudonyms are chosen by its carrier and at their wish. Another difference of the pseudonyms from the nicknames is their official status. Bashkir writers and scientists for a long time attached to their personal or last names the name of the tribe, birth, nationalities and used them as pseudonyms. For example, *Ғәбдрәхм Усман әл-Болғари, Тажетдин Ялсығол әл-Башҡорди*. In some cases, pseudonyms point to the place of birth or residence of its carrier: *Тәхвәт Йәнәби, Муса Ғәли, Сәйфи Уфалы*. Personal name may be used as a pseudonym: *Ғ. Сәләм (Galimov Salyam), М. Хәй (Mukhamediarov Khai)*; folk character: *Курәй Мәргән (Akhnaf Kireev)*; shortcut name: *Али Карнай (Gali Zulkarnaev)*. In some cases, a nickname given by others gradually begins to function as a pseudonym. For example: Акмулла (Miftakhettin Kamaletdinov), Йәрми Сәйете (Sait Ismagilov), Байык Айзар (Bikmukhamet). Writers often use several pseudonyms: *Мәжит Ғафури - Шәмғун, Ласин; Шәйехзада Бабиш - Шәпшә, Каяу; Булат Ишемғол - Булат, Таң, Кәләм, Серекәй*. Modern writers used the shortcut family names type as a pseudonym: *Әхиәр Хәким - Әхиәр Хәкимов, Нәжип Изелбай - Нәжип Изелбаев* (Bashkortostan, 1997).

Thus, pseudonyms in the Bashkir language are often used by representatives of creative professions.

Bashkir anthroponymy is a complex ethnic and cultural system which reflects the historical, social and linguistic processes that accompany the Bashkir ethnic group throughout its development.

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SELF-CHECKING AS NECESSARY COMPONENT OF INDEPENDENT WORK OF A LEARNER

Abstract

The article deals with the questions of self-control as a necessary component of independent work of a student, implementation of which significantly increases the efficiency of formation of independence among primary school children; of self-control and independence emerging as a quality of personality, that provides the necessary prerequisite for self-government of their behavior.

Keywords

self-control, independent work, autonomy, self-regulation, self-correction,
individual independent work, group independent work

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Modern society sets a task of training a school graduate knowing, conceiving, independently able to get and put knowledge into practice. With solution of problems of modern education there is a search of maintenance of forms, methods, tutorials providing more wide opportunities for self-actualization, self-development and self-realization of a person in practice. Proceeding from it, the problem of formation of independence is one of the most actual as it defines efficiency of educational process.

At younger school age transition from management to self-management, which can be carried out by application of the dosed (differentiated) help, is important.

Independence is not born in itself, it is brought up and developed. The special place in this process is taken by elementary school. Younger school age is a special period, when the most important qualities of a personality are developing. These qualities allow children to enter a teenage life. To reach it, it is necessary to build “technology” of educational process pedagogically competently.

And it is necessary to begin with diagnostics, accounting age features and opportunities of children of this age.

Psychologists consider that the need for independence is inherent in children since early childhood. In their opinion, the phrase “I” means the beginning of formation of a personality.

Independence is one of properties of a personality. Clarification of conditions of independence formation as properties of a personality is the basis in this problem. Independence is not the abstract characteristic of a personality in general, but the characteristic correlated to behavior of a person. A personality, independent in one fields of activity, can be very dependent in others.

Primary school is one of the school periods for formation of such property as independence, which actively develops at this age in educational activity. Therefore one of the main educational problems, which is solved in primary school, is to teach to work

children independently. It is especially essential upon transition to collective work under leadership of a teacher in a class to semi-independent and independent forms, including preparation of homework.

Independence of a primary school student extends on main types of his activity: game, study, household work, socially useful work. Independence is formed as a quality of personality that provides necessary prerequisite for behavior self-managements. The main criteria of assessment of himself and others are formed, personal and public motives are combined in study, children see many shortcomings, exactly treat themselves at failures.

Independence is a difficult quality, expressed in freedom from external influences and coercions. It is the ability to subordinate the behavior to own views, readiness to carry out activity without support on assistance.

Independent performance of a task is the most reliable indicator of the quality of knowledge, skills and abilities of a learner.

Independence of a learner is formed only in the course of vigorous activity. Thus it is necessary to direct activity of a learner that it is not only imitative, but it demands to search ways of approach to solution of a task and new actions.

Self-checking - work over by itself with a concrete goal, comparison of the results of activity with a standard.

Skills of self-control are formed at children in game, educational, work activity under the influence of adults and collective. It is necessary to cultivate skills of self-checking already since preschool childhood, gradually improving and complicating them in the course of age development.

Teachers at school tell children about methods of self-control, show an example of necessary check of arithmetic actions, verify the answer in a book of problems. Independent check of these actions and verification of result with the answer at all their distinction carry out the same function - control. A learner is constantly customed (both in the course of work and on its termination) to compare the work to some sample: if it is verses - with the text printed in book; if this writing - with copy-books, etc. Quite often happens so that in a class a child acts perfectly, because a teacher constantly reminds of it. But, preparing homework a child forgets about the need of comparison of the performed work with a sample, i.e. self-control during the independent work.

Own internal control, i.e. self-control, is formed as a phased transition. This transition is prepared by teacher's questions, fixing of the most important, the main. A teacher creates the general program of such control, which forms a self-control basis.

Four stages of manifestation of self-control were planned in relation to mastering the knowledge (P.P. Blonsky).

The first stage is characterized by lack of any self-control. Being at this stage, a learner do not acquire material and cannot control anything.

The second stage is full self-control. At this a learner checks completeness and correctness of reproduction of the acquired material.

The third stage is a stage of selective self-control, at which a learner controls, checks only the main thing on questions.

The fourth stage is a stage, where visible self-control is absent, it is carried out on the basis of previous experience, some insignificant details, signs (*Ilyina, 2000*).

The early a school student understands a need of continuous self-control, the better it is. A teacher and adults in general should persistently teach children to plan and control the actions, watch for themselves, realize what they do and how, expect results of the actions and correlate them with required. Comparing the own actions with actions, which are correct in this situation, children are accustomed not only to correct errors in the actions, but also to prevent possibility of mistakes, abstain from undesirable actions.

If a teacher manages to teach a child to continuous self-control, he can consider that he made an important step - taught a child to be independent.

In solution of problems on formation of student ability for independent work, there is a big pedagogical problem of all school collective - purposeful training of pupils in the content of this work.

Independent work of a school student is based on organization of his class educational activity, correct from the point of view of educational activity. In particular, it belongs to communication and transition from external control of a teacher to self-control of a school student and from external assessment to formation of own self-assessment that in turn assumes improvement of control and estimation by a teacher. Respectively the affirmative answer on a question whether ability of original independent work can be formed at school student, depends on joint actions of teachers and a student, awareness of features of this work as the specific form of activity imposing special requirements to its subject and bringing intellectual satisfaction.

Independent work of a school student is the highest form of self-organization of educational activity.

Independent work as an activity is characterized by own informative requirement of a learner, self-checking, own operating mode, freedom of choice of place and time of its performance. Independent work of school students, along with increase of their subject competence, has to promote their personal development as subjects of this activity.

Independent work of a learner considered in the general context of its self-education represents the highest form of its educational activities for criterion of self-control and goal-setting; it can be differentiated depending on a source of management, on nature of motivation, etc. (*Ilyina, 2000*).

Organization of independent work is the actions of a teacher directed on creation of didactic conditions necessary for timely and successful performance of work. Therefore it precedes process of independent activity and accompanies it. The organization provides the active management of process of task performance, can stimulate self-organization while preparing for work and in the course of its performance.

The management of independent activity assumes design of its purposes and ways, control, correction and assessment of actions carried out by pupils. The continuous management regulating action of pupils is expedient at the initial stage of application of knowledge, when reproductive tasks are performed. Tracking and control of a teacher, his correction and discussion of mistakes accelerate process of abilities formation, warn those mistakes, which are usually shown. The active guide of a teacher is important as it allows to receive the current information not only on assimilation of knowledge and abilities, but also on manifestation of independence, pupil's initiative at each stage of work. In process of mastering abilities, pupils in a smaller degree feel a need for rigid, regulating guide of a teacher. Control, mutually control and self-correction in independent activity of pupils amplifies.

There are various forms of organization of pupils independent activity (*Kazanov, 1990*).

a) Individual independent work.

The individual approach to learners is carried out more successfully if independent study is widely practiced at lessons.

Independent performance of tasks allows a teacher to see the difficulties, which certain pupils meet, and to give them necessary help in study (*Nemov, 1995*). An important element of individual work at a lesson is the approach to pupils, weaker and strong on progress.

The individual form of organization of pupils independence has certain advantages, and at the same time the shortcomings limiting its opportunities.

The undoubted advantage is consideration of specific features of pupils as much as possible: their development, interests, tendencies. Essential value has individual work, where a pupil moves ahead with speed, which is not connected with a class or partners. To perform a task, he has to show maximum of efforts and independence, and it, certainly, demands persistence and assiduity. From this point of view, independent individual work were and remain one of the most important ways of education of diligence and will power.

Individual work is such work, which provide performance of individual tasks and exclude cooperation of learners.

The organization of such work causes considerable difficulties as demand profound knowledge of specific features of school students and preliminary development of the corresponding tasks for each pupil. Besides, a teacher should prepare a big set of distributing and other materials to ensure functioning of all trained.

Performance of a task forms ability to select the main thing, personally to have all material and then to operate with this material at a lesson. Most often in practice of training, individual form of organization of students independent activity in relation to some pupils is used, where each student performs an individual task. It does not complicate control, does not demand a large amount of distributing materials.

b) Frontal independent work.

Frontal independent work has great educational value. If all class works on one task, the cognitive interest finds some lines of collective activity. Collective nature of fixed occupations, generating competitiveness of pupils, stimulates their informative activity, promotes development of their creative abilities, formation of discipline, diligence, association and other moral qualities (*Ilyina, 2000*).

Discussion of results of such work, the general opinion, a uniform position in relation to the studied material create a basis for collective experiences, formation of views and belief of school students.

Frontal form of independent activity is most more expedient when it is important to create a certain spirit, cause interest to a subject. It is also important and useful at the initial stage of ability formation, when a learner seizes way of task performance according to a sample.

Therefore the first tasks and exercises have to be standard, general for all class that pupils, receiving the general instructing, realize mechanisms of knowledge quicker, acquire the main scheme of actions. An important role at this stage is played by the collective analysis of the performed tasks, analysis of the standard mistakes made by pupils. School students have opportunity to compare the received results of the work to that sample which can be offered as a mean of self-examination.

c) Group independent work.

Group independent work can be used in different links of educational process. It can be carried out while studying new material and by that creates favorable conditions for the analysis of personal experience of each school student, allows to avoid inexact and incomplete generalizations, creates wide visual-sensual support for concept formation.

Independent study of material by a group is justified when this material has broad connections with material studied earlier. A teacher can explain basic provisions of program material, and a groups can continue working, selecting the facts, examples detailing these provisions and discussing them. Also independent work with the textbook, which begins after teachers; instructions, is possible and carried out individually by each pupil, but provides possibility of communication in a group while necessary. Learners can ask companions for help, check each other.

Group work gives invaluable help in development of independence of younger school students. This work is interesting to pupils, they demand joint search of the answer, the original decision with the subsequent discussion by its all class or theoretical justification of the shown experiment.

As teachers experience shows, group form of independent activity deepens educational function of independent work as creates favorable conditions for mutual enrichment of pupils, their active communication, deepens experience of collective activity.

Group work reaches the highest effect, when it is combined with an individual and frontal form of independent educational cognitive activity of pupils.

Timely check of independent work by a teacher is an important condition of its efficiency.

When checking independent work in a class, it is expedient to consider the most difficult tasks that pupils understood the made mistakes to show more independence when performing similar tasks in a class or at home.

Feature of independent work is motivation, involvement of pupils in active knowledge. Especially important role in it is played by an educational task, which is set for pupils; it is "appropriated" to them and gradually turns into the internal activator to action, into motive. The voluntary aspiration of a pupil to perform a task independently, desire to show the activity proceeds in the presence of internal motives. Essential signs of independent work are existence of internal motives and related understanding of sense and purpose of work. Emergence of desire to learn, work does not say yet that in this case we already deal with independent work.

When the attention is paid only to motivation of pupils to independence, tasks carefully are selected, but organizational elements of work are underestimated, control and correcting are not implemented, pupils interest quite often dies as soon as they meet difficulties and does not find support from a teacher.

Absence of teacher's help, his nonparticipation in work are often considered as a sign of independent work. Such point of view is incorrect and unproductive. The best practices of schools, and also the researches, show that participation of a teacher in independent work is necessary and important.

A teacher organizes work, creates necessary conditions and a spirit. But he does not take part in the solution of a concrete task, task set for the pupil.

Motives of self-control and independence are the most characteristic and specific to activity of younger school students. These motives are shown in desire of a pupil to perform tasks without assistance, satisfy the informative requirements.

Independent subject actions, which a pupil carries out without teacher's assistance, are the most important component of independent cognitive activity of pupils, making a basis of its structure.

Flexibility of management of independent work is a separate methodical problem of organization of this work in relation to those channels, via which control is made, i.e. to a teacher, program, maintenance of a training material (*Zharova, 1993*).

Representing a special, highest form of educational activity, independent work is caused by individual-psychological and personal features of a school student as the subject. First of all, self-control belongs to such psychological features. It is known that the concept of self-control was psychologically reasoned by I.P. Pavlov, N. A. Berstein, P.K. Anokhin in their idea of a person as the most perfect, self-training, self-improving, self-regulating system (*Ilyina, 2000*). In the general context of actually psychological theory of self-regulation (O. A. Knopkin, A.K. Osnitsky) there were certain moments of subject self-control correlated to organization of independent work (*Kazanov, 1990*).

For this purpose learner has to have the complete system of ideas about opportunities and abilities to realize them, including opportunities of goal-setting and goal-making.

Learner has to be able not only understand the purposes offered by a teacher, but also to create them by himself, hold before realization, without allowing to force out by others, also of interest. A school student has to be able to model own activity, that is to

allocate the conditions important for realization of the purpose, finding in the experience of idea of requirement, and in a surrounding situation - the object corresponding to this subject. Self-control of a school student assumes ability to program independent activity, that is a choice in relation to conditions of the corresponding purpose of activity, a way of transformation of the set conditions, selection of appropriate means for transformation, definitions of sequence of separate actions. Important manifestation of subject self-control of a school student is the ability to estimate and intermediate results of the actions. Thus it is important that subjective criteria of own results assessment should not really differ from accepted, objective. Ability to correct the actions is to represent possible ways to apply these actions that the result conforms to the presented requirements. It is essential to self-control.

Self-control includes also person's idea about norms of relationship with other people, rules of labor objects use. Thus, important for the organization of independent work thought is underlined that skills and abilities, which are already created at educational classwork, correspond student's ideas. It is natural that subject self-control of a person is connected with his personal self-control. It assumes the high level of consciousness, adequacy of self-assessment, reflexivity of thinking, independence, organization, focus of a personality, formation of his strong-willed qualities.

In view of features of independent work and the called indicators of educational activity, it is possible to give a total characteristic of this phenomenon from a position of the subject of activity.

From this point of view, independent work can be defined as purposeful, internal motivated, structured by object in total of the carried-out actions and corrected by him in process and result of activity (*Kazanov, 1990*).

The main requirements to organization of independent work of pupils at a lesson are the following:

1. Any independent work at any lesson has a specific goal.
2. Each pupil has to know order and methods of work performance.
3. Independent work corresponds to educational opportunities of a pupil, and degree of complexity satisfies to the principle of transition gradual from one level of independence to another.
4. It provides a combination of various types of independent works and management of process.
5. Purpose of independent work is development of informative abilities, initiatives and decision-making, creative thinking. Therefore, selecting tasks, it is necessary to minimize their sample performance.
6. The content of work, form of its performance have to causedesire to perform work up to the end.
7. Independent works can be divided by form of organization on individual, frontal and group. Form of organization of independent work first of all depends on the purpose of its carrying out (*Ilyina, 2000*).

In the conclusion it should be noted that independent work of school student as a specific form of educational activity demands preliminary training in receptions, forms and content of this work by a teacher. It emphasizes importance of organizing and operating (in different degree of flexibility) functions of a teacher and at the same time need of understanding by a school student himself as the original subject of educational activity.

Independent work considered in general context of self-education represents the highest form of its educational activity on criteria of self-control and goal-setting. It can be differentiated depending on a source of management, nature of motivation, presence of source of management, fixation of a place of educational activity.

It means that independence of school students and a person in general needs to be developed since early years, namely since the childhood (*Ilyina, 2000*).

The psychological-pedagogical essence of self-control consists in ability to correlate the received result with a goal. As a component of independent work and educational activity in general we understand the conscious analysis, assessment and regulation of its course and results for the purpose of achievement of the demanded result as self-control of pupils. During independent control, a pupil makes intellectual and practical actions on correcting and improvement of work, seizes the corresponding skills. Relying on thinking and other mental processes, self-control promotes their development. In the course of self-checking there is a further improvement of knowledge, their deepening and specification.

Organization of self-control at lessons allows to put a pupil in the provision of subject of educational process, accustoms to independent educational actions. Independent control of pupils promotes more successful course of independent study as, being able to control the educational activity, a pupil notices in time, analyzes and corrects errors in work. Self-checking assumes existence of ability to expect results of study, to give the report in correctness of its performance, comparing the course and results of independent work with the certain sample allowing its performance.

Comprehensive consideration of self-checking as a component of independent work and study in general shows that such functions are inherent in it:

- testing
- diagnosing
- training
- bringing-up
- developing

Testing function of self-control is most obvious. This function is expressed in that a pupil checks the achieved educational objectives of independent work in comparison with demanded, reached level of knowledge, abilities and skills. Diagnosing at self-checking is carried out by definition of the reasons and conditions promoting emergence of mistake.

Training function of self-control is shown at self-control, where is a further improvement of knowledge, vigorous cogitative activity of pupils is directed on deepening, specification of knowledge.

The bringing-up function is connected with formation of positive personal qualities:

- independence
- criticality
- persistence in study and work, etc.

Developing function of self-control promotes development of criticality of thinking, correct self-assessment of independent educational activity results, promotes development of informative abilities of school students.

In real process of independent work organization and its self-control all functions listed above are realized in unity and follow one another, often alternate in the course of self-control.

Ways of effective organization of independent work self-control:

1. Formation of knowledge of self-control and its organization.
2. Systematic inclusion of pupils in independent controlling activity.
3. Training in separate methods of self-control, training of systems of receptions and ways of educational activity self-control.
4. Formation of a need for self-checking.
5. Rational combinations of various ways and forms of self-control organization:
 - collective
 - common class

- group
- individual

6. Combination of emotional and rational at self-control organization.

Self-control is a necessary component of independent work of pupils. For successful course of independent work, a teacher has to have information on the course of independent work and its results, analyze data and rule the work course. For the purpose of such continuous control of independent work and also as an indispensable condition of activization of school students during control, a teacher has to involve pupils in controlling activity, train methods of self-checking, form ability of self-checking. Formed ability of self-control promotes more successful course of independent work of pupils. Organization of independent work with obligatory inclusion of pupil self-control at observance of main didactic requirements has positive impact on the course of independent work and, as a result, on quality of pupils knowledge. To induce pupils to be more independent, at the beginning it is expedient to use game materials, involve in socially useful work.

Independent work of school student is an ideal of activity, as in the future this activity will pass through all life.

Independent works of pupils at lessons gained recognition as one of the major receptions helping to intensify process of mastering knowledge.

Well prepared and correctly carried out independent work is an effective way of receiving strong knowledge. At performance of independent works pupil's attention has to go for conscious mastering of the offered text, expansion and deepening of their knowledge, specification of concepts and representations.

Independent performance of a task is the most reliable indicator of knowledge quality, skills of a pupil.

Development of independence is difficult and sometimes inconsistent process. In independence development process always has to be logic. N. G. Chernyshevsky's words can be the motto for teachers and parents: "If our children want to be people, really educated, they have to get education by independent knowledge" (Nemov, 1995).

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PROBLEMS OF USING FOLKLORE IN DRAMA

Abstract

In the paper, the author analyzes scientifically the dramatic work «Alpamys» by the Karakalpak playwright Nazhim Daukaraev and appreciates highly his researches in the folklore heritage. The author tries to prove due to specific examples the way the heroic epics took very important place in the development of national drama.

Keywords

Karakalpak drama, dramatic conflict, musical drama, folk stories, mythical motif

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N.Daukaraev is the author of the popular drama «Bozatau», of the musical and lyrical play «Who knows Aisha?», performances «Raushan» and «Heart of a worker.» What is the purpose of N.Daukaraev which he pursued in the process of change «Alpamys batyr»? In our opinion, the events depicted in the play of the national epic are not closer, but rather they may strengthen them and arouse the patriotism of the people, release the division into small clans, call upon the people to defend the national honor.

The recognition of the dramatic genre of aesthetic category gives us the opportunity to be guided with comparative, systematic and comprehensive research methodology in the study as a work of art and creativity, and in the study of the genre. It gives the opportunity to discover folk theater play, learn its nature and determine the original character of the drama genre.

The play «Alpamys» was staged at the Karakalpak theater named after Stanislavsky in 1942. Then, in 1944, 1948, 1958-s, he started to put up the new versions of the play on the stage. Presidium of the Supreme Council of the Karakalpak ASSR gave the honorary title to several actors who played the main roles in this play (Allanazarov, 1987).

It is known that the play «Alpamys» had the opportunity to be seen not only by the audience of the theater. For example, in 1940, the play was published in Russian in the book «Revival of the people». Also, it was published in the Karakalpak language in the collections of the author in 1958, 1970-s.

Thus N.Daukaraev is the Karakalpak writer who first brought folk epic to the stage. Besides, it was with a great success. The other writers followed him and they decided to appeal to the national epic. So if Myrzagali Daribay wrote a play based on the epic «Edige» that Hasan Begimov wrote a play based on the epic «Kobylandy» Ahmet Shamuratov also shifted to play the poem «Forty girls» («Kyryk kiz») (Ayyymbetov, 1956).

It was strongly influenced by ten days of literature and art of the people of Middle Asia and Kazakhstan, which took place in Moscow before the Great Patriotic War. As it is known the plays, written on the folk epic «Kyz Zhibek», «Layla and Mazhnun», «Farhad and Shyryn», «Ayshorek» had a great success.

So let us analyze the success of the play «Alpamys». As mentioned above, the playwright did not draw upon plays, the events of the poem built on some folklore motives or religious concepts adapted to the poem. For example, he leaves out the mythical motif,

where it was said that Tayburyl became a racer with God's help in a year. We know from history that Dzhungars and Kalmyks often attacked against the people of Middle Asia and massacred many people. The people of Middle Asia and Kazakhstan never forgot their suffering.

Although different people have several options of the poem «Alpamys» but the main theme of all of them was the fight against the Kalmyk invasion. The basis of this poem was distributed among the Kazakh people. And the poem «Alpamys» that is common in Uzbek and Karakalpak people, perhaps it is a modified variant of the Kazakh version of the poem. However, it is clear that the main purpose of the poem was the fight against the Kalmyks.

N.Daukaraev changes the storyline of his play. Here as a result of internecine tribal wars a rich man Baisary who was offended by his relative- in -law Baybory, and left his village, consisting of about ten thousand homes, left his land and moved to the village of the Kalmyk Khan Tayshahan. The main purpose here was not to allow his daughter Gulbarshyn to marry to Alpamys but to go to other country to find an equal matchmaker even if he was the Kalmyk - a man of another religion, to make his daughter to marry to a man whom he wished .

All the people opposed to Baisary's decision to leave the village and go to nowhere. The people were angry, saying: «We are not going to move.» But Baisary did not obey to anybody. In the end, it happened so what he wished to. Thousands of people prepared for moving somewhere, they all had to obey their master. This work is a musical drama. Therefore, the only daughter of Baisary - Gulbarshyn performed a long song, full of sorrow and pain before farewell to the people (Daukaraev, 1970).

The actual event of the drama «Alpamys» is a call for unity of the people. The author described Baisary very well, who instead of wishing his people to be united and friendly, he began inter-clan strife. Baisary With haggard, emaciated people got to Tayshahan's village, gave him the gifts and asked the stranger for a land to live in.

The author portrays Tayshahan truthfully with realistic colors. He is not a representative of the people, he is a conqueror, and he thinks only of his own advantage, his goal, in short, he is a representative of those who oppressed the people. He did not feel sorry for Baisary, who came to him with gifts and asking him to shelter. On the contrary, he wants to take his only daughter Gulbarshyn by force as a wife. That's a real portrait of Khan.

The playwright profoundly reveals the image of Tayshahan through his negative actions. He does not consider his only daughter Ayim as a human being. He does not want to understand her feelings. Ayim was in love with Karazhan. She says frankly about that to her father.

Khan: my daughter is silly, Karazhan is a slave, and I do not want to hear that, I will not allow my daughter to marry to a slave.

Ayim: Karazhan was once a slave, he is now a slave, and he is a real brave man and he is an example for all the people.

Khan: My daughter, I will give you to marry to the heir of the Sultan's family, to the bravest man Abyt. He is handsome.

Ayim: Father, I do not need his beauty!

Handsome is not who is handsome, handsome is that one whom you love.

I do not love anyone but Karazhan!

Khan: You are silly, my daughter, you have no right to argue with your father!

Kokaman another brave man of Tayshahan told the Khan, «From the land of Baisyns Baisary will arrive. He is going to give you gifts.» He also said that Baisary had a beautiful daughter. Khan wanted to know everything and he began to ask about her. Then Kokaman said:

My lord, snow falls on the black ground

Look at the snow and see her skin.
 The blood drops on the snow
 There is a button, made of gold,
 Look at this button, and you see her little head.
 There is a four-sided sharp end of uyk, (the part of the Kazakh house)
 Look at it and you see her eyebrows.
 If you marry this girl, my lord,
 All the people will say about her beauty (Daukaraev, 1970).

This passage, sounded from the lips of Kokaman, we cannot find it in the Kazakh epic «Alpamys» but in the epic «Er Targyn.» In the scene where Batyr Kartkozha, was following Er Targyn and Akzhunus when she was talking about her feelings, she depicted her own portrait. Here, in the Karakalpak epic «Alpamys batyr» it was sounded by Kokaman. Can we call it as the exchange of subjects in the science of folklore? These words in the poem «Alpamys» might be taken from the poem «Er Targyn.»

In the poem Tayshahan is the enemy. He is a beast that attacks on civilians and selects his cattle. To avenge the honor of the nation and to return thousands heads of cattle, Alpamys went to fight. He fought in a battle with the Kalmyk batyr Karazhan. Cod himself gives him power. And that is why; he always achieves victory» (Daukaraev, 1970).

And in the same drama of N. Daukaraev «Alpamys» this problem is solved differently. The main conflict here is between Baysary and Baybori who quarreled among themselves, and this quarrel grew into a great strife, in the result of it Baisary moved to a foreign land. Here, attention is not given to animosity between two nations, but their traditions, custom and inter relationships were stressed

Here Tayshahan is not like a beast. He is the Khan. Therefore, just like the Khans of other nations, he is a representative of the group, which lives off the oppression of the people. In his hands there is power, army. For this reason, people are not able to oppose to him. Everything whatever he did, was right, because he is the Khan. Baisary left his homeland went to the foreign country And what did he find? His only daughter was the subject of the trade. The idea, suggested by the author is the following- there is nothing closer than the home land, than leaving home, because of any unimportant quarrels ostensibly to protect the honor of his family, It is important to protect their land from foreign enemies by uniting with other tribes, It is better to be free from the inter-clan feuds and become a unique nation, then no one will overcome. Love own land, appreciate highly commonwealth, unity, kinship, hold up the banner of the homeland! Here's what the author wanted to show.

In the play Alpamys was portrayed as a folk batyr, who was on the side of peaceful life.

That was life direction and purpose in life, which Alpamys followed to. His goal was to preserve the unity of the people, to stop inter-clan feuds and to discipline like Baisary who committed something, regardless of his people.

If Alpamys comes into the fight for his beloved Gulbarshyn in the poem, but in the play it is not true. In the play Alpamys fights for the independence and freedom of the people, for his land and people. He is shown as a lovely batyr of his people. If Kalmyk batyr Karazhan and Alpamys are enemies in the poem and they fight with each other, in the play, they eventually become friends.

The author shows Karazhan not as a representative of the enemy side, on the contrary, he portrays him as a positive character. And he proves it with his true actions. Though Karazhan was from another nation, he came from the people, and through his efforts he became one of the Tayshahan's batyr. Although he served honestly to Tayshahan, the latter humiliated him by calling «a slave. » Karazhan falls in love with Ayim the daughter of Tayshahan, and that love was mutual. But Tayshahan did not want to give him his daughter; on the contrary, he humiliated him by calling «a slave»

In the play, there is no idea that one nation is friendly, and the other is hostile. The idea that there is a hostile nation, but within the people there are both the predators, and peaceful people - this is the main motif of the work. So the play with this idea wins a lot. One of the main characters is Gulbarshyn - this is not that Gulbarshyn that we see in the epic. In the epic she is a symbol of the humanity beauty, and her beauty is compared only with the beauty of the moon. In the play, the author Gulbarshyn's beauty is soft, with a great mind and, humane qualities, reviving her image. In the play, Gulbarshyn is not only in love with Alpamys, and, she is also a smart girl, the favorite of the people. She takes the misfortune of the people as her personal misfortune.

In the epic Gulbarshyn was in love with Kalmyk batyr Karazhan. In the play, it is not true. Here the playwright correctly found outset of the conflict. He does not oppose the two warriors in the fight for Gulbarshyn. Karazhan falls in love with Ayim the daughter of Tayshahan. With this situation, the author reveals the true face, the true character of Tayshahan. Tayshahan, who finds it impossible to marry Karazhan to Ayim and the author shows us Tayshahan's rough appearance of his human level by his opinion saying in the public, his internal psychology when he did not allow his daughter to speak frankly her own idea to him. Humiliating his batyr, calling him «a slave», he creates loathing in the audience. Tayshahan eagerly pounced on the lovely daughter of Baisary, who had just arrived, and began to envy her to everyone. Thus this shows his abomination and cruelty.

When Karazhan came to Taushshan and told him that Baisary was going to come with his beautiful daughter, and advised him to engage and marry her. Definitely it did not mean that Karazhan had fallen in love with Gulbarshyn.

He might tell it the Khan, who did not want to give him his daughter.

When he knew that Alpamys caught his village that had moved, and also he was informed that Gulbarshyn was beloved by Alpamys, Karazhan immediately rode on the horse Tayburyl and rushed to Gulbarshyn to convey to her good news. With evidentiary details the author forces the reader to believe in friendship between the two warriors. Offended by Tayshahan who did not want to marry his daughter to him, Karazhan went to the mountains. Pursuers, who were sent by Khan for batyr using his mild personality batyr who was unarmed, was arrested and taken to prison. At the time when the pursuers of the Khan, were tying the batyr and they wanted to deliver him to the Khan, Alpamys arrived on time and saved Karazhan from Tayshahan's pursuers. So at this point the author finds a winning composition solution. The Khan, who «wished to give a piece of gold horse's head to someone who would give him Karazhan», certainly would not have left him alive, And if so, why not make friends with Karazhan, the very man who saved his life?

In short, the author truthfully portrayed the emergence of friendship between Karazhan and Alpamys. Here is an extract from the scene of the meeting of Karazhan and Alpamys, which happened in the mountains of Derbent, where Karazhan settled. Unable to bear the harassment of Alpamys, Tayshahan's pursuers escaped. There were only Ayim and Karazhan who were tied.

Alpamys: Who are you?

Karazhan: My name is Karazhan batyr. I am against to wealthy men and the Khan, and I had to live in the mountains, and because of my mild personality I was hardly captured (Alpamys cut the rope with a knife.)

Alpamys: Karazhan batyr, I've heard of you, that you are fearless Karazhan, the bravest of all» Three days had passed since I arrived on the outskirts of your village. I came here and I knew that you lived in the mountains. And I saw this situation. If you think that you came to me to be captured, let's go out to fight (He picks up his gun.)

Karazhan: Although I live far away from Zhideli Baisyn, I have heard of your fame, Alpamys batyr. I convinced of your equity, batyr. This is Arzayym - the daughter of Tayshahan, she came here to me, and she was captured ,too. Untie her hands , batyr (Alpamys untied the hands of Aiym) .

Karazhan: Although we are of different religions, but we have the same desire, Although we are from different nations, we have only one way.

Batir, you saved me and Khan's daughter. I offer you my friendship forever

Ayim: Hostility from the enemy, friendship from the Ambassador.

With these words Ayim reached out her hand to him (She took the hand of Alpamys and held it out to Karazhan. Then she took a piece of bread out of her pocket. They tasted the bread and hugged each other).

We know that at any time folklore is of great importance in the formation and development of world drama. It is not merely rich inexhaustible material, but also a source of innovation in the genre of drama.

It is known that folk traditions are cause for achieving any playwright classics high tops and rise to a degree of fame.

So, it is clear that the playwright N. Daukaraev wrote valuable work of high artistic level, with a clear ideological and thematic task based on the epic «Alpamys». Although the basis of the play is epic, the author gives a dramatic description of figurative paintings, not very far from the original. He richly and efficiently uses the vernacular epic. The play «Alpamys» is a great success in the Karakalpak drama. His influence on the development of the Karakalpak drama was great. «Alpamys» remains an exemplary work of art not only just by N. Daukaraev but also by all the Karakalpak drama.

We know that at any time, folklore is important in the formation and the development of world drama. It is not merely inexhaustible rich material, but also a source of innovation in the genre of drama. It is known that folk traditions are cause for achieving any playwright classics high tops and rise to a degree of fame.

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ORGANIZATION OF DIFFERENTIATED TRAINING IN CONDITIONS OF INFORMATIZATION OF SCHOOL TECHNOLOGICAL EDUCATION

Abstract

The paper deals with conditions of design of differentiated tasks for technology lessons in conditions of informatization of education.

Keywords

differentiated training, technological preparation, informatization of education

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At the present stage of society evolution the education system of Russia endures essential changes. Use of information technologies strengthen the role of pedagogical technologies focused not only on transfer a certain sum of knowledge to pupils and its assimilation, but also on development of a personality taking into account his specific features. One of effective technologies allowing to consider specific features of personal development of a school student due to information technologies acts the differentiated training.

Since 70-es of the XX century, scientists (I. D. Butuzov, E. S. Rabunsky, A. A. Kirsanov, I. E. Unt, N. S. Puryшева, I. M. Osmolovskaya) studied theoretical bases of differentiated training, thus the attention is paid to pupil's identity and conditions of educational process promoting increase of organizational efficiency of educational activity taking into account specific features of pupils. Pedagogical researches noted that such training can successfully be realized through individual tasks for pupils at different stages of a lesson, organization of independent work and homework differing in volume, complexity, way of performance, degree of independence of pupils, and also through a combination of frontal, group and individual work at a lesson.

In the educational area "Technology", ideas of an individualization and differentiation were investigated by such scientists, as P. R. Atutov, V. P. Bespalko, I. V. Vlasov, V. M. Kazakevich, O. A. Kozhina, N. V. Matyash, L. K. Patrusheva, A. V. Pakhomov, V. A. Polyakov, G. V. Tereshchuk, Yu. L. Hotuntsev, M. R. Schukin, etc. Scientists paid much attention to realization of differentiated training at a stage of practical activities of pupils.

In researches of the last period, approximately since 2000 (S. V. Gorshenin, Yu. S. Ivanov, S. V. Panyukova, etc.), questions of differentiated training are considered from positions of informatization of educational process as computer technologies give to teachers additional opportunities for creation of individual educational trajectories of pupils. In our research we place emphasis on possibility of implementation of differentiated approach by technological training of school students in the course of practical works with the use of means of information technologies (*Nekrasova, Krysova, 2008*).

Success of informatization of technological education, in our opinion, depends on a number of conditions, which, in turn, influences on a choice of organizational forms, methods and didactic means of organization of educational process when using information technologies. Such conditions are the following: organizational-methodological conditions (level of proficiency of pupils, specific features of pupils, level of information training of pupils), material-technical conditions (technical condition of computer equipment, educational opportunities of electronic resources, including inappropriate didactic appointment). We consider these conditions during the design of educational process and justification of expediency of combination of individual and group forms of organization of pupils' practical activities at a lesson.

Use of group forms of work allows to alternate technological and information activities of pupils that promotes the effective organization of training process. Besides, having the different level of information preparation, working in group, together at initial stage pupils can master electronic resources, get skills and abilities of use of information technologies at the level of a user that further allows to place emphasis on an individual form of work.

For organization of differentiated training of pupils at technology lessons taking into account the allocated conditions as a didactic model, we offer system of split-level tasks with use of means of information technologies. Combination of differentiated and integrative approaches is the basis for the developed system of tasks. We revealed and proved conditions of differentiation and integration, which need to be considered while choosing tutorials and forms of organization of educational practical activities of school students.

Integration in our case is understood as a process of complex information and technological preparation for technological training of pupils at technology lessons due to expansion of system of traditional tasks. The differentiated approach allows individualizing educational process through variability of educational tasks for practical works depending on purposes of a lesson, character of a task and personal purposes of a pupil, using thus traditional or information sources for information processing and materials. Such organization of educational process gives to pupils opportunity to choose a way of performance and level of complexity of a practical task traditionally or in combination with the computer equipment that promotes increase of informative activity of pupils, and, therefore, better assimilation of knowledge and abilities, increase level of independence when performing practical works (*Nekrasova, Krysova, 2008*).

Types of tasks, in the offered system, are allocated taking into account that practical activities of school students according to features of technological activity conditionally is divided on four stages, at which pupils carry out search of necessary information, develop objects, make products and make out results of work in the form of explanatory note of technological project. At each stage independent task with a certain algorithm of work, tools, form of organization of educational activity of pupils is performed. Thus quality of performance of each task influences on result of technological object in general. In system of tasks three levels of complexity are allocated: 1) on a sample (reproductive), 2) with creative elements (peculiar-searching), 3) independent (creative). Let's notice that rigid division of school students into groups depending on the level of complexity is not provided as at change of nature of educational practical activities there is their redistribution in educational groups and share of information and technological components can change.

Thus, usage of means of information technologies for solution of technological tasks, on the one hand, provides variability of educational tasks for practical works and acquaintance of pupils to new ways of processing of technological information and materials that allows to individualize practical activities of school students; on the other hand, it promotes formation of technological skills in combination with information

preparation. For definition of pupil's level of technological and information preparation we developed criteria and indicators opening the content of practical activities.

Advantages of the developed system of tasks consist in the following:

- use of information technologies allows to increase educational potential of educational tasks, expands system of traditional tasks for practical works and tools of their performance, besides, pupil has an opportunity to get and critically estimate knowledge of subject independently that promotes development of educational competences, stimulates independent work of pupils;
- use of information technologies gives opportunity not only to accept the fixed information, but also actively participate in information search of theoretical data, original forms of products, designs and so on, drawing attention to study as the creative process; such educational activity possesses bigger efficiency due to active application of knowledge and their assimilation in the course of activity;
- when using electronic encyclopedias, the Internet and other help and specialized software, opportunities in studying of analogs of existing objects and acquaintances to new ways of processing of materials and information, ways of automation of technological processes extend;
- information processing on computer allows to solve in a complex many technological problems, saving educational resources (time, materials, physical and emotional expenses of work of teacher and pupils), quality of pupil's works increases as a result;
- performance of multilevel practical tasks with use of information technologies promotes increase level of informative activity of pupils, independence when performing tasks and qualities of practical works, allowing pupils to improve consistently the skills of technological and information preparation, gradually complicating algorithm of actions and increasing the volume of use of information support when performing practical works;
- formation of higher level of technological and information culture of pupils is carried out.

At a search stage the developed technique of differentiated training of school students with use of split-level variable tasks and means of information technologies before it was transferred to schools, passed an expert assessment, these experts are teachers of high qualification from Vyatka State University of Humanities, Perm State Pedagogical University, Shadrinsk State Teacher Training College, Institute of Professional Development and Retraining of Educators of the Kurgan Region, technology teachers from Kirov and the Kirov Region and the Troitsk-Pechersk Region of the Komi Republic. Selection of structure of expert group was carried out on the basis of documentary data: experience pedagogical works in the field of teaching methodological bases and questions of information technologies at school and higher education institution; existence of an academic degree and rank; number of publications on the studied subject; experience of development of methodological materials for technological training of school and university students with use of information technologies; knowledge of specifics of technological training of school students.

After a positive expert assessment all developed materials (thematic planning taking into account split-level tasks, abstracts of lessons with detailed planning of practical work of school students, educational films, instructive cards, etc.) underwent practice-experimental testing. The developed and approved methodical materials found the reflection in a methodological tutorial for technology teachers "Technique of Differentiated Training with Use of Computer at Technology Lessons at Rural Schools" (Nekrasova, Krysova, 2008) (authors G. N. Nekrasova, V. A. Krysova) and were transferred for introduction at rural schools of the Kirov region.

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HOW DOES THE MOBILITY INFLUENCE ON A LABOUR MARKET CONDITION

Abstract

In the paper, the concept of labor mobility and its main types are considered. The reasons of labor mobility are characterized. The paper contains the actual statistical data characterizing a condition of labor market.

Keywords

labor market, mobility of labor, migration, employment

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Introduction. The mobility of labor is one of the important economic mechanisms that regulate proportions of employment. Nowadays Russian economy has essential transformations in: society informatization, professions branches, production, the directions of labor streams. So all these are followed by formation of the new type of labor mobility adequate to requirements of modern economy. At the same time, increase of mobility promotes strengthening of labor market flexibility. But sometimes mobility has poorly predictable and chaotic character. In other words the professional adaptation of workers is not always effectively connected with branches of economy.

So in this paper I will attempt to conduct interrelation of labor mobility and a labor market condition.

Overview of literature. The importance and popularity of labor mobility growth as a result of social-economic and political changes in systems of the CIS countries.

In economic literature theoretical and methodological aspects of mobility are much studied in recent years. Of the population much attention is paid to. Widely recognized are works of such scientists as J. Antel, A. Weis, V. Viokuzi, A. Dikman, R. Topel, D. Hamermesh, B. Holmlund, S. Fischer. In researches of these authors basic issue is that the high level of mobility of workers is the main feature of the developed market economy. The theory of investments into the human capital on which are based the basic models of mobility, was developed by such well-known scientists as G. Becker, J. Mintser, T. Schulz (*Becker, 1976; Mintser, 1981; Schultz, 1971*).

The works of following Russian specialists in labor market questions attracted much attention: Breev B., Sorokin P., Volgin N., Kapelyushnikov R., Odegov Yu., (*Breev, 1977; Sorokin, 1992; Volgin, Odegov, 2004; Kapelyushnikov, 2001*).

Methodology. To start with let's talk about the mobility. Mobility of labor is an ability of workers to fast movement for finding a new job. Their active actions improve chances for sale of the labor. On K. Marx's terminology that is all persons who are creating additional value or net income (D. Riccardo), but not having in it what share. In other words, the workers are only all recipients of a salary, consisting in obtaining the national income. It is known that the separate class, or the individual can sell not the force labor, but its head product. That is to say, if in the price of a product only the salary or other

costs of production is realized and no additional value, such seller in socially-economic sense represents only the recipient of a salary and is only the worker.

It follows, therefore, that the labor market mobility represents the process of workers movement on a new workplace which is followed by a number of factors (a new workplace in the enterprise, change of a profession or the employer, a residence, etc.).

As it was said at the beginning the labor market mobility is one of key concepts of economy. Labor market occupies one of paramount, considerable places in economy thanks to the mobility. In fact it is creating a link between all branches of national economy. It is obvious that the movement of a human resources is difficult socially-economic and demographic process. It leads on to change of quantitative and qualitative characteristics of the part of population that are the workers (*Odegov, Rudenko, 2011*).

The problem is that in modern Russia there are a lot of negative factors influencing the labor mobility. Among which: dissatisfaction with a salary, age and sexual factors, education, inadequate assessment of the specific human capital, change of an employment type, economic contraction of firm, etc.

While studying the reasons of staff turnover, we defined a number of factors provided its change. They are: so-called geographical mobility, bad qualification of interprofessional workers, etc. Characterizing briefly labor mobility we note that degree of readiness of workers to move from one region of the country to another depends on need for geographical mobility (*Electronic dictionary*).

It is known from the statistics data $\frac{3}{4}$ of Russians agree to change a residence for new work. Many thus are ready to change an adoptive state, and even the continent (*Recruitment Agency*).

Analyzing the mobility of labor market, we can define such types as in the firm, intercompany, territorial, family, ethnic, religious, etc.

In order to understand well the notion of mobility we need to describe in brief each of its type.

Firstly - in territorial mobility is defined by change of a work place, but it is not followed by moving to other city or profession change.

Secondly - the intercompany mobility consisting in work change is not followed by moving to other area or profession change.

Thirdly - intercompany mobility is followed only by change of a firm.

Next - the territorial mobility, the most cardinal changes are represented by representing migration - movement from one settlement to another. The person changes a residence to receive new, more attractive (and perhaps and more paid work). Thus can occur, or not occur change of a type of employment (changing even a residence, the worker could stay in the same organization).

Finally - the emigration representing moving to other country. Such type of labor mobility is caused, as usual, by the economic reasons consisting in aspiration to find more attractive work (*The information website Studopediya*).

As illustrated at Fig. 1 there are following types of migration (*Odegov, Rudenko, 2011*):

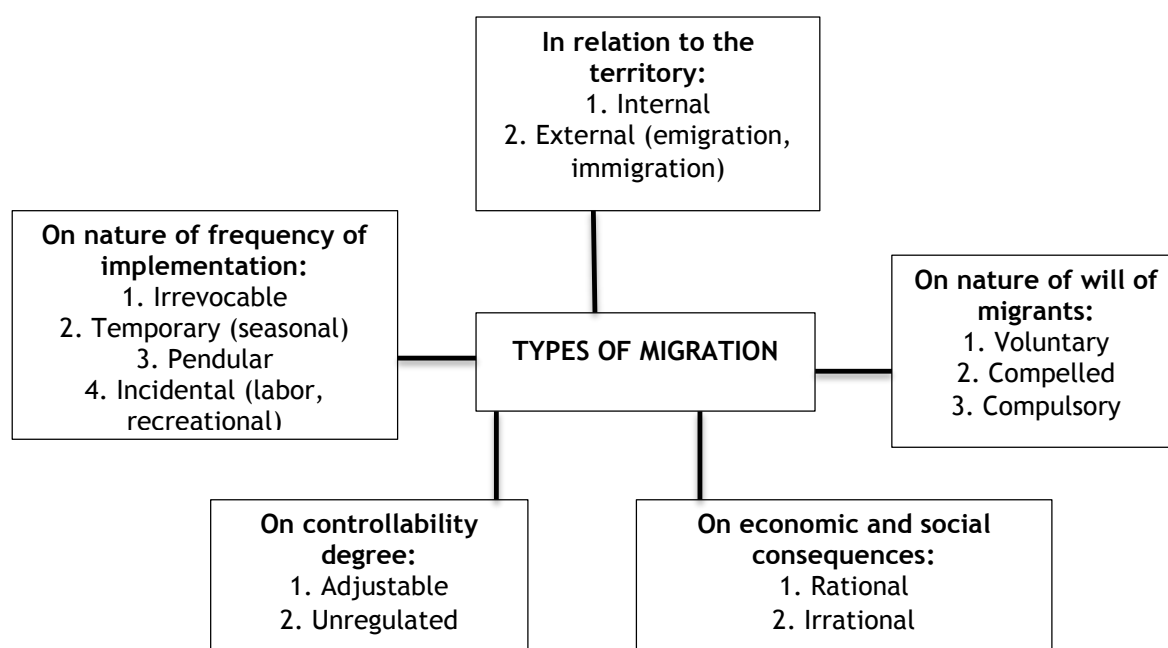


FIGURE 1. TYPES OF MIGRATION

Here we can see the migratory population increase during the period from 2010 to 2013.

TABLE 1. MIGRATORY POPULATION INCREASE, PERSON,
THE RUSSIAN FEDERATION, VALUE OF AN INDICATOR IN A YEAR
(FEDERAL STATE STATISTICS SERVICE)

Year	2010	2011	2012	2013
In total	158078	319710	294930	295859

It is known that the majority of labor migrants representatives of the CIS countries work in Russia without official permission. Moreover it is not possible to establish exact number of illegal labor migration (*Odegov, Rudenko, 2011*):

What we would like to do is to discuss the problem of foreign workers in labor market of the Rostov region.

The Rostov region is a point of intersection of migratory streams according to V. Nekrasov the deputy minister of domestic and information policy on the Rostov region. Only more than half a million people arrived to the Rostov region in the 90th years of the last century. However in 2004 the stream driving to the Rostov region considerably decreased. But since 2008 it started to increase. So, in 2008 it made - 5351 persons. In 2009 - 3860 people. More than 16,5 thousand foreigners crossed the border of the Rostov region in 2008-2010. There 30% of migrants were citizens of Ukraine; 20% of Armenia; 10% of Uzbekistan.

It was noted that in January-February 2014, the migration in the Rostov region is increased. Now, the number of the people who cross the border of the Russian Federation through the check points of the Rostov region in comparison with the similar period of last year increased by 53% (*Official portal of the Rostov Region Government*).

To support our position let's analyze Table 2 (*The Office of the Federal Migration Service of the Rostov region*).

**TABLE 2. INDICATORS OF THE STANDARD FORM REPRESENTATION
OF STATISTICAL INFORMATION IN 8 MONTHS 2014**

№	Indicators		Reporting period	Similar indicator of previous year	%
1	Number of the valid permissions to involvement of the foreign workers who are available for employers for the end of the reporting period		156	157	-0,6%
2	Permissions to involvement of foreign workers	it is issued	95	101	-5,9%
		it is refused	11	11	0,0%
3	Work permits	it is refused	14	0	
		it is cancelled	363	66	450,0%
4	It is issued patents		29 147	20 486	42,3%
5	Actually given out patents		27 746	18 346	51,2%
6	It is issued work permits		39	0	

These statistical data demand a solution of the problem. How to use the foreign labor taking into account national interests and in particular the Rostov labor market. As foreign workers represent the considerable amount of economically active illegal population, they implement such action as:

- filling not best-selling working vacancy among citizens of Russia;
- creation of additional workplaces in small business;
- leaving to the shadow sphere which will cause ambiguously criminal activity.

Results.

As outlined in the introduction the mobility not always correlates with needs and aims of labor market.

It is clear that to solve this problem the leadership of the Rostov region together with the Russian business should think as without serious consequences avoid similar situations.

It may be reasonable to suppose that one of the main directions of the problem solution is labor market flexibility. Because it is deal with workers' interests and propose new opportunities to participant of employment relations.

Apparently we have two points of conflict.

On the one hand it is the employer. For him a labor market flexibility is associated with a reduction in the cost of hiring, dismissal, maintaining the stability of employment and improving the enterprise efficiency.

On the other hand it is a worker. For them a labor market flexibility is associated with variability of salary forms and systems, conditions of work and employment forms. It should be noted that it is not only optimize the structure of their life, but can also weaken the social protection of workers (*Vukovic, Geleta, 2013*).

It is believed that main areas of labor market flexibility is:

1. Working time reorganization. It means to use the flexible modes of work in order to utilize full capacities and adopt to seasonal demand. It is also focuses on reduction of working hours and restriction of overtime works.

2. Non-standard forms of employment. These forms recommend to use part-time employment, time work and subcontracting works.

3. Loyal system of hiring and dismissal (*Vukovic, Geleta, 2013*).

Conclusion. As discussed previously migration of the population has a significant impact on the labor market. In this work we reasoned that an important function of migration growth is a demographic aspect. That is to say the partial compensation for natural population decrease. But actually this function is not quite completely in the labor market because of illegal immigrants, who form the majority of the economically active population. Their work is mainly focused on such activities as: trade, construction

and agriculture. So it is evident that a labor market has a dual character. The positive aspect - additional quantity of workplaces in small and medium business and filling in unpopular among Russian citizens vacancies. Negative aspect - extension of the informal labor market.

It is virtually certain that this problem requires the precise measures to regulate the Russian labor market while respecting the interests of Russian workers and specificity of the national economy.

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FORMATION AND DEVELOPMENT OF LEGAL CONSCIOUSNESS IN RUSSIA

Abstract

In the paper, the author investigates the peculiarities of the Church's influence on the state and social reality in Russia since the adoption of Christianity up to the present moment. The specifics of legal consciousness formation in Russia are analyzed along with religion, morality, politics and other forms of social consciousness.

Keywords

temporal power, spiritual power, state, Church,
legal consciousness, religious consciousness

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For a long time the Russian Orthodox Church and the government developed their cooperation which became a key element in formation of law and legal consciousness in the society. The interaction between the Church and the government are seen through the prism of "government-confessional (ecclesiastical) relations" based on legislative concepts concerning the position of religion and religious organizations in public life, their functions, the scope and domain of all subjects of legal relations. Government-ecclesiastical relations are formed as a result of dedicated religious policy of the government and manifest in ideology, world outlook and also in the legal consciousness (*Matveeva, 2013*).

The legal consciousness is an important legal category which has not just theoretical but also practical significance and which is greatly influenced by the system of values (*Makuyev, 2010*). Despite its abstract nature, the legal consciousness is always genetically related to the national and historical features of a culture and to the religious traditions of a particular state and society. That's what makes it possible to state that each nation has a unique national legal consciousness. In Russia the legal consciousness interrelates with the religious consciousness, thus many legal phenomena have a religious core and some religious phenomena are of legal nature or legal in form, therefore, the domains of the legal consciousness and the religious consciousness may overlap. Many authors argue that junction of legal and religious consciousness does not lead to their mutual engulfment or complete fusion, these categories remain independent forms of social consciousness that make up a systemic unity as separate components. According to O.E. Leist, each society has one law, but many types of legal consciousness (*Leist, 2002*). Also, V.P. Malakhov says that the consciousness directed at acquisition of law, religion, morality, etc. develops respective forms of social consciousness which are "differentiated between each other, making different impact on the society as a whole" (*Malakhov, 2005*). Thus in their opinion it is impossible for the law or religion to be fully fused with only other form of social consciousness as the law is omnipresent and universal, still "there is a problem of the borders (limits) of juridization of the law and transformation of public life" (*Malakhov, 2005*), therefore, the law cannot engulf religion completely.

Legal consciousness is a subjective response of a person to a particular legal reality or a type of social consciousness along with political, religious, ethical, etc. consciousness (*Protasov, 1999*). We may acknowledge that the legal consciousness depends on the development of social consciousness, so any changes in other forms of consciousness of the society (political, economic or religious consciousness) effect the legal consciousness per se. After Christianity was adopted from the Greek Church, cultural transformations began in the territory of the Old Russian state (*Matveeva, 2014*). Religion was the most mass scale form of social consciousness that became an important constituent in the structure of the society, and the state responded to this by incorporating its basics in the legal norms. When Christianity was adopted, the basic principles of government were adopted, too. The authors of the Tale of Bygone Years showed a foreign influence, but in their coverage of the basic historical and legal facts they were guided by state interest and patriotism. The new vision of the structure of state and law, power and spirituality lead to shifts in the legal consciousness (*Denchenko, 2009*). The Christian Church gradually formed a new consciousness which led to penetration of theological teaching and canon law into the civil sources of substantive law and procedural law. That's why we may state the appearance of a specific phenomenon, i.e. the religious legal consciousness.

When giving consideration to the ecclesiastical law, we can trace its influence on the secular legislation. The reception of the norms of the canon law by the Russian substantive and procedural law sources can be observed in the early period of formation of the original sources and accounts of the Russian law (*Arlamenkov, A. Y. (2011)*). The spread of literacy in Rus also influenced the appearance of different legal and historical documents (the first law reports, chronicles, "instructions" of princes) which actively facilitated the development of the political and legal life of the Old Russian society. The first works on the issues of government, law, power, justice, court, of the ruler's ethics and of perfect state emerged. The authors then argued about the relation of "law" and "justice", insisting that the "justice" should be perceived and used as a legal term the content of which included religious motivation" (*Isayev, Zolotukhina, 1995*).

The influence of the Church on the formation of legal consciousness in Rus can be seen in the Statutes of Vladimir Sviatoslavich (under this prince the official history of the Orthodox Church in Rus began) and Yaroslav Vladimirovich (X-XI centuries), Vladimir Monomakh's "Instruction" (XII century) and the "Praying of Daniel the Immured" (XIII century), which considered the issues of the relation between law, morality and spiritual responsibility of a ruler to the nation and the state. The authors admitted the dual changes in the nation's legal consciousness due to the adoption of Christianity and the urge to preserve the own, original wisdom, the own outlook upon the world, the government, and the system of relations between the rulers and the nation. This gradual laying first split the legal consciousness of the nation and then united it, facilitating the formation of a new kind of Old Russian legal consciousness, which was increasingly nationalized in nature and became a powerful branch of the Russian spirit. While determining the spiritual integrity of the Russian people, they emphasized that the spirituality cannot be rationally split and separated from the legal consciousness.

After the Mongol invasion the Kievan Rus grew much weaker. The metropolitan moved from the devastated Kiev first to Vladimir and then to Moscow, which would then turn into both the integration center of the Russian provinces and the religious center. From that time metropolitans were closest allies of the princes of Moscow in their policy of expanding their territory and strengthening of their power (*Kornev, 2011*), which formed a very peculiar symphony of the powers. G.P. Fedotov says that "Moscow, the "gatherer" of the Russian lands, owes its rise to the pro-tatarian and treacherous politics of the first princes, it ensured the peace and safety of its territory, thus attracting the working population and luring the metropolitans." (*Fedotov, 1945*). It should be noted that before the Mongol invasion Christianity wasn't significantly spread among the great masses

of population. The Church was a powerful institution, but secluded and remote. It acted as the government's ally, depending on the princes in some ways. The Church represented the specific sphere of spirituality and religious legal consciousness, which didn't intermingle with the folk culture and rather opposed it (*Sorokina, 2009*).

Decline of Byzantium caused by the Turkish invasion, granted independence to the Grand Prince of Moscow who could take over the ecclesiastical powers of the Byzantine Emperor. That's why Ivan the Terrible claimed at once the title of Tsar and was anointed to reign by the example of the Greek "tsars", and disobedience to the Tsar's will was viewed as a breach of the Divine Law. Starting from that period the temporal power began to prevail over the ecclesiastical and even the legal independence of the Church and establishment of the Patriarchate during the reign of Feodor Ioannovich sustained that predominance and even intensified it. It should be also noted that some of the representatives of the Church rather disapproved of such rapprochement with the state power, the dispute between the Josephites and Nonpossessors being an example.

The Muscovite state in the XV-XVI centuries reached its pinnacle, the proof of which is the overthrow of the Golden Horde and joining of nearly all Russian provinces to Moscow. As Y.V. Sorokina noted, "during the long period of the Tatar yoke most representatives of the population masses developed a slavish consciousness ... and the notion of freedom was viewed negatively as if implying some impunity and immorality." (*Sorokina, 2009*). It should be noted that the Church played a great role in the rise of the Duchy of Moscow, being a spiritual master in this period. The Russian people needed not just the strong power, but also a guiding ideology which was formed and spread by the Church, so the Orthodoxy was a most powerful ideological basis for the formation of a specific national legal consciousness.

Significant changes in the state and church management based on the Europeanized principles happened under Peter I. He fully subordinated the Church, making it part of the machinery of the State. The rapid fall of Constantinople and the self-positioning of the Church carved into the minds, facilitated the rise of Moscow and formation of the popular notion that the true Christianity and the true Orthodoxy were only in Russia (*Panarin*). Thus, we may see that the idea of Moscow as the Third Rome added new elements to the religious legal consciousness, which were soon adopted by the governmental authorities and were fixed in new regulations. The Tsar couldn't circumscribe the Church or subordinate it to his power as regards the church office, the Church canons prohibited that, so Peter I decided to recall the Patriarchate. For twenty years after the death of Patriarch Adrian (1700) his successor wasn't elected, and in 1721 the Patriarchate was discontinued, the Theological College was established, later to be renamed the Holy Synod.

The suppression of the Church by the government violated important canonic rules of the church life, i.e. the conduct of conferences of laymen and clergy for the election of Patriarch, Eparches and parish priests. The changes also effected the church court, which was an ancient special court taking a specific position in the system of civil procedural relations in the country, acting independently, but closely interacting with the authorizes representatives of the temporal power. In the second half of the XIX century there were a lot of controversial issues in the traditional church court system of the Russian Empire, which hadn't changed for a long time, causing "misapprehensions" in the practice (*Matveeva, 2014*).

By the beginning of the XX century the clergy started an active policy to restore the Patriarchate and Local Councils (*Firsov, 1944*). In 1905 and 1912 the Synod attempted to obtain the Emperor's consent to call the Council in Moscow to elect Patriarch and discuss some church reforms, but no decision followed. And starting from February 1917 serious changes took place in the governmental-ecclesiastical relations: for the first time after Peter I the Church was independent and released from subordination to the government.

On August 15, 1917, the Local Council of the Russian Orthodox Church started in the Cathedral of the Dormition in the Moscow Kremlin, and on November 5, 1917 Tikhon, Metropolitan Of Moscow was elected Patriarch. The Patriarch opposed the Soviet Power, so after his death there was no opportunity to elect the new Patriarch, establishing the position of Deputy Patriarch. After the Soviet Power failed to bring together the religion and counterrevolution, persecution against the Church and clergy started. Mass repressions began against priests and Orthodox Christians, Churches were closed and devastated, church bells were recast for the needs of the national economy. After the outbreak of the Great Patriotic War there seemed to be a turning point in the relations between the Church and the State, but after Stalin's death the persecution started again.

In the 80-90ies of the XX century significant changes took place both in the ecclesiastical and the temporal legislation. The Constitution of the Russian Federation legislates the basics, Articles 13 and 14 declare the Russian Federation a secular state. Currently the activities of the Russian Orthodox Church are regulated not only by the temporal legislation, but also by a series of local regulations, the internal rules of the Russian Orthodox Church. It is in compliance with the applicable legislation, as in accordance to Article 15, Item 2 of the Federal law "On the Freedom of Conscience and Religious Associations" the State shall respect internal regulations of religious organizations provided that they do not contravene the legislation of the Russian Federation. The Regulations of the Russian Orthodox Church were adopted at the Bishops' Council of 2000, which declares that the Russian Orthodox Church is registered as a legal entity in the Russian Federation as a religious organization (*Regulations of the Russian Orthodox Church*), thus it is a subject of legal relationships, has rights and obligations.

Religious legal consciousness is an important underlying feature of the legal life in Russia, no matter whether the religiosity takes an ecclesiastic or a temporal manifestation form, whether its influence on the law and legal life is determined, it reveals the value meaning and the quality level of the legal life, as it invariably consolidates the foundation of the legal consciousness (*Dolgushina, 2010*). An analysis of such notions as law, legal consciousness, legal culture, is impossible without the religious basis of these phenomena and it stands true for all other phenomena in which the legal life is expressed. I.A. Ilyin argues, that the religiosity in the legal consciousness reveals itself as perception and acceptance of the law as a form of human existence and the "true legal consciousness is invariably religious." (*Ilyin, 1994*). That's why the natural, unimposed presence of law in the people's everyday life represents the direct presence of the religious principles in the legal life.

Thus, we may state, that the specific deficit of law and legal consciousness in our country has remote roots, reaching far into the history of the Russian State. As some scholars argue, the development of the national legal consciousness in Russia has gone through several basic stages: the first stage is connected with the transition from pagandom to the Christian culture, where the mystic principles outweighed the legal and social ones; the second period is connected with the schism and reforms of Peter I, where, on the contrary, traditions were suppressed by the formal law (*Klyuchevsky, 1906-1915*). At the new modern stage fundamental transformations of the national legal consciousness take place, which carry the meaning still unformed in their trends. A lot of effort is taken to use and restore folk traditions and customs, especially, the religious ones. The Russian Orthodox Church and Orthodoxy are becoming an attribute of the state policy and official ideology under development. The union of the Church and the State is being established via the interrelation of the religious and the legal consciousnesses, which are permanent, essential and emphasize the demonstration of religionist as an intrinsic spiritual component of the legal life. The religious consciousness makes a significant impact on the legal one, supplying to it ideas on the nature of the human and the society, thus helping it to construct a perfect model of harmonization of personal interests and social

requirements, to establish the degree of limitation of individual freedom in the society which could be recognized as just. In the system of religious world outlook the impact religion makes on the legal consciousness is defining, for on its basis the ideas are formed, that are basic for the legal consciousness (Dolgushina, 2010). The legal form of social consciousness influences the religious consciousness due to the fact that the patterns and categories of the legal thinking are projected to the sphere of religious phenomena and used to describe the reality which is supernatural, transcendent in nature. Where the ecclesiastic religionist is concerned, this influence is rather weak and does not effect the fundamental aspects of the religious consciousness. So, with regard to the religious consciousness in the context of temporal religionist we may positively speak of projection of certain features of the legal reality to the sphere of the religious consciousness.

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PECULIARITIES OF WORK IN GENERAL PRACTITIONER'S OFFICE AS SEEN BY PHYSICIANS (RESULTS OF QUESTIONNAIRES)

Abstract

Questionnaires filled in by general practitioners (GP) working at the General Practitioners' Office (GPO) concerning the results of their work from 2008 to 2010 have been reviewed by 419 indices, which allowed assessing the effectiveness of their work in the republic as a whole. The main direction in the GPO work is therapeutic. It should be noted that day hospital beds are poorly occupied, with low level of hospitalization and disease registration (or visits for medical advice) and increased mortality rate per 100 cases of disease, which necessitates deep analysis in every region followed by organizational and legislative decision making. Home mortality from the main causes is tending to decrease; during 2008-2010, it changed from 81% to 66%. Certain conclusions regarding the tendencies in the practical activity of GPOs have been made for health care managers.

Keywords

general practitioner's office, general practitioner, morbidity, mortality,
level of hospitalization, day hospital

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The work of the General Practitioner's Office (GPO) attracts increased attention of health care managers and population, because it combines the main requirements concerning accessibility, continuity and quality of medical care. In order to obtain information about the GPs work in GPO, including the data not envisaged by the official statistics, a questionnaire was developed and sent to GPOs of some regions. The authors deliberately preserve anonymity of these regions so that to exclude unnecessary questions that may arise from regional health authorities. The GPs answers were systematized, tabulated and analyzed.

Materials and methods

Ten filled in questionnaires were summarized by 127 items; among them, 76 for the period of 2008-2010 with several parameters for each year. In general, 419 indices were analyzed in each questionnaire.

Every GPO served from 775 to 4329 people within a radius of 5 -30 km. The attached feldsher - obstetric stations (FOS) had 7 GPOs; out of them, one GPO had 3 FOSs and a

nursing hospital; 2 GPOs had 2 FOSs and 4 GPOs had 1 FOS each. The distance between FOS and GPO ranged from 3,5 to 17 km, and that between GPO and central district medical establishment was 12 - 55 km. Medical coverage of every FOS ranged from 189 to 1233 people.

In the structure of medical coverage, children of 0-17 years old made 2-21,7%; working age persons - 44,2-62,6%, and people older those who are able to work - 20,6-53,5%. Inverse correlation between the number of children and that of retired people was found. At the territory of medical coverage of three GPOs, there are industrial enterprises with the number of workers exceeding 200. At the territory of nine GPOs, there are agricultural enterprises with the number of workers ranging from 53 to 765. All GPOs have schools and preschool institutions with various numbers of pupils and preschool children at the territory of their service.

General practitioner's offices were staffed with physicians, on average, by 76,2%, with nurses by 82,7%; incomplete staffing was noted (more than two available posts of physicians). Feldsher-obstetric stations had a full staff of physicians. All GPOs were provided with vehicles (one car per each GPO).

Results and discussion

According to the performed analysis, the number of referrals for medical advice (per one citizen) to the GPO and FOS varies as seen by the number of calls to the ambulance and emergency medical service. These calls are served by the district ambulance service as well as by the GPO personnel. The relationship between the number of referrals to the GPO or FOS and the radius of the served area was not possible to find. The frequency of visits of GPO physicians to every FOS varied from 2 to 4 visits a month.

TABLE 1. SOME CHARACTERISTICS OF GPOS WORK DURING 2008-2010

Items	GPO №									
	№ 1	№ 2	№ 3	№ 4	№ 5	№ 6	№ 7	№ 8	№ 9	№ 10
Aver./year number of referrals to FOS per 1citizen	-	1,2	6,6	4,3	10,4	5,5	6,9	6,7	-	-
Aver./year number of referrals to GPO per 1citizen	5,4	3,8	3,9	5,1	5,1	4,1	6,1	6,0	3,9	8,2
Aver./year calls to ambulance and emerg. med.service in GPO area	1270	2795	1181	1502	2109	1121	560	3674	559	1735
Number of GPO nurses' visits per year	7403	3129	1918	9036	2191	4324	1245	6542	2277	1436
Among them: children %	26,4	16,5	19,2	15,8	19,4	31,3	5,0	43,1	51,5	0,0
Home visits %	11,6	37,4	51,3	21,4	51,0	13,6	66,6	45,5	70,6	41,9
Among them: children %	31,9	72,4	54,8	31,4	26,0	50,8	18,6	94,6	54,5	0,0

Based on the results of questionnaires, high percentage of pregnant women and children are covered by home nursing. Immunoprophylaxis and fluorographic examinations were timely performed.

The number of beds in *day hospitals* (DH) in GPOs depends on the number of population living in the area of medical coverage and makes from 2 to 8 beds. Average stay in DH did not exceed 8 days. In 50% of cases, the beds were occupied fairly well; in

the other 50% of cases, this index was smaller than 300 days. The main diseases of patients treated in DHs were indicated in the questionnaire. These were ischemic heart disease, atherosclerotic cardiosclerosis, arterial hypertension, chronic obstructive pulmonary disease, acute impairment of cerebral circulation, acute bronchitis, lumbago, neurologic manifestations of spinal osteochondrosis, vertebrogenic lumbalgia, chronic gastritis, dorsalgia, tracheobronchitis, obliterating atherosclerosis, bronchial asthma, polyneuropathy, placenta previa and others.

Home care is practiced by 8 out of 10 GPOs, its average duration being about 8, 6 days. In this case, the main diseases included chronic obstructive pulmonary disease, acute impairment of cerebral circulation, ischemic heart disease, arterial hypertension, discirculatory encephalopathy, lumbalgia, thoracolumbalgia, acute bronchitis, atherosclerotic cardiosclerosis, neurologic manifestations of spinal osteochondrosis, oncologic diseases and others.

All surgeries performed in GPOs are given in 4 questionnaires, their volume is minimal.

Among the population within the medical coverage of GPOs, there are cases of tuberculosis (annually detected including).

As seen from Table 1, nurses receive a considerable volume of GPO patients, children including. The main functions and forms of activity of medical nurses working at GPOs were listed in 6 out of 10 GPOs. This work includes immunization, home nursing, prophylactic examination of schoolchildren. Besides, the nurses keep medical records, store the remedies, write out prescriptions; visit children, disabled people, war veterans and lonely people older 80 years at home. They also help GPs to receive patients, make numerous injections, blood tests for cholesterol, etc.

During 2008-2010, patients were mostly received by therapists (50,5-90,7%). On the average, therapeutic profile amounted to 71,2; neurologic - 7,1; laryngological - 3,6; surgical - 3,3 and ophthalmologic - 2,7% of cases. Visits to an obstetrician or a gynecologist were recorded by 6 GPO physicians out of 10. In the GPO structure, they ranged from 0,2 to 3,1% per year and depended on the age of the population in the given area.

The attitude of patients to healthy life-style was assessed arbitrary (smoking, alcohol consumption, healthy nutrition, etc) and presented in a laconic form in 4 questionnaires, which allowed concluding that healthy way of life is not popular among the adult population. These findings were also confirmed by other studies (*Matveichik, 2011*).

A considerable work on promoting healthy life-style conducted by GPO medical workers was noted in questionnaires. It included lectures, discussions, medical bulletins, etc. Technical means for transmitting information are not available in GPOs.

Health status of the population covered by GPOs was assessed for 3 districts of the republic according to proportion of groups of dispensary observation in 2010 (Table 2). Spread in data concerning the groups of dispensary observation among the rural population may be accounted not only for the differences in health status but mostly for some peculiarities in the assessment and registration of these data.

A considerable variability of both primary and accumulated morbidity has been found. In 2010, average morbidity for all GPOs was lower than similar average republican data. To a certain degree, it may be due to low referral of several categories of citizens to GPOs possibly because of territorial and transport problems and a large distance from the GPO (from 5 to 30 km) in rural areas.

TABLE 2. HEALTH ESTIMATES OF THE POPULATION BY THE PROPORTION OF GROUPS OF DISPENSARY OBSERVATION AMONG EXAMINED ADULT GPO PATIENTS FROM DISTRICTS A, B, AND C AS COMPARED WITH REGIONS OF THESE DISTRICTS AND THE REPUBLIC OF BELARUS AS A WHOLE DURING 2010 ACCORDING TO STATISTICAL REPORTS (%)

Region	D 1				D 2				D 3			
	Reti-red	Work ing age	Among them		Reti-red	Work ing age	Among them		Reti-red	Work ing age	Among them	
			M	F			M	F			M	F
GPO of district A.	1,0	19,4	17,9	20,9	38,6	55,6	58,8	52,4	60,3	25	23,3	26,7
Region of district A.	5,2	23,4	22,2	24,7	25,5	38,5	40,2	36,7	69,6	38,1	37,6	38,6
GPO of district B.	4,2	23,4	24,2	22,8	24,2	38,9	36,2	41	71,6	37,7	39,6	36
GPO of district C.	0	44,3	41,6	47,3	0,7	30,2	31,6	29	99,3	25,5	26,8	24
Region of districts B. and C.	2,3	19,3	18,4	20,3	4,4	38,1	38,4	38	93,3	42,6	43,2	42
Republic of Belarus	4,5	22,1	21,4	22,7	19,0	39,2	39,9	38,4	76,5	38,7	38,7	38,9

Variability in the morbidity and mortality rates for the population covered by GPOs is given in Table 3. The comparison between the accumulated morbidity and mortality of the population provided by GPO physicians in their questionnaires shows a number of morbidity cases per one case of death, which is presented in Table 3 as the morbidity / mortality ratios. The greater is this ratio, the better is this index. The inverse index, the mortality / morbidity ratio, presents the number of deaths per 100 cases of morbidity. This index estimated for each disease characterizes the lethality. The given data show the need for more accurate registration when assessing the situation in every medical district.

TABLE 3. ACCUMULATED MORBIDITY AND MORTALITY OF THE ADULT GPO POPULATION (ALL CLASSES OF DISEASES, MEAN VALUES DURING 2008-2010)

Indices	GPO №										
	№ 1	№ 2	№ 3	№ 4	№ 5	№ 6	№ 7	№ 8	№ 9	№ 10	Mean
Adult morbidity per 1000	1085,0	1029,4	1539,0	725,2	498,3	625,5	648,2	700,9	628,4	1034,1	851,4
Adult mortality per 1000	20,4	14,4	11,1	20,7	24,9	19,1	22,4	26,6	23,3	28,3	20,5
Adults in general morb./mort.	54	72	141	36	20	33	29	26	27	38	42
Adult mortality per 100 cases of morb. (%)	1,87	1,40	0,72	2,86	5,07	3,06	3,48	3,84	3,70	2,83	2,42
Work. age population morb./mort	15	н/д	438	53	100	300	142	95	194	228	90
Work. age population mortality per 100 cases of morbidity (%)	7,19	0,00	0,26	2,08	1,37	0,41	0,76	1,06	0,58	0,47	1,12
Retired morb./mort.	3	0	25	30	14	30	15	13	16	25	17
Retired mortality per 100 cases of morbidity (%)	33,27	0,00	3,95	3,50	7,47	3,34	16,13	7,67	6,51	4,11	6,10

The comparison between general morbidity for all classes of diseases and the mortality from all the causes can serve to a certain degree as an estimate for the quality of medical care provided to the population and for the possibility of its receiving. In this case, it should be taken into account that mortality covers the people who died and the morbidity shows the recorded cases of diseases. Therefore, the general morbidity / mortality ratio shows the number of cases of diseases per 1 case of death. The number of deaths per 100 of recorded diseases can also give an estimate for many aspects of organizing and receiving medical care. Assessment of these indices for various medical establishments and regions in dynamics may be helpful when planning medical and social events.

The data summarized by 10 GPOs demonstrate a higher rate of deaths per 100 cases of morbidity in the adult population in 2008-2010. In 2010, these indices amount to 2,7; 2,2; 2,4, accordingly, with average republican index being 1,8. In working age persons, they were 1,0; 1,3 and 1,1 (average republican index 0,8); in the retired population - 7,0; 5,4 and 5,9. For rural population, the number of deaths per 100 cases of morbidity is inversely proportional. This is the so called index of reversibility of health impairment, which can possibly be a quantitative estimate for the influence of medical care on the mortality rate under the conditions of available economic resources. This index in dynamics can serve as one of the indicators for the quality of the GPO work and of the whole system of primary medical care. In general, the mortality of the rural population covered by GPOs is lower than that in the republic, working age persons and older population including (Table 4). The mortality at the age of 0-17 years is rare. The mortality of people older those who are able to work from "senility" is higher among the population covered by GPOs. Though chronic diseases are widely spread in this group of population (D3 group of dispensary observation), some questions may arise concerning the reliability of data demonstrating the causes of death as indicated in death certificates, especially taking into account that most common, these are deaths occurring at home.

The data from the questionnaires allow obtaining estimates about home mortality, though this information is not envisaged by official statistics. This index is rather high among the population covered by GPOs service but it tends to decrease: during the three years under study, it decreased from 81% in 2008 to 66,1% in 2010. In general, cases of death occurring at home were registered in 79,3% of all cases of death. Among those who died from these diseases, 85,2% died from neoplasms, 73,0% from circulatory diseases, 25% from respiratory diseases, 27,3% from digestive diseases and 81,8 % from "senility" (Table 4).

TABLE 4. MORTALITY AMONG GPO POPULATION
(SUMMED UP BY 10 GPOS, AVERAGE DURING 2008-2010)

Causes of death	Home mortality%	Mortality per 1000				Retir./ working ratio	In the republic of belarus 2010, rural population			
		Total	0-17 Y. Old	Retired	Working age		Mortality per 1000	Work. Age	Retired	Retired /working ratio
Neoplasms	85,2	2,1	0,05	5,1	0,9	5,7	2,3	1,2	5,5	4,6
Circulat. diseases	73,0	8,4		26,0	1,4	19,0	13,0	2,6	38,0	14,6
Respirat. Diseases	25,0	0,2		0,4	0,2	2,4		0,3	1,7	5,7
Digest. diseases	27,3	0,3	0,05	0,6	0,2	2,4	0,6	0,5	1,2	2,4
"Senility"	81,8	3,9		13,3					12,7	
All causes	79,3	17,3	0,8	49,4	4,8	10,2	24,4	9,0	63,7	7,1

In 2010, the mortality rate among rural working age population within the medical coverage of 10 GPOs was lower than average republican indices (5,7 per 1000 vs. 9,0). In the same year, mortality of GPO patients older those who are able to work was 1,3 times lower than average republican data (49,3 vs. 63,7 per 1000). Mortality of children aged 0-17 years was within the average republican levels (0,7-0,8 per 1000). Mortality rate among the rural population in both working age and retired people was lower than average republican data. These were the deaths from circulatory, respiratory and digestive diseases. Mortality from neoplasms in working age persons was lower as compared with average republican data; while in the retired population, it was higher.

It was not easy to give the estimates of patients' disability, because the presented data were not correct in a number of cases. However, according to the available information from some GPOs, these data do not exceed average republican statistics.

According to the data from GPOs, the level of hospitalization among the served population is low; in some questionnaires, it is noted as very low, which is unlikely to be true. It can result from both incomplete registrations of cases of hospitalization and due to the existing instruction on limitation of hospital admissions aimed optimal use of the expensive hospital beds when day hospital beds are available.

Based on the results of summarized questionnaires from 10 GPOs, it is possible to realize the level and the role of GP in solving family problems among the population of medical coverage, such as *family planning* and *preservation of reproductive health*. In general, every GPO physician records the number, age and sex distribution of the population and individuals working at various enterprises in the area of his/her medical coverage. Eight out of ten GPs responded to the question concerning the number of patients (men and women) who referred to GPOs for this type of medical care during a year: the number of such consultations varied from 78 to 14-15 and 3 per year. The question about the events on family planning and preservation of reproductive health (among schoolchildren including) was answered by 6 out of 10 GPs. These events included lectures and discussions about the harmful effect of alcohol and smoking, AIDS prophylaxis, methods of contraception, as well as those about family planning and healthy life style. Such events were conducted from 1 to 9 times a month. The information about the use of contraceptives, interrupted pregnancies and pregnancies in females under 18 years old was available from 8 GPOs.

Eight GPs noted that they possess necessary knowledge and practical skills to provide consultations concerning family planning, preservation of reproductive and sexual health. They also noted that they had acquired sufficient knowledge on these issues as a result of improved medical training. One GP did not respond to this question, and 1 GP noted to have insufficient knowledge on these issues.

The level of education among young middle level specialists was assessed as satisfactory by 8 out of 10 GPs, 2 GPs did not respond to this question. Unfortunately, not a single GP pointed out the issues, which could be most important in nurses' training. According to our knowledge, training can be more motivated when the trainees are aware of new forms of learning including both conventional teaching and Internet use. During 2011-2012, the needs of the trainees for new forms, methods and the content of educational process have been studied. One hundred and forty head nurses from all regions of Belarus took part in polling by questionnaires. Among the respondents, people aged 25-45 years formed the largest share (62,2%), those from 46 to 60 years old made 26,7%; other persons (11,1%) were either under 25 or above 60 years old.

Among the issues that the respondents would like to study at the courses of improved training, the questions of psychology, ethics and deontology prevail (54% of respondents) followed by those of management and leadership, pharmacy and team work of medical personnel (26%). The respondents who would like to study the issues of legislation, norm-fixing base, and computerization of work and formation of healthy life style amounted to

15%, and those who want to deal with the questions of teaching the patients and members of their families in care, infectious control and prophylaxis of infectious diseases made 5%.

Six GPs noted sufficient number and good quality of issued and received by GPOs medical informational and educational booklets for certain age groups on family planning and preservation of reproductive and sexual health. Two GPs did not respond to this question, and further 2 GPs consider the number of these materials to be insufficient for the population.

Conclusions

The performed analysis based on the results of questionnaires filled in by GPs from 10 GPOs by 419 items allows assessing the work of GPOs and its effectiveness for the republic as a whole. Full staffing of FOSs testifies to adequate staff policy. This experience could be used for organizing the work of a GP's assistant for outpatient care, a specialist of a new type

The main direction of GPO's work is therapeutic. It is noteworthy that the beds in day hospitals are poorly occupied; the level of hospitalization is not sufficient, with lower level of disease registration (or referrals) due to long distance to the medical establishment and higher rate of deaths per 100 cases of disease. All this demands deep analysis in every region followed by legal and organizational decision making.

Home mortality from the main causes is rather high, but it tends to decrease: during 2008-2010, it decreased from 81 to 66,1%. The comparison of general morbidity for all classes of diseases and mortality from all causes may serve to a certain degree as an estimate for the quality of health care provided to the population and the possibility of its receiving. Assessment of these findings for various medical establishments and regions in dynamics may be helpful when planning medical and social events.

Index of reversibility of health impairment (the number of morbidity cases per every case of death) can possibly be a quantitative estimate for the influence of medical care provided by GPOs on the mortality rate under the conditions of available economic resources. In dynamics, this index can serve as an indicator for the quality of the GPO work and of the system of primary medical care as a whole.

The role of GPO specialists with secondary medical education is increasing under the conditions of deficiency in staffed physicians, which is confirmed by a 2-fold increase in visits of patients. This testifies to the accessibility of health care in the system of primary medical care demonstrated by a considerable volume of the performed work (Table 1).

The data from the questionnaires allow having estimates about the rate of home mortality, though this information is not envisaged in official statistics. This index is rather high among the population within the GPOs medical coverage, but it tends to decrease (from 81% in 2008 to 66,1% in 2010). In general, cases of home mortality were registered in 79,3% of all cases of death. Out of all those who died from these diseases, 85,2 % of patients died from neoplasms; 73,0% died from circulatory disorders, 25% from respiratory diseases, 27,3% from digestive diseases and 81,8% from "senility" (Table 4). In general, it corresponds to the republican and world tendencies.

According to the data from GPOs, the level of hospitalization among the served population is low. In some questionnaires, it is noted as very low, which does not seem to be true. It can result from both incomplete registration of cases of hospitalization and due to the existing instruction on limitation of hospital admissions aimed optimal use of the expensive hospital beds when day hospital beds are available.

The established structure of receiving patients by GPOs serves as a basis for planning optimal proportion of disciplines to be studied at the courses of improved medical training. The time allocated for therapy can be equal to 50%, for pediatrics - 15%, neurology - 10%, laryngology, surgery and ophthalmology - 5% each; obstetrics and

gynecology - 10% (taking into account the importance of demographic problems). However, the conducted studies showed that the adult population and older people are not going to change the attitude to their health (*Matveichik, 2012*). Therefore, following the direction of healthy life style promotion, the greatest attention should be concentrated on the work with children and adolescents using up-to-date technologies for transmission of information and specific forms of its presentation (audio- and video-films, video-lectures of well-known health care specialists). Universal informatization outlined by the Ministry of Health of the Republic of Belarus for the period up to 2015 will allow solving all these problems in the near future (*Matveichik, Romanova, Shvab, 2012*).

Teaching programs for medical personnel with higher nursing education or secondary medical education should include the preferences of the trainees. Among the issues that the respondents would like to study, the questions of psychology, ethics and deontology prevail (54% of respondents), followed by those of management and leadership, pharmacy and team work of medical personnel (26%). The respondents who would like to study the issues of labor legislation, norm-fixing base, computerization of work and the formation of healthy way of life amounted to 15%, and those who want to deal with the questions of teaching the patients and their families in self-care, infectious control and prophylaxis of infectious diseases made 5%.

Based on the results of the analysis, it is possible to realize the role of GP in solving family problems of the population within the GPO medical coverage concerning *family planning and preservation of reproductive and sexual health*, which is an important part of the GPO work. In general, GPO physicians were informed about the use of contraceptives, cases of interrupted pregnancy and pregnancy in females under 18 years old. The majority of physicians noted that they had acquired sufficient knowledge on these issues as a result of improved medical training. In 2011, some respondents did not answer the questions concerning the promotion of healthy life style. This situation should encourage GPOs to continue working in this direction. There were isolated critical answers to the proposed questions. Some respondents gave no answer to certain questions, and some were reluctant to give a negative answer. This may result from insufficient level of training the GPO personnel on these issues, as well as the shortage of medical informational and educational materials on family planning and preservation of reproductive and sexual health.

The study revealed some peculiarities of general practitioners' work at GPOs, which may be useful for further planning the activity of specialists in the system of primary medical care and may contribute to the improved quality of medical care for the population (*Matveichik, 2012; Matveichik, Romanova, Shvab, 2012*). Following the Confucianism, "There exist three ways leading to knowledge: the way of meditation as the most noble, the way of learning as the most difficult and the way of experience as the most bitter". The authors dare to take the most difficult way so that to save the reader from the most bitter one.

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THE SOLUTION OF PROBLEMS OF MATHEMATICAL LEARNING THEORY USING COMPUTER MODELS

Abstract

At computer modeling of process of training it is usually supposed that all elements of learning material are forgotten with an identical speed. But in practice that knowledge which are included in educational activity of the pupil are remembered much more strongly and forgotten more slowly than knowledge which he doesn't use. In article are analyzed: 1) the model, which takes into account the reduction of coefficient of forgetting for issues included in the activities of the pupil; 2) the model considers probability of the appeal to issues from previous themes of educational course; 3) the model, which takes into account that on lesson occurs transition of weak knowledge to the category of strong knowledge. The computer model is considered, programs in the Pascal are submitted, results of modeling are given and analyzed.

Keywords

computer modeling, didactics, education system, information approach, learning, training, simulations

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1. Statement of a problem. The Mathematical Theory of Learning is direction of didactics in which for research of system "teacher-pupils" are used mathematical methods (*Atanov, Pustynnikova, 2002; Leont'ev, Gohman, 1984; Novikov, 1998*). Development of information technologies created prerequisites for use of a method of imitating modeling for a research of didactic processes. Its essence consists that the real pedagogical system is replaced with abstract model, - some idealized object which behaves like the studied system. Such model can be system of logical rules, the mathematical equations or the computer program allowing to make a series of experiments at various parameters, entry conditions and external influences. If we are changing initial data and parameters of model, then it is possible to investigate ways of development of system and to define its state at the end of training.

Further development of didactics is connected with use of a method of imitating modeling for the solution of set of tasks corresponding to these or those situations arising in the course of training (*Mayer, 2014*). All problems of Mathematical Theory of Training can be divided into two classes: 1) the predictive: knowing parameters of pupils, characteristics of the used methods and the training program (distribution of educational information), to determine their level of knowledge (or formation of skill) during and at the end of training; 2) the optimizing: to find an optimum way of training (the applied methods, duration of lessons, etc.) at which the level of knowledge of trainees will reach demanded (or maximum) value at set (or minimum) expenses of the teacher and pupils. The solution of each task supposes: 1) mathematically strict formulation of a condition (pupil's parameters, influence of the teacher, duration of lesson, etc.) ; 2) choice of

mathematical model; 3) creation of the computer program which is modeling behavior of the investigated didactic system; 4) realization of series of computing experiments; 5) interpretation and analysis of results.

Now the discrete and continuous models of training which are based on automatic approach and the solution of the differential equations [4 - 8] are known. In certain cases use multi-agent modeling at which each pupil is replaced with the program agent functioning irrespective of other agents (*Ivashkin, Nazojkin, 2011*). Also there are imitating models using Petri's networks, genetic algorithms, matrix modeling. All this simulations have common fault: they don't consider that the elements of a learning material (ELM-s) acquires and remembers by the pupil aren't equal. Those ELM-s (knowledge, issues, notions) which are included in activity of the pupil, turn into strong knowledge and forget more slowly; that ELM-s which aren't included - forget quicker. In the course of educational activity weak knowledge gradually becomes strong. The problem consists in creating the imitating model of learning which is considering distinction in speeds of forgetting of various ELM-s and transition of weak knowledge to the category of strong knowledge. We made the assumption: computer imitation will correspond to real process of training more precisely if to consider that: 1) durability of assimilation of various ELM-s isn't identical therefore all ELM-s should be divided into several categories; 2) strong knowledge is forgotten significantly more slowly than the weak; 3) weak knowledge at their use by the pupil gradually becomes strong.

2. Training as a result of multiple repetition of one ELM at a lesson. We will consider the pupil who in the course of training must to solve sequence of the certain problems of the same theme. For example, during a lesson he has to sum numbers (or to read separate words, to perform tasks of test) in certain timepoints. The rest of the time at a lesson he is engaged in other educational activity which doesn't interest us. Let at the moment t_i the pupil start solving a problem in i -th time, thus the level of assimilation of the corresponding ELM at it increases to $Z=1$. We will consider that time of the solution of a task τ (or time spent for work with this ELM), depends on that, how many time s is this problem was solved earlier. It is possible to assume that with growth s time τ decreases under the law: $\tau = 1 + 1,5e^{-s/5}$ the conventional units of time (CUT), aspiring to $\tau_\infty = 1$ CUT. Having performed a task and having increased the level of knowledge of the corresponding ELM to 1, the pupil switches to the solution of other educational task and starts forgetting the acquired ELM according to the law of forgetting $dZ/dt = -\gamma \cdot Z$. We will recognize that at increase in number of use s of this ELM it is remembered better. The coefficient of forgetting of this ELM decreases, for example, under such law: $\gamma = 0,002e^{-s}$ (CUT⁻¹). The text of the computer program 1 in the environment of Free Pascal which models training when using ELM in timepoints 3, 6, 9, 12, 15, 18 CUT is given below.

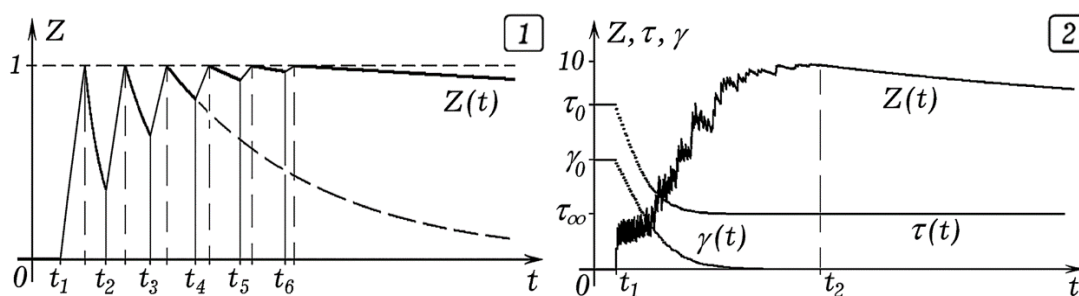


FIGURE 1. RESULTS OF MODELING: 1) CHANGE OF LEVEL OF KNOWLEDGE OF ONE ELM AS A RESULT OF 6 REPETITIONS; 2) STUDYING 10 ELM-S DURING T=300 CUT.

Program 1.

```

Program Study_1_ELM;          { Free Pascal }
{$N+} Uses crt, graph; Const N=6; dt=0.001; Mt=20;
t1: array[1..6] of single=(3,6,9,12,15,18);
Var t,Z,g: single; i,s,Gd,Gm: integer;
BEGIN Gd:= Detect; InitGraph(Gd,Gm,'c:\bp\bgi'); t:=-3;
Repeat t:=t+dt; For i:=1 to N do If (t>t1[i])and(s=i-1) then
begin s:=i; Z:=1; t:=t+1.5*exp(-s/5); end;
g:=0.002*exp(-s/1); Z:=Z-g*Z;
circle(10+round(Mt*t),400-round(200*Z),1);
until KeyPressed; CloseGraph;
END.

```

Results of modeling are presented in fig. 1.1. It is visible that after the first and second appeal to this ELM the acquired knowledge quickly is forgotten, and after the fifth and sixth - is forgotten very slowly. In result of repeated use of this ELM the coefficient of forgetting decreases practically to 0, information is strongly remembered.

2. Training as a result of multiple repetition of a set of ELM-s at one lesson. Now create a model of studying of N ELM-s during of a lesson. For example, the pupil studies new N words of a foreign language which are numbered from 0 to N . Reading the text, the pupil at the moment t_1 meets the word 2 and during time τ_2 translates it, at the moment t_2 meets the word 5 and during time τ_5 transfers it, to the moment t_3 - with the word 1, etc. When the pupil translates i -th the word the first time ($s_i = 1$), he addresses to the dictionary and writes out a word meaning, the second time - looks in a notebook, the third time - translates on memory, etc., each time spending smaller time τ_i . We will consider that these ELM-s in a random way meet to the pupil and with i -th ELM he spends $\tau_i = 1 + 2e^{-s_i/2}$ CUT (time of the solution of a task) for work, where s_i - number of appealing. In process of increase s_i there is a reduction of coefficient of forgetting i -th ELM under the law $\gamma_i = 0,002e^{-s_i/3}$ CUT⁻¹.

The program 2 is used; it builds schedules: 1) dependences of quantity of total knowledge Z on time; 2) the average time τ of the solution of a task for all ELM-s from time; 3) average coefficient of forgetting γ for all ELM-s from time. The turning-out curves at $N = 10$ and $T = 300$ CUT are represented in fig. 1.2. It is visible that during training the total level of knowledge on average raises, the average time τ of the solution of a task decreases, aspiring to the limit τ_∞ , the average coefficient of forgetting γ decreases, aspiring to zero.

Program 2.

```

Program Study_N_ELM;          { Free Pascal }
{$N+} Uses crt, graph; Const N=13; dt=0.005; Mt=1;
Var t,tt,g,t2,SZ,SZ1,ST,Sg: single;
i,j,Gd,Gm: integer; s: array[1..N] of integer;
Z: array[1..N] of single;
BEGIN Gd:= Detect; InitGraph(Gd,Gm,'c:\bp\bgi');
Randomize; t:=-3;
Repeat t:=t+dt; tt:=tt-dt;
For i:=1 to N do If i<>j then Z[i]:=Z[i]-2E-3*exp(-s[i]/3)*Z[i];
If (tt<=0)and(t>50)and(t<350) then begin
j:=round(random(N*10)/10)+1;

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If j>N then j:=1; Z[j]:=1; inc(s[j]);
tt:=1+2*exp(-s[j]/2); t2:=t; end;
SZ:=0; For i:=1 to N do SZ:=SZ+Z[i]; ST:=0;
For i:=1 to N do ST:=ST+(1+2*exp(-s[i]/2))/N; Sg:=0;
For i:=1 to N do Sg:=Sg+(2E-3*exp(-s[i]/3))/N;
If t<350 then line(10+round(Mt*t),480-round(30*SZ),
    10+round(Mt*t2),480-round(30*SZ1));
If t<350 then circle(10+round(Mt*t),485,1);
circle(10+round(Mt*t),480-round(8E+4*Sg),1);
circle(10+round(Mt*t),480-round(80*ST),1);
circle(10+round(Mt*t),480-round(30*SZ),1);
circle(10+round(Mt*t),480,1); SZ1:=SZ;
circle(10+round(Mt*t),200-round(100*Z[2]),1);
until (KeyPressed){or(t>700)};
{writeln(t,' Znaniya ',SZ,' zabivan ',Sg);
readkey;} CloseGraph;
END.

```

Results of modeling for $N = 6$ and 10 at identical durations of a lesson are presented in fig. 2.1. If quantities N of the studied ELM-s increases, the numbers s_i of appeals to each ELM decreases therefore they are remembered less strongly. As a result average coefficient of a forgetting γ at the end of training the too big. Therefore the level of knowledge after the end of training decreases owing to forgetting, and at $N = 6$ remains almost constant.

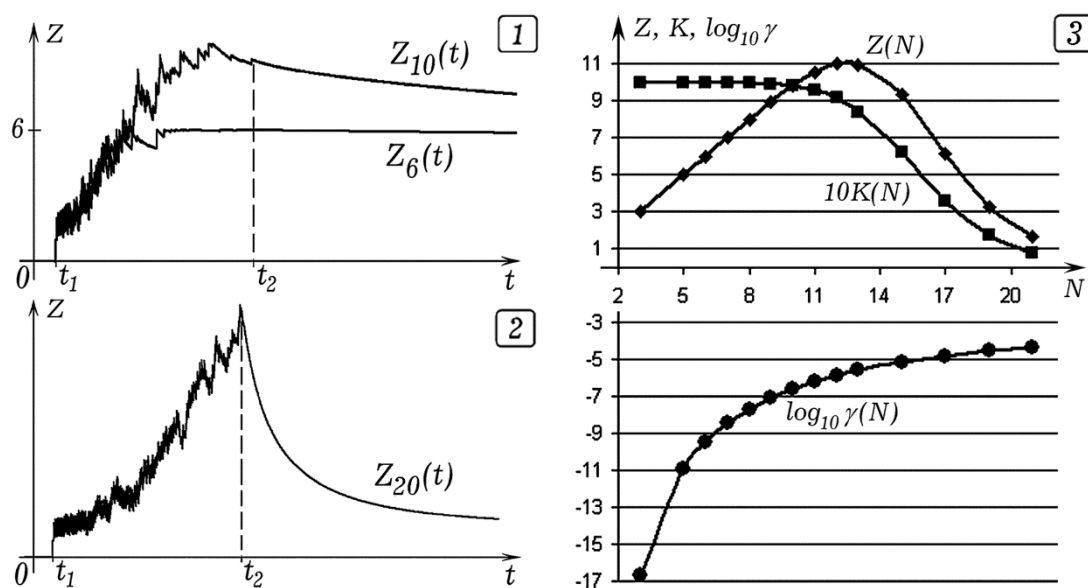


FIGURE 2. RESULTS OF MODELING: 1) STUDYING 6 AND 10 ELM-S; 2) STUDYING 20 ELM-S; 3) TRAINING AT A LESSON LASTING $T=300$ CUT AT VARIOUS QUANTITY OF ELM-S.

At further increase in quantity of the studied ELM-s the curve after the end of training quickly decreases. The result of modeling at $N = 20$ is given in fig. 2.2. So, the analyzed model shows that the quantity N of ELM-s studied at one lesson shouldn't be too great. At big N pupil acquires knowledge worse and then it is quickly forgotten.

Now we will study dependence of level of knowledge Z of the pupil on number N of the studied ELM-s (which proportional to speeds of transfer of educational information $v = N/T$). We will change program 2 so that the studied ELM-s would follow one after another, but not in a random way, and we will calculate the level of knowledge of the

pupil Z and average coefficient of forgetting γ at the $N=3$. After that we will repeat calculations at $N=5, 8, 11, \dots, 20$. In our case duration of a lesson was $T=300$ CUT, and control time after the end of training $t'=350$ CUT. Also we will calculate the indicator of efficiency $K=Z/N$ which equal to the relation of amount of knowledge Z at the moment $T+t'$ to total number N of the studied ELM-s.

Results of modeling are given in fig. 2.3. It is visible that with growth N from 3 to 21 average coefficients of forgetting γ grows from $2 \cdot 10^{-17}$ to $4 \cdot 10^{-5}$. That is ELM-s are on average acquired worse, are forgotten quicker. At $N < 12$ amount of knowledge of the pupil Z through time t' after the end of training with growth N increases, reaches a maximum at $N=12$, and then at $N > 12$ decreases. It is explained by influence of two factors: 1) increase in number N of the studied ELM-s; 2) reduction of number of appeals to each ELM during a lesson of the fixed duration T and, as a result, deterioration of assimilation of knowledge (increasing of coefficient of forgetting γ). At small N the indicator of efficiency K is equal 1, and with growth N it decreases to zero. So, exists such N at which the level of knowledge Z of the pupil through time t' after the termination of a lesson of duration T will be maximum. So that training was effective, it is necessary to find optimum value of speed of transfer of educational information $\nu = N/T$.

3. Training at several lessons. Now create model of studying of $N=30$ ELM-s during of the three lessons lasting $T=180$ CUT divided by breaks duration $T_n=220$ CUT. On lesson the pupil addresses to one or to another ELM with equal probabilities. In process of growth of number of appealing s_i to i -th ELM the spent time τ_i and coefficient of forgetting γ_i decreases.

Program 3.

```

program Study_30_ELM_3_lessons; { Free Pascal }
{$N+}Uses crt, graph; Const N=30; dt=0.003; Mt=0.5;
Var t,g,tt,SZ: single; i,j,Gd,Gm: integer;
s: array[1..N] of integer; Z: array[1..N] of single;
BEGIN Gd:= Detect; InitGraph(Gd,Gm,'c:\bp\bgi');
Randomize; t:=-20; j:=1;
Repeat t:=t+dt; tt:=tt-dt;
If (tt<=0)and(((t>0)and(t<180))or((t>400)and(t<580))or
((t>800)and(t<980))) then begin j:=round(random*N);
If j>N then j:=N; If j<1 then j:=1; {inc(j); If j>N then j:=1;}
Z[j]:=1; inc(s[j]); tt:=1+2*exp(-s[j]/2); end;
For i:=1 to N do Z[i]:=Z[i]-2E-3*exp(-s[i]/1.5)*Z[i];
SZ:=0; For i:=1 to N do SZ:=SZ+Z[i]; circle(20+round(Mt*t),
170-round(5*j),1); circle(20+round(Mt*t),170,1); circle(20+
round(Mt*t),500-round(10*SZ),1); circle(20+round(Mt*t),500,1);
until KeyPressed; CloseGraph;
END.

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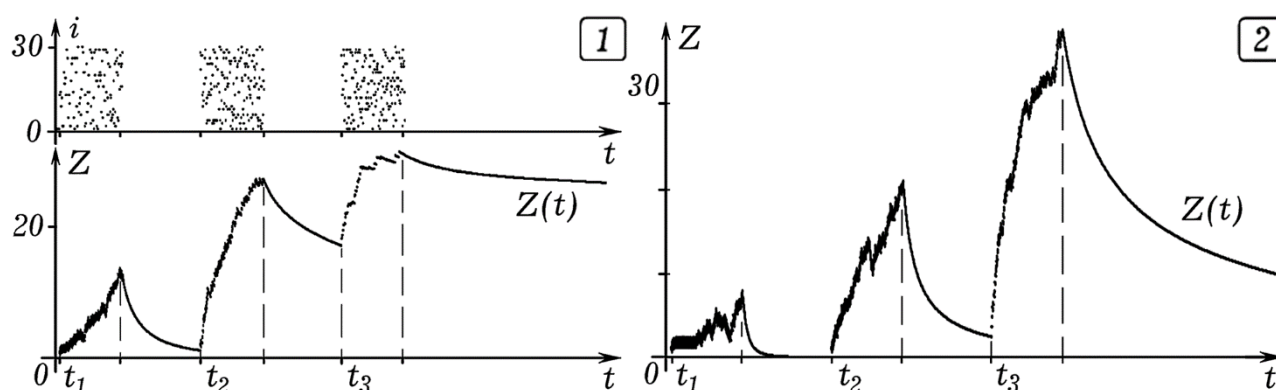



FIGURE 3. SIMULATION RESULTS: THE STUDY 30 AND 60 ELM-S ON THREE LESSONS.

The program 3 is used, results of imitating modeling are given on fig. 3.1. It is visible that during training number i of the considered ELM changes incidentally from 1 to 30 and the level of knowledge Z of the pupil increases. During breaks pupil is forgetting, Z decreases. On fig. 3.2 the result of imitating modeling of studying 60 ELM-s during three lessons of the same duration is presented. It is visible that the level of knowledge after training became much higher, but assimilation strength (coefficient of learning) significantly smaller. Because the pupil addresses to each ELM smaller number of times, they are acquired worse and after the end of training are quickly forgotten.

This computer model consider that if the number of appealing to this ELM increase then: 1) time τ of the using this ELM is reduced, tending to some limit; 2) the coefficient of forgetting γ_i decreases, tending to zero. This model allows to simulate: 1) learning as a result of repetition of one ELM on the lesson; 2) learning as a result of repeating the many ELM-s on one lesson; 3) training as a result of repeating the many ELM-s on a few lessons. It is shown that if the rate of supply of educational information is increasing then the level of knowledge of the student through the time t' after graduation, first increases, reaches a maximum and then decreases.

6. Two-component probabilistic model of the course. In the study of didactic systems typically assume that all issues (ELM-s) have the same didactic complexity and forgets equally quickly (Ivashkin, Nazojkin, 2011; Solovov, Men'shikov, 2001). Psychologists have found that it is not so: the ELM to which the student is drawn repeatedly (with which the pupil works many times), remember more firmly and forget is significantly slower than the ELM, which are practically not used. Therefore, we assume that the knowledge of a student consists of two components having different coefficient of learning and the rate of forgetting [4-6]. The proposed approach is a two-component model of knowledge according to which all perceived by the student information can be divided into two categories: 1) weak or quickly forgettable knowledge; 2) strong and slowly forgettable knowledge (skills), which are formed as a result of use of this ELM in the activities of the student.

Let the pupils study the totality of N ELM-s. The level Z_i of knowledge i -th ELM consists of: 1) the level of weak knowledge z_i that have a high rate of forgetting; 2) the level established knowledge or skills n_i that are slowly forgotten. You can record that $Z_i = z_i + n_i$. In addition, we assume that when the student work with i -th ELM, the level of knowledge increases to 1, and a part of weak knowledge become solid knowledge (or skills). Simultaneously there is a reduction of the strong and weak knowledge of all other ELM-s because forgetting.

The state of the didactic system at each moment of time is determined by two one-dimensional matrices z_i and n_i ($i = 1, 2, \dots, N$), the elements of which lie in the interval from 0 to 1. If i -th question assimilated by the student, then $Z_i = z_i + n_i = 1$; but if not learned at all, then $Z_i = z_i + n_i = 0$. As a result of working with i -th ELM its level of assimilation increases to $Z_i = 1$, values z_i and n_i grows too. Almost immediately after the end of the student's work with i -th ELM starts forgetting. Over time the magnitude z_i and n_i decrease exponentially.

From psychology we know that the more one knows, the easier he is learning and remembering new information. It is logical to assume that if total knowledge of the pupil of the learning material S_{zn} and the level of knowledge of i -th ELM $Z_i = z_i + n_i$ are the more, then the absorption coefficient α_i of this ELM is the higher. When the student is working with i -th ELM (for example, the decision of simple tasks, the translation of words or sentences) he spends time Δt_i which at increasing the level Z_i of assimilation i -th ELM is reduced to a certain limit. We can write equations:

$$dn_i / dt = \alpha_i(1 - n_i), \quad z_i = 1 - n_i, \quad (\text{assimilation})$$

$$dz_i / dt = -\gamma_z z_i, \quad dn_i / dt = -\gamma_n n_i, \quad (\text{forgetting})$$

$$n_i^{t+1} = n_i^t + \alpha_i(1 - n_i^t)\Delta t, \quad z_i^{t+1} = 1 - n_i^{t+1},$$

$$z_i^{t+1} = z_i^t - \gamma_z z_i^t \Delta t, \quad n_i^{t+1} = n_i^t - \gamma_n n_i^t \Delta t.$$

The coefficient of absorption and time of working for i -th ELM:

$$\alpha_i = a_1(a_2 + z_i + n_i - \exp(-S_{zn}/a_3)), \quad \Delta t_i = b_1 / (z_i + n_i + b_2),$$

The total quantity of knowledge and skills is given by:

$$S_{zn} = \sum_{i=1}^N Z_i = \sum_{i=1}^N (z_i + n_i), \quad S_n = \sum_{i=1}^N n_i.$$

Coefficients are selected so that the model corresponded to real educational process. We assume that: $a_1 = 0,16 \text{ CUT}^{-1}$, $a_2 = 1,3$, $a_3 = 100$, $b_1 = 0,1 \text{ CUT}$, $b_2 = 0,02$, $\gamma_z = 10^{-3} \text{ CUT}^{-1}$, $\gamma_n = 5 \cdot 10^{-5} \text{ CUT}^{-1}$.

7. The determination of the parameters of the educational discipline. For example, the educational course contains 400 elements of the learning material (ELM-s) and consists of 4 themes, each of which includes 100 ELM-s. After studying of each themes follows the break which lasting 200 CUT. The extent of studying of the course is determined by the amount j previously studied ELM-s. The learning material contains both new (or planned) ELM-s and previously studied ELM-s, which are essential for understanding new topics, solve problems, perform tasks. For example, studying a foreign language, the student works with text that contains new words and words studied in the previous lessons. With the passage of the n -th theme the student is in each moment of time working with one ELM; he either meets with new issues from n -th themes, or works with a previously-studied issue of the n -th or the previous themes. We denote the probability of studying a new subject n -th theme through p_n^{new} , and the probability of repetition (repeated requests) to the already-studied ELM-s of the m -th theme ($m \leq n$) through p_{nm} . For any disciplines, in principle, we can construct a table (Fig. 4.1), which indicates the probability of appealing of the student to the themes which study now and to the previous ones. This table will reflect the connection between the themes of

discipline. The student must work with one or another ELM, the sum of probabilities in each row of the table is equal to 1:

$$p_2^{new} + p_{21} + p_{22} = 1, \quad p_3^{new} + p_{31} + p_{32} + p_{33} = 1, \\ p_1^{new} + p_{11} = 1, \quad p_4^{new} + p_{41} + p_{42} + p_{43} + p_{44} = 1.$$

	New ELM	REPETITION			
		Theme 1	Theme 2	Theme 3	Theme 4
Theme 1	p_1^{new}	p_{11}	0	0	0
Theme 2	p_2^{new}	p_{21}	p_{22}	0	0
Theme 3	p_3^{new}	p_{31}	p_{32}	p_{33}	0
Theme 4	p_4^{new}	p_{41}	p_{42}	p_{43}	p_{44}

$$P = \begin{pmatrix} 0,32 & 0,68 & 0 & 0 & 0 \\ 0,35 & 0,23 & 0,42 & 0 & 0 \\ 0,43 & 0,11 & 0,27 & 0,19 & 0 \\ 0,37 & 0,18 & 0,12 & 0,16 & 0,17 \end{pmatrix}$$

FIGURE 4. PROBABILITIES OF WORK OF A PUPIL WITH ELM-S NEW AND PREVIOUS TOPICS.

This table can be represented as a stochastic matrix (Fig. 4.2), which takes into account the degree of communication n -th and m -th themes ($n > m$). The higher the probability p_{nm} , the more often in the study of the n -th theme the student is forced to appeal to some ELM-s from the previous m -th theme of the course. Whenever you access i -th ELM, the student increases their knowledge z_i to 1, and some part of weak knowledge becomes strong (solid) knowledge.

8. The results of the simulation. For simulation of the analyzed didactic system used a computer program 4. It contains the cycle time in which: 1) using a random number generator and a given matrix of probabilities selects number s of “studied” ELM-s; 2) based on the levels of assimilation s -th ELM (variables z_s and n_s), calculated the coefficient of learning of the student α_s and time of work Δt_s with this ELM (operators $a:=0.16*(1.3+z[s]+n[s]-\exp(-Sz/100))$ and $dt:=\text{abs}(0.1/(z[s]+n[s]+0.02)))$; 3) determined the levels of knowledge of s -th ELM after the study ($n[s]:=n[s]+a*(1-n[s])$ and $z[s]:=1-n[s]$); 4) calculated the levels of knowledge of all other ELM-s which wasn’t studying at this moment, these values are reduced because of forgetting ($z[i]:=(1-gz*dt)*z[i]$ and $n[i]:=(1-gn*dt)*n[i]$); 5) the calculation results are displayed in graphical form. Then everything is repeated again. When a variable *obuch* is equal 1, the computer simulates training (begins at the moments 0, t_1 , t_2 , t_3); *obuch* = 0 is corresponding to break duration 200 CUT.

Program 4.

```
{ $N+ } uses crt, graph; const M=1400; gz=0.001; { Free Pascal }
gn=5E-5; Mz=0.7; Mt=0.1; T1=500; T2=700; p1n=30; p2n=35; p21=20;
var z,n,p: array[-1..M+1] of single; Gd,Gm,i,j,obuch,r,s: integer;
S1,S2,S3,S4,tt,sl,t,dt,a,a1,SZ,SN: single;
Function ff(a: integer): integer;
begin ff:=round(a*random(100)/100-1); end;
BEGIN Gd:=Detect; InitGraph(Gd,Gm,'c:\bp\bgi'); line(0,500,800,500); Randomize;
Repeat obuch:=1; If (tt<200) and ((j=100) or (j=200) or (j=300)) then
begin tt:=tt+dt; obuch:=0; end; If (tt>=200) and (obuch=0) then
begin obuch:=1; { learning } tt:=0; j:=j+1; end; If obuch=1 then
begin If j<101 then begin If random(100)<=32 then s:=j else
begin s:=ff(j); end; end; If (j>100) and (j<201) then begin sl:=random(100); If sl<=35
then s:=j else If sl<=58 then
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s:=ff(100) else s:=100+ff(j-100); end; If (j>200)and(j<301) then
begin sl:=random(100); If sl<=43 then s:=j else If sl<=54 then
s:=ff(100) else If sl<=81 then s:=100+ff(100)else
s:=200+ff(j-200); end; If (j>300)and(j<401)then begin sl:=random(100); If sl<=37 then
s:=j else If sl<=55 then s:=ff(100) else If sl<=67 then s:=100+ff(100) else If sl<=83 then
s:=200+ff(100) else s:=300+ff(j-300); end; a:=0.16*(1.3+z[s]+n[s]
-exp(-Sz/100)); dt:=abs(0.1/(z[s]+n[s]+0.02)); n[s]:=n[s]+a*(1-
n[s]); z[s]:=1-n[s]; If s=j then inc(j); end; t:=t+dt;
For i:=1 to M do {forgetting} If i<>s then begin
z[i]:=(1-gz*dt)*z[i]; n[i]:=(1-gn*dt)*n[i]; end; SZ:=0;
For i:=1 to M do SZ:=SZ+z[i]+n[i]; SN:=0; For i:=1 to M do
SN:=SN+n[i]; S1:=0; S2:=0; S3:=0; S4:=0;
For i:=1 to M do begin If i<101 then S1:=S1+z[i]+n[i];
If (i>100)and(i<201) then S2:=S2+z[i]+n[i];
If (i>200)and(i<301) then S3:=S3+z[i]+n[i];
If (i>300)and(i<401) then S4:=S4+z[i]+n[i]; end;
If obuch=1 then circle(round(Mt*t),500-round(s*Mz),1); circle
(round(Mt*t),500-round(Mz*SZ),1); circle(round(Mt*t),500-round(Mz*S1),1);
circle(round(Mt*t),500-round(Mz*S2),1);
circle(round(Mt*t),500-round(Mz*S3),1); circle(round(Mt*t),500-
round(Mz*S4),1); circle(round(Mt*t),150-round(100*(z[50]+n[50])),
1); circle(round(Mt*t),150,1); circle(round(Mt*t),150-round
(100*(n[50])),1); circle(round(Mt*t),500-round(Mz*SN),1);
until (KeyPressed)or(j>M)or(t>8000); For i:=1 to M do begin
If i<101 then S1:=S1+z[i]+n[i]; If (i>100)and(i<201) then
S2:=S2+z[i]+n[i]; If (i>200)and(i<301) then S3:=S3+z[i]+n[i]; If
(i>300)and(i<401) then S4:=S4+z[i]+n[i]; end; ReadKey; CloseGraph;
{writeln(S1:2:3,' ',S2:2:3,' ',S3:2:3,' ',S4:2:3);} END.

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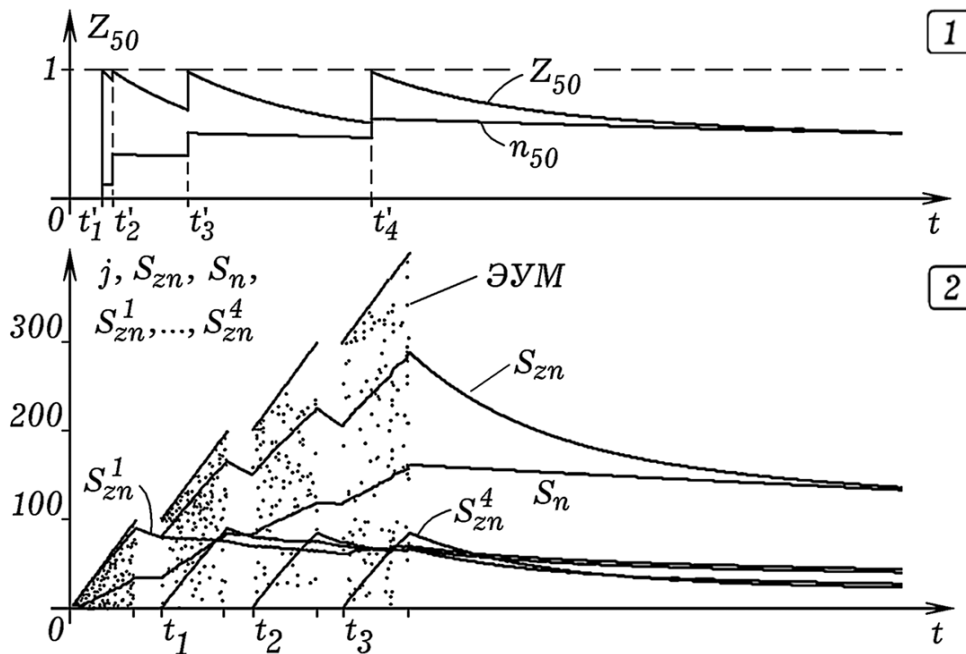


FIGURE 5. THE RESULTS OF A SIMULATION OF THE DISCIPLINE.

In fig. 5 shows: 1) the graphs of the dependences on time knowledge Z_{50} by the student of one ELM with $i = 50$ (fig. 5.1); 2) the graphs of the dependences on time total level of knowledge S_{zn} and level of strong knowledge (skills) S_n for each theme and for all themes of this discipline as a whole (fig. 5.2). Points in fig. 5.2 correspond to the

numbers of the studied ELM-s, which are randomly selected on the basis of the stochastic matrix in fig. 4.2. It is seen that during lessons total level of the student's knowledge S_{zn} and the level of formation of skill S_n increase; during breaks and after the training they decline as a result of forgetting. In this time weak knowledge is quickly forgotten, only remained strong knowledge. The upper graph (fig. 5.1) shows how in certain moments of time t_1', t_2', t_3', t_4' (when the student turns to the 50th ELM), there is a rapid increase of the level of knowledge Z_{50} to 1; after that there is exponential decay. In these moments, the level of formation of skill n_{50} is fast increasing; after end of working with 50th ELM n_{50} decreases very slowly.

The proposed simulation model of the discipline takes into account: 1) connections between course topics, using the probability of appealing to ELM-s of the previous themes; 2) the increase in number of appeals of the pupil to ELM-s leads to growing of a share of strong knowledge; 3) reduction of working time with the ELM because of increasing the number of it usages; 4) increase the coefficient of learning for a given ELM when the total amount of knowledge and/or knowledge of this ELM is growing. This approach allows to trace the dynamics of the student's total knowledge (strong and weak) and knowledge of each theme.

9. Multi-component continuous model of learning. We will designate through U the level of requirements of teacher. It equal to quantity Z_0 of ELM-s which are transmitted to pupils. Let Z - total knowledge of the pupil which include knowledge of the first, second and third categories: $Z = Z_1 + Z_2 + Z_3$. Thus Z_1 - quantity of the most weak knowledge K_1 of the first category with high coefficient of forgetting γ_1 , and Z_3 - quantity of the strongest knowledge K_3 of the third category with low γ_3 ($\gamma_3 < \gamma_2 < \gamma_1$). Coefficients of assimilation α_i characterize speed of transition of knowledge $(i-1)$ -th categories in knowledge i -th categories. The offered three-component model of training is expressed by system of the equations:

$$\begin{aligned} dZ_1/dt &= k\alpha_1(U - Z)Z^b - k\alpha_2Z_1 - \gamma_1Z_1, \quad dZ_2/dt = k\alpha_2Z_1 - k\alpha_3Z_2 - \gamma_2Z_2, \\ dZ_3/dt &= k\alpha_3Z_2 - \gamma_3Z_3, \quad Z = Z_1 + Z_2 + Z_3. \end{aligned}$$

While there is a training ($k=1$), the speed of increase of weak knowledge of the pupil is proportional: 1) differences between level of requirements of the teacher U and the general level of knowledge Z ; 2) to amount of already available knowledge Z in degree b . The last is explained by that existing knowledge promotes establishment of new associative links and memorizing of new information. If the increase of knowledge of pupil is significantly less than their total quantity then $b=0$. When training stops ($k=0$), Z decreases due to forgetting. The coefficient of forgetting $\gamma_i = 1/\tau_i$, where τ_i - time during which the amount of knowledge i -th categories decreases in $e = 2,72...$ times. The result of training is characterized by a total quantity of the acquired knowledge $Z = Z_1 + Z_2 + Z_3$ and coefficient of strength $P = (Z_2/2 + Z_3)/Z$. If all knowledge acquired during training is weak ($Z_1 = Z, Z_2 = Z_3 = 0$), then coefficient of strength $P=0$. It is necessary to aspire to a situation, when all acquired knowledge strong ($Z_3 = Z, Z_1 = Z_2 = 0$), then $P=1$. With long-term learning of one theme the quantity of knowledge Z increases to U , also there is an increase of quantity of strong knowledge Z_4 and coefficient of strength P .

10. Using of the model in the analysis of concrete situations. Let analyze some situations which are arising in the pedagogical practice.

Situation 1. The teacher conducts three lessons, level of requirements during each lesson is set: U_1, U_2, U_3 . We will study process of training of the pupil by means of four-component model. Results of modeling are presented in fig. 6.1. It is visible that during training the total of knowledge Z of the pupil increases, part of weak knowledge become stronger. During breaks and after training level of weak knowledge Z_1 quickly decreases, and strong knowledge Z_4 is forgotten significantly more slowly.

Situation 2. The teacher conducts three lessons, level of requirements $U(t)$ during i -th lesson increases in accordance with the equations $U_i = a_i(t_i - t_{i0}) + b_i$, $i = 1, 2, 3$. Let analyze training process by means of two-component model which is expressed by the equations:

$$dZ_1 / dt = k\alpha_1(U - Z) - k\alpha_2 Z_1 - \gamma_1 Z_1,$$

$$dZ_2 / dt = k\alpha_2 Z_1 - \gamma_2 Z_2, \quad Z = Z_1 + Z_2.$$

Results of modeling are given in fig. 6.2. At each lesson the teacher demands from pupils: 1) possession of the material studied at the previous lessons; 2) assimilation of new information. During training weak knowledge becomes strong (solid) and after training is forgotten significantly more slowly.

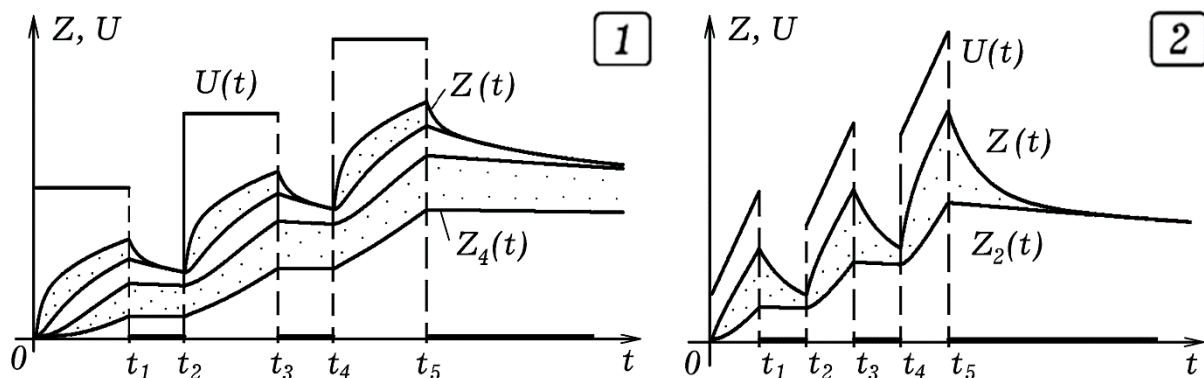


FIGURE 6. CHANGE OF LEVEL OF REQUIREMENTS OF THE TEACHER AND QUANTITY KNOWLEDGE OF THE PUPIL IN THE COURSE OF TRAINING.

Situation 3. The pupil within 11 years studies at school. The coefficient of assimilation of information during of training increases and set by a matrix $\alpha_j = (0.01, 0.015, 0.02, 0.025, 0.03, 0.035, 0.04, 0.045, 0.05, 0.055, 0.06)$. All educational information is divided into two categories: 1) knowledge and skills K_1 which are used daily and therefore are badly forgotten (reading, writing, arithmetic actions, the simple facts, etc.); 2) knowledge K_2 which are applied seldom and therefore are quickly forgotten (difficult theories, principles, laws, facts). Levels of requirements the teachers corresponding to knowledge K_1 and K_2 which need to be acquired in j -th class, are set by matrixes: $U_{1j} = (50, 46, 42, 36, 30, 25, 20, 15, 10, 10, 10)$ and $U_{2j} = (4, 8, 14, 18, 24, 28, 33, 38, 46, 58, 62)$. Coefficients of forgetting of knowledge K_1 and K_2 are equal $\gamma_1 = 0.002$ and $\gamma_2 = 0.01$ consequently. It is necessary to calculate a total level of knowledge and amount of knowledge K_1 and K_2 at various moments t .

In this case knowledge K_1 and K_2 has different speed of forgetting, but don't pass from one category into another. The offered two-component model of training is expressed by system of the equations:

$$dZ_1/dt = k\alpha_1(U_1 - Z_1)Z_1^b - \gamma_1 Z_1,$$

$$dZ_2/dt = k\alpha_2(U_2 - Z_2)Z_2^b - \gamma_2 Z_2, \quad Z = Z_1 + Z_2.$$

Here U_1 and U_2 - levels of requirements the teachers corresponding to knowledge K_1 and K_2 which quantity is equal Z_1 and Z_2 , and Z - total knowledge of the pupil.

Results of use of computer model are presented in fig. 7. On it are shows: 1) graphics $Z_1(t)$ and $Z_2(t)$ dependences of knowledge K_1 and K_2 from time; 2) the curve of dependence of total of knowledge Z from time; 3) graphics $Z_1'(t)$ and $Z_2'(t)$ dependences of knowledge K_1 and K_2 acquired by the pupil in the 10-th class from time. It is visible that during training in school the total amount of knowledge, and also quantity of knowledge K_1 and K_2 monotonously increase, and after training decrease due to forgetting. Knowledge K_1 is forgotten significantly quicker, than K_2 . Values of the parameters are picked up so that the model corresponded to the typical situation meeting in student teaching.

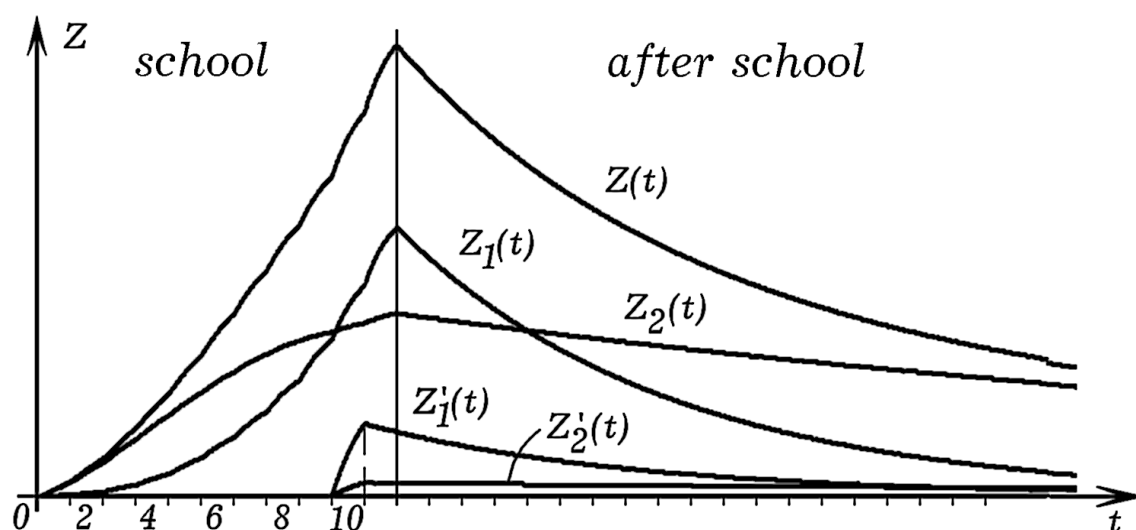


FIGURE 7. CHANGE OF AMOUNT OF KNOWLEDGE AT STUDYING WHEN TRAINING AT SCHOOL.

9. Conclusion. The main objective of the mathematical theory of teaching consists in the following: based on the parameters of the students (coefficients of absorption, forgetting, etc.), characteristics of the used methods and a curriculum that specifies the distribution of educational information, one needs to determine the level of knowledge of students in the learning process and after its completion. The advantage of using simulation models at the analysis of the system "teacher-student" is in comprehensive enumeration and consideration of all factors affecting on its behavior. The results of computer simulations of the learning process complements qualitative reasoning, enhances their objectivity and validity. This method is useful if the conduct of the pedagogical experiment can give a negative result or expensive. Changing the sequence of the various ELM-s, length of lessons, etc., you can use the computer model to find the optimal way of learning in a particular case.

This paper develops the ideas presented by the author in monograph (Mayer, 2014), which also analyzed: 1) discrete and continuous one-component model of learning; 2) strategies of interaction between teacher and student; 3) multi-component model of learning; 4) takes into account changes in the workability of the student; 5) the search for optimal ways of learning by using discrete and continuous models; 6) simulation of learning of the themes and issues associated genetic relationship; 7) the agreement between the results of simulation of the learning process with the test results. The use of this computer models allows you to create a digital model of a disciple, to prove different regularities of educational process, to study the dependence of the result of learning from the educational characteristics of the material, students, duration and number of lessons, etc.

One of the directions of using of such models is to create a training program that simulates the learning process in the school, which is designed to train students of pedagogical universities. It should allow changing the parameters of the disciples, the duration of training, distribution of educational material and strategies of teacher interaction with pupils. In the course of its work the student playing the role of the teacher, changes the rate of to speeds of transfer of educational information and responds quickly to the questions of students, conducts tests, puts marks, trying to achieve the greatest level of knowledge in a given time. After “learning” the computer displays graphs showing the “knowledge of pupils”, evaluation “completed tests”, etc. In addition, the training program can analyze the work of system “teacher-pupil” and assessing student’s activity.

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DIRECTIONS IN INNOVATIVE AUDIT OF ACCOUNTING AND TAX POLICY WITHIN THE FRAMEWORK OF INTERNAL CONTROL

Abstract

The paper looks at a number of theoretical aspects on the problems of the innovative audit: its nature, basic principles and directions of audit in the internal control framework. It describes the main objectives of tax accounting policy in innovations. It also presents the authors' approach to the stages and content of innovative tax audit accounting policy that allows to take into account the uncertainty of tax factors in order to develop preventive measures, contributing to further development of innovative activity of an organization.

Keywords

innovative audit, internal audit, innovations, research and innovation,
tax incentives and preferences, economic aspect, accounting and tax policy,
stages of innovative audit, audit

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As world practice shows, the procedure of the innovative audit is a relatively new direction of the audit, but nevertheless, in some countries it is supported by law. In foreign sources you can find three approaches to understanding of the innovative audit: the competence innovation audit, the innovation performance audit and the innovation process audit (*Technological innovation audit methodology*).

The innovative audit as a separate direction of organization analysis and audit has been understudied in Russia yet, in this regard there is a wide range of aspects concerning the content and methodology of the innovative audit. The key aspects to the definition of the essence of the innovative audit are summarized below (Table 1).

In our opinion, the auditing of innovative activity, when viewed from the standpoint of methodological foundations in accordance with the Federal Law "On Auditing activity" (*On auditing: the Federal Law of the Russian Federation of August 2, 2010 No. 400-FZ*) does not differ from any other auditing activities of an enterprise, as the approaches to the innovation activities audit are governed by the basic normative documents regulating the implementation of any audits: provisional rules of auditing activity in the Russian Federation, the rules (standards) of auditing activity. The basic principles of the innovative audit are presented in figure 1.

According to most domestic authors, the innovative audit involves three main areas of inspection: organizational, technological, and economic. The essence of each of these directions is presented in figure 2. Thus, from the point of view of professor Shulus A. A., innovative audit procedures may be different according to the depth and breadth of the studied processes (*Nazarova, Shulus*). Typically, the enterprise is free to choose spheres

and extent of analysis. There are possible options when a specialist (consultant) conducting the audit, offers the company the research of a certain amount of parameters.

TABLE 1. THE PARADIGM OF THE INNOVATIVE AUDIT

Author	Definition
Chernomorodov L.I.	The innovative audit is a systematic evaluation of the organization growth indicators in the sphere of the development and commercialization of innovations, as well as the identification of internal and external barriers in their way. The innovative audit includes the evaluation of innovation capabilities of an innovator: innovation potential, innovation environment, innovation position and innovative activity of the organization (<i>Chernomordov, 2009</i>).
Nazarova A.I., Shulus A.A.	The innovative audit is the tool that may be used in the company for the identification and registration of intellectual property, and therefore, to enhance a comprehensive study of the firm's business activities and its innovation characteristics; evaluation of the firm's ability to identify and to respond to existing opportunities and threats, and the competitiveness of a company. The concept of innovative audit category covers how to create and save a competitive environment, analyze the use of resources and evaluate organizational effectiveness of the company, as well as all factors influencing the effectiveness of innovations (<i>Nazarova, Shulus</i>).
Migunova M.A.	The innovative audit is a systematic evaluation of the organization growth indicators in the sphere of the development and commercialization of innovations, as well as the identification of internal and external barriers in their (<i>Migunova, 2009</i>).

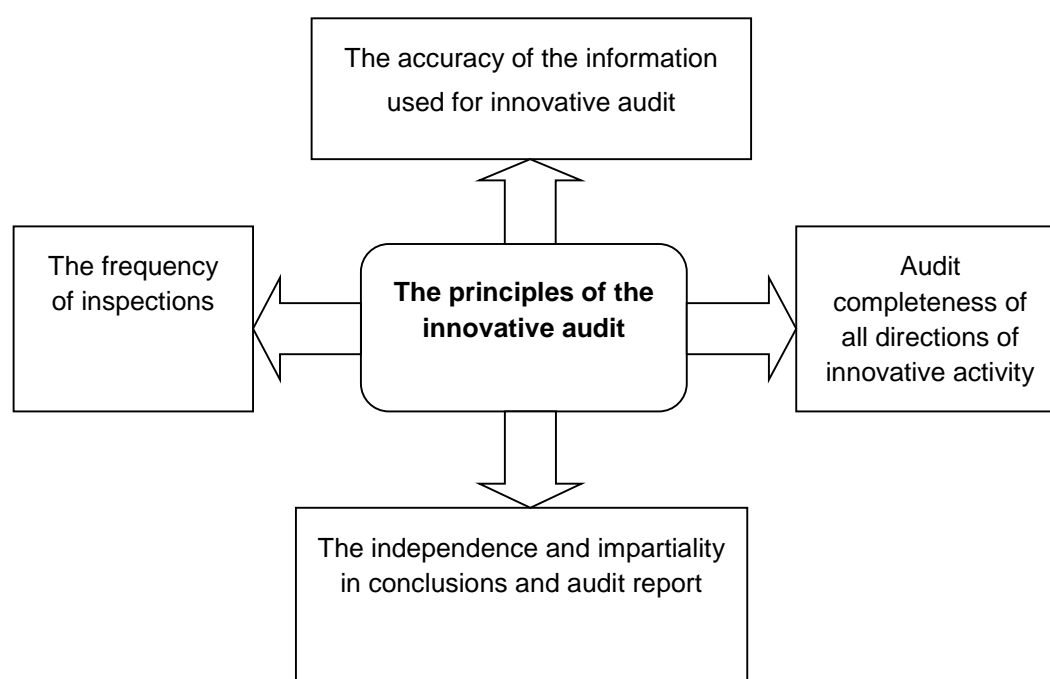


FIGURE 1. THE PRINCIPLES OF INNOVATIVE AUDIT (*VLADIMIROVA, 2013*)

Thus, the organization, depending on the situation and their own capabilities, can perform either shallow or deep analysis of their innovation activities. In our opinion, a significant drawback of the majority of domestic experts in this field is the fact that during the audit they do not take into account the existing rules of innovation taxing, which on the one hand have a significant stimulating effect on the innovative activity of a private capital, and on the other hand on the amount of tax, which is one of the criteria for inclusion taxpayers in the plan of on-site tax audit. Therefore the authors regarded it

appropriate to consider the tax component in the audit process which is presented in Figure 2.

Let's focus on the economic aspect of the innovation audit of the accounting considering the tax implications of innovation, as the creation of incentives for innovative activity of taxpayers and the support for innovation and modernization in Russia are the main objectives of tax policy for the near future.

The tax legislation provides for several forms of tax support for innovation: tax benefits for some taxes; investment tax credit on income tax and regional and local taxes; tax installments; tax holidays; tax deductions. All of them collectively and discretely must solve the following tasks:

- 1) the creation of favorable conditions for the demand for innovative products, investment in new technologies;
- 2) the integration of research results and development activities leading to increased productivity into production processes;
- 3) reduction of the tax burden for companies and as a consequence the release of a part of own funds of the organization and in investing them to innovations (Research & Development, update of production, fixed assets, etc.);
- 4) the sequence in application of proposed by the legislator benefits under the rules of tax bookkeeping and accounting can help with sufficient accuracy to determine the financial results, estimated tax liabilities on tax payments and the predicted risk of a tax audit.

In point of fact, we have formulated the main directions of innovative tax policy (as part of financial policy) at the macro level. When implementing these directions it is appropriate to speak not about tax benefits as such, but about adjusting the mechanism of taxation based on the needs of innovative enterprises. According to General Director of LLC "MSSA" Yerolina O. V., accounting tax policy, which should be formed taking into account preferential taxation of innovative activity is designed to perform this task (*Erolina*). Thus, the procedures related to the verification of accounting tax policy concerning innovations must be performed during the process of innovative audit. Moreover, the economic aspect of the innovative audit implies the account treatment of innovative processes, presented by the authors in figure 2. Besides, according to Elgina E. A. issues in accounting policy as well as audit can be checked during the review engagement of financial report, which is audit-related service (*Elgina, 2012*).

At the present time the law does not develop a methodology for conducting innovative audit of accounting tax policy, in addition this issue is "poorly" covered in periodic scientific and specialized publications and Internet resources. Therefore, in further presentation of the material the authors will try to generalize and adapt the existing experience in the conduct of the procedures audit (as one of the directions of innovative audit, see Fig.2), tax administration of innovative companies and practices of audit firms (*Pilnov, Tarasova, Yanovskiy*).

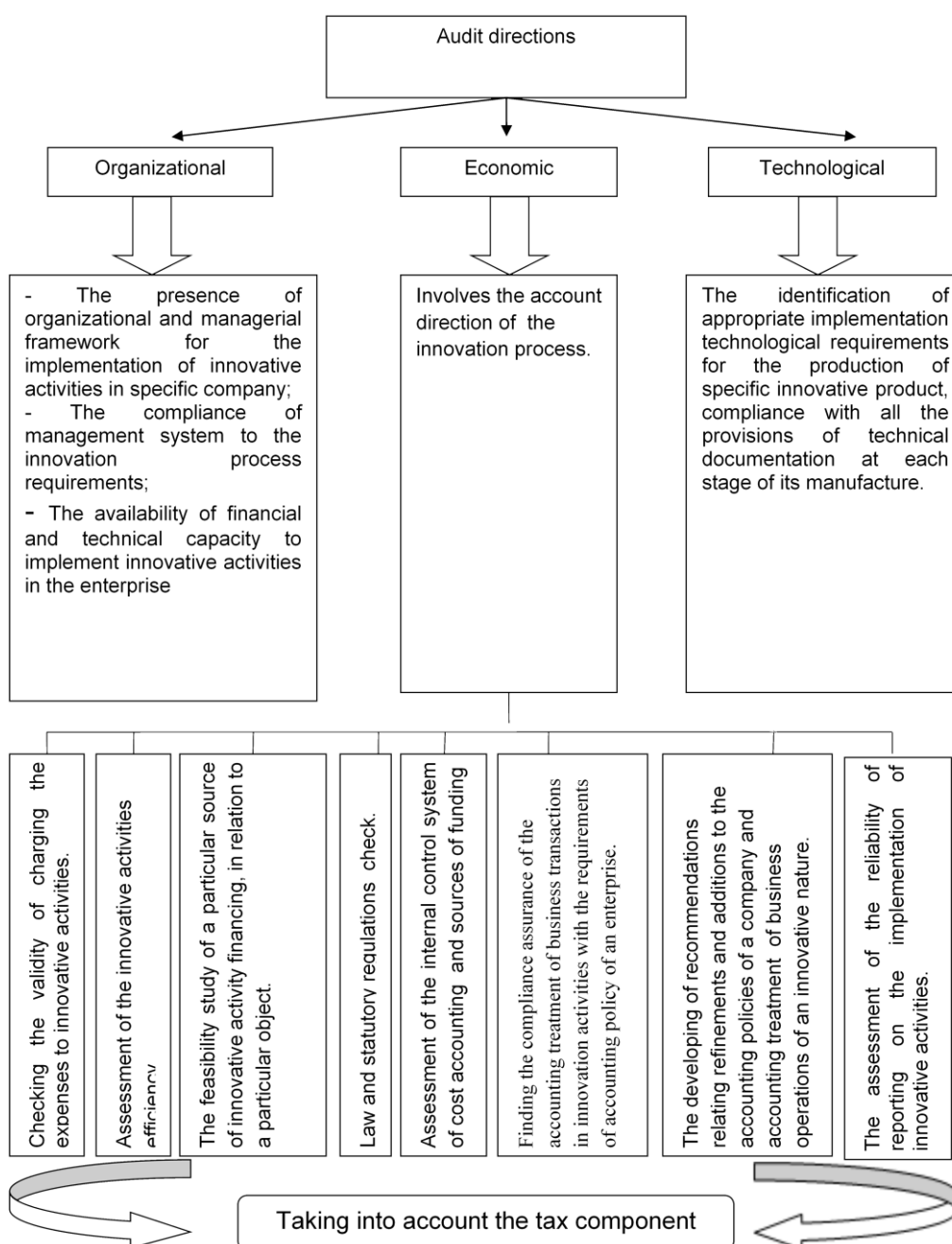


FIGURE 2. DIRECTIONS OF THE INNOVATIVE AUDIT (VLADIMIROVA, 2013)

Summarizing the forgoing one can conclude that the innovation tax audit of the accounting policy is:

- a method of study aimed at evaluation of the innovative capacity (including tax component), procedures and requirements of the company (taking into account the priority areas of financial policy);

- a method for determining the strengths and weaknesses of the elements of accounting tax policy from the viewpoint of their adequacy on the basis of industry specific features, legal requirements, variability, and compliance with generally accepted standards;

- a method for overall assessment of the impact of accounting tax policy elements on the strategic (tactical) directions of innovation processes and activities of the enterprise as a whole;
- the analysis process, leading to the formation of specific proposals and a further plan of action.

One can solve the above identified problems in the framework of internal audit. In particular T. B. Belyakova mentions about this in her publications, i.e. in a specific company, it seems advisable to strengthen the role of internal audit in all aspects of the innovation process. As the result of the research management should be provided with objective information on the status of implementation of innovative activities, providing the administration with the necessary recommendations for decision making within the framework of the operational management of financial and economic activities, and in particular the innovation activity of the business entity (*Belyakova*).

To obtain objective information for the current period and to prevent negative consequences in the future within the framework of internal audit innovation tax policy in our opinion we can use the method of alternative solutions actively used in the procedures audit.

The method of alternative solutions involves several interrelated stages, presented in figure 3.

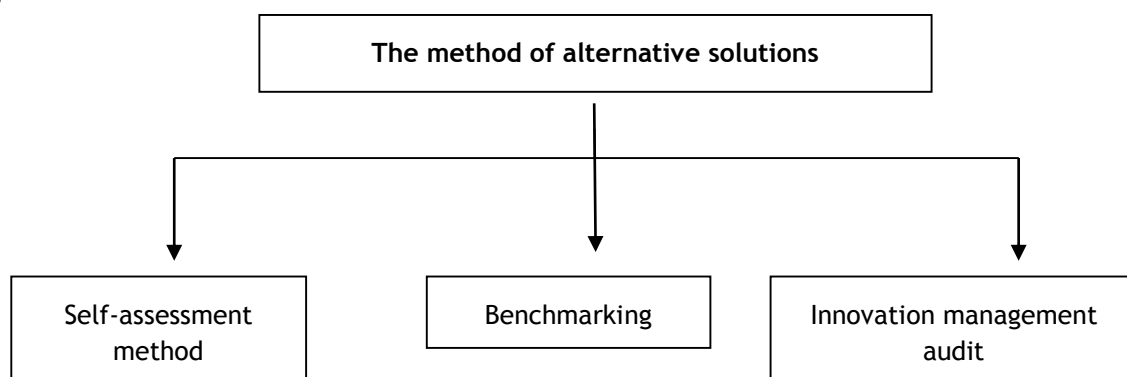


FIGURE 3. STAGES OF THE ALTERNATIVE SOLUTIONS METHOD (*VLADIMIROVA, 2013*)

Let's look at each of the stages and try to adapt them to the issue at question. So, the self-assessment method suggests the inspection without the involvement of outside experts, which is acceptable to the considered matter. Benchmarking is a method for analysis of strengths and weaknesses of the company, determination of the technology profile, and then the comparison of its profile with the leading companies in the industry or with industry standards (*Pilnov, Tarasova, Yanovskiy*). At first glance, some experts may seem that this method cannot be used for the research subject and maybe they are right, if used in that interpretation, which the authors of the methodology give in their work. As part of our topic this method may be used in a "narrow" in contrast to broad understanding of this technique as the theme at question is unidirectional - innovative tax accounting policy. In particular the comparison method, which is the basis of this methodology, can be used in the context of the issue at question. So, many companies publish their statements and the notes to the statement forms should disclose information relating to the accounting policy of the organization aiming to make a realistic assessment of its financial position by external users, which is enshrined by p. 24 of Auditing Standards (PBU) 4/99, p. 17 of SOA 17/02 and does not contradict the order of the Ministry of Finance of the Russian Federation "On forms of accounting statements of organizations" dated 02.07.2010 No 66n (as revised from 02.07.2012 No. 154 n). (*Accounting standards 4/99 "Accounting statements of an organization"; Accounting standards 17/02 "Accounting of expenses on research, development and technological work"*).

The innovation management audit is a method of audit with the subsequent development of strategy only concerning questions of a company management (such as strategic planning, human resource development, marketing, etc.). In the framework of this method we can confine ourselves to issues relating to the tax management of innovative activity, in particular, it is the order of the accounting tax policy, tax benefits and the evaluation of their effectiveness, tax burden, tax risks, etc. This approach does not contradict the essence of this method, because on the one hand, tax management is an integral part of financial management - it is the area of research and the type of practical activities related to the management of financial resources and financial relations arising between business entities, and on the other hand its tasks include: evaluation of the potential for implementation of innovative projects; search of sources for financing of innovations; control of cash flow and parameters of efficiency of innovative activity (Endovitskiy, 2012). By its definition - they are the components of innovation management implementation of which, in our opinion, should take into account the tax component. Furthermore, according to Komendenko S. N. during the predictive analysis of long-term innovative projects, it is important to maintain continuity with the existing accounting policy of the organization. If the project implies the creation of a new enterprise, a financial manager is allotted the task of selection and approval of adequate accounting policy for the purposes of tax optimization. (Endovitskiy, 2012).

Thus, the given in this article analysis of different perspectives on the directions of the innovation audit accounting policy leads to the conclusion that the implementation of the proposed procedures will allow the contractor to form an adequate opinion on the condition of the tax policy of the audited entity, which will allow to identify potential contributing to the further development of innovative activity of the organization.

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ANALYSIS OF SCIENTIFIC PAPERS AS THE KEY TO ACADEMIC WRITING

Abstract

The paper was written to analyze academic styles of different authors, both English-speaking and foreign scientists. The main linguistic drawbacks in presenting information about experimental part of the research were revealed and discussed. An algorithm to submit an effective scientific article was recommended.

Keywords

academic writing, analysis of style and grammar, experimental part, scientific paper, techniques of presenting information in English

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Is it difficult to describe main results of one's scientific work in a foreign language? Is it so easy to interpret one's personal contribution into the problem under study? To write in the native language requires creative approach and knowledge of both scientific issues and linguistic secrets. Writing an academic paper in a foreign language is a real art.

The importance and significance of scientific work is without any doubt determined by an impact-factor of the source a paper is submitted to. It is also rather closely connected with the necessity to faster and in a more qualified way promote one's investigation results to the world's scientific community through the chosen publishing house. However, it should be mentioned that guidelines for authors dictated by various publishers may differ in minor aspects of contents, the structure and general style of an academic paper remaining invariable.

The current paper is designed to highlight questions to be avoided in presenting materials and methods of investigation in order to supply young scientists with a discrete and clear algorithm of describing an experimental part of a research as graduates of modern universities must have fluent skills of both written and oral communication in English¹. There are special clichés and fixed phrases to be used with such a purpose. To come to some explicit conclusions let us consider papers of authors from different countries to see how their mentality and native language skills influence the manner and way of writing in English.

Five articles were randomly chosen to be compared, the list of papers coming below:

- Blackadder D., Le Poidevin G. *Dissolution of polypropylene in organic solvents: 2. The steady state dissolution process.* (Blackadder, Le Poidevin, 1976).
- Graham P., McHugh A. *Kinetics of thermally induced phase separation in a crystallizable polymer solution* (Graham, McHugh, 1998).
- Lotmentsev Yu. M., Pleshakov D. V. *Phase state of nitrocelluloses plasticized with trinitroglycerin* (Lotmentsev, Pleshakov, 1997).

¹ The Introduction part has already been discussed (Matsuda, Kashiwagi, Okabe, 1988).

- Matsuda H., Kashiwagi R., Okabe M. *Study of polyolefin gel in organic solvents II. Structure and morphology of branched low density polyethylene gel in organic solvents* (Matsuda, Kashiwagi, Okabe, 1988).

- Smith P., Pennings A. *Eutectic solidification of the pseudo binary system of polyethylene and 1, 2, 4, 5- tetrachlorobenzene* (Smith, Pennings, 1976).

Two papers (Blackadder, Le Poidevin, 1976) and (Graham, McHugh, 1998) were written by English-speaking scientists from countries where English is an official language (the United Kingdom and the United States of America), while three others (Lotmentsev, Pleshakov, 1997), (Matsuda, Kashiwagi, Okabe, 1988) and (Smith, Pennings, 1976) were put in writing by investigators from nations where English is used mostly as a foreign language (Russia, Japan and the Netherlands).

Four main criteria were taken into account to compare the articles mentioned, namely their contents, structure, vocabulary and grammatical constructions used. It is well known that a typical second part of any experimental scientific work should include three most important points. The first of them concerns materials description, namely that of investigation objects implicit properties as well as their treatment both prior and after the experiments. Moreover, this subpart usually designates data that cannot be found in any reference book. The second detail relates to full names of materials suppliers, trademarks of instruments and equipment used, schemes of an original set-up or references to typical ones. The third aspect of the experimental part deals with procedures and reactions to carry out over samples studied. In addition, the ratio of the whole experiment is also presented in this unit.

Functions of an experimental part in an academic paper are to introduce the reader with examined materials and their properties, as well as to explain the methodology. The potential reader needs to know what methods were used to obtain results, as there often may appear discrepancies in the interpretation of parameters measured or calculated by different techniques. Therefore, one and the same value may be considered either as error or correct depending on the method involved. It should also be stressed that the main feature in experimental method description is its reproducibility. In other words, based on the information presented, any investigator might independently reproduce the experiment proceeding. If other scientists could repeat the experiment, they could evaluate the reproducibility and reliability of the results. On the other hand, the scientific community can judge whether the results and conclusions presented are valid (Kallet, 2004).

Experimental part of all five articles typically presents materials and methods with some additional information about exact experimental procedures. At first sight the shortest experimental parts were written by Russian (Lotmentsev, Pleshakov, 1997) and American (Graham, McHugh, 1998) scientists, the longest being given in papers (Blackadder, Le Poidevin, 1976) and (Matsuda, Kashiwagi, Okabe, 1988). The length of the experimental parts depends on a broad description of apparatus (in paper (Blackadder, Le Poidevin, 1976)) and different measurement types (in paper (Matsuda, Kashiwagi, Okabe, 1988)). In papers (Graham, McHugh, 1998) and (Smith, Pennings, 1976) the text is divided into four paragraphs explaining materials and samples preparation. The choice of methods to be used is also concretized. In articles (Blackadder, Le Poidevin, 1976), (Matsuda, Kashiwagi, Okabe, 1988) and (Smith, Pennings, 1976) the authors summarize some initial properties of materials, paper (Matsuda, Kashiwagi, Okabe, 1988) giving it in a tabular form.

Concerning the structure of the *Experimental part*, it should be noted that it is different in every case considered. Russian researchers (Lotmentsev, Pleshakov, 1997) titled it just *Experimental* without further subdivision. It contains four paragraphs, in which the authors characterize the binary system to study, two methods of its preparation, statistical method and procedure itself. Such presenting of the information

required may be easily explained by the fact that English is not their native language. Therefore, the investigators try to 'keep it short and simple'. Nevertheless, they tried to follow its main passive patterns and use some clichés (underlined bald added). There is one fragment from the *Experimental* (Lotmentsev, Pleshakov, 1997):

The study was made with NC-NG binary systems containing 25-70 wt % NG. The systems were prepared by two methods that differ in the manner in which the plasticizer and polymer were blended...

The procedure of the microscopic study of diffusion is described elsewhere (references). This method allows to study the plasticization kinetics and to evaluate the time needed for the attainment of the phase equilibrium in polymer-plasticizer systems. This is especially important: neglect of this factor can lead to incorrect results and conclusions.

American researchers (Graham, McHugh, 1998) titled the second part 'Experimental section' and provided it with a subtitle 'Materials and methods'. The part also contains four rather logic and clear paragraphs. They named the polymer and the solvent used, explained what was taken as 'cloud point', presented phases of crystallization experiments, considered the small angle light scattering apparatus and scanning electron microscope and their functions. Methodology of the experiments is stated mostly in the simple past (underlined bald added). Below comes the abstract from the paper (Graham, McHugh, 1998):

The small angle light scattering (SALS) apparatus used for the quenching experiments is the same as that described in our earlier study (reference). Solutions were enclosed in a rectangular glass cell of path length ca. 0.05 cm and placed into a thermostated water bath at the desired phase separation temperature. Small angle scattering patterns from the sample were video recorded and digitized using a frame grabber. In all cases, the data to be shown are based on an average of several runs. Solution temperatures during the transient quench period were also separately monitored using a thermocouple sandwiched between two glass plates containing the solution. Figure 1 shows data for the solution temperature for runs made at three different quench temperatures. In most cases, thermal equilibration of the solution occurred on the order of 20 s, while data (to be shown) indicate that the late stages of liquid-liquid growth occur on time scales much greater than this.

Rather detailed structured descriptions of the experimental parts are given in the other papers (Blackadder, Le Poidevin, 1976), (Matsuda, Kashiwagi, Okabe, 1988) and (Smith, Pennings, 1976), the most minute one is that of the British researchers. Experimental details in (Smith, Pennings, 1976) has such subtitles as 'Materials', 'Sample preparation' and 'Differential scanning calorimetry'. Very close and typical naming of subunits of *Experimental* are observed in (Matsuda, Kashiwagi, Okabe, 1988): 'Materials', 'Preparation methods of rapid and slow cooling gels', 'Measurements of gel-melting temperature' as well as 'Scanning electron microscope and polarizing microscope'. The authors in (Blackadder, Le Poidevin, 1976) subdivided *Experimental* into 'Materials', 'Procedures' and 'Apparatus for dissolution measurements', every subpart being further subdivided into several minor portions:

Materials. Polymer. The polymer used was a homopolymer, GXM 43, kindly supplied by ICI Plastics Division. The amount of atactic material present was estimated to be about 2 wt %, and the polymer contained the usual small amounts of antioxidant and stabilizer. In view of the relatively high temperatures used in some of the experiments these additives were welcome and no attempt was made to remove them...

Solvents. The p-xylene was a 99% product obtained from ICI. The other organic solvents, of SR or AR grade, were used as received.

Procedures. Fabrication of specimens. For the main dissolution experiments, it was necessary to prepare polypropylene discs 50 mm in diameter and 4.5 mm thick. 8 g of polymer chips were melted at 210°C for 1 h under vacuum in a special mould...

Check on polymer degradation. The polypropylene was inevitably subjected to fairly severe conditions during fabrication of specimens and in the dissolution experiments involving hot solvents...

Characterization of specimens. Infrared and density measurements were carried out to assess crystallinity. For the former a Perkin-Elmer Infracord Spectrometer was used, and for the latter a density gradient column with p-xylene and chlorobenzene as the column liquids...

Apparatus for dissolution measurements. The apparatus is shown in Figure 1. The flat-bottomed cylindrical vessel was provided with a set of stainless steel baffles designed to prevent the formation of a vortex beneath the spinning disc...

It is necessary to bear in mind that our critical approach implies not the analysis of the paper contents but the form and peculiarities of presenting it trying to reveal several drawbacks. Superficial knowledge of English is observed in the choice of vocabulary in paper (Lotmentsev, Pleshakov, 1997): the verb 'to make' is wrongly used instead of 'to do' as there is a fixed expression 'to do a study'. Otherwise the verbs 'to perform', 'to conduct' or even a phrasal verb 'to carry out' may be used as more appropriate in this context. Another example is the misuse of the verb 'to lead' (Lotmentsev, Pleshakov, 1997) instead of the most typical verbs used for this purpose 'to cause' or 'to result in':

...neglect of this factor can lead to incorrect results and conclusions,
which is also connected with insufficient knowledge of English.

The very first sentence in (Blackadder, Le Poidevin, 1976) also attracts the reader's attention:

The polymer used was a homopolymer, GHM 43, kindly supplied by ICI Plastics Division.

The British authors like typical stiff representatives of their nation have to be extremely polite and express their attitude towards the action of their colleagues by the adverb from business correspondence (**bald added**). Nowhere else was such a word observed.

In the very next abstract from (Blackadder, Le Poidevin, 1976) the authors confused official and conversational styles. Look at the following sentence:

In view of the relatively high temperatures used in some of the experiments, these additives were welcome and no attempt was made to remove them.

The second part of the sentence might be paraphrased in such a way:

... the additives appeared rather suitable without any need of removing them.

The choice of words in the above sentence belongs to the written pattern that contains neither colloquial words nor expressions in contrast to the ones used in the original.

Though the sentences describing materials are usually short and simple, mostly in Past Indefinite Passive Tense, there is a specific infinitive construction at the very beginning

(Blackadder, Le Poidevin, 1976):

The amount of atactic material present was estimated to be about 2 wt %, and the polymer contained the usual small amounts of antioxidant and stabilizer.

Such constructions are more appropriate in discussing the results obtained though the use of subjective infinitive complex is typical for native speakers.

Describing procedures, the British scientists use the word '**fabrication**' in its obsolete meaning synonymous to the modern term '**preparation**': **fabrication of specimens**. However, this fact may be explained by the time the paper was submitted.

Nowadays the word '*fabrication*' has changed its meaning obtaining a new one like '*falsification*' or '*counterfeit*' and should not be used in a scientific paper.

All the vocabulary being well-chosen, though several sentences (Graham, McHugh, 1998) seem to be a bit overloaded:

The small angle light scattering apparatus used for the quenching experiments is the same as that described in our earlier study (reference).

It seems that reference to the published paper is quite enough and after the conjunction 'as' the final part of the sentences is an extra one.

Another overloaded sentence is at the end of the experimental part (Graham, McHugh, 1998):

Figure 1 shows data for the solution temperature for runs made at three different quench temperatures.

When an author refers to his illustrations, he should never repeat himself. In this case, the attention of the reader is attracted twice: first by the expression '**Figure 1 shows**' and then by the figure itself. The function of any visual aids is to promote comprehension. Therefore, there is no need to repeat it several times. The given sentence is easily transformed into such a pattern:

*Data for the solution temperature for runs **were made** at three different quench temperatures (Fig.1).*

Moreover, the authors should not include any results with references to figures into the experimental section.

As soon as we start reading the translation made by Russian investigators the logic of their rendering becomes quite clear. As English is a foreign language taught at schools and universities, their native Russian language dominates. The structure of sentences appears to be typically Russian. Trying to follow the grammar rules of English, they just translated their statements ignoring the principal structure of English phrases:

*Solutions of NC and NG in a common **solvent** (acetone) were prepared and the **solvent** was removed (Lotmentsev, Pleshakov, 1997).*

This idea might be changed into more correct, simple and appropriate written pattern such as:

*Solutions of NC and NG were prepared in a common **solvent** (acetone) **that was removed**.*

Following a Russian sentence structure causes overloading of the sentences making them more weighted and sophisticated with some tautology.

The systems were prepared by two methods that differ in the manner in which the plasticizer and polymer were blended.

Instead of two simple sentences, it should have been better to change a phrase in such a way:

Systems were prepared by two methods with different blending processes.

Specific Russian structures of the sentence are observed in the following phrases:

*The presence of acetone was controlled **using** a highly sensitive qualitative method,* where typical for the experimental part in such a position preposition '**by**' (instead of participle 'using') is ignored.

The second example is:

*The nitrocellulose used **had** the following characteristics...,*

where the structure given below should have been more suitable:

*Characteristics of the nitrocellulose used **were** as follows...*

However, in both cases it is obvious that the native Russian language prevails and dominates.

The main drawback of writing in English by Russians is the lack of knowledge of specific written grammatical constructions like infinitive, gerundial and participial ones. Thus, typically English variant of the very first sentence cited should be:

Solutions of NC and NG were prepared in a common solvent (acetone), the latter being removed.

Another example with the subordinate clause to be changed by using participial construction is such:

After the process was over, the mass was centrifuged... (Lotmentsev, Pleshakov, 1997).

The process being over, the mass was centrifuged...

The changed sentence is more typical for academic writing.

Let us analyze one more fragment from the text (Graham, McHugh, 1998):

The solutions containing 5% NC and the calculated amount of NG were allowed to stand for 5-7 days...

The modal equivalent (**bald added**) is used instead of passive construction 'to be left,' which is more suitable in this context.

There are several overloaded phrases that reflect the love of Russians to write scientific papers in heavy and ponderous style in order to weigh the significance of the contribution:

The saturated vapour pressure of NG was measured by a statistical method, which involves the use of a highly stable static mechanical manometer (Lotmentsev, Pleshakov, 1997).

The second half of the sentence (a subordinate clause beginning with the conjunction *which*) contains many extra words (**bald added**) that can be easily omitted using just one preposition instead:

The saturated vapour pressure of NG was measured by a statistical method with a highly stable static mechanical manometer.

It is possible to conclude that Russian scientists try very strictly to translate their ideas into English without following peculiar structures and grammar phenomena of the English language.

The principles of rendering the material by Japanese researchers are very close to those of Russian investigators. The sentences are grammatically correct though some specific written patterns are absent. Three or even more semantic parts are combined together into one phrase, which becomes extremely long and thus hinders comprehension.

A rapid cooling gel and slow cooling gel were prepared in a glass tube of ca. 35cm height and 1cm diameter by the following procedure: an appropriate amount of sample and solvent together with a small steel ball of ca. 2 mg weight (0.8 mm diameter) were placed in the glass tube and sealed (Matsuda, Kashiwagi, Okabe, 1988).

In this case, several descriptions are united in a joint statement: gel preparation, special equipment involved, the procedure itself. It seems logic to divide it into at least three simpler sentences. Have a look at another example of a long phrase:

The steel ball was moved carefully to the surface of gel by magnetic manipulation and then the gel was warmed slowly at a heating rate of about 6°C/h, while the height of the steel ball from a reference level was recorded by a cathetometer as a function of temperature (Matsuda, Kashiwagi, Okabe, 1988).

There is no need to combine all the parts into one fragment. Simple and short sentences are more preferable (Trevelyan, Cook, Fisher, 2007).

Such disposition towards long statements may be connected with the fact that Japanese belongs to a group of the so-called 'agglutinative languages'. In contrast to 'analytic' and 'synthetic' languages, they tend to express concepts in complex statements consisting of many elements, rather than by inflection or by using isolated elements.

The Japanese writers try to avoid tautology unlike the Russian investigators and use typical English construction with the demonstrative pronoun '**that**' instead of the repeated noun:

The dependence of gel-melting temperature on the size of a steel ball was examined by a preliminary experiment and that of a 2 mg weight was selected (Matsuda, Kashiwagi, Okabe, 1988).

However, the term 'size' in this context does not match the weight of the ball as a synonym to it should be the term 'mass'.

The Japanese authors also ignore participial English constructions finding them difficult and unusual to use:

After a gel was lyophilized, it was coated with a thin layer of gold by the vacuum evaporation technique (Matsuda, Kashiwagi, Okabe, 1988).

A typical written pattern for such a sentence should be:

The gel being lyophilized, it was coated with...

Dutch authors' style of writing in English is close to the writing manner discussed above. They try to render the material in past passive constructions (**bald added**) following the main academic patterns. Therefore, there are many sentences with preposition *by* characterizing such grammar structures, however, the sentences being extremely long and overloaded (Smith, Pennings, 1976):

*The experiments in this study were carried out with unfractionated linear polyethylene, Marlex 6009, with the following molecular characteristics: $\bar{M}_n = 8 \times 10^3$, $\bar{M}_w = 13 \times 10^4$, as determined by ebulliometry and light scattering in *o*-chloronaphthalene at 125°C, respectively. The diluent was 1,2,4,5-tetrachlorobenzene having a melting point of 141.5°C...*

Solutions of polyethylene in 1,2,4, 5-tetrachlorobenzene were prepared by intensive mixing of the powdered components after subsequent homogenization at 200°C for 1 h in a sealed glass tube, with an internal diameter of 4mm and a length of about 60mm. The polymer solutions were solidified unidirectionally in a fixed temperature gradient of 3°C mm⁻¹ by pulling the specimens out of an oven unless indicated otherwise...

For these measurements, samples were used of about 5 mg of mixtures with different compositions, which were homogenized in sealed aluminium pans at 200° C for 30 min...

The mentioned drawbacks in translation are explained by the insufficient knowledge of the English language and experienced difficulties in using specific grammar structures.

The very first sentence of the abstract contains three different points to present: the name of the object of the research, its molecular characteristics and methods used to determine them under concrete conditions. There is no need to build such a long sentence, as every aspect of the investigation deserves its own and separate place. The second sentence also proves the ignorance of the fixed English patterns where a complex sentence is used instead of a simple one with a preposition:

The diluent was 1,2,4,5-tetrachlorobenzene with a melting point of 141.5°C.

The main shortcoming of the paper analyzed is the desire of the authors to unite several ideas into one sentence resulting in extremely lengthy phrase that distracts the reader's attention. Though the Dutch researchers use subjective infinitive construction in describing materials (**bald added**) the word order does not follow the causal effect. Thus, they stated:

Since impurities are known to affect strongly the eutectic microstructures (references), both components were purified (Smith, Pennings, 1976).

Informing the reader about the experimental peculiarities of the investigation the authors should differentiate between the primary and secondary items to be given. As they introduce the specific object of their study, all additional ideas known to the reader from other sources should be given in the second half of the sentence. Moreover, according to the English syntax subordinate clauses as a rule do not begin the sentence. The vocabulary used is rich enough though syntax leave much to be desired.

In the paper of American scientists all the sentences are easily readable, clear, comprehensible and logic. They do not use any extra words or word combinations. Moreover, their style is rich of various grammar phenomena that is of no surprise as they are writing in their native language. The accurate choice of vocabulary and diverse syntactical structures are favourably compared with those of other researchers. Let us give some examples:

...The cloud point was taken as the temperature at which transmitted light intensity began to sharply decrease.

Crystallization experiments were performed on a Perkin-Elmer DSC 7. Samples were fully homogenized in sealed glass test tubes before being transferred into volatile sample pans. Exact compositions were determined by puncturing the pans after the experiment, heating them to above the melting temperature, and measuring the mass loss on vacuum-drying to constant weight.

The small angle light scattering (SALS) apparatus used for the quenching experiments is the same as that described in our earlier study (reference) (Graham, McHugh, 1998).

In spite of the fact that the authors unite several items in sentences, it is done logically and reasonably strictly following the cause-effect relation. Thus, in the very first phrase they explain why and how the term 'cloud point' was chosen using a split infinitive construction (**bald added**). This is a specific feature of the English language when an adverb is put between the particle 'to' and the infinitive of a verb. However, such structure is rather rare used as is considered incorrect by non-native speakers.

The second sentence in the second paragraph attracts attention by the gerund with the preposition (**bald added**). This is another typical phenomenon of English being hard to use by foreigners as there is no gerund in some languages. They make complex sentences with subordinate clauses instead of using gerund in a simple sentence.

One more very nice grammar phenomenon of the English language is the use of the infinitive in the function of an attribute (**bald added**) instead of a determinative subordinate clause. It also makes a complex sentence a simple one, an example of such grammatical feature being given below:

In all cases, the data to be shown are based on an average of several runs (Graham, McHugh, 1998).

It is no any doubt that every researcher would put this idea in such a way: *In all cases, the data that must be shown are based on a series of several runs.* A new sentence is not a simple one, the verb 'must' is not changed by an appropriate modal equivalent as the rule of sequence of tenses dictatates. It is obvious that the infinitive constructions are more appropriate and suitable in this case, infinitives being widely used in English in different functions.

The style of the British scientists is naturally very close to the discussed above though they render the material in a more sophisticated and weighted manner. Look at the first example:

It was therefore desirable to check for degradation, and a technique was not adopted on a routine basis until it had been shown that no detectable degradation was caused by the use of that technique (Blackadder, Le Poidevin, 1976).

The sentence conveys several thoughts at once as the authors are considering about problems with degradation and the technique explaining the necessity of its adopting to checking. The phrase contains some negative structures (**bald added**) specific for academic writing that make the statement a bit difficult for comprehension.

Another model is a good example of the use of a typical couple of adjectives (**bald added**) to distinguish between the first and the second things mentioned.

Infrared and density measurements were carried out to assess crystallinity. For the former a Perkin-Elmer Infracord Spectrometer was used, and for the latter a density

gradient column with p-xylene and chlorobenzene as the column liquids (Blackadder, Le Poidevin, 1976).

If to summarize the results of the scientific papers analyses in the form of conclusions, it is possible to work out an algorithm of academic writing. There are several rules to be followed in order to do the job of presenting an experimental part properly and submit a perfect paper.

The methods section of a research paper is of most significance as it provides the information by which the validity of the study is judged (Kallet, 2004). Moreover, it enables readers to evaluate the work performed. It is necessary to keep a balance between brevity (as not every technical issue should be described) and completeness (try to give adequate details for readers to know what happened) (Van Damme, Michel, Ceelen, Malaise, 2007). The ABC of writing style is being accurate, brief and clear (Trevelyan, Cook, Fisher, 2007). Accuracy means the possibility for another scientist to easily duplicate the study. Concise and brief manner implies strict choice of vocabulary to avoid tautology. Remember to write an article in grammatically correct English. Compose mostly short and simple sentences for any investigator to understand them without rereading. Besides, long sentences are hard to follow. Be sure to use past simple passive verb forms.

It is a rule of a thumb for the *Experimental part* to contain enough information about the materials. Thus, three main points are considered, namely exact technical specifications, quantities as well as preparation methods and sources. The description of experimental methodology must follow a logic and structured order to explain an experimental design and protocol. It may be useful to present a schematic diagram to show a set-up and draw up a table to explain major procedures involved. Try to follow suitable descriptive, narrative or argumentative writing techniques and expressions, which are consistent with the purpose of an article. Be very careful with the choice of appropriate lexis. Some typical examples of clichés to write an experimental part are given below:

- *The experiments were performed at...*
- *The experimental set-up included...*
- *The measurements ... were conducted using...*
- *The simulation starts with...*
- *The instrumentation and general arrangements were those described previously.*
- *All the experiments were carried out using...*
- *A standard two-compartment electrochemical cell with a volume of 50 ml was used to...*
- *The velocity distribution in the... is obtained numerically by the finite element method.*
- *The equation governing the direct problem is obtained by...*
- *The following procedure is used to determine...*
- *... was verified by measuring the ... at various axial locations.*
- *The device was similar in concept to that described by ...*
- *The probe itself consisted of ...*
- *... was recorded by the computer for a set sampling rate and time.*
- *The outside diameter of the tube is taken to be...*
- *... under steady state conditions.*

Providing a clear, precise and informative description of how an experiment was done as well as the rationale for specific experimental procedures are crucial aspects of scientific writing (Trevelyan, Cook, Fisher, 2007). We believe that detailed and attentive reading and comparison of different authors' academic papers will help young researchers

to develop their own set of rules and clichés needed for qualified presenting scientific work results.

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OPPORTUNITIES OF LOGISTICS IN DECREASING FINAL COST OF PRODUCTS

Abstract

The paper deals with a problem of long supply chains due to inclusion of redundant logistic intermediaries. The author shows pricing mechanism in supply chains and possible ways of decreasing final price of goods.

Keywords

logistics, supply chains, commodity price, regional logistic center

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The movement of material streams from initial producers to ultimate users happens in logistic channels representing set of participants of merchandising. Supply chains of various configuration and length can be formed in logistic channels. Lengthening of supply chains happens due to appearance of additional intermediaries.

Let's consider the processes, where number of intermediaries influences on final price of a product in supply chains.

For descriptive reasons we enter the following designations:

- - producer (P);
- - intermediary (W);
- Δ - consumer (C);
- - transportation (T);
- CP - price set by producer;
- CT - transportation cost;
- CC - price for consumer;
- CW - price of intermediary services.

Let's consider supply chains of different length:

1) Direct delivery:

$$\square \rightarrow \Delta;$$

$$C_C = C_P + C_T.$$

Transportation cost is defined in r_T proportions depending from goods cost, where all expenses including insurance and forwarding of freights are considered. Then

$$C_C = C_P + r_T C_P = C_P (1 + r_T).$$

If transport tariff of $r_T = 20\%$ of freight cost, then $C_C = 1,2 C_P$.

2) Delivery through an intermediary:

$$\square \rightarrow \circ \rightarrow \Delta;$$

$$C_C = C_P + C_{T1} + C_W + C_{T2},$$

where $C_{T1} = r_{T1} C_P$,

$$C_W = r_W (C_P + C_{T1}) = r_W C_P (1 + r_{T1}),$$

$$C_{T2} = r_{T2} (C_P + C_{T1} + C_W) = r_{T2} (C_P + r_{T1} C_P + r_W C_P (1 + r_{T1})) =$$

$$= r_{T2} C_P (1 + r_{T1}) (1 + r_W),$$

r_W - extra charge of intermediary,

r_{T1} - rate of first carrier,

r_{T2} - rate of second carrier.

Each subsequent stage of supply chain take into account product price with cost of the previous operations. Product price C_C at chain exit will be defined the following way for a consumer:

$$\begin{aligned} C_C &= C_P + C_{T1} + C_W + C_{T2} = \\ &= C_P + r_{T1} C_P + r_W C_P (1 + r_{T1}) + r_{T2} C_P (1 + r_{T1}) (1 + r_W) = \\ &= C_P (1 + r_{T1}) (1 + r_W) (1 + r_{T2}). \end{aligned}$$

To compare to direct delivery we will conditionally take equal rates norms of all participants of $r_{T1} = r_W = r_{T2} = 20\%$

$$C_C = 1,2^3 C_P = 1,73 C_P.$$

Thus introduction one intermediary in supply chain increases consumer's product price at 1,44 times.

3) Two intermediaries in supply chain:

$$\square \rightarrow \circ \rightarrow \circ \rightarrow \Delta;$$

$$C_C = C_P + C_{T1} + C_{W1} + C_{T2} + C_{W2} + C_{T3}.$$

In comparison with the previous case C_C increased at $C_{W2} + C_{T3}$.

Let's take product price as C_{CW} in case of delivery through one intermediary. Then for the considered delivery chain we have

$$C_C = C_{CW} + C_{W2} + C_{T3}.$$

Price of services of the second intermediary C_{W2} will be defined as following

$$C_{W2} = r_{W2} C_{CW} = r_{W2} C_P (1 + r_{T1}) (1 + r_W) (1 + r_{T2}).$$

At exit of the second intermediary product price C_{CW2} will be defined as

$$C_{CW2} = C_{CW} + r_{W2} C_{CW} = C_P (1 + r_{T1}) (1 + r_W) (1 + r_{T2}) (1 + r_{W2}).$$

Similar way cost of the last transportation C_{T3} will be defined as $r_{T3} C_{W2}$, i.e.

$$C_{T3} = r_{T3} C_{CW2} = r_{T3} C_P (1 + r_{T1}) (1 + r_W) (1 + r_{T2}) (1 + r_{W2}).$$

The final consumer's price with delivery C_C is defined as

$$\begin{aligned} C_C &= C_{CW2} + C_{T3} = C_P (1 + r_{T1}) (1 + r_W) (1 + r_{T2}) (1 + r_{W2}) + \\ &+ r_{T3} C_P (1 + r_{T1}) (1 + r_W) (1 + r_{T2}) (1 + r_{W2}) = \\ &= C_P (1 + r_{T1}) (1 + r_W) (1 + r_{T2}) (1 + r_{W2}) (1 + r_{T3}). \end{aligned}$$

For norm of rates of all participants $r_{T1} = r_W = r_{T2} = r_{W2} = r_{T3} = 20\%$ we have

$$C_C = 1,2^5 C_P = 2,49 C_P.$$

Thus:

- by direct delivery product price is $C_C = 1,2 C_P$;
- by delivery through one intermediary product price is $C_C = 1,73 C_P$;
- by delivery through two intermediaries product price is $C_C = 2,49 C_P$.

Inclusion of each new intermediary in supply chain increases product price for consumer at 1,44 times, i.e. almost at 50%.

Generally, if to accept rates of identical operations of different operators of supply chain equal to each other, product price with n intermediaries will be determined by formula:

$$C_C = C_P (1 + r)^{n+1} (1 + r_W)^n,$$

And if rates of return of all operators are identical and equal to r , product price will be defined as

$$C_C = C_P (1 + r)^{2n+1}.$$

From the reasoning given above, we can see that identical operations, which are at different distance from producer, have the different cost increasing with speed $(1 + r_{on})$ for each subsequent operation of supply chain.

Partially it explains higher costs of logistics in Russia as the main producers are abroad and products get to us with already considerable margin of previous operations. To lower logistic expenses, it is necessary to develop own production.

If all stages of material stream movement is S_i , $i = 1, 2, \dots, m$, where m is a number of stages, coefficient of product price growth is $1 + r_i$, then price at an output stage is defined as:

$$C_C = C_P \prod_{i=1}^m (1 + r_i).$$

If to accept that any stage corresponds to work performed by corresponding intermediary or logistic operator and each of them uses general for the sake of appearances business rate of return r , product price for consumer will be equal to:

$$C_C = C_P (1 + r)^m.$$

As the rate of return in 20% for business is seldom a limit, and number of participants in supply chains given in our example (five) is not a limit, it becomes clear why product price for consumer many times exceeds selling prices of producer.

Reduction of supply chain lengths in these conditions becomes the most urgent task for economy in general and for logistics in particular.

How it is possible to simplify supply chains in the conditions of market economy? For this purpose, it is necessary to create the system mechanism of self-regulation of merchandising participants. It is possible to offer several approaches.

1. Use of transparent pricing mechanism.

In this case, consumer have calculation of product price or estimate of expenses, which reliability if necessary can be controlled. Providing doubtful data has to be perceived as violation of business ethics and will entail loss of trust among partners that finally will bring unfair participants out of logistic activity.

2. Introduction of product's "logistic passport".

Logistic passport is a document attached to product from the moment of its release by producer, where transitions of property right on product and its price are reflected. Each new product's owner makes additional record about executed operations and establishes new selling price. Such document reflecting history of product's movement would allow to receive reliable picture about material streams, acting logistic operators and their efficiency.

3. Establishment of limit prices by the state.

The method can be used for socially significant products. Introduction of limit price will not give excess intermediaries the chance to get profit that stimulates creation of the shortest supply chains as profit of logistic operators will be in inverse relationship from their number.

4. Establishment of limit logistic component in product price.

In this case, product price will depend on producer's price and general logistic margin. The margin will be distributed between participants of supply chain, and the longer a chain is, the smaller share will fall on the certain participant. Logistic operators will be interested in exception of excess intermediaries and shortening of supply chains.

5. Creation of regional logistic centers network.

The Regional Logistic Center (RLC) (Nosov, 2007) represents logistic operator, since level 3PL according to the standard classification. The operator renders a wide range of logistic services on commodity market. According to the destination, RLC are compelled to unite participants of supply chains, and thus, to develop towards 4PL operator, and further towards 5PL operator.

Having functions of system integration of supply according to business logic, forces RLC to be engaged in their optimization, decrease of logistic costs from their beginning up to the end.

RLC network should not be formed spontaneously. The state policy in this area is necessary. Uniformed requirements to RLC, standards of their services have to be developed. It is necessary to design spatial structure of RLC network within the state. It is necessary to involve experts, scientists, government, business for it. RLC should not turn into wholesale and trade bases. It is necessary to allocate them substantially with information and analytical functions. It is important to provide availability of RLC services for both large buyers and certain retail consumers.

RLC in regions help to organize Internet product trade, using possibilities of RLC on their fast delivery and ensuring after-sale service. The increase of consumers' number gives for RLC additional opportunities in the field of increase of activity efficiency at the expense of scale.

However, it is necessary to consider that on the way of wide use of RLC there is a set of obstacles:

1. There is no governmental body, which deals with this problem;
2. RLC is seen by large business as a potential competitor and threat to own welfare;
3. Network companies have own logistic chains, which they do not want to give to outsourcing;
4. Transport companies are not interested in reduction of distances of product delivery;
5. Creation of RLC demands the considerable amount of financing not only for construction of facilities, but also for scientific researches of regional features;
6. Potentially interesting places under construction, as a rule, are sold or have no necessary infrastructure;
7. Discrepancy of transport availability, capacity of roads, their qualities to goods traffics can complicate RLC functions;
8. Lack of the suitable qualified labor meeting RLC requirements and shortcoming of logistic managers prepared.

The list of problematic issues can be continued. However, the issues need to be solved. On this way, the distinct policy of the state in the field of logistics is important.

Management of supply chains integrally is entered in concepts of optimum control of economic systems (Nosov, 2014). The special effect in decrease of cumulative expenses in supply chains has synergetic interaction of logistic activity subjects included in these chains (Nosov, 2013).

Many foreign scientists emphasize the exclusive role of logistics in country economy. J. Stock and D. Lambert (Stock, Lambert, 2005) noted that about 10% of GNP belong to the USA logistics.

By our estimates (Nosov, 2010) potential market capacity of logistic services for Russia comes nearer to 1 trillion euros. It is time for our state to pay a close attention to this area of economy that would allow to solve many economic problems and make goods more available to population in the social plan!

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GROUNDS FOR THE ORIGIN, CAUSES OF OCCURRENCE AND IMPORTANCE TO THE PARTICIPANTS OF THE URBAN COMMUNITY OF TOMSK

Abstract

The theme of urban communities today is no less urgent topic than in previous decades: they continue to study and consider in the context of urban development. City residents were organizing in this type of Association because of the importance of people interact with one another to implement initiatives and their own development. 'Community' is one of the most popular concept of sociological language. Community in the context of urban development. Identified and the basis for modern performance and value for the participants of urban communities.

Keywords

urban sociology, community, urban development

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The aim of this study was to identify the basis for modern performance and value for the participants of urban communities. Our assumption is that the theme of urban communities today is no less urgent topic than in previous decades: they continue to study and consider in the context of urban development. City residents were organizing in this type of Association because of the importance of people interact with one another to implement initiatives and their own development. The evolutionary character of close communities, caused by natural processes in cities, had a significant influence on the development of whole areas of life-social, cultural, economic, etc., each Member of the community who came and acted in a certain boundaries, became an active member of such changes, and above all, received benefit. Each community was a sophisticated device with its internal regulations, rules, views of

The subject of our studies are the basis for the emergence and occurrence of the people in the new social relations-community, which, as we explained in the first chapter, have an important role in the life and development of the city, its residents. As the theory goes, throughout the period of the study society, community and urban development of the new, modified the old principles of formation and activity of associations, involvement of people at different stages of internal and external development of the city, region, etc., as well as the main characteristics of existing communities.

The study method was selected Semistructured interview. Interviews were conducted in the period April-May 2014. The study interviewed 17 people (community members) at the age of 21 to 27 years old. Gender ratio: 9 representatives of the female sex, 8-male. The respondents are engaged in different activities: 12 persons are students of Tomsk Universities (or TPU, TUSUR, LOCATED, Sibgmu); 5 people have graduated from the Tomsk Universities and have a permanent place of work

According to the results of the study we will try to describe the Global community from Shapers Community, determine its basic parameters and the reasons why it is community today represents one of the most popular networks around the world. First of all, we need to determine the internal structure of the device and to regulate the life and activity of the hub. As noted above, each item on the local (or city) of the hub has its own founder-curator. Interview respondents indicated that their supervisor acts as an experienced mentor. Responding to a question about the role of curator, shapers contributed it as important that specifies the direction of movement of the hub, the important point is to experience and participate in complex projects. From the interview: "due to its (approx.. the curator) experience and professionalism, we have more possibilities to realize your own ideas. "

"After seeing what people are going to say what the atmosphere that people are interested in different-different spheres, can tell a lot about all the things I did before, for example, has not experienced". "It is not that I have one I can do more. And the thing that we can do together, because, apart from the fact that when different people are uniting people from different professions, different activities are a shared growth, joint actions in and for the city, then this in itself has a greater impact than acting alone. " *"Education in one area-it's old scheme and develop you in all directions. Including, understand what is happening around and to participate in this, then what else to know this just can't be. "*

With regard to the internal structure of the Tomsk community, 2/3 of respondents indicated "horizontal" type of relationship. "Clearly, this is not a vertical structure. It is so accepted that the curators do not dictate what should be dealt with by the hub. It all comes from šejperov proactively. " "You can do different projects, you can implement anything. Of course, there are limits, but freedom is typical. We are free in their development. We can choose his own line of development, its hub, and move in that direction. " Here there is a difference from the classic perception of community Tennis in theory, as a purely hierarchical model, where each Member has a role to play and their functions. Although there is, at first glance, the hierarchical structure of the community is the creator curators and shapers-interaction within each community is on the affiliate, not prinuždaûšem and not punishable, level.

Referring to the topic of internal devices, the respondents brought an opposite example, professional community, which also operate in the city and beyond. "There is a strict hierarchy. The official hierarchy is not quite official. Unfortunately, I don't know, rightly or wrongly, but have to live within that hierarchy. Not always, for example, some their, as you seem to be promising ideas or thoughts have the support. " The reason for this community, it also has a number of interesting points. Note that in the Tomsk hub (as with all other worldwide) includes representatives from many different areas, from IT to road construction. As the main reasons for joining the community, respondents indicated:

Interest in various types of communities "as I am interested in the interesting community, I am constantly interested in what is happening in the city, different projects social." The desire to pass on their knowledge/skills/abilities and use them to improve the lives of around "I have always tried to someone something to teach and to transfer knowledge and so on one aspect of my success is that I, too, once someone something, someone taught me to believe, and it is important for me to pass it on. It was one of the most important factors, which I agreed to join the community, because I am very sympathetic to the goal and positioning of the GSC

"Such a nice feeling that like you don't know these people, but you have a little bit of familiar in other cities, that in the event that will help you at least on the principle that you're in this community."

"The desire to make our city better, do something small, but good for the world, the desire to join the international network of young global leaders, be able to

communicate with youth leaders from all over the world desire to open our country around the world, to improve the economic situation in our country, improve the image of cities, regions of Russia. Global Shapers Community is a constant interaction with people from different countries, we represent not only a personal note, we present our city and our country. We enable people to improve what they are doing, to develop in the professional field, improve the scope of contacts, find new partners, new friends, colleagues, get a new international experience, to share their experiences. That is, it is a global online platform ".

"It's a great system and somehow became interesting to feel a little krupinkoj of something huge, you realize that you're not just here in Houston doing a deal, and that such cases are not similar, and the other dealing with all over the world ... but that's part of this community gives the opportunity to tell about the "petty" in quotation marks, of course, because the "smaller" cases as it gets.

The opportunity to get feedback/tips/opinions from professionals in other fields "at least at the level of the boards, which for me is important too, I am very much for the review. Over the past six months I have made a few for yourself such serious conclusions, which I could not have done if I hadn't been in this community. And basically, I know and I am sure I can always call someone and ask for help, the Council said. The opportunity to be part of the changes within the city, to be the initiator and implementer.

«You have an opportunity to create and to change lives, to deal with any problems that cannot handle the State or some other structure. It's the least interesting, but for me yet and priority that I myself can do something. Therefore, people unite in this hub. It seems to me that many are just attracted to the fact that they themselves can change things. ".

Particularly worth mentioning here fixing respondents about the cooperation with each other. In particular, they note that one of the main values of that community is the opportunity to get acquainted with the true professionals in their field, emerging human, partnerships, not only between members of the same urban hub, but also between the hubs from different cities and countries.

From the interview: "get in this list-is also a privilege, it's flattering. Be one of the most active in the country, if you notice you there name is, you cannot disagree, because this opens up great opportunities, how to communicate with others, link with other international companies, with the same active people everywhere, so I agreed. " "Our main value is people and human relations, so important for us people and building partnerships, human, good relations with them." "When you come into a community, you come to some people. These people tell about themselves, and you don't need to move closer to a man, held rendezvous dating this whole process. Did you just come, say. If these people come into the community, it means they are ready to share something, it means they are ready to do something to help. This is the same notebook, only more global. "

"The whole structure of šejperskaâ-a new way of thinking. When changing generation, changing lifestyles, changing the type of society. This (System) the fruits of development, when people come to work not one by one, and to collaborate in any certain groups and in groups already work becomes easier. " In continuation of the same issue, respondents pointed to the important moments for them is internal communication with each other. All respondents said in an interview with an important part of their activities in the community is responsible. From the interview: "for me, it is, first of all I have to do for yourself. I will at least uncomfortable in front of the guys: I said, what shall I do, then don't do it. Even if the project does not work and does not get support, the work should be done. " "The responsibility is always there. Regardless of what you do. "

"Here the degree of responsibility of each person is. I think if a person wants to use the resources of the network, which he joined, he should give something back. " "You just

take the inevitability that you now are among those who will inevitably have to take responsibility for what is happening in this world, no matter in a city, town, region, country. Will have to take responsibility for what you do, what the consequences are, come from what you're doing, and it seems to me that this idea can attract such different activities, but the overall spirit of people who are willing to shoulder this responsibility. Pull together, joining together and doing something ".

Young people, who are now beginning to his career, study or have completed universities, have a permanent job, pay attention to people from other areas of activity, with whom they can build the interaction on an interdisciplinary level. From the interview: "what we need is to make a complex, integrated projects, which are not in the narrow sphere of their professional activity, but go well beyond them, but they understand that their competencies, they can invest in this complexity. Because the world itself is complicated and now few such industries, which require highly specialized skills or knowledge, now increasingly cross-cutting industries. And we all, who sejperah is, we will see more, see more, see. Actually, these people came to the shapers who can look over the brink. "

But in this community, view stories, projects, and people from various hubs around the world, one of the main issues is why young people now begins its journey where they can build their own path of personal, professional, etc, focus on those projects that, at times, are in a totally different field? ". And one of the main responses that can be seen in almost every interview, is the understanding that the world ceases to be considered only as an object of consumption, the presumption about the world the end of 20 century the society of consumers is already obsolete, and was replaced by understanding the need and "give back". From the interview: "that's the quality-ready to not only take something, not just pump out the resources of this community, but also invested in it. Not only a consumer attitude, but also the willingness to give, it's probably, and probably became such a fundamental cause. "

The respondents themselves (2/3 of respondents) identified as an important element of communication and building relationships between the Member States-ethical principles. *"We are talking about human some, etiquette, the human principles, and, by the way, it is possible that some of the participants came from, because they decided themselves to nurture:" I take, I do till the end ". "You cannot be sejperom, if there is not only material, career achievements, but also moral values, principles and the desire to make the world a better place. "*

As it turned out during the study, the curator serves as mentor and Assistant to the curator is always older than the members of the community-sejperov. Therefore, respondents note that their activity and to implement his plan, is often associated with one or two people who are "light up" the idea. From the interview: "so, the man who fired up some ideas, he's really ready to go through. So to speak, stand at the head of the column, it is gaining or encourages interested people. It can be people as being in the community and outside it, because if you're interested, you need to "burn" his interest, spark, and selects projects that people want, can and willing to work. It can be both large and small. "

"And it turns out that the man is very important for me, who oversees the project. We are all leaders, but everyone in the life of a lot of ways. And I'm trying to understand, from presentations on what level of importance is the project. If the man says: "Guys, I'm ready. I feel the strength that I am willing to take it, remind, support and so on. " I realized that this is the main. Because, in principle, if there is at least one, and preferably two, at Deuce. People who are pioneering, which all keep and intelligently distribute the duties. "

The study revealed a problem that relates to the presence or absence of the legal status of the community. Respondents reported that in telling their friends/colleagues

about the activities of the community, not just questions have arisen on the powers vested in the tomski hub. The same credentials are inextricably linked (which can be traced from the questions asked by šejperam) to form the organization carrying out in the territory of any activity of a group of people. From the interview: "don't understand the kind of organizational structure. But the idea, of course, all draws ". "People ask me: ' are you making a public organization or company? In General what is it? Enterprise? Any company? ". Somehow in the minds of our people is considered to be more reliable, when you have a piece of paper. "

In an interview about half of the respondents have made an attempt to explain the phenomenon of community, referring, inter alia, on the historical facts. "Such as the community-this is the same as when the countries were United in the coalition. The first were the military coalition, when the countries could not physically conquer one another, simply divide the territory. When the Coalition began to appear, which affect not only territorial questions, but also to share the economic space, the cultural, political and religious. Began to form more complex forms, including management. And now, it seems to me the same thing happens when the world is complicated, and about any problems we never learn unless such a community. " In addition, respondents put forward the hypothesis that the community-this is such a great platform for Exchange of experiences, to share their experiences and to learn from the best practice, to know about them. Strikes, what challenges are in Africa.

Fundamental to the šejperov was binding to the city. Despite all the respondents plus membership in such associations is to be a part of the world processes, the opportunity to get to know the "right" people, etc.-more than half of those surveyed said the principle of the existence and activities of the community, in the territory of the city, to undertake activities aimed at improving the urban environment and the increase of comfort and quality of life. "The main reason for the hub, of course, is that we can see what's missing in the city that require improvements, changes that require our attention. And not only ours, but also what we should draw attention to any specific people.

2/3 of respondents during the story about the community mentioned the word "exceptional", as one of the key features of this community. This reflects, inter alia, that the community is unprecedented in the world. Unfortunately, for 2 years and constantly increasing growth in communities around the world, and there has been no information published on the impact of the activities of the community in General, and local communities in different cities. The results of their activities, the hubs covers at the official website of the community and its official Facebook group, which gives an opportunity to exchange experience with each other, cooperate in joint initiatives, give advice, etc That the phenomenon of "uniqueness" while can be considered only in the context of the idea and its implementation and to scale out.

Increase of comfort in the life of the inhabitants of the city, the development of social, economic, political, cultural and other spheres of life, creation and support of the desired image of the city, is a complex task, involving not only Governments and relevant structures, but all the inhabitants of the city. This should be the work to create the conditions for effective interaction between residents from different areas of activity, age, social status, etc., research has shown that people have a need for cooperation with each other, and it is connected not only with personal motives, aimed at achieving the results for themselves, but also with views on the need for and the importance of the ongoing urban processes that, at first glance, do not have to them (their education, work, interests, etc.) is irrelevant. The desire to not only use existing in personal benefits and fixing deficiencies, but also make an attempt to improve the surrounding their space to ... Increase of comfort in the life of the inhabitants of the city, the development of social, economic, political, cultural and other spheres of life, creation and support of the desired image of the city, is a complex task, involving not only Governments and relevant

structures, but all the inhabitants of the city. This should be the work to create the conditions for effective interaction between residents from different areas of activity, age, social status, etc., research has shown that people have a need for cooperation with each other, and it is connected not only with personal motives, aimed at achieving the results for themselves, but also with views on the need for and the importance of the ongoing urban processes that, at first glance, do not have to them (their education, work, interests, etc.) is irrelevant. The desire to not only use existing in personal benefits and fixing deficiencies, but also make an attempt to improve the surrounding their space to ...

The study revealed that the community, which has become one of the most global (or scale) in modern history, has a number of characteristics that were laid down as a basic in studying the topic. One such is the structure of the community-type horizontal linkages as an opportunity not only to its social role, but also to develop new ones.

At the same time, a number of typical for today's situation, the points facing the city and its inhabitants: the need to be included in the processes that have international and multidisciplinary characters; become an active participant of city life, to step forward and talk about their activities through existing information technologies. Here was a very important mutual vision of the community members themselves, as an integral part of improving the quality of life of the population of the city. By implementing their own initiatives in different directions and different scale, young people see this its important role in the life of the city. There is a tendency to desire and the possibility of "giving", sharing their skills and knowledge.

Belong to a community for young people in the contemporary city is an integral part of their own development, not only of intellectual, social, and professional. It is an interdisciplinary approach that most respondents noted, is one of the main "engines" of their motivation in the implementation of the activities of the community. Solidarizuju see the quality of the relationship the community gives them the opportunity to benefit in their professional activities, getting tips or discussing relevant issues.

For a city of different urban communities can become the basis for a new vector of development, today the city has an important task to retain young people, University graduates who are able not only to maintain but also to strengthen the scientific and intellectual potential of the city to become meaningful participants in economic development, etc., of course, for a more detailed examination of the role of urban communities in the city life and their contribution to the development of a more in-depth study analysing the socio-economic situation of the city, to identify what the community still exist, what is the attitude of the representatives of the different parties to this phenomenon, expert, etc. at this stage was a critical hit is confirmed the relevance of the topic, the interest of young people has been identified and confirmed the hypothesis. This gives rise to further explore the themes of urban communities, but more focused.

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COMPARATIVE CHARACTERISTICS OF THE LEVELS OF EXPRESSIVENESS OF FUTURE NURSERY-TEACHERS' SPEECH AT THE PHASE OF BASELINE AND CHECK EXPERIMENT

Abstract

The topicality of the problem of expressiveness of future nursery-school teachers' speech is determined by the following factors : the need to improve the substantive and procedural characteristics of the voice training of future teachers; the existence of contradictions between the requirements applied to the level of speech development of future teachers and the lack of the development of conceptual issues of techniques of the expressiveness of future teachers' speech. The aim of the article is to compare the levels of expressiveness of future nursery-teachers' speech at the stage of baseline and check experiment. Basic methods of the study of this problem were: theoretical, speech-producing tasks, the system of voice exercises, methods of mathematical statistics. The author describes the positive dynamics of the levels of the future nursery-school teachers' expressive speech according to various criteria: motivational, epistemological, speech-productive, lingual and creative, semantic, emotional, informational and communicatory, lingual and didactic. The results of the article can be used in the process of future teachers' voice training in universities.

Keywords

speech expressiveness level, future nursery-school teachers, check experiment, baseline experiment, positive dynamics of levels of speech expressiveness, pedagogical conditions, CSPOT (culturally significant professionally oriented texts)

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Introduction. The problem of the expressiveness of future educators' speech is based on the conceptual statements devoted to the following issues: enrichment of the speech of pedagogical colleges' students with expressive vocabulary (*Tkachuk, 2002*); the development of future educators' speech expressiveness with the help of socio - ritual phraseology (*Markotenko, 2011*); the development of future linguists' speech expressiveness speech by means of professionally oriented phraseology (L. Prokopenko), etc. Taking into account the topicality of the investigated problem and the lack of conceptual studies of key approaches and methods of future nursery-school teachers' speech expressiveness experimental teaching, this issue is worth considering.

Materials and Methods

To solve the tasks and to check the hypothesis of the study the following methods were used: theoretical: prognostic analysis and modeling - to determine the pedagogical conditions of students' speech expressiveness and work out the methods of the development of future educators' speech expressiveness; empirical: diagnostic (questionnaires, tests, interviews, surveys, speech exercises); observational methods (students' speech self-evaluation); methods of mathematical statistics of the results of

experimental work aimed at determining the effectiveness of the experimental techniques.

Results. After the training phase of the experiment the re-examination of future educators of control and experimental groups was carried out, with this purpose similar to baseline phase of the experiment technique was used; that was followed by the comparative characteristics of the levels of future nursery-school teachers' speech expressiveness. The data are represented in Table 1.

TABLE 1. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO MOTIVATIONAL CRITERION (INITIAL AND FINAL TESTS)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	Number	%	Number	%	Number	%	Number	%
Low	95	19	20	4	110	22	90	18
Basic	230	46	105	21	210	42	220	44
Sufficient	105	21	165	33	90	18	90	18
High	70	14	210	42	90	18	100	20

As Table 1 demonstrates, according to motivational criterion in EG the high level of speech expressiveness was reached by 42% of students (initial test 14-%), sufficient 33 -% of future educators (initial test 21-%), basic -21% (initial test -46%), the low level was represented by 4% of the respondents of the experimental group (initial test -19%). In the control group 20% of students were at the high level (initial test -18%), sufficient level -18% of future educators (initial test 18-%), basic level -44% (initial test -42%), at the low level were -18% of respondents (initial test -22%).

After statistical analysis of the experimental results according to motivational criterion we have seen a considerable positive dynamics of the students of experimental group (EG) what concerns interest in mastering (the desire to read and learn by heart) CSPOT; an effort to use the language expressive means in speech; the desire to enrich one's speech with the vocabulary of CSPOT (cultural semantic professionally oriented texts); the desire to use CSPOT in professional and speech activity with pre-school children; the desire to hold the self-control and self-esteem of their own speech. The students of experimental group showed considerable interest in mastering CSPOT in Ukrainian.

It is worth noticing that at the baseline phase of the experiment a significant number of respondents chose such folklore texts that are used in colloquial speech and while working with preschool children as Russian tales and tales of the world, proverbs and sayings, tongue-twisters, rhymes (mostly Russian), but at the final phase of the experiment the number of such students decreased to 5%. This category of respondents called works in Russian and Ukrainian. Future educators of EG got interested in reading and learning by heart CSPOT in Ukrainian. Also EG students got significantly interested in work of Ukrainian publishing houses that publish books for preschool children. Students established an electronic library "Books of Ukraine for children" at the Faculty of preschool psychology and pedagogy, whose users were 1-6 year students of full-time and part-time departments, nursery-school teachers, educators of the faculty. Future educators of EG during the forming phase compiled "Educational box" which contained works from different sections of the program of training and education of children in pre-schools, namely: "Fiction", "Music art", "Fine Arts". Preparing such educational project based on interdisciplinary approach helped develop the expressiveness of future educators' speech not only by means of literary works, but also it helped enrich the emotional experience based on perception of works of Ukrainian composers, paintings of Ukrainian artists, works

of Ukrainian artists - illustrators. Enrichment of artistic and emotional experience of future educators helped transfer speech cliches to colloquial speech, develop their lingual and creative abilities.

Comparative results of the level of future educators' speech expressiveness according to cognitive and epistemological criterion are represented in Table 2.

TABLE 2. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO COGNITIVE AND EPISTEMOLOGICAL CRITERION (INITIAL AND FINAL TESTS)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	110	22	40	8	110	22	90	18
Basic	255	51	90	18	250	50	260	52
Sufficient	95	19	240	48	105	21	110	22
High	40	8	130	26	35	7	40	8

As Table 2 demonstrates, according to cognitive and epistemological criterion in EG the high level of speech expressiveness was reached by 26 % of students (initial test -8%), sufficient -48% of future educators (initial test -19%), basic -18% (initial test -51%), the low level was represented by 8% of the respondents of the experimental group (initial test -22%). In CG 8% of students were at the high level (initial test -7%), sufficient level -22% of future educators (initial test -21%), basic level -52% (initial test -50%), at the low level were -18% of respondents (initial test -22%).

The students showed awareness of CSPOT recommended by training and educational programs in nursery-school (tales, stories, poems, songs, humoresques, annoying tales, proverbs, sayings, funny stories, calming, annoying rhymes, puzzles, fables, tongue-twisters), whereby it should be noted that students of EG clearly defined the didactic orientation of CSPOT to particular age group; the students of EG in determining CSPOT considered its genre specificity, could perform lexical and semantic analysis of CSPOT determining its compositional units (exposition, climax, denouement, development of events, etc.).

A significant increase was found in the level of EG students' awareness of Ukrainian artists - illustrators and their paintings, paintings of Ukrainian artists, recommended by training and al programs in nursery-school.

The vast majority of the students of EG showed high awareness of Ukrainian composers and their works for children of preschool age. At the baseline phase of the experiment future teachers were able to call only 1-4 Ukrainian composers, but at the final phase, the number increased to 20 - 25, herewith future educators were able to call not only composers of classics, but also contemporary composers who write works for pre-school children.

Jointly with students of EG they created a website that hosted electronic reader, which contained the biographies of Ukrainian composers, painters, artists - illustrators, writers, poets, recommended by training and educational programs for preschool children and those attributed by us to the optional unit (additional works recommended to read in pre-school educational establishments). Work with the electronic reader has significantly improved the process of developing the expressiveness of future educators' speech.

Comparative results of the level of future educators' speech expressiveness according to professional and speech-productive criterion are represented in Table 3.

TABLE 3. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO PROFESSIONAL AND SPEECH-PRODUCTIVE CRITERION (INITIAL AND FINAL TESTS)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	145	29	20	4	150	30	80	16
Basic	195	39	95	19	205	41	250	50
Sufficient	100	20	230	46	120	24	115	23
High	60	12	155	31	25	5	55	11

As Table 3 demonstrates, according to professional and speech-productive criterion in EG the high level of speech expressiveness was reached by 31 % of students (initial test -12%), sufficient - 46% of future educators (initial test -20%), basic -19% (initial test -39%), the low level was represented by 4% of the respondents of the experimental group (initial test -29%). In CG 11 % of students were at a high level (initial test -5%), sufficient level - 23% of future educators (initial test -24%), basic level -50% (initial test -41%), at the low level were -16% of respondents (initial test -30%).

Levels of EG students' speech expressiveness according to professional and speech-productive criterion has also demonstrated positive dynamics for all indicators. Students of EG revealed the following features of pedagogical voice being formed as: adaptability, suggestibility, noise-resistance, endurance, euphony, melodiousness, flexibility, height (the height of a sound). Future educators of EG demonstrated an ability of working creatively with CSPOT.

Doing experimental tasks at the final phase of the experiment students EG showed the correct articulation when performing CSPOT (telling stories learnt by heart, staging, dramatization of works). In terms of the ability to read aloud using stylistically marked vocabulary students also demonstrated increased levels of speech expressiveness. When reading CSPOT according to roles future educators accurately and correctly conveyed the character, tempo, timbre of the characters of the work, successfully combining language verbal and non-verbal expressive means. While performing linguistic and semantic analysis of CSPOT students demonstrated the ability to find stylistically marked vocabulary in CSPOT.

Comparative results of the level of future educators' speech expressiveness according to lingual and creative criterion are represented in Table 4.

TABLE 4. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO LINGUAL AND CREATIVE CRITERION (INITIAL AND FINAL TESTS)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	95	19	35	7	100	20	85	17
Basic	200	40	30	6	200	40	185	37
Sufficient	110	22	230	46	110	22	120	24
High	95	19	205	41	90	18	110	22

As Table 4 demonstrates, according to lingual and creative criterion in EG 41% of students reached the high level of speech expressiveness (initial test -19%), sufficient - 46% of future educators (initial test -22%), basic -6% (initial test -40%), the low level was still represented by 7 % of students (initial test -19%). The results in CG have also changed

- 22% of students were at the high level (initial test -18%), basic level -37% (initial test -40%), at the low level still were 17% of respondents (initial test -20%).

Students of EG showed mature level of lingual and creative abilities. This will be illustrated by the examples of composing monophones at baseline and final phase of the experiment.

Caterine M. Building up a monophone with the letter "S" (baseline phase, mid level).
Sonia shines like a sun. Sonia is celebrating something. Her session seems to be over.

Caterine M. Building up a monophone with the letter "S" (final phase, high level).

The sun wiill shine soon. Sergiy was sitting alone in the steppe, he was sad. He split up with his sister Svitlana. She said: "You are solitary, you are sad. Your sadness seems to be seizing your self-perception. Sergiy came to his senses, his sadness stepped away and his soul started singing. Sophia's slim silhouette smiled to his soul. Soon the sun will shine.

Alina R. Monophone with the letter "N" (baseline phase, low level)

Nestor never does nothing. He needs night to dive nearby. He has never needed it before.

Alina R. Monophone with the letter "N" (final phase, sufficient level)

Night nodded to us. A nice night. We spent the night nearby. Nestled near the nets. Naked nature at the nightfall. Nightjar noticed us and neared the nowhere. Non-pareil nothing... We were nourishing our nerves like naïve new-borns...

Iryna L. Monophone with the letter "M" (baseline phase, low level)

My mother is mad about making a trip along the mainland. Seeing marvelous Maldives. Magnificent Maldives.

Iryna L. Monophone with the letter "M" (final phase, high level)

My mother makes much of me. Maybe my moaning is misread?..

We might have masks, moan of marble miserableness... Maybe we are mastering this moaning, modelling millions of malicious melodies, misting, making mysterious modifications... Mopped up mood... Those making piece moribund.. Motherhood melted away...Misunderstanding? May be.... Make much of me, mom, make up my moaning...

As it is seen, at the baseline phase of the experiment composing monophones future educators made some stylistic mistakes, replacing the words with the letter of the monophone with the words with other letter, used conjunctions, pronouns, prepositions to connect words in a sentence. At the final phase of the experiment future educators of EG hardly made forementioned errors.

Iryna L. Writing linguistic work "Each sound speaks to me" (baseline phase, mid level)

"Each sound speaks to me"

Undoubtedly, I can say that sounds are integrant part of our life. Going to school we are surrounded by various sounds, since we live in the medium of air, not in emptiness. Each sound seems to speak to me - "This is me!". I don't imagine my life without sounds, the sounds of nature, music, singing, my children's, mother's, father's voices, because without sounds mankind would stay without any emotions.

Iryna L. Writing linguistic work "Each sound speaks to me" (final phase, high level)

"Each sound speaks to me"

Every living being has his shape, his appearance, his structure and his sound.

Even tiny snowflakes, dancing silently together with frosts coming start joyful creaking.

When the sun begins to warmen the ground, crackling snow turns into small streams which babble joyfully bringing us first news of spring. Together with these treams under gentle sun appear first uncertain spring flowers which echo the wind and start their song. Then various voices flowers join them. The voices of birds are heard in noisy crowns of trees. Various insects are buzzing above fragrant flowers. In the summer, cornfields are filled with full-voice rustling, each spike in this choir is a note of its own, its own sound.

And even when wind blows away the last leaves of autumn trees, they still speak to us, saying that everything in nature is harmonious and infinite.

The results of speech expressiveness according to semantic criterion are represented in Table 5.

TABLE 5. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO SEMANTIC CRITERION (IN %)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	110	22	25	5	95	19	85	17
Basic	240	48	95	19	220	44	225	45
Sufficient	95	19	155	31	100	20	105	21
High	55	11	225	45	85	17	85	17

As it is seen from Table 5, according to semantic criterion in EG the high level of speech expressiveness was reached by 45% of students (initial test -11%), sufficient -31% of future educators (initial test -19%), basic -19% (initial test -48%), the low level was represented by 5% of students (initial test -22%). In CG 17% of students were at the high level (initial test -17%), sufficient level -21% of future educators (initial test -20%), basic level -45% (initial test -44%), at the low level were 17 % of respondents (initial test -19%).

Students of EG at the final phase of the experiment showed not only knowledge of CSPOT, but also comprehension of their semantic and stylistic value, relevance of their use in spoken language and in professional and educational situations. Future educators of EG could explain pre-school children semantic meaning of a certain phraseological unit, selecting successfully with this purpose visual aids and verbal explanation. Using in speech phraseological units future educators of EG showed an interest in their use in speech and desire to apply them to professional speech situations with pre-school children. At the forming phase of the experiment future educators prepared presentations to explain the etymological and semantic meaning of phraseological units, proverbs, sayings, puzzles, and so on.

Comparative results of the level of future educators' speech expressiveness according to extra-linguistic and emotional criterion are represented in Table 6.

TABLE 6. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO EXTRA-LINGUISTIC AND EMOTIONAL CRITERION (IN %)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	110	22	40	8	100	20	70	14
Basic	230	46	100	20	235	47	250	50
Sufficient	85	17	255	51	100	20	110	22
High	75	15	105	21	65	13	70	14

As one can see from Table 6, according to extra-linguistic and emotional criterion the high level of speech expressiveness was reached by 21% of students (initial test -15%), sufficient -51% of future educators (initial test -17%), basic -20% (initial test -46%), the low level was still represented by 8% of students (initial test -22%). Future educators while working with CSPOT demonstrated an ability to use extralingual (non-verbal expressive means), concurrently rendering the contents of the work.

Some changes were observed in CG as well: the high level of speech expressiveness was reached by 14% of students (initial test -13%), basic -50% (initial test -47%), the low level was still represented by 14% of students (initial test -20%).

Comparative results of the level of future educators' speech expressiveness according to informational and communicational criterion are represented in Table 7.

TABLE 7. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO INFORMATIONAL AND COMMUNICATIONAL CRITERION (IN %)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	110	22	15	3	110	22	85	17
Basic	225	45	110	22	215	43	225	45
Sufficient	95	19	180	36	90	18	90	18
High	70	14	195	39	85	17	100	20

As Table 7 demonstrates, according to informational and communicational criterion in EG the high level of speech expressiveness was reached by 39% of students (initial test -14%), sufficient -36% of future educators (initial test -19%), basic -22% (initial test -45%), the low level was still represented by 3% of the respondents of the experimental group (initial test -22%). In CG 20% of students were at the high level (initial test -17%), sufficient level -18% of future educators (initial test -18%), basic level -45% (initial test -43%), at the low level were 17% of respondents (initial test -22%).

Students of EG demonstrated an ability to create presentations within the topic of CSPOT in different editors (Power Point, Google presentation, prezi - presentation, Open Office Impress, etc.); ability to use the prepared presentations in professional and speech activity with pre-school children; ability to organize independent work on the development of the expressiveness of one's own speech with the help of an electronic pedagogical portfolio. All students' presentations were placed on a specially designed website.

Comparative results of the level of future educators' speech expressiveness according to lingual and didactic criterion are represented in Table 8.

TABLE 8. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO LINGUAL AND DIDACTIC CRITERION (IN %)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	90	18	15	3	100	20	90	18
Basic	215	43	95	19	210	42	215	43
Sufficient	110	22	180	36	100	20	100	20
High	85	17	210	42	90	18	95	19

As Table 8 demonstrates, according to lingual and didactic criterion in EG the high level of speech expressiveness was reached by 42% of students (initial test -17%), sufficient -36% of future educators (initial test -22%), basic -19% (initial test -43%), the low level was still represented by 3% of the respondents of the experimental group (initial test -18%). In CG 19% of students were at the high level (initial test -18%), sufficient level -20% of future educators (initial test -20%), basic level -43% (initial test -42%), at the low level were 18 % of respondents (initial test -20%).

Comparative data of the levels of future educators' speech expressiveness of the baseline and forming phases of the experiment are given in Table 9.

TABLE 9. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO THE RESULTS OF FORMING EXPERIMENT

Groups	Levels Tests	Low	Basic	Sufficient	High
		(%)	(%)	(%)	(%)
EG	initial	21,6	44,8	19,9	13,8
	final	5,3	18,0	40,9	35,9
CG	initial	21,9	43,6	20,4	14,1
	final	16,9	45,8	21,0	16,4

As comparative data demonstrate, in EG the high level was reached by 35,9% of students (before -13,8%), sufficient -40,9% (before -19,9%), basic level was found at 18,0% (before -44,8%), the low level was represented by 5,3% of future educators (before -21,6 %). In CG 16,4 % of future educators were at the high level (before -14,1%), sufficient level 21,0-% (before -20,4%), basic level -45,8% (before -43,6%), at the low level were 16,9% of students (before -21,9%).

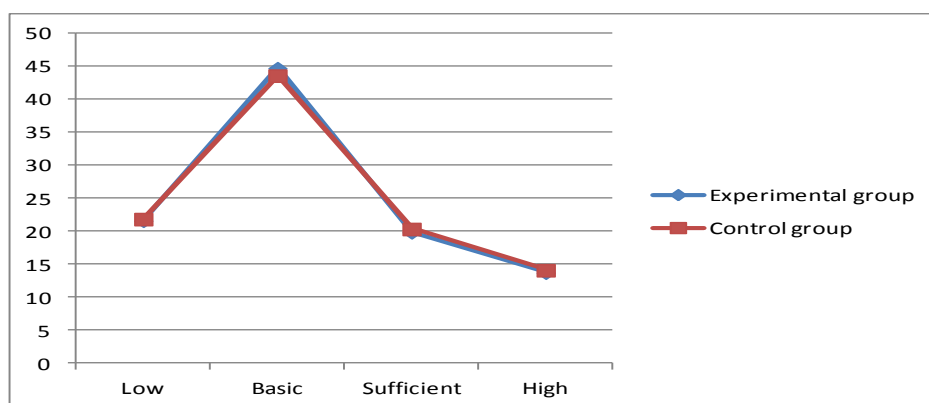


FIGURE 1. LEVELS OF THE EXPRESSIVENESS OF FUTURE EDUCATORS' SPEECH AT THE BASELINE PHASE OF THE EXPERIMENT

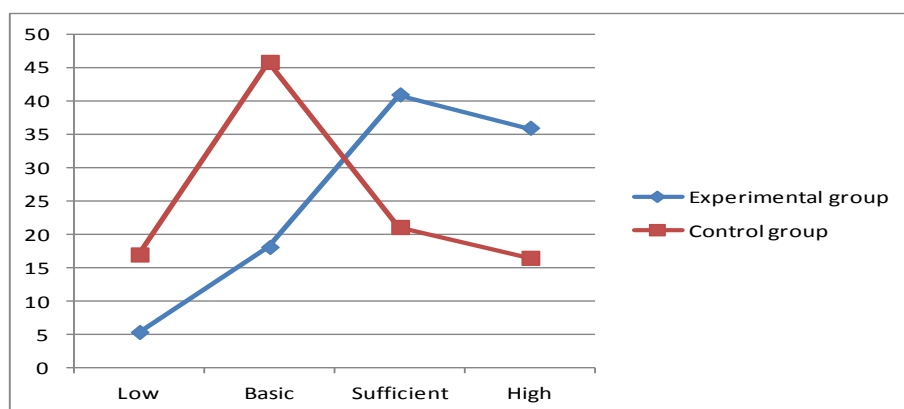


FIGURE 2. LEVELS OF THE EXPRESSIVENESS OF FUTURE EDUCATORS' SPEECH AT THE FORMING PHASE OF THE EXPERIMENT

As tables and pictures show, after forming experiment the results of the levels of the expressiveness of future nursery-school teachers have significantly changed. thus, in EG on the high level the results have increased by 22,1 % (in CG by 2,3 %), on the sufficient level they increased by 21% (in CG by 0,6%), on the basic level the results decreased by 26,8% (in control group they increased by 2,2%), on the low level the results decreased by 16,3% (in control group they decreased by 5%).

Discussions. Proposed in the study conceptual approaches (competency, synergistic, text-centred, linguistic and culturological, systemic and holistic), to the development of the expressiveness of future nursery-school teachers' speech haven't been reflected in scientific works so far. Scientific papers which were the theoretical background of our research cover primarily certain aspects of the above-mentioned problems (Markotenko, Prokopenko, Tkachuk, etc.) or expressiveness of speech of pre-school children (I.Mysan) and others.

Conclusion. Thus, the analysis of the dynamics of the levels of future EG and CG educators' speech expressiveness and achieved positive result in EG proved the efficiency and productivity of experimental technique of developing the expressiveness of their speech gave grounds to consider the suggested educational conditions to be optimal.

Recommendations. The results of the publication will be useful for high school teachers in teaching such disciplines as: "Pre-school linguodidactics", "Methods of the organization of artistic and speaking activity of pre-school children in nursery-schools", "Methods of acquaintance with Ukrainian ethnology in pre-school educational institution".

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REFORMING OF PUBLIC SERVICE SYSTEM IN UKRAINE: PROFESSIONAL AND MORAL ASPECTS

Abstract

The paper deal with features of change of public servants social role, their vocational training during an era of political and economic crises in Ukraine, in particular, need of efficiency increase of public authorities activity by improvement of public service systems in new conditions of democracy, economic and political competition and European integration. In conditions when the prestige of the power is urged to influence activity and behavior of people and social groups by means of legal and moral ethical standards, which are the main condition of civilized statehood formation and creation of personnel potential of experts for work in state bodies.

Keywords

professionalizing of officials, valuable reference points, motivation of work, reforming, personnel policy, vocational training

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Recently in Ukraine there are problems in both public service and system of public administration in general that reduced its efficiency and created obstacles for its further development. The numerous facts of corruption and bribery, bureaucratic red tape, opacity and uncertainty of administrative procedures, lack of transparent mechanism of revenues to public service, lack of real public control of budgetary funds use and imperfection of system of officials motivation did not promote improvement of administrative services quality. All these facts negatively influenced realization of the rights and freedoms guaranteed by the Constitution of Ukraine.

Reforming of public service of the country is caused by essentially modern tasks and functions. Changes in legislation are directed on reforming of public administration, creation of new constitutional and legal conditions for change of political and economic systems of society. In today's conditions public service has to be under construction on a scientific basis, considering a number of objective and subjective factors, national features and progressive experience of the developed countries.

On the one hand, the authority of the state in many respects is defined by ability of its management to solve external and internal problems, and on the other hand, the power has to be legal, democratic, socially oriented and under control to its people. Public service has to unite the state and civil society firmly. The future of the country in a certain degree depends on quality of public service - the main administrative and legal institute.

In conditions of public service reforming especially actual is a problem of professionalizing of experts. It is the defining condition of public activity, a steady sign of public progress. Possibility of rational influence on professional and personnel aspects which, in turn, define state of economy, social-cultural features of people's life depends on understanding of its essence, regularities and tendencies of development.

Today in conditions of the proceeding process of formation of Ukraine as a constitutional, democratic, social state, formation of highly professional, stable and optimum balanced personnel structure of public service capable to provide performance of functions and powers established by the legislation is one of the main tasks of the state personnel policy. The modern manager has to see the profession in all set of broad social communications, requirement given to it and its representatives, understand sense and specifics of professional activity, to be guided in a circle of professional tasks and to be ready to solve them in changeable social conditions. All necessary professional knowledge, skills, standards of behavior and valuable reference points, ideals and internal structures of the personality are formed in the course of professionalizing of a person (*Lapshina, 2005*)

Professionalizing and prestige of a profession - basis of reforms

Professionalizing in the wide social contents is understood as creation and development of public institutes, rules and norms connected with formation of professional structure of society. In narrow sense, process of professionalizing means formation of professional groups, which have specific interests and values, professional positions and roles. Professionalizing means ability and readiness of an individual to execute this or that professional role, i.e. it can be considered as complete continuous process of personal formation as an expert and professional (*Kikinyova, 2008*).

Professionalizing of public service covers all cycles of professional activity of a person, provides effective activity of public authorities. Scientists consider the most important institute of professionalizing the system of vocational training and postdegree education of public servants.

Basic value in the course of professionalizing of public sector is gained by structure of the state institutes, which has to include:

- formation of professional ideology, valuable reference points and behavior, symbols and rituals, moral code;
- communication network for professional knowledge development;
- allocation of the best models of professional activity and continuous process of professional education and preparation;
- actions for attraction in a profession;
- support of the state.

The key elements of professionalizing and development of public administration are creation and development of institutes of reflection and communication.

It should be noted that now, during the political crisis, the prestige of a public servant sharply fell. It is connected with the fact that the official should follow more and more requirements, while the motivational component weakens. Often fight against corruption turns into “witch-hunt”, and the law “About Clarification of the Power” contradicting provisions of the Venetian commission and other norms of international law gives a reason for revelry of so-called street democracy. Meanwhile, the motivation of labor in activity of the official has to play an important role.

The chairman of the Venetian commission Gianni Buchicchio expressed opinion that process of lustration should have been suspended and the relevant law should be completed.

Characterizing the law on lustration, he noted that it is “the bad law”, and the Venetian commission is very critical in estimates concerning to it. “But we came to the general opinion in discussions with your representatives, with the Minister of Justice and agreed to work together on its completion and reduction of the law in compliance with the European standards”, - he declared (*lb.ua*).

Very often we carry the term “professional” to public servants and officials of local government having a vast experience of long-term work in system of public sector, including experts of a retirement age, continuing work in various structures of Ukrainian

power. We can confidently note that the decision of the Verkhovna Rada did not add optimism, which approved the government bill No. 2211 in February, 2015, according to which they are deprived of the right to the state pension, if they continue working in the controlling structures. According to heads of the state, the measure is compelled, but the fact remains (*delo.ua*).

Professionalism of public servants can be defined as ability to find the most effective ways of implementation of tasks within the conferred powers considering conditions and real opportunities, to use professional technologies, which are applied in democratic society, to have constant motivation to work and be pleased by it, to reach good results in performance of professional duties, to adhere to the relevant ethical standards, to have and realize prospect of the future professional development and to aspire to it (Suray 2012: 55).

International experience: what is possible to use?

Reforming of public service demands new requirements to learning efficiency and full-fledged effective system of continuous professional development. Realization of this purpose is impossible without account and introduction in practice of the best foreign experience. Studying of features of public servants training in the developed countries is necessary for decision-making on modernization of the system in general.

Having studied the international experience of public service training, it is possible to allocate a number of general parameters for all countries. As a rule, the status of a public servant is fixed in the relevant legal documents. An indispensable condition for revenues to public service is existence of full basic education and special profile preparation (*Pronkin, 2005*). Besides, for increase of professional skills, public servant is obliged to attend various courses of retraining and pass training regularly. Despite of unconditional similarity of the main educational programs, there are considerable distinctions in the different countries that allow to claim about existence of several various approaches in the course of expert training. In creation of scientific system of training it is necessary to consider three main directions: Anglo-Saxon, French and American.

The founder of Anglo-Saxon approach to training of public service is Great Britain. However, further and the most significant contribution to its development was made by the German scientists. Today Anglo-Saxon approach is used in countries of Northern Europe - Denmark, the Netherlands, Norway and Sweden. Its feature is the legal dominant in the general system of training of public servants, basic legal education.

Increase of overall performance of officials is inseparably linked with development of interdisciplinary approach to formation of training programs focused on development in of system thinking, communicative skill, ability to work in team, independence and initiative. These criteria are taken as a basis in Great Britain, where in borders of reforming of public service system criteria of assessment of experts competence were developed that stimulates officials to continuous professional improvement, mastering new knowledge and innovations. It is characteristic that for preparation of this professional category Great Britain pays priority attention, the centralized program does not exist there (*Yashina, 2010*). The primary part of employees of an average and top management is trained in College of public service, where classes are given in the program of future heads training.

At the same time, there is a wide system of seminars and educational courses, organized by ministries and departments, which charters contain sections on responsibility for preparation of personnel structure. The content of training and the program of professional improvement of public servants are formed taking into account individual approach, specifics of functions and positions, which are held by officials. At all variety of forms and methods of training, general characteristic for them is theoretical training

in educational institution, preparation of the final project, acquisition of practical experience.

For the Ukrainian practice of managers training the example of Great Britain would be useful in the sense that accurate criteria of estimation of public servants competence could give positive incentive for increase of educational level and professional skills. Meanwhile, there are certain restrictions, which do not allow to use English experience for Ukrainian system of public service training.

First, it is pronounced decentralization of educational system and system of experts retraining. Besides, there is an accurate monitoring system of quality of the gained knowledge in Great Britain. Secondly, the powerful legal preparation distinguishing Anglo-Saxon approach from the others is based on a case law that considerably complicates approach of adaptation of training programs to realities of the Ukrainian legislation.

Anglo-Saxon approach is most brightly presented in Great Britain, however it is presented in Germany in a certain modification. To start public service there, the applicant is obliged to have special training. The look and activity of such preparation is established according to the level of office hierarchy (*Yashina, 2010*).

At the same time it should be noted that from now on traditions of training of highly qualified specialists on the basis of broad interdisciplinary approach revive at the German universities. Domination of legal disciplines that would be characteristic for Anglo-Saxon model, gives way to more balanced version of training programs.

German experience is partially used in the training program of Ukrainian experts of public service. Despite of it, domestic programs of masters training with this major have a number of shortcomings in comparison with Germans. First of all, it concerns practical preparation. As a rule, training of listeners of the master program is limited by the level of local authority that focuses them on training in a narrow framework and does not provide readiness for movements on a vertical and across.

Representatives of French approach to management of professional development of personnel resources of public service are France, Italy and Spain. The classical example is the French model, as it represents society of steady democratic traditions and plays the defining role in formation of modern government and legal institutions. Professionalism of administrative shots is defined as one of priorities of the country.

In France, today the system of vocational training of officials is created and it is effectively functioning, including the nationwide, intended for preparation of an administrative board, regional specialized educational institutions. It provides public servants with strong knowledge in the sphere of public administration, familiarizing with professional culture, ability of communicative skills both at the level of local administrations and with the population at the level of providing professional services that is especially important in modern conditions.

This system of preparation is adapted to the features of the centralized state system. In France, requirements to reception on public service and further career growth of experts are unified. Orientation of the personnel to the most various aspects of administrative activity in modern conditions is defining from development to realization of the state policy.

There are various forms of education in France: advanced training courses, training connected with advance of employees on a career ladder, improvement of vocational training taking into account the advanced scientific achievements, etc. Researchers of this perspective note that training of public servants in France - from receipt in educational institution to termination of service - has continuous character. It not only the possibility of social growth, but also the instrument of modernization of public service in interests of both employees and users of services (*Melnik, Konononko, 2012*).

Emphasizing characteristic signs of the French model, we note that the special attention has to be paid to practice of preparation for public servants introductory

competition. For Ukraine, it would give the chance to attract the best university graduates on public service. Schools of personnel reserve in our country do not provide such prospect so far. The possible implementation of training connected with the further career growth of experts deserves attention. Establishment of similar practice in Ukraine would allow to reduce the term of expert's adaptation at a new position, to increase his professional level.

American approach to management of professional development of personnel resources of public service is focused on the existing system of the higher education (there are more than two thousand universities, institutes and colleges in the USA). One or several general education colleges, the highest special departments and centers are the part of universities. Being engaged in development of problems of strategic character, having the state value, they train scientists and experts, whom would like to employ both private organizations and government bodies (*Vitko, 2009*).

The defining part in system of training of public servants is assigned to master educational programs, intended for those who has degree of the bachelor or its analog there, and are guided by receiving degree of the master of public administration. The contents of master programs include studying features of political processes system, legal system, sociological theories. The special form of masters training is a training course and master thesis, which is organized for employees of the top and average management of government bodies by universities having agreements with the American government.

Considering essential changes in objects of public administration, formation of institute of state and private partnership, introduction of forms of power, business and citizens interaction, in practice of preparation and professional development of public servants, officials of local government, it is expedient to apply the following elements of the American model in Ukraine:

- 1) In the Centers of training specialists, except educational activity and providing consulting services to give experts opportunity to get the methodological help and scientific support. By results of activity and an assessment of knowledge to establish the corresponding material remuneration.

- 2) To involve in teaching not only specialists of universities and local governments, but also specialists of private training organizations.

Each state has certain features of organization of managers training. In turn, there are certain distinctions in approaches to training of public servants as it was noted above. One of them work effectively only in specific political, social and economic conditions, others can be applied under certain conditions, and the third are unacceptable for Ukraine. Most of all our system suits the experience of France, Germany and Great Britain. In these countries standard signs of active and balanced system of training are approved. In each of them practice of continuous professional development is introduced, it is directed on search of the best motivation and increase of efficiency. At the same time, it is obvious that it is impossible to transfer mechanically the experience of these countries in the Ukrainian system. The transfer demands a certain judgment and adaptation.

Conclusion

In spite of the fact that from the moment of formation of Ukrainian institute public service considerable steps in the direction of professionalizing of management specialists were made, the state personnel providing this sphere does not correspond today to requirements of new democratic administrative political system and the European standards. In the conditions of the European integration, process of officials professionalizing at all levels has to include not only a complex of vocational training taking into account national features and respectively updating of personnel structure, but also raise of the prestige of public service based on high moral qualities of the official - a person and a citizen. Thus the state has to provide the high level of social protection based on stimulation of servants work and social guarantees including after retirement.

If the Ukrainian legislation forbids the official to be engaged in business activity and puts it in a strict moral and ethical framework, it has to give him a chance to earn money by fair means necessary for normal activity and realization of his material and spiritual needs.

Only then the Ukrainian public servant will be able to provide a sustainable development of the state and social institutes, stability and welfare of civil democratic society.

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DESIGN AND RESEARCH ACTIVITY OF LEARNERS: NEW IMPERATIVES

Abstract

Relevance of the studied problem is caused by change of educational priorities and imperatives with orientation to strengthening of independent creative work of learners. The purpose of paper is consideration of innovative models and approaches in organization and realization of design and research activity of learners. The leading approach to research of this problem is system approach in combination with theoretic-methodological strategy in the form of activity approach. The main results of the paper are the generalized treatments of research and design activity of learners; implication of these concepts in complex concept of design and research activity; consideration of specifics of introduction of a project method and technologies of multimedia in design and research activity of learners. The paper can be useful in development algorithms of work on projects of different types and organization of learners' researches.

Keywords

design activity; research activity; design and research activity; method of projects;
multimedia technologies

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Normative documents devoted to questions of modernization of the Russian education system note that the state comes back to education as the guarantor of quality of educational programs and services provided by both general education and professional educational institutions irrespective of organizational and legal forms.

Actual tendencies of development of domestic education testify that change of the existing didactic paradigm focused on traditional training due to change of forms and methods of training, its individualization, increase in a complex of the latest technical means with emphasis on active types of independent work of the trained is necessary. Design and research activity are such kinds of activity. Let's consider substantial filling of the following concepts.

Research activity is traditionally considered as educational activity, which is connected with the solution of a creative, research task by learners (in various areas of science) and assuming existence of the main stages, characteristic for scientific research, and such elements as practical technique of research of the chosen phenomenon, own experimental material, analysis of own data and conclusions following from it (Kuznetsov, 2013).

Design activity of learners is joint educational-informative, creative or game activity of learners with general target dominant, complex of methods and ways of activity, directed on achievement of general result of activity. An indispensable condition of design activity is existence of in advance developed ideas of the final product of activity, design stages (development of concept, definition of purposes and tasks of the project, available and optimum resources of activity, creation of plan, programs and organization of activities for implementation of the project) and implementation of the project, including its judgment and reflection of results of activity.

On the basis of identified general segments of research and design activity semantic filling of complex design-research activity can be defined the following way.

Design-research activity of learners is an educational technology, which assumes solution of research or creative task by a learner under the leadership of the expert during the technology scientific method of knowledge is realized (Shashenkova, 2010).

Problems of design-research activity are the following:

- creation of conditions for organization of learner's activity: definition and fixing of purposes and problems of forthcoming activity, choice of means of its realization and their application in practice, organization of interaction;
- creation of conditions for formation skills of independent getting of new knowledge, collecting necessary information, ability to make hypotheses, draw conclusions;
- formation of general educational skills, which are formed in design- research activity: reflexive and search (research) skills and abilities, skills to work in cooperation, administrative, communicative and presentation skills.

Educational activity of learners has difficult, multipurpose character. First, the main objective is formation of learners' competences, secondly, training of learners for future independent professional activity in situation, which he will meet after educational institution. Therefore, learner is necessary to design the content of future professional activity. Except development of design activity, it is necessary to reveal the knowledge, that necessary for realization of future activity. In this regard, design-research activity consists of analytical-research, cognitive activity in training, design, artificial-creative activity.

Purposes of research and design activity can be the following:

- 1) acquaintance to the principle of an integrated approach in creation of a creative product of design and research activity;
- 2) involvement of learners in active informative, creative process;
- 3) formation of abilities to present creative activity in form of presentation, defend the views about the choice of methods and materials necessary for implementation of creative plans;
- 4) activization and updating of gained knowledge;
- 5) development of abilities to think in the context of the studied subject, analyze and compare, draw own generalized conclusions, select and systematize the received material, review it, use information-communicative technologies during registration of total results of the conducted research, to represent results of research on public.

The project method is called the technology of the fourth generation realizing personal-activity approach in training. Design activity is caused by existence of the chosen ideas of the final product of activity, design stages and implementation of the project, including reflection of activity results. As design training is indirect, dominant of activity performance is not results, but the process. Learners become subjects of search activity that gives the chance to actualize their general competences (Yemelyanova, 2006).

Use of technology of design training focuses modern pupils not only on simple assimilation of knowledge, but also on ways of assimilation, samples and ways of thinking and activity, on development of informative activity and creative potential of each

trainee. Design-research activity resists to verbal methods and forms of transfer of ready information, monological verbal teaching, passivity of knowledge, skills and abilities, which are not realized in activity.

The technology of implementation of project provided three stages: preparatory, main and final. At each stage certain problems are solved, nature of learners and teacher's activity is defined (Lapp, Yarikova, 2009).

Preparatory stage:

1) representation of situations allowing to reveal one or several problems on the discussed subject;

2) promotion of hypotheses, solutions of the problem ("brain storm"), discussion and justification of each hypotheses;

3) discussion of methods to check the accepted hypotheses in small groups, possible sources of information to check the hypothesis; registration of results.

Main stage:

1) work in groups to search the facts and arguments confirming or disproving the hypothesis;

2) current analysis of project implementation and reached results (progress and failures).

Final stage:

1) presentation of projects (presentation of results);

2) assessment of results, identification of new problems.

The perspective direction in didactic aspect of design-research activity is use of technologies and means of multimedia. Now multimedia technology is one of the most dynamically developing and perspective directions of information computer technologies. The multimedia represents a complex of equipment and software means allowing to enter into computer, process, store, transfer and display such types of data as text, graphics, animation, digitized motionless images, video, sound, speech.

In the course of realization of design-research activity, digital cameras and video cameras, microphones and dictophones, projectors, computers can be used. During design activity the following problems are solved by multimedia:

1) educational, intellectual and personal problems;

2) improvement of abilities to work with computer technologies and digital equipment;

3) contribution to creative and social self-expression of learner's identity.

Organization of design-research work with multimedia technologies is possible when performing the following conditions: attraction of learners' to research-design activity; existence of complex hardware and program multimedia means; mastering of digital equipment (camera, video camera, dictophone, computer, projector), mastering of multimedia programs (for example: PowerPoint, PhotoImpression, Paint, Sound recording, mp3DirectCut, Movie Maker). In this case it is effective to use multimedia programs for working out practical actions and apply the service software allocated for reproduction of the gained knowledge.

By means of computer it is possible to provide information in various forms, such as images, scanned photos, drawings, maps and slides; voice sound recordings, sound effects and music; video, difficult video effects; animations and animation simulating.

Multimedia software is intended for working out skills and abilities of the optimum decisions, which learners have to make in their practical activities.

Use of multimedia in design-research activity reorients research work from the traditional purpose - assimilation of knowledge, acquisition of abilities, skills and experience of creative activity - on development of ability to self-government by own educational cognitive activity. In this process learners gain subjective experience and personal sense of studies, and a teacher creates for this purpose favorable conditions.

Technologies of multimedia allow integrating of different types of information in design and research activity comprehended and harmoniously.

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THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE SKILLS OF A FUTURE SPECIALIST

Abstract

The original theoretical position of this research is the analysis of the system of formation of foreign language professionally-oriented communicative competence in the process of learning a foreign language. Theoretically, the notion of such phenomenon is substantiated as the communicative approach, which is systematic and accelerated learning a foreign language as a means of communication in conditions of simulated classroom vocational activity. One of the pedagogical conditions of formation of the investigated phenomenon is context-situational approach.

Keywords

professionally-oriented communicative competence, communicative approach, category of communication, communicative exercises, context-situational approach

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Training of any specialist is in the process of activity, and the activity involves communication between those who exercise it, while communication is a means of formation of a specialist in a particular field, his/her culture in vocational education. When training in high school foreign language, we find the need to identify the essence of the concept of professional communication.

Initially, communication is a basic category of social psychology and is defined as the interaction of two or more people, consisting in the exchange of cognitive, emotional and evaluative information.

Antoine de Saint Exupéry called human interaction the biggest luxury in the world. But, according to V. A. Kan-Kalik, in one case - it is a luxury, another is a professional necessity.

In connection with changes in society, science and technology, constant attention should be given vocational training in various fields of science and production. Reflecting on professional education, it should be noted that its main goal is to train a qualified professional. It should be emphasized that in the process of professional preparation of future specialists the formation of their professional competence is of paramount importance.

The professional competence is understood as the set of professional knowledge, skills, and ways of implementation of professional activity.

Foreign and domestic researchers pay great attention to the problems of foreign language professional communicative competence of a specialist.

The concept of "communicative competence" was introduced by D. Hais and meant "correct use of language units of different levels in the infinitely varied situations" (Hais, 1996).

Professional communication as a special case of communication itself is a process of establishing and developing contacts between people, which is generated by the needs of the joint activity.

It should be noted that in Russian science there are also different views on the problem of professional communication. In Russian psychology there has always existed the idea of unity of fellowship and activities, because logically communication is real human relationships, suggesting that any forms of communication are specific forms of joint activity of people, because people communicate in a particular field and about it. Human activity and his communication with other individuals are also due to the existing social relations. Consequently, between communication and public relations there is interaction, which can be interpreted as follows: communication is the real work, the unfolding procedure, and public relations - the type of connection of its participants, which becomes the structure of society and forming in the process of practical communication between people stipulates it.

The formation of foreign language professionally-oriented communicative competence is specific in its content. Embracing the knowledge of foreign languages, attitudes towards professional orientation, perceptions, beliefs, feelings, attitudes and positions of an individual, it will be realized in professional activities, suggesting the use of forms and methods of training that are adequate to this type of activity and tasks of formation of foreign language professional communicative competence of a student. The formation of foreign language professionally-oriented communicative competence of a student is primarily realized in the learning process.

Foreign professionally-oriented communicative competence is meant as the ability of a person how to organize his/her foreign language activities adequate to situations of professionally-oriented communication (purpose, form, content, role relations, etc.).

The communicative approach is an implementation of such method of learning, which favours systematized and accelerated learning a foreign language as a means of communication in conditions of simulated classroom vocational communication. The communicative value in this case is manifested through the active involvement of the learners in problem solving for extraction from texts professionally and pragmatically meaningful information. Thus, one of the most important aspects in the process of training specialists in a foreign language is the use of professional subjects.

Teaching professionally-oriented communication in a foreign language with appropriate organizations can be used for the purpose of professional socialization of students. From the point of view of the mechanisms of realization the implementation of professionally-oriented communication in a foreign language is interpreted in the study as the process of establishing, maintaining and developing targeted direct or indirect contact between multilingual representatives of the same profession.

About thirty years ago for the first time B. G. Ananyev showed the importance of the category of communication among other determinants which define the development of the human psyche. In his later studies, the author emphasizes the idea that in his everyday existence a human has to do an infinite number of relations not only with the world of objects, but people as well. The author writes that the mechanism through which these relationships that a person has with the world of objects and the world of people are establishing and developing, is the activity - work, communication, teaching, game and its other kinds. Thus, distinguishing the communication from this series, the author emphasizes that the special and main characteristic of the communication activity is that it is through it man builds his relations with the surrounding world and other people (Ananyev, 2010).

According to Ananyev, communication is as social as it is individual phenomenon. Therefore, it is inseparably linked with the most important means of communication - language, individual expression and mechanism of which is speech.

It should be emphasized that the basic condition of the act of communication is participation of no less than two people in it. In addition, at least one of them must have a certain topic of conversation or idea. The indispensable condition of it is the knowledge

of language by communication partners, only then it will be a full communicative act. That is, as noted by B. G. Ananyev, to ensure that the communication took place, the presence of the subject, the addressee, a common language and a topic is necessary. But the presence of these components is not enough for realizing of a communicative act, because it is a very complex process of human interaction. In the communication process the communication partners are creating a text which is constructed according to certain linguistic laws. And the texts and their elements - sayings - can be varied depending on different causes.

According to N. I. Formanovskaya, in order to have any verbal communication a number of conditions is necessary, for which at this time many scholars are occupied, especially those who concerned with language because for successful language acquisition a speech situation should be modeled, which consists of the elements: who - what - where - when - why - what for (*Formanovskaya, 2009*).

Turning to the topic of foreign language communication, it should be noted that in order to motivate a verbal communication when teaching a foreign culture, from the very beginning you must first give students the opportunity to communicate.

Supporters of the communicative method put forward the proposition that communication should be taught only through communication, as it is one of the ways of realization of educational, cognitive and developmental learning objectives.

Therefore, one of the necessary conditions which are conducive to the formation of foreign language communicative skills of a specialist is training on the basis of communicative exercises. In this case problem-communicative exercises are particularly valuable to promote the interaction of students during their performance and develop their independence. The meaningful aspects of learning, giving the opportunity to use certain speech patterns, skills and abilities in different types of speech activity in simulated situations close to the realities of the country of studied language must be the leading aspects. In this case, direction of attention towards the sphere of interests of a student at the level of foreign language study in the selection of subject content learning will have a positive impact on the motivational sphere of his personality.

Discussing the types of speech activity at lessons of a foreign language (speaking, listening, reading, writing), it should be noted that teaching should be communicative oriented. All these kinds of speech activity should be presented in foreign language studies in the form of special communicative exercises (dialogues, monologues, writing formal and informal letters, dramatizing role-play situations, etc.). Academic texts also assume a set of communicative exercises. First of all, they must be authentic in nature, i.e. they must be the actual original texts created for the actual conditions. Exercise is interpreted in psychological and pedagogical dictionary as multiple performing of certain actions by students to develop and improve skills in the classroom. Therefore, based on this definition, the communicative exercise can be understood as the students' performance of certain repetitive actions aimed at the production (formation) of their communicative skills for their professional life.

Exercises that stimulate communicative skills of students should be corresponded to each phase of training. From the very first level of mastering the language and speech material exercises should have creative nature by means of special support for building student's own speech and understanding speech of others. With the help of these supports a student can focus on the content and not on the linguistic side of the statement. Thus, exercise should stimulate students on reproductive and productive levels.

On the basis of research of process of formation of oral speech skills V. L. Skalkin makes the following demands on communicative exercises. They must:

- tell students the information they can share;
- stimulate the production of connected speech based on life experience;
- be communicative in choosing material as well as procedure;

- be based on detailed and sufficiently learned material;
- involve the creation of one of the types of speech;
- provide natural speech behavior of students (*Skalkin, 2013*).

The scope and nature of the exercises depend on several factors such as the stage of learning, the level of proficiency of the learners, the nature of the studied material, etc.

The process of formation of professional communicative competence of a future specialist requires appropriate orientation of the entire educational process, when a foreign language is a necessary means of transferring knowledge and means of communication between a teacher and a student in simulated situations of professional communication. Therefore, one of the pedagogical conditions of formation of the investigated phenomenon is context-situational approach because, according to A. A. Verbitsky, context plays an important semantic role in all processes of the psyche, consciousness and activity (*Verbitsky, 1999*). A context is a system of internal and external conditions of behavior and human activity which affects the perception, understanding, and transformation of a specific situation by the subject to give meaning and significance to this situation as a whole and its components.

Speaking of context-situational approach to teaching professional communication and creation of the components of professional communicative competence of a future specialist, it is important to know that during the formation of the communicative skills it is necessary properly select the required information at all levels: linguistic, national, cultural, encyclopedic, and situational. In the process of language learning, learners should use wider units of communication than words, i.e. operate on "larger blocks which can be integrated and decreased "along the way", i.e. with respect to the context of the task". Cross-cultural material should be represented in vocabulary and lexical material is presented by means of phonetics and grammar, etc. This confirms the idea that communication can only be learned while talking in a dialogue, polylogue, instead of knowing only separate lexical units. It is impossible to learn the language of a foreign country regardless of cultural, material and spiritual realities and life of the country of the target language, without understanding the national, ethical peculiarities of its people. Familiarizing a student with the world of other people enriches him as a person and increases motivation in learning a foreign language.

It should be noted that the communicative function of human communication has its own specifics. On this basis, the researchers are of the opinion that communication is intersubjective process, in which there is not a simple movement of information, but at least an active exchange that produces a general sense. Every communicative act pursues some goal, whether it is a query or transfer of information or its exchange. Therefore, every act of communication combines communication with activity and vice versa. Joint activity of the people is impossible without communication. The influence of partners on each other is put into effect through communication in the process of activity and cognition. The effectiveness and efficiency of the act of communication are measured by the extent to which influence and interaction of communicating were realized (*Romanova, 1999*).

Summing up, it should be noted that communication training should meet the following requirements to the educational material, as cognition, personality orientation, the possibility of realization of the main functions of spoken language in communication, organization of material in the form of situational-thematic complexes, allowing to carry out speech activity beyond a single topic.

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FORMATION OF LANGUAGE AND SPEECH NORMS AT RUSSIAN LESSONS

Abstract

The paper deals with the question of language and speech norms at Russian lessons. The authors gives the forms of work organization, methodological and didactic principles of lexical and speech norms at Russian lessons.

Keywords

lexical and speech norms, information technologies, training of Russian, educational programs, interactive methods, modernization of Russian education

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The condition oft he modern Russian language (shaking of traditional literary norms, stylistic decrease of oral and written language, vulgarization of the household sphere of communication and other similar phenomena) concerns both language specialists and representatives of other sciences, whoose professional activity is connected with speech communication. Decrease in level of speech culture of different layers representatives of modern society is obvious and large-scaled phenomenon that there is a need of improvement of continuous language preparation at all steps of education, from initial to highest.

Ability to express thoughts accurately and clearly, speak competently, ability not only to draw attention with the speech, but also to influence on listeners, possession of speech culture peculiar characterize professional suitability of people of most professions: diplomats, lawyers, politicians, teachers of schools and higher education institutions, employees of radio and television, managers, journalists.

It is important to own speech culture to all, who is connected with people, who organizes and directs their work, conducts business negotiations, brings up, cares about health, renders to people various services.

Therefore the increased interest to problems of speech communication is caused now by the need of each person to realize the opportunities in professional sphere. In this case, speech can be considered as one of components of expert training. Ability to conduct conversation according to norms of speech culture both in business communication and life is an indicator of general culture of a person (*Golovin, 1990*).

The word "culture" (from lat. - cultura) literally means cultivation. It is something that "is processed", "cultivated" and descended to us by our predecessors. It is something that "is processed" and "cultivated", ground by us to transfer to the next generations (*Golovin, 1990*).

Nowadays one of main objectives of the Russian language subject at school is formation of lexical and speech abilities of pupils. Systematic and consecutive work of a teacher on formation of steady skills of speech culture is a paramount problem of training Russian. The correct speech is a pledge of successful professional activity in the future

therefore it is deeper both theoretically and practically, speech culture has to be studied in senior classes of school to train the competent expert. This problem is indisputable, especially considering the fact that after the course of secondary (full) education students pass the Unified state examination on Russian, which includes theoretical questions connected with various standards of language (including lexical - in part A tasks), and writing composition-essay in part C assumes complex possession of both lexical and grammatical standards of language. Therefore, theoretical knowledge of standards of literary language and steady and strong skills of their application in speech practice are necessary for all graduates of school.

It is unlikely somebody will argue with that the speech of a well-mannered person has to be above simple ability to speak in life. For this reason it is just necessary to start mastering literary language and its norms since the moment when full process of communication begins. Thus, the modern school has to prepare a person, who not only has knowledge, but also can use this knowledge in life, is able to work and solve problems in any situations, who masters the correct speech. Priority means for this purpose are speech culture and culture of communication (*Lvov, 2004*).

From our point of view, special attention has to be paid to work on observance of lexical standards of language, as the most problem norms for pupils (*Gorbachevich, 1989*).

The most important factor of formation steady skills of speech culture is following to language standards of literary language, which have to be perceived by its carriers as an "ideal" or a sample (*Mamushin, 2010*).

Subject of school studying is the modern Russian literary language. Literary language is the form of public language understood as exemplary form of a language, i.e. it functions depending on the sphere of human communication.

Norm is one of the main signs of literary language. Standard of language is the central concept of the theory of speech culture. At the same time it is one of the most difficult problems, which multidimensionality is defined by historical, cultural, sociological and actually linguistic facts.

Language norm is a uniform, model, conventional use of a language. Language norms are not invented by scientists. They reflect natural processes and phenomena occurring in language and are supported by speech practice. To define what grammatical forms can be considered as a norm, which use to limit and which to consider wrong, authors of dictionaries did enormous work, having studied the main sources of language norm functioning: works of classic and modern writers, analysis of language of mass media, standard of modern use, data of live and biographical polls, scientific researches of linguists (*Mamushin, 2010*).

Literary norm is a certain result in development of modern Russian. It differs in a number of important properties: it is uniform and obligatory for all speaking the language; it is conservative and directed on preservation of means and rules of their use, which are saved up in this society by previous generations. At the same time it is not static: first, it, is changeable in time; secondly, it provides dynamic interaction of different ways of language expression depending on communication conditions.

The uniform and obligatory character of a norm is shown by representatives of different social groups and groups making this society, who are obliged to adhere to traditional ways of language expression and to those rules and instructions, which are in grammars and dictionaries and which are the result of codification (*Tseitlin, 1982*).

Norm plays a filter role: it passes in literary use everything the most expressive, communicatively necessary and detains, eliminates all casual, functionally excessive. This selective and, at the same time, guarding function of norm, its conservatism is the undoubted benefit for the literary language as it serves as a link between cultures of different generations and different social groups of society.

Establishment and observance of norms help literary language to keep the integrity and all-clearness, protect it from dialecticisms, social, professional and colloquial lexicon. It allows literary language to execute the main cultural function.

Literary norm is obligatory for oral and written language. Observance of norms is a sign of speech culture of personality and society in general. It also caused the importance of activity of a teacher on formation steady skill of observance literary (in our case - lexical) standards of Russian (*Gorbachevich, 1989*).

The problem of teacher's activity on formation of steady skill of observance of speech (lexical) norms by pupils of the main comprehensive school in a technique of teaching Russian is not new. But it is still a little studied, though at modern school it is considered one of the most urgent. However, it should be noted that not only traditional methodological science is intensively developing now, but rather new direction of linguistics, psycholinguistics, studies reasons and mechanisms of lexical mistakes.

Knowledge of this type of mistakes, ability to classify them allow a teacher to build systematic work on their prevention and to carry out diagnostics during lexicon training and enrichment of pupil's vocabulary.

It is necessary to form ability to respect the rules of the modern Russian literary language at pupils that, certainly, will increase the level of their speech culture. First of all, efficiency of such work depends on professionalism of a teacher of language and literature.

However difficulty is in the lack of lesson time for working out of the exercises directed on formation of lexical norms skills. It complicates work of a teacher. In such conditions skills of lexical norms should be fulfilled in an individual order, to give special tasks to certain pupils. Also it is necessary to control as these tasks are performed.

For each school student the correct, standard, well developed and expressive speech is not only a mean of successful communication, but also the engine of intellectual development, tool of knowledge and self-education. And not only school progress of children, but also further successful socialization depend on the level of speech skills and abilities

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