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EDUCATION AND EDUCATIONAL RESEARCH

The section covers scientific topics in the full spectrum of education, including history, sociology and economy of education, educational policy, strategy and technologies. The category covers also pedagogy and special education.

AIMING AT ACADEMIC EXCELLENCE, OR LEARNING FOR EMPLOYMENT (A CASE STUDY OF A DOCTORAL SCHOOL)

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ABSTRACT

At present there is an animated discussion in the well-known universities offering doctoral (PhD) studies about the future of their graduates. What kind of a job should they be prepared for? Should PhD studies continue to develop the academic excellence of their graduates and thus to prepare them for an academic career? Or should the universities re-orientate their PhD study aims to preparing the students for employment in jobs outside academia? Should the PhD studies have a broad aim or be narrowly specialized? What is the most appropriate response to these questions in case of PhD studies in educational sciences? The authors of this article argue for retaining a high quality of academic and methodological approach, and developing the thinking and research skills of PhD students. On the other hand, they suggest that, at the same time, such focus of the PhD education should be combined with enhancing carefully selected generic skills that can be useful for the PhD graduates to be able to find (predominantly educational) jobs outside academia. The study presents a process of projecting a new doctoral school at the Faculty of Education, Matej Bel University in Slovakia, implementing a combined-aims approach in educational sciences.

Keywords: doctoral school, research, academy, university, employment

INTRODUCTION

Until 2005, doctoral study in Slovakia and other Central European countries was considered to be preparation of future scientists going to work in the relevant branch of science. In the last decade, the character and conditions of PhD studies have been radically changing under the influence of several global societal changes (especially in the job market). This changing external environment has influenced PhD curricula formation, fields and specialties offered, methods of teaching and modes of learning [1].

After the compulsory restructuration of university studies according to Bologna process (2005), the PhD study became the third level of university studies applying all rules of the European Credit Transfer System (ECTS). Instead of the scientific freedom to choose the pace of study, research and dissertation writing (dependent on each individual PhD student and PhD study programme - lasting from 3 to 9 years), right after 2005 all students had to accomplish their PhD study courses in 18 months, followed by one year for research and writing their thesis. Generally it can be said that, on the one hand, the PhD studies were innovated, but, on the other hand, they were devalued.

Therefore, it is not easy to answer the following questions: How should PhD students be prepared? What are they going to do after they graduate? Should PhD studies continue to develop the academic excellence of their graduates and thus prepare them for an academic career? Or should they re-orientate their aims towards learning for employment?

Before proposing a solution in response to these questions, we find it necessary to clarify the context that currently influences PhD studies around the world.

CURRENT MACRO-SOCIETAL CHALLENGES IMPACTING PHD STUDIES

Global societal changes have always had a significant impact on the development of education theory and practice. Let us mention some notable evidence of the impact of recent societal trends on the PhD level of education:

• The beginning of 21st century has witnessed a new phenomenon – industrialization of knowledge. Knowledge has become a commodity. Instead of its uniqueness, it is valued for its applicability and the potential of its financial benefit. There is a distinct emphasis on the transferability of scientific outputs to goods that can be monetized. University research topics as well as the decisions about the length of the research duration are based on pragmatically motivated fundraising via the calculation of quantitative "points". In-depth and multi-dimensional reflection of social reality, and long-term experimentation do not receive such support as before. Also publishing of research outcomes has to be subordinated to the economic requirements. In their publication activity, not only PhD supervisors, but also PhD students must meet the quantitative criteria. Because of the strict ECTS assessment and necessity to produce financial grants, they often have to publish outputs that might not be mature yet. Such societal attitude threatens the status of PhD studies and risks its devaluation.

• Under the influence of the Bologna process in Europe, the typical longer lasting (5-7 years) doctoral education developing scientific and research competences of individual students prior to 2005 was converted into time-limited PhD programmes (3-4 years for both full- and part-time studies). It might be too short time for accomplishing a serious study, research and publishing its outcomes.

• In many European countries, the numbers of students and graduates have become a major criterion in allocating funds to universities and, in sciences, emphasis is placed on fulfilling the research requirements of companies. Thus the number of PhD students has become crucial for a university's budget. The result of these persistent financial challenges at universities have given raise to the insistence on increasing the quantity of PhD students. Between the years 1998-2008, the number of PhD graduates in OECD countries rose by 40% to about 34,000, and thus "supply has outstripped demand" [2]. This growth of the number PhD students was not generated as a result of critical self-reflection in individual sciences (bottom-up), but by a top-down pressure from governments. The boom of ICT and digitalisation with its

overwhelming resources has enhanced the extended availability of PhD studies for wider groups of applicants.

• In several countries, the boom in PhD studies led to universities no longer being able to absorb their PhD graduates. The job market offers limited suitable job positions for them. It is necessary to recognise that "only a few graduates would work in academia" and "to train students in non-science skills as well as research" [3]. This is the case in several developed countries. In Japan, PhD graduates in science find it difficult "to obtain employment either in academia or industry … In the USA, too, there is concern regarding the oversupply of doctoral graduates, with individuals consequently unable to find jobs that suit their skills and qualifications"[4]. In Australia, only a quarter of PhD students are now entering the academic sphere "[5], [6]. In the UK the academic roles available are also scarce. Already in 2002, the Roberts Review pointed to „the need to consider employability and careers development of" … "PhD researchers in order to maximize the socio-economic impact of these highly qualified graduates" [7]. As a result of this challenge and also thanks to related financial grants, universities have made a joint effort to focus their PhD studies on development of generic skills and thus to prepare them for employment both in academia and in non-academic sectors [4], [8].

On the other hand, there are countries where there is still an unsatisfied jobs market for PhD graduates, e.g. Singapore, China, India, Brazil or Malaysia. Only a few countries seem to be "successfully tackling" the problem of finding the right balance in PhD graduates' preparation. For example Germany solved the oversupply problem by strengthening the skills training of PhD students and thus their preparation to be part of a wider workforce [2].

• Not only have the numbers of PhD students increased, but also the number of PhD. study programmes, based on the differentiation of sciences into sub-disciplines, increased. Each sub-discipline has to focus on its own research topics, which results in a) a separation and compartmentalisation of research instead of cooperation; and b) reducing the dissemination and implementation of research results into practice. Raising the level of fragmentation of research, narrowing its focus and losing a wider context, is relatively high risk - especially for social scientists.

• From the sociological point of view, the increasing emphasis of Generation Y on consuming life is evident in the changed motivations of young PhD. candidates. The choice of continuing in PhD study is a way of extending the carefree life of a student/ or a solution to indecision about what to do next after Masters study [2]. On the other hand, several countries report an increase in the numbers of PhD students who did not finish their studies. Frustration in young researchers, leaving academia early, may be also a result of their degraded view of the research meaning and ethics. It may be due to increasing requirements to publish research outcomes abroad, mainly in a foreign language (usually in English as the lingua franca). Another source of frustration for young PhD students might be the need to choose a specific thesis topic based on "hot" societal issues with no support from longitudinal social experiments. These are rather complex problems and potential PhD students might not be mature enough to solve them according to the expectations of the groups concerned.

These are just a few reasons why discussion about the nature of PhD studies has intensified in the last decade. The universities' dilemma about their future focus of PhD studies has reached transnational dimensions. Since in the future most probably PhD graduates objectively will not be able to succeed in finding a job position in academia, they have to be prepared to seek employment outside of the academic environment.

CURRENT DILEMMA: HOW TO TARGET A PHD STUDY?

With a certain amount of simplification, the dilemma that is evident in the current trends in PhD studies may be described as "a gradual move from an ivory-tower to an entrepreneurial model of higher education institutions" [1]. In other words, we are witnessing to a conflicting co-existence of two visions of PhD studies: an academic one and a pragmatic one [9].

The academic concept of PhD studies aims to create excellence in science and to spur its future development. According to this concept, PhD study is supposed to become a bridge between the academic and scientific spheres. It focuses on scientific knowledge and ways of obtaining it, as well as on the methodology of conducting specific research, on gaining the competence to teach at a university, on developing expert critical reflection, on working in scientific teams, on communication with other colleagues and on international research cooperation. A negative aspect in this so called "ivory-tower" model may be the theoretical focus of study detached from social reality, and, in particular, the risk of lack of preparedness of a PhD graduate for work outside the academia.

The pragmatic concept of PhD studies is based on competitiveness and applicability. It strives to prepare the future PhD graduate for employment – a career outside the academic sphere and flexibility within the labour market. Thus the curriculum of such PhD programmes includes training in generic skills (such as critical and creative thinking, communication, marketing, entrepreneurship, career planning, team work, peer- and self-assessment, etc.). The danger of this economic approach "in the name of applicability" then lies in the dominance by critical scientific-theoretical and philosophical thinking, in its orientation to pragmatic fragmentary goals with methodological strategies focused on an ulterior purpose. This is extremely damaging to the social sciences and humanities, as their research can only be achieved through critical reflection in multidimensional interdisciplinary contexts, also respecting the holistic approach in tertiary education.

What would be the most suitable solution to this dilemma in the case of educational sciences? We suggest that in case of educational sciences a certain combination of both approaches is necessary. It is not possible to omit the academic aim of preparing PhD students for high-quality scientific research and university teaching. At the same time, a group of carefully selected generic skills has to simultaneously prepare a PhD graduate for other potential futures - particularly educational jobs (project design, presentation skills, creating and implementing innovative educational programmes) outside academia. If applicable, this can be best achieved in cooperation with various other institutions, businesses and companies. One of the examples of such PhD

schools, promoting "the continuous development of postgraduate communities by offering a highly developed series of research training courses as well as specialist training in skills development" is the Graduate School for the College of Social Sciences at the University of Glasgow (https://www.gla.ac.uk/colleges/socialsciences/graduateschool/).

A MICRO-LEVEL SOLUTION: A PHD SCHOOL IN SLOVAKIA

In several countries the model of a doctoral school or PhD training centre seems to best fulfil the requirements to provide for development of methodological knowledge, research skills as well as for training generic skills (via extra courses/activities offered to PhD students besides regular courses involved in their PhD curriculum).

So, after analysing the above-mentioned societal situation, the team of researchers from the Faculty of Education at Matej Bel University (MBU) in Banská Bystrica, Slovakia, decided to prepare a project for a new PhD school that would respond to the societal requirements, as well as to the needs of PhD students on the micro-level of a university.

Needs analysis

In her 2018 research, Šukolová [10] investigated the needs of PhD students as well as PhD supervisors. As the Diagram No 1 shows, she identified several overlapping needs of the two responding groups.
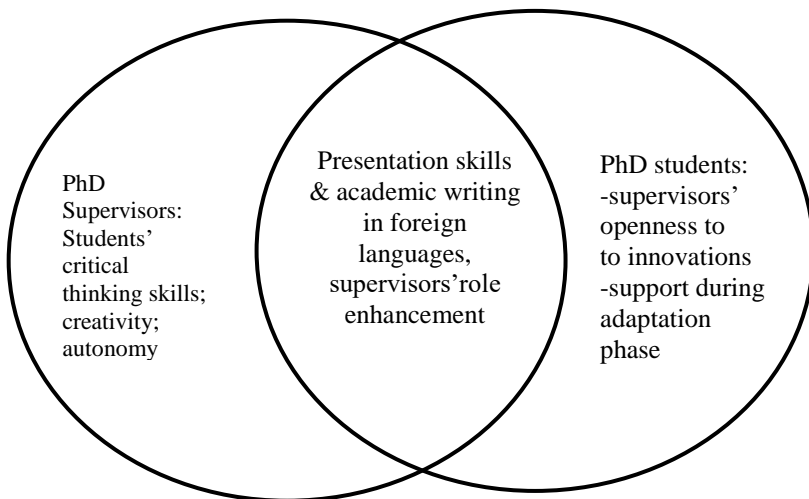
Diagram No 1: The overlap of the needs of PhD students & supervisors (Šukolová, 2018)

Both PhD students (22) and PhD supervisors (16) highlighted the importance of enhancing the supervisor's role at all levels of university studies. Both groups also expressed their awareness of the need to raise the level of their own academic

writing skills and presentation skills, especially in foreign languages. In addition they mentioned the need for a common communication platform and methodological support (in the area of data analysis). Among the typical needs of PhD students were their requirements related to their supervisors (students would expect their supervisors' wider and more open approach towards their potential innovations and initiatives). They also expressed a need for more intensive supervisor support during their adaptation phase in their PhD study. The students would also appreciate being more effectively involved into research projects at MBU. On the other hand, PhD supervisors would prefer more autonomous, creative PhD with higher critical thinking skills.

A doctoral school design and its implementation

Comparing the extrinsic societal expectations and intrinsic institutional and individual needs of PhD students and PhD supervisors, the discrepancies were identified and the aims of a new doctoral school for educational sciences at MBU were formulated in 2017-2018. Generic skills training has been planned in targeted workshops and also via activities that would be organised by PhD students (publications forum, conference, syllabus, online platform, simulated grant competition, project design, peer review, presentation of projects and research results during discussions). They will enable them to acquire a whole range of practical experience and a wealth of feedback. There will also be lectures by experts from different departments and from abroad. The curriculum also includes psychological counselling and electronic support for modules in PhD studies. For the qualitative development of PhD studies, it is also necessary to facilitate the skills development for PhD supervisors (e.g. their competence to lead, provide mentoring and supervision, giving feedback, etc.). Cooperation with PhD supervisors is another crucial element in achieving the highly complex project aims.

The school has been designated as a research incubator using various innovative methods of teaching and supporting the development of selected competences of PhD students (particularly via an online platform and electronic courses).The implementation phase of the project is currently underway, which involves several training activities within the research incubator, as well as the supportive activities for PhD supervisors.

The summative evaluation of the project will be undertaken via qualitative research based on the product analysis method (self-reflection of a PhD students' journal) as well as on the longitudinal quantitative analysis of PhD students' products – their outcomes from the doctoral school training courses (such as projects, publications, reviews).

Meanwhile, simultaneously with the implementation of the doctoral school project, continuous evaluation of the project is being carried out. It consists of research activities focused on preliminary verification of the effectiveness of the implemented educational and training activities.

Preliminary feedback

Although the project is still in the first year of its implementation, we asked the PhD students, studying in all three grades, to reflect on how their

competence needs and expectations needs had been fulfilled so far via their PhD study. In their interviews, they had to respond to one question only, about which skills/competences their PhD study had enhanced so far. Generally, the respondents appreciated enhancing their specific cognitive skills, learning new information, theories, ways to apply theory into practice, getting to know important scientific personalities. The first year of their study was considered to be the least practice-oriented, the last one the most practical.

Almost all (12) out of the 14 respondents think their study prepared them predominantly for the profession of a researcher and/or university teacher. Their comments about their raised research competence included methodological skills, how to carry out a high quality research, but also how to search out new information, how to write a study and publish it abroad. The PhD students consider that they have acquired new teaching competencies, including the ability to prepare a course curriculum, to organise it, to manage student activities and to assess them: "I learnt how to teach about current, hot educational topics (e.g. global education or multiculturalism) in such a way to influence my students so that they may bring positive change into school practice. I learnt how to use effectively new technologies and functionalities in my teaching."

Half of the students (representing all three grades) believe their PhD study has enhanced their generic (soft) skills. They appreciated activities of the new doctoral school as, according to their opinion, these evidently helped them to improve their ability to write and participate in research projects. Their time abroad challenged them to leave their "comfortable zone" and to become more flexible. They also appreciate the increase in their general communication skills (public speaking, seminar management), especially in foreign languages, but also presentation skills, organisational and managerial skills (e.g. organising conferences or workshops) and self-management skills. One doctorate student appreciated acquiring practical skills, preparing her for the profession she studied in her M.A. studies. But at the same time she expressed her concern about limited opportunities to apply for job outside academia, saying that she would be considered "over-qualified" if she applied to become a teacher at a lower level of school.

These answers suggest that, although we are only in the beginning of the establishment of the doctoral school, its principles have actually penetrated the PhD studies at MBU and at least half of the current PhD students have become aware and appreciative of the acquired set not only of academic, but also of generic (transversal) competences.

CONCLUSION

Future educational and research activities of universities are directly dependent on PhD students as the carriers of research innovations and creativity. On the other hand, "growing unemployment rates among tertiary graduates in many European countries demand a clear response from the higher education institutions. Recently, we have observed a growth of attention given to the issues of over-qualification, over-education and mismatch, particularly at the tertiary level" [1]. Therefore, the need to raise not only the demands, but also the attention and professional, methodological as well as human support to PhD students is very urgent and

requires a reform of PhD studies. As the long-standing experience of universities in Western Europe shows, a doctoral school is an effective way to cope with these tasks and it is therefore worth trying to do it.

Both the needs analysis and the preliminary feedback on the start of the above-described doctoral school confirm that the decision to create a doctoral school in Slovakia, tailor-made to the specific needs of PhD students in educational sciences, was a reasonable decision and an essential step both for the university departments as well as for enabling their PhD graduates to find their future employment. Even the first round of feedback indicated the really positive impact of this project which has focused on enhancing research and scientific skills - combined with development of transferable skills - of PhD students.

ACKNOWLEDGEMENTS

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APPLICATION OF ADAPTIVE COMPUTER TESTING AS A MEANS OF INTERACTIVE LEARNING FOR BUILDING AN INDIVIDUAL EDUCATIONAL TRAJECTORY OF A STUDENT

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ABSTRACT

Building the process of education effectively and qualitatively taking into account educational needs and students' individual characteristics is possible by developing of the special technics of education, in terms of which a student not only will repeat the actions of a teacher but first of all will use different interactive and adaptive educational technologies.

The modern computer technologies because of high crucible carrier size and high processing speed allow to enlarge the borders of materials used in an educational process because of highly developed ways of analysis of a dialogue with a user and considerably adopt transfer of knowledge to a concrete learner.

The teaching technique of computer testing suggests realization of new approaches to a building of teaching courses by special organization of information block of a discipline in the form of sections and modules, structuring of test materials due to the module division in accordance with information structure of learning material, division of module testing material into the groups of test questions and tasks in keeping with the content and arrangement of groups in order of difficulty of testing materials, appliance of consistent approach allowing to realize several sorts of adaptiveness while testing students' knowledge.

We offered the consistent approach, allowing to realize practically several types of adaptiveness while estimating knowledge by computer testing.

1. The changing of strategy of examination depending on the student's answers, legalized by means of special structure of examining algorithm.
2. Testing on assignment, which is divided into the training, realized independently for the estimation of knowledge by a student himself, and control, realized under the supervision of a teacher for the objective estimation of real knowledge, and progress check and final check are important and particular case.
3. Testing on profoundness of the examination – to the examination level.
4. The testing by volume of the checked material subdivided depending on material volume (the module, the section or several sections (progress check), all discipline (final check).

The given possibilities are provided with the organization of the information and testing material for subsections of a course and are considered in the testing algorithms.

The offered approach maximally takes into account essential characteristics of computer process of an examination and allows to build an individual path of training students by using various interactive means.

Keywords: interactive teaching technics, adaptation, computer testing, testing algorithm

INTRODUCTION

The using of adaptive computer testing as a way of interactive learning for building an individual educational trajectory of a student. There is a principle of comprehensive registration the individual features of the students and the fullest satisfaction of their educational needs is based on the construction of a modern effective educational process. The realization of such learning process is possible thanks to the way of introduction of the special methods based on using the interactive and adaptive learning technologies.

The modern information technologies make it possible to use resources which linked with the educational processes, and widen the possibilities of materials used in the learning process, also due to the fact that developed methods of analyzing the dialogue with the user, and substantially give the opportunity to adapt the transfer of individual knowledge to a particular student [2].

A wide using of testing in Western countries associated with the definition of professional suitability and skill level was due to a number of reasons [5], [6], [7]:

• a business interest to the maximum effective using of human resources;
• the aspiration to reward a talent regardless of its social background;
• the need of Americans in national standards, the desire of society to maximize the return on each of his abilities and the availability of methods to identify these abilities.

The classical testology of foreign countries is based on the following basic postulates:

• human abilities are inborn and therefore, practically, unchanged (exactly this statement led to a comparison of abilities with the level of knowledge);
• a high level of abilities is rare and the ability of people is distributed in accordance with the law of Gauss;
• ignoring the qualitative development of a person - both mental and psychical, understanding the differences in the abilities of people to quantitative indicators;
• the principle "decided - did not decide" namely control is subject to only to the final result of the intellectual activity when task execution is not diagnosed and not considered [4].

Of course, there is a modern trend, which puts in doubt the basic approaches to testing, there is a rethinking of the role of education in the development of human abilities;

For the period from the early 90s of the 20th century to the present time, there has been a branch of science in Russia - the theory of pedagogical measurements, which has its own methodology, methods, instrument for developing and implementing qualitative pedagogical tests, magazines, innovative works, collections of materials on test subjects are published.

Modern Russian testology develops in several directions:

- theoretical and methodological foundations of the testology are considered by such scientists as V.S. Avanesov, A.V. Abramova, M.S. Bershtein, M.I. Pobedovy and the others;
- a place of testology in the system of pedagogical sciences - B.P. Bittinas, L.I. Nataeva, I.I. Tikhonov and the others;
- the questions of the typology of test tasks are studied by V.S. Avanesov, V.P. Bespalko, D.S. Gorbatov and the others;
- the features of psychological testing are studied by A. Anastasi, G.S. Kovaleva, V. Kline and the others.
- Computers have been widely used in testing since the beginning of the 21st century. There is a whole direction in pedagogical research - computer testing, which has a number of undeniable advantages over traditional testing, namely [3]:
- it's an opportunity to use more different types of visibility (audio and video fragments, diagrams, drawings, computer models, etc.);
- the computer more than the presence of the experimenter, motivate the examinee on its own, and at the end the diagnostic value of the results are higher;
- the influence of the personality features of the experimenter and random behavioral factors are reduced;
- it becomes possible to compare the experimental facts, obtained by different researchers;
- any complicated information is automated, it is possible to get quickly comparable results from large block of information, to save and compare it's;
- it is enough easy to combine the functions of diagnostics and correction of knowledge in training systems;
- there is an opportunity to use such forms as imitation exercises, the analysis of situation , action tests which are associated with simulators;
- the opportunity to include the psychodiagnostics elements, attitudes, feelings, impressions, influence of cognitive styles in the testing sphere;
- the opportunity to use an adaptive testing strategy when the research strategy changes depending on the results obtained previously.

Besides this, computer testing allows you to save material resources, which usually are spent on the production of blank tests. With its help, you can improve information security by protecting electronic files, increase the range of measured skills and abilities, using a variety of computer capabilities - interactivity,

multimedia, etc. Students are usually have a positive attitude to computer testing, noting the convenience of quickly obtaining test results and the absence of various forms that need to be filled, it is enough to choose the answer with the mouse button, the innovative nature of control, a more accurate mark of knowledge and skills. But, at the same time, it is indicated a number of inconveniences, for example, that often there is a fixed order of the task, strictly limited time for each task after which the computer itself passes to the next task, regardless of the testee's desire, sometimes it is not possible to look through the test at the beginning of work with it, change the answers to the previous task, pass the task, and also there are difficulties in writing mathematical calculations.

It should be attributed to attention the fact in computer testing, that it's necessary to account for the different level of computer skills among the students, because it influences on the validity of the test results. It's usually practice to include training exercises, instructions, in advance introduce students to the interface, do the repetition testing to reduce the influence of this indicator on the test results.

Hardware or computer tests have a number of significant differences from the traditional tests, in particular they can be classified by the degree of automation for:

- automated - are held by the teacher using computer facilities
- automatic - are held using computer facilities

Computer testing can be in various forms.

1. The test is entered in a special sheath that allows you to display the task on the computer screen, evaluate the results of the task, generate a table of test results, process the results.
2. Testing with the help of automated generation of variants of the test options, which is done with the using of tools. The variants of tests are formed from a bank of calibrated test tasks before testing or directly during the testing procedure.
3. Computer adaptive testing is based on the principle that the student does not have the sense to give tasks that he will surely do without any difficulties or vice versa, he will not do because a high degree of difficulty, so the computer chooses a test task depending on the previous answer of the person who solves its test.

Test tasks that use the possibilities of computer testing are the most perspective direction in the development of pedagogical measurements because of the increase in the content validity and the great potential of such tasks for increasing the informativeness of pedagogical measurements. Using tests tasks, it is possible to much wide the range of assessment of knowledge, skills, and various indicators of mental activity that cannot always reveal traditional blank testing: the level of analytical and synthetic activity of the student, the flexibility of the cogitative process, the speed of generalization of information, etc.

It is possible to include visual information here when develop test tasks for computer testing - realistic nature (cinema, photo) and synthesized nature (animation, drawings), which introduces dynamics in the performance of the

test, as well as audio information requiring a voice answer. Nevertheless, it is necessary to take into consideration the fact that the variety of sound and visual images during testing makes the students get tired, which requires a shortening of the length of test.

It has a number of features and a system for calculating final marks. If the interactive and multimedia technologies were not included there the calculation is made in the traditional way - summing up the points for each task. In case if the test uses modern multimedia and interactive technologies, it leads to the need to assess a number of different skills - creative, communicative, and subject-specific, which requires polygamous evaluations. Such a verification requires a more complicated automation process, the need to "training" a computer program to evaluate any detailed answers.

The creation of structure of knowledge is a separate problem, when the general concepts and objectives of the course are formulated in the early stage of training, and the objects are built in the next phases, the tasks of the discipline are studied. When the material is considered this structure is always followed, however, this condition is not always taken into consideration. A typical situation is a chaotic mixture of test tasks that refers to the different phases of learning.

From the point of view of the creation a rational structure of knowledge, it is necessary not only to correctly define the structure of single tests, but also the structure of all the mass of test tasks. It is possible to divide large parts (sections) into parts for more convenient organization of computer testing of educational material that will differ from ordinary section.

APPROACH

We used the method of analysis of literature and Internet sources on philosophical, social and psychological issues such testology and computer testing, as well as the study and synthesis of psychological and educational experience; pedagogical experiments to approbation of methodology of adaptive computer testing.

BUILDING AN INDIVIDUAL EDUCATIONAL TRAJECTORY OF A STUDENT ON THE BASIS OF APPLYING THE ADAPTIVE COMPUTER TESTING

The methodology of adaptive computer testing offers the realization a new methods to the design of educational disciplines thanks to the special organization of the information block of discipline in the form of sections and modules, the structuring of test materials based on modular breakdown in accordance with the information structure of the educational material, the separation of the modular test material into groups of test questions and tasks in accordance with their content and ordering of groups by the degree of complexity of test materials, using a single method which allows to realize the several types of adaptability in testing students' knowledge.

It was created the invisible way by the authors, which helps to realize in practice several types of adaptability in the diagnosis of students' knowledge by computer testing.

1. Adaptability, which is related to the interview strategy depending on the student's answer- it's a traditional way of adaptability, it can be realized thanks to the construction of a special structure of the interview algorithm.
2. Adaptability in depending on the purpose of testing - is divided into:
a) educational, which is carried out individually to assess knowledge by the students themselves,
b) control, which is carried out under the supervision of a teacher for an objective assessment of the real level of knowledge, midterm and final control are important special events.
3. Adaptability which is associated with the depth of the interview (the level of knowledge testing) - is possible one-level, two-level and three-level - by the number of groups of test tasks.
4. Adaptability which is associated with the structuring of the volume of the test's material (at the level of a subsection (module), section or several sections and at the level of the material of the whole discipline) - these opportunities are provided by the organization of information and testing material on the sub-sections of the course and are taken into consideration in the testing algorithms.

A method that has been offered takes into consideration the maximum level all essential characteristics of the computer knowledge verification process and allows you to build an individual trajectory of student learning using various interactive tools.

If it's possible, while you create a computer training systems, it is necessary not only to copy the actions of the teacher, but also to introduce new adaptive methods that are realized only with the help of computer systems. The most convenient form of single tests for computer knowledge testing are tasks with one correct answer. To construct an adaptive algorithm for testing knowledge, along with the approach adopted in the theory of modeling and parameterization of pedagogical tests (Item Response Theory), it is suggested to use the following ways: to present all testing process as a series of steps consisting of single test tasks logically connected to each other or independent from each other. At this stage, the all strategy is unchanged. The transition between the steps is based on the results of the answer to the tasks. Thus, at every step of the test, the automated system must do two main functions:

1. the mark of the student's actions at this step (answers to single test questions) is an evaluation function,
2. the transition to the next step (determining the number of tests on it, its content, etc.) is a control function.

The verification of the knowledge of each individual student is necessary both for all forms of individual training and for group training. Examine the possibilities of adapting computer knowledge control for these types of verification.

For individual verification, it was offered to introduce a two-level adaptation of the knowledge control process:

1. adaptive evaluation of the results of each single alternative test given to the student,
2. adaptive construction of the entire testing process, taking into account the composition of test materials and the correctness of these responses.

Consider the first level of adaptation.

A general formula for estimating the results of a single test is proposed. It has a multiplicative structure that contains the R+ - basic component of the assessment, and R- - the penal component of the assessment.

$$R = R (\{V\}, N, \{P\}) = R+(\{V\}, N) \times R\text{-}(N, \{P\}) \tag{1}$$

R - the final evaluation of the student's response to the test task,

R+ ({V}, N) - the basic component of the assessment, the valuation function,

R- (N, {P}) - the penalty component of the evaluation, which reduces it.

{V} - information received from the student (one or more options for the correct answer),

N is the number of answer options,

{P} is a penalty function.

We define the basic estimate R+ of the answer to the test task.

We will understand by the basic evaluation of the answer the "pure" numerical characteristic of the answer, which estimates only its truth - proximity to the correct answer variant.

The classical way (logical evaluation):

$$R = \begin{cases} 0\text{- if the answer is wrong (incorrect)} \\ 1 \text{ - if the answer is right (correct)} \end{cases}$$

The suggested way (real valuation): $R \in [0,1]$.

In the classical version, the answer "yes-no" is actually a logical value. It is more convenient for the teacher, but, at the same time, it is much more simplified than the material estimate and does not allow you to subtly assess the various nuances in the verification of knowledge. This shortcoming is intended to eliminate the proposed continuous real valuation.

{V} – the information received from the student (plurality of possible answers).

The classical way.

The plurality {V} must contain one answer.

The offered way.

The student can indicate several possible options for the correct answer $\{V\}$, which, in his opinion, include the correct answer to Vist. The transition to the multiple response allows more flexible take into account the level of knowledge, taking into account their temporary forgetting, the psychological factors of the examination situation. In this case, the basic component of the estimate R+ ($\{V\}$, N) is suggested to be performed using the following relationship:

$$R = \begin{cases} 0, \text{if } |V| = 0 \text{ or Vist} \notin \{V\}; \\ R(|V|), \text{Vist} \in \{V\}, |V| > 0. \end{cases} \qquad (2)$$

The evaluation function R+ ($\{V\}$, N) in formula (2), means an estimate that is made when there is a correct answer in the group of $|V|$.

Linear, quadratic and cubic dependences were investigated during constructing the function R ($|V|$). The best results are given by cubic dependence. It is represented by the formula (3):

$$R^+(X, N) = (N - V)^2[(-N^3 + 9N^2 - 21N + 15).(N - V) + (N^2 - 6N + 7)] / [2(N-1)^2(N-2)^2] \qquad (3)$$

The verification of the formula for practically significant values of $N = 3\square10$ (the number of variants of the answer) showed that the monotonicity of the estimation function is provided only at $N = 3,4,5,6$. However, the using of increased values of N for computer testing systems is irrational due to an increase in the total time spent on testing knowledge. As practice shows, the optimal value is $N = 5$. With it, on the one hand there is a small positive estimate with random guessing of the answers (0.2). On the other hand, the number of answer options is not too large and does not do the testing process long. At the modern level of information technology development, it is possible to effectively track only the r time of answer. To calculate the optimal response time of the Topt (N) was suggested to use the formula (4).

$$\text{Topt (N)} = T_{answer} + N.T_{question}, \qquad (4)$$

where T_{answer} is the time for evaluating the correct answer to the test question, $T_{question}$ - the time for evaluating one answer option.

The values of T_{answer} and $T_{question}$ should be determined, based on complexity of the questions. To construct a penalty function for $\{P\} = T$, it was offered:

1. to accept the waiting time limit equal to three times the maximum response time;
2. linear decrease of the penalty function R- (N, {P}) from 1 (where T= T opt (N)) to 0 (where $T = 3T_{opt}$ (N));
3. for T> 3T $_{opt}$ (N), the quantity R- (N, {P}) = 0, i.e. a very high time of waiting for a response about the use of unacceptable sources to respond to the test.

In the analytical form, we have the piecewise linear dependence which is represented by the formula (5)

$$R^-\left(N,\{P\}\right) = \begin{cases} 1, \text{ if } T \le T_{opt}\,; \\ 0{,}5(3 \text{ - } T/T_{opt}), \text{ if } Topt < T \le 3Topt \\ 0, \text{ if } T > 3Topt. \end{cases}$$

Thus, it was defined a number of formal features, according to which it is possible to effectively adapt a single alternative test and was given the corresponding mathematical model of the test, for which it is possible to implement a software implementation.

Let's consider the second level of adaptation [1].

The following structure of the main materials on the academic discipline was offered for practically implement various types of adaptability in the submission and control of knowledge: the informational block consists of 3 - 5 sections, and each section consists of 3 - 5 subsections - modules. As electronic training materials are always built on the basis of a literary presentation of the material, it were offered the following actions to highlight modules and sections:

1. to take one paragraph as a module, which have an independent meaningful or several consecutive paragraphs containing a common meaningful content;
2. one section is placed in the information area, in which the completed part of the studied discipline or several interdependent consecutive chapter is fully revealed.

The testing block is consists of structured test tasks for all course modules. Each module, in accordance with part of its content, is suggested to highlight the following groups of test questions and tasks that for each specific subsection should be arranged in order of increasing complexity: basic interview, theoretical questions of a high complexity, standard tasks for the material passed.

It was offered a unification of content and test materials which gives as opportunity to break the study of the material and effective control of its assimilation into separate finished parts. Each group of testing materials is divided and contains a set of 20-30 questions or tasks. This method of the structuring test's materials allows in a computerized version to implement a step-by-step increase in the complexity of verification tasks. These opportunities are provided by the organization of information and testing material on the sub-sections of the course and are taken into account in the testing algorithms.

As the generating polling tree that realized the polling algorithm with the minimum number of single tests, we will take the structure which is shown in Figure 1.

The generating tree is built on the basis of rules.

If there are all the basic answers are incorrect, the final evaluation is 0 points (the leftmost top in the upper tier), the poll stops.
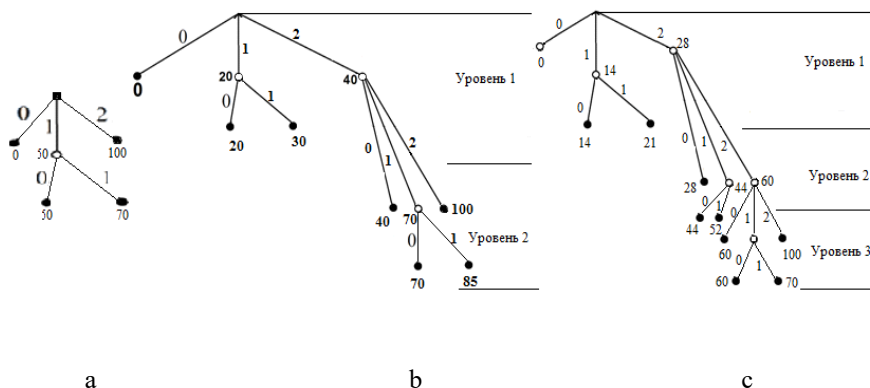
Picture 1. The structure of the generating tree for model testing of the first (a), the second (b), and the third (c) levels

2. If there are all the basic answers are correct, the final evaluation is 100 points (the extreme right top in the upper tier), the poll stops.

3. If there are one correct answer in the base phase (the middle top in the upper tier), the intermediate evaluation is 50 points, the poll continues in the specifying phase (the lower tier).

4. There is a number of questions reduced by half compared to the base phase in the specifying phase.

5. If there is an incorrect answer was given to the specifying question, the number of points are the same as in the intermediate phase - 50 (the extreme left top in the lower tier).

6. If there is the correct answer was given to the specifying question, the number of points is increased to 70 (as a result, the percentage number of correct answers is

100 * (2/3) 70) - (the extreme right top in the lower tier).

It was suggested to use two extra rules, when you build the algorithm trees for two- and three-level model testing.

1. Entering the distribution of the initial 100 points according to the levels of testing, taking into account their value.
2. It is necessary to use the next control function at the each level:
• in case when the estimate given before does not exceed the half of the maximum possible estimate, there is a transition to the specifying phase of testing with the next level of finishing test
• otherwise there is the transition to the base phase of the next level with the continue of the testing process.

The evaluation and control functions of the unit testing algorithm were described before in a formal form, and was graphically presented as trees for the situation of a classic single test. The formalization of both testing functions allows to use it in case of an adaptive single test and create an suitable algorithm.

Examine its verbal definition.

The initial data:

1) t - it's the scaling coefficient,

2) N - is the number of test's levels in the module,

3) P [1: N] - the allocation of points by levels.

The formulation of the problem. It is necessary to conduct testing and obtain a final score T, which assesses the level of knowledge of the student.

The following algorithm was made to solve the problem.

The algorithm for modular adaptive testing.

Step 1. Initial assignments: $T := 0$;

Step 2. Arithmetic cycle by test levels, variable i varies from 1 to Nu.

Step. 2.1. Testing at level i (2t single tests), the result of which is the determination of the real number of correct answers responses and their score B_{ib}.

Step 2.2. Testing the effectiveness of testing: $B_{ib} \leq 0,5\ P_i$.

If the condition does not hold go to Step 2.3, otherwise on Step 2.4.

Step 2.3. Clarification of knowledge at the actual level i – implementation t single tests. As a result, a real number of correct answers riu and additional points are determined: Biu $= 0,25\ r_{iu}\ (Pi\ /t)$.

Step 2.4. The determination of full assessment at level i by formula (2.21):

$B_i = B_{ib} + B_{iu}$, if i had done both form,

$B_i = B_{ib}$, if only basic testing has been done.

Step 2.5. Increasing the total score: $T := T + Bi$.

Step 2.6. If clarifying testing has been done, the procedure is completed, otherwise-the transition to the next level of testing.

Step 3. The receiving the test's result: total score T.

The developed algorithm has no complicated structure, it is simple in software implementation.

The considered model of a single alternative test raises the degree of adaptability in comparison with the limit classical test due to a more flexible evaluation of response options and consideration of the time parameters of the response. To realize adaptivity in the proposed model in the extended version use the capabilities of the computing system. It allows to realize more fully an individual attitude in computer training at the first stage of knowledge testing – at the level of a single test. The suggested variant takes into attention to the maximum the essential characteristics of the computer process of knowledge testing.

When the individual testing of students will be done in the whole group the teacher must give the evaluation based on the scores received during testing, and in

the case if there are students who not so good in studying, make a decision on the group correction of their knowledge level.

Group forms of studies in the universities are supplemented by the individual consultations, which have an auxiliary character in relation to group classes. The main types of correction in practice are:

1.   individual study using the sources of information recommended by the teacher,
2.   the consultation in addition to the main training lessons (individual or group),
3.   additional explanation of the material during lessons (group),
4.   studying the educational material on short-term courses (group).

The first variant of corrective actions is the independent study by the student the material which was missed by different reasons and imply primary (in case of missing lessons) or deep study of missed topics in the main extra and educational literature (in case of special interest on the part of the student). It gives a positive effect, mainly, only for students with a tendency for independent study.

The second type of correction basically use when the student has not understood any particular issues of the studied material during the class. Then he can ask clarifying questions to the teacher in specially extra consultation hours or during the break between lessons. This type of correction is made for an individual type of knowledge correction.

The third type of corrective actions is a shortened version of the material, taking into attention the results of testing. It expected the teacher, studying the results of group testing, makes the conclusion that it is necessary to repeat some part of the same passed material in short time, emphasis the students' attention on a certain basic moment and for this purpose takes some extra time during one of the lesson. The method is effective, because in the process of preparation and testing itself, students already on a semantic level learn the material being studied, and the teacher's second explanation is more deeper for them.

The fourth type of correction is used in case when there is a group of students who for one or an another reason have not studied a significant part of the material (pass, illness, etc.). It is economically good to use this type of correction in the group variant, because such lessons give extra pay hours for teacher's time, reservation of the audit fund, etc.

The definition of the optimal type of correction for all students in group is a very complicated problem even for an experienced teacher. With the automated analysis of the results of computer testing, the corresponding computer program lacks the skills and intuition of the teacher. It should be changed sufficiently by the corresponding calculation algorithm, in which all the basic steps are presented in a formalized form.

We will use the following designations to do more formal writing of the algorithm:

- R – the total score of the final control given in the university,

- Δ - the permissible part of the total score when the student is allowed to the final certification,

- D – part where R is in the final evaluation.

After computer testing in the group for the specified sections of the course, the analyzing algorithm must determine:

1. sub-group with low achievers,
2. to form a correction group,
3. determine the best ways to correct knowledge in this group.

The algorithm for group testing analysis and determination of optimal corrective actions.

Initial information:

1. points $\bar{B} = \{B^1, B^2,..., B^k\}$ for a group of k students received during testing educational material,
2. the attendance and part of attended lessons $\bar{q} = \{q_1, q_2,..., q_k\}$ by students during the period of studying the tested material.
3. the minimal part of the attended classes $[q]$, which necessary for the quality understanding of the tested material.

The formulation of the problem. It's necessary to: 1) define a subgroup with reduced student's achievement, 2) form correction groups, 3) define the best ways to correct knowledge.

Step 1. *Exception pseudo-zero assessment*. After checking the condition $B \le 100(1/N)$ with $N=5$ and dropping students with these estimates, we get a new adjusted group of s students ($s \le k$) and their test results $B' = \{B^{1'}, B^{2'},..., B^{s'}\}$. There are all estimates exceed the value of 20.

Step 2. *Statistical analysis of the corrected group*. The calculation of the center of gravity C', dispersion D' and SKO S' for the corrected group by the set of its test results $\bar{B'}$.

Step 3. *The formation of a subgroup with reduced academic progress*. We include all students who have the results $B^{j''}$ and satisfy the double inequality: C' - $1{,}5\ S' \le B^{j''} \le C' + 0{,}5\ S'$.

As a result, we get a characteristic subgroup with a reduced level of testing results. The number of students in it will be denoted by r.

Step 4. The definition of the corrective score λ for a subgroup with reduced academic progress:

$$d = \bar{C'} - 1,1\,\Delta, \qquad \lambda = \begin{cases} d, & npu\,|d| \le 5; \\[2mm] 5 - u\textit{наче}. \end{cases}$$

Step 5. The calculation of modified scores for a subgroup with reduced academic progress: For j = 1, ..., r

If $d \ge 0$, то $B^{j'''} = B^{j''} + \lambda$, otherwise $B^{j'''} = B^{j''} - \lambda$.

We also correct the lower and upper limits of the PPU.

Step 6. The formation and analysis of the correction group (mark less than Δ). It consists of two subgroups:

a) students whose test's marks are less than the lower limit of the subgroup with reduced academic progress(C'-1,5S') (pseudo-zero estimates and estimates lying in the range of 20 points to the lower limit of the PPU).
b) students from the PPU group, whose marks is lower than the permissible Δ:

• $B^{j'''} < \Delta$.

Step 7. *The correction of knowledge in subgroup a)*. The whole subgroup is sent to courses because of its low level of knowledge.

Step 8. *The correction of knowledge in subgroup b)*. The total number of students in subgroup b) is denoted by p. It is necessary to find out in what form it is rational to carry out group correction. For each student of the subgroup, the condition of sufficient presence verify: $q_i \ge [q]$. Denote the part of the subgroup for which this condition is not satisfied by pn. The following rule for choosing the optimal form of knowledge correction is offered.

Step 8.1. If $pn < 0,3p$ (who missed the lessons really rarely, but they have a level of achievement close to the minimum acceptable), use only the form 3 (additional group explanation of the material during the main lessons) in this group in order to minimize the value of additional courses.

Step 8.2. If $0,3p \le pn \le 0,7p$ (there are a lot of students who missed the lessons, but they do not in the whole subgroup b)), then both forms 3 and 4 should be used together. In this case, there is a large group of students with a large number of absences they attend courses together with those who got pseudo-zero and close marks. For students who did not understand training material rather good during a stable attendance of lessons, it's enough to explain the main training course.

Step 8.3. If $pn > 0,7p$ (students who missed many lessons compose almost the entire subgroup b)), then use only Form 4 (additional courses), as students who attended lessons basically passed the tests successfully.

THE COMPLETION OF THE ALGORITHM

Suggested algorithm has the following features.

1. The initial exclusion from the analysis of pseudo-zero estimates, as some students who understand educational material not so good and who are not fully involved in the educational process can significantly affect on the overall average group assessment of knowledge. At the same time, their level of knowledge does not reflect the level of knowledge of students actually participating in the educational process.
2. The asymmetric shift of the estimate relative to the mathematical expectation when a subgroup with reduced academic performance is singled out allows highlight the core of the group, "suspicious" to an insufficient level of knowledge.
3. Using the modified assessment allows us to take into reasonable limits account the average level of academic achievement in the group and stimulate the interaction of the students of the group in the studying process.
4. The suggested algorithm makes it possible to discover the true reasons for the lowered academic achievement in the group and organize correction of knowledge with minimal additional costs of teaching work.
5. In addition to all the above, it is necessary to take into account the modular estimates in the boundary and final control of knowledge. One of the problems is the joint consideration of test results on various topics, for example, 1) on a set of modules or 2) on a set of sections in the evaluation of midterm control in the final evaluation. Due to the different significance of the individual modules in the acquisition of competencies in the studied discipline, it is suggested to use normalized weight coefficients and appropriate summation formulas for it.

At the same time of testing a set of p modules (for example, with a boundary knowledge control), they are treated with their partial weights $W_1, W_2, \ldots W_p$. Suppose, as a result of testing, were got evaluations of $B_1, B_2, \ldots B_p$. As a general, the following estimate is taken:

$$B = (W_1 B_1 + \ldots + W_p B_p)/(W_1 + \ldots + W_p).$$
$$(6)$$

When taking into account the results of the boundary control $Br_1, Br_2, \ldots Br_k$ on the final attestation of knowledge, these evaluations are also considered with their partial weights $Wr_1, Wr_2, \ldots, Wr_k$. The generalized estimate of the boundary control in the final evaluation is the following:

$$Br = (Wr_1 Br_1 + \ldots + Wr_k Br_k)/(Wr_1 + \ldots + Wr_k).$$
$$(7)$$

If the partial weights $Wr_1, Wr_2, \ldots, Wr_k$ are normalized, the denominator in the formula 7 is equal to 1.

CONCLUSION

It was held the experimental commission of of the suggested method of adaptive computer testing in one of the Russian universities, which showed an increase in the motivation of the training activities of students of the experimental group,

improving the quality of acquired knowledge in the discipline "Programming", increasing the desire to cooperate in the group, mastering various aspects of professional competencies.

The positive opinions were received not only from students of experimental groups, but also from teachers who taught students in subsequent related disciplines, who observed a higher level of knowledge among undergraduate students who mastered the course on this method, and also noted an increase in the overall positive working mood in the study course of discipline on the developed methodology in the experimental groups, which was expressed in the desire of students to assimilate the educational material of the course in the framework of training sessions, greater concentration and accuracy in carrying out tasks of laboratory and test tasks.

Thus, the results of the pedagogical experiment confirmed the effectiveness of the developed method of adaptive computer testing to improve the quality of professional education of undergraduate students.
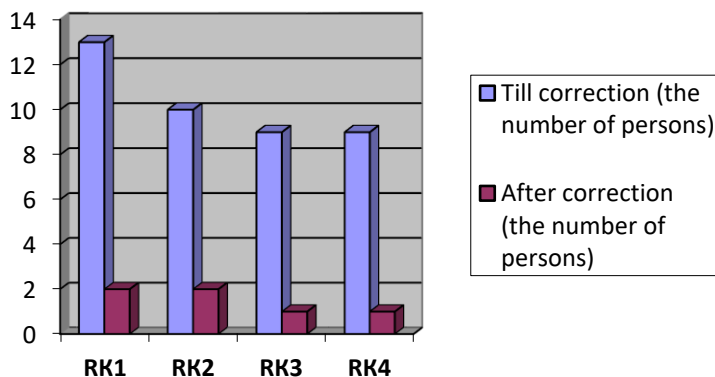
Diagram 1. Change in the number of students failing by sections of the course in the experimental group

The method of adaptive computer testing offered by the authors gives an opportunity to take a fresh look at the problem of designing educational disciplines in the format of interactive learning, to adapt the process of computer testing of students' knowledge simultaneously by several parameters and to achieve higher educational indicators when teaching students at the universities, to build an individual trajectory of training.

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BUILDING UP CREATIVITY AS A PROFESSIONAL SKILL OF THE MODERN MANAGER

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ABSTRACT

The paper focuses on the management professionalism concept in the framework of a new type of economy, the "creative economy". In accordance with the skill-based approach accounting for the general professionalism model applicable to most occupations, a range of creative management abilities have been specified. It is creativity that turns into a professionally important feature of a modern manager which can be developed by occupational training educational programs and relevant training courses such as the Theory of Inventive Problem Solving and the Theory of Management Decision-Making. They enhance understanding that internal factors and environment-related factors are essential to improving creative abilities. The creative class theory directly interrelates the development of this new social stratum with the economic success of regions. Under modern civilizational development, small regions can have greater economic power, since there is already no need for large material and human resources; another change in the economy is associated with the transition from firms' competition for markets to competition of cities for creative professionals.

Keywords: creativity, professional skill, manager, education, creative economy

INTRODUCTION

The subject related to the impact of occupational training, the quality of human resources and the availability of qualified specialists on the regional economy has been studied quite well in economic theory. However, the issue of human potential re-emerged for economists in a new perspective in the second half of the first decade of the 21 century. This is primarily because of the identification of a new social class referred to as the creative class. The creative class theory directly interrelates the development of this social stratum with the economic success of regions. According to this theory, the core of the creative class is made up of people employed in scientific and technical domains, architecture, design, education, art, music and entertainment whose economic function lies in generating new ideas, new technologies and new creative content. Creativity is regarded not as a socio-cultural function, but as an economic one. Along with the core, the creative class includes an extensive group of creative professionals employed in business, finance and other related fields. These people are engaged in solving intricate tasks that call for independence of thought as well as a high level of education. For those who

represent the creative class, all aspects and all manifestations of creativity - technological, cultural and economic - are essential, interconnected and inseparable.

MAIN BODY

The modern Russian economy, along with a ramp-up in raw material and industrial production, is also undergoing re-industrialization. An impartial assessment of both Russian and global trends of modern civilization development points to the significance of cultural potential at the stage of transition from an industrial society to an information one. The intensity of society overcoming a series of social, religious and ethnic conflicts is related to the growth in the level of social culture and education. The process of production is in a state of continuous change as well. These days, the intellectual component of it keeps gaining momentum with more creative mental energy used for production. Whereas we used to create more physical and material things in the past, nowadays we are creating more software products; incorporeal things which are still a product that is sold on the same markets the share of which is growing.

A quick shift in objectives and substance of activities is getting to be a trend in businesses in various industries. The period between the emergence of new technologies growing shorter and new production targets, on the one hand, and the rapid pace of change in the environment with corresponding new business demands on the other hand, have shifted the focus in the management professionalism concept. In order to make conclusions about the content of management professionalism, it is important to take into consideration the trends which bring about change in the substance behind the activities of modern managers. A lot of companies, especially those that are engaged in rapidly growing businesses and production of high-tech goods and services have had their views on the substance of professionalism among managers change. The most professional managers are now viewed as not those individuals who have a firm grasp of the tasks at hand, but those who in addition to this quickly adapt to new challenges and to the constantly changing conditions in the activities that the company pursues. The speed and quality of mastering new expertise and skills which allow them to change their behavior and adapt quickly to new tasks and business environments are getting to be the key skills for the manager [1].

The key feature of a creative person is usually creative, out-of-the box and original thinking. The concept of creativity also implies qualities such as flexibility, learning, the ability to find a way out of complex crisis situations [2].

If a manager facing a practical problem handles it successfully following the scheme adopted in the company, this constitutes a correct management decision. Undoubtedly, this manager can be viewed as a professional as his management behavior builds on a series of logical steps that are used in practice. In case a manager comes up with an unexpected plan of action which leads to the problem at hand being sorted out promptly with minimum cost, this manager qualifies as a creative professional. Top professionalism in management is characterized by the manager having a creative approach to solving practical issues.

Until recently, creativity was seen as a personal trait of people mostly pursuing creative occupations. However, creativity is required to furnish solutions to unconventional tasks in any field, especially in the management field. It all comes down to the fast pace and versatility of the modern life that call for the skill of responding to the changes in a flexible and diverse fashion. These days, no company can afford to be laid-back due to the extremely tough competition. That is why companies of today need so much those people who are able to think outside the box, come up with new ideas and approaches to management.

Initially, the creativity of managers was associated with the field of their professional activity. For instance, it was believed that managers in private firms were more creative than managers in large state enterprises and that advertisers were more creative than financiers. But the studies carried out by Western experts have proven there is no connection between creativity and a person's occupation. Creativity is the inner quality of a person based on his personal characteristics. Financiers also often introduce innovations that lead to the optimization of employees' activities.

METHODS

What characterizes a creative manager? First and foremost, it is the lack of fear of stereotypes. They boldly take down the established traditions while introducing innovative solutions. This kind of approach to daily activities allows the company to not only keep afloat, but also to be competitive. A creative manager understands that any technology, new product or service are very quick to fall behind the times. So, they do not struggle with change, but anticipate it instead by taking out-of-the-box decisions and bringing the company to the leading positions.

Therefore, creativity is the most significant feature of a manager's professionalism. Professionalism is usually understood as a special quality of people which makes it possible to perform complex (professional) activities systematically, effectively and reliably in a variety of conditions.

Professionalism is usually associated with the quality work of a manager and is sometimes used as an evaluation concept.

Currently, the skill-based approach is the one most frequently used in the development of the professionalism model. In accordance with this approach, professionalism is a skill in a particular field. A skill understood as the practical ability of a specialist to tackle specific problems based on systematic expertise and lessons learned by applying it is used as the main tool to analyze professional activities.

Three types of skills arise out of this: subject (subject-industry), management and innovative skills. Subject skills provide for orientation as well as for the ability to handle competently specific manufacturing technologies and current activities.

Management skills provide the practical abilities to control production, separate business processes and the business in general. They are relatively universal as they are needed necessary for all industries and fields of production.

Innovative skills provide for the ability to improve production and management technologies and systems. These skills offer the same versatility as the management

ones as they are called upon in a variety of activities. These three types of skills essentially account for the general professionalism model applicable to most occupations, but a good manager requires all the three skills [3].

In the current environment, management activities require the following skills on the part of the manager:

1. The ability to manage;
2. The ability to control themselves (self-management);
3. The ability to set goals effectively;
4. Communicative competence;
5. Leadership;
6. Commitment to continuous personal growth;
8. Mastery over effective management skills;
9. The ability to train, develop and motivate employees;
10. Personal and corporate time management;
11. The ability to relax [4].
12. The ability to search for out-of-the-box and unconventional solutions. This skill does not necessarily have to be inborn. The range of expertise on the part of the manager must encompass techniques to look for new and unusual solutions, such as the Theory of Inventive Problem Solving (TIPS) and the Theory of Creative Personality Development. It has been established that the ability to search for new solutions goes hand in hand with the ability to be trained and re-trained. This ability was recognized by American professionals as the most important skill of any modern man [5].

Thus, creativity turns into a professionally important quality of the modern manager. The creative abilities of the future manager can be developed including by occupational training educational programs, relevant training courses such as, for instance, the Theory of Inventive Problem Solving and the Theory of Management Decision-Making. These courses are aimed at developing an understanding in future managers that internal factors and environment-related factors are essential to improving creative abilities. The internal factors include: strategic abilities, well-developed intuition, the ability to see familiar things from a different perspective, the ability to assess the potential of unrecognized ideas, to take risks and to counter the rejection of others. Besides, it is very important to have a significant purpose and a plan to attain it as well as a willingness to work hard to achieve this purpose [6].

RESULTS

The emergence of a new type of economy – the "Creative economy" (Business Week, 2000), the identification of a creative industry [7] and, finally, the singling-out of a special creative class serve to illustrate the development of certain socio-economic trends. At the same time, the practical significance behind singling out the creative class is now recognized for the Russian economy as well. The work to create a creative community in cities and regions contributes to the build-up of human potential, creation of territorial cultural and tourist attractiveness, infrastructure development and serves as a draw for successful companies and entrepreneurs to the regions in order to attract investments. In this case, the task facing businessmen and politicians lies in the

skilful use of creative resources, the implementation of special programs for regional intelligentsia which would make it possible to represent it as a special and effective class which impacts the regional economy [8], [9]. In these circumstances, the professional activity of a manager is of problematic nature. The change in the management culture, the requirements to the professional skills of a manager and their personal qualities becoming stricter all require continuous personal and professional development as well as a creative self-fulfilment on the part of the manager.

CONCLUSION

The creative class theory directly interrelates the development of this specific social stratum with the economic success of regions, hence, creativity may be regarded as an economic function. Moreover, it furnishes solutions to unconventional tasks especially in the management field. Therefore, creativity is the most significant feature of a manager's professionalism which encompasses the skills outlined in the framework of the general professionalism model. Given the modern environment, educational programs for managers should be oriented at building up genuine professionalism, which, on the one hand, is characterized by a high level of competence needed to solve fairly standard and variable tasks, and the ability to master new skills necessary for creative problem solving, on the other hand, as challenges will keep growing in number due to ongoing changes in the business environment, the emergence of new technologies as well as due to global economic and social processes.

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CAREER GUIDANCE SERVICES IN EMPLOYER ENTITIES AND LIFE-LONG EDUCATION

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ABSTRACT

The present paper is based on the concept of life-long guidance with focus on the labor market, employability, professional orientation and career development. In career development, an important role is played by career counseling provided by employers, namely in the classification of career guidance services provided in the private sector. The aim of the paper is to characterize selected career-related guidance services activities provided by employers. It is based on the analysis of theoretical sources and practical applications of career counseling services, resorts, and sectors providing services, their legislative and institutional support from the aspect of national and European institutions. Apart from the methods of analysis, synthesis, induction, and deduction, also informal interviews and questionnaire methods were used in data analysis. Empirical research was conducted in the area of career guidance provided by employers. Two types of methods were used to process collected data: manual processing and automated processing. Our intention is to deal with career guidance services as an important element of the life-long education in the light of the research project on "The preparation of the content and structure of subject disciplines focused on the business knowledge and skills in graduates from selected Medical Services fields of study".

Keywords: guidance services, labor market, unemployment, life-long education, mentoring

INTRODUCTION

Guidance services can be described as an exchange of information between the consultant and the client; this process is carried out by highly qualified professionals from organizations providing career guidance services that are diverse in their focus and type of activities. Career guidance should be conducted at all stages of human life, in pre-school period, during formal education, post-employment or unemployment, as well as in promoting further education as an important part of lifelong learning. The guidance service is carried out on the following basic pillars: the knowledge of the individual, person's innate and acquired dispositions, and the knowledge of labor market data and their mutual comparison for the purposes of defining career paths. The choice of the individual's education, occupation and his career path has to be based on the person's personal dispositions and needs to correspond to fields offering employment in the labor market. A low employability is caused by the surplus of the graduates in the given field of study or by the loss of jobs linked to some study fields, while the numbers of graduates are not adjusted to the situation. On the other hand, however, we can observe the shortage of graduates in certain professions. These disproportions can be partially eliminated by a well-

defined career guidance system. In view of the need for integrity in providing career guidance services, several subsystems of career guidance services can be characterized, namely: career services in the department of schools and education, career guidance services in the sector of labor, social affairs and family; career guidance services in the private sector; guidance services in the non-profit sector.

Career guidance is becoming an important part of lifelong learning, and it focuses on solving specific problems related to career preparation and implementation. In connection with the implementation of the Lisbon Strategy, the European Commission perceives life-long education as a concept covering all education systems.

Changes in the living and working conditions place an ever increasing emphasis on the importance of lifelong learning, which is the main topic of the research project KEGA project no. 014EU-4/2016 "Preparation of content and structure of subjects focused on the development of basic entrepreneurial knowledge and skills of graduates from selected medical study fields". The implementation of lifelong learning needs to be done in line with lifelong guidance, which will enable individuals to properly target the selection of education matching the job requirements. The aim of creating a lifelong guidance system is to improve the orientation in educational activities, to orientate the labor market, to increase and maintain lifelong employment, and to improve job mobility.

1 GUIDANCE SERVICES FOR HUMAN RESOURCES IN EMPLOYMENT RELATIONS AND LIFELONG EDUCATION

The task of guidance is the development of human resource quality development, via a targeted development of developing individuals' personality. Personality stands for a set of properties, skills and qualities of psychological processes, inherited and acquired under pressure of upbringing and society, connected with the selection of the field of study and employability in the national economy. There are three essential aims of guidance: selection of profession/occupation, selection of suitable education, and adjustment to the occupation/profession [1]. We shall deal with the adjustment to changing conditions of the work performance, where guidance services could facilitate the entire process of adaptation to personality and qualification requirements of employees to changing conditions of the performance of individual work activities in employer entities. The fulfillment of basic aims is facilitated by personnel processes and guidance services. These include: career services implemented by means of main personnel processes oriented to assessment processes and methods applied, while the most frequently applied methods of employee evaluation are assessment centre, development centre, 360-degree feedback, and professional psycho-diagnostics.

Career guidance services related to succession planning and talent management development. In succession planning and talent development management, career advisors' services can be used. Career guidance is provided as part of educational services. However, so far there has not been defined in Slovakia the qualification standard for the position of career advisor, nor is it

developed within the framework of the National System of Qualifications. For this reason, we will use the term of guidance provider. Guidance providers can also use coaching and/or mentoring approach, outplacement, and counseling. E-guidance services are provided by employers. Career guidance services can be worked out by other guidance service providers. An important support role is here played by the Internet labor market manual elaborated by the implementation team of Trexima, s r. o. Bratislava, Slovakia [2].

Selection of staff by a personnel worker begins with career guidance accompanied by an in-depth interview and a thorough analysis of the candidate's job potential [3]. The Assessment Centre is often used to fill the job with suitable candidates. In business practice, it is used for evaluation purposes. This centre [4] can be included in modern combined psychological methods, which are based on the application of a combination of general methods, e.g. observation, psychological experiment as well as modified methods where projection methods are included. The development centre is used to assess the capabilities and competences of current employees of the company. This centre may have an individual or group form. Multiple methods of collecting data on the participant are combined, and it is also possible to evaluate several participants simultaneously and compare them with one another. The 360-degree feedback is a circle rating and gives an unbiased picture of the qualities of individuals. This is a multi-resource evaluation from several assessors. The assessment is conducted from multiple points of view: by the immediate superior, direct subordinates, colleagues who are either members of the team, or other organizational units [5]. It can also be conducted by other stakeholders of internal and external customers and/or suppliers. Alternatively, we can use self-assessment, while maintaining the same criteria as other evaluators; this is referred to as the 540-degree feedback.

Career guidance services for succession planning and talent management programs are based on staff assessments, conducted by means of personality questionnaires aimed at identifying personality assumptions of good performance, comparison of actual and required competencies. Employee appraisals often employ behavioral interviewing for talent management and scheduling purposes, which enable to assess past achievements and procedures to solve the problems important for assumptions about future work results.

Although the essence of the guidance is that the advisor is responsible for the entire guidance process (who answers the client's questions and gives them an expert view of the problems and the assessment of the situation not addressed externally), guidance can use both elements of the coaching process and elements of mentoring elements. Guidance is more widespread than coaching.

Coaching is open to questions, preferring positive questions about the future [6]. Responses are sought by clients themselves, based on their knowledge, inner attitudes, opinions, and acknowledged values. Coaching focuses on the goal, the search for ways and ways of the client's decision to achieve the goal and remove the barriers to its achievement [7]. Coaching is a nondirective way of guiding people [8]; it is a specific and long-term care of a person and their growth in professional and personal life. It is also the counterpart to command and control. The concept of coach can be traced to the 16th century [3] and it denotes an auxiliary means needed

when we set out on a journey and reach the destination. During the coaching process, the coach accompanies the client and helps him or her to refine the goals.

In mentoring, the mentor provides assistance to the mentee through leadership and advice. Mentor is an experienced person who helps a less well-trained person (mentee) in the performance of day-to-day work. Mentoring is a method of helping individuals in the process of learning to work. The mentor is considered to be the authority and the relationship between the mentor and the mentee is generated informally, i.e., spontaneously, or if the mentoring process is formally organized in an organization. If the person in the mentor's position is hierarchically superior, it is a mentor system. When it involves individuals at the same level, it is referred to as the peer–mentoring system [7].

Outplacement is a modern method of personnel management that provides help to redundant employees at the employer's costs associated with this service. This is a process of professional help for employees, usually after organizational changes in organizations, resulting in re-designing jobs, cancelling job positions, closing plants, and cancelling sections. Counseling is an English term for psychological guidance, i.e. one of the forms of therapeutic contact intended for people who do not suffer from a serious mental disorder or illness but are motivated to change their lives. It focuses on the prevention and maintenance of good mental health, and as a counselor is a psychologist [9], [10].

3. METHODS, DESCRIPTION OF THE SUBJECT OF RESEARCH, AND METHODS OF RESULT ASSESSMENT

In the present paper, we deal with the career guidance services provided by employers in the private sector guidance services within the framework of the typology of guidance services. From this aspect, we view career guidance in an employer entity as an important activity of an employee's professional education and the policy of career management in an enterprise. It is an intersection of personnel, psychological and adult education guidance.

The basis of the paper is the analysis of the theoretical resources and practical applications of career guidance services, sectors and service sectors, their legislative and institutional support from the perspective of national and European institutions. The subjects of the survey were employers in selected divisions of section C – Industrial production (according to the Statistical Classification of Economic Activities SK NACE Rev. 2, Decree 306/2007 Coll.). For purposes of our analysis, employees of this section were selected from the following divisions: food processing, beverage production, production of chemicals and chemical products, and the production of basic pharmaceutical products and pharmaceutical preparations.

As many as 180 respondents – employees in selected enterprises were addressed. Respondents are workers in small, medium-sized, large-scale enterprises, with a proportionate representation of sixty respondents in each group of enterprises by size. Since most experienced in the implementation of career guidance in employer entities were employees of large-scale and

medium-sized enterprises, we included a research sample consisting from the employees of large and medium-sized enterprises (altogether 120 respondents) into the evaluation of empirical research results. In small enterprises the initiative in career counseling is left to employees; therefore we decided to include them in the research sample. If they perceive the need for career, professional and work guidance services, they rely on guidance services provided by other institutions, in the private sector, in the employment services sector, or they can use the e-guidance services prepared by non-profit sector institutions. Such a wide range of guidance services is not addressed in the paper and the results are presented only for the guidance provided by employers.

Empirical research described in the paper was conducted by means of the interview method. At the first stage, we carried out informal interviews with selected employees, in order to investigate into the nature of guidance services provided by employers. In the second stage, we drafted a questionnaire and conducted the questionnaire research, designed for 120 respondents of small, medium-sized, and large enterprises, where the decisive criterion was the number of employees of selected employer entities. In the course of the questionnaire research we managed to collect information about employer activities related to the provision of career guidance services, as well as the opinions of these services and the preference and interest of employees in specific guidance services connected with their careers.

Both manual processing and automated processing were used to statistically process accumulated information. In the case of the manual processing, the barcode method was applied. In the case of automated processing, data accumulated were analyzed in MS Excel [11]. Respondent profile and their opinions gained during the empirical research are presented in table survey.

4. RESULTS OF EMPIRICAL RESEARCH

Guidance is important at the stage of coordination of the personality and qualification pre-requisites of the individual and the needs of the company in relation to the performance of the required and anticipated activities of the individual. Until recently, the individual was gradually preparing for one profession, which they will perform throughout their lives, and will be employed in one company [8], which will take care of their career growth and personality development. The career perception as a promotion sequence and upward practices in a work-related hierarchy throughout one's life in one organization has been replaced with the perception of career in several employer entities. In certain types of professions, where the systematic approach is a clear pattern (e.g. physicians, university teachers, and lawyers), regardless of the location of the organization it is understood as a lifelong sequence of employment resulting from an individual's working history.

The elimination of linking the career with only one employer has also influenced the career guidance provided by the personnel departments of employers. The provision of guidance services to employers was evaluated by employees. The characteristics of the research sample and their selected views are presented in the following two tables.

Tab. 1 Methods of career guidance applied in enterprises analyzed

Methods of career guidance	Medium-sized enterprises (60)	Large enterprises (60)
Assessment centre	9	21
Development centre	15	27
Testing of knowledge and skills acquired (language tests, testing of computer skills, communication skills testing, and manual skills testing)	29	37
360-degree feedback	57	60
Professional psycho-diagnostics (psychological and personality tests)	4	6
Guidance with elements of coaching approach	14	39
Guidance with elements of mentoring approach	18	42
Counseling	1	5
Outplacement	5	12
Electronic form of guidance provision – prepared in an enterprise	–	4

Source: results of empirical research

To complete the table above, the electronic form was connected with the application of 360–degree feedback in the case of several respondents. This method is applied only exceptionally in this form and is applied in an on-line version via the internet. When using this method, administrative problems accompanying the completion of the paper version disappear. Nor is there a time-lag between data collection and results of processing. Repetition of evaluation by means of 360–feedback enables to more precisely monitor the progress in the development of competences in comparison with preceding assessment and contributes to motivation for the purpose of self-development.

Tab. 2 Respondents' opinions about the preferences in providing methods of guidance

Methods of career guidance	Medium–sized enterprises (60)	Large enterprises (60)
360-degree feedback	8	13
Provision of guidance with elements of coaching approach	51	48
Provision of guidance with elements of mentoring approach	34	28
Counseling	57	55
Outplacement	60	58

Source: results of empirical research

The table shows that the scope of methods respondents prefer in the implementation of career guidance has become smaller. Only relatively few respondents prefer 360 degree feedback. The greatest interest is in counseling and outplacement, which is related to the increase in work intensity and uncertainty concerning further career path within an enterprise. In the case of counseling, respondents prefer a psychologist to advise them on the prevention of burnout syndrome or dealing with high workload and longer working hours. Many respondents report that the high workload makes them work fourteen hours a day. Frequently, they have to complete the backlog of work during holidays. Such a trend is untenable in the long run, and a number of respondents indicated they needed some guidance on how to overcome such roles in existing jobs.

Outplacement is used by organizations to suppress a negative impact of dismissals of employees, in particular in the case of large numbers of the dismissed. It is a guidance service whose task is to facilitate employees a smooth departure from the organization and assist them in searching for a new job. It is a great advantage if an enterprise is able to offer the dismissed employees a new job [12], apart from providing information support. Outplacement is a service that is costly for businesses and only larger, more stable and prosperous businesses can afford this kind of service. It strengthens the self-confidence of a dismissed employee enabling him or her thus to involve them in the process of seeking a new job; it allows to use a personal guidance service or a personnel company.

Providing advice on the elements of the coaching process is in turn the third required guidance service method. This is due to the fact that coaching is an effective method of personnel and work development, which enables clients to fulfill their potential and acquire skills in order to improve performance, work efficiency and increase personal satisfaction. A preferred method is individual coaching with an external coach, which allows one to gain insight of an uninvolved person. An employee need not trust an intern coach, because the information may spread at the workplace. An external coach is usually a professional with an appropriate certification, who has professional supervision and can be impartial in solving work problems. The disadvantage is high costs; businesses do not consider that a priority as they expect the desired results from internal coaching as well.

Mentoring involves the strategy of personal development, assistance and development of another person by means of sharing sources, professional knowledge, values, experience, and well-tried approaches. Mentoring, similarly to coaching, is used as a process, which supports the development of employees. However, a high motivation of the monitored – the mentee is required; a frequent problem of monitoring is that specialists who are involved in mentoring are too busy. Guidance activity is a process of assistance to an individual and support to self-help to the extent and scope and by means of such methods, so that employees recognized and were able to utilize their sources and powers and optimally perform work activities resulting from the job, or even when considering further career paths.

CONCLUSION

Guidance can be described as a specific human activity, as a process of assistance, the purpose of which is to use existing resources and personality options for dealing with work life problems. The need for quantitative and qualitative development of guidance services is determined by the social, economic, and cultural transformation of our society; which in turn leads to an increase in each employee's performance and that of the company as a whole, and its management and regulatory functions.

Guidance activity is characterized as a specific, historically evolving form of communication in the human community. It fulfils particular functions in the lives of people, in the development of relationships between them, in the process of learning, in interpersonal communication, as well as in meeting specific needs. Employee counseling is part of the concept of personnel work in an enterprise.

Career guidance services in a business have to be based on the quality of services, which depends on the advisor, his or her professional knowledge and abilities of acquiring the information needed; the quality of services that the consultant draws from his or her expertise and the ability to obtain the necessary information; the complexity and specificity of career development information. Most employees are developing their careers in a precisely defined area of work performance, related to the performance of work activities or work roles; therefore, they need specific information about the needs of their qualifications and personal development for specific job positions.

These services are often made available by means of information and communication technologies. For employees with a low level of computer skills, this form need not be accessible. Based on the information from respondents, this form of career guidance services is minimal and rather limited in our businesses.

The results of our research indicate that the level of career guidance in analyzed enterprises is not satisfactory, which has been manifested in respondents' dissatisfaction. Guidance is often provided by employers for selected employees. Small-sized enterprises do not deal with the issue of career guidance as it is a financially intensive type of service. In medium and large enterprises, counseling is usually provided without experts in guidance, via assessment processes, which stand only for some replacement for the implementation of coaching and mentoring processes.

Providing guidance services is a significant financial load for employers; especially in cases when high-quality and career guidance services are to be provided. It seems therefore sensible to consider the possibility of some government stimuli for the development of guidance as well as the option to involve some trade union organizations in career guidance services.

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CHALLENGES FOR KAZAKHSTAN UNIVERSITY EDUCATION

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ABSTRACT

University education throughout the world undergoes a fundamental transformation in terms of its role in society, the system of functioning, economic structure, and value. At present, many countries observe and discuss the crisis of universities. There is an opinion that The University from a purely educational institution is transformed into a business structure with all its specific rules and goals for achieving a commercial result.

The main trends could be traced based on numerous analyzes, both internal and external, carried out in many countries and regions of the world. These analytical projects allow highlighting the most common development trends in this area and the challenges that some universities, perhaps even the most successful ones are already facing, but almost all other educational institutes will inevitably feel them in the near future.

Is Kazakhstan's higher education system ready for these global changes? Is there a basis that will allow the universities of our country to withstand the onslaught of new demands and tests that will require new generations of young people as consumers and clients of educational services? Can Kazakh citizens count on domestic education in the future competition in the labor market? All these and other issues are of strategic importance because the social, economic and political development of our country directly depends on the answers.

We chose five parameters from many others to analyze the development trends of modern higher education in Kazakhstan in local and global dimensions.

1. The democratization of access to knowledge
2. The content of educational markets and financing
3. Digital technologies
4. Global mobility
5. Integration with industry

These are the main trends that, according to experts, will determine the progressive development of universities around the world in the next 10-15 years.

Understanding of the challenges and the need for reforms aimed at radical restructuring of the existing system, awareness of responsibility to the citizens of the country - these factors are present, hence the constant desire for reforms, steps forward, sometimes throwing in search of creative solutions. On the other hand, inadequate funding, weak management, reluctance to move away from traditional and therefore convenient ways, often negates many of the positive impulses and plans of the Ministry of Education and Science, which does not want to let the stirrups of power out of their hands, thus limiting the vital independence of

universities in decision-making. However, there is still a hope for the survival of Kazakhstan universities in the new models.

Keywords: Kazakhstan, education, development, university, reform

INTRODUCTION

The university sector is crucial for any country. It is there that new ideas and knowledge are created, political and economic leaders and entrepreneurs of the future are brought up, opportunities are given for students of all social groups to raise their social status. However, at the turn of the 20th and 21st centuries, it became clear that the most successful universities would be those that would build new dynamic, modern and promising business models.

Is Kazakhstan's higher education system ready for these global changes? Is there a basis that will allow the universities of the country to withstand the onslaught of new demands and tests that will require new generations of young people as consumers and clients of educational services? Can Kazakh citizens count on domestic education in the future competition in the labor market? All these and other issues are of strategic importance because the social, economic and political development of the Republic of Kazakhstan (RK) directly depends on the answers.

MATERIAL AND METHODS

The main trends are traced based on numerous analyzes, both internal and external, carried out in many countries and regions of the world. These analytical projects allow highlighting the most common development trends in this area and the challenges that some universities, perhaps even the most successful ones are already facing. We selected five parameters from many others to trace the development trends of modern higher education in global and local dimensions and compare, where possible, the situation of Kazakhstani universities and the education system as a whole.

RESULTS AND DISCUSSION

1. The democratization of access to knowledge

Increasing the availability of "knowledge" online and the massive expansion of access to university education in both developed and emerging markets represent a fundamental change in the role of universities as the creators and keepers of knowledge. Formerly, a modest part of the society in developed countries - 20-30% of secondary school leavers - and a very narrow stratum of society in developing countries, usually elites, have traditionally been able to access university education. Today, access expands in developed markets, and even to a greater extent in emerging markets. For example, the Chinese level of participation in education has increased more than threefold from 8.0% to 25.9% in the first decade of this century and is likely to double in the next 10-15 years [1]. The speed of coverage is rapidly growing in many other countries and regions: Latin America, ASEAN, the Middle East and North Africa.

This expanded access will lead to a global "education revolution" on an unprecedented scale, the society's transformation by creating opportunities for millions of people improve their standard of living. For universities, this will lead to new approaches in teaching and learning, creating opportunities for entering new markets and new global partnerships, stimulating new tools for disseminating knowledge, and creating new sources of competition.

The higher education in Kazakhstan enjoys the high status among the young people and the number of students in different years after independence changed significantly, which was due to the opening of a large number of private universities. However, in general, gross enrollment in tertiary education of the population of typical age (18-22 years) in the last five years has decreased from 53.14% in 2011 to 51.14% in 2016. The contingent of higher education institutions declined from 629,507 students in 2011 to 496,209 in 2017. The decrease in this indicator is associated with a significant decrease in the contingent of the paid department (from 498,440 students in 2011 - to 263,005 in 2017, i.e. by 47%). Thus, there is a steady tendency to reduce the student body of Kazakhstan universities. The ratio of the number of students in public and private institutions is changing in favor of the latter. In 2011, the difference in the contingent of public and private universities was 0.4%, in 2017 - 7% [2]. However, a common understanding of access to higher education, as the possibility of admission to colleges and full-time education is no longer sufficient, especially in conditions of constant reform process of admission to higher education institutions in Kazakhstan, and in particular in light of recent changes in 2017. Availability problem includes financial issues, and the pool of potential students, including vulnerable groups, which should be in focus of social policy (students from low-income families, single parent and large families, orphans, the disabled) and the older people who wish to receive an additional or completely different education. Although the accessibility of education is affected by the mechanism of admission to universities.

According to the RK legislation, applicants are given the opportunity of entering the university at their own expense (charge), or by government order (grants). The right to receive a grant, except for citizens of Kazakhstan, is also provided to persons of the Kazakh nationality who are not RK citizens (repatriates) and permanently residing stateless persons. The legislation provides benefits in the form of quotas for certain categories of citizens.

Every year, secondary school graduates pass the Unified National Test (UNT), which was introduced in 2004. Since 2017, some changes were introduced again into the system. Graduates will pass separately examinations in schools (for obtaining a certificate of secondary education) and UNT, which will now serve as the test for admission to higher education institutions and accounted for in the allocation of government grants. In case of unsuccessful delivery, it will be possible to re-take UNT on a fee basis.

2. The content of educational markets and financing

Governments around the world face challenges of budget financing of public universities, while there is increasing demand of students for education. Universities will have to compete in the race for students and simultaneously for state funds, like never before.

There are 122 HEIs in the country: 47 state universities, including 5 national ones, and 75 private universities. Financing higher education system in Kazakhstan is based on the diversification of funding sources. In the GDP structure, the costs for higher and postgraduate education are at the level of 0.3%. In financing higher and postgraduate education, the Ministry of Education and Science (MES) allocates funds in two ways: to improve their material and technical base (only for state universities) and through so-called public contracts (grants) for training specialists. MES sets the minimum grant size and their number. This type of funding is directed at higher education institutions and their purposeful use is strictly controlled. The volume of the state order for the training of personnel in the 2017-2018 academic year amounted to 38, 983 grants, a master's program – 10,046, PhD – 1,279 (in the 2013-2014 academic year: bachelor's degree - 35,053 grants, magistracy - 6,959, PhD – 520). In 2018, the average cost of an educational grant established by the government at the bachelor's level is 635,8 thousand tenge in national universities (about 1,644 euros) and 443,3 thousand tenge in other universities (about 1,147 euros) [3]. It should be noted that private universities have more freedom in matters of financing, improving the material and technical base.

Access to government grants is open to both public and private universities, which have passed the accreditation procedure. State educational institutions are also entitled to admit students on a fee basis - they are 40 to 50% of the revenue earned from paid educational services. In private universities, this share is from 70% - in some to 99% of income. The income level of research, innovation and other activities in universities is low. Since 2014 the state also allocates funds on the basis of program-target approach to the educational grant under the program "Serpin - 2050" to reduce unemployment in the southern regions and filling a shortage of personnel in the western, eastern and northern regions of the country for educational, technical and agricultural specialties. During the project implementation period from 2014 to 2016, 12,462 educational grants were allocated, including 9,212 - for training in higher education institutions and 3,250 - for training in vocational and technical schools. For the 2017-2018 academic year, another 5,000 grants were awarded. Nevertheless, it should be noted that the share of government spending on education from GDP in Kazakhstan has increased over the past two years insignificantly: 2015 - 2,8%, 2016 – 3,0% [4]. The Incheon Declaration adopted at the World Education Forum in May 2015 by the Ministers of Education of 120 countries, which formulated the developmental concept of education for the next 15 years, recommends allocation for education of at least 4-6% of gross domestic product and / or at least 15 -20% of total public expenditure [5]. It is clear that the lack of financing is one of the most serious obstacles in the successful development of the education system.

3. Digital technologies

Digital technologies have found the widest application in the media, business, and many other industries. The same thing is happening in higher education. Campuses will remain, but digital technologies will transform the way of delivery of education and access to it. Online education as a form of introduction of new technologies has existed since the 1990s, but over the past few years, the rate of its use rapidly accelerated. The so-called Massive Open Online Courses (MOOCs) are an interesting example of finding new models. Some of these models create significant economic value. Cloud technology can offer administrators benefits in terms of cost savings, while in the classroom provide students with easier access to a wider range of educational resources. The best solution in the future will obviously be the combination of traditional universities with powerful online models and capabilities. For universities, innovation is a well-worn path. In Kazakhstan, there is an understanding that in today's world, digital technology plays an increasingly important role in the development. Nevertheless, today's students in Kazakhstan, as well as in other countries, are much ahead of some of their teachers in computer literacy. New generation that grew up in this digital world, prefer to access object information on the Internet, where it is more accessible and more relevant. Knowledge and technology becomes obsolete very quickly. The government has created the program "Digital Kazakhstan" in order to improve the quality of life through the progressive development of the digital ecosystem and the competitiveness of the economy of RK. The implementation of the Program will be held in four key areas: the development of a reliable, affordable, high-speed and secure digital infrastructure; the development of competencies and skills for the digital economy, the upgrading of digital literacy, ICT training specialists for industries; the widespread introduction of digital technologies to increase the competitiveness of various sectors of the economy; the formation of a "proactive digital government" [6].

It is important that among other dividends, a significant improvement in the quality of education is expected. In the educational process of certain universities distance, educational technologies are used for students in correspondence courses and people with disabilities, as well as for students who have left the country for exchange programs, academic internships, and academic mobility. MOOCs are implemented on the open platform OpenEdx. Since the 2014-2015 academic year, at the Al-Farabi Kazakh National University the Center for Distance Education began work on the creation of these courses, and now the MOOC-based platform operates on the Internet address http://open.kaznu.kz on the basis of the Open edX system. On October 1, 2015, the first open courses "Probability Theory" and "Physical Problems with Associate Professor V. Kashkarov" were launched, with about 250 and 500 listeners from different regions of Kazakhstan enrolled, respectively. The analysis of the data showed a great interest in these courses, which give an incentive for the university staff to continue working in this direction. In connection with this, the question arose of the teachers' training, their acquaintance with the market of the MOOC and the process of their creation.

4. Global mobility

Student, academic, and university global mobility will grow. This factor not only strengthens competition but also creates opportunities for a much deeper international partnership and wider access to education of a high international level for talented youth.

In order to determine the national policy for the development of academic mobility, the MES approved the "Strategy for Academic Mobility in Kazakhstan 2012-2020" [7]. Among other documents regulating academic mobility and processes of internationalization there are «Rules of international cooperation for educational institutions", "Rules for the organization of the educational process in accordance with credit technology", "Rules for sending students for study abroad, including academic mobility", "The concept of academic mobility for the university in the Republic of Kazakhstan".

The presidential program "Bolashak scholarship" is an important source of financing outgoing mobility for citizens of Kazakhstan. For more than 20 years, 13,000 people have had the opportunity to study at the top 200 universities in the world. Other Academic Mobility programs are funded from the state budget, as well as alternative sources such as university funds, scholarships from partner universities, international grants, student self-sufficiency, etc. The MES annually allocates funds for outgoing credit mobility. Within the framework of the program over five years, more than 3 thousand Kazakhstani students were trained in the universities of Europe, the USA and South-East Asia for one semester in such priority areas as education, humanities and technical sciences and technology, agricultural sciences, veterinary science. MES also plans to increase the number of foreign students in RK 3.5 times, bringing their number to 50 thousand people in the next four years [8]. The largest share is from the CIS countries, as well as China, India, Mongolia. The main areas of study are engineering science and technology, health and social welfare (medicine) and social sciences, economics, and business.

With regard to the mobility of academic staff, in 2009 the Ministry of Education and Science began funding the "Invited Professorship" program so that universities could invite the most prominent experts in their fields to lecture, consult and collaborate in research. The grant covers accommodation, transportation costs, cost of living and fees. Since the beginning of the program, about 7,000 professors from Europe, the United States, Asia and Russia visited Kazakhstan and taught at universities. During this period, 209 joint research projects were launched and 86 units of educational, scientific and methodological literature were jointly published.   The Erasmus + (E +) program and its predecessors (Tempus and Erasmus Mundus) made a great contribution to strengthening ties between the universities of Kazakhstan and Europe. The participants were acquainted with the European experience in developing programs based on competencies, strengthening interaction with the world of work, improving management of universities. Within the framework of Erasmus Mundus, over 700 Kazakhstani students and teachers passed short-term training or received a master's degree and PhD in European universities. Evidence of interest and recognition of the significance of the E + Program's

activities can be a large number of projects in which universities of Kazakhstan participate. The "Newton-Al-Farabi" partnership program was initiated in 2014 by the governments of Great Britain and Kazakhstan for a period of five years with a total budget of 20 million pounds sterling with parity financing of the two countries. The program aims to build scientific capacity, exchange personnel and establish joint research centers in six priority areas: Energy, Health and Welfare, Agricultural Technology, Disaster Recovery, Ecology and the Environment, Food and Water.

The University of the Shanghai Cooperation Organization (SCO) - an analogue of the system of the Single European Educational Space - functions as a network of already existing universities in the SCO member states. Such organizations as German Academic Exchange Service (DAAD), Mevlana, the Agency of Francophone Universities (AUF), as well as embassies, consulates and cultural centers of foreign countries, also contribute to the development of cooperation between Kazakhstan and foreign universities. In accordance with the National Strategy for the Development of Education, Kazakhstani universities are actively promoting international cooperation.

5. Integration with industry

The higher education sector is changing and deepening its ties with the industry, which plays several roles: as a client and partner of higher education institutions and, as a competitor. For universities to survive and thrive, they will need to establish a much deeper relationship with the industry in the next decade. The scale and depth of training and internships, for example, will become an increasingly important source of competitive advantage for those universities with a partnership branch.

One of the most important functions of the higher education system in Kazakhstan is to produce graduates who meet the requirements of the economy. This involves a dialogue between the higher education sector and the organizations that employ graduates. This partnership is gradually improving. HEIs have databases on the employability of graduates to monitor their career paths, maintain liaison with former graduates and inform job-seeking graduates about vacancies. Regular communication is maintained with enterprises to obtain information on the need for specialists. However, there is still potential in the field of involving employers and professional associations in developing the core content of university courses, improving the teaching and learning process, influencing policies and planning. There are many examples of efficient bilateral cooperation between certain universities, enterprises, and employers' organizations - some have such agreements with more than 50 enterprises, institutions, and organizations. Annually the state educational order for universities of labour-deficit regions is provided for the training of cadres from the youth of labour-surplus regions with their subsequent employment in the place of training. Measures will be taken to coordinate the actions of the interested state and local executive bodies in ensuring the employability of graduates in some places, including in rural areas, taking into account labour market needs.

A number of steps are planned:

- development of educational programs focused on the results of training and giving the trainees competences, corresponding to the expectations of employers, including together with foreign partner universities and scientific centres;
- strengthening and expanding ties with employers on the employment of graduates in conjunction with state and local executive bodies;
- conducting information campaigns on the preparation of competent personnel.

Unfortunately, we have to admit that the employers have no formal involvement in the higher education quality assurance system or in assessment. Research links between HEIs and employers are not well developed either.

These are the main trends that, according to experts, will determine the progressive development of universities around the world in the next 10-15 years.

CONCLUSION

The amount of these changes will lead to significant differences in the higher education industry in the world and, as we expect, in Kazakhstan as well. It is obvious that Kazakhstani universities should be ready for the following challenges:

- As competition in the educational services market of Kazakhstan increases, universities will be forced to create new, more compact business models. It may not be the best model, but the most urgent today.
- Universities will have to work increasingly as a knowledge-selling corporation. Today, universities should pay much more attention to branding and marketing than they did in previous years. In recent years, branding, marketing, and recruitment in higher education have shifted towards online and digital strategies.
- It may be necessary for Kazakhstani universities to consider whether they will be able to continue to maintain a competitive position - domestically and internationally - in a wide range of programs or will be more advantageous concentrate resources on a smaller spectrum of programs.
- Kazakhstani universities did not set the task of developing a clear strategy and implementation around targeted student segments and their specific needs and preferences. However, it is obvious that eventually, this issue will become relevant in their strategy. Today, most universities, at best, rely on graduates of schools. Universities that do not become more focused on different segments will be exposed to competitors with targeted students' offers.
- Channels for entering the market - universities will be necessary to rethink the role of digital channels and third-party partnerships in recruiting students and providing training and research programs.

Thus, it is possible to answer questions about the readiness of the system of university education in Kazakhstan, put at the beginning of the article, - yes and

no. Understanding of the challenges and the need for reforms aimed at a radical restructuring of the existing system, awareness of responsibility to the citizens of the country - these factors are present, hence the constant desire for reforms, steps forward, sometimes throwing in search of creative solutions. On the other hand, inadequate funding, weak management, reluctance to move away from traditional and therefore convenient ways, often negates many of the positive impulses and plans of the Ministry of Education and Science, which does not want to let the stirrups of power out of their hands, thus limiting the vital independence of universities in decision-making. However, there is still a hope for the survival of Kazakhstan universities in the new models.

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CHILD REARING IN THE NORTH: THE TRADITIONAL SAKHA FAMILY AND MODERN TRENDS

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ABSTRACT

Yakut people or Sakha (self-designation) are a Siberian indigenous ethnic group in North East Asia, inhabiting the Sakha Republic in Russia. Their language belongs to the Turkic family, and it is generally believed that they originated from Central Asia and migrated to the north about a thousand years ago. The article attempts to examine the traditional Yakut family, its child rearing practices and modern tendencies of parenting in the context of the complex ethnogenetic phenomenon. Research suggests that the Sakha people were formed through a long period of adaptation to extreme climatic conditions in the region of permafrost. The Yakut family was inherently multi-generational: the need of several generations to live together in one household was caused by the harsh climate. The elderly lived with their grown children - that cohabitation facilitated housekeeping, saved resources and played an integral part in parenting practices. Additional factors included socio-economic hardships and the communal nature of the traditional Yakut society. All these elements promoted early development of positive qualities in children, such as self-reliance, tolerance and acceptance, hospitality and respect for elders. The child was treated as an equal as soon as he or she started participating in the family activities, first entrusted with small tasks, then with permanent duties.

To examine the contemporary changes, modern rural families were interviewed. The study reveals a change in parental attitudes with signs of encouraging childish qualities in adolescent children and the desire to promote a prolonged childhood. The traditional parenting model "to live with and be a part of my child's adult life" is replaced with "let my child have less hardships than I had", lifting the requirement of taking care of the elders in the family. Despite the differences, the core values of the traditional family remain relatively unchanged, mainly its child-centric characteristic and the instilled values.

Keywords: Yakut, family, child-rearing, traditional values

INTRODUCTION

Yakut people or Sakha (self-designation) is one of the largest among various indigenous groups of Siberia within the borders of the Russian Federation; they mainly populate the northeast part of the country. Researchers looking into different phenomena of the Yakut ethnicity, often touch on issues of ethnogenesis of the Yakuts. Some aspects of this issue also reveal certain characteristics of the educational behavior of the ethnos. Kon wrote, "to understand the character of a nation, we need to learn first its history, social structure and culture; individual psychological methods are insufficient" [6]. According to researchers, the problem of ethnogenesis of the Yakuts is extremely complex. The theory of their southern origin is the most developed and generally accepted. Many scholars and travelers from the 18th and 19th centuries come to that conclusion; it is in the works of Miller,

Lindenau, Maak, Middendorf, Seroshevsky [9], [12]. Southern Yakut origin was represented in the research of Okladnikov [10] (the assumption of Baikal origin); Aristov [1] (Yenisey origin); Jochelson [5] (Turkish-Mongolian origin), and others.

A great contribution to the development of this issue was introduced by a Yakut researcher and historian Gavriil Ksenofontov, who considered himself a descendant of the "Uranhay" (a subgroup of the Yakut ethnicity), and was seeking the revival of his people. In his work "Uranghay sahalar" (essays on the ancient history of the Yakuts), he identifies three resettlement periods of the Yakuts [7]. A concept put forward by Gogolev has greatly enriched the theory of ethnogenesis of the Yakuts[2]. According to him, the Yakuts are among the nations with a complex ethnic development, shaped by the interaction of two processes that took place "in an uninterrupted unity of differentiation of various ethnic cultures and their integration" [2]. The author identifies two main trends in the formation of the ethnic group: South Siberian and Central Asian, and comes to the conclusion that "sedentary animal husbandry, combined with fishing and hunting, dwellings and houses, clothes, shoes, ornamental art and religious mythological beliefs of the Yakuts do originate in South Siberia, and have a Turkic element at their core. The oral tradition, folklore and customary law all have a Turkic-Mongolian foundation and were finally formed in the basin of the Middle Lena River" [2]. The development of ethnic consciousness manifested in the self-designation: Sakha.

The nation of Sakha developed through a long way of adaption to extreme climatic conditions in the region of permafrost. In the process of development of the ethnic group, cultural norms and values had to be developed, including behavioural stereotypes, which had a decisive importance in the socialization and education of children. In the process of ethnogenesis, every nation has formed its own system of socialization and education of children, the effectiveness of which is determined by how well the younger generation accepts the cultural values of the nation.

METHODS OF RESEARCH

To study an ethnic group in the context of education, it is very important to examine the problem of national identity, national psychology, coupled with traditional values of the people. Throughout its history, the question of existence of the national identity of Sakha did not have a clear answer [3], [4]. Erofeev favours the opinion that each nation has its own national identity [4]. In turn, Drobizheva points out the absence of the qualities that are unique to only one group of people, but their unique combination and level of influence is what composes psychological features of ethnic communities [3].

The description of national features of the Yakuts in the 18-19th century consists of descriptions of researchers, including travelers, writers, political exiles, who had lived in Yakutia. Human activity in the North was defined by climatic conditions and took place in a brutal struggle for survival, which contributed to the development of strong personal qualities, fortitude, and relationships based on empathy and constant readiness to help. The system of relationships and communication generated by the people ensured the survival

and determined their way of educating children. It found its reflection in the customs and rituals of the nation. Ksenofontov described one of the customs of the northern Yakuts: "Every hunter who has acquired an edible animal is obliged to pay the lion's share of their game to one of the neighbors or even a casual visitor". The "Nymaat" custom doesn't require any gifts or favours in return, moreover, the subjects of this law are usually "decrepit old men, crippled widows, orphans, or random visitors" [7].

Education of the younger generation of Sakha in the past occurred in the family, which was the only institution of socialization of children, which reflected the experience and characteristics of the ethnic group as the subject of education. Relationships within the family were in the basis of socialization and education of children. Yakut family, being the main subject of education, was based on the traditional values of the nation. Throughout the history of the national development, family and children were at the core of the Yakut person's life.

These values were well reflected in the system of relationships within the family: a child held an exceptional position and was the subject of special attention and care, which ensured his/her overall protection, emotional well-being, close personal relationships with parents and other relatives. Among other values were respect for adults, deference for the elderly, protection of children with disabilities, humane treatment of orphans. However, according to our surveys conducted from 1996 to 2002 among respondents whose age ranged from 80 to 90, the attitude of parents towards the child was a subject of gradual change as the child grew older[24]. A child up to the age of five – was the object of adoration for the whole family. At an older age, beginning at seven, parental feelings were visibly less intense, the child would acquire responsibilities and became an assistant to the parents. Later on, the family would heavily rely on the teenage child for support and household duties.

The child is not only very important to its parents but for all its relatives as well. At the core of this attitude was one of the traditional values of Sakha - the value of the growing human not only for the family, but also for the nation as a whole. Questions that relatives and guests ask when they visit the family are primarily regarding the child's development and current achievements. However, this attitude of parents is not identical to the concept of 'spoiling". A child would encounter restrictions expressed not in the form of shouting or slapping (or any corporal punishment), but as a change of the parental attitude from affectionate to reserved. Attention and respect for the child was combined with demands regarding its safety and discipline. Communication with the child was determined by the acknowledgement of the child's activity. Much of the socialization of the child depended on him or herself; even a small child was not taken care of by the parents all the time. Since Yakut families had many children and due to the general busyness of the parents, younger children were cared for by their brothers and sisters who themselves were only a year or two older. That way they had an early opportunity to take the initiative and be self-dependent. In this case, the child is perceived as a friend and his or her first self-service skills are considered as assistance. That favorable position of the child in the family was at the core of the formation of his or her self-esteem. However, the attitude towards a young child

contained the requirements for the development of socially significant qualities that determined the development of the child's personality [15].

The notion of encouraging the child to be independent was an integral part of the parental attitude. A saying popular among Yakut parents – "Kytaat!" ("Do your best!") - used to accompany a person throughout his or her entire childhood and adolescence. A soulful connection between parents and children was characteristic of traditional relationships in the Yakut families, which meant mutual love and affection, mutual trust, empathy, tact, commitment to each other, mutual support and the drive to make each other happy. A parental attitude based on reason was reflected not only in the requirements imposed on the child's personality and behavior, but also in the development of the sense of duty to their parents. From early childhood, the child formed a sense of duty to his or her parents: a son would be the future support for the parents; a daughter would help around the parents' house up until her marriage.

The parental relationship with the child was reformed as the child developed, taking into account the child's maturity, that aspect was always present in the parental attitude. Changing the type of relationship with the child in accordance with his or her age and psychological characteristics was gradual based on continuous monitoring of the child in work and everyday life. Any new accomplishment that the child had was immediately noted and encouraged by the adults. Children engaged in most household activities of the family very early on: generally, at age five or six. From that age on, a child was entrusted not just with assignments, but permanent duties as well, which occupied a lot of time every day. With manual labor being a necessity for the family living in a harsh environment, children were not just assigned with it as form of punishment, but as a natural part of their life. Seroshevsky wrote: "Yakut children are gradually taught to work, from early childhood. ... At age ten, a Yakut child begins to be regarded as a semi-adult. Most of his time absorbed in labor ..." [12].

As is well known, in the study of adolescence researchers paid a lot of attention to the concept of crisis occurring in this age. Margaret Mead, after examining ways of socialization of children in a traditional society, concluded a crisis-free socialization of adolescents in the community[8]. After studying the life and traits of teenage girls in Samoa, and finding no crisis in their development, Mead concluded that adolescence is a phenomenon of modern civilization; it depends primarily on the cultural traditions of the society. Yakuts in the past, as well as other peoples of the North, experienced a crisis-free socialization. Strakach wrote about an ethnic Even, Savva Kaplin (over ninety years old at the time), who was taught to drive a boat, shoot a gun, set the net, when he was just ten years old. At age thirteen, armed with a gun, he went on to his first real hunting trip. Two years later, he learned to make skis, boats, has become a real hunter and an independent, self-reliant person [13]. This fully applies to all young people of indigenous nations of Siberia, including the Sakha.

Yakut family was inherently multi-generational. The need for several generations to live together was caused by severe climatic conditions, as well as

the willingness to take care of elderly parents. Cohabitation facilitated housekeeping, which helped saving family's resources. Grandparents living with their adult children did not occupy an inferior position. In fact, the husband's parents mostly held the leading position, but their son's word, the main worker and man of the house, was authoritative for all. The role of grandparents in raising grandchildren was significant. Due to the role of grandparents in the family, a long absence of the father did not interrupt the established way of life. Childhood memories of adults were often associated with their grandparents. Aside from the actual grandparents, close and distant relatives of all ages also could be a part of the family.

Popov investigated a Yakut family phenomenon – "dyukkachestvo" [11]. It is described as several families opting to live together due to economic considerations in the difficult conditions of life. This occurrence was caused by the poverty of the majority of the Yakut families of the pre-Soviet period. In such circumstances, mutual support helped the poorest families to survive. Researchers mainly paid attention to the economic aspects of this phenomenon. However, this matter had great influence in the education of children as well. The joint family life contributed to the development of tolerance of each other, which has a beneficial effect on the socialization of children in society. In the family, children had an opportunity to observe patterns of behavior not only of their parents but also other adults. The absence of certain qualities or personal traits in their own parents was compensated by the presence of these qualities in other adults.

Excessive authoritarianism of one of the parents towards the child was balanced by the kindness and affection of other people living together with them. The social experience of the child was nurtured by living together with people who had different life experiences and different personalities. A child could develop skills that his parents did not possess. Through the psychology of dyukkachestvo, a higher tolerance of others and any following inconveniences was developed. This feature of the Yakut family contributed to the accumulation of experience of children in dealing with people of different ages, and proper development of communication skills.

The hospitality of Yakut family played an important role in education of children. Mastering the rules of hospitality in general influenced the formation of the personality of children. Hospitable Yakut family develops kindness in children, as well as tolerance, respect for older people.

The tradition of self-restraint had its place in the Yakut culture. Here you can find similarities with the traditional family education of other indigenous peoples of Siberia, such as Buryats. However, the Buddhist model mostly determines the Buryat people's personal development (mainly, the denial of active influence on the environment and focus on the inner world).

Traditionally, as in most cultures, the father was the head of a Yakut family. Father, being an economic leader, was also the psychological leader of the family. Little children had little opportunity to communicate with their father due to his employment in household chores, hunting and fishing, but growing up, participated in these activities, and on this basis the attitude to their father was formed as a courageous, hard-working, strong person. The father's arrivals after periods of

absence due to long hunting trips in the taiga, or other reasons, were an event in the life of the family, with the family reporting to the father about the events occurred during his absence. Disobedience, unworthy behavior of children were not hidden from the father. In the conditions of a large family with many children, the relationship between adults and children was so closely intertwined that it was very difficult to hide any facts or events. Promoting certain responsibility is based on the parents' understanding that love for the child must be demanding, that the child is not only a joy, but also a future adult, master of the house and breadwinner in their old age. If the mother was more of a provider of emotional support, the father was the guarantor of children's compliance with the norms and rules. Disobedience of children, lack of restraint, reckless acts were severely condemned, the condemnation was more manifested in changing the attitude of the father, mother, and other family members towards the child than in any form of physical punishment. Stern silence of the father and mother's distress were often more effective punishment than any abuse and beatings. Physical punishment was also used in relation to small children, and often these were light strokes with a small twig. Many episodes are preserved in the memories of old people in connection with this type of punishment. As a rule, mothers, grandmothers and grandfathers utilized a symbolic form of punishment.

To see the changes in the modern family, contemporary rural families were examined[14]. Study of the current parental relationship happened considering the following parameters: communication with a child, encouragement to independence, rebuilding the relationship with the child due to age-related changes, closeness of parents and children, demands on children, responsibilities towards parents. Comparative analysis revealed groups of families with different parent-child relationships.

RESULTS

In the Yakut family, the foundation of the upbringing of children was the traditional family relations, which reflected the existing culture, traditions, spiritual and moral values of the ethnos, its views, ideas, ideals. The existing provision that the village is the keeper of ethnic culture does not mean the immutability of all phenomena of the ethnic environment. It is believed that the traditional family relations of the ethnos are preserved in the rural family, but the data of our study indicate a change in the parental relationship. These changes did not happen immediately. The change in the mental make-up of the ethnos, its customs, behavioral patterns, occurs quite slowly, during several generations, imperceptibly for the old and new generations as a result of replacing traditions with innovations, transforming stereotypes of behavior. At the same time, examples are given of the change in the image of the world among ethnoses that occurred in less than one century. The parents interviewed by us say that their parents' attitude toward them was "more demanding, strict", but they also had "constant joint experiences" and "spiritual closeness".

The role of grandparents in the family is now relatively reduced, their influence on the upbringing of grandchildren is insignificant. More prevalent separate residence, the reduction of communication with grown-up

grandchildren caused by lack of sufficient care by parents to further develop the relationship of grandparents with grandchildren lead to the alienation of grandchildren from grandparents. In the list of important people for whom they listen, the students celebrate their parents mostly, without mentioning grandparents [15]. Thus, one of the most important factors of ethnic socialization is that the influence of grandparents loses its important role, thereby weakening the ethnopedagogical system.

At the same time, in modern rural families there are relationships that are close to the traditional model. Parents spoil children in early childhood ("spoiled and at the same time were restrained", "mostly indulged"), but as they grow older, parents become more reserved. At the same time, the child's independence is encouraged, and the child him or herself bears responsibility for his or her own destiny. The child should always please the parents, achieve a lot in life. Parents from this group of families are sure that children will take care of them in old age. Between the parents and the children there were relations of "spiritual intimacy", characteristic of the traditional relationship of parents and children, regardless of the age of the children. Thus, the content of this type reveals the features inherent in the traditional attitude of the Yakuts to children, but they cannot be fully attributed to the traditional relationship. There is insufficient insistence of parents for children to work, as well as instilling in children attention, warmth and care for others.

The study showed that the special attitude and care of the family members towards the child, the recognition of its importance in the life of the parents, is characteristic of the relationships in all the families surveyed. The identity of the parents and other parameters do not become central to the family. In describing the attitude toward the child, mothers emphasize the child's exceptional role in their lives.

CONCLUSION

There are a couple of distinguished types of relationships characteristic of modern rural families. In all of these types of parental attitudes, the exclusive position of a little child in the family is retained, inherent in traditional family relationships. It should be noted that there is another trend that is the same for all parental relationships: lack of confidence in the child, in his social readiness, a desire to protect the child from hardship. In general, an overall decrease in demands for children is observed. However, the main trend in the change of family relationships is that under the influence of changes in environmental conditions, emerges a new type of parental relationship, that is not characteristic of the ethnic group. In contrast to the traditional type of relationship, when the expectations of parents lay in the fact that the children, as adults, will take care not only of themselves and their family, but also of their parents, there is a new attitude that parents express: "My son (or daughter) just has to study and graduate from the university, remain in the city and take care of himself (herself)". Traditional parental model "to live and be a part of the adult life of their son or daughter" is replaced with the following: "Let the child experience fewer hardships than we had to endure". This parental attitude is not conducive to the development of internal personality, and rather, promotes externality, and develops social infantilism. Certain types of parental attitudes, containing the trends of preferring childish

qualities and the desire to promote prolonged childhood and reduce the demands in the traditional structure of parental attitudes revealed to be more prevalent in modern Yakut families.

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DESIGNING TEXTBOOK "PROFESSIONALLY ORIENTED INTRODUCTORY COURCE "DATABASES" IN ENGLISH" WITHIN CLIL FRAMEWORK IN TECHNICAL UNIVERSITY

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ABSTRACT

The article deals with the approach to the development of the manual "Professionally Oriented Introductory Course" Databases "in English" on the discipline "Foreign Language in Professional Activity" on the basis of the principles of subject-language integrated learning which is being studied at the Technical University and acquiring special relevance in connection with the growing role of foreign-language communication in the professional activity of modern specialists. Particular attention is paid to the fact that the structure of the textbook is described, its content and other aspects of its development and practical use are given. It is also revealed the essence and content of "Professionally Oriented Introductory Course" Databases "in English" on the discipline "Foreign Language in Professional Activity" at the present stage. The article presents an example of the use of modern interactive technology of CLIL's integrated subject-language training using the LMS MOODLE educational platform, and also the characteristics of this platform that contribute to the effective development of professional and linguistic competencies of students are disclosed.

The authors mark that subject-language education occupies a certain niche in technical university practice, which is formed by individual teachers who equally possess both their professional discipline and a foreign language. The key is the provision on the obligatory, in our opinion, conditions for the successful implementation of an integrated learning process that includes a foreign language and professional disciplines-the integration of teachers from different scientific fields. The application of this manual to the training of future engineers, as shown by the results of our study, positively affects the results of students' training.The research maintains that in general, the subject-language integrated learning is a useful and popular direction conducive to the creation of conditions for the productive mastering of professionally relevant information of disciplines of various cycles with the help of a foreign language, creating conditions for self-realization and self-development of a person.

Keywords: content and language integrated learning, database, foreign language, technical university

INTRODUCTION

In 70-ies of XX century in Russia has spread the idea of teaching special subjects in foreign languages - the idea of the objective of teaching a foreign language, which

led to the emergence of new disciplines in pedagogical high schools: a teacher of physics, chemistry, etc. in a foreign language. Currently, this direction is designated by the term EMI - English as a Medium of Instruction. ESP is focused mainly on the study of a foreign language, the content of the educational material from the viewpoint of a degree is not required to be logically and consistently ranked revealing study subject for the student, because the knowledge you need to put into a new form. In contrast, EMI assumes a sufficient level of student knowledge of a foreign language and the emphasis is translated from the language component to the content of professional discipline.

One of the possible options for combining foreign language teaching and the content of the subject in a professional direction can be the direction of CLIL (Content and Language Integrated Learning - joint instruction in language and a special subject). The issues of effective organization and qualitative methodological support of integrated training with the help of modern computer tools is one of the current directions of the research activities of the university. In this regard, the teacher of higher education is faced with the task of selecting methods, means and forms of teaching AI that contribute to the attainment of the goal. The choice of this or that software should correspond to the tasks of the studied professional discipline, in which it is supposed to be used. Thus, the use of the interactive textbook in the educational sphere opens up new opportunities that were not available earlier.

At present, there is an objective need to integrate new teaching technologies in the learning process, allowing students to more effectively form the necessary competencies. One of the possible approaches is the extensive use of computer tools, both in the classroom and in the process of extracurricular educational and cognitive activities. The application of interactive learning technologies is an objective necessity for a technical university due to the global informatization of education and the requirements of GEF. It is the requirement of GEF for the introduction of interactive learning technologies that increases the relevance of this study.

According to many authors [1], [2], etc., the Web 2.0 service in teaching the aspects of the language creates the conditions for the ability to make responsible decisions in a choice situation. However, despite the undoubted theoretical and practical significance of the studies conducted, the problem of the effective use of ICT in the educational process for the purpose of forming the third generation competencies required in GEF remains open for theoretical comprehension and experimental research. The development and implementation of new interactive technologies in this field will contribute to the further development of the theory and methodology of vocational education.

In 2017, an attempt was made to create a modern interactive technology of integrated subject language training CLIL with the use of an interactive textbook on the introduction of the program discipline "Databases" [3], which meets the requirements of the state standard for teaching foreign languages in high school and intended for second- specializing in the development of new and improving existing methods and tools for processing and analyzing information, managing

complex technical, economic and social systems. Based on the list of didactic units of the foreign language teaching program at the university, the authors tried to give at each lesson the training material necessary for developing the competencies required for future graduates of the Polytechnic University.

Interactive technology of integrated subject language training CLIL with the use of an interactive textbook on introduction to the program discipline "Databases" provides mastering the basic concepts of a professional language picture of the world and consists of several stages. Let's consider in more detail all the stages of the interactive technology of integrated subject language learning CLIL. We conditionally distinguish six stages of this technology.

The first stage, the setting-motivational, actualizes the student's verbal experience of the student, includes work with general scientific and terminological vocabulary with the purpose of expanding the vocabulary of the studied text and distributing it to active and passive. The second stage, adaptive, involves observing the phenomenon under study, comparing it with the phenomena of the native language. This stage is presented in the form of a method for presenting a theoretical material with the ability to listen to a video fragment at any convenient time, reverting to the most difficult places of vocabulary. The educational video fragment is presented on professional discipline for the subsequent discussion. Students are also invited to answer several questions on topics that affect the discussion of scientific problems and promote communication on professional topics. It is possible to perform receptive and reproductive exercises, as well as assignments such as "Faithful / Wrong Affirmations," choosing the right answer, filling in blanks, opening parentheses.

At the third stage, the stage of reflection leading to the formation of a primary concept about the concept on the basis of the analysis of linguistic phenomena. The "logbook" techniques are used, which allows to get an adequate picture of the quality of the students' learning, assists in the development of the ability to record educational information, provides an opportunity to visually present the problem; the choice of superfluous words.

At the fourth, training stage, students need to perform a set of interactive exercises, in particular, students are invited to perform an exercise on the comparison of terms; exercise on the correlation of the word and its definition; Exercise to establish the links of the studied concept with the previously learned (the establishment of interconnected links). The stage of this technology is connected with the translation of the text from Russian into English and aimed at producing different written messages.

The fifth stage, interactive, is aimed at generalization of the foundations on the studied subject area, integration of communicative skills. Students are invited to write essays; prepare the rendering of the text with the creation of its own chart by template [4], using the distribution by headings, classification; prepare the project. Possible the use of role-playing games, case analysis. At the sixth stage, the final, this technology is monitoring the independent activity of students.

To implement this approach in the educational process, the joint activity of foreign language teachers with teachers of professional disciplines - professionals

in technical fields is necessary. The fruitful result of a new type of integration of teachers from different scientific fields, both at the level of joint development of work programs and at the level of binary training, was this electronic resource created through the inter-departmental scientific and educational cooperation of the Humanitarian Institute and the Department of System Analysis and Management, Institute of Computer Science and Technology of St. Petersburg Polytechnic University Peter the Great (SPbPU) on the platform LMS MOODLE. It was the Modular Object-Oriented Dynamic Learning Environment LMS MOODLE (Learning Management Systems Modular Object Oriented Dynamic Learning Environment) that was widely used in Russian universities. Let us turn to the didactic possibilities of the LMS MOODLE educational platform as a means of integrating the content of a professionally oriented discipline and the discipline of a "foreign language".

This resource was selected for consideration due to the following characteristics necessary for providing effective filing and ways of working with professionally relevant information: an acceptable user interface that allows students to achieve educational goals with minimal effort and time; interactivity; the possibility of adjusting published educational information; multimedia; technology use of video. As a distance support on the educational platform LMS MOODLE the program of the academic discipline is presented, the educational literature necessary for self-preparation and performance of study assignments is also presented; recommendations for their implementation and evaluation criteria; to get acquainted with the established time constraints in the development of educational material and the implementation of interactive learning assignments, encouraging students to follow a certain schedule of training and motivating them to timely mastering the educational material. In the process of fulfilling study assignments, students are given the opportunity to receive interactive support of the teacher, which contributes to the proper organization of independent work of students.

In order to obtain objective information that allows us to assess the degree of effectiveness of the use of an interactive textbook on professional discipline through the English language, a questioning of the results of studies at the university was carried out. In this paper, we present an analysis of the results of an independent questionnaire survey of students at a technical university implemented within the framework of two groups of the second year. The carrying out of the questioning contributed to the understanding that the evaluation procedures of such a plan, and especially their content component, have strong cognitive, motivational and didactic effects, and are also able to significantly influence the processes as a whole [5]. Thus, the results of the tests conducted were used to make decisions aimed at a consistent and significant improvement in the quality of language education at the university.

Students were asked to pass a questionnaire for an independent assessment of the satisfaction of the organization of an interactive course in accordance with the following criteria: timetable evaluation, course content, course organization, practical application of the acquired knowledge, teaching staff, organization of technical and educational services, timeliness and adequacy of information. Identify the general impression of the class; quality and quantity of the proposed

training material; modules of the training course, which caused the greatest difficulties and the reasons for their generation; the availability of electronic gadgets at the university and beyond; assess the level of experience of students on the integration of the electronic course in the training practice before entering the course "Database" and the relevance of the knowledge. The questionnaire included 18 questions, the lead time was 30 minutes.

The analysis of the results of the questionnaire revealed a high assessment by the students of the teaching staff - about 79%, the organization of the course - 72%, the practical application of the acquired knowledge - 56%, the timetable estimate - 53%, the technical and educational services organization - 61%, the timeliness and adequacy of information - 70% . About 58% of respondents noted a positive impression of the training. About 70% noted quite a sufficient amount of educational material offered for mastering. 64% of the respondents noted the high quality of the presentation of the training material.

About 61% of the students surveyed noted that the training course is overloaded with theoretical material (abounds with exercises) and there is a lack of practice. 31% noted that many unresolved issues remained. We associate this aspect, with missing classes and inadequate self-preparation of students. Students would like more specifics, more recent teaching material. Also, students noted that only at the end of the training course the subject of study became obvious. We attribute this to the fact that students study not the discipline of English, but the bases of databases in English. Students lack knowledge of databases and students had to master them as they learned the basics of databases in English. The greatest difficulty in the course of training was caused by watching video materials. We believe that this phenomenon is due to a lack of understanding of native speakers and we recommend adding subtitles to the video. Also 42% of respondents noted too high rate of training.

64% of respondents admitted that they had never used an interactive textbook before. About 58% of respondents indicated that they are ready to advise this course to other students. 25% of the respondents answered in the negative. We believe that students need time both to master the discipline itself and to work with an interactive textbook. Allocate for classroom training, with sufficient technical equipment (equipped with video projection and audio equipment, to take full advantage of the interactive course materials.) The teacher's organizational role is to develop recommendations for the use, placement of an interactive textbook in the local network of the university for general use, activities to identify the difficulties for subsequent assessment and adjustment, as well as individual monitoring of students on the results of monitors uringa [6].

The conducted study confirmed the timeliness and importance of using the interactive textbook at the present stage of development of higher language education in the preparation of bachelors. Deeper studying of the problem of formation of the students 'independence and further improvement of the organizational and didactic conditions for the development of the professionally competent personality of the graduate of the university in the logic of tertiary education, the development of new courses of program disciplines aimed at the

formation of the bachelors' foreign professional communicative competence are presented.

CONCLUSION

Interdisciplinary issues of humanitarian knowledge related to the study and formation of foreign language competencies, vocationally-oriented instruction in a foreign language and the teaching of professional non-linguistic disciplines in a foreign language are topical. The current stage of development of the Russian higher school is characterized by an increased attention to the study of issues related to the development and implementation of new educational technologies, including Russian interactive textbooks, which presuppose alternative forms of submitting educational material that contribute to overcoming the professional isolation of engineering students.

As one of the possible solutions to the problem of the formation of students in the knowledge of professional discipline and simultaneously contribute to the development of their professional non-linguistic discipline was the attempt to create a modern interactive technology of integrated subject language training CLIL with the use of an interactive textbook on the introduction to the program discipline "Databases", contributing to the formation of a coherent The picture of the world, consisting of separately interconnected disciplines.

Proceeding from the foregoing, we believe that, in general, the use of an interactive textbook is a sufficiently useful resource that contributes to the creation of conditions for the productive development of academic disciplines of various cycles; strengthening interdisciplinary connections between various disciplines and informatics, creating an institution for further self-development and self-learning. In this regard, we believe that working with the interactive textbook as an additional learning tool requires further study, including the development of software and methodological support, and encourage students to engage in scientific and innovative activities, as well as update the configuration and interactive interaction space in higher education through literate pedagogical use.

Based on the above, the following recommendations can be made for teachers searching for ways to design and implement an integrated learning process that includes foreign languages and professional subject cycles. It is necessary to pay special attention to the basic stage of training, in which the studied vocabulary is examined in precise definitions that do not admit interpretations. Work on various academic topics allows the successful mastering of specific terms, certain language constructs, contributing to the replenishment of the lexical stock of the student by subject terminology and contributes to its further preparation for studying and applying the acquired knowledge and skills. It is advisable to correct the studied elements of the organized context in an interactive textbook, ensuring their unambiguous interpretation, thereby maintaining the stability of the student's competences being developed. For example, when monitoring the activities of students, show the student a modified picture of the visual situation in which the observed object is supplied with additional visual signs, color, shape, flicker of the object.

From the real picture of the tracking zone, "cut out" minor objects, reduce their contrast and visibility, etc. To protect against the destructive effect of excessive interpretability of the proposed interactive exercises, it is advisable for the teacher to limit their number by decomposing exercises into classes that the student understands, which are a stable element of the teaching of the situation. For example, in the process of learning to perform rendering, prohibit the student from returning to already executed elements, changing the signs of the activity of these elements. Enter a warning about the need to complete the training cycle. The first three classes, which complete with rendering by template, are recommended to be performed in artificially slowed down time in order to avoid mistakes of the first execution. Beginning with the fourth lesson, the pace of training can be increased, and kept within limits that students do not allow critical errors. It is advisable to pre-train teachers of interactive technology of integrated subject language training CLIL with the use of an interactive textbook on introduction to the program discipline "Databases", since only a person professionally trained in both directions will be able to conduct this course, so at this stage there is a personnel question, which can be resolved within the framework of a large long-term project with the simultaneous participation of both non-linguistic vocational schools and the school of foreign languages and administration of the university.

These recommendations do not exhaust all options for implementing and implementing an integrated learning process that includes foreign languages and professional subject cycles. This study is not exhaustive and allows us to analyze a number of significant points. In conclusion, we note that the place of language-based integrated learning in teaching the university discipline "a foreign language in professional activity" is associated with the traditional teaching of a foreign language and with their simultaneous teaching, one can single out a special direction of the CLIL, both in terms of teaching professional discipline, and in terms of teaching a foreign language at the university. This should be a separate discipline, organically combining that educational material that students have mastered in professional discipline and in the discipline of a foreign language. Particular attention is paid to the need for both a course in professional discipline and a general foreign language course as an initial step for understanding the fundamentals of both disciplines and for their further integration in the form of the CLIL discipline.

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DEVELOPING SPATIAL AESTHESIS THROUGH PHENOMENOLOGICAL APPROACHES TO TEACHING ARCHITECTURAL HISTORY

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ABSTRACT

In recent years, major schools of architecture have considered that teaching architectural history has become obsolete, for it could not possibly respond to the crisis our contemporary buildings and cities are facing, a crisis that derives, as increasing research demonstrates, from breaking apart architecture from its user, the human being.

Architectural history represents, simplistically expressed, the account of centuries of interaction between human beings and the spaces they created.

This paper will present a novel pedagogical methodology that uses a phenomenological approach in teaching the history of architecture, its purpose being to progressively and intuitively help students realize spatial perception is not a high abstraction, a complicated notion, but an objective biopsychological human feature they can access at any time and use to feel, understand and create spaces that will become places imbued with meaning.

Contemporary architectural pedagogy is preponderantly focused on cultivating spatial intelligence through a series of conceptual studio projects and theoretical courses dealing mainly with abstract notions. Even architectural phenomenology, when and where it is taught, remains at a theoretical level. Pedagogy focused on conceptual architecture creates architects with highly skilled aptitudes to produce only geometrically feasible and sound spaces, spaces that are not necessarily places to be inhabited in the sense Husserl, Heidegger, Merleau-Ponty, Norberg-Schulz, Alvar Aalto, Juhani Pallasmaa, Tadao Ando or Kengo Kuma would have meant them to be.

In such a conceptually-driven studio culture, using historical architectural precedents, analyzing them and extracting the essential, objective and unchanging principles they hold, and using those principles discovered though analysis in joint studio projects, has proved to offer interesting and unexpected benefits in students' ability to sense space, to understand the inherent qualities of various types of spaces and to subsequently make use of the acquired spatial experience in their projects, the results being architectural places, not just architectural spaces.

Though studying the different ways in which physical spaces have been artfully created and used, programmatically speaking, throughout the history of architecture, students are given the opportunity to understand how those spaces and their interrelations objectively affect humans as conscious beings, regardless of the culture they come from or the language they speak, and offer them a deeper

understanding of the spatial "alphabet" some architects write dry prose with, while others create profound, meaningful poetry.

Keywords: history of architecture, phenomenology, methodology, space, aesthesis

INTRODUCTION

After Modernist architecture instilled architectural education with two of its fundamental aspects, technical rationalism and functional determinism, post-Structuralism introduced the idea of conceptual architecture, stating that every architectural project had to have its genesis into a concept, an intellectual exercise in abstraction that ultimately led to the alienation of architecture and the architect from their main user and beneficiary, the human being. In architecture schools around the world, the concept of a building is still presented as being more important than the physical object whose spaces are meant to be inhabited. The architect has become a designer of shapes, without taking into consideration the ways in which those precise shapes will influence people. Architecture stemming from conceptual education has turned into high end design and architects forgot the basic purposes of architecture, to physically shelter from the elements and to induce a sense of protection and well-being.

Several contemporary architects and theoreticians, among which Tadao Ando, Steven Holl, Peter Zumthor, Kengo Kuma, Juhani Pallasmaa, as well as schools of architecture such as, to name only a few, the Leuven School of Architecture in Belgium, Delft in the Netherlands, or the Notre dame School of Architecture in the United States, increasingly state the need to rehumanize architecture, to transform buildings into what Siegfried Giedon, the critic of the Modern Movement, once called Alvar Aalto's Villa Mairea, an Opus con amore. [1]

Apart from the built form, the essence of architecture and the element with which the best architects "compose", because good architecture is like a wonderful musical or poetical composition, or as Leon Battista Alberti put it in "De Re Aedificatoria", a proportional adjustment of parts, "so that one cannot add or subtract or change without impairing the harmony of the whole", is something insubstantial and abstract, thus quite difficult to be taught, the felt quality of space, a spirit of the place different from the ancient sense of genius loci, yet rooted in the essence of the human being. In order to become a well-designed vessel for everyday's life, the architectonic object has to offer places and spaces that satisfy the diverse physical and emotional needs of its inhabitants. While individual and personal emotions do condition and affect the way spaces are perceived, the reverse is also true: architectonic forms have the quality of shaping emotions. While spatial experience certainly has subjective aspects, the study of architectural history suggests there is an inherent psychological interconnectedness between the geometry of spaces and the way they are generally perceived and experienced. Given that spatial experiences cannot be separated neither from the spatial effect created by the architectonic form, nor from emotional and imaginative dynamics, phenomenological approaches to teaching ancient Greco-Roman architecture in the first year of

study have been experimented, as a way to raise in students the awareness of archetypal geometrical forms and spaces.

The idea for this new methodology of teaching architectural history was inspired by the common thread found in Martin Heidegger [2], the Gestalt theory, Gaston Bachelard [3], Maurice de Merleau-Ponty [4], who drew inspiration from Gestalt, and Christian Norberg-Schulz [5], the idea that there is a number of apriorically existing basic structures that represent stimuli for our understanding of environment and place. When we refer to inherent spatial characteristics, we allude to this precognition of things as such. Precognition is considered vital to our understanding of the environment by Norberg-Schulz. Everything is known through its Gestalt, this is how perception functions, according to both Merleau-Ponty and Norberg-Schulz. Merleau-Ponty continued and developed post-Husserlian phenomenology and focused on the primary experience of embodied human experience. To him, phenomenology is the study of essences, the essences of perception and consciousness. From the phenomenological point of view, the world is aprioric to reflection. Phenomenology aims at capturing the essences before reflection happens and creates a more direct contact with the world. World and self are inseparable and interwoven, considers Merleau-Ponty. We are in the world though our bodies and their sensory apparatus, which makes us perceive the world in a specific way. [6]

Logically following from the phenomenological conception of perception, the main objective of this new approach to teaching architectural history was to develop an in-depth understanding of architectural spatiality through the study of historical precedents, an understanding and spatial intuition to be used throughout their education and future career.

This first exercise in this method of teaching architectural history is meant to build mental bridges between the realm of spatial experiencing and the imagination needed for architect and student alike to create design solutions. In a first instance, a mandatory reading of Francis DK Ching's "Form, Space, and Order", along with studying ancient Greek and Roman architecture and town planning introduced and exemplified fundamental rules of spatial composition, such as symmetry, axiality, rhythm, proportion, scale, hierarchy, followed by more complex studies in the canons of beauty and principles for harmony. [7] Students are asked to analyze selected monuments, decompose them into their basic geometrical

Figure 1. Compositional analysis of the House of the Faun in Pompei

shapes (or Platonic solids) and discover and represent, diagrammatically, their rules

of composition (Fig. 1). In parallel, they are asked to add indirect sensory input and describe, in an exercise of imagination, how those spaces might make them feel. Since only a fraction was directly familiar with the monuments, exercises in intuitive perception of space are included. Upon reading Gaston Bachelard's "Poetics of Space", previous personal spatial experiences are recalled by each student in an essay about a future dream house – not about what it might look like, but about how it would make them feel. This represents the second step toward an intuitive awareness of spatial quality, sense of space or aesthesis.[8] At this point, Paul Valery's "Eupalinos or the Architect" is introduced as parallel reading, in order to further the discussion on the very abstract term used throughout one's architectural training and career, "poetic space" or "architectural poetry". [9] Making use of the abundant ancient Greco-Roman architectural examples, the method focused on analyzing the relationships between the geometry of spaces (rectangular, circular; proportions, human scale) and their openings, with special attention on natural illumination and light effects, as well as the feelings those might induce, thus bringing students closer to understanding how the character or nature of a space takes shape. As Steven Holl expressed it, "Experiencing the poetry of light and space is a confirmation of the exhilarating potential of architecture as a vessel for everyday life. From meditative space to inspiring details, architecture holds the potential to change the way we live. The house (…) is a container for the day's light, from the pale yellow of dawn to the deep blue of twilight. It is a box for the essential objects of life. It is a vessel for imagination, laughter, and emotion… and a silent space for the poetic sense of life." [10]

According to Bachelard, spatial experiences embrace the experience of reality intertwined with thoughts and dreams. It is precisely this synthesis between memory and imagination that makes possible the inhabitation of spaces in their real and virtual aspects. His "phenomenology of imagination" explains how perceptual experiences do not entirely depend on physical realities, but have an active imaginative component.

Perception is subjective in that it is relative to both personal body and mind. While the body is the point zero from which the spatial axes stem, and confers directions and dimensions to the space, the mind brings forth memories of former similar spaces and the sensations, thoughts and dreams associated to them. [11]

In a discussion with architecture students at Rice University, Louis Kahn spoke of the wonder the Roman Pantheon is and what an exceptional inspiration for architects it represents. When the emperor Hadrian thought about it, he said, he chose a non-directional shape and a unique light source from above, an oculus. The light is impalpable, yet it commands one to admire and follow it in space. Light and shape, light in shape make the space and give space its character. [12]

Kahn once asked what a brick might want to be and just like him, students are invited to ask themselves what a cube, a parallelepiped, a cone, a cylinder or a sphere might want to be. An upright parallelepiped might become a tower, a sign in the city, a lighthouse to guide the sailor towards the shore. Curved

spaces hold by physical nature, though the properties of their shape, unless one inverts the position and then they become a protective shape. Convex or concave, centrifugal or centripetal, accusing the horizontal or the vertical, directional or non-directional, right-cornered, pointed, obtuse or rounded, even or uneven, every shape has an inner, objective character. Therefore there is also a clear relationship between simple geometrical forms and their possible functions, and this relationship is made possible by the character or nature of that space as perceived by the observer.

Through the method of discussing and analyzing examples from ancient architecture in matters of geometrical composition, composition rules, proportions relative to human scale and illumination, students have the opportunity to understand that form is not a product of function, but that there is a complicated dialogue taking place between all the elements that make a building, which make it befit to one or more, even very different, functions. Were we to only take the example of Roman imperial baths, some of their ruins are now accommodating majestic churches, while the Baths of Caracalla have been used as architectural inspiration and precedent for New York's Grand Central Station, as well as for Louis Kahn's National Assembly building in Dacca, two seemingly very different programs, with quite different primary functions. What made that possible was the nature of the spaces, as well as their composition in space, as spatial hierarchies.

At the end of the first semester of the first year, under the title "Meditations on Beauty", students receive six different temples to study and analyze from the point of view of their basic geometrical shapes, rules of composition, illumination and canons of beauty, to choose one or more of them and by recomposing them, to produce a novel building with no function and no program, that will still be compositionally harmonious.
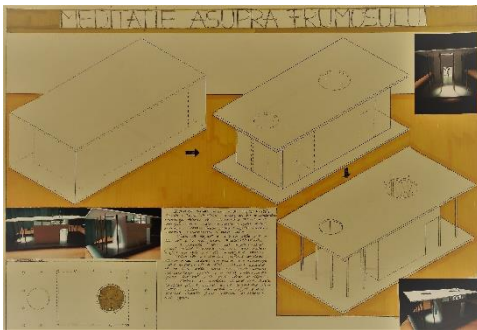
Figure 2. "Meditation on Beauty" using a generic temple plan as starting point
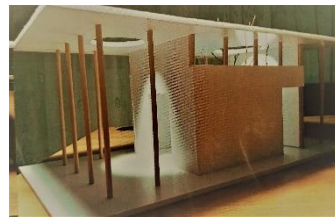
So far, the exercise has been a success and has revealed what architects know, but can seldom reach for in the students they teach: we all have in ourselves the ability to sense space, to feel when it is disproportionate and disharmonious, or

when everything falls in the right place like a well composed piece of poetry; the challenge is finding the right way to help architecture students reach for that inner potential and inner spatial wisdom.

Along with the physical models of their functionless, yet beautiful buildings, students had to present them in detail, discussing the spaces they used and the reasons for using them, as well as directions of perspective, pathway axes, spatial rhythms and, most importantly, to describe how those imagined spaces made them feel and what types of emotions they might or would induce in different inhabitants.
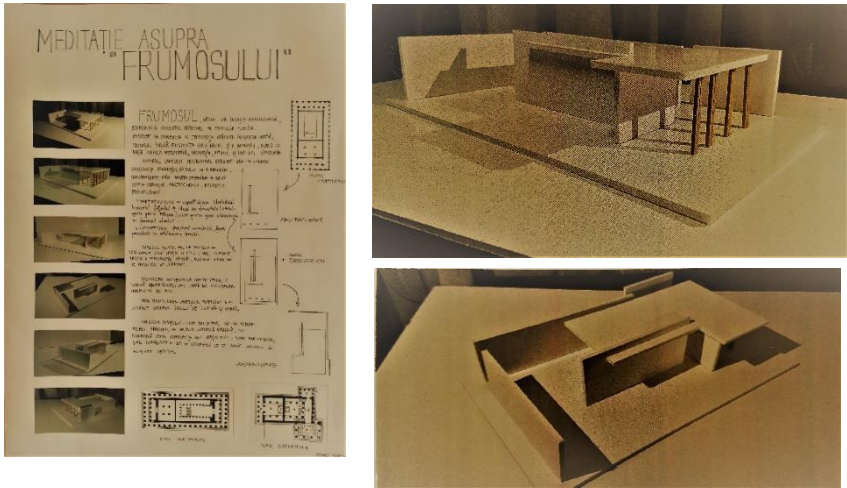
Figure 3. "Meditation on Beauty"; analysis and reinterpretation of the Parthenon and Erechteion
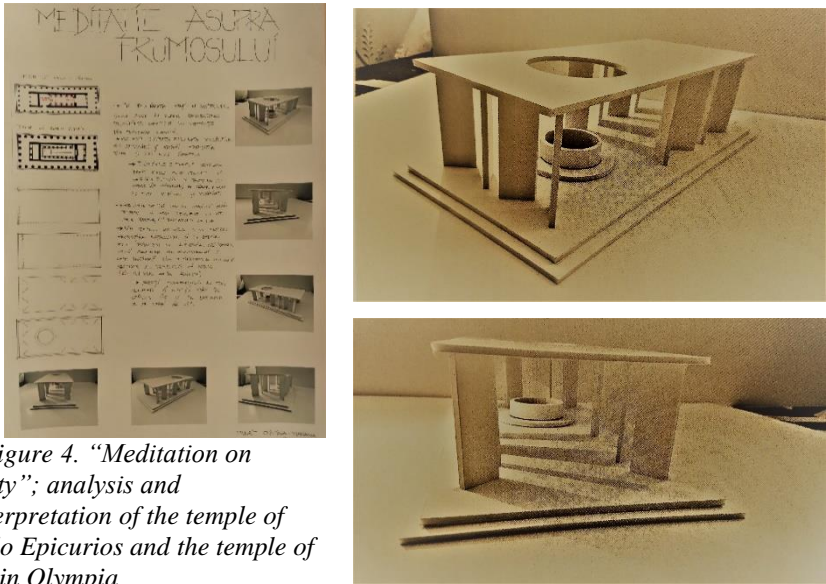
Figure 4. "Meditation on Beauty"; analysis and reinterpretation of the temple of Apollo Epicurios and the temple of Zeus in Olympia

As figures 2, 3, 4, 5, 6, and 7 show, apart from composition, students paid special attention to light. In future exercises, the procession through space guided by light was the main focus, but even when it was not the main point of interest, they manifested a real interest in studying the interactions between the material and the immaterial, the solids, the light and shade, the transition from light to darkness and back.
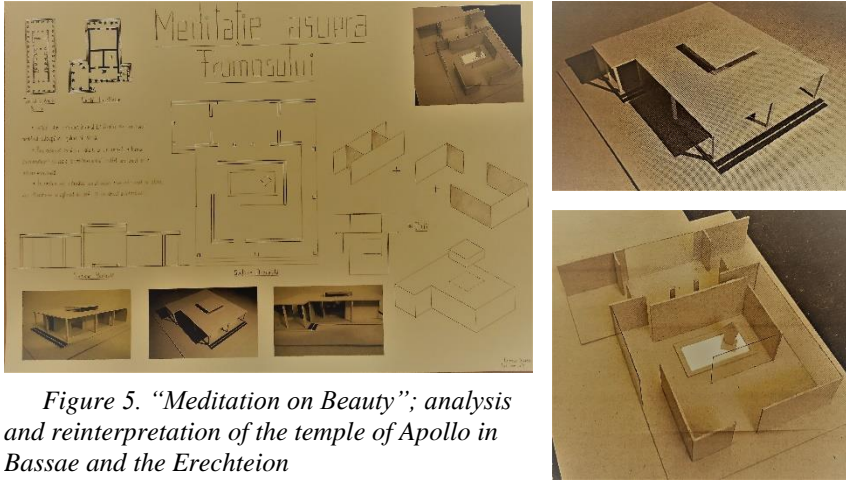
Figure 5. "Meditation on Beauty"; analysis and reinterpretation of the temple of Apollo in Bassae and the Erechteion
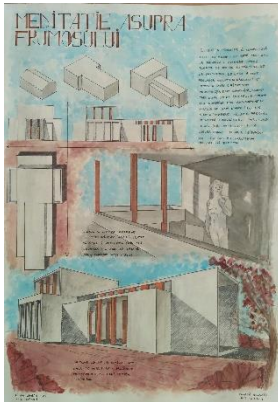
Figure 6. "Meditation on Beauty"; studies on form and light.
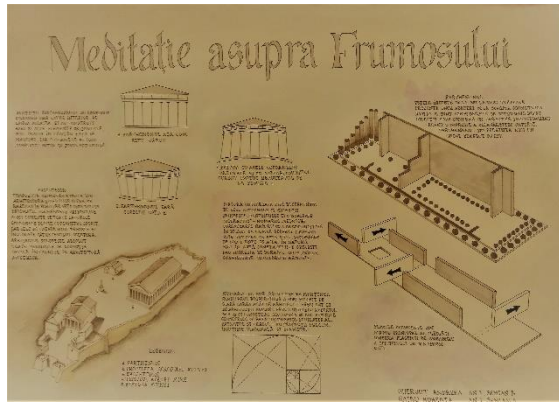
Figure 7. "Meditation on Beauty"; analysis and reinterpretation of the Parthenon

CONCLUSION

The ultimate meaning of architecture is beyond the built aspect; in redirecting consciousness back to the world and towards the sense of self and being-into-the-world, by heightening phenomenal experience, architecture expresses meaning and becomes meaningful. In recent years it has become increasingly clear that new architectural forms are alienating the human inhabitant, conceptual education having played a strong role in the rise of dehumanizing architecture. To the need of

re-educating architectural students into the mysteries of aesthesis, of what spaces want to be, to paraphrase Kahn, architectural history offers a multitude of powerful examples of places and buildings composed of spaces with strong, clear character. A simple, very pedagogical approach to studying the history of architecture, especially the Greco-Roman one, when the first rules of composition and canons of beauty that have reached to us have been documented, can provide architectural education with a strong tool for architectural design.

The present paper presented the first series of theoretical and practical exercises first year students undergo in their first semester of studies. The method is subsequently applied, with increasing complexity, in the following semesters, studying Romanesque, Gothic, Renaissance and Baroque architecture. Starting from the basics, the geometric forms architecture works with, each exercise brings a new element into play up to the point of analyzing the relationships between spaces and their associated symbolic meaning throughout historical periods and cultures.

Promoting an experiential awareness of space, involving the functions of memory, of imagination and fantasy, the phenomenological approach to teaching architectural history has proved to be a facilitating factor in helping students understands the immaterial essence architects work with, the essence of space.

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ENSURING OF DIFFERENTIATION AND INDIVIDUALIZATION OF TRAINING AS A CONDITION OF CREATION OF A TRAJECTORY OF INDIVIDUAL DEVELOPMENT OF THE STUDENTS OF ARCTIC SCHOOLS

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ABSTRACT

Relevance of this article is a problem of creation of a trajectory of individual development of students by means of differentiation and individualization of training is caused by the fact that the organization of training in an individual educational trajectory demands a special technique and technology. The practical solution of this task was implemented in the conditions of nomadic and small rural schools of the Arctic, taking into account specific features of pupils and a harkter of training. Results of creation of own educational trajectory of pupils of development of languages (Even and English) and ethno-cultures are given in the article. The purpose of the article consists in creation of conditions of creation of a trajectory of individual development of students by means of the differentiated, individual training.

The personal focused approach giving an opportunity to consider a problem in a complex is leading in a research. The organization of personal focused education of pupils allows each pupil to exercise the opportunities and the rights to development of subject matters.

The main plan of a research consists in consideration of an individual trajectory of education as result of realization of personal potential of pupils in his development through own activity.

Materials of article introduces practical value for development of the theory of personal - focused training; can be used when developing concepts of creation of a trajectory of individual development of students as factor of realization of personal potential of pupils of his further formation through own activity. Results of a research can be used for methodological justification of educational programs of subjects and ethno-cultural education.

Keywords: activity, opportunity, right, differentiation, ethno-cultural

INTRODUCTION

Formation of essentially new system of continuous education assumes continuous updating, individualization of demand and opportunities of its satisfaction, development of creative competences, readiness for retraining and is connected, first of all, with need of development of modern content of the education, creation of conditions for individualization, differentiated training. New educational programs are based on development of problem thinking, pedagogical

integration, connected with multicultural education, versatile development of the younger school student, creation of conditions for individualization differentiated training, development of the intellectual sphere, individual options of intellectual development. At identification of essence of the differentiated approach to training of pupils it is expedient to rely on the following interpretations of scientists: K.G. Selevko defines training differentiation (the differentiated approach in training) as creation of various conditions of training for various schools, classes, groups for the purpose of accounting of features of their contingent and a complex of the methodical, psychology and pedagogical and organizational and administrative actions providing training in homogeneous groups [4].

I.S. Yakimanskaya distinguishes the differentiated training which is considered in a social economical, legal, administrative, didactic aspect of training and the differentiated approach as scientific development of the differentiated approach to each pupil for the solution of problems of selection, formation and correction of development of the personality in the chosen area of training [5].

According to D.A. Danilov the differentiated approach assumes technology of implementation of individual approach to pupils according to the level of their abilities and opportunities for the purpose of definition of their professional orientation, the maximum development of each personality at all grade levels [1]. In the conditions of class and fixed system the big part is assigned the ideas of the differentiated training which assumes accounting of individual abilities and requirements and is shown in a specification of the purposes, tasks, contents and ways of the organization of teaching and educational process and demands a variety, variability of training. The individual educational programs and individual curricula based on individualization, differentiation of education and considering interests and abilities of the personality can become a condition of formation of competences.

We will provide characteristics of differentiation in training. Many experts allocate "internal differentiation" - the organization of educational process is carried out with accounting of specific features of pupils - it is and there is individualization of training and "external differentiation" - the organization of educational process taking into account specific features of the pupils uniting them in the special differentiated educational groups, training of the pupil in own curricula and programs. Any student is capable to find the version of the solution of any task. The individual way of realization of personal potential of the student in educational process is called an individual educational trajectory. For successful realization of an individual educational trajectory it is necessary to create conditions, i.e. reductions of pupils to determination of sense of studying of a subject matter, to independent statement of the purposes and tasks, application of methods and ways, to carry out assessment of the activity. We have conducted researches from 2011 to 2016 at nomadic schools of the Arctic uluses "Aylik" (Topolinsky high comprehensive school) Berezovsky secondary school (the Srednekolymsky ulus) the Republicof Sakha (Yakutia), the individual (differentiated) approach to training has been approved and conditions for creation of an individual trajectory of training are created.

1. The educational and methodical set (EMS) in subjects of native (Even) and English languages are prepared with teachers of schools.

2. The individual curriculum for each pupil made on the basis of the federal basic curriculum.

3. The individual educational route is developed for the specific pupil and is his educational program. In a stage of development and realization of an individual educational route the pupil and his parents act as subjects of the differentiated education.

In nomadic conditions the teacher or the tutor carries out an organization of educational process of pupils according to the following plan: structuring pedagogical process - coordination of motives, the purposes, educational requirements, maintenance - rendering the advisory help at realization of an individual educational route; regulation of realization of an individual educational route in activity; formation of the expected results. (Table No. 1)

Table No. 1 Results of a research of progress, quality, degree of proficiency of pupils of 5-8 classes at the beginning of 2011 and in completion of an experiment in 2016

	Number of pupils	progress	quality	proficiency degree
Beginning of an experiment 2011.	Even language -11 English-24	98% 80%	62% 40%	62% 30%
End of an experiment 2016.	Even language - 17 English-24	100% 100%	76% 56	59% 25%

The analysis of documents, EMC on subjects, examinations, a cut of knowledge, skills of selective subjects, questionnaires, a reflection of pupils, teachers, parents and the table No. 1 have shown that the received results are compared with the purposes of individual and collective programs of occupations. Each pupil realizes and estimates extent of achievement of individual and common goals, level of the internal changes, the acquired ways of education and areas developed by him [2], [3]. Also general educational process, collectively received results and ways of their achievement are estimated. Thus, the individual educational trajectory includes an individual educational route of the pupil and is a substantial component, answers the question: "What has to change in the personality?" and also ways of the organization and technology of educational process, answers the questions: "How to learn?", "How to bring up?", "How to organize pedagogical interaction and communication?".

Only 653 pupils of rural schools of classes, from them 86 pupils of nomadic schools, and their parents have been captured by **methods of the comparative analysis** of the statistical data characterizing realization of an individual educational trajectory, questionnaire, testing, the composition, expert estimates, observation and empirical inspection

RESULTS

The theoretical-methodological bases (approaches) to development of a problem of differentiation and individualization of training as a condition of creation of an individual trajectory of education as result of realization of personal potential of pupils in his development through own activity are formulated. From positions personal focus approach conditions and technologies of creation of new and transformations of the available objects of the educational sphere in northern the region, stage-by-stage creation of conditions of creation of a trajectory of individual development of students, individualization of educational routes of pupils in result of the flexible organization of educational process in the conditions of a nomadic way of life, attraction of national, communal and patrimonial pedagogics are analysed, experimentally checked.

DISCUSSION

The problem of ensuring differentiation and individualization of training as a condition of creation of a trajectory of individual development of pupils, is a subject of active discussion and a scientific discourse in pedagogics. A theoretical basis of individualization of training is L.S. Vygotsky's concept about socio-historical origin of mental functions, one of provisions of whom is recognition of the leading role of training in ontogenesis of the person: training considers the general regularities of development, is ahead of him and leads. In this context the theory of a periodization of children's development of children of D. B Elkonin, the theory of activity of A.N. Leontyev, the theory of educational activity of V.V. Davydov according to which in each age period creation of specific conditions, the organization of the leading type of activity which forms new growths is necessary and have big value. The organization of individualization and differentiation of educational process is impossible without implementation of system of continuous education. When determining of essence of the differentiated approach to training of pupils relied on interpretations of scientists K.G. Selevko, I.S. Yakimanskaya, Danilov D.A., etc. In a scientific discourse scientists G.A. Bordovsky, S.A. Vdovina, E.A. Klimov, V.S. Merlin, I.S. Yakimanskaya, etc., marked out that along with the concept "individual educational route" there is a concept "individual educational trajectory" which has broader value and is characterized by a mnogoaspektnost and several directions of realization.

CONCLUSION

As a result of a research conclusions are drawn that for the first time in the pedagogical theory the subject of differentiation and individualization of training as a condition of creation of a trajectory of individual development of

the studying Arctic schools is stated as a significant problem which is considered as the field of realization of human rights and opportunities of the people. Wide opportunities from individual knowledge of fundamental educational knowledge and own interpretation of the studied concepts before creation of an individual picture of the world and a personal way of life are given for the pupils in the movement on an individual educational trajectory . The main means for realization of these tasks is granting to pupils of a possibility of the choice, in other words, each pupil is given an opportunity of creation of own educational trajectory of development of all subject matters. In modern conditions at each school people have to create necessary conditions for formation of the universal abilities of pupils based on new social requirements and values.

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FORMATION OF KEY COMPETENCES OF STUDENTS ON THE BASIS OF THE INDIVIDUAL AND DIFFERENTIATED APPROACHES

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ABSTRACT

Relevance of this article are questions of the differentiated approach in a specification of the purposes, tasks, contents and ways of the organization of teaching and educational process to training and formations of key competences of students on the basis of accounting of individual abilities and requirements. The purpose of article consists in a possibility of the differentiated approach in concrete educational institution and technology of implementation of individual approach to students according to the level of their abilities and opportunities for the purpose of definition of their vocational guidance, the maximum development of each personality at all grade levels. The leader in this research is individual approach to students according to the level of their abilities and opportunities for the purpose of definition of their vocational guidance, the maximum development of each personality at all grade levels. Materials of article provides practical value for formation of competences and to improvement of quality of education.

Results of a research can be used for methodological justification and in development of individual training programs of training.

Keywords: the differentiated approach, the differentiated training, individualization, competence, variability of training

INTRODUCTION

Formation of essentially new system of continuous education, assumes continuous updating, individualization of demand and opportunities of satisfaction, development of creative competences, readiness for retraining of students and is connected, first of all, with need of development of the modern maintenance, creation of conditions for individualization, differentiated training.

At identification of essence differentiated approach to training of students it makes sense to rely on the following interpretations of scientists.

K.G. Selevko defines that training differentiation (the differentiated approach in training) – :1) creation of various conditions of training for various schools, classes, groups for the purpose of accounting of features of their contingent;

2) a complex of the methodical, psychology and pedagogical and organizational and administrative actions providing training in homogeneous groups [9].

I.S. Yakimanskaya distinguishes the differentiated training and the differentiated approach in training. In the first case she suggests to consider social and economic, legal, organizational and administrative, didactic aspects of training.

In the second case it is about scientific development of the differentiated approach to each pupil for the solution of problems of selection, formation and a correction of development of the personality in the chosen area of training [13].

In the conditions of system of class-lesson the big part is assigned in the ideas of the differentiated training which assumes accounting of individual abilities and requirements and is shown in a specification of the purposes, tasks, contents and ways of the organization of educational process and demands a variety, variability of training. The individual educational programs and individual curricula based on individualization, differentiation of education and considering interests and abilities of the personality, can become a condition of formation of competences. For elaboration of the most exact determination of competence we will consider the following interpretations of scientists.

V.G. Veselova understands set of universal abilities exempted from any psychological and pedagogical context in which they have arisen as "competence". "Development by the individual of any systems of actions, methods of application of knowledge for effective and their adequate use regardless of conditions, demonstrates formation of competence". The competence is defined by the author as the field of responsible use of competence of the person [2].

By V.V. Krayevsky's definition "competence" is result and can be considered as the integrated characteristic of quality of training of pupils, their ability of target, intelligent application of a complex of knowledge and modalities of action [5].

By definition of the theorist of competence-based approach A.V. Khutorskoy, the competence is a readiness of the person for mobilization of knowledge, abilities and external resources for effective activity in a concrete life situation. The competence is an ability to activity in a certain personal and significant situation. Having defined, a concept competence, it is necessary to find out its hierarchy. A.V. Khutorskoy offers three-level hierarchy of competences: - key – belong to the general (metasubject) content of education; - all-subject – belong to a certain circle of subjects and educational areas;

The interest of scientists in formation of competence is caused by fast obsolescence of information, than the training cycle at high school or a higher educational institution comes to an end. It follows from this that mastering a complex of knowledge, abilities and a number of competences, in particular communicative competence by students will allow them to find and select at any time the necessary information on the problem interesting it, to develop the activity, independence, creativity consciously and purposefully .

Formation of competences of students is caused by realization not only of the updated content of education, creation of conditions for development and self-realization of students; but also adequate methods and technologies of training which provided assimilation of productive knowledge, abilities; development of requirements to fill up the knowledge throughout all life. Formation of foreign-language competence is one of the purposes when training

students of not language specialties in a foreign language. In the general context of the European tendencies of globalization Council of Cultural Cooperation of education for Europe has defined those main key competences which as a result of education young specialists have to master. The purpose of education began to correspond to formation of key competences that is noted in "The concept of modernization of Russian education. One of the main competences is the communicative competence which is considered as ability of the person to work in a concrete life situation, to build communication and interaction with other people. The communicative competence belongs to basic competences of the modern person.

Use of productive techniques and technologies of training and it`s realization influences on achievement of such result of training as competence.

The organization of individual activity of students were approved in groups of institute of physical culture and sport. Individual training programs have been developed. Feature of a learning of foreign languages by students in the field of physical culture and sport is learning of a huge number of professional lexicon, namely terms. The number of hours at the same time is provided rather small. It is necessary to consider the fact that at receipt results of the unified state examination in English aren't required thereof the level of knowledge of English at students is very low. Respectively, in order that the student has mastered a foreign language, it is necessary to pay first of all much attention to grammatical rules and also a phonetic system of language, to studying of lexical material.

When mastering professional lexicon skills an oral and written language are improved, the horizons of students are broadened, the informative activity of pupils develops. The research method, discussions, brainstorming, technology of "critical thinking", interactive, group forms and methods, a collective way of training have been used. From positions of competence-based approach formation of key competences becomes the main direct result of educational activity. Key competences are meant as abilities of the personality to cope with the most various tasks. Taking into account these positions the following groups of key competences are allocated: 1. Valuable and semantic competences. Common cultural competences. Educational and informative competences. Information competences. Communicative competences. Social and labor competences. Competences of personal self-improvement. One of the most important components of competence-based approach is use of information and communication technologies. Information technology (computer technology) is a process of preparation and information transfer to the student. Now within the educational process the following methods of training with use of ICT are applied: Method of projects; Method of information resource; Didactic games. The method of projects allows to involve each student in vigorous cognitive activity. One of ways of such independent work is training in cooperation, working with couples or groups. Use of ICT at this method is much more effective, than explanatory and illustrative and reproductive methods. Students, working in groups, develop the joint action plan, find information sources, ways of achievement of the goals, cast, put forward and discuss the ideas. All students are involved in cognitive activity. Training in cooperation allows to seize elements of culture of communication in collective and elements of management. These technologies develop creative activity, form cogitative activity, teach school

students to argue the point of view, help to achieve deep understanding of material. Students of the first and second courses have captured by methods of the comparative analysis of the statistical data characterizing functioning of education, questionnaire, testing, the composition, estimates, observation and empirical inspection

Results. For quality control of knowledge of the foreign-language professional lexicon mastered independently tests at the end of each semester which have revealed the following results have been carried out: The I stage (I semester) - 26,3% of quality of knowledge; by results of questioning, carried out among students, it has been defined that at the initial stage of development of special lexicon there is a formation of such professional and important qualities as responsibility, determination, persistence, tolerance, working capacity. Following the results of testing and questioning at the end of the II stage (the II semester) the following results are received: quality of knowledge - 34,8%, formation of professional and important qualities — independence, attentiveness, self-checking, collectivism, sociability. Result of the III stage (the III semester) — quality of knowledge — 46,7% formation of professional and important qualities — self-confidence, optimism, conscientiousness, politeness. The final IV stage which includes the IV semester has revealed the following results: quality of knowledge — 62,5%, formation of professional important qualities — commitment, an initiative, observation, foresight, emotional stability, democratic character.

We use system approach to a learning of foreign language which has in essence stage-by-stage and constant working off of special terms, gradual transition of students to studying of terminological phrases, texts in the specialty, and then, having excellently learned and having worked in various situations a basic and grammatical word stock, performances of students on occupations with reports in a foreign language on a subject of scientific research.

For the purpose of formation and improvement of all components of professional formation of future teachers of physical culture and trainers in the course of the learning of foreign language, the educational and methodical grant "For reading" in English is developed for students of institute of physical culture and sport. All grant is supplied with the glossary which contains terminological lexicon.

Each text of a grant is supplied with the glossary, students at first get acquainted with terms, the teacher helps them to realize and remember an order of formation and the translation of terminological phrases which students define then in the text with the subsequent his translation. Thus students have an opportunity not only to learn to define correctly in the text special lexicon, to use it in an oral, and then and written language, but also to deepen the knowledge of specialist subjects.

Students have a positive spirit on studying and improvement of knowledge of humanitarian objects that is shown in desire of additional classes on a foreign language. In each type of independent work the informative (theoretical and practical) task is accurately formulated. It, on the one hand, acts in cognitive activity of the student as the basis for regulation by own informative or practical

actions according to the conscious purpose of the forthcoming performance of independent work, with another – allows the teacher to find an obstacle, insuperable to the student, in time and by that purposefully to operate individual knowledge of the student at activity achievement of the goal. The teacher, knowing level of training of each student, determines a concrete task for everyone by complexity degree, systematically controlling him. For the differentiated training we used elements of the programmed training. These were the programmed operational cards on grammar and terminological lexicon and also the program for training in the translation with use of the dictionary. Students worked independently in the differentiated range. Such type of work has allowed to develop a number of skills in shorter terms, than at a traditional technique.

In general independent work with preliminary training in methods of works had several positive moments: It has allowed to individualize and differentiate training process, It has provided certain freedom of creativity, it has disciplined and has promoted increase in interest and consciousness in language acquisition. The main objective of the teacher on interactive forms of teaching is activity of students on achievement of the goals of occupation. If passive methods represent, in fact, authoritative style of interaction, then active, including interactive, assume the democratic style based on equal relations between its participants (trainer and students). During such occupations the teacher has to be able to consider opinion and level of individual development of each student, to avoid criticism, creating the atmosphere of goodwill and interest.

In this case each student will be able to express the opinion, without being afraid of criticism. Besides, he will gain necessary experience of communication, that is will begin to develop the communicative abilities consisting in ability to perceive others point of view, ability to participate in a discussion and to develop the joint decision. Long-term practice of teaching allows to draw a conclusion that not all interactive methods can be to the same extent applicable when training disciplines of a different profile. Besides, it is necessary to consider deficiency of time allowed for teaching a number of objects. At the same time entering of certain amendments into standard techniques of interactive methods of training, will allow to use them in practice of teaching the majority of disciplines that will promote formation of key competences at future experts, optimizing their socialization and professional adaptation. In the course of training the specific features of each student united in the differentiated subgroups of students with the identical level of knowledge are considered.

DISCUSSION

In pedagogics information and communicative approach is connected with differentiation of students, proceeding from extent of possession of information and means of use. A number of researches, including researches of V.K. Shishmarenkov, L.N. Dobrynin, etc. are devoted to a problem of the differentiated approach in the course of mastering information. Investigating a problem of the differentiated training of pupils in educational institution, V.K. Shishmarenkov developed, on the basis of personal sense, the system of training of different level. At the same time he allocated four levels: the first level — the level of acquaintance, material recognition; the second level - reproductive, connected with

mastering concepts; the third - level of proficiency in full-fledged knowledge; the fourth level - the level of transformation, transfer of information in a new situation [10]. The author considers differentiation of pupils on extent of possession of a training material.

On the basis of individual characteristics of pupils L.N. Dobrynin developed the individual-differentiated approach to education of pupils [3]. The differentiated approach in training is implemented through judgment of a training material by pupils, awareness on it, formation of informative skill, educational requirements and the state of health. Works of T.A. Aksenova, A.V. Ivanova, E.I., E.I.Nikolaev, A.N.Nikolaeva, M.V. Sinitsyna, are devoted to problem of introduction of the individual differentiated approach of training. T.A. Aksenova defines organizational and pedagogical conditions of introduction of level differentiation of training in an adaptive gymnasium, installs components of psychology and pedagogical readiness of the teacher and students to educational process in the conditions of the personal focused training, develops criteria of increase in efficiency of individualization and differentiation of training in higher education institutions[1]. A.V. Ivanova establishes the main ways of differentiation of training in the American colleges and the universities (differentiation on types of educational institutions, differentiation of content of education and the organization of educational process), defines limits of admissibility of use of the differentiated training in higher education institution[4]. E.I. Nikolaev in the work "Differentiation as pedagogical technology of increase in interest in knowledge" reveals rational pedagogical conditions for the effective organization of the individual differentiated approach of training in a foreign language, offers the pedagogical technology of realization of system of the individual differentiated training approach providing growth of progress and independence of students at acquisition of a foreign language[7]. A.N. Nikolaeva touches on an issue of the organization of the individual differentiated approach of training in non-native languages[6]. For the first time in a technique of training in nonnative languages 19 approaches to mastering of the learned language based on personal features of trainees and their psychophysiological characteristics are developed. M.V. Sinitsyna discloses theoretical aspects of preprofessional differentiation of seniors as a condition of improvement of quality of training in a foreign language, defines criteria of system differentiation of knowledge as means of individualization of training of pupils, features of education of students in the conditions of differentiation[11]. S.A. Nurakhmetova reveals set of didactic conditions of implementation of the differentiated training, with the description of forms and stages of organizational work on their realization, definition of the main requirements to the organization of training and justification of expediency and efficiency of implementation of various forms of differentiation[8]. Competence-based approach is set of the general principles of definition of the purposes of education, selection of content of education, the organization of educational process and assessment of educational results. . In competence-based approach two basic concepts are allocated: "competence-компетенция" and "competence-компетентность". By definition of the theorist of competence-based approach A.V. Khutorskoy, the competence (компетенция) is a readiness of the person for mobilization of knowledge, abilities and external

resources for effective activity in a concrete life situation. The competence (компетентность) is an ability to activity in a certain personal and significant situation. Having defined, a concept competence, it is necessary to find out its hierarchy. Khutorsoky A.V. offers three-level hierarchy of competences: - key – belong to the general (metasubject) content of education; - all-subject – belong to a certain circle of subjects and educational areas; - subject – the competences, private in relation to two previous levels, having the concrete description and a possibility of formation within subjects. From positions of competence-based approach formation of key competences becomes the main direct result of educational activity. Key competences are meant as abilities of the personality to cope with the most various tasks. Taking into account these positions allocate the following groups of key competences: 1. Valuable and semantic competences. Common cultural competences. Educational and informative competences. Information competences. Communicative competences. Social and labor competences. Competences of personal self-improvement [12].

Ways of realization of communicative competence of students consist that forms, methods and working methods are directed to that the maintenance of a training material would be a source for independent search of a solution.

CONCLUSION

As a result of a research conclusions are drawn that a subject the organization of individual activity of pupils promotes increase in degree of proficiency, degree of formation of intellectual actions, increase in the general level of self-control of pupils. The big part is assigned the ideas of the differentiated approach which assumes accounting of individual abilities and requirements and is shown in a specification of the purposes, tasks, contents and ways of the organization of teaching and educational process and demands a variety, variability of training. The individual educational programs and individual curricula based on individualization, differentiation of training and considering interests and abilities of the personality promote formation of competences and improvement of quality of education. Individualization of training exerts considerable impact on efficiency of educational cognitive activity on a foreign language in not language higher education institution; accounting of initial level of language of training of students gives a favorable opportunity to differentiate methods and forms of education individually for each student; introduction of active and interactive methods in educational process will promote individualization of education and improvement of language training of students; reasonable use of information technologies in educational process stirs up cognitive activity of students, increases motivation to a learning of foreign language, provides individual approach according to the level of knowledge of trainees and rate of studying of material that promotes an intensification of educational process in general. Formation of professional foreign-language communicative competence by means of level differentiation will allow students to use a foreign language for systematic replenishment of professional knowledge.

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LIVENING UP BUSINESS ENGLISH LANGUAGE CLASSES

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ABSTRACT

Political, socio-economic, ideological matters of a new century set special requirements to immediate change of traditional approach to studying foreign languages. Academic mobility, integration in world scientific-educational space, creation of optimal educational system and programs allow efficiently solve the tasks aiming at qualitative approach to education. Preparation of contemporary young people to live in a constantly changing world is a major goal of modern education. The idea of this education focuses on potential abilities of students and their realization to their advantage. Education should develop the mechanism of innovative activity, find creative ways of settling life-important issues, and serve as a stimulus to turn creativity in the norm of life.

Language teaching professionals are confronted with a lot of challenges these days, because language teaching has gone through important changes in the last few decades as a result of several conditioning factors: progress in general Linguistics, Pedagogy and Psychology, new findings of second language acquisition theories and important sociological transformations, namely the growing nature of a globalized world with the rapid widespread of new technologies. Learners are growing up with technology, and it is a natural and integrated part of their lives. For these learners the use of technology is a way to bring the outside world into the classroom. And some of these learners will in turn become teachers themselves[1]. All this proves that language teaching does not exist in the abstract but it is influenced by a wide range of individual matters and sociological and pedagogical variables of different nature.

Keywords: Innovative approach, appropriate activities, focus on motivation, fit the method to the learner, potential abilities

INTRODUCTION

Nowadays studying a foreign language is becoming more a hobby than a harsh reality. It doesn't matter how it is called: Business English, Language for Professional Purposes or Standard English.Facing economic globalization, the cultivation of cross-culture communication skills in the teaching of business English is becoming more and more important. Thus, more and more universities have set the course of cross-culture communication as core subject for learners to study [5].

The success of the process of teaching and learning largely depends on the participants – teachers and students – who have their own needs, roles, and responsibilities. It is teachers' responsibility to identify and address the needs of their students.

A modern language teacher doesn't follow one rigid method, but applies the Principled Eclecticism approach – fitting the method to the learner, not vice versa.

This means choosing the techniques and activities that are appropriate for each particular task, context and learner, with a focus on motivation and helping learners become independent and inspired to learn more.

M. Ellis M. and C. Johnson reasonably pointed out that it is a misconception that the ESP teacher ought to be an expert in subjects of business, economics or finance [3]. As a matter of fact, domain-specific language teachers, do not teach the fundamentals of economic theory, nor business strategies, nor perfect management practice. The language teacher's task is to train the students of business to communicate in English about the subject they are specialized in.

The learners might have very specific requirements, depending on their cultural background and learning context. Important factors for them could include layout, clear structure, relevance, regular progress checks, entertainment, revision opportunities, self-study sections, reference sections, up-to-date content, and authenticity [4].

Business English is quite simply the English people need to conduct business in a professional manner. It provides them with the skills to write emails, produce reports, make presentations, negotiate with clients, participate in meetings and conferences, write letters and deal with clients on the telephone and in a face-to-face situation. So, rather than focusing on general English for conversations and socializing etc., Business English focuses on communication in business related situations.

Learners are quite aware – the more words they know, the better English they speak. The English language has more than 1,000,000 words and is one of the most flexible languages in the world. It's a living language, like those other languages we use today. Understanding the lexicon of English demands more than knowing the denotative meaning of words. It requires its speakers to have connotative word comprehension and more, an understanding of figurative language. Idioms fall into this final category.

Idioms are pervasive. They're used in formal and informal speech, conversation and writing and are part of standard speech in business, education. Learners are expected to understand a variety of common idioms, which is advantageous for those planning to work in a world that increasingly uses English as the language of communication and commerce. "If you keep an open mind and play your cards right, your proficiency in English will soon be something to crow about".

The importance of idioms for non-native speakers is part of their mastery of the English language. Idioms include all the expressions speakers use that are unique to English, including clichés and slang. Business idioms are incredibly important to the students who study language. Learning idioms is appropriate for intermediate and advanced students. It's very important to teach how to use them correctly and effectively. When a non-native speaker uses an idiom correctly he will sound very fluent. But, on the other hand, if they bumble the phrase, they will sound the exact opposite.

The following exercises could serve as a good example how to work on business idioms:

1. **Complete idioms and give translation**
   1) At cross …
   2) In all shapes …
   3) Back against …
   4) Be beside …
   5) By the same …
   6) Get down to …
   7) The exception …
   8) The facts speak …
   9) In the final …
   10) Keep one's options …
   11) The line of …
   12) On second…
   13) Put the record …
   14) Be taken …

   15) Take the long …
   16) The tip of …

> *Have an open mind   On reflection   Shift the responsibility*
> *Break the ice   In touch with   Ahead of time   One way or the*
> *other   Be in the dark   The tip of the iceberg   Change one's mind*
> *Break through   Dead end   Give and take   Play ball   At will*
> *Hold water   Iron out   Save face   Better safe than sorry   Safe bet*

   17) Wise after …
   18) Take into …
   19) It's as simple …
   20) Meet someone half …

2. **Choose the idiom from the box to suit the picture**

1)   2)

3)
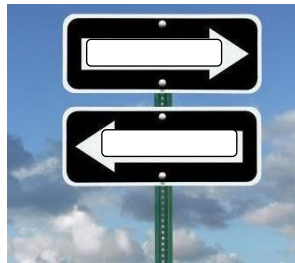
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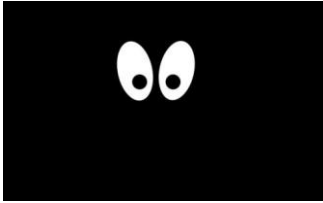
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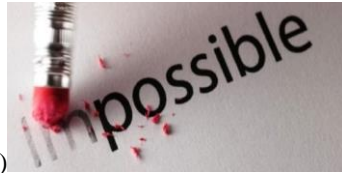
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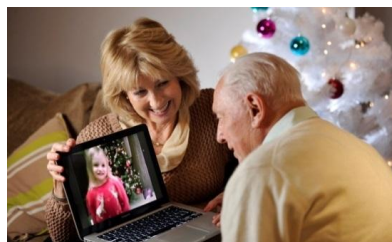
3. Choose the correct item

1) They're close to making a deal, and we just hope
   they can _____ without going to trial.
   - a. Try out
   - b. Spark off
   - c. Thrash out
   - d. Shed light on

2) Let me help _____ the contract _____ to everybody present.
   - a. Make sense
   - b. Make clear
   - c. Make sure
   - d. Mean business

3) Their arguments were valid a hundred years ago and they still
   _____ today.
   - a. Hold true
   - b. Hold water
   - c. Hold good
   - d. Hold out for

4) It's hard to _____ at formal events.
   - a. Break through
   - b. Break off
   - c. Break new ground
   - d. Break the ice

5) It's difficult for a Boss to find any _____ with the client.
   - a. A dry run
   - b. Bare outline
   - c. Common ground
   - d. Either way

6) As life proves, it is easy to be _____ and almost
   impossible before it.
   - a. All or nothing
   - b. Wise after the event
   - c. short of
   - d. Crystal clear

7) An _____ analysis of the test results produced some
   surprising conclusions.
   - a. In aggregate
   - b. In essence
   - c. In depth
   - d. In future

8) We might _____ winning if we continue to play as w
   ell as we did today.
   - a. Stand a chance
   - b. Stay in touch
   - c. Take the initiative
   - d. Trigger off

9) He failed his exam again. He _____ for his laziness.
   - a. Pay dividends
   - b. Loose face
   - c. Put the blame on
   - d. Pay the penalty

10) My friend is going to _____ while he finds out about
    working abroad.
    - a. Keep options open
    - b. Keep an eye on
    - c. Keep in the dark
    - d. Keep in touch with

11) The basic aim of the company is to settle current financial difficulties
    _____.
    - a. In a word
    - b. In turn
    - c. In the short term
    - d. In theory

12) We should do our best and get profit by all means simply
    to_____.
    - a. Make the point
    - b. Prove the point
    - c. Take the point
    - d. Come to the point

13) When children grow up, it's their duty to _____.
    - a. Play ball
    - b. Pay dividends
    - c. Pay the price
    - d. Pay one's way

14) Entrepreneurs come _____ - the dynamic, the cautious and the greedy**.**
    a.   In addition   c. In all shapes and sizes
    b.   In contrast   d. In the course of

15) The problem was an _____ of our faith in the new program.
    a.   Vicious circle   c. Snap decision
    b.   Acid test   d. Drawback

16) Fortunately we_____ and these days we don't suffer damages.
    a.   Get to the first base   c. Get in touch with
    b.   Get across   d. Get priorities right

17) It looks as if my predictions about the bankruptcy of the company are _____.
    a.   Hold out for   c. Hold water
    b.   Hold good   d. Hold true

18) It's time we saved the situation; the negotiations have _____.
    a.   Reach deadlock   c. Result in
    b.   Reach a stalemate   d. Reach first base

19) It's a _____ that this person will never deceive me.
    a.   Shortcut   c. Safe bet
    b.   Second opinion   d. Hard facts

20) People who _____ of the actions can be relied on.
    a.   Take risks   c. Take the line
    b.   Take note of   d. Take the consequences

CONCLUSION

A teacher should always remember that the goal is to get the students to not only understand idioms, but also learn how to use them effectively. So, communications skills are the number one priority in Business English studies. Such things as telephoning, negotiating, e-mail writing, conducting meetings are a lot more of an interest to learners, than grammar, punctuation and spelling. That's why the material for practicing business idioms should be selected from the media, newspaper and magazine articles, songs, cartoons, videos, advertisements.

The more interesting the work in class is organized, the more productive and quicker the students learn. Various exercises containing colloquial phrases and sentences can help convince the students how idioms are conversational rather than formal.

Idioms are a lot of fun both to teach and to learn and they will make the students sound more like native speakers and become better listeners, more in tune to colloquial English.

- It's as easy as pie.
- No, It's a piece of cake.
- Or maybe it's impossible to make heads or tails out of them.

Business idiomatic expressions give English its color and vitality. They are indispensable to the daily speech of the people and to the language of newspapers and books, televisions and movies. Mastering idioms requires a great deal of interest, enthusiasm, and persistence. So, the approach and methods of teaching and learning should be exciting, appealing, and inquisitive.

If ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes. We will see that the main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation [2].

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META-SYNTHESIS OF QUALITATIVE STUDIES: BACKGROUND, METHODOLOGY AND APPLICATIONS

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ABSTRACT

Primarily focused on answering questions why and how, this qualitative research relates to human being and behavior and could bring understanding of socially constructed phenomena, including people`s needs, experiences, behavior, motives, desires and expectations.

Meta-synthesis is an important method that provides valuable insights into the qualitative research area. The aim of this methodological paper is to describe both the main conceptual background and the creation process of meta-synthesis (according to individual steps/phases) in the field of social science and educational research.

The content of the paper includes the description of the 7-step procedure's preparation (deciding the phenomenon of interest; deciding what is relevant; careful reading and re-reading: translating studies into one another; synthesizing the translation; expressing the synthesis), checklists for validation of the conclusions/findings obtained from analytical process (QUARI: the Qualitative Appraisal and the Review Instrument; CASP: Clinical Appraisal Skills Program in particular), and the SPIDER model: comprehensive search, appraisal of reports of qualitative primary studies, classification of studies, and findings synthesis. Methods of studying relevant literature (scientific articles), a content analysis and a critical comparison of knowledge were used. The output is presented as a short methodological review focused on the meta-synthesis method application to social sciences and educational research activities.

Keywords: meta-synthesis, qualitative approach, methodology, checklist, 7-step procedure's preparation, social science research

INTRODUCTION

Qualitative data are helpful to better understand and further interpret existing evidence generated from quantitative studies. There are 3 specific objectives [1] when conducting a qualitative meta-synthesis: (1) theory building; (2) theory explication; and (3) theory development. It is illuminating, and a holistic view of the phenomena results from the synthesis of qualitative findings from numerous studies. The meta-synthesis approach has been determined to be an appropriate method to closely examine the phenomena from the perspectives of those who are affected by the phenomena (and its context) as well as the extrapolations of the authors who investigated the concept. This method of "analysis" provides an opportunity to integrate findings from across a range of qualitative studies to produce a conceptually more robust account of the meaning and significance of a phenomenon than would have been possible on the basis of a single qualitative

study [1]. Meta-synthesis can advance current knowledge by blending together the qualitative accounts of several studies on the topic, thus providing a broader framework (background) for research practice based on novel knowledge [2].

META-SYNTHESIS PREPARATION PROCEDURES

The meta-synthesis is an important method which enriches research with valuable findings [2], [3]. Qualitative research studies primarily focus on answering questions why and how. They relate to the human being and human experiences and may produce understanding of socially constructed phenomena, including needs, experiencing, behaviour, motives, wishes and expectations of persons (children, pupils, students, clients, patients, etc.) Qualitative research studies also play a significant role in producing research-based evidence [1], [4], [5] and a deep insight into the phenomenon under investigation. A meta-synthesis must be distinguished from meta-aggregation and other forms of qualitative research syntheses [2], [5], which focus on the identification of common themes across studies rather than being concerned with the interpretation of differences and diversities in the data set. In a meta-synthesis, the aim is to move beyond summaries and to offer novel interpretations of findings from primary studies [2]. It is a method for integrating the results of (phenomenological) studies of persons' experiences. One of the many purposes of meta-syntheses is understanding of existing knowledge [6]. In their nature, qualitative meta-syntheses are exploratory-descriptive an interpretative, broaden the understanding of a phenomenon and associations with current theoretical postulations. This happens through integration of multiple inter-related qualitative studies.

However, it is essential to note that the meta-synthesis is not a mere summarization of conclusions and findings of qualitative studies. It is because the process includes reconceptualising of the findings and then interprets them to create new insights, beyond those attained from individual studies [5], [7]. The meta-synthesis outcome may include generating new theories, developing conceptual models, identifying gaps in research, adding breadth of understandings to existing knowledge, providing evidence to current state of knowledge, etc. [5], [6], [7]: the meta-synthesis will allow their exploration, description and understanding in their complexity and multifaceted dimensions of experiences.

Meta-syntheses of conceptually rich qualitative studies have the potential to generate high-level evidence for research and knowledge transfer. Several approaches have been developed to synthesize qualitative studies [3], [5]: (1) meta-ethnography; (2) thematic synthesis; (3) narrative synthesis; (4) meta-summary; (5) critical interpretive synthesis; (6) grounded theory; (7) meta-narrative; (8) frame work synthesis; (9) ecological triangulation; (10) qualitative cross-case analysis; and (11) meta-study (including meta-method, meta-data and meta-theory). Meta-ethnography was the first to be developed and it is the most commonly used method in social sciences and both psychological and educational research [5], [8], [9], [10]. Meta-ethnography is the most commonly used method (followed by thematic synthesis) in most published meta-syntheses over the past 10 years. Meta-ethnographic principles and concepts for the

foundation for the development of other widely used methods: meta-study, critical interpretive analysis, meta-narrative and thematic synthesis. Although these methodologies have many similar traits, there are clear differences that can be explained by their epistemology, analytical approach, techniques, and synthesis output [5]. The selection of research methods or their combination is based on the objectives and research questions.

The combined methodological model (Noblit & Hare and Sandelowski & Barroso) is often used. This is a frequently applied model which includes 7 meta-synthetic stages [6], [7]. This model also allows to synthesise non-ethnographic studies and to combine methodologically heterogeneous studies [6], [7], and at the same time respects the 4 parts of the meta-synthesis methodological procedure [12]: (1) comprehensive search; (2) appraisal of reports of qualitative primary studies; (3) classification of studies; and (4) synthesis of findings. It is the most explicit method in terms of its approach to the synthesis [11]. At the same time, this is a process known as The SPIDER Tool (Sample – Phenomenon of Interest – Design – Evaluation – Research Type) [13].

THE COMBINED MODEL – 7 META-SYNTHETIC STAGES

Step 1 – Deciding the phenomenon of interest: The purpose of the meta-synthesis is to make a scientific contribution to the current state of knowledge, fill a research gap, and design conceptual models of the phenomenon.

Step 2 – Deciding what is relevant: The process of meta-synthesis includes conceptually relevant studies. A combination of both narrow and broader comprehensive search procedures is frequently used. Relevant studies can be searched in numerous databases and meta-search engines (these include for example the following meta-sources: EBSCO and OVID, and databases: Web of Knowledge, Academic Search Ultimate, JSTOR, MEDLINE Complete, PsycARTICLES, PsycINFO, PubMed, ScienceDirect, SCOPUS, SocINDEX with Full Text, Wiley and Blackwell Online Library, etc.). Full-texts can be looked up by means of Google Scholar or the ResearchGate platform (used when a PDF file is not retrievable from the database where the study was found). A combination of electronic searches with hand searching is often used. Although the minimum number of identified relevant studies is not specified, usually (initial literary search) it should be two to three hundred studies (depending on the theme of the meta-synthesis, extent of research questions, and complexity of the research objectives). The final number of studies included in the process of meta-synthesis depends on the decision (agreement) of the researchers, context of the investigation, and availability of resources. Some authors claim (regarding the requirement to formulate conclusions) that a meta-synthesis should include (if available) at least 10 or 12 primary studies [1]. There was no cap on the number of studies to be included; this was to ensure that the results would be as saturated and transferable as possible. The search terms are used in the first phase of research (initial search phase of meta-synthesis) and other search terms can be added in the second search phase (other combinations based on Boolean operators).

Step 3 – Careful reading and re-reading: reviewers should undertake extensive reading and re-reading of included studies. This process also helps to determine what data to extract and how they can be achieved. The studies will be read

repeatedly, with particular attention to the detail of the texts and the metaphors or themes extracted from each study. The main purpose of individual text evaluation is twofold: (1) to explore whether the studies meet the inclusion criteria; and (2) to assess methodological and substantive strengths and weaknesses [5]. The strategies will include taking notes, construction grids, and making lists – a continuous activity will be recording of key themes and metaphors within each study into record sheets predefined by the team of reviewers (relationships between the studies, a list of key phrases, themes, concepts or metaphors) [2]. Extracting key concepts by different researchers and comparing the findings are essential steps to gain a common understanding. During the initial stage, extracting data which focus on the key themes of authors' data interpretations (second-order constructs) is preferred. Individual participants' quotes are considered as first-order constructs. Third-order constructs will be included in the content of meta-synthesis (publishing process); this is the highest level of interpretation. The first-order themes will further be aggregated into constructs [5], [12]. The fundamental purpose of step 3 is to determine similarities and differences and prepare the data for the next steps. The first-order constructs (the participants in the primary study are the first-order interpreters) are tabulated and described in the first-order scheme. This scheme contains a column with constructs, another column with the theme title and article number(s), and a description of the theme. The higher-order categories of meanings can be assessed as so-called master themes [1], [5].

Step 4 – Determining how studies are related: once the key themes are identified and grouped (integrated), a challenging and careful process takes place which involves searching for associations between the themes by looking across all themes.

The reviewers should proceed in compliance with the requirement for a detailed description and transparency of this process, which will also involve classification of the key concepts into relevant categories including the application of a thematic analysis approach to merge identified themes into categories before developing the final categories. Reviewers can use a gradually developing conceptual coding framework / data generated framework (it allows coding of the entire data set). This approach is time efficient, but strongly helpful in forming detailed insights into the whole data set, particularly if studies are not being directly related). In addition, the framework generated can be expanded or reduced.

Step 5 – Translating studies into one another: this stage is most challenging and requires thorough understanding of the details of each study. In this stage 3 recommended approaches can be used: (1) conceptual translation (also called reciprocal translation); (2) refutational translation (exploration, examination and integration of contradictory findings from included studies); and (3) line of argument (building up of a picture of all the aspects of the synthesized parts using a short paragraph, diagram or conceptual model). The process of translating each study into the terms or metaphors of other studies is unique, with the goal of protecting the particulars of each study as a whole [2]. In this stage the process of constant comparison (of similarities and differences) is often used. The subsequent translation approach (one paper/study read and then

the second, third and so on) and the chronologically ordering studies approach, which will ensure the implementation of sub-group analyses, can be combined. The outcome of this stage will be a description of the details and dimensions of all thematically coded data and a synthesis model.

Step 6 – Synthesizing the translation: this step involves a higher-level interpretation

to give new understandings [10]. It is achieved by bringing together the translated themes and making sense of them. The data synthesised from all themes are mapped together in order to produce a line of argument (synthesis) that reflects the whole category. This can help to reflect insights of reviewers and build conceptual models. Based on the literature review and meta-synthesis of selected articles, a conceptual model of the phenomena

will be proposed (all the reflections, interpretations, and conclusions thought in the previous step will reflect this process). Synthesizing qualitative research findings into meta-summaries is one of the characteristics of the Sandelowski and Barroso's approach. Meta-summary is an iterative process including extraction, separation, grouping, and abstraction of the text findings into numbers and statements sets [12].

Step 7 – Expressing the synthesis: this is the final stage of the process of meta-synthesis. The findings (conclusions, interpretations, conceptual model/s) are published in scientific journals and/or scientific monographs, which will ensure effective knowledge transfer.

It appears desirable to perform an international comparison of the knowledge.

METHODOLOGICAL ASPECTS OF THE META-SYNTHESIS PREPARATION

For the meta-synthesis process, the following components must be defined [5], [12]:

(a) scope of included studies; (b) inclusion criteria; (c) quality assessment; (d) the best data synthesis method; and (e) criteria for reporting of findings.

Re (a) and (b): the search and retrieval processes involve a number of parameters such as the target topic, sample, time, and method(s) [5]. Only high-quality studies can be primarily included (academic and peer-reviewed articles) that use a qualitative methodology (grounded theory, phenomenological analysis, qualitative case studies, narratives, interviews, etc.) and that have clear and detailed methods and methodology (theoretical or purposive sampling, etc.) Secondarily, doctoral dissertations can be included too. As a result of hand searching, the overview of studies will also include qualitative studies without subject headings. In the course of searching, all three basic and recommended procedures will be used: (1) using database thesaurus terms; (2) using free-text terms; and (3) using broad terms.

Regarding the fact that the title, abstract and keywords need not suggest the methodology applied, one stage of the search process should include both qualitative and quantitative studies, from which only relevant and qualitative studies will be selected. Forward and backward tracking of citations can be used to further

complement the research efforts. The reviewers usually mainly use subject headings, author names, and keywords to search for relevant sources.

Inclusion criteria – examples: (1) the publication is qualitative in research design;

(2) the publication is academic and peer-reviewed in nature or – in an additional search – also doctoral dissertation (these sources often contain detailed description of findings); (3) the publication deals with investigation, exploration and/or experiences of the given phenomenon and its context; (4) the study uses primary data; (5) the authors of the study use a defined sample and/or sampling; (6) qualitative data collection was done through some of recognized qualitative method(s); (7) the study is written in English (or other language); (8) the study may also describe defined aspects of the research problem.

If possible, both non-eligible and eligible studies will initially be identified by all reviewers.

Exclusion criteria – examples: (1) studies with an entirely conceptual or theoretical background and no research design; (2) studies using a quantitative method (quantitative-based research analysis); and (3) studies with close-ended survey questions as the data collection instrument/tool; (4) qualitative data are not organized into themes or study findings do not reflect the experience. Both non-eligible and eligible studies will initially be identified by all reviewers.

Timeframe – example: in order to ensure topicality of scientific findings, the period of publication (primary period) can be limited to the past 5 years (studies included need to be recent and to reflect contemporary state of knowledge rather than historical experiences); then (secondary period) publications during the past 10 years will be accepted (identified in the initial literary search); and last but not least (tertiary period) the search will include resources according to the specific requirements of the researchers.

The articles selected for the meta-synthesis are tabulated (in extraction sheets) mainly depending on their research objectives, theoretical background, data collection methods or overall conceptual method and analysis, category/type of phenomenon, sample characteristics, and age, gender and ethnicity of subjects (participants) and country of origin. The main purpose can be seen in the understanding, explanations, and experiences of the participants about specific phenomenon. A conceptual model can be proposed (as a flowchart of primary study selection).

Re (c): in addition to the components mentioned above, this requirement can be supported by using a validated checklist. Based on a study of methodological literature and previously published meta-syntheses, e. g. the Qualitative Appraisal and Review Instrument – QARI [4] and CASP (Clinical Appraisal Skills Programme) Checklist [14] can be used. Both tools allow systematic assessment of the quality of qualitative studies and are widely applied in meta-synthesis approach. The above tools contribute to all three levels of credibility (unequivocal, credible, unsupported). The QARI is coherent instrument accessible online and includes 10 clear questions using a 4-point scale (yes – no – unclear – not applicable) [8], [9]. The CASP Checklist contains 3 assessing sections ("Are the results of the study

valid?" – "What are the results?" – "Will the results help locally?") using a 3-scale evaluation (yes – no – can't tell) [14]. Care can be taken to ensure the theme labels (key themes) capturing the participants' experiences as described by the original authors rather than introducing explanatory or theory-driven constructs at this stage. New theme labels will be constructed on the basis of the participants' quotes. This requirement will also be supported by continuous constant comparisons in theme clusters. Analytic-synthetic work with concepts can be further supported by concept analysis – in the area of meta-synthesis research, the Walker & Avant model [15] is often used (and recommended).

Re (d): there is currently no gold standard method for this part [4]. Studies with different methodologies can be used (not only those with the same methodology) that focus on the phenomenon in question. In this way, the phenomenon will be captured in its width and depth.

Re (e): although there is no gold standard guideline for reporting of meta-syntheses, it is desirable to publish the meta-synthesis in a prestigious international journal with an impact factor, in peer-reviewed journals, conference papers, in a monograph in English and/or in other language.

CONCLUSION

The process of synthesising the results will enable the production of a complex and yet coherent picture of the parameters of the experience in a question of solved problem (phenomena). A meta-synthesis research, inter alia, in both social and educational field is to be welcomed because it allows researchers to gain a better understanding of persons' experiences (in a view of vulnerable persons' limited recourses). Performing a meta-synthesis will mean studying above all experience, everyday life, turning points, strengths and challenges etc. on the phenomenon.

The process of meta-synthesis has some limitations, which can be identified in the process of searching and classification of studies, performing the meta-synthesis and before/during publication. The main limitations include subjective interpretation of the reviewers (this can be resolved by impartial assessment of an independent member/reviewer to objectify and validate the conclusions – so called investigator-triangulation), understanding of the data (repeated reading and discussion), and last but not least the skills of the assessors and their professional erudition and experience. A common limit is only systematic electronic searches (possibly complemented by manual search) with a follow-up of references.

DECLARATION OF INTEREST

The author declares that the present study has no conflict of interest. The author also declares that the text includes appropriate citations of all bibliographical sources.

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MULTICULTURAL EDUCATION AS A FACTOR OF FORMATION OF CROSS- CULTURAL COMPETENCE AMONG BACHELORS-TEACHERS

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ABSTRACT

The article deals with the pedagogical problem of multicultural education as a factor influencing the formation of cross - cultural competence of the personality .

A definition "cross-cultural competence" is given in the article . Pedagogical conditions of formation of cross-cultural competence of bachelors - teachers are considered. The main results of the conducted research on formation of cross-cultural competence among bachelors - teachers in the process of teaching of foreign language are reflected.

The relevance of the appeal to multicultural education is defined by multiculturalism and polyethnicity of the Russian society.

We live in an era of active global interactions within the extending sociocultural space, in a world of linguistic and cultural diversity, where different peoples and national cultures interact intensively. Processes of interaction of national cultures, the international cooperation are followed not only by progressive, but also negative tendencies. Issues of interethnic relations are becoming particularly difficult in the system of international cooperation, the problem of interethnic conflicts, the preservation of the uniqueness and identity of national cultures becomes aggravated. In these conditions the problem of developing of culture of interethnic relations, harmonizing ethnic relations, multicultural education of young people with a stable outlook and tolerant consciousness capable of understanding, accepting and respecting the culture of other peoples and finding effective ways to reduce interethnic conflicts is particular importance.

Efforts are necessary to find effective solutions of these problems, and not only at the world, state, but also interpersonal level. One of the possible solutions to this problem is the formation of cross - cultural competence of the individual as a means of nurturing of his personality. Since the teacher is a key figure in formation of the worldview of young generation, the task of forming cross - cultural competence of future teachers comes to the forefront in the education system.

By cross - cultural competence we mean the ability of a person to freely navigate in the multicultural world, to achieve understanding in other languages and cultures in the process of cross-cultural interaction.

Technology of formation of cross-cultural competence of the bachelor - the teacher is based on the principles of social and cultural peculiarities, dialogue, value enrichment of the content of teaching in a foreign language with the values of the national culture and the culture of the learned language .

The effectiveness of the process of formation of cross-cultural competence of bachelors - teachers are provided by the following pedagogical conditions: the implementation of education of spiritual culture and the development of national consciousness in multycultural education in the system of higher education ; realization of technology of valuable semantic enrichment of the content of foreign language teaching with the values of national culture and culture of the learned language; a learning of foreign language on a basis of comparative cross-cultural analysis realized in a polylogue of the Yakut, Russian and English cultures.

To solve the problem the following research methods were used: theoretical, empirical, statistical.

Keywords: multicultural education, cross-cultural competence

INTRODUCTION

The relevance of the appeal to multicultural education is determined by multiculturalism, diversity of original and unique cultures of modern society. We live in a world where different Nations, different nationalities intensively interact, which have their own history, unique features of material and spiritual culture. This factor requires openness between people of different cultures, readiness for dialogue, awareness of the need for a culture of interethnic interaction, the ability to live peacefully with people of other cultures, languages and religions. The objective need for unity, spiritual integration of human communities, cooperation and mutual understanding are becoming a global challenge of our time. Education as one of the most important components of the national culture should react to the challenges of the new time. There is a social need to educate young people in the spirit of humanistic relations between representatives of different ethnic groups, cultures and religions with different worldviews, value orientations, stereotypes of behavior.

METHODS OF RESEARCH

The methodological basis of a research was made by the idea of a cultural approach which has allowed to interpret polycultural education as a process that allows to study and realize more deeply the diversity of the people and cultures, to justify the position that the full development of the culture assumes development of other cultures in comparison, dialogue and a polylogue. For the solution of these tasks research methods are used:

- theoretical: analysis, comparison, generalization of psychological and pedagogical literature;
- empirical: pedagogical observation, pedagogical experiment, survey;
- statistical: registration of the obtained data, average values, Mann's U-criterion – Whitney.

The pedagogical research on formation of cross-cultural competence of bachelors - teachers was conducted by means of a foreign language on the basis of North Eastern Federal University of the Sakha (Yakutia) Republic

The Republic of Sakha (Yakutia) is the largest multinational region of the Russian Federation. In the Republic, where more than 120 nationalities, where everyone lives in a multicultural environment of diverse languages and cultures, special importance is gained by the problem of preserving the uniqueness and identity of the national culture of his people, understanding and appreciation of cultural values of other people, awareness of the diversity of the spiritual and the material world, the ability to live and communicate in a multicultural environment in conditions of cultural diversity. According ethnic structure in the Sakha (Yakutia) Republic Yakuts prevail and occupy 45,5% of all inhabitants, 41,2% living - Russians, 3,6%-Ukrainians, 1,9%-Evenks. State languages in the republic are Yakut and Russian.

In 2000, the Republic of Sakha (Yakutia) adopted the concept of school language education, which proclaimed the idea of formation and development of a language personality, able to realize itself in the language and through language. The structure of language education in Yakutia consists of the following components: training in the native languages, training in Russian as to a state language and as to language of international communication of the Russian Federation and Republic of Sakha (Yakutia), at the Yakut schools, training in Yakut as to a state language of Republic of Sakha (Yakutia), at schools with training Russian, training in foreign languages.The main directions of the concept of language education develop the concept of UNESCO on linguistic diversity and continuous multilingual education. The national - regional component of education is implemented in schools of the Republic of Sakha (Yakutia). Students learn the native language, culture of the peoples of the Republic of Sakha (Yakutia), Russian and foreign languages. Knowledge of the state languages, native and foreign languages not only expands knowledge and Outlook of the person, but also promotes formation of installation on international and ethno-cultural tolerance. The value of foreign language education is that learning languages and cultures of other peoples, students are enriched spiritually and emotionally, attached to the world culture, universal values that then is expressed in their attitude towards surrounding people, the world around.

Knowledge of a foreign language plays an important role in professional activity, exerts an impact on foreign-language communicative competence, provides thereby efficiency of activity in polycultural society and positive cross-cultural interaction. N.D. Galskova notes that knowledge of a foreign language is "additional chance to orient in the modern dynamically developing society with more and more pronounced tendencies to integration of all spheres of public life" [1]. By means of a foreign language there is "cultivation" of the personality to the world of human culture that, according to A.A. Leontyev, is a basis of his socialization [2]. Therefore, the foreign language should be considered as the instrument of socialization of a person in the polycultural world, his adaptation in a professional context. This is what the qualities of a person, including multicultural knowledge, skills, abilities and competences, formed in the course of University training should be directed to

Knowledge of material and spiritual culture of the people, its values, beliefs, traditions, customs, mentality, worldview, moral attitudes, life, national character, vision of the world in total determine the behavior of partners in communication.

Only co-learning of language and culture provides an opportunity to master a foreign language as a means of communication and contributes to the formation of tolerant forms of consciousness and behavior of the personality, education of the principles of mutual respect, tolerance and understanding.

The ability to understand and respect other people, to develop a culture of interethnic relations and to adapt to the conditions of life in a multiethnic society is facilitated by multicultural education. Polycultural education forms steady outlook, cultivates tolerance, ability and readiness to live and interact in the multicultural, multiethnic environment. According to A.A. Sokolova poly-culture in education, is understood as creation of education on the principles of cultural pluralism, on recognition of equivalence and equality of all national, ethnic and social groups, inadmissibility of discrimination of people on signs of national and religious affiliation, on understanding of a variety of society as significant factor of his development, ensuring adaptation of the person to the changing living conditions, formation of a many-sided picture of the world [3]

The purpose of multicultural education is to create conditions for the formation of a multicultural personality, education of openness and tolerance between the representatives of the contacting cultures, the study of the traditions of their own culture, the process of processing these traditions within the new culture, education of friendly attitude to other peoples, regardless of nationality, race, religion, readiness for dialogue of cultures.

The content of multicultural education is multidimensional and must meet the following requirements:

• reflection in the learning material humanistic ideas;

* information about the unique features of the cultures of the peoples of Russia and the world;

* revealing common elements and traditions in the cultures of the Russian peoples that allow them to live in peace and harmony;

* introducing students to the world culture, understanding the interdependence of countries and peoples in modern conditions, taking into account the process of globalization [4].

The result of multicultural education is intercultural competence. The problem of formation of intercultural competence of bachelors - teachers is of particular importance in education, because it is the teacher who becomes the main figure in the transition periods of society, a factor in the formation of the worldview of the younger man, national security.

Under the intercultural competence of the bachelor-teacher, formed by means of a foreign language in the conditions of multicultural education of the Republic of Sakha (Yakutia), we understand the integral characteristic of the secondary linguistic personality, based on the national consciousness and spiritual culture, providing adaptation of the individual to the conditions of foreign culture, successful and effective intercultural communication, joint activities and cooperation with the carriers of other cultures, solving personal and professional problems [5].

Intercultural competence integrates social and cultural knowledge, manifestations of spiritual culture and peculiarities of national self-consciousness, personal characteristics that determine respect for the representatives of another culture. All this contributes to the readiness of the individual to work together with people of different views, regardless of social, ethnic, racial, religious affiliation.

The effectiveness of the process of formation of intercultural competence of bachelors-teachers by means of a foreign language in the Republic of Sakha (Yakutia) is provided by the following pedagogical conditions: the development of national self - consciousness and the education of spiritual culture in the multicultural education of the University; the implementation of pedagogical technology of value-semantic enrichment of the content of teaching a foreign language with the values of national culture and the culture of the studied language; the study of a foreign language on the basis of comparative intercultural analysis, implemented in the polylogue of the Yakut, Russian and English cultures.

The specificity of the formation of intercultural competence of the bachelor - teacher in the conditions of multicultural education of the Republic of Sakha (Yakutia) consists in the features: multicultural education of the University associated with the ethnic composition of students; education of spiritual culture on the basis of familiarization with the values of national culture and the development of national consciousness, suggesting the presence of such personal characteristics as tolerance, self-esteem, respect for the dignity of others, empathy; the formation of a secondary language. personality in the region, consisting in the fact that the training of foreign languages is carried out in stages: from learning the native language, through learning Russian and from it - to a foreign language.

The experimental base of the research was the Pedagogical Institute of the North Eastern Federal University named after M. K. Ammosov in Yakutsk, Republic of Sakha (Yakutia).

At the ascertaining stage, the study of the formation of intercultural competence of teachers-bachelors demonstrated the unsystematic knowledge of students about the country of the language, weak evaluation and reflexive skills in social and cultural activities, the lack of formation of social and cultural skills, experience of interaction with representatives of other cultures. The analysis of the primary values of the entire sample was subjected to the procedure of mathematical analysis using a single sample nonparametric Kolmogorov - Smirnov test, which showed its homogeneity at the level of $p < 0.01$. The results of the ascertaining experiment confirmed the need for purposeful work on the formation of intercultural competence of students. Implementation of pedagogical conditions that contributed to the formation of intercultural competence of bachelors-teachers, was carried out consistently. Education of the spiritual culture and development of national identity in multicultural education NEFU helped to involve students in cultural heritage, involving students in research work within the framework of project activities, problem-based learning, participation in the traditional educational University-wide events, annual conferences "Step to the future", meetings with native speakers, participation in contests, games, quizzes, grant programs. In order to form value orientations, value attitude, love for native culture, a special course was developed,

the main purpose of which was the formation of spiritual and moral values in the process of learning a foreign language.

North-Eastern Federal University named after M. K. Ammosov contributes to the preservation and development of the diversity of languages and culture. NEFU is a diversified University and has nearly 20 thousand students from 33 regions of the Russian Federation and 24 foreign countries: from America, China, Vietnam, Taiwan, South Korea, Norway, India, Canada, France, Finland, Switzerland, Austria, Turkey, Mongolia, Tajikistan, Uzbekistan, Kyrgyzstan and many other countries. Foreign nationals from Asia, Europe and Latin America are being promoted.

qualifications, training and training in NEFU. In addition, students take part in various student exchange programs. For example, NEFU students win grants and go to language training in Norway, Finland, the USA, Sweden and other countries. Going abroad, students get acquainted with the country of the language, its mentality and culture, traditions, way of life of the people of the country of the language.

The two-level education system allows the bachelor to continue his education in the master's degree not only in Russia but also abroad. NEFU students actively use this opportunity and continue their studies, undergo language training abroad.

RESULTS

The control stage of the experiment allowed to reveal the positive dynamics of formation of intercultural competence of bachelors-teachers. At the end of the experimental influence, the dynamics of key indicators of the main components of intercultural competence is statistically proved. At the control stage, using the nonparametric Mann - Whitney test, we compared the diagnostic results before and after the experiment. As a result of repeated diagnostics, significant (p= 0.00) differences were revealed in the following characteristics of spiritual culture and national consciousness: situational system of knowledge of individual components of national culture, situational ability to cultural self-development and self-determination in the world of cultural values, the correct perception of the culture of the language; positive attitude to the national community; sustainable desire to communicate in their native language. At the level (p= 0.03 - 0.08), changes were found in the awareness of belonging to a certain national community; sustainable understanding of language, culture, typical features of their community, the community of the historical past, religion, territory and statehood; sustainable, valuable and respectful attitude to the dignity of others. In the course of the experiment revealed that the introduction to the foreign culture contributes to cultural self-development and self-determination in the world of cultural values; acceptance of the lifestyle of the nation; a positive assessment of representatives of other national cultures; readiness for cross-cultural communication; self-assessment of yourself as a representative of the nation; building self-esteem and respect for the dignity of others. The analysis showed positive dynamics in the process of formation of intercultural competence of students. Diagnostics of formation of intercultural competence of students was carried out by means of methods aimed at assessing

intercultural competence (questionnaire of Intercultural Development / OMR (M. Bennet, M. Hammer): the nature of value orientations of the individual (test M. Rokich " Value orientations»; the severity of tolerance and empathy (Express questionnaire "Index of tolerance of G. U. Soldatova, I. M. Yusupov questionnaire "assessment of the ability of the teacher to empathy"; the level of sociability (test V. F. Ryakhovskiy for for evaluation of the General level of sociability), and others. We were convinced of the effectiveness of the implementation of pedagogical conditions, the formation of intercultural competence of bachelors - teachers.

CONCLUSION

The development of intercultural competence of bachelors-teachers makes it necessary to organize the educational process on the basis of a dialogue of cultures. The process of development of intercultural competence of students, in turn, necessitates the creation of the most favorable conditions for the development of value-based attitude to the native and foreign culture and its carriers, the establishment of humane relations between representatives of different peoples and nationalities. It is a multicultural education is considered as a purposeful process and the result of the development of students ' humanistic values, providing for the development of skills and competencies of interpersonal interaction in a multicultural environment, among which can be identified intercultural competence. Multicultural education, as a means of education of the individual in the spirit of peace and respect for all peoples, adaptation to the conditions of life in a multi – ethnic society, as a condition of survival and sustainable development of modern civilization, is a necessary factor in the formation of intercultural competence of bachelors-teachers.

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NOTES ON THE REPORT OF THE PROFESSIONAL FATE OF THE MECHANICAL DEPARTMENT GRADUATES OF THE MARITIME ACADEMY IN SZCZECIN

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ABSTRACT

In Poland there is a Higher Education Act introduced in October 2011, which imposes an obligation to monitor the careers of graduates. Career Office Maritime Academy in Szczecin conducted a first pilot research, which aimed to prepare the mandatory tests and tame the graduates for a new trial, which are cyclic test of careers of graduates: Navigation, Mechanical and Transport Engineering and Economics. The first research was conducted among graduates who have passed engineer or master exam by the end of 2012. The paper presents the methodology of the research careers of graduates of the Maritime Academy in Szczecin in 2016. The paper presents research tools and research results. Career situation of the graduates of the Mechanical Department is characterized. Sectors of the economy and positions on which graduates found employment after graduation are presented. The paper shows assessment of the skills acquired during the studies at the Maritime Academy of Szczecin by the graduates in their professional work. The paper also provides a subjective evaluation of the studies by the respondents.

Keywords: graduate, professional research of careers of graduates

INTRODUCTION

The main purpose of the study regarding the fate of professional graduates was to get acquainted with the professional situation of graduates of the Maritime University of Szczecin in the period up to 12 months from the completion of studies and the determination of both educational and professional plans of these graduates [1].

In this period, the results of education and discrepancies between imaginations and the realities of the labor market are particularly evident. In the area of interest, there was a desire to get an answer to the question of how university students cope in the labor mar-ket, as well as present a profile of a graduate from the Faculty of Mechanical Engi-neering in the context of spatial and professional mobility, financial aspirations, etc.

The research was supposed to be a tool to verify the following issues [2]:

1. Undertaking extraordinary educational and professional activity
2. Type of the first work undertaken by graduates, ways of its getting and difficulties related to this process
3. Determination of ways related to the looking for a job
4. Previous professional experience

5. Further educational plans

6. Determining the professional potential of respondents

7. Evaluation of the completed field of study

8. Evaluation of acquired education and qualifications in relation to the labor market

9. Identification of industries, in which graduates undertake employment

10. Reasons of the professional inactivity of graduates

The report presents the results of examination concerning the professional fate of graduates of the Faculty of Mechanical Engineering, who completed their studies in the period from January to December 2016 [2]. It includes persons, who graduated from the Faculty of Mechanical Engineering.

People from the same population will be tested after 3 and 5 years after completing the engineering or master's exam. This report presents the results of the first stage of the study.

A quantitative method based on the CAWI (Computer Assisted Web Interview) was used. In this technique, the research tool is a questionnaire available in on-line format. Answers provided in electronic form are automatically saved in the database, so the time of data processing analysis is shortened. The advantage of conducting researches with the use of the CAWI technique is quick access to all respondents through IT tools that currently constitute a dominant medium of social communication and give a sense of greater anonymity of respondents.

Due to the need to meet the requirements of the Act of 29 August 1997 on the protection of personal data, only persons, who completed the form and agreed to the collection, use and processing of their persons data by the Maritime University of Szczecin, took part in the research. Each graduate had the right to refuse to disclose his personal data by failure to consent to its processing.

In the study, the selection of a sample was random and it was generally based on self-recruitment. This type of sampling method has some limitations in the possibility of deducting from the sample the results for the entire population. However, taking into account the tool (on-line survey), it ensures greater efficiency in terms of the level of the sample's implementation.

Two separate surveys for graduates of engineering and master's studies were created. Over 50 questions were prepared for each of these groups, most of which were closed questions. Moreover, the survey included semi-open questions that gave the opportunity to supplement and formulate own answers. According to the recommendations of the Institute of Educational Researches, universities should monitor the educational and professional carriers of graduates based on facts. They should also combine facts with opinions. The survey referred to scale questions – they allowed the assessment of skills and qualifications in a five-point scale, where 1 was the lowest score and 5 was the highest mark.

RESEARCH PROCESS

STAGE I – obtaining a permission to participate in surveys related to the Professional Fate of Graduates of the Maritime University of Szczecin and process of personal data for research purposes.

STAGE II – sending questionnaires to persons, who agreed to participate in the study within up to 12 months from the defense of their engineering/master's thesis. The study was conducted with the use of the CAWI method.

STAGE III – sending several reminders with a request to complete the questionnaire at 14-day intervals.

STAGE V – development of collected data.

STAGE VI – preparation of a research report.

33 graduates out of 71 graduates of the Faculty of Mechanical Engineering (with defended engineering thesis in 2015), who agreed to participate in the study and received a link with a request to complete the survey, took part in the study. Therefore, the feedback level of the questionnaire was 46.5%. Some graduates did not agree to participate in the study. Moreover, the feedback rate of surveys was limited as the result of entering invalid or incorrect e-mail addresses into the form. The report does not include a description of graduates (Faculty of Mechanical Engineering), master's studies, due to the limited population in the sample and the population itself. Thanks to this solution, it is not possible to connect the values of indicators with persons covered by the study. For the same reason, the answers of a small group of inactive respondents were not taken into account.

The group of respondents from the Faculty of Mechanical Engineering was almost entirely represented by men – 31 persons (94%). Two persons (6%) of the respondents are women.

Table 1. Industries – graduate of first-degree studies [2]

In which industry are you working?	Number of answers	%
Building	1	4
Maritime ecomocy	15	58
Light industry	1	4
Heavy industry	1	4
Agriculture	1	4
Transport and Logistics	5	19
Geodesy / Engineering	1	4
Services	1	4

69% of respondents from the Faculty of Mechanical Engineering, before the beginning of the first-degree studies, were residents of the West Pomeranian Voivodeship, including 18% of them lived in Szczecin (Table 2).

Table 2. Place of residence before the beginning of the first-degree studies [2]

Place of residence before the beginning of the first-degree studies	Number of answers	%
Szczecin	6	18
West Pomeranian Voivodeship – other city	12	36
West Pomeranian Voivodeship – village	5	15
Other voivodeship – voivodeship city	3	9
Other voivodeship – other city	4	12
Other voivodeship – village	2	6
Abroad	1	3

After completing engineering studies, there was an increase in people living in Szczecin. Staying in Szczecin is connected with the continuation of second-degree studies and taking in this city a paid job (Table 3 and 4).

Table 3. Current place of residence [2]

Current place of residence	Number of answers	%
Szczecin	16	48
West Pomeranian Voivodeship – other city	6	18
West Pomeranian Voivodeship – village	4	12
Other voivodeship – voivodeship city	4	12
Other voivodeship – other city	3	9

Table 4. Plans for continuing education of graduates from the Faculty of Mechanical Engineering [2]

Do you continue or plan to continue your education?	Number of answers	%
I am continuing the same field of study at the Maritime University of Szczecin	4	12
I am continuing a different field of study at the Maritime University of Szczecin	2	6
I am continuing my master's studies at another University. Where?	3	9
I am continuing my postgraduate studies	0	0
I am continuing by participating in courses and trainings	3	9
I am planning to continue my master's studies	11	33
I am planning to continue my postgraduate studies	1	3
I am not continuing and I am not planning	13	39
Other options	0	0

Percentages in the last column do not add up to 100, due to the possibility of choosing more than one answer.

Respondents from the Faculty of Mechanical Engineering (WM) and the Faculty of Navigation (WN) plan to continue their studies in master's studies to a similar degree. More often than graduates from the Faculty of Engineering and Economical Transport (WIET) they do not continue and do not plan further education (Table 5).

Table 5. Continuation of education divided into faculties in accordance with the number of respondents [2]

Do you continue or plan to continue your education?	WN [%]	WM [%]	WIET [%]
I am continuing the same field of studies at the Maritime University of Szczecin	8	12	20
I am continuing a different field of studies at the Maritime University of Szczecin	3	6	16
I am continuing my master's studies at another University. Where?	11	9	9
I am continuing my postgraduate studies	2	0	0
I am continuing by participating in courses and trainings	14	9	6
I am planning to continue my master's studies	31	33	17
I am planning to continue my postgraduate studies	8	3	6
I am not continuing and I am not planning	34	39	26
Other options	5	0	6

Percentages in the last column do not add up to 100, due to the possibility of choosing more than one answer.

STUDENT AND PROFESSIONAL ACTIVITY DURING STUDIES

Students should be aware of how, apart from acquiring knowledge and passing exams, important is any additional activity that increases their chances on the labor market. For employers, the proverbial "paper" does not count, and the key value is a broadly understood activity undertaken during the studies. Behaviors that increase the chances of self-development and deepening of career capital elements include practices, internships, volunteering, membership in scientific circles, student organizations and all non-governmental organizations, foundations, trips to foreign exchanges – student exchanges, workshops, courses and trainings. Each of the above-mentioned activities carried out during studies gives students an advantage in competing for attractive work.

The following results (Table 6) are not a good forecast, especially if the expectations of current graduates are taken into account. 36% of respondents from

the Faculty of Mechanical Engineering did not undertake any of the above-mentioned forms of professional and educational activities. 42% of respondents took part in the trainings, and extra-vocational trainings were realized by 39% of them. The University's offer fives the opportunity to participate in student organizations and scientific circles. 12% of the respondents took advantage of this chance.

Table 6. Student and professional activity during studies [2]

Did you participate in the following activities during the studies?	Number of answers	%	% by the number of respondents
Erasmus+ student exchange programs	0	0	0
Trainings	14	27	42
Extracurricular practices	13	25	39
Internships	3	6	9
Student / local government organizations	4	8	12
Competitions	3	6	9
Volunteering	3	6	9
I did not take additional activity	12	23	36

Percentages in the last column do not add up to 100, due to the possibility of choosing more than one answer.

Taking into consideration the diversity in terms of departments, the smallest activity is observed among WIET graduates. Graduates of the Faculty of Mechanical Engineering most often took part in trainings and extracurricular practices.

Table 7. Student and professional activity during studies [2]

Did you participate in the following activities during the studies?	WMM	WM [%]	WIET	WIET [%]	WN	WN [%]
Erasmus+ student exchange programs	0	0	1	1	6	5
Trainings	14	42	12	15	38	29
Extracurricular practices	13	39	6	7	36	27
Internships	3	9	13	16	10	8
Student/local government organizations	4	12	5	6	17	13
Competitions	3	9	0	0	11	8
Volunteering	3	9	5	6	9	7
I did not take additional activity	12	36	57	70	59	45

Percentages in the last column do not add up to 100, due to the possibility of choosing more than one answer.

WORK DURING STUDIES

Nowadays, the conviction that work during the period of education makes it much easier to obtain permanent employment after its completion is becoming more and more common. In order to get a good job, it is not enough to have a diploma. There are also other elements, the most important of which is the opportunity to present the professional experience. A candidate for a job, who was already professionally active, is more attractive in the eyes of the employer.

Graduates of the Maritime University of Szczecin (58%) can boast of professional activity during their studies. For 68% of them, it was a work consistent with the chosen field of study, mainly in Poland (36.8%). 31.6% of respondents were employed abroad (Table 8, 9 and 10).

Table 8. Work during studies [2]

Did you work during your studies?	Number of answers	%
Yes	19	58
No	14	42

Table 9. Relationship between professional work and completed field of study [2]

Was this work related to your field of study?	Number of answers	% by the number of respondents
Yes	13	68
No	6	32

Table 10. Place of work [2]

Place of work:	Number of answers	%
In Poland	7	36.8
Outside Poland	6	31.6
In Poland and abroad	6	31.6

A thoughtful choice of the field of study is an important contribution to the development of professional career. This is an issue pertaining to the question, in which graduates were to verify the selection of the field of study. This is an image of a situation, in which they can again decide on the selection of a university. It was interesting to find out whether the respondents would make the same choice. This could be a sign of satisfaction with the decision taken a few years ago. This

particularly confirms the decision to choose a university and a field of study at the same time.

In the case of the possibility of re-selecting the first-degree program, respondents from the Faculty of Mechanical Engineering, in 85% would choose the Maritime University as a university, of which only one person would select another field of study [2]. 15% of respondents would study at a completely different university [2].

CONCLUSION

Employers in Poland are not fully satisfied with the competencies of employees. Over half of them complain that graduates do not have skills [3], [4]. Specialist knowledge and knowledge of foreign languages are appreciated at the same level as soft competences, such as communicativeness, ability to work in a group or resistance to stress. Companies also expect from their potential employees specific features of character such as: responsibility and regularity, the ability to solve problems independently, communicativeness and self-control [5].

An independent research center, commissioned by Randstad, asked the respondents about the factors, which cause that companies are perceive by them as attractive places for work. According to the group of respondents, remuneration and additional benefits for employees have the greatest impact on the attractiveness of the employer. Such an answer was expressed by more than ¾ respondents. The respondents also indicated stable employment (57%) and a pleasant working atmosphere (52%). The most important factors indicated by the respondents included: professional development (44%) and the above-mentioned stability (32%). Every fourth person values employers, who offer training to employees, flexible forms of employment and a convenient location of the workplace. Very good reputation is important for 21% of participants in the study.

The answers of graduates of the Maritime University (engineering study) are similar to those from the nationwide study. Respondents considered as particularly important [2]: remuneration (77% of respondents), possibility of promotion (58%), professional satisfaction (38%), professional stabilization (35%).

In open questions, graduates of the Faculty of Mechanical Engineering pointed to the need to increase the hours of practical classes. According to the respondents, the study curriculum should be supplemented with subjects that enable them to acquire practical knowledge and the ability to use theoretical knowledge in practice. Additionally, the knowledge passed to graduates should be as up-to-date as possible.

The main determinant of changing work over the next 3 years was the desire to achieve higher earnings, as well as the need for new challenges and personal development.

33% of respondents from the Faculty of Mechanical Engineering are just planning to continue their second-degree studies. 39% of respondents do not want to undertake further education.

58% of the respondents worked professionally during their studies. This job was most often associated with the field of study, in Poland and on the basis of a contract.

The examined respondents from the Faculty of Mechanical Engineering were mostly satisfied with completed studies at the Maritime University of Szczecin, because in the case of possibility of re-selection the studies, they would choose their own university in 85%.

Graduates from the Faculty of Mechanical Engineering assessed (on a high and very high level) the competences related to the use of the computer and the Internet, as well as effective teamwork. Moreover, they highly evaluated their ability to work under pressure and under stress conditions, as well as their analytical skills.

82% of graduates of the Faculty of Mechanical Engineering are professionally active. 61.5% of them are employed on the basis of a seafarer contract of employment. The contract at sea as a working time was indicated by 58% of respondents. For 69% of respondents, this is work consistent with their education. Graduates of the Faculty of Mechanical Engineering (first-degree studies) mainly work in large companies (62%). In 65%, this work is performed abroad. The period of looking for a job between 2-6 months was characteristic for 38% of respondents. Knowledge and skills acquired while studying in the university are useful in the current work. When looking for a job, respondents (first-degree studies) most often reached for the medium of the Internet (73%). Subsequently, the respondents took advantage of personal contacts, mainly friends (42%) and employment agencies (38%).

When selecting an employer, they are mainly guided by: remuneration (77%), promotion opportunities (58%) and professional satisfaction (38%).

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PROJECT-BASED LEARNING IN TRAINING OF A NEW GENERATION OF SPECIALISTS: A CORPORATIVE ANALYSIS

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ABSTRACT

One of the most important component of innovative economy is forming of effectively functioning the work market. This is particularly true for countries with developing economy, that requires the formation of new pedagogical paradigms. The universities face a global challenge - to rebuild the educational process, taking into account the challenges and requirements of modern production. A successful preparing of future specialists, who are able to independent, creative, solving problems and strive toward their goals achieving is a practice-oriented project management education. It should consist in the work on educational project of different level of sophistication, using adapted educational attempts. Studying in this ideology, students acquire the experience of team work required in professional activity, such as team work, practice of presentation and defending of their ideas and responsibility of solutions adapted. Such an approach is actively applied in many leading universities in the world.

The main task of the authors is to carry out a comparative analysis of educational design practices in different areas of training (engineering, management, public administration, organization of work with youth) in two leading universities in Poland and Russia – Wroclaw University of Science and Technology and Ural Federal University. Used research methods are general and particular document's analysis, data integration, benchmarking, constructive congruency and case study.

It is established that project competences are universals and recommended in national learning standards at all levels and streams of education. Regardless of corporative specificity, project management affects education matters, resources of educational process and pedagogical technologies. Project education of students has a systemic, infiltrating, successional and interdisciplinary character. Specificities of project learning, its social and corporative heterogeneity, are addicted many factors. Among them, the most important are project learning content, specificity of national project background, level of adaptivity in regional practices and different methodological approaches to project management–from the classical to agile one.

***Keywords** practice-oriented approach, training of specialists, project-based learning*

INTRODUCTION

The rapid dynamics of technological and economic changes necessitate a new type of human resources with the knowledge and skills, advance competences for future use. According to the forecasts of the California Institute of the Future (IFTF) researchers, the future specialist must have 10 key work skills for the future, corresponding to macro-trends in the global and national labor markets: sense-making, social intelligence, novel and adaptive thinking, crosscultural competency, computational thinking, new media literacy, transdisciplinarity, design mindset, cognitive load management, virtual collaboration [1]. Are there prerequisites in the modern educational space for the formation of perspective competencies?

BACKGROUND

The introduction of the ideology of the competence approach in the content and technology of modern education has caused a pedagogical paradigms shift. Traditional (classical) paradigm, focused on the acquiring and reproduction of knowledge, gave way to an activity, practical-oriented approach of education. The purpose of the introduction of practice-oriented approach is the formation of professionals with a set of competencies that enable them to use most effectively in the future professional activity. The basic postulate of the practice-oriented paradigm is the principle of the primacy of the educational product, which has an advanced, project character. The effectiveness of educational activities is measured through a set of competencies used by students when an educational project is creating. The properties of "projectivity" in the new educational paradigm are appeared not only in educational products. The content of education, means of educational process [2], [3], [4], including project-based learning are subject to design.

The synthetic nature of project thinking, which is based on the iterative change of convergent and divergent approaches, becomes attractive and significant for the introduction of its project content into the educational environment of the 21st century. A comparative analysis of project management and project training shows that project learning is derived from project activities and project management and preserves all their hereditary characteristics (table 1).

Table 1. Comparative analysis of project management and project learning

Criteria	Project management	Project learning
Mindset	convergent and divergent	linear (algorithmization) and non-standard / creative
Activities	research, planning, modeling, programming, design	depend on the type of educational project and the subject area of designing
Interdisciplinary links	strategic management, functional management (personnel, financial, time management, risk management), marketing, logistics, sociology, social psychology, culturology, law, etc.	depend on the type of educational project and the subject area of designing
Competences	ability to systemic, cognitive, organizational, creative, adaptive, transdisciplinary, contextual thinking; teamwork skills; cross-cultural and media competence; the ability to virtual collaboration.	hard skills, soft skills (sense-making, novel and adaptive thinking, cross cultural competency, computational thinking, new media literacy, transdisciplinarity, design mindset, cognitive load management, virtual collaboration).

The goal of project learning is the mastering of the design algorithm for solving a specific professional task. This means that the methodological basis of project training is the methodology of designing, in its classical and modern versions. The composition of the formed competencies is determined by the skills that are associated with the professional subject areas (hard skills), and "soft" project competencies (softs kills) - the ability to work in a team, communication skills (social intelligence), including in a cross-cultural and virtual environment (crosscultural competency, virtual collaboration) [1], the ability to innovate and adaptive thinking (novel and adaptive thinking), the ability to work with a large amount of information (computational thinking, cognitive load), the ability to understand the meaning and consequences of their own decisions (sense-making).

How is the practice of project teaching in modern universities in the dialectic of "possible, proper and real"?

1. PROJECT LEARNING AS A MECHANISM OF TRAINING SPECIALISTS IN URAL FEDERAL UNIVERSITY

Ural Federal University (UrFU) - one of the largest universities in Russia, there are more than 40,000 students. The university consists of 12 structural subdivisions, called Institutes, which carry out training in the most diverse areas: technical, natural-science, humanitarian, socio-economic, management.

1.1 Elite engineer training

The University is the center of responsibility for the training of elite engineering cadres in the region. The formation of the engineering elite necessitates the generation and sustainable reproduction of interdisciplinary project teams, oriented to international engineering standards and possessing world-class competencies. The need to form such teams necessitates new educational technologies. The basis for the introduction of project management technologies was the international project "Initiative CDIO" ("conceive – design – implement – operate"[5]). In 2013, project learning was introduced into the educational process within the framework of one of the modules of educational programs. According to CDIO, the project-implementation activity is a practical one in which students design, produce (build, create), test and apply real objects, processes and systems or their models.

An example of the introduction of project training in a technical master program may be the educational program "System Engineering". System engineers are most in demand today in the spheres of military-space technologies, energetics, information and cognitive technologies, biotechnologies, nanotechnologies. The key competence of the system engineer is the ability to integrate complex systems within the framework of a purposeful, multifaceted work process. Project learning is the main educational technology in the program. Project learning is carried out with the use of active methods (active learning), Socratic dialogues, workshops, case studies, laboratory experiments, brainstorming, etc. The exchange of views and ideas (peer learning), joint research and project activities is mandatory in the training. The designing uses the tools of gamification-game methods and elements of computer games, virtual simulators, expert systems and situation centers. Priority of active teaching methods and inclusion in the program of interdisciplinary projects ensures the formation of graduates, along with professional competences, a conscious ability to work in a team and the necessary leadership qualities.

1.2 Training of public administration managers

The introduction of project learning in the training of future officials took place in the early 2000s. The author's teaching methods were originally developed on the basis of the international standard PMBOK. In 2014, in connection with the transition to tertiary education and the inclusion in the educational program of the undergraduate individual educational trajectories, one of which is "Project Technologies in the Sphere of State and Municipal Management", two models of project training, general and specialized, have been formed.

The general model. In the second year all students complete an introductory project course "Fundamentals of project activities", in the fourth year (after mastering a significant part of principal disciplines) - the module "Project management in state and municipal management". Lecture material involves the mastery of technologies and tools of classical project management. Practice are held in the form of workshop. At the heart of the training for bachelors is the development of an educational project based on the fairy tale plot "Little Red

Riding Hood". The work is conducted in small groups with the use of brainstorming technologies and expert evaluation. Experts are not only lecturers, but also students themselves. Iterative change of the two roles of the "developer" and "expert" allows students to identify and fix typical errors in the designing, to find the best solution for the task set by the lecturers at each stage of training. This is the first, trial and rather difficult design experience for bachelors of public administration. The rigid format of training suppresses traditional and mass attempts of students to write a new fairy tale or psychoanalytic thriller. The main task of the teaching staff is to form the project thinking of the beginning designers. Students moving positionally, sequentially mastering the algorithm of project activity, should develop a preventive social project "Ensuring the safety of Grandma and the Little Red Riding Hood". Special difficulties for students are caused by the establishment of cause-effect relationships in the structure of pre-project analysis and the development of the target decomposition. Consecutive complication of the project activity in the bachelor's program is accompanied by the increasing complexity of the final design products. In the second year of the bachelor as a final work is proposed to develop group mini-projects (project work). As a result of the study of the module in the 4th year, students must develop and protect an individual course project, executed on the basis of a specific state or municipal authority.

Specialized model. The students of the project trajectory should master three additional project modules. The first module is aimed at reinforcing the skills of pre-project research - using methods of analysis of socio-economic, socio-political, socio-cultural processes. Within the second module project technologies of time, team, cost, risk management are concretized and enriched. The project training is completed with the module "Project Workshop", when the teaching staff attracts practitioners - leading specialists from ministries and departments of the regional government. Features of project learning in this module - application of flexible iterative-incremental methods of "Agile" along with the technologies of classical project management. The final report on the module are group projects in the field of public administration - organizational, sectoral, territorial ones, projects for the promotion of state and municipal services. A high level of the formed bachelor's project competence confirms external public evaluation of their project achievements. Project works of students have repeatedly won prizes at national and international competitions.

One of the principles of project learning in public administration is continuity. There is an applied educational program "Technologies of state and municipal management" at the level of master's training. Project training is mandatory for all program trajectories. The enhancement of project competencies in the trajectory "Project technologies in development management of territorial socio-economic systems" allows developing projects of different levels and scaling in executive authorities, state and municipal organizations. The main difficulty of project learning for students is related to the socio-demographic and professional characteristics of the master's community. 70 % of students are active officials over 30 years of age whose professional activity is primarily related to the implementation of the program-targeted approach in management. In this regard, the main efforts of the project teaching team are aimed at overcoming stereotypical attitudes of master's students and patterned practices adopted in public

administration. The task is achieved by applying benchmarking technologies, demonstrating the best regional and municipal project practices.

1.3 Training of specialists of work with youth

The educational program "Organization of work with youth", opened in 2011, was based on project learning. The specifics of working with young people from 14 to 30 years make special demands on the professional project competencies of bachelors and masters in this area of training. In particular, in all areas of youth policy, organizational and event-projects, which are of a massive nature, prevail. The project competences of bachelors and masters is different: bachelors can take an active part in the development and implementation of projects, master's students must be able to independently design and implement their own projects and assess their social risks.

The methodology for teaching bachelors of design basics is largely similar to the methodology for learning students of public administration. The basis of the methodology is the international standard PMBOK. Bachelors listen to lectures on the technology of project activities, then work out educational projects on a given topic in practical classes during the project workshop. The training is completed by the development of an independent group or individual project on the module. This project is an integrative development that requires students to demonstrate all the acquired competences not only in managerial disciplines, but in all previously studied modules, in particular, in the field of legal regulation, content and economic grounds of youth policy.

The acquisition of project competencies by master's studenты logically continues the skills and abilities formed in the bachelor's degree. Since students are already able to develop their own project, the training is built exclusively in the form of practical classes. Active forms of organization of practical classes provide increments design competencies. In assessing of effectiveness of youth projects, students are encouraged to use the original author's methodology for assessing the effectiveness of projects of non-profit public organizations, which was developed by order of the Ministry of Social Policy of the Sverdlovsk region. The main difficulty is working with students who don't have basic profile training. This problem is overcome by more intense individual work with such undergraduates. But, unfortunately, in this case there is a violation of the principles of consistency and continuity, which complicates the formation of actual competencies among graduates.

The experience of project training in the field of training "Organization of work with youth" shows that this approach is highly productive. In particular, this is evidenced by the constant victories of our students in the competitions of the federal agency for youth affairs (Rosmolodezh) and various youth forums.

Summarizing the practice of project training in UrFU, it should be noted that the project training of students is systematic, cross-cutting, consistent and interdisciplinary; is based on the regular performance by students of technical and management projects of increasing complexity.

2. TEACHING PROJECT MANAGEMENT AS A TOOL OF THE HUMAN RESOURCES EDUCATIONAL PROCESS IN WROCLAW UNIVERSITY OF SCIENCE AND TECHNOLOGY

Wroclaw University of Science and Technology is one of leading universities in Poland, doing research and educating future polish human resources at 16 faculties, mostly technical. The author of this section is a searcher and lecturer at Informatics and Management Faculty, involved from 25 years in project management (PM). He is teaching different matters of PM (bases, methods and tools of PM, advanced PM, agile PM, preparing for IPMA Student Certification, changes management) for future managers, at bachelor's, master's and doctoral degrees. The teaching at it very early stage, in time of starting polish economic transformation, was realised without any standards nor national neither professional. This situation changed in 2002, with national standards emergence [6]. These standards are flexible enough, leaving for the teacher a choice of methodology (PMBOK, IPMA, PRINCE2, SCRUM or others), as well as concrete forms and instruments.

Evolution of the teaching of project management (PM), focused on innovative forms, is divided into two parallel processes – main and auxiliary. Main process of PM education. From 1998 to 2008, for subjects basic PM, advanced PM and change management, the only didactical forms were lectures, classes, workshops, laboratory (MS Project). Used methodology – mix (PMBOK, IPMA, own).From time to time, also lectures given by invited practitioners – first PMBOK or IPMA certified project managers – from Poland and Germany. Several times lectures were given in enterprises (Bosch, Fagor, Wroclaw Park of Technology). In 2015 the Faculty of Informatics and Management cooperated with IPMA Poland that leaded to an agreement between two subjects, consisting in creation of the new product – IPMA Student Certification, being a student "light" version of IPMA Certification level D. The matter has been launched "Preparation for IPMA Student Certification", composed with lectures and workshops. As the examples of using non-standard works done by students, let us give "Building the tower with matches boxes", which illustrates the project realisation in case of a non-complete information – the students have their eyes bint. The second one – identifying students soft attributes (predispositions) to be a project manager. Twenty fife attributes according to AFITEP (French Association of PM) are checked. Both events have the competition characters; winners, prices and so on included. The most innovative experiment is going just now. The workshop of agile PM is organized really according to Scrum Methodology [7]. The students work as self-organizing and multifunctional Development Team, working cyclically on a real Canadian project, using events and artefacts of Scrum. The teacher is in the role of Scrum Master; he cannot give orders. This experiment allows to build a real partnership between all stakeholders, is highly motivating, stimulates students creativity and leads to the satisfying PM results.

Auxiliary process of PM education. From the beginning of PM education at the Faculty, other events and activities were conducted, in order to improve and reinforce the educational effect. In 2005 the PM Group was creating; the students organise themselves interesting events. The most important are annual national PM

Days, the conference with the participation of about 300 students and PM practitioners from the whole Poland. It creates platform for discussing the real PM problems, find solutions and cooperate. From 2006 students take often part in Regional Group of IPMA Poland meetings. The results are similar as above. Simultaneously with academic work, several PM academic teachers of the Faculty are active trainers and consultants in PM area. Promoting project thinking, implementing PM in enterprises, and managing real, complex projects, appears helpful to improve the educational process. The enterprises experience of academic teachers affects several educational dimensions, particularly during the workshops. Working on real cases, with continuous feedback, the students are more motivated, understand better the real PM problems what allows them to take be better management decisions, get experience, can appreciate the team work quality and get the responsibility. In 2017 Alex Clarman, director of Goldratt Institute in Tel Aviv, conducted 2-day workshop on the Critical Chain PM. The students' opinions were like above.

Another source of students new practical skills are documentation and personal participation of PM teachers in "IPMA Project Excellence Award" – annual competition for the best managed project in the World. Sharing experience contributes to the teaching quality increasing. Some colleagues are involved as volunteersin PM of non-profit organisation. This experience is important, like this with Scrum described before, for understanding by teachers as well as students, the added value of partnership in the project team and the human added value of PM.

All teachers from PM team are open to innovative educational methods. Among students and teachers there exist a need of mutual trust and partnership, facilitating educational process. The students' opinion is "non-traditional forms of teaching, based on empiricism, are more interesting and efficient".

CONCLUSION

It is revealed that project learning is derived from project activities and project management and preserves all their hereditary characteristics. The methodological basis of project learning is the design methodology. Corporate analysis showed that the logic of project learning development, its orientation is common, regardless of the different temporal dynamics (completeness and speed of phase passage). The development trend is linear, from classical project
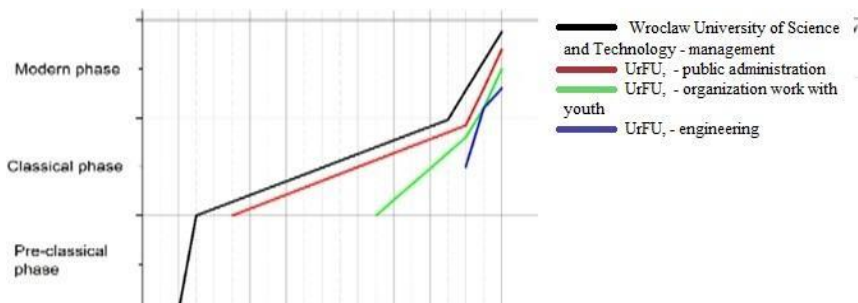
Figure 1. Dynamics of development of project learning

management to modern technologies of Agile, Scrum. The basis of project learning is international standards (PMBOK, IPMA, PRINCE2, etc.), allowing to use different methods (fig. 1).

The practice of project learning at universities in different areas of training is universal and advanced. In the conditions of transition to an innovative economy, project learning is the basic prerequisite for the formation of prospective competencies for a new generation of specialists.

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PSYCHOSOCIAL FIRST AID FOR PEOPLE WITH DISABILITIES IN CRISIS SITUATIONS – THE ROLE OF A SPECIAL EDUCATION TEACHER

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ABSTRACT

Regarding the growing frequency of crisis situations in society, an improvement of special educators' skills in providing psychosocial first aid (PFA) to people with disability in crisis situations needs to be taken into account. The goal of the study was to ascertain the special educator`s role when providing PFA in selected crisis situations, as delineated by volunteers of Community-based psychosocial intervention teams.

In conducting the study, a qualitative approach was used with a multi-case study of the descriptive-exploratory character being the main method of the procedure conceptualization. The data was collected by means of combining a semi-structured interview and a projective technique – sorting out picture cards. A thematic analysis method was employed for data analyzing. Volunteers giving PFA to people with disabilities have faced significant difficulties. A specific approach in providing PFA to people with disabilities is necessary. Thus, strengthening of the special educator`s role is required in the given field.

Keywords: psychosocial first aid, psychosocial support, crisis situation, special educator, disability

INTRODUCTION

At the present time, there is an increase in crisis situations. Crisis situations are also commonplace in everyday life of people with disabilities. These individuals have specific needs and requirements which need to be respected when providing assistance and counselling in a crisis situation. By adhering to the working principles and the specificity of people with disabilities the process of providing intervention is effective.

The approach to people with disabilities in crisis situations is often neglected or dealt with only marginally both in scientific research and practice. This claim is substantiated by the research conducted by the authors in the preparatory phase (searched combinations of key words: psychosocial first aid, psychosocial support, crisis, crisis situation, crisis intervention, evacuation AND disability or disabilities or disabled). Foreign studies that were found describe the evacuation of people with disabilities and offer information on the evacuation process as a whole, evacuation plans, technical security, architectural obstacles of buildings, evacuation strategies, differences and specifications in the evacuation of people with and without disabilities [1], [2], [3], [4], [5], [6].

The evacuation of people in a crisis situation is addressed here only in the sense of their "relocation" to a safer place. Other studies were also found and those are dealing with the preparedness of people with disabilities for evacuation in a crisis situation. These studies describe the specifications of the experience and behavior of people with disabilities in crisis situations. The studies emphasize the need for development, adaptation of evacuation plans and strategies for people with disabilities [7], [8], [9].

The studies, however, do not address working with the mind of the disabled individual "affected" by the crisis situation. The impact of crisis situations on the mind of the "affected" person can be mitigated by the provision of psychosocial first aid (PFA) which requires modifications for people with disabilities and personal preparedness of an intervention specialist. PFA is the immediate response of an intervention specialist (assisting person) to the basic psychosocial needs of an "affected" individual who needs to be immediately accommodated in a crisis situation. The goal is psychological stabilization of the "affected" person. Psychological needs can include, for example, physiological needs, the need for safety, orientation in a crisis situation, needs for stabilization, information, psychological and material support, sharing, etc. [10]. Providing PFA is a help that should not be forced upon people in a crisis, but it should be available to them if wanted and needed [11].

Different approaches are used to provide PFA in practice. Basic PFA includes Critical Incident Stress Management; National Child Traumatic Stress Network; National Center for PTSD; World Health Organization [10]. In selected PFA approaches, similar phases of PFA process can be observed:

a) In the first phase, it is always necessary to establish contact with the "affected" person to gain mutual trust (e.g. respect for an individual's personality, his experience, behavior), and to ensure security to provide PFA (e.g. moving to a safer place).

b) In the next phase, an intervention specialist responds to the needs of the "affected" (e.g. the need for safety - grounding, orientation in the situation, focusing on the situation "here and now"). It is always necessary to communicate only verified and true information. These statements must be made in a simple and comprehensible manner, not lengthily. In order to psychologically stabilize the "affected" person, it is essential to take into account also nonverbal signs (e.g. tremor, stupor) and needs (e.g. breathing and other bodily needs). Furthermore, it is important to give the "affected" person enough time and space to express his emotions and needs, and to listen to him and give feedback (to verify mutual understanding).

c) In the final phase, it is necessary to identify natural sources of help/support (family, friends, neighbors, community, etc.), or to find follow-up care services (crisis centers, counselling centers, psychologists, etc.) and to hand over the affected individual.

In the Czech Republic, PFA in crisis situations is primarily provided by sections of the Integrated Rescue System (IRS) or volunteers from non-governmental, non-profit, or humanitarian organizations. An example of these are Community psychosocial intervention teams (CPI teams). This is a

coordinated grouping of volunteers who are doing the fieldwork in communities affected by a crisis situation. Training of volunteers of a CPI team is carried out mainly by ADRA ČR (Adventist Development and Relief Agency, Czech Republic). Volunteers of a CPI team usually have "only" basic PFA training. A crisis situation involving people with disabilities often requires a specific approach from an intervention specialist. The form of providing PFA to people with disabilities in crisis situations needs to be modified with respect to individual, specific needs and each person's possibilities. These may be caused by, for example, deterioration of the state of health, unpredictability of emotional reactions, the need for rituals, rejection of physical or visual contact, deficits in sensory perception, limited ability to move, worsened orientation in space or in the situation, necessity to use medical equipment, compensatory aids, and augmentative and alternative communication, and others [11].

The participation of workers from helping professions helps to improve the process of providing PFA to people with disabilities. During PFA to people with disabilities, it could be useful to have a special education teacher present who, by the nature of his/her profession, knows the specifications of the approaches and the individual needs of people with different categories of disability.

In order to determine the position and the role of a special education teacher providing PFA, the following study objective was set: "To ascertain the position and the importance of a special education teacher when dealing with crisis situations, as expressed by volunteers of CPI teams".

The research objective was linked to the research question: "What is the role of a special education teacher as a member of a CPI team when providing first psychosocial aid during a crisis situation, as expressed by volunteers of CPI teams?"

RESEARCH DESIGN

The qualitative approach was used in the study and a multi-case study with a descriptive-exploratory character was as the method of conceptualization. Data collection was carried out using a combination of semi-structured interviews and the projective technique of image card sorting. These cards depicted individual categories of disabilities (i.e., mental disability, visual impairment, hearing impairment, physical disability). Participants were selected by deliberate sample selection (the status of a CPI team volunteer of ADRA CR, number of crisis events in which the volunteer was involved in: 2 or more, time from the last intervention: 5–10 years).

A gradual construction of the sample was used - the main coordinator of the CPI teams in the Czech Republic was contacted and asked to provide contact information of the members of the CPI teams who fulfilled the criteria to be accepted into the study (snowball sampling). Thus, contact information and consent of 2 volunteers was obtained. At the next stage of the sample design all 13 coordinators of the CPI teams in the Czech Republic were asked to send out the request to participate in the study. Based on this appeal, another participant was gained and contact information of other potential volunteers was further obtained during the study. Prior to the inclusion of the participants in the research sample, it was verified by the researchers on the phone that these potential volunteers meet

the set criteria. At the end, 4 participants were included in the study. Participants were instructed to sort the cards according to their ability to provide PFA to a person with the depicted disability. In addition, there was a discussion about different ways of interventions based on individual categories of disability, about the possibility of solving these situations or the importance of the presence of a special education teacher in a CPI team. Thematic analysis (based on coding and categorization of meanings) was used in data analysis.

RESULTS

There were 3 topics identified characterizing the process of providing PFA to people with disabilities from the perspective of volunteers of CPI teams. Topics are illustrated by the following diagram (Scheme 1 Overview of topics – Special education teacher as a member of a CPI team).
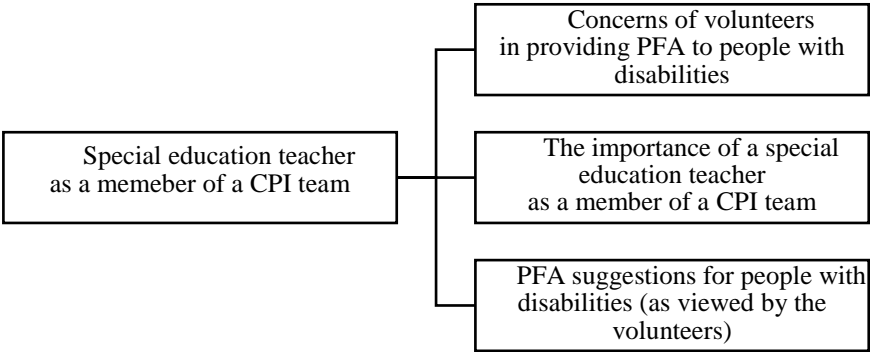
Scheme 1. Overview of topics – Special education teacher as a member of a CPI team

1. Concerns of volunteers in providing PFA to people with disabilities. Participants consider it problematic to provide PFA to people with multiple disabilities, hearing impairment, cognitive disability, or mental health disabilities. The areas that participant find problematic include: mutual understanding, aggression by people with disabilities and the general approach to these people in a crisis situation (the phenomenon of the relationship) and during its solution (the phenomenon of the course). Possible solutions to the crisis situations involving people with disabilities (according to the participants) are the use of physical contact, people who are familiar to the individual with disability, sending for emergency medical services, devaluation of a person with a disability (an intervention specialist automatically accessing an adult person with a disability as a child), etc. Participants in the study also expressed concern about providing PFA to people with autistic spectrum disorders. The main reason for the concerns expressed by the participants is the feeling of fear, uncertainty and aggression from the intervention specialist. However, not all of the participants shared the concerns about providing PFA to people with disabilities.

2. The importance of a special education teacher as a member of a CPI team. A CPI team consists of volunteers who hold various professions. For this reason, a special education teacher may or may not be present in a CPI team. The study also focused on identifying the role of a special education teacher as a member of a CPI team from the point of view of the participants. The participants said that their CPI team still does not have a special education teacher. However, the participants had an ambivalent attitude towards the presence of a special education teacher in their CPI team: some participants are in favor of having him on the team, but others are completely opposed to the idea. The attitude is related to participants' concerns about the special education teacher being a possible disruption to CPI team's missions (a volunteer can be anyone regardless his profession), the participants assume that the contribution of a special education teacher in their CPI team would be minimal.

3. PFA suggestions for people with disabilities (as viewed by the volunteers). According to the participants, the situation could be solved by a thorough training of volunteers in a CPI team on working with people with disabilities – this should include theoretical knowledge (specifications of individual disabilities, basis of sign language, etc.) and practical model situations (of demanding nature) that should simulate providing PFA to these people. Another option is to create a network of "contracted" special education teachers – which would provide distance support to CPI teams in providing PFA to people with disabilities.

DISCUSSION AND RECOMMENDATIONS

In the study, volunteers expressed their worries about providing PFA to people with disabilities. These are combined with the fears of their own inability to provide PFA to people with special needs – mainly due to ignorance of specifications, individual needs and approaches to these people.

This situation could be facilitated by the presence of a special education teacher in a CPI team. A special education teacher has the knowledge of the types, classifications, manifestations and specifications of individual disabilities or the knowledge of the possibilities to use compensatory aids. The possible contribution of a special education teacher as a member of a CPI team can also be seen in his competencies to communicate with individual groups of people with disabilities (knowledge of sign language, Braille, alternative and augmentative communication, etc.). The specificity of the approach applied to people with disabilities is also emphasized in the methodological materials of World Health Organization [11], Australian Red Cross [12], International Federation Reference Centre for Psychosocial Support [13] and other organizations.

The study focused on the role (importance) of a special education teacher as a member of a CPI team. Volunteers encounter considerable difficulties in providing PFA to people with disabilities. It has been found that special education teachers are not part of the CPI teams in which the volunteers participate. Despite the above-mentioned difficulties in dealing with people with disabilities, an ambivalent attitude towards the presence and importance of a special education teacher in a CPI team can be observed with volunteers. This attitude is manifested mainly in the fear of disturbing the basic mission of CPI teams (providing PFA regardless of the profession of the intervention specialist), the lack of usage for a special education

teacher in a CPI team, etc. To improve the current situation, a proposal for methodology for providing PFA to people with disabilities aimed at volunteering CPI teams could be made, as well as a draft of a content for a training course for volunteers. The findings of EUNAD and EUNAD IP projects [14] or certain procedures commonly applied by the emergency services (The Ministry of the Interior – General Directorate of the Fire Rescue Service of the Czech Republic) [15] can be used as a basis to create methodology or a training course. However, these approaches need to be appropriately modified to take into account the specifications and individual needs of people with disabilities.

Equally important is the strengthening of the role (meaning) and the presence of a special education teacher as a member of a CPI team which could, for example, contribute to the creation of a network of "contracted" special education teachers. This network would provide distance support to CPI teams in providing PFA to people with different disabilities.

CONCLUSION

Providing PFA in crisis situations to people with disabilities requires certain modifications and demands for personal readiness of the intervention specialist.

The volunteers of CPI teams expressed their own unpreparedness in providing PFA to disabled people in crisis situations. In order to improve the process of providing PFA to people with disabilities, it would be appropriate to strengthen the role (meaning) and the presence of a special education teacher. It is necessary to make an appeal for special education teachers to develop special competencies needed in providing PFA. Special education teachers should be aware of at least the basics of providing PFA to people with disabilities and in a crisis situation they should be able to coordinate their activities both with members of CPI teams and with professionals from emergency services. The issue of experiencing and managing crisis situations by people with disabilities can be seen as a current topic deserving proper attention for applied approaches, as well as for basic research activities.

DECLARATION OF INTEREST

The author declares that the present study has no conflict of interest. The author also declares that the text includes appropriate citations of all bibliographical sources.

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ROLE OF REGIONALIZATION OF EDUCATION IN FORMATION OF CIRCUMPOLAR EDUCATIONAL SPACE OF NORTHERN TERRITORIES OF RUSSIA

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ABSTRACT

Relevance of the article of a problem of formation of regional educational space of the Sakha (Yakutia) Republic as private question investigated by authors is caused by existence of more global problem of threat of real disappearance of a unique circumpolar Arctic civilization, it`s culture and traditions as a result of action of processes of globalization, need of her preservation. The purpose of this article consists in attraction attention of scientists to this problem, identification of ways of her decision. In the article the education using the ethnocultural potential of traditions of peoples of the North is considered as the factor stabilizing disintegration processes. The leader in a research is the culturological approach giving the chance to consider a problem in a complex. According to conceptual approach, the most ancient people of the Earth which have lodged around the North Pole have created the circumpolar civilization possessing community of many leading parameters of culture of survival in the conditions of permafrost and which is characterized by unity in variety of ethnic communities. Development of any education system happens in a social and economic context of the concrete administrative territory with inherent in her culturally - historical, ethnocultural traditions, a way of life, national peculiarities. The main plan of a research consists in consideration of education with use of potential of ethnocultural traditions of the population both a factor of development of the region in general, and preservations of a unique circumpolar civilization of the people of the Arctic, in particular.

Materials of article are of practical value for the multinational countries with multiethnic features, for development of the theory of poly-cultural education; can be used when developing concepts of creation of educational space of the region as factor of stabilization and his further development. Results of a research can be used for methodological justification of programs of development of ethnocultural education, in development of administrative concepts for the sphere of ethnocultural education.

Keywords: education regionalizations, regional educational space, circumpolar world, nomadic people, ethnocultural orientation of education

INTRODUCTION

Modernization of Russian education happens in the conditions of sociocultural transformation and changes of the federal structure of the state that causes activization of processes of regionalization of education. As the theoretical bases historical, system, sociocultural, comparative and cross-disciplinary approaches were used. Complex researches of the new integrated scientific direction were received by the name of "regional science" (in the West) and "regionologiya" (in Russia). Regionologiya, according to experts, "is called to combine efforts of many scientific directions, and first of all regional economy, economic geography, regional sociology and the theory of regional government" [1], [2].

Modern concepts of regional development prove a thesis about inevitability of existence of interregional disproportions. In the western scientific thought J. Friedman [4] is the founder of the concept "the center – the periphery" or concepts of spatial polarization of economic and social development which is considered the conventional, evidential operating numerous factual data and examples from various regions of the world [3] today.

A pedagogical regionologiya is a the section of pedagogics which studies regional educational space, a pedagogical context of questions of a territorial society organization as the educational and territorial organization of society or territorial educational space of the region. It is told about the educational system functioning within separately taken national and regional education according to ethnocultural features of the people living in her territory in A.Yu. Belogurov, V.A. Tishkov, E.A. Soboleva, V.I. Spirina, L.L. Suprunova's researches, etc.) – it is defined by them as ethnoregional educational system. Scientists claim that in each of modern to ethnoregional educational system the image of the person - the carrier of a certain ethnogenetic code is formed: knowing the native language, features of national culture, tradition and customs of [5]. At the same time it is noted that in the course of socialization and an interiorization of the personality deep assimilation of universal values, knowledge of features of manifestation of various cultures in uniform social space of Russia and other countries of the Commonwealth of Independent States is important.

The ethnoregional educational system acts as the multidimensional sociocultural and pedagogical phenomenon in the conditions of which there is a formation of the child as the free creating self-organized cultural personality. At the same time a backbone element of this system is the principle of ethnocultural orientation of education [6], [7], [8].

Ethnocultural orientation, according to V.K. Shapovalov, - such characteristic of education which allows to define, in what measure of purpose, tasks, contents, technologies of education and training are focused on development and socialization of the personality as the subject of ethnos and as the citizen of the multinational state capable to self-determination in the conditions of a modern world civilization [9].

Education has to be implanted in the concrete earth, then traditions, culture, values which are valued by the people living in one territories organically are

entered in contents. The education got in the central Russia or in northern territories shouldn't differ in universal criteria and standards, but on the internal spirit, on the image, a manner, styles – can and has to differ by all means, it is variety in unity, diversity of education including its variability [10]. Regionalization in education is an attendee in his contents and organizational forms experience - ethnographic, historical and cultural, spiritual and religious – inhabitants of a certain territory. Regionalization of education proves in development of didactic and methodical aspects of formation of a regional component of content of education. National and regional component of the state educational standard, realizing the principles of regional policy in education, forms the strategy of development of maintenance of education on the basis of satisfaction and development of educational needs of inhabitants of the region, involvement of intellectual, cultural, economic resources of the region in education development.

Thus, in pedagogics regionalization is considered as the principle, an opportunity acquisition by the region of the status of the territorial, sociocultural, developing independent systems; as a real possibility of realization of the rights of the region in education; as the leading and long-term strategy defining development and providing formation of complete educational space on the basis of his interaction with national and regional, federal and world education as which purpose the satisfaction of needs of inhabitants of the region acts.

For the region of Far North, his territories in which the nomadic northern people live a basis of educational space are the rural schools considering agricultural production of the region, feature of traditional way in household, labor and economic spheres and seeking for creation of optimum conditions in development of the younger generations according to educational inquiries of each student and his family, public expectations in relation to them and the prospects of welfare development of the region, requirements of society and the country in the creative, spontaneous persons capable to transform the reality surrounding them on the basis of traditions and experiment of the previous generations as in the context of crossing of "fields" of education and culture it has to be conducted, on our deep belief, development and implementation of the concept of education of indigenous people of the North as circumpolar regional educational space, demanding today from the pedagogical theory and practice of allocation of the new approaches to a research of a problem considering features of cultural and educational space of the region of the Arctic as circumpolar, interrelation of education and culture in him, the pedagogical potential of ethnocultural traditions of northern indigenous people in development of regional educational space. "The circumpolar educational space" is considered in a research as regional educational space of nomadic peoples of the North within which the real possibility of preservation and development of cultural identity of the northern people is provided, of uniqueness of their educational system in combination with the modern sociocultural programs capable to realize multiple cross-disciplinary student teaching in compliance with the purposes of further development of the northern people in multinational society. The concept "circumpolar educational space" means the open, uniform, organized system with unique lines and characteristics of a circumpolar civilization peculiar to her intended for creation of conditions of development by the person of values of circumpolar tradition, culture and educational space within which broadcast of

social experience of generations is carried out that allows to fix mechanisms of social orientation, adaptation, mobility of the modern person in today's diverse world [11].

In the concept "circumpolar educational space" the ideas of interrelation of circumpolar space, a circumpolar civilization and education as parts of culture and social institute of society, the uniform angle of consideration of these phenomena through a concept of regionalization are integrally combined.

Methods of the comparative analysis of the statistical data characterizing functioning of education, questionnaire, testing, the composition, expert estimates, observation and empirical inspection have captured only 405 pupils of rural schools of the third - the fourth classes, from them 76 pupils of nomadic schools, and their parents.

Results. The theoretical methodological bases (approaches) to development of a problem of development of regional educational space taking into account the pedagogical potential of ethnocultural traditions of indigenous people of the North are formulated. On the basis of the pedagogical analysis of culture and history of the nomadic people features of his traditions, customs, cultures, training and education for further account them in the studied process are revealed.

From positions of circumpolar approach conditions and technologies of creation new and transformations of the available objects of the educational sphere of the northern region, stage-by-stage creation of conditions of development of educational space to the Polar region are analysed, experimentally checked; individualization of educational routes of pupils as a result of the flexible organization of educational process in the conditions of a circumpolar civilization, attraction of national, communal and patrimonial pedagogics.

As result of a research the conceptual model of effective use etnokulturnykh traditions of nomadic peoples of the North in development of regional educational space is presented (on the example of rural schools of the Sakha (Yakutia) Republic). It is shown that the formed circumpolar space influences development etnokulturnykh traditions of nomadic peoples of the North. At the same time, on the basis of regional space the circumpolar space is formed and etnokulturny potential develops it.

DISCUSSION

In pedagogical science and education there was usual an appeal to such sociocultural phenomenon as regionalism today, significant growth in a role of regions for development of political and economic life of the countries is noted. Therefore the problem of regionalization of education is a subject of active discussion and a scientific discourse in pedagogics (A.Yu. Belogurov, E.V. Bondarevskaya. A.T. Glazunov, D.V. Grigoriev, G.D. Dmitriyev, O.A. Leonov, I.A. Malanov, A.M. Novikov, V.V. Serikov, R.M. Sitko, E.V. Tkachenko, V.K. Shapovalov). According to scientists, the regionalism is shown in various forms of welfare and political self-identification of territorial communities, represents

the ideas, moods, the actions, intentions directed to keeping identity of the region and to provide his development, a status role among the states nations.

In a scientific discourse scientists E. Dneprov, A. Kasirzhak, A. Pinsky note that public and regional development happens, mainly, in the field of education, i.e. training and improvement of people. People accumulate experience of understanding and vision of in what the cultural and historical sense of their existence and public life in this territory, important are valuable and orientation characteristics of regional education.

Development of circumpolar educational space as regional – in a research is based on the idea of expediency of allocation from the general system of a social environment of the identity of a subsystem of education which provides conditions where there is a development of identity, identity of the personality, her identification (attitudes, consciousness, culture, behavior) on the basis of the unique, not repeating in other territories features of the nature, social arrangement, culture which is a regional education system, socialization, education of the personality.

CONCLUSION

As result research the conclusion is made that for the first time in the pedagogical theory the subject of pedagogical potential of ethnocultural traditions of nomadic peoples of the North is announced as a significant problem which is considered as the field of realization of human rights and opportunities of the people. Ethnocultural traditions have pedagogical potential. A conclusion is reasonable at the conceptual level. The regional space is presented as space possible (effective, productive) uses of ethnocultural potential. The regional space is the optimum territory, for use of traditions at which they work. It is shown that only within regional educational space use of traditions of the people and resuscitation of a national educational system is possible.

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TEACHING PEDAGOGICAL FORECASTING TO FUTURE ACTORS-INSTRUCTORS

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ABSTRACT

The requirements to future specialists in professional education accentuate the qualities of their adaptability, constant self-improvement, capacity to adjust to the new demand in the profession. These qualities are especially important for students of pedagogy and art preparing for the career of actors-instructors, i.e. instructors teaching children acting in school theatres. The actors-instructors' ability to competently foresee the tendencies in their profession, to prognosticate the ways to teach their pupils seems most effective on the basis of teaching pedagogical forecasting to students. Pedagogical forecasting is viewed as the scientifically grounded activities aimed at investigating possible transformations, development trends and prospects of objects in pedagogy and education. Three aspects of pedagogical forecasting are applied in the activities of future actors-instructors: forecasting students' own leaning, forecasting and designing classes in the process of pedagogical practical training (quazi-professional activities) and teaching forecasting to pupils during practical training in schools.

The present paper introduces the concept and structure of pedagogical forecasting in the activities of future actors-instructors. The levels of pedagogical forecasting in the activities of future actors-instructors are described. The criteria to measure the prognostic competency of future actors-instructors are shown. The model of pedagogical forecasting in the activities of future actors-instructors is introduced. The experimental research conducted in a higher school in the Urals in 2013-2017 illustrates the system of activities to prepare future actors-instructors to apply pedagogical forecasting in their profession. The process of future actors-instructors training to organize pedagogical forecasting is shown. The methodology to analyze the pedagogical forecasting in the activities of a future actor-instructor includes case study, educational experimentation. Data collecting and processing is based on conversational interviewing. The data collecting method is carried out to study the higher school staff opinions about the actual level of future actors-instructors' pedagogical forecasting. Statistical data processing was performed in the MS Excel 2010 environment. A comparison of the distribution of nominative variables was made using the $\chi 2$ Pearson Fitting Criterion with a sample size ($n \geq 100$).

Keywords: pedagogical forecasting, professional training, future actors-instructors

INTRODUCTION

Educators should be able to forecast their activity as well as the activity of their students. This requirement also concerns actors-instructors, that is teachers training pupils acting in school theatres, conducting classes in extra-curricular education for children. The skills of forecasting assist instructors in acquiring adaptability, achieving self-improvement, learning capacity to adjust to the new demand in the profession. The actors-instructors should predict the tendencies in their profession, plan techniques to teach their pupils. All these activities are based on pedagogical forecasting. Pedagogical forecasting aimed at predicting trends and prospects of objects in pedagogy and education [8], has been studied in many works on instruction. A.L. Leutina has described pedagogical aspects of social forecasting in socialization [7]. Teaching undergraduate students forecasting and methods of forecasting applied in education have been considered by A. Matuszak & Z. Matuszak [8].

General issues and technology of forecasting were studied by scholars all over the world. C.W.J. Granger (US) & Y. Jeon (South Korea) studied long-term forecasting and evaluation [4], P. Buckley & E. Doyle (Ireland) showed ways of integrating a collaborative forecasting tool called "a prediction market" into an educational context [1], N.L. Kerr (US, UK) & P.S. Tindale (US) focused their attention on group-based forecasting [5]. Issues of strategic forecasting were investigated by E. Perycz (Poland) [9], prognostic aspect of students' mentality has been studied by Shishova E., Varlamova E. (Russian Federation) [11], forecasting competence was the object of studying by Kuznetcova E.A., Akhmetzyanova A.I., Nigmatullina I.A. (Russian Federation) et al. [6].

This paper aims at showing the process of teaching forecasting to future actors-instructors. The research questions of the paper are: *1) What is the structure of pedagogical forecasting in the activities of future actors-instructors? 2) What model of activities might be applied in teaching forecasting to future actors-instructors ? 3) What are the criteria to determine the levels of prognostic competency of future actors-instructors? 4) What is the model's impact on the level of future actors-instructors' pedagogical forecasting?*

RESEARCH METHODOLOGY

To study the pedagogical forecasting in the activities of future actors-instructors case study and pedagogical experiment have been applied. Case study means that the selection of a higher school is purposeful. The selection envisages a higher school typical for Ural, licensed and accredited by the State. The higher school chosen for the research meets the requirements of the Regional Ministry of Culture and the employers.

Educational experiment has lasted five years (2013-2017). The "pretest-post-test control and experimental group design" [2] has been chosen.

Data collection techniques included testing and conversational interviewing. The tests allowed measuring actors-instructors' skills and knowledge of pedagogical forecasting. Data sets have also been obtained from opinions about

the students' professional qualities necessary for prognostic competency. To prove the validity of the data sets data source triangulation has been referred to.

Statistical data processing was performed in the MS Excel 2010 environment. A comparison of the distribution of nominative variables was made using the $\chi2$ Pearson Fitting Criterion with a sample size ($n \geq 100$).

SAMPLE

The data have been obtained from future actors-instructors (n=130), teaching staff of the higher school conducting classes in the given group of actors-instructors (n=5), in-service teachers observing students in teaching practice (n=5).

The future actors-instructors are undergraduate students in the first, second and third year. 10% of the students have participated in competitions in acting. The teaching staff consists of teachers with the experience in their profession of more than 15 years. In-service teachers observing students in teaching practice have the experience over five years.

CASE STUDY

The principles of case study have been considered in literature [2], [10]. In the research a higher school providing training in graduate programs in the sphere of arts has been selected. It is a higher educational institution typical of higher schools training artists, actors, musicians.

1. The first criterion to select the higher school is the number of training programs in Arts. The higher school represented in the research provides training on two levels: undergraduate (nine directions), doctoral (ten direction).

2. The second criterion is the general characteristics of the institution. The higher school is situated in a city with the population of over a million citizens. The higher school is well-equipped with halls, musical instruments. All the training programs in the higher school are licensed by the Regional Ministry of Culture and accredited by the State.

EXPERIMENTAL RESEARCH

The first research question concerns the structure of pedagogical forecasting in the activities of future actors-instructors. In the structure of pedagogical forecasting we have distinguished three components: cognitive, instrumental and value-oriented. The cognitive component includes the knowledge of forecasting terminology, forecasting process and methods of pedagogical forecasting. The instrumental component consists of the skills to predict own learning outcomes, to plan instruction process, to analyze the outcomes of forecasting. The value-oriented component envisages developing in students the qualities of artistic taste the student's being aimed at professional growth, prognostic character of professional thinking.

To teach these components of forecasting the model of pedagogical forecasting in the activities of future actors-instructors has been suggested. The description of the model is the task which stems from *the second research question* According to the model the activities have been planned in three phases.

Phase 1 is Propedeutical. It is aimed at future actors-instructors' gaining forecasting knowledge and elements of forecasting skills. It includes the following activities.

1. Students' making up exercises in classes of acting.

2. Forecasting in acting out situations. E.g., act out the work of experts choosing the best etude."

3. Imitation role playing on the topic "Refereeing in acrobatics".

4. Planning and performing variety etudes.

5. Tasks for students, e.g. "You are on practical training in an amateur theatre for kids. Schedule your work." "Predict the qualities necessary for the child-actor to perform a given part in the play".

6. Making pretest predictions and posttest estimations in own learning.

Phase 2 is Educational. It includes activities to train forecasting skills and the process of forecasting. These are: pre-forecasting orientation, setting the task for the forecast, forecasting retrospection, forecasting diagnosis, forecasting prospectus, verification, correction.

1. Pre-forecasting orientation consists in carrying out the work preceding the development of the forecasting assignment. The forecaster determines the goal, the object of forecasting, considers the period of foundation and the period of anticipation of the forecast. For example, actors-instructors make lesson plans. The pre-forecasting orientation includes acquaintance with the educational process in the group of children, getting familiar with the methods and techniques of work used in this group earlier, the children' response to the proposed tasks.

2. Setting the task for the forecast. The task for the forecast can be a document regulating the procedure for planning etc. This component of pedagogical forecasting is optional.

3. Forecasting retrospection. At this stage the forecast background is investigated. In the work of actors-instructors this stage is part of pre-forecast orientation.

4. Forecasting diagnosis assumes the setting of the forecasting purpose and the choice of methods.

5. Forecasting prospectus. The content of the stage includes a decision about the skills to be worked out, on the methods of working on their own activities.

6. Verification of the forecast. This is the stage of assessing the reliability and accuracy of the forecast, as well as its validity. At the verification stage, the level of actors-instructors' skills is made.

7. Correction of the forecast. It is based on the results of verification of the forecast. It begins a new forecasting cycle. If the previous stage has shown a high level of accuracy and reliability of the forecast, the forecast background has been correctly defined. Verification of the prognosis is a pre-forecasting orientation, forecasting retrospection and partially forecasting diagnosis of the next forecasting cycle.

Phase 3 is Practical Training.

Practical training is aimed at the reinforcement of forecasting skills and professional qualities of a forecaster. In the organization of practical training three types of tasks are envisaged. The first type includes tasks of imitating

professional situations. The second type is based on training qualities necessary for effective forecasting. The third type includes tasks to train all the aspects of pedagogical forecasting in the activities of future actors-instructors: forecasting students' own leaning, forecasting and designing classes in the process of pedagogical practical training (quazi-professional activities) and teaching forecasting to pupils during practical training in schools.

FINDINGS

The answers to the remaining research questions have been disclosed in this part. *What are the criteria to determine the levels of prognostic competency of future actors-instructors? What is the model's impact on the level of future actors-instructors' pedagogical forecasting?*

The evaluation of the level of future actors-instructors' pedagogical forecasting the following criteria stemming from the components of forecasting have been taken into consideration. The criteria include: the knowledge of forecasting terminology (C-1), the knowledge of forecasting process (C-2), the knowledge of methods of pedagogical forecasting (C-3), the skills to predict own learning outcomes (C-4), the skills to plan instruction process (C-5), the skills to analyze the outcomes of forecasting (C-6), the developing in students artistic taste (C-7), the quality of the student's being aimed at professional growth (C-8), prognostic character of professional thinking (C-9).

In the process of the research to measure knowledge (criteria C-1 – C-3) conversational interviewing with students has been implemented. To measure skills (C-4 – C-6) and professional qualities (C-7 – C-9) conversational interviewing with experts (higher school teachers and school teachers from institutions engaged in students' practical training) has been applied.

In the process of assessment each criterion was attributed one of the values: 1 – low, 2 – medium, 3 – high. Consequently, the level range is 9 – 27. The low forecasting level was attributed the range 9 – 14, the medium level was 15 – 20, the high level was 21 – 27. The assessing procedure technique is presented in Table 1.

Data about the students' levels of forecasting in the experimental group (EG) and the test group (TG) were measured before the model implementation (Table 1) and after the experiment (Table 2).

Table 1. Future actors-instructors' forecasting levels before the experiment

Group	Future actors-instructors	Levels					
		high		medium		low	
		number	%	number	%	number	%
EG	60	2	3.3	21	35.0	37	61.7
TG	70	1	1.4	24	34.3	45	64.3

Source: own study

To measure the model's impact on the level of future actors-instructors' pedagogical forecasting chi-square testing was implemented. Before the experiment, we assumed that the levels of pedagogical forecasting in the TG and EG are not statistically significant. Confidence limits for the $\chi 2$ criterion with the degree of freedom $\nu = 2$ for significance levels of 0.05 and 0.01 are [3]: 5.991 for $p \leq 0,05$ and 9.210 for $p \leq 0.01$. Applying $\chi 2$ criterion, we compared the results of the state of forecasting levels in EG and TG. The empirical value of $\chi 2 amp$ is 0.5478. It is significantly less than the $\chi 2 critical$ value, which means that the difference between the forecasting level in EG and TG before applying the model is not statistically significant.

Table 2. Future actors-instructors' forecasting levels after the experiment

Group	Future actors-instructors	Levels					
		high		medium		low	
		number	%	number	%	number	%
EG	60	7	11.7	38	63.3	15	25.0
TG	70	2	2.9	24	34.3	44	62.8

Source: own study

After the experiment the empirical value of $\chi 2 amp$ is 19.539, that is more than $\chi 2 critical$. It means that the changes recorded after the experiment are not accidental and are significant at the 1% level. The higher forecasting level in EG is due to the model implementation.

DISCUSSION

In the process of testing future actors-instructors showed knowledge and skills of forecasting. Testing disclosed the formal aspect of knowledge and skills, e.g. the ability to enumerate methods, forms and procedures of forecasting. The effect of forecasting (accuracy) was learned from conversational interviewing. University staff proved more demanding in assessing skills and professional qualities of future actors-instructors.

The problematic aspect of teaching forecasting to future actors-instructors concerned their professional priorities. They considered acting as their major, while instruction was perceived as their additional qualification. Consequently, their engagement in the forecasting of their own leaning was more accurate than forecasting and designing classes in the process of pedagogical practical training and teaching forecasting to pupils during practical training in schools.

Professional qualities necessary were developed quite unevenly. Due to the fact that students considered acting as heir major, the quality of artistic taste was shown on sufficiently high level. So was the student's being aimed at professional growth. The least developed seemed the prognostic character of professional thinking.

CONCLUSION

The paper addressed four research questions. Answering the first research question it was stated that in the structure of pedagogical forecasting there are three components: cognitive, instrumental and value-oriented.

In answering the second research question we suggested a model to teach forecasting to future actors-instructors. It includes activities in three phases. Phase 1 ("Propedeutical") is aimed at future actors-instructors' gaining forecasting knowledge and elements of forecasting skills. Phase 2 ("Educational") includes activities to train forecasting skills and the process of forecasting. Phase 3 ("Practical Training") is aimed at the reinforcement of forecasting skills and professional qualities of a forecaster.

The criteria to determine the levels of pedagogical forecasting include the knowledge of forecasting terminology, forecasting process and methods of pedagogical forecasting; the skills to predict own learning outcomes, to plan instruction process, to analyze the outcomes of forecasting; developing in students the qualities of artistic taste, the student's being aimed at professional growth, prognostic character of professional thinking.

The chi-square testing showed that the experiment aimed at special training to teach forecasting to future actors-instructors' has been effective. The suggested model is sufficient to achieve the goal of teaching forecasting to future actors-instructors.

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TECHNOLOGY OF SYNERGY REVEALING IN TEACHING OF MATHEMATICS

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ABSTRACT

In present article the possibilities of synergy revealing of mathematical education in secondary school on the basis of modern achievements in science adaptation are investigated. The technology is based on the study of "problem zones" of the development of school mathematics with synergetic effects manifestation on the basis of visual modelling of founding environment using computer and mathematical resources. The technology of modern achievements in science adaptation to school mathematics (chaos "area" of lateral surface of Schwarz cylinder, fuzzy sets and fuzzy logic, fractal geometry, coding theory, etc.) on the basis of phased mathematical modelling and computer-aided design with the manifestation of nonlinear synergetic effects is developed. The founding cluster of generalized construct of modern knowledge, consisting of 4 implementation stages: *initial level* of the essence development of generalized construct for intuitive visual level, *functional stage* of awareness and correction of the features, options, and terms of limit process, *operational stage* of awareness and generality of temporal and functional sequence of learning activity of generalized essence of the construct, *assessment stage* of empirical verification of results, quantitative and qualitative analysis of teaching actions by means of mathematical modelling and computer-aided design, *integrative stage* aimed at the ability to translate the situation of entity's development into the processes of modelling, generalization and transfer. Each stage is integrated with two spirals of founding by means of processes equipment of essence deployment for generalized construct: motivation and applied maintenance of essence development, mathematical and computer modelling of synergetic effects manifestation and attributes.

Keywords: founding, teaching of mathematics, synergy of education

INTRODUCTION

The problem of student's personality development in the process of learning mathematics determines the need to include in a single integrity the processes of self - organization of cognitive activity on the basis of motivational, featured and emotional-volitional, research and meta cognitive, social and personal behavior strategies. It creates the precedent of person's expansion and deepening of experience on the basis of his current state, formation and development of intellectual operations and abilities. It will be supported on the basic mechanisms and visual modeling of manifestation and correction opportunities of functional, operational and instrumental competences in mathematics learning [1]. At the same time, there is the possibility of adaptation of modern achievements in science to school mathematics and computer interactive interaction with mathematics in an

open and rich information and educational environment. It will enhance the developmental of effect and educational motivation, reveal connections with real life and practice, create a phenomenon of synergetic effects in the development of complex mathematical knowledge. However, real life puts before higher school graduates the professional problems and preferences based on rapidly breaking into science, economics, communications, and production of innovation systems that require a new quality of ownership of generalized content of school mathematics. Moreover, such innovations as a rule are associated with use of information technologies and require a certain level of intellectual operations development: modeling, associations, analogies, generalization, abstraction, etc. In the economy and the production widely used elements are fuzzy logic, fractal geometry, coding and encryption of information, neural networks, and stochastic processes, nonlinear dynamics, etc. Now a graduate of the Western school has a small opportunity to enroll in prestigious universities and in the best case is forced to educate himself to obtain successful life-career. These trends have also affected the Russian mathematical education to a certain extent: the lower limit of the national exams score dropped to 20 points in 2014, and in the recent years it has been kept at a low level of 27 points. In recent years our always leading teams of students in international mathematical Olympiads do not rise above the 7th place, and in 2017 took the 11th place, giving up places to the teams of China, Singapore, USA, Vietnam, South Korea and other countries. At the same time, young people have more opportunities to identify and realize their abilities, express themselves and self-actualize in educational and professional activities, have become more open to communication and choice of life situations. The younger generation has become more intolerant to dogmatism manifestations, lack of flexibility in training influences, has become pragmatic and consciously assessing personal preferences and possibilities for improvement in the prediction of their future life. These trends show to the teacher increased demands to improve their knowledge of modern content of mathematics and the development of mathematical and computer modeling, used in other sciences. At the same time, the key aspect of the phenomenon of synergetic effects manifestation in learning mathematics on the basis of adaptation of modern achievements in science is the ability to update the stages and characteristics of complex mathematical knowledge essence, phenomena and procedures in the context of the deployment of individual educational routes of students [2]. Thus, the present research is an attempt to develop the technology of adaptation of modern achievements in science to school mathematics with the manifestation of synergetic effects during the deployment of individual educational routes in learning mathematics in resource classes by means of research of multi-stage mathematical and information tasks [3].

MATERIALS AND METHODS

The founding of personal experience becomes especially actual in the modern period when the tendencies to motivational sphere development, meta cognitive experience, processes of self-actualization and self-realization of the person are growing. It is realized in context of the deployment of adequate pedagogical conditions, subject contents, means, forms and technologies of

training to subjects of natural science and humanitarian cycles increase. Research and adaptation to school or university mathematics of modern achievements in science are vividly and significantly presented in applications to real life, the development of other sciences. High technology and manufacturing can be an effective tool for the development of complex knowledge based on the founding of personal experience. *Especially such procedures are shown at research and adaptation to school mathematics of difficult mathematical knowledge by step-by-step and multifunctional manifestation of its generalized essence and its integration with school educational elements – these in our work are modern achievements in science*. Since the essence reveals of its reality in the totality of external characteristics of the object, revealing the essence through the philosophical categories of the internal, general, content, cause, necessity and law, it becomes possible to determine *the component composition of the content and procedural characteristics of the manifestation of the essence* [5]. It reveals the content modus: sign symbolic, verbal, figurative-geometric and tactile-kinesthetic manifestations; procedural modus: historical-genetic, specific - activity, experimental and applied manifestations. This variability and mobility of the subject matter requires updating of step-by-step progress to its cognition and defines the third dimension of the essence-personality-adaptive in its characteristics. It defines the three-component integrity of the subject matter as an object of cognition in the course of cognitive activity.

Technology of synergy revealing in mathematics education

Adaptation processes are considered by psychologists and teachers as a dynamic complex of integral interaction of internal results (system of knowledge, skills, attitudes, values) and adequate mechanisms of adaptation of the personality to changes in the environment and the results of activities with developmental effect. Initially the phenomenon of adaptation of modern achievements in science (as manifestations of the environment) to school mathematics in the context of updating the mechanisms of adaptation and teaching of the personality acts as a process and the cognitive result of the unclear, uncertain state of generalized construct of the essence and its individual qualitative manifestations. The following figure 1 presents a graph of stages coordination of the essence manifestation of modern scientific knowledge in the mathematics development and the stages of synergy manifestation of mathematics education [6].
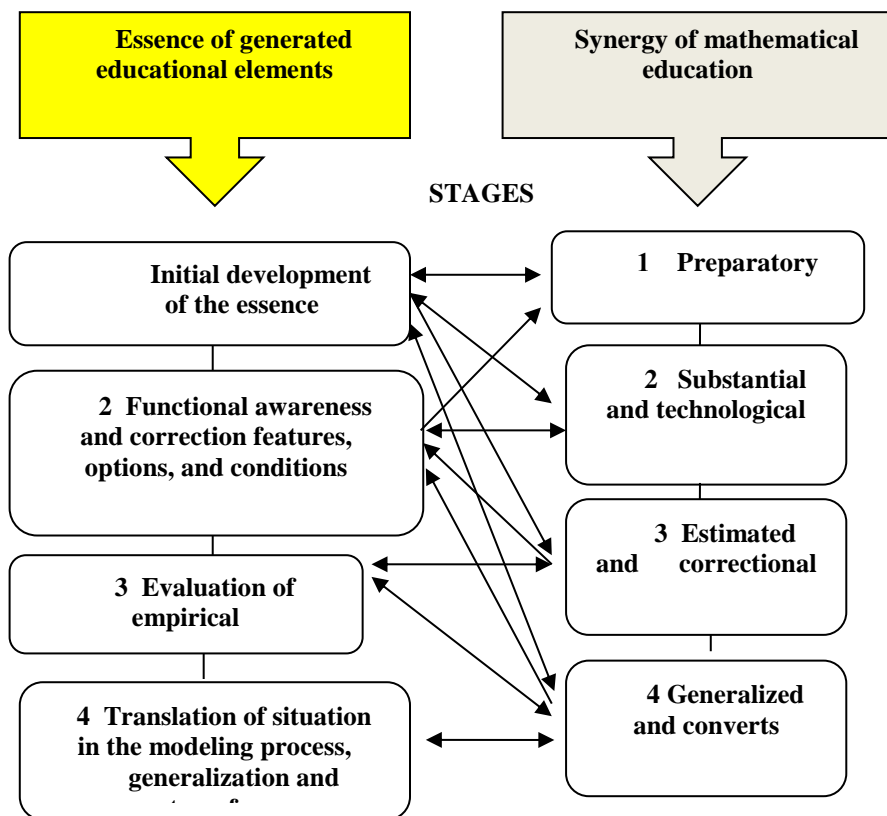
Fig.1. Stages coordination of the essence manifestation of modern scientific knowledge and synergy manifestation of mathematics education

Components of generalized construct adaptation of "problem zones" to the contents of school mathematics:

• **The creation of a motivational field**: visual modeling *(lessons-lectures, videos, project activity, presentations, business games)* of motivational - applied situations of "problem zone" development in mathematical education; standards and samples of methods and means using which adequate to a problem with detailing, analysis and features; presentation of research stages, methods and procedures, historical and genetic and problem justification of emergence and applications of generalized construct of modern knowledge in the context of "problem zone" development; increased attention to development and manifestations of thinking criticality trained in processes of self-analysis and reflection of pedagogical processes; formation of stable motives of search and development of new in mathematical and information activities; expansion and development of database of scientific data and a set of scientific research methods on the basis of school subject; multiple experience of micro problems solving in the mode of "warming up" and the development of up situational activity (emotional experience, reflection, visual modeling, insight, verification of solutions, transfer); willingness to debate and

multiplicity of problem solutions; identification and promotion of creative behavior samples and its results). This phase corresponds to phase 1-2 and is adequately implemented in 10-12 activities of classroom or extracurricular activities.

• *Setting of multiple, multilevel and polyvalent tasks in the field of "problem zone"* to update the learning of qualitative and quantitative characteristics and parameters of "problem zone" (a variety of approaches and methods, variation of parameters and content structures, the singularity of the results forecast and the integrity of tools used), as well as the deployment of individual educational trajectories for small groups of schoolchildren (determination of the composition and direction of small groups, distribution of roles), selection and actualization of practice-oriented research activities on the stages of underlying procedures development for the essence identifying of generalized structure of modern knowledge and their adaptation to school mathematics: to investigate real functionality by means of computer and mathematical modeling, operability and applied context of founding processes of modern knowledge development in the dialogue context of mathematical, information, natural cultures. *This phase corresponds to phase 1-4 and is adequately implemented in 10-12 activities of classroom or extracurricular activities.*

• *Multiple goal-setting of research processes of generalized construct of " zone of modern achievements in science":* creation of the plan of problem solving in conceptual, subject, information and mathematical models; possibilities of ICT-support tools analysis; identification of stages content of the essence founding of generalized construct; formalization, genesis of history, presence of the essence manifestation samples of reference and situational levels; intuition and prediction of results, search and algorithm solutions; insight, fixation and verification of procedures and algorithms; presentation of results; creating situations of intellectual effort and self-organization of learners, updating of uncertainty and bifurcation points of mathematical procedures; ability to adapt and develop in social communication on the basis of cultures dialogue; the variation of conditions and the data of problem; taking into account the probable and improbable circumstances, evaluation of their effectiveness. *This phase corresponds to the steps 1-4 and adequately implemented in classroom or extracurricular activities.*

• *Founding cluster of modern knowledge generalized construct* is a didactic model of the essence founding of generalized construct, consisting of 4 stages implementation: *initial level* of the essence development of generalized construct on an intuitive level, *the functional stage* of awareness and correction of functions, parameters and conditions of generalized construct being, *the operational stage* of awareness and generalization of time and functional sequence of actions to develop of generalized construct essence, *the evaluation stage* of empirical verification, quantitative and qualitative analysis of actions by means of mathematical modeling and computer-aided design, *an integrative stage* aimed at the ability to transfer the situation of the entity's development into the processes of modeling, generalization and transfer. Each stage is integrated with two spirals of founding of equipment means of deployment processes of generalized construct essence: motivational and applied maintenance of development essence processes and mathematical and computer modeling of synergetic effects and attributes manifestation.
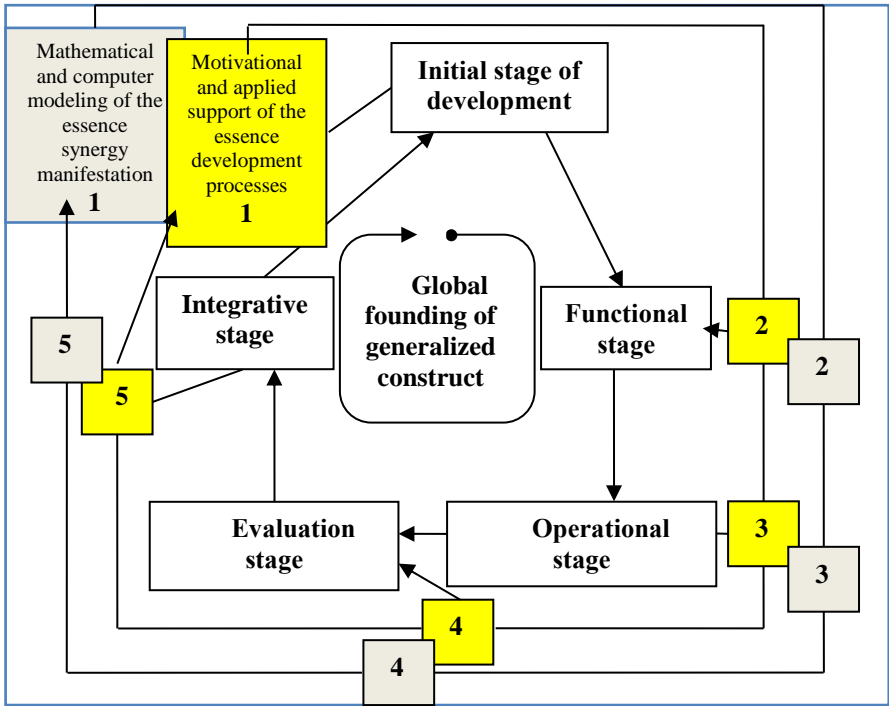
Fig.2. Cluster of the essence founding of modern knowledge generalized construct in teaching mathematics

Decoding of function blocks contents of figure 2 (on the example of generalized concept – function limit [6]):

1 – the area of polyhedral complexes of lateral surface triangulations of regular (layers of same height) cylinder or Schwartz's "boot" [7]; Koch's snowflake, Sierpinski napkin (perimeter and area as the limiting constructs) [8]; attractors and basins of attraction of piecewise-linear maps; multiple homothetic of the plane and space (fixed point, polar, basins of attraction) [9].

Example 1. "Area" pathological properties of a lateral surface of Schwartz's cylinder are well studied in a so-called "regular" case (see for example [10]). It occurs when its height of H breaks to m equal parts (respectively – cylinder layers) and the circles lying in the basis are divided to n of equals parts with the subsequent shift on φ each layer on π/n. At such triangulation of lateral surface of the cylinder the formula for calculation of its "area" by means of the turned-out polyhedrons at m, n →∞ has an appearance:

$$S_q = 2\pi R \sqrt{R^2 \frac{\pi^4}{4} q^2 + H^2}$$

,

(1)

$$q = \lim_{m,n \to \infty} \frac{m}{n^2}$$

where and S_q is a lateral surface of the cylinder for such triangulation.

Thus "area" of a lateral surface of Sq of the regular Schwartz's cylinder of height of H and radius of R (if this limit exists – final or infinite value) completely is defined by a limit q. It is clear that true value of the area of a lateral surface (q = 0) can be received by consideration of the tangent planes in points of a triangulation and the subsequent transition to a limit of the areas of external polyhedrons at unlimited of crushing splitting. In article of E.I. Smirnov and A.D. Uvarov [5] the behavior of function (1) and a corner α between triangles with the general basis is

investigated if $m = f''(a_0) \cdot n^2$ and m, n →∞ , where $f(a_0) = xa_0(1 - a_0)$ – the logistic mapping adequate to P. Verhulst's scenario [8]. Authors received the following bifurcation diagram (Fig. 3) with use of information technologies (Qt Creator environment).
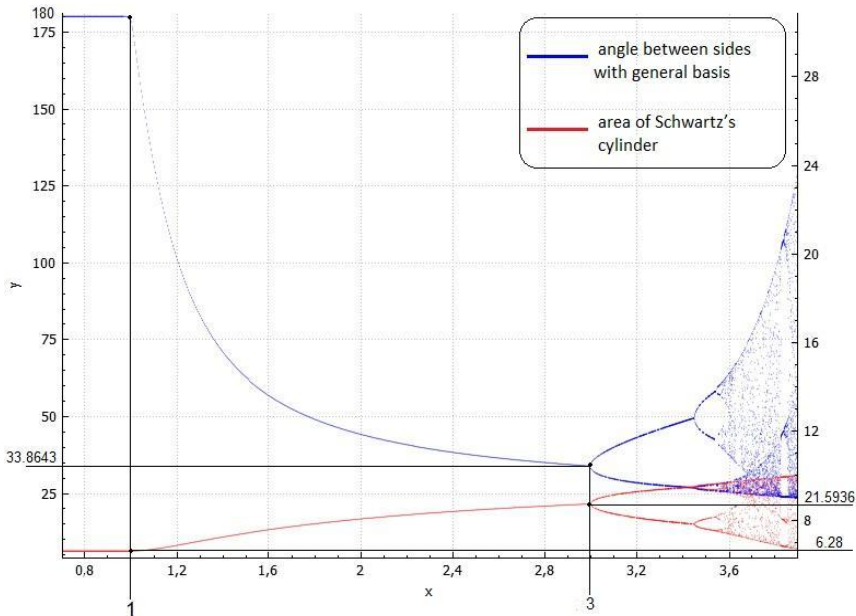
Fig.3. The bifurcation diagram of "area" and angles of Schwartz's cylinder

1
– T. Malthus's logistic equation, P. Verhulst's script; fractal geometry, Julia sets and Mandelbrot sets (history, mathematical and computer modeling, applications) [11].

2 - partial limits, covering theorem, upper and lower function limits; area of polyhedral complexes of lateral surface triangulations of an irregular (layers of different heights) cylinder or Schwartz's "boot"; multiple homothetic of the plane and space in dynamic chaos (Serpinsky triangle, Cantor set, Menger's "sponge").

Example 2. Let us consider the coordinate of point O(1,1) and coordinates of vertices of regular triangle ABC: A(0,0), B(1,0), C($\frac{1}{2}$, $\frac{\sqrt{3}}{2}$). Homothetic $\langle$, $\circledR$, $\copyright$ — with the coefficient $k = 0,5$ and centers A, B, C respectively and iteration process of infinite sequence of points construction (orbits) are considered. Homothetic $f \square M = \{\langle, \circledR, \copyright\}$ of point x_0 on n-step are selected with probability $p = 1/3$ and constructed the image $x_{n+1} = f(x_n)$ of point x_n (Fig. 4).
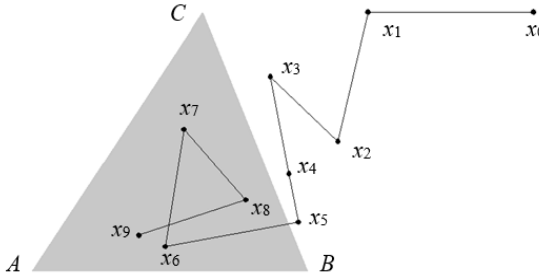
Figure 4. Iteration process of attractor construction

The numerical experiment shows that the orbit of an arbitrary point tends to the Serpinsky's triangle (Fig. 4). Since the transformation f is random in each iteration, so any two orbits with the same starting point x_0 do not coincide, any orbit is random, its behavior is unpredictable (even in the first iteration). This property is a necessary sign of the chaotic dynamic system. Note that fractal dimension dim $_M$ F of Serpinsky's triangle is a fractional number $\log_2 3$ [11].
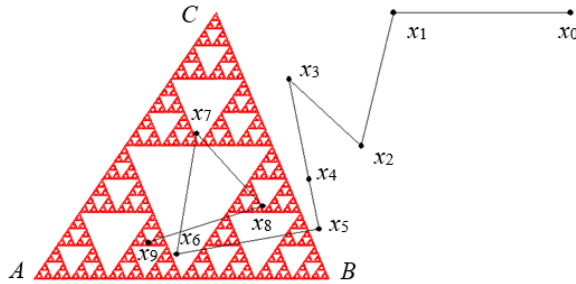
Figure 5. Serpinsi's triangle as an attractor of iteration

2 - tree and Feigenbaum's constant and the transition from order to chaos; fractal structure of Van der Varden's function (computer and mathematical modeling, curve approximations, continuity and no differentiability of the curve) [12].

3 – computer simulation of ε-δ-Cauchy language; business game "Finding of min N(ε) for rational sequences"; variation of parameters and computational design of spatial limit of a sequence [13]; computer design and fractal variations of Julia sets, sets and Mandelbrot's sets (iteration, fixed point, variation of the polynomial n-th degree, basins of attraction); study of attractors of nonlinear mappings (Bernoulli, Henon, display "Baker", Arnold's "cat", tent-like function) [14].

3 – Lorenz's and Henon's strange attractors; affine transformations and Barnsley's maple leaf; Sierpinsky's dust and art fractals.

4 – computer design and mathematical modeling of point's neighborhood on a plane and in space for various metrics, universality of point convergence and Euclidean metric; numerical methods for area finding of a curvilinear trapezoid (rectangles, trapezoids, Simpson methods).

4 – computer and mathematical modeling: Hutchinson's transformation, ISF method (Iterated Function Systems), multifractals, limit in Hausdorff's metric.

5 – computer and mathematical modeling of generalized solution of wave equation; computer design of strange cross-attractors of affine plane transformation.

5 – generalized curves and Dirac's δ-function (instant impact and impulse), generalized functions and limits, summation of divergent series;

Lebesgue integral (history, advantages, applications); non-standard analysis by A. Robinson (history, axioms, theorems).

• ***Updating the attributes of synergy (bifurcation, attractors, fluctuations, basins of attraction) in the research process of generalized construct of modern knowledge*** - Forms: distance learning of project teams, laboratory and design classes, multistage mathematical and information tasks, conference, workshops, networking and discussion forums; Tools: mathematical and computer modeling, QT Creator-free cross-platform IDE for development in C++, pedagogical software products, small means of information ClassPad400, WebQuest - as a means of integrating Web-technologies with educational subjects, Wiki-sites, Messenger, Skype, Webinar, TeamSpeak, Discord; Technologies: compliance graphs of mathematical knowledge and procedures, work in small groups, WebQuest – as a technology of self –organization in collective creativity , project method, Wiki-technology, visual modeling, founding of experience. This phase corresponds to the steps 1-4 and adequately implemented in the activities of classroom or extracurricular activities.

• ***Effective dialogue of mathematical, information, natural-science and humanitarian cultures***: process of synergy manifestation of knowledge and procedures is implemented in stages according to selected levels of cultures dialogue actualization in the direction of basing didactic procedures deployment. Equipment and development of generalized construct essence of «modern achievements in science zone" and obtaining probabilistically guaranteed results are presented:

- structural and logical level of knowledge and procedures integration of various disciplines in the context of dialogue and unity of cultures multiculturalism in students development;

- level of actualization of the unity and characteristics of cultures dialogue in the diversity of intercultural communication in productive development of deployment stages of generalized construct essence;

- level of self-organization and self-development of intercultural interactions in the context of generalized essence updating.

This phase corresponds to the steps 1-4 and adequately implemented in the activities of classroom or extracurricular activities.

• ***Forecast and "extra - products" of research (video clips, design methods, computer-aided design and intelligent systems, web quests, artistic and graphic creativity, presentations):***

- history, constructing using intelligent environments and cultures dialogue, computer design, mathematics of "extra-product" learning of generalized construct (Menger's "sponge", smooth Julia sets, electronic signature, non-standard analysis by A. Robinson (history, axioms, theorems), etc.); building of first iterations of Menger's "sponge" origami and multifractal composition, etc. ; finding of topological and fractal dimension and properties of Menger's "sponge, presentation of natural and industrial effects, which implement the essence of generalized construct: a computer simulation of the

transition layer of solid solutions series, fractal sculptures and architectural masterpieces; dynamic cross-section of fractal objects (video clips);

- Minkovsky's curve and Harter's "dragon" - history, construction, computer graphics, topological and fractal dimensions, natural analogues and computer modeling, generators of "dragon" contour with a variable angle;

- stochastic fractals and modeling of natural phenomena and processes: image of planets, satellites, clouds and mountain ranges; method of random movement of midpoint; modification of fractals with different generators.

This phase corresponds to all stages 3-4 and is adequately implemented in the activities of classroom or extracurricular activities.

CONCLUSION

Identification and investigation of "zones of modern achievements in science" in teaching mathematics by means of computer and mathematical modeling allows mastering generalized constructs of basic educational elements in the context of synergetic effects, cultures dialogue and knowledge integration from different fields of science. At the same time, the openness of educational environment, complexity of mathematical structures, plurality of goal-setting and possibility of "extra-product" obtaining create the basis for the effective development of intellectual thinking operations, increasing of educational and professional motivation, creativity and self-organization of students in the context of intercultural communications. In accordance with identified attributes of modern achievements in science adaptation to school mathematics can be investigated such "problem zones": elements of fractal geometry in the context of self-organization and self-similarity processes of geometric objects and functional dependencies, Schwartz's cylinder in context of the essence of surface area identifying, cellular automaton, coding and encryption of information, chaos and catastrophe theory, fuzzy sets and fuzzy logic, etc.

ACKNOWLEDGEMENTS

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THE EARLY PERIOD OF THE "DIGITAL REVOLUTION" FROM THE POINT OF VIEW OF INTELLECTUAL HISTORY

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ABSTRACT

At present, in the literature that are devoted on social life, it has become commonplace to claim that we live in the era of the "digital revolution". Our paper deal with computer science in the period from the late 40's to early 60's of the twentieth century, which is considered from the point of view of "intellectual history". We concern with, in the main, two problems. First is self-consciousness of members of computer science community in relation to other spheres of scientific and engineering-practical activity, including the question about the correlation of theoretical and applied components in the structure of the knowledge. Secondly, we tell about interactions of a new sphere of professional activity have been occurred in this period with various social practices - scientific, industrial, political and so on. Based on the texts that reflect the incipience of computer science in the West and in the Soviet Union, we reveal some features of the "philosophy" of the early period of the digital revolution in the context of the existence of two ideological systems.

Keywords: Digital revolution, computer science, Intellectual history

INTRODUCTION

At the present time, in the literature about a social problems became commonplace the statement that we live in the era of the "digital revolution". Indeed, computer technology is ubiquitous included in a variety of areas of human activity, often replacing a man. A significant part of trades on the stock exchange is carried out by autonomous intellectual agents. The processes of automation and use of robots in the sphere of industrial production and in the services sector have reached such level of development that some specialists to use the term "robonomics" for naming the economic relations of the near future [1]. The blockchains technology and the related phenomenon of cryptocurrency throw down the gauntlet to financial institutions and organizations. People in everyday life use social networks, interact with "smart things", dream of living in "smart cities" built up by "smart houses".

The further course of the "digital revolution" is discussed not only in the works of futurologists and authors of fiction novels, but also in the publications of members of such respected areas of knowledge as economics, sociology, computer science. So, for example, some experts already to day suggest to think about the social consequences of the soon creation of "SuperIntelligence", whose activities will radically change the lives of single man and humanity as a whole [2].

In this regard, it seems reasonable to look back and pay attention to those years when "revolutionary activity" was just beginning in order to analyze the intentions and expectations of those scientists and engineers thanks to which most of our contemporaries living in developed countries, have at least one computer at home. This step will not only pay tribute to the founding fathers of computer science, but it can be assumed that it will create an opportunity to assess the correctness and validity of forecasts regarding the future course of the digital revolution and the prospects that await a man in the world of IT.

Below we will tell about the time from the late 40's to the early 60's of the 20th century. These chronological frames are due to the following. First, during this period, computers and phenomena associated with their work become an object of study from the scientific (university) community. But they not yet affected by the tendency of global commercialization. Secondly, at this time the main disciplinary trends of research and engineering activities in the computer sciences were constituted.

Not being able to present in this work all the theoretical and technical innovations that objictified the development of computer science in this period, we will focus on the following problems. First, it is a problem of self-definition of scientists in relation to other spheres of scientific and engineering activity, including the question of the correlation of theoretical and applied components in the structure of knowledge. Secondly, we investigate the way in which have been interpreted the interaction between the emerging sphere of professional and scientific activity with various social practices. Finally, through engage texts that reflecting the emergence of computer science both in the West and in the Soviet Union, we reveal some features of the "philosophy" of the early period of the digital revolution in the context of the existence of two social systems.

Below we will present a fragment of the "intellectual history" of the first stage of the development of computer science and their influence on a variety of public practices. As is known, in the opinion of Robert Darnton, the "intellectual history" embraces the consideration of concepts, the state of public opinion, the history of the expansion of ideas, ets [3]. We will consider these aspects in retrospect of the digital revolution.

THE FIRST STEPS OF THE DIGITAL REVOLUTION

It can be argued that by the end of the 1930s, formed the entire conceptual ground necessary to create digital computers. Detailed reconstruction of the historical path of its formation is not the purpose of this article. For this reason, we point out here only the main, in our opinion, intellectual results that contributed to the creation of digital computers.

First, various methods of encoding information were developed and applied in practice - from telegraphic messages to military cryptography. Secondly, the development of electrical engineering has ensured not only an elemental base sufficient for the creation of digital computers, but also led to the development of a mathematical apparatus for their description and design (K. Shannon, V. Shestakov, etc.). Thirdly, the idea of the mechanical execution of arithmetic

operations, originating from the times of the Ancient World, for example, the "Antikythera Mechanism", was further developed in the machines of B. Pascal and G.-V. Leibniz. In the XX century, it gained wide practical realization in the arithmometers produced by different firms, as well as in more ambitious engineering projects, for example, in the tabulator G. Hollerith.

Finally, the tradition of logical research, initiated by Aristotle's writings, has rooted in the intellectual tradition that there are rules according to which it is necessary to work with information regardless of its content. The use of a logical apparatus for solving the problems of justifying mathematics in the first half of the 20th century, in turn, became a catalyst for intensifying research on the problem of computability. These studies led to the formation of various models for the presentation of computational procedures, including those based on the notion of "machine" (A. Turing, E Post).

Beginning in 1939, the Second World War interrupted the smooth flow of scientific life. At the same time, it stimulated work aimed at the creation of computers. The successful use of computing devices to solve ballistic problems and problems associated with encryption and decryption of messages can be considered as the first step on the road to a digital revolution. The importance of building machines that significantly speed up the information processing was demonstrated to representatives of military departments, state officials and managers of large companies. The idea of computerization went beyond the narrow circle of representatives of the scientific community and innovative engineers and gradually began to master the mass consciousness.

Peter J. Denning, speaking about the history of the development of computer science, draws attention to the fact that in the 40s of the XX century, this area of knowledge was understood as study of automatic computing. [4] But already in the 1950s, as the same author points out, the emphasis in understanding the subject field of research shifts to the concept of "information processing".

Indeed, in the 50s computers began to find application in various fields, requiring the processing of a large amount of information. In this respect, the article "The Computer Age" prepared by the team of authors and published in the journal "Business Week", and then reprinted in "Computer and Automation" is indicative [5]. The content of the article is an overview of projects for the use of digital computers in firms and in some US government agencies. This is an interesting document in the context of the intellectual history of the "digital revolution", because it reflects the expectations which representatives of various spheres of activity are pinned on computers. The authors emphasized that the use of computers leads to "new management thinking" and helps to improve the work [5]. Thanks to computing machines can test new ideas, which increase production efficiency. For example, to solve the problems associated with oil refining at Texas Co. IBM-705 was used. The time for the calculations was reduced from one week to 15 minutes due to the use of the machine. [5]. So, speed, accuracy and, as a result, cheaper work - these are the competitive advantages that the companies received to improve production process using computers. It was planned to use the machines not only to speed up the calculations. It was supposed eventually expand to the mathematical and logical simulation of complete company setups. [ibid] The project of Texas Co

was not the only one. Computing Laboratory of Wayne University around the same time was busy developing software that would be a step towards full office-factory integration through a computer. [5]

According to the authors of the article, the turning point in the proliferation of computers in business was in 1955, when many companies began to increase the use of computer technology for data processing. General Electric, which was involved in the production of computers, itself, used 144 computers of various types and sizes at the time of writing of the article. In general, we can say that the business community enthusiastically accepted the appearance of computers and quickly assessed the possibilities of their application.

However, it is worth noting that the public reaction to the use of computers in the production sector was not unambiguous. For example, Fletcher Pratt described an episode when the managers of a project to automate an oil refinery in Canada tried not to advertise their participation in it. The benefit from the realization of the conceived is a reduction of 30% of the labor resources necessary for the operation of production. [6] This fact aroused fears due to a possible negative public reaction and, as a result, possible difficulties for the company's work elsewhere. At the same time, the author of the article noted that the oil refinery itself is located in a region where there is no surplus of labor, and severe climatic conditions do not facilitate the attraction of labor migrants. In addition, the article said that many companies for the same reason hide the purchase of computer time on Univac. Obviously, for a significant part of American society, the further expansion of the automation of production and the use of computer technology was associated with the threat of unemployment and the possible deterioration of material welfare.

Computers have been used in the military sphere too. In the context of talking about the digital revolution, it is important that computers were planned in the 1950s not only to perform ballistic calculations, but also to solve more complex problems. For example, in [5] it is reported that, at the request of the US government, model calculations of the consequences that could occur for the country's industry as a result of a nuclear strike were carried out.

In addition, in the historical period under consideration, a cautious attitude in the public consciousness was manifested, not only with respect to developing computer technology, but also in relation to science in general. Thus, Jay W. Forrester, referring to the study, noted that for a large part of American schoolchildren, science is associated with such words as "evil, villain, and atom bombs" [7]. This fact is very interesting, but within the framework of this article we will not consider the reasons for such "anti-scientistic" sentiments that formed in the 50s in the United States. We only note that they were strikingly different from the enthusiasm with which the legitimized cybernetics was perceived in the Soviet Union.

What do the above mentioned authors suggest for overcoming the emerging problems? It is worth paying attention to the fact that their initiatives remain relevant in the light of today's events of the "digital revolution". So, Fletcher Pratt denoted the need for extended education as a tool to solve the employment problem arising in connection with the use of computers and robots in the

workplace. Jay W. Forrester emphasized the need for the scientific and business communities to make efforts to popularize computer technique. Representatives of science should participate in the publication of literature for schoolchildren. And companies engaged in the production of computers could develop mechanism, which enable students in schools to collect prototypes of simple computing devices. In general, judging from the publications in the magazine "Computer and Automation", the problem of adapting school education to the coming "age of computers" was a great concern to specialists of the 50's. This problem was considered both in separate articles and special issues of the magazine. The problem was that schools were not able to prepare the younger generation that meets new requirements [7]. From here followed the questions about continued education, self-education and motivation mechanisms for the implementation of this process. As we see, much of what the authors of the times of the beginning of the "digital revolution" wrote about is still relevant today.

Although Peter J. Denning, as it have been written above, denotes the difference in the development of computer science in the 40s and 50s respectively, we can note at least two common features of these decades of the "computer revolution". First, it was common that in the perception of scientists and engineers, the creation, debugging and control of the machines themselves were of particular importance. So, for example, Ed. Dijkstra, recalling the years of his professional career, have noted: "…the programmer himself have a very modest view of his own work: his work derived all its significance from the existence of that wondefull machine" [8]. This situation is easily explained. The cause was the uniqueness of electronic computing devices, as well as the fact that they were not very reliable. Most often, the first computers were created in a single exemplar. And, as Ed. Dijkstra pointed out: "… in retrospect one can only wonder that those first machines worked at all, at least sometimes"[8]. In connection with this circumstance "…they were all to be found in an environment with the exciting flavor experimental laboratory" [8].

The experimental nature of the work of specialists in the field of computer technology is the second common feature in the development of "computer science" in the 40s and 50s of the last century. Scientists and engineers experimented with hardware, up to the chemical composition of elements, mechanisms of memory organization, ways of recording programs. Some have tried to find an alternative to electronic machines in solving information processing. The value of the "experimental" component in the development of computer science in this period was also emphasized by Wilks M.V. In particular, he noted: "A source of strength in the early days was that groups in various parts of the world were prepared to construct experimental computers without necessarily intending them to be the prototype for serial production. As a result, there became available a body of knowledge about what would work and what would not work, about what it was profitable to do and what it was not profitable to do" [9]. Not all of the planned projects have been successfully implemented. But it can be argued that the principle of "proliferation" introduced by P. Feyerabend in the philosophy of science to designate the process of multiplying competing theories is quite suitable for explaining the successes of computer sciences at the early stage of their development.

THE BEGINNING OF THE DIGITAL REVOLUTION IN THE SOVIET UNION

The period under discussion the "digital revolution" was marked in the Soviet Union by the struggle for cybernetics. The ideological and philosophical foundations of the discussion that has developed around the "management science" are presented in detail and qualitatively in the well-known work of L. Graham [10]. It also outlines the milestones in the development of cybernetic studies conducted by Soviet scientists [11]. It is important to note that the "struggle for cybernetics" and the peculiarities of organization of scientific research in the USSR led to series of consequences interesting for the intellectual history of the "digital revolution". The pioneers of computer science in the Soviet Union in the 50s of the last century, in addition to solving the actual research problems had to be solved yet, at least two major problems. First, it was necessary to justify the existence of the emerging scientific direction in the context of the Marxist-Leninist ideology. Secondly, it was required to build constructive relations with the Soviet bureaucracy, responsible for the organization of scientific works. Some representatives of the bureaucracy then, apparently, sincerely did not understand the importance of creating computers and the importance of the development of digital technologies. To solve these problems, Soviet scientists had to carefully consider the question of the correlation of cybernetics and its parts with the system, both natural and social sciences. In addition, it was necessary to consider thoroughly philosophical and methodological foundation of research. This foundation was not to cause allergies in representatives of the authorities responsible for the ideological correctness of Soviet science. Thus, as one of the most important episodes on the road to the rehabilitation of cybernetics in "socialist science", participants in the events of those years note the publication in the journal "Problems of Philosophy" (the main philosophical periodical of the USSR) of the article by S.L. Sobolev, A.I. Kitov, A.A. Lyapunov "Essential aspects of cybernetics" (1955). The publication of this article was preceded by a thorough discussion of its contents in the editorial board. The content of the article draws attention to the fact that cybernetics is called by authors not a science, but a scientific direction [12]. Also, the authors note that, at the time of writing, it does not yet represent a coherent and integral scientific discipline [ibid.]. The machine and its behavior are included as an element in the sphere of the scientific interests of cybernetics. In addition, it should be noted that the authors of the article quite definitely indicate those disciplines that contribute to the conduct of cybernetic studies. In other words, the problem indicated by Ed. Dijkstra, concerning that set of knowledge which should be mastered by the expert in the field of computer science, in this case finds a solution. Written by well-known Soviet scientists and published in the main ideological journal of the USSR, the article in question not only served to justify cybernetics, but also to a significant extent marked the specific nature of the course of the "digital revolution" in the Soviet Union. Thus, one of the features that distinguish Soviet research in the field of computer science from the works carried out in the West in the 1950s was recognition of the fundamental mathematical component related to information processing as a necessary basic element of the emerging knowledge field. The reason behind this vector of development was that at the head of the "cybernetic

movement" in the Soviet Union there were outstanding mathematicians A.N. Kolmogorov, A.A. Lyapunov, A.P. Ershov, A.A. Markov, L.V. Kantorovich et al. The development of the "mathematical direction" of cybernetic research had important consequences. Firstly, the creation of a strong research tradition of theoretical informatics, in the framework of which new, innovative ideas were proposed, largely ahead of their time. So, for example, one of the lectures of A.A. Lyapunov, read in 1952/53 academic year, was called "Synthesis programs." The term "synthesis of programs" entered the literature 25 years after the learning course. Secondly, this trend had in the future, in our opinion, a significant influence on the perception of the science of computers in the eyes of the public. Let us note that the "mathematical impulse" for the development of computer science, set by Soviet scientists in the 1950s, largely anticipated and outstripped the further direction of this field of research. For example, in the "Turing lecture" R. Hamming for 1968 we can read as follows: "In the past I have argued that to require a strong mathematical content for computer science would exclude many of the best people in the field. However, with the coming importance of scheduling and the allocating of the resources of the computer, t have had to reconsider my opinion" [13]. However, the "mathematization" of the educational strategy in the field of informatics, adopted by Soviet scientists, at a certain stage in the development of computer technology in the country, entered into a kind of contradiction with the socially significant popularization of knowledge. The standard program of school education in the Soviet Union did not include those areas of mathematics that use in the operation of computers. In addition, the highest level of theoretical research given by Soviet mathematicians working in the field of computer science has led to the concept of "no-machine" learning being has translated into school educational practices. The consequence of this concept was that the mastery of computer science seemed for a significant part of Soviet schoolchildren a matter, if not senseless, then devoid of concrete practical significance [14].

The specifics of the development of computer science in the Soviet Union was determined, except as noted above, also administrative science management system in general. This circumstance entailed at least two important but contradictory consequences. On the one hand, Soviet scientists often had to overcome the stagnation and conservatism of the bureaucratic system with great efforts. On the other hand, in case of successful presentation of their ideas and plans to representatives of the state authorities, researchers and engineers received strong material and administrative support from the state. The centralized creation of scientific centers connected with the development of computer technology began in the USSR in the second half of the 1950s. Well organized and carried out under the guidance of experts, research in the field of computer science, to the beginning of the 60s is largely neutralized the backlog of the Soviet Union from the Western countries, which took place in the late 40's - early 50's of the XX century. But we can conclude that the advances in the field of computer science in the USSR affected only the theoretical level of research and manifested itself in some experimental development. They can hardly be called a catalyst for the "digital revolution" to the same extent that the availability of the use of computers for civilian purposes had an impact on various spheres of life in the countries of the West. Unfortunately, decisions about the support of certain projects often were made in the Soviet Union on the basis of various preferences of officials of various departments. In Soviet

society, there was a powerful impetus to the development of cybernetic research and the use of computer technology, asked by representatives of the scientific community, and it has become a kind of "cultural background". But it was often suppressed by incompetent middle-level managers. This social conditions prevailing in the Soviet Union did not contribute to the digital revolution.

CONCLUSION

In this article, we have discussed some features of the development of computer science in the 40-50th of the XX century. From the point of view of intellectual history, the following complex of catalysts, which determined the success of the first period of the "digital revolution», have been identified. First, it is a deep rootedness of the idea of creating computational in the Western intellectual tradition. Secondly, it was the readiness of the business community to perceive new scientific ideas in order to successfully solve the problems of management and production. Finally, there was not one global trend in the commercialization of theoretical and technical developments in those times. This circumstance allowed universities and firms to develop alternative approaches to solving the problems which computer science was dealing with. The complex of these factors made it possible, at an early stage of the digital revolution, to identify the main vectors for the use of computers. Most of the indicated areas remain relevant at the present time.

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USE OF MULTIMEDIA TRAINING PRESENTATIONS IN TEACHING A FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY

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ABSTRACT

The article reveals the issue of the conditions for the effective use of multimedia educational presentations for teaching a foreign language in a non-linguistic institution. Particular attention is paid to the analyzed and summarized basic requirements for the development and design of modern multimedia educational presentations in the domestic and foreign higher education system. The article also examines the issues of evaluating multimedia educational presentations, namely the evaluation of a multimedia educational presentation from the perspective of students presenting the educational presentation; from the position of the teacher, who evaluates the educational presentation and from the position of students listening to the presentation. The article emphasizes the effectiveness of the use of interactive learning technologies with the aim of forming the universal competencies that they need in the future for personal and professional communication. The essence and content of the evaluation headings is revealed, helping to make certain expectations of students and teachers, since the evaluation criteria for a multimedia presentation are developed in advance and presented to students, allowing to form a focused feedback from the teacher. In conclusion, the conclusion is made that the use of multimedia presentations during the teaching of a foreign language in a non-linguistic institution is a tool that contributes to the expansion of the possibilities for independent work of students and the formation of self-esteem in students. Multimedia educational technologies become not only the main teaching and methodological material for organizing independent work of students of a non-linguistic high school, but also the main means of informational support for public speaking students, stimulating students to learn a foreign language. It is established that the certain principles of constructing a multimedia educational presentation, such as the high quality of teaching material in a strict academic style, and the development of a clear algorithm of the report; high quality of artistic design of the educational material; technical design and previous information retrieval of educational information using interactive technology and the Internet as a whole will contribute to the self-organization and self-development of the student, in particular, to the expansion of his scientific horizon.

Keywords: multimedia, training presentations, foreign language, non-linguistic university

INTRODUCTION

One of the necessary conditions for the training of future professionals who are able to become representatives of the Russian and international scientific and engineering community is the integrated training of foreign languages and professional disciplines. The issues of effective organization and qualitative methodological support of integrated training with the help of modern computer tools is one of the current directions of the research activities of the university. In this regard, the teacher of higher education is faced with the task of selecting methods, means and forms of teaching a foreign language that contribute to the attainment of the goal. The choice of this or that software should correspond to the tasks of the studied professional discipline, in which it is supposed to be used. Thus, the use of educational multimedia technologies in the educational sphere opens up new opportunities that were not previously available.

Presently, multimedia presentations are one of the most well-known and effective methods of presenting educational material, in particular, the multimedia educational presentation is one of the frequent points of contact of the student with researchers, a teacher, classmates embodied in different genres: presentation at a conference; presentation in the classroom, etc.

The educational multimedia presentation is one of the most popular and widely used methods (forms) of communication between the presenter and a large audience, featuring complex multimedia content and special playback control capabilities (automatic or inactive), in particular, using visual means: slides, printouts, flipcharts or sample product [1]. Literally, the term "presentation" is translated from English as a representation. One of the synonyms for the word "presentation" in English is "proposal" - a sentence. From the very beginning it is important to understand what is the subject of the presentation. The task of the multimedia multimedia presentation is to present, offer the audience some product, strategy or vision of the situation.

The necessity to use multimedia multimedia presentation technologies can be caused by the following factors: the possibility of providing unique educational materials (video fragments, sound recordings, etc.) in multimedia form; necessity of systematization and structural presentation of educational material; creating the first report on the status of the project, making a report, etc.

Despite the undoubted theoretical and practical importance of educational multimedia presentation technologies, the problem of their effective use in the educational process for the purpose of forming the required professional competencies in the Federal State Educational Standard (3++) remains open for theoretical comprehension and experimental research. The development and introduction of new multimedia teaching technologies in this field will contribute to the further development of the theory and methodology of vocational education.

At present, there is an objective need to integrate new teaching technologies in the learning process, allowing students to more effectively form the necessary competencies. One of the possible approaches is the widespread use of

presentation technologies, both in the classroom and in the process of out-of-class educational and cognitive activity.

The organization of teaching a foreign language in a technical university with the use of educational multimedia presentations has become the subject of research by many domestic researchers, such as I.L. Ivanova, A.S. Oganezova [2], D.F. Mironov [3], L.A. Milovanova [4], T.V. Bondarenko [5], etc., and foreign researchers such as A. Fatima, S. Zaman, H.M. Asim [6], S.T. Moulton, S. Turkay, S.M. Kosslyn [7], V.H. Ankolekar, A.D. Souza, A.S.D. Souza, M. Hosapatna [8], etc., the analysis of scientific and methodological literature testifies to the insufficient theoretical and practical elaboration of questions connected with the use of educational multimedia presentations in the light of modern requirements for interactive technologies for teaching a foreign language.

The use of presentation technologies for teaching is an objective necessity for a technical university, conditioned by the global informatization of education and the requirements of Federal State Educational Standard (3 ++) [9]. It is the requirement of the Federal State Educational Standard (3 ++), (general professional competence) in the ability to independently represent scientific results, scientific documents, scientific reports, increasing the relevance of this study.

During the multimedia multimedia presentation in the classroom, the student accompanies the story with slides on the projector, laptop, tablet, printouts. The educational multimedia presentation follows a substantive discussion (using open / closed, exploratory, rhetorical, multiple questions), the purpose of which is to clarify unclear questions.

Each educational multimedia presentation prepared for the training session should meet some standards in its internal structure. It is necessary that students receive tools and instructions in order to create a competent educational presentation, in particular, to master the skills of its clear structuring, to bring the educational multimedia presentation to the audience in an understandable and accessible form. We also consider the possibility of an author's approach to educational multimedia presentations. Students are given a multi-layered skill to create a multimedia educational presentation in the form of quite practical steps, while creating a new thinking skill about how you can create a presentation.

To implement this approach in the educational process, the joint activity of foreign language teachers with students - future professionals in the technical fields is necessary. The fruitful result of a new type of integration of teachers and students, both at the level of joint development of educational multimedia presentations, and at the level of binary training, was this study aimed at determining the quality of educational multimedia presentation on professional discipline and a foreign language expressed in subject-language integration (CLIL) , students in one of the leading universities in Russia, St. Petersburg Polytechnic University of Peter the Great, which is an innovative university and prete Leading to the forefront in global ratings. The university pays special attention to the development of the competences of students in technical areas, both within the classroom and in the course of extracurricular activities. Two institutes, the Higher School of Foreign Languages (HSE) of the Humanitarian Institute and the Institute of Computer Science and Technology, responsible for the training of future professional cadres of various

engineering directions, implement the teaching of professional discipline and a foreign language. Accordingly, the effectiveness of professional discipline and the English language is an important factor contributing to the solution of tasks to expand scientific cooperation and develop comprehensive partnership.

In order to obtain objective information that makes it possible to identify the possession of basic skills in the preparation of a quality multimedia multimedia presentation on professional discipline through the English language, a survey of the results of studies at the university was carried out. In this paper, we present an analysis of the results of an independent questionnaire survey of students at a technical university implemented within the framework of two groups of the second year. The conduct of the questionnaire contributed to the understanding that the evaluation procedures of such a plan, and especially their content component, have strong cognitive, motivational and didactic effects, and are also able to significantly influence the processes as a whole [10].

Students were asked to pass a questionnaire for an independent evaluation of the continuity of the multimedia multimedia presentation at the St. Petersburg Polytechnical University in accordance with the following criteria: assessing the knowledge of how to create a presentation; the content of the presentation, the organization of the presentation, the practical application of information presented in the presentations. Identify the overall impression of the presentation; quality and quantity of the proposed presentation; elements of the presentation, which caused the greatest difficulties and the reasons for their generation; the availability of electronic gadgets at the university and beyond; assess the level of experience of students on the integration of the educational multimedia presentation into the training practice before entering the course "Foreign Language. Professional-oriented course "and the relevance of the knowledge gained. The questioning included 23 questions, the lead time was 20 minutes.

Analysis of the results of the questionnaire revealed that the majority of students - about 58% know how to make the presentation interactive. To create presentations, the most popular services were MS Power Point, Google presentations, AppleKeynote, Prezi, Projeqt. Most students - about 55% create presentations 1-2 times per semester, about 37% of respondents said they create more often (more than twice a semester). About 98% of students consider it appropriate to use the presentation in the educational process. About 30% of students noted that there should be more than 10 lines of text on the slide and almost the majority of students - 63% of the concept does not have what size and what font to choose for the presentation. About 27% do not know where the picture should be on the slide. Approximately 39% of respondents do not know how to properly form the literature from borrowed sources used to create the presentation. About 96% consider the use of the text as a norm during presentation with a presentation. About 35% of respondents note difficulties with the correct formulation of the educational theme for the presentation. Also, 24% of respondents noted difficulties in choosing the background color and font (their combination).

In our work, analyzing the difficulties that students face when creating a multimedia multimedia presentation, we summarized the basic requirements for their development and design. The obligatory structural elements of educational multimedia presentation, as a rule, are: cover; title slide; table of contents; script, slides and their design, including educational material (test, diagrams, tables, illustrations, graphics, animation); glossary of terms; presentation of the training presentation, list of used literature (information resources on the academic topic); assessment of presentation skills. It is recommended to follow the following algorithm when planning the structure of the training presentation: to determine the goal, to conduct research, to make a conclusion, to identify the problem, to propose a solution, to make a statement.

The main unit of educational multimedia presentation is a slide, or a frame of presentation of educational information, taking into account ergonomic requirements of visual perception of information. At the same time, the content filling of slides of the main structural elements of the multimedia multimedia presentation should be carried out in accordance with the following principles.

It is necessary to take exactly one minute to self-presentation, in particular, to present yourself and the place of training clearly and concisely. Literally several proposals should give a complete idea of the person speaking with the presentation, as well as his activities in the educational institution. When preparing a presentation, you must follow the rule 10/20/30, that is, the presentation should consist of 10 slides and take 20 minutes, and the text should be typed by the 30th size. The cover must be as colorful as possible. To do this, it should be formalized with the help of graphic inserts, backgrounds. On the title slide should be reflected: the title of the topic, information about the educational institution; About the author; date of development; information about the location on the Internet, on the local computer, and the file name. On the next slide, it is recommended to propose three issues for consideration in order to establish contact with the audience, which should understand what kind of educational product is offered. The table of contents is one of the important structural elements of the presentation. It should be detailed in order to provide quick access via hypertext links to its content parts and be as visible as possible (to be on the same slide). Such requirements, as a rule, are satisfied by a two-level table of contents (sections and subsections).

The presentation should be built on the conflict between the goal / thesis and the problem / antithesis. It is necessary to convince listeners that the idea is feasible technically, and to tell about a special ingredient that makes the educational product unique. At the stage of creating the scenario of the educational presentation, it is recommended to allocate 65% of the time of the preparatory work to 65% of the work on the entire structure of the training presentation. 30% In the training presentation, 30% of the time should be allocated to its rewriting.

When preparing a training presentation, you must follow the following plan. An obligatory condition for presentation is a readable font. The educational material in the educational multimedia presentation should be presented in a concise form. So slides will not distract attention from speech. The main thesis or the main focal point on the slide should be visible without much effort. The objects on the slide are arranged neatly. The presentation of the content of the educational material should

be accompanied by a qualitative illustration of it in the form of photographs, drawings, diagrams, graphs, diagrams, which are recommended to be implemented in a unified style and they should coincide in meaning with the text. The presentation should be told in clear language, with examples, illustrations. The presentation should contain new, significant information for the audience. Each position (each idea) should be assigned a separate paragraph of the text. The basic idea of the paragraph should be at the very beginning, usually in the first line of the paragraph. This is due to the fact that the first and last thoughts of the paragraph are most memorized.

The speaker maintains visual contact to receive instant feedback from the audience, try not to read the text from the slides or read without tearing the contact with listeners. The speech should be distinct, legible, sufficiently loud, not too fast and not too slow. The speaker must meet the time allotted for the presentation. Also the speaker should be technically competent. In particular, the speaker should not have problems in interacting with slides, a projector, a clicker. It is recommended to lay the conclusion in 1-2 slides, and the total duration of 1 minute. Students should be safe and take a spare laptop, adapters, print a presentation and reset it to several flash drives.

In 2015 A. Burba, V. Gradoboev, A. Kapterev, G. Shulishov, A. Skortsov developed a standard of presentation skills to eliminate subjectivity in the evaluation of the presentation [11]. To assess the presentations, a standard was created that contained a script, slides and the submission of training material.

After getting acquainted with the information on how to correctly approach the creation of the training presentation and its presentation in the classroom, students were asked to pass a final questionnaire to independently assess their own satisfaction with the basic skills of creating a quality multimedia multimedia presentation and their classmates by the following criteria: organization, content , language, delivery, body language, visual aids, overall impression (talk, presentation, audience rapport). The teacher was also asked to pass a questionnaire on assessing the satisfaction of mastering the basic skills of creating a multimedia multimedia presentation of students in order to reveal the overall impression of how students evaluate themselves, as their classmates estimate and how their teacher assesses them.

The results of the questionnaire showed that students evaluate themselves and classmates are applied equally. About 87% of respondents noted a high level of organization, 13% - satisfactory. About 84% of respondents noted a high level of presentation content, 18% - satisfactory. Approximately 65% of respondents noted a high level of language proficiency, 29% - satisfactory, only 3% - unsatisfactory. About 66% of respondents noted a high level of delivery, 20% - satisfactory. About 70% of respondents noted a high level of body language, 31% - satisfactory, 2% - unsatisfactory. Approximately 82% of respondents noted a high level of visual aids, 17% - satisfactory, 2% - unsatisfactory. The teacher's assessment turned out to be lower than the average student's assessment by about 8%.

About 63% of the students surveyed noted that the educational material on multimedia presentations is overloaded with theoretical material and there is a

lack of practice. About 3% of respondents noted that a small number of unresolved issues remained. We associate this aspect, with missing classes and inadequate self-preparation of students. Students would like more specifics, more practice. We believe that the differences in the evaluation of classmates, the teacher and ourselves result from insufficient awareness of both the individual elements of the presentation and in general, and we recommend that students use video and audio recording for further introspection of the presentation.

CONCLUSION

The conducted research confirmed the timeliness and importance of presentations at the current stage of development of higher language education in the preparation of bachelors. Deeper studying of the problem of formation of the students 'independence and further improvement of the organizational and didactic conditions for the development of the professionally competent personality of the graduate of the university in the logic of tertiary education, the development of new courses of program disciplines aimed at the formation of the bachelors' foreign professional communicative competence are presented. These recommendations do not exhaust all options for the implementation and implementation of multimedia educational presentations, including foreign languages and professional subject cycles. This study is not exhaustive and allows us to analyze a number of significant points. The authors hope that the given recommendations on the preparation of multimedia multimedia presentations will prove useful to students and teachers and all those who have to develop multimedia multimedia presentations.

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VALUES OF THE SELF-DETERMINATION OF YOUNG PEOPLE (TEENAGERS) WHO ARE IN VARIOUS EDUCATIONAL SITUATIONS

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ABSTRACT

Growing up and social self – determination of Russian youth (teenagers from 16 to 20 years old) takes place in a difficult time of the cultural and social changes. Modern Russian society is very heterogeneous: the level of social stratification is very high, there are significant territorial and ethno cultural differences, and there are dynamic changes in the different social groups' value orientations.

 In the modern Russian society co-exist three different systems of values:

1.   Traditional "Soviet" values are coming from the third generation (grandparents);

2.   Christian values that are being actively implemented;

3.   Modern individualistic values are coming from the media and the life realities.

The formation of a stable system of value orientations, when self-determination occurs and life plans are formed, happens in early youth. Most researchers consider life self-determination as a multidimensional and multi-stage process. The crucial role in the process of life self-determination belongs to the system of values, life aspirations of the individual, to understand which means to create "portrait of the future."

The purpose of our study: to study the peculiarities of life aspirations and value orientations of young people in different socio-economic conditions.

The methodological and theoretical basis of the study is the studies of Russian psychologists S. L. Rubinstein and B. F. Lomov, as well as the studies of E. Erickson, K. Levin, K. Rogers, R. Burns, and E. Fromm. They described the internal structure of the self-determination process, the formation of human identity in the changing world.

Our research hypothesizes that the social status of respondents, the place of their education (secondary school, vocational college, higher education institution), their national and ethnic affiliation, a region of residence, gender, the family cultural capital have a significant impact on the nature of life aspirations.

Testing the hypothesis, we surveyed respondents in different socio-cultural conditions (students of schools, universities, vocational colleges); the reviews also recorded their gender affiliation, place of residence and family cultural capital. In total, more than 200 respondents in different socio-economic conditions were interviewed, correlation analysis of the results was carried out, essential links and differences between the respondents were established.

Our research is based on the adapted methodology - the questionnaire of life aspirations by R.Ryan and E.Deci. We considered adding four more scales: Family, Work, Freedom, and Power. The technique allows evaluating the importance of different values for the individual, as well as the various values, and the power of motivation.

We hope that this study will be useful both for researchers and practitioners designing a system of educational work with young people.

Keywords: personality, self-determination, life values, life aspirations, personal growth.

INTRODUCTION

Growing up and social self – determination of Russian youth (teenagers from 16 to 20 years old) takes place in a difficult time of the cultural and social changes. Modern Russian society is very heterogeneous: the level of social stratification is very high, there are significant territorial and ethno cultural differences, and there are dynamic changes in the different social groups' value orientations.

The formation of a stable system of value orientations, by which self-determination occurs, life plans are formed, it happens in early youth. Most researchers consider life self-determination as a multidimensional and multi-stage process. There is the formation of self-consciousness and self-understanding, the allocation of the tasks of society, the creation of a system of personal values, beliefs, which in general and mainly determine the life aspirations of a person, his life goals.

The crucial role in the process of life self-determination belongs to the system of values, life aspirations of the individual, to understand which means to see (create) "portrait of the future." Therefore, it is essential for practitioners and researchers to understand the system of life orientations of different social, ethnocultural, youth layers.

The purpose of our study: to study the peculiarities of life aspirations and value orientations of young people in various life and educational situations.

The methodological and theoretical basis of the research is the work of Russian psychologists S. L. Rubinstein and B. F. Lomov, as well as the work of E. Erickson, K. Levin, K. Rogers, R. burns, E. Fromm, who described the internal structure of the self-determination process, the formation of human identity in the changing world.

RESEARCH METHOD

Currently there are several tools exploring personal values: method Rokicha (terminal and instrumental values), the questionnaire based on the Schwartz (fundamental human values) [14], USCD methods and "Free choice of values" E. B. Pentalofos (internal conflicts in "motivational and personal sphere", "value core" of personality), and others.

E. Deci and R. Ryan proposed psycho-diagnostic tools for identifying and assessing the life aspirations – questionnaire "the Index of aspirations" ("Aspirations Index").   These authors hold the view of the existence of two types of motivation – internal and external [2]. The inner motivation (or autonomy) of E. Desi and R. Ryan is defined as the feeling and realization of a person's freedom

to choose the way of behavior and existence in the world regardless of the forces of the external environment influencing him [4], [11].

They referred to spiritual aspirations personal growth, aspiration to love and affection, service to society and health, having defined this group as the vital purposes providing the satisfaction of necessary psychological requirements, and also promoting personal growth and mental health. The second set of aspirations – external – includes material well-being, social acceptance through popularity (or fame) and physical attraction (or appearance). External aspirations are the means of achieving external goals; they have only external attributes of well-being and recognition and do not lead to personal growth [15].

This methodology was conducted for cultural and language adaptation in the works of Yu. Vinskaya [7], O. I. Motkov, [10] and other researchers.

We used this technique, which was slightly adapted by us, for our research. To scales described by Desi and Ryan: "Material well-being", "Fame", "Appearance", "Personal Growth", "Relationships", "Society", "Health", we added four more scales: "Family", "Work", "Freedom", "Power", the significance of which for today's young people were found by us in other studies [9]. In addition to assessing the importance and attainability of different aspirations, as proposed in the original methodology, we invited respondents to determine the current degree of satisfaction (achievement) of different values. This will allow us to evaluate the overall satisfaction with life, as well as the "strength of the desire" to realize the values. Taking into account the peculiarities of our respondents (young people aged 16 to 20 from different social strata), we left three questions to evaluate each scale. For example, the scale "Fame" is described by such constructions: "to become known to a wide range of people," "to strive to make surrounding people talk about you," "to arouse the admiration of many people." Such constructions described the scale " Family ": "to have a good family," to take care of your loved ones," "to feel the care and support of loved ones." Constructs on other scales were similarly constructed.

THEORY

Methodological foundations of psychological approach to the problem of self-determination were laid by S. L. Rubinstein. In his work "Man and the world" he wrote: "the Specificity of human existence lies in the measure of self-determination and determination by others [13]. He has an essential idea that external conditions do not directly determine the outcome, as refracted through the impact of the domestic environment, private nature of the body or phenomena.... (ibid. p.300). These internal conditions are the values of the person, his beliefs, and life attraction.

K. Rogers considered the most critical need and essence of man's desire for self-actualization. According to K. Rogers, the actualization of his abilities leads to the formation of a "fully functioning person", the purpose of which is "not a life full of pleasures, not wealth or power, not achieving full control over oneself, but moving along the path chosen by the person (the process of life)"[12]. As though objecting to K. Rogers, M. Buber considers that though people should begin with a search of themselves, it isn't impossible to be limited to it. It is necessary, having started with itself, to find the place in the world and to dissolve in it [1].

V. Frankl also believes that the emphasis should not be on self-actualization: in his opinion, a person is engaged if he does not have the meaning of life. The idealization of self-expression, if it is a goal, makes it impossible to have meaningful

relationships. Namely, in love to the other, in contributing to its life is the meaning of human existence. [3].

A significant contribution to understanding the mechanisms of human development under the influence of external forces belongs to K. Levin [8]. He was introduced to the psychological revolution of concepts "power" and "valences," and showed that the strength of the desire to achieve goals is directly proportional to the importance of this goal to the individual and inversely proportional to the degree of satisfaction of this need at present.

An essential part of self-determination is a person's vision of his future, life plans. P. Gerstmann points to a fundamental difference in the perception of the person about his future. He discerns in the structure of the life plan two types of objectives: final (perfect) and secondary (real, concrete). The end goals are ideals that are understood as values; these goals are stable. Specificity characterizes the real intentions and reach; they can change depending on successes or failures [5, 6]. In the study of life goals and plans, you can apply an event-based approach, the fundamental concept of which is "event" - "the critical moment and the turning point in the life of the individual [13].

RESEARCH

Since 2010, we have been conducting studies on the characteristics of values, life self – determination and time-perspective in adolescents in various atypical situations-orphans raised in families with low social status, migrants, etc. All these studies show that the conditions of their life largely determine these characteristics of adolescents.

To test the hypothesis, a survey of respondents in different socio-cultural conditions – students of the school of cosmonautics - 120 people; high school students - participants of the School of social design from different regions of Russia-30 people, and 30 students of the 2nd year of the Agricultural College. A correlation analysis of the results established significant links and differences between the life aspirations of different respondents.

Thus, we describe the features of these categories of respondents. School of cosmonautics is a boarding school for gifted students of the Krasnoyarsk territory. The specificity of the situation of self-determination of school students is in the presence of initiative author's actions: deciding to change the way of life (to part with parents and go to live in a dormitory). The choice of some educational trajectory passing through the school of cosmonautics; the opportunity of a study profile; the passage of a competitive selection for the selected pattern. And the real education in the school of cosmonautics requires constant self-determination: participation in various internal competitions, conferences, research, etc.

Participants of the contest of social projects represented participants of the School of social design from different regions of Russia, which took place in Zheleznogorsk, Krasnoyarsk territory. These are students who are active in public and social life, have an active position and show it in practice.

College students are second year students of the specialty "Maintenance and repair of motor vehicles." The problem of self-determination lies in the fact that decisions on actions: dropping out of school, choice of specialty for training, the decision on the change of lifestyle, and for 51% of the respondents, young men from rural areas, this meant parting with parents, friends, and go to live in the

dormitory, were made jointly with their parents or at their insistence. The motivation for deciding to study at the College was the lack of confidence in the successful delivery of the exam (average score is 3.58) at school.

The first question that arises in connection with a priori established features of self – determination is the specificity of their aspirations (values). It can be assumed that students of the school of cosmonautics will appreciate a career or development higher than the society of loved ones, from which they abandoned, replacing the family to stay in a hostel. It is also expected that the participants of social projects will put higher values of society, values of achievement and development.

As for the students of the technical school, it can be assumed that young men who take the first steps in building a system of personal values and forming their life prospects, but who are still under the care of the family, will give preference to such value aspirations as "Family", "Relationships".

The results of the assessment study on the importance and attainability of different values are presented in table 1.

| Types of values | Average score | | | | | |
| | School of cosmonautics | | Social designers | | College Students | |
	Important	Achievable	Important	Achievable	Important	Achievable
Material well-being	4,40	4,40	4,10	4,70	4,8	4,1
Personal growth	5,20	5,00	4,90	5,10	4,8	4,4
Fame	2,30	3,80	2,30	4,30	2,8	2,9
Relationships	5,30	4,80	5,80	4,70	5,1	4,70
Appearance	3,10	4,20	3,50	5,00	3,3	3,8
Society	4,20	4,30	5,30	4,90	4,3	3,8
Health	5,30	4,90	4,90	5,20	5,0	4,4
Family	5,40	5,20	5,80	5,00	5,2	5,0
Work	4,80	4,80	4,50	4,20	4,6	3,0
Freedom	5,20	4,70	5,20	4,20	4,8	4,5
Power	3,0	3,90	3,50	3,80	3,4	3,2

Table 1. Importance and attainability of values for different categories of respondents

RESULTS

The results of the study showed that all groups of respondents have standard features. First of all, all groups of respondents are highly appreciated by internal groups of aspirations - "Relationships", "Family," "Freedom," "Health." On the other hand, almost everyone equally assesses the importance of external aspirations: "Fame", Society" and "Power." However, there are also noticeable differences between the students of the surveyed groups. Thus, the students of the College are a much higher estimate of "Material well-being" it should be noted that they are lower evaluate and assess the feasibility of this value; probably, this is due to the higher realism of their expectations. Somewhat unexpected for us it turned out that social designers estimate the importance of development and health much lower than others,

but they expect significantly higher indicators on the scale of "Society," which, in fact, they confirm with their real actions.

Young men of the College are much lower than others estimate the importance of "Personal growth "(the minimum value of 4.8) and" Freedom "(the minimum value of 4.8), and the importance of striving" Fame" - the highest is 2.8. This is probably because they have less opportunity than others to demonstrate their achievements. In gifted students, the most significant differences from the rest of the participants identified the following scales: the importance of "Personal growth" - estimated by them is much higher. They determined the "Appearance", the importance of "Relationships" and "Society" lower than the rest of the survey participants. This profile is the accumulation of the resource without trying to implement it in the society indicates a low level of socialization of these students, their specific autosave. Perhaps this contributes to their life in a closed educational institution.

Social designers value the importance of "Material well-being", "Personal growth" and "Health" is much lower than others, but for them, the importance of "Family" and "Relationship" is much higher than "Society" and "Power". The difference between the significance of value and confidence in the possibility of its satisfaction we can interpret as a real force of motivation to work to achieve this value. These differences among all groups of respondents are low, indicating their confidence in the achievement of these goals, and, accordingly, high motivation for the relevant activities. It is noteworthy that all groups of students have faith in the feasibility of the value of "Fame" is higher than the need for this value; the same applies to the amount of the appearance of social designers and participants from the school of cosmonautics. More than others, students of the school of cosmonautics believe in the realization of their values.

From gifted schoolchildren, the "Family," Personal growth," "Relationships," "Work," and" Freedom" are the most achievable – all the aspirations that they assessed as the most important and significant for them. The least feasible for the gifted ones is «Fame." Overall, achievement scores are high (around four on a scale of 0 to 6), almost all scales except for "Relationships," "Families" and "Society." It should be noted that the evaluation of the importance of life aspirations of the gifted ones was slightly lower than that of other groups.

The participants from the school of cosmonautics least developed confidence in the attainability of" Power "(with a general low assessment of this value)," Freedom" and "Relationships." Social designers are least confident in the realization of such values as "Freedom", "Relationships", and "Family."

Correlation analysis of dependencies between the indicators of aspirations for different participants found very significant differences in correlation relationships among students in different educational situations.

So, for students from the school of cosmonautics the most substantial number of positive relationships established for "Health." This value is positively related to "Material well-being", "Personal growth", "Relationships", "Appearance", "Family", and "Freedom."

We expected that students from the school of cosmonautics "Personal growth" forms a common factor with the "Work," but this hypothesis is not fully justified. "Personal growth" has a healthy positive relationship with the values of "Fame", Society", "Relationships", "Health", "Freedom" and "Power." There is a

correlation with the assessment of the attainability of the work, but not with its value for the individual.

The value of " Work " for students from the school of cosmonautics is most closely related to the values of "Material well-being" "Family," Power," already implemented processes of "Personal growth," Family" and "Work."

Social designers have the most connections found for the scale "Freedom": for them, it is positively associated with the achievement of "Material well-being" and "Fame"; negatively-with "Relationships".

Correlation analysis of dependencies between indicators of value aspirations among students of technical school found the most considerable number of affirmative links category "Material well-being", "Health," "Society", and "Appearance." The category "Family" is positively related to the categories" Health", "Society", "Relationships" and the categories " Work" and "Freedom." The power of meaningful connections is absent. The category «Personal growth" has a moderate relationship with the categories "Freedom."

In discussion the level of implementation of various values, which can be interpreted as a level of social well-being, we noted that for participants from the school of cosmonautics the least satisfied are the needs for development (1,8) and work (1,8), as well as relations with relatives, friends (1,6), and service to society (1,6). For social designers, the most prominent gap in the achievement of goals related to relationships (2, 0), freedom (1, 6), and family (1, 5). It should be noted that this group of respondents on the scale of "Fame" satisfaction is 0.6 points higher than the need.

CONCLUSION

Our research leads to the conclusion that for the majority of students interviewed by us, regardless of life and educational situations, the dominant is internal aspirations and values that provide the satisfaction of basic psychological needs and personal growth, as well as social solidarity. These values are in harmony with traditional Russian values.

However, the peculiarities of the life and educational situation affect the dominant aspirations, and especially – the relationship between them. About social designers, our hypotheses are mostly confirmed they are in fact socially oriented, highly appreciate the independence, personal growth, and service to society. For participants from the school of cosmonautics, the situation was not entirely clear: low indicators for "Society," the satisfaction of the need for development allows us to conclude some violations in the organization of the life of children in this school, and the need to make appropriate adjustments. We hope that this study will be useful both for researchers and practitioners designing a system of educational work with young people.

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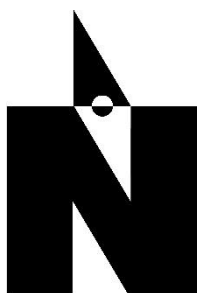
Section
LANGUAGE AND LINGUISTICS

LANGUAGE AND LINGUISTICS

The section covers scientific topics related to theoretical, literary and historical linguistics, as well as stylistics and philology

BEHAVIORAL PATTERNS OF FARMERS IN RUSSIAN CULTURE (ON THE MATERIAL OF EVERYDAY TEXTS)

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ABSTRACT

The life of each ethnic group takes place in relatively the same conditions of existence, which quite naturally gives rise to members of the ethnic community's views on the same subject, common criteria, and similar behaviors. Thus, the surrounding human world has a certain elements of uniformity that typify human behavior, that is, subordinate to the norms developed and accepted in the community. Stereotypes dictate both the form and content of actions. Stereotyped behavior doesn't need the motivation. The most powerful argument in favor of this mode of action is a reference to the law of their ancestors. The present study focuses on studying the stereotypical behavior of the Russian peasant, reflected in folk superstitions. The authors analyzed the sources that precisely recorded standards of behavior established historically, and came to the several conclusions. Constant monitoring of the environment allowed the farmer to form behavioral patterns under risk and uncertainty of farming. People's signs based on the concept of cyclicity of time and events. An important condition governing the behaviour of the farmers, was the observation of celestial bodies, phase of the moon. Large number of texts will focused on the biological "indicators" – plants, animals. Much more superstitions are advisory in nature than prohibitory. In our work we use the terms "signs" and "omens" interchangeably.

Keywords: language, linguistics, national culture, stereotype, folk omens

INTRODUCTION

Everyday texts, including folk superstitions, signs, proverbs, fixed in various reference books, dictionaries, etc., provide an opportunity to identify the dynamics of the behavioral stereotypes formation of the Russian farmer. The basic material for our study was folk omens, which are based on knowledge and understanding of native speakers' ordinary consciousness of the natural conditions of human existence [1]. Time-tested predictions based on the presumption of a hidden connection between natural phenomena, object properties and human life events are focused not only on the regulation of human behaviour in conditions of risk or uncertainty, but also on the translation of significant norms and symbols, as well as on communication within the community. Popular signs represent a constantly evolving genre of folklore, demonstrating the features of its functioning in language use as ways of expressing prohibitions, permissions, cautions, admonitions, advice, etc., and can be characterized as the interpretation of certain situations that used by native traditions to construct their behavior [2].

THEORETICAL JUSTIFICATION

The ancient farmer had to rely on the proven life practice based on centuries-old experience of omens that cover all typical often difficult to explain the phenomena of nature. N. Afanasiev noted in the middle of the X1X century: "By the nature of the everyday life, pastoral and agricultural, a man was entirely devoted to mother nature, on which all his well-being depended, all the means of his life. It is clear, with what power of attention he had to follow her various phenomena, with what unremitting diligence he had to look at the movement of the celestial bodies, their luster and extinction, the color of the dawn and the clouds, listen to the thunder and the winds blow, to see the opening of the rivers, the blooming of trees, the arrivals and departures of birds, and so on and so forth [3].

The statement of the scientist that in the forming of the pagan worldview a special role belongs to natural phenomena, it is fair also and in relation to the folk omens which depict the most ancient knowledge. Since ancient times, people have tried to understand the phenomena of nature, to identify the presence or absence of causation between them, in order to be able to anticipate, predict certain changes in the weather. From the earliest times in human consciousness co - exist two notions about time as a sequence of related events "life circles" (cyclical time) and time as a unidirectional translational motion (linear time). In materialistic philosophy linear and cyclic time is opposed as "natural-scientific" and "naive", archaic. Archaic civilization is distinguished by the notion of time as rotation of a circle, rising from the seasonal and calendar cycles (Averintsev 1975, Lotman 1987, Meletiskii 1991; Yakovlev 1992). Naturally, because the " cyclic consciousness" is built on the typification (identification of what is, with what was not once), and linear - on individualization.

SEASON-RELATED OMENS

Within the framework of cosmological consciousness, the events that occur turn out to be significant in so far as they relate not to the future but to the past state, the events of the present appear as a reflection of the original past, that is, the present is evaluated not by future but by past events. In other words, what is happening does not give rise to the future, but it can be seen as a foreshadowing of the future. Indeed, what happens in the present and what will happen in the future acts as a reflection or symbolic representation of the same condition as signs of this condition. The connection between these signs is encrypted in the very code of the world order. If we know this connection, we can predict the future by the events of the present, guided by the cosmological consciousness [4]:

What kind is the winter, that kind the summer will be, with its transforms: *Winter summer builds // According to the winter falls summer // Summer rich harvest portends a cold winter // If winter is hot, the summer is cold // If the winter has blizzards - the summer will be of bad weather // If the winter is frosty - the summer is dew // Winter without snow - summer without bread // If the winter is snowy - summer is rainy // If in the winter water subsides, the summer*

will be clear // Seven years the winter according the summer, and seven years the summer according the winter.

Thus, people's folk omens are based on the notion of cyclic time, which is related to the idea of natural cycles, the infinite returns and repetitions of the same events. The trait of ties repeatability (not singularity) is characterized by proposals, which are repeated periodically reproduced communication situations [5]. The repeatability of an action is an aspectual value that expresses the repeated reproduction of an action in time and space, regardless of the number of repetitions and transmitted in the language by means of different levels. The frequency of repeatability is based on grammatical, lexico-semantic and contextual factors and may be specified as multiple, regularity, generality, temporal uncertainty, usuality.

CELESTIAL BODIES-RELATED SIGNS

Agricultural work required taking into account the change of natural phenomena during the year, as it was important for the farmer to know whether to expect a severe winter, hot and arid or cool and humid summer, cold or warm spring and autumn. What was taken into account in the preparation of the weather forecast? First of all, the movement, shape, size and time of appearance celestial bodies – the Moon and the Sun. Observations from the ancient times over the Moon and the Sun allowed the farmer to determine the nature of the upcoming weather, the most favorable periods for agricultural work. Importance is attached to what weather is in the new moon or in the first days after, before the first quarter - the weather for a long time will depend on this: *If for a long time we had had clear weather - new moon will bring the rain // In the fifth day of the new moon there is almost always a strong wind // If on the sixth day the new Moon will seem fiery red, the wind will be.*

Signs of a bizarre position of the moon are associated, apparently, with the primitive misconceptions about this body. The most significant parameter is the presence of the moon *horns, ears, hooves,* etc. Their different form, color, the intensity could help to make not only short-term, but also long-term forecasts: *The moon with horns down - to the heat // The new moon with horns on midnight (up) - the winter cold will be cold and the summer with winds // The young Moon with horns towards the mountain - to the bad weather; the horns of the moon are sharp and bright - to the bucket, steep - to frost // The Moon with "ears" - to frost (light pillars from the moon) // Month on the hooves - to the cold, back to heat, rain or snow.*

A lot of signs, which record the influence of the phase of the moon, used for sowing and planting. Signs warn against sowing in the new moon, full moon, apparently, recognized as favorable: *Not to sow bread in the new moon, it will be not viable, the new moon will pull life from the seed // Bread should be planted in the full moon (or on the wane of the moon) // Spring rye and wheat sow in full moon, and oats - two days later, or two days earlier // In the new moon (the full moon) the tree shouldn't be felled.*

PRECIPATION-RELATED SIGNS

Precipitation-related signs, especially rain, were very important for agricultural activities. The upcoming rain could be predicted not only by meteorological signs, but also by the behavior of animals, especially pets: *Roosters singing in the rain // the Blackbird to the bad weather rarely shouts // Cat hides its face under the paw - to the blizzard // Chicken flies across the house - to frost // Goose stands on one leg - to the frost // Goose paw pressed - to the cold // In winter the horse lies down - to warmth // Horse snores - to the blizzard // The cock sings in the nighttime - to bad weather.*

Plants have long been considered to be "live" natural barometers, Most representatives of the flora respond well to the moisture content in the air and soil, the upcoming rain, the slightest changes in the environment: *The flowers of the meadow droop before the rain // The Scales of spruce cones cover before the rain // Buds of thistles before the rain straighten hooks // Flowers of field bindweed are compressed before the rain // Fir before the rain picks up branches // Carrot tops wilts before the rain // The rain on palm Sunday heralds the harvest of millet and buckwheat // From the leaves of the willow profusely dripping moisture before the rain // The clover emits a pungent smell before the rain // Flowers smell stronger before the rain.*

AGRICULTURE-RELATED SIGNS

From the depth of centuries, farmers have learned to use biological indicators in agriculture. On the territory of Central Russia field work starts in the beginning of the third decade of April. Calendars, Chislennik, Mesyatseslov point, when you can and cannot do anything in the certain day, however the peasant is no longer trusted to natural signs. Focusing on plants, animal behavior, insects, the position of stars in the sky and other indirect signs, the farmer could accurately determine the beginning of sowing: *Sow barley while viburnum is flowering // Sow barley when the viburnum blooms // When (if) from the willow and vine fluff is flying, sow late oats // Sow flax, when the rowan blossoms // Sow peas when the oak blossoms.*

Natural signs could point to a restriction of time limit: the farmer was supposed to have time to sow and plant until certain changes in the nature: *You can sow as long as the bird cherry blossoms.*

According to natural signs, the farmer could determine when it was time to harvest and what will be the harvest. He could focus on both natural phenomena and the behavior of animals and plants: *If the blueberries are ripe, rye is ripe // In the spring there are a lot of alder cones - a good crop of peas // If the cranberries are ripe, they oats have come // If garlic is frozen - the rye has frozen // If on arrival the rooks sat just right on the nest - to the crop // The snow or fog, dropped on the New year, foretell the harvest // Thunder in June predicts a good harvest // Moths fly low - to the harvest // The Rowan in bloom - to harvest of flax // On the Annunciation it is frosty - to the milk mushrooms crop.*

CONCLUSION

It is very important that everything related to the material culture, to one's own actions and rituals, applies also to the values, ideals and attitudes of people and how they think about the world and about one's life. As to the Russian people, they "do not like a certain calendar calculation of time and willingly means time for their rural works, timing the beginning or the end of such works to the famous holiday" [6]. Thus, a special role in the linguistic expression of national-specific attitudes and norms of behaviour is played by folk omens. The main idea of Russian people's folk omens is related to the law of natural cycles, the infinite returns and repetitions of the same events. All of these types of national-driven behaviour expressed in verbal forms, as mentioned earlier, represent the certain way-organized code of conduct. The observation of celestial bodies, phase of the moon was the base for taking decisions about planting and picking the harvest. More studied folk omens are advisory in nature than prohibitory.

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CHARACTERISTIC FEATURES OF ACADEMIC LANGUAGE IN UNIVERSITY ENVIRONMENT WITH FOCUS ON THE GERMAN LANGUAGE (KEGA 029EU-4/2016)

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ABSTRACT

The aim of the paper is to describe the most important and dominating features of the academic language used in higher education institutions and university settings. Academic language greatly differs from the general or spoken language in terms of various language elements, namely on all the language levels. Academic language requires a precise formulation of facts; therefore, the most distinctive features of this professional use of language used in scientific discourse on the lexical level includes in particular the terminology and definitions, while terms are in this type of text closely connected with designata. On the syntactic level, a significant feature for the university setting is the objective character of the text, which is manifested by means of impersonal constructions used by the author of the text. In the German language, it is in particular the use of the passive voice and passive constructions, verb-nominal constructions, and that of perfective verb forms. On the stylistic level of the academic language, we can observe the tendency to strong formality, which results from the selection of stylistic means and forms.

Keywords: academic language, university environment, dominating features of academic language, German language

INTRODUCTION

Academic language, i.e. the language use in tertiary education and university settings, can be considered as the professional language. It serves for the communication in a given field. It differs to a great extent from the general or spoken language in terms of various language elements on all the language levels.

The primary aim of this paper is to deal with the most significant features of the professional language used in scientific discourses in written form at all the three levels of language, i.e. lexical, syntactic and stylistic levels.

Since the academic language is characteristic of a precise formulation of facts, its most distinctive features on the lexical level include in particular the use of terminology and definition, while terms are closely linked to designates in this kind of texts [1].

On the syntactic level, a significant feature of the academic language in university settings is text objectivity, which is manifested in the use of impersonal constructions used by the author the text. In the German language, impersonal nature is expressed by means of the passive, passive constructions, verb-nominal constructions, and the German perfectum.

On the stylistic level, a prevailing feature is a strong formality of the text, which results in the selection of stylistic means.

By way of introduction, we have to emphasize that learning the principles of Professional communication is an inevitable condition for a successful career on the labour market in a contemporary globalised world. Mastering a foreign language, and in effect also one's own mother tongue on a conversational level is usually no longer sufficient. It is necessary to be able to strictly differentiate between the current everyday communication, which covers elementary topics, and for which it is not necessary to prepare well in advance, in contrast to academic communication, scientific communication and communication at the workplace. The competence to produce stylistically (including grammar) correct/adequate text (either in written or spoken mode) corresponding to the requirements and its aim, should be one of the desirable outputs from the university studies. Of course, this is also connected with the ability of critical orientation in accessible sources; ability to differ which information is relevant for our purpose and be able to deal with them accordingly.

DEFINITION OF ACADEMIC LANGUAGE

By way of introduction to the main part of our paper, we need to define key terms, which will be repeated in this paper. As the title of the paper indicates, one of the key concepts of our discussion is professional language.

Linguists define this concept in various ways. Hoffmann [2], deals with this topic in an entire monograph, defines the Professional language as a set of all means of language used in a specific professionally delimitated sphere of communication. The aim here is to secure the communication of individuals, active in a given area of activity. "Fachsprache – das ist die Gesamtheit aller sprachlichen Mittel, die in einem fachlich begrenzten Kommunikationsbereich verwendet werden, um die Verständigung zwischen den in diesem Bereich tätigen Menschen zu gewährleisten" [2]

Hoffmann explicitly refutes the terminology hypothesis, according to which the primary feature of the professional language is terminology, i.e., the use of terms as job and work related expressions used to express relevant concepts. Professional language is not considered a stylistic variant of general language either as in functionalist hypothesis [3]. According to Hoffman, it is a kind of "sublanguage", i.e. a partial language of the general language, in which phonetic, morphological and lexical elements together with syntactic and textual phenomena constitute a functional unity and enable communication within various areas of one field [2]. Beier understands the concept of professional language as a complex area (variant) of language use, which is determined by some specific features of various work-related situations [4]. This area manifests an internal differentiation. Hornung contributes to the attempts at defining the professional language for temporal components [5].

It is thus obvious that the specific aim of the professional language also results in specific characteristic features. Most linguists, who explore this phenomenon, identify the same basic properties. However, it has to be taken into consideration that there does not exist a single comprehensive system of the

professional language; there are several of them, which are connected with concrete areas of science. Thus we can differentiate e.g. the professional language of natural sciences, (physics, chemistry...), professional language of economics, and the like. Also Esselborn-Krumbiegel expresses similar opinions in this context and points to some deviations of the scientific style according to the discipline, culture, or period of time. Despite that, according to this author, certain stylistic principles can be identified based on representative scientific texts [6].

Professional language is a means of communication, which reflects some thought structures that are determined by methods of the field concerned. It serves for the communication on professional topics, various subjects, operations, processes, procedures, theories, and the like, and it employs the shortest possible and as precise as possible form of language, that is, the term, which provides an unambiguous information about the subject-matter and the content of the term. Professional language is thus linked to elements of thought as well as structures of thought usual in that field.

Despite the fact that the professional language of each scientific discipline will demonstrate some specificities, which are probably reflected in the terminology used, there are some features common to all disciplines. Seresová mentions the following common features [7]:

- application of extralinguistic means (e.g. graphs and tables),
- focus on facts,
- logical nature/ rational approach,
- professional character,
- use of terminology – specific expressions,
- avoidance of emotionality,
- absence of expressive nature,
- application of impersonal constructions,
- selection of lexical means adjusted to the aim and topic,
- neutral lexis and syntax,
- logical text segmentation,
- dominance of the written mode;
- references to works of other authors.

LEXICAL LEVEL OF THE ACADEMIC LANGUAGE

Terminology belongs to principal elements of each professional language, as terms are carriers of the nucleus of the utterance and are the elements constituting the professional language. They can be defined as the language sign, applied for one concept. Thus the term arises when a concept is named, and the concept is an element of thought. Professional term as an element of thought of some field has some content; this represents a set of features. Every term has to meet some requirements, as for instance expertise, notionality, accuracy, unambiguousness, and esthetic, expressive, and modal neutrality [8]. The feature of expertise or professionality means that the term belongs to a particular professional language and its terminology system. Notionality means that the term represents a language sign of a particular concept, and it is also becoming a basic element of rational thought. Accuracy means that the term is unanimously delimitated in relation to

other terms. Preciseness involves the quality of the definition or description. Unambiguousness means the fact that the term denotes one particular concept.

If exploring terminology from the aspect of word classes (parts of speech) we can state that the most important word class representing terms is the noun. Noun terms mostly arise in the process of formation of new words, by means of derivation (Wirtschaft – Misswirtschaft), collocating words (Führungskraft, Volkswirtschaft, Betriebswirtschaftslehre) or terminologisation, that is, a word used in the general language becomes a term after some time (Angebot, Nachfrage, Markt, Kulisse).

Schippan [9], an author of an extensive and comprehensive work on trends in the contemporary German language, or the German lexicology, defines terminology as a system of terms of scientific or professional language. At the same time, she mentions characteristic properties of terms, namely clarity, definiteness, and accuracy. They are professional words that are conceptually defined, and they are stylistically neutral. Their meaning can, however, spontaneously vary, which results in homonymy, polysemy, and synonymy [9].

In the context of terms, it can be stated that numerous linguists have been trying to define the term as precisely as possible. Differences in definitions reflect the properties of terms, which are ascribed the greatest importance by the authors. According to Schwarz, the term is a fundamental unit of professional lexis.

SYNTACTIC LEVEL OF THE ACADEMIC LANGUAGE

The language of professional texts differs from that of the general language in syntax. A typical phenomenon, which may be found in professional language, is the tendency to nominalisation, using nouns, which closer denote objects, their properties, processes, or procedures. In this way their meaning is narrowed down, which corresponds to the tendency of the professional language to accuracy of utterance. Frequently, infinitive constructions and impersonal passive sentences are used [10]. The application of these syntactic means in the professional text ensues from the effort for the language economy, the clarity and unambiguousness of the text, and an impersonal approach to professional topic.

Another topic we intend to deal with in the context of academic language is the tendency of the professional language to nominalisation. In this connection, we need to mention in particular two phenomena – namely, attributive nominal groups and verb+noun collocations.

Ehrgangova and Keníž [10] claim that attributive nominal groups contribute to text condensation. The following two groups can be differentiated:

- Complex adjectival groups with an adjectival attribute which agrees with the noun it modifies in terms of syntax; these are syntactically identical with the corresponding phrases in the Slovak language and are translated in a similar way, e.g. *Eine schwerzulösende Aufgabe – ťažko riešiteľná úloha* (hard-to-solve task).

- Complex adjectival groups (adjective+noun) that are translated into Slovak by means of the relative clause, e.g.: *die zwischen der Unternehmungskultur und der Personalpolitik zubestehende Identität – identity, which has to exist between the corporate culture and the personnel policy* and groups with the attribute that does not agree in form with the noun of the phrase, e.g.*: Die wichtigste Aufgabe der Banken besteht darin, die Kreditgeschäfte durchzuführen. – The most important role of banks is in the implementation of credit deals.*

The verb-noun collocation is understood here as a collocation of the noun and a function verb. The most important feature of these collocations is that the noun carries the lexical meaning. The original meaning of the verb has been weakened or completely lost and the function verb has become the carrier of grammatical, i.e. morphological and syntactic functions and simultaneously the carrier of categorical meaning, for instance in the following type of collocations: *Entscheidung treffen – urobiť rozhodnutie* (make a decision)*, Kritik üben – kritizovať* (criticise)*, zur Verfügung stellen – dať k dispozícii (give at one's disposal)* and the like. Verbo-nominal collocations are also carriers of specific semantic and communicative functions. The main semantic function of verb-noun collocations is their ability to express duration, beginning, or the conclusion of an action, express the change in the state, etc. Verb+noun collocations with function verbs *kommen, gelangen, geraten, finden, erfahren* and the like may be used instead of passive constructions with the notional verb, e.g.: *zur Anwendung gelangen – angewendet werden, in Armut geraten – arm werden, zum Einsatz kommen – eingesetzt werden* and the like. Another semantic function of these constructions is their ability to replace non-existing notional verbs, and in this way enrich the vocabulary. Some verb—noun collocations can be replaced with a one-word equivalent of the notional verb, others cannot (Seresová 2009): *in Frage kommen* does not mean *fragen; in Angriff nehmen* is not identical with the verb *angreifen*, but *Diskussion führen – diskutieren, Anordnung geben – anordnen, Geltung haben – gelten* and *Arbeit leisten – arbeiten*.

Several types of infinitive construction are characteristic for the German specialized text. The most important include the following [10]: infinitive constructions, expressing possibility (*Bei hoher Nachfrage – insbesondere, wenn sie über dem Angebot liegt – sind hohe Preise zu erwarten und umgekehrt.*); infinitive constructions expressing necessity *(Darüber hinaus sind die Produktförderung in einer internationalen Umgebung und zu guter Letzt die zentralisierte oder dezentralisierte Überwachung eines multinationalen Marketingprogramms zu bewältigen*.), and infinitive constructions which replace the conjunction *dass*.

As mentioned earlier, characteristic features of the German professional text on a syntactic level include passive sentences, one of the most important means of professional language, which serve to express an impersonal nature of the text. In contrast to the German specialized texts, in the Slovak language this passive meaning is expressed by means of the reflexive pronoun "sa":

Die Tauschhandlung wird in zwei voneinander getrennte Verkauf– und Kaufakte zerlegt; die besonderen Vorbedingungen des Naturaltausches können entfallen.

Výmenný proces sa rozloží na dva navzájom oddelené akty predaja a nákupu.... (The exchange process is divided into two separate acts of selling and purchasing...)

The German passive sentence can be translated into Slovak also as a passive sentence:

Als Wertübertragungsmittel dient das Geld z. B. bei Schenkungen und Darlehen, bei denen kein unmittelbarer Tausch vorliegt, wenn das Geld nicht als Gegenwert für Güter und Dienstleistungen hergegeben wird.

...ak peniaze nebudú vydané ako protihodnota za tovary a služby (unless the money is used as a counter-value for goods and services)

The German passive sentence, however, can be translated into Slovak by means of the sentence with an active verb construction:

Es kann davon ausgegangen werden, dass es günstig ist, wenn die Aktivitäten nicht erwerbswirtschaftlichen Organisationen an Bedürfnislagen ihrer „Marktpartner" orientiert sind, bzw. diese überhaupt erst systematisch in Erfahrung gebracht werden.

Môžeme vychádzať z toho, že... (We can start from the assumption that.../Our starting-point may be...)

STYLISTIC LEVEL OF ACADEMIC LANGUAGE

As indicated in the introduction, academic writing comes into being in university and scholarly settings. It includes not only texts produced by university students (texts of various genres), but also texts written by members of academic staff and scholars, whose responsibility is to disseminate scientific findings. Despite the fact that every human being has their own characteristic way of expressing ideas, there are some rules in use, which need to be observed in the course of academic text production. Since it is a scholarly text, its author has to use a clear language with focus on facts, by means of which findings are communicated. In academic language conversational or poetic way of expressing ideas is unacceptable, likewise ironical comments or elements of humour. Sentences have to be formulated in a clearly, concisely, and have to capture the author's intention, that is his or her ideas. Staroňová describes the written academic discourse as follows [11]

- "scientific argumentation
- clear and comprehensive structure to support readability
- text segmentation into paragraphs
- clear sentence structure
- scientific citation, paraphrasing, and summarisation
- avoiding repetition of the same idea
- correct spelling and grammar
- explanatory notes (in footnotes)

- • no personification
- • application of professional language – defining concepts
- • stylistic use of one tense only
- • tables, diagrams, and other visual elements."

Daniel Cassany characterises academic texts as referential and representative and emphasises that their role is to operate as a repository and disseminator of new findings. Like any other text, also the academic text must be adequate, coherent, cohesive, and correct, it means the features of situationality, coherence, cohesion, and correctness have to be manifested in it [12].

Coherence is the text property owing to which the reader perceives the text as well-formed, content-rich, and adjusted to some situation. For the text to be coherent it should stick to one topic and all the elements creating the text should develop this topic. In other words, the text is coherent if each of its parts constituting it is linked to the central topic. Coherence is a magnitude, which enables the reader to understand and interpret the content of the text in parts or in its entirety. This depends on, among others, also from the arrangement of ideas that cannot contradict the real life [13].

Apart from the adequate observation of rules, the text author has to bear in mind that the sentences that make up the utterance are not isolated and separate units; instead, they are interlinked or interrelated via various mechanisms.

Cohesion is a text property, through which utterances (sentences) of some text are adequately (correctly) connected to one another from the lexical and grammatical aspects. From this point of view, text can be viewed as cohesion in case successive utterances (sentences) are correctly interrelated or interlinked by means of morpho-syntactic, lexico-semantic, or even phonetic connectors.

Stylistic means of the German professional text express its focus on facts, clarity of expression, efficiency, impersonal communication, accuracy, neutrality, and text economy. It means the text contains a lot of nouns, abstract expressions, foreign words, and the like. In these professional texts we can find a very small number of phraseologisms, and if these are found, they always fulfil a particular terminology role, i.e. they represent a term, for instance *in die roten Zahlen geraten – dostať sa do straty, do mínusu* (to get in red figures).

CONCLUSION

Scientific writing, i.e. using the academic language is an inevitable tool for each researcher, member of academic staff, or a university student. In academic environment, scientific and publication activities are required, which necessitates a compact processing of the topic. Problems need to be at first properly understood, and an adequate scientific text is then composed.

Each text type, either in oral or in written form, has its own specific features. The German academic language, which is discussed in the present paper, is a complex language system with numerous specific elements and features, through which it differs from the general language. The main aim of academic, i.e. professional language is to mediate the information needed to the recipient. When using the professional language, the style of communication as well as language

means used in the professional language correspond to this aim. An author of the text has to be familiar with all the specificities of the professional language, including for instance the use of terminology and syntactic or stylistic means, so that the author was able to produce the kind of written discourse that meets all the requirements placed on a quality professional text used in academic environment, while maintaining the authenticity of the utterance.

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CODE SWITCHING AS A MANIPULATIVE STRATEGY IN RUSSIAN ISLAMIC DISCOURSE

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ABSTRACT

The current study is an attempt to investigate Russian Islamic discourse as a specific type of religious discourse and the way of using code switching to manipulate communicators. In Russian Federation the Islamic community is polyethnic. RF moslems of different nationalities use in their communication two or more languages simultaneously: Arabic, Russian and native languages. Use of a particular language depends on the type of communication in the religious discourse. Communication with the God through five daily prayers and reading sacred texts is possible only in Arabic; personal and group communication is usually carried out in native language; mass communication on the institutional level is carried out in Russian. Since Members of Islamic community use different languages in different functional areas, it is possible to characterise Russian Islamic discourse as diglossic (according to J.Fishman [1]). Typical for diglossia code switching becomes one of the means of persuading and manipulation in religious discourse.

Keywords: Russian Islamic discourse, diglossia, code switching, manipulation, manipulative strategy

INTRODUCTION

In Russia, the Muslim community (the so-called Ummah) is represented by Tatars, Bashkirs, Dagestanis, Kabardians, Circassians, Balkars, Karachais and other peoples and nationalities [2]. Some representatives of these ethnic groups have a certain degree of command of the ethnic and Russian, ethnic and Arabic or Russian and Arabic languages. A considerable part of those people (mainly the urban population) are Russian-speaking and have poor command of the ethnic language, and only a small, the most educated part speak three languages: ethnic, Russian and Arabic / Turkish. As a rule, in religious discourse, the use of different languages corresponds to a certain type of communication: communication with God, personal, collective and mass communication.

In Islam, the acquaintance with the Quran and the recourse to God require the believer's knowledge of the Arabic language, which is unrelated to the ethnic languages of the Russian Federation and typologically different from them and has a special graphic, making it difficult to read the sacred texts independently. The content of the "sacred word as the embodiment of the Divine essence" [3] may be obscured for non Arabic speaking Muslims, so it is the extra-linguistic factors of the discursive event, its tonality that become more significant for them. If a believer fails to find the Arabic "formula" for a certain communicative event or if he or she recourses to an internal prayer as a means of hypercomunication, the ethnic language is used. In this case, the code is switched from sacred Arabic to the native

language. In personal and mass communication performed in the ethnic language, the transition to Arabic occurs automatically when discourse formulas (e.g., etiquette greetings, gratitude formulas, etc., formulas of goodwill accompanying the sacred names of prophets, angels) are uttered.

Ethnic languages (including Russian) are used in personal and collective communication, which implies dialogical or group communication between believers [3], including communication with representatives of a religious institution that possesses theological knowledge (mufti, imam, mullah, etc.), and believers who do not possess such knowledge (or possess it to a lesser extent). The significance of the role of the Muslim clergy has increased significantly due to the aforementioned problem of Muslims' incomplete command of Arabic and, as a result, to their inability to independently read the original sacred texts. In modern Russia, cases of the unification of Muslims on an ethnic or subconfessional basis (the so-called enclaveization phenomenon) are increasingly the case, which results in the opening of Uzbek, Arab, Afghan, Tajik, Azerbaijani and other mosques [2], where communication is carried out in the ethnic language.

By virtue of its status of the state language of the Russian Federation, Russian is the main means of mass communication in Islamic discourse, e.g., in the case of the appeal of the Muslim clergy to believers through the media. The verbal interaction of representatives of spiritual boards of Muslims of Russia and other representatives of the Muslim community is carried out in Russian. The participants of the discursive situation are the initiated who are attached to the knowledge of the supreme Divine truth, on the one hand, and those striving for this truth, on the other. Obviously, the introduction to Islam and the instruction for observing its principles in mass communication are implemented through speech influence, including through manipulation.

Various discursive means at the level of interactive strategies, semantic macrostructures, lexicon, syntax, rhetorical figures, audial and visual methods, etc. can become manipulative [4]. The use of different languages with intentional switching from one language to another in religious communication, in our opinion, can also be attributed to means of manipulation, as it becomes not just an instrument of argumentation, but a means of persuasion with the aim of achieving the goals set.

MATERIAL AND METHODS

Since manipulation can be personal as well as social, and religious discourse belongs to the institutional type of discourse, we will focus on group and mass communication, in which speech influence and manipulation are most evident.

The goal of religious discourse is to initiate and maintain faith; it can be achieved through trusting interaction, designed to induce a person to internal, invisible spiritual work, an act of conscience and repentance, and also through the external, formal engagement of the interlocutor in a particular system of religious views – propaganda [5].

Sermon is the central genre of religious discourse, which is aimed at conveying religious truths to the believer. From the point of view of homiletics,

sermon is a divine message through human mediation. With the help of sermon clergy representatives strengthen the faith, influence believers, convince them of the correctness and truth of the religious teaching, as well as of the necessity certain acts and the unacceptability, sinfulness of others [6].

Texts of sermons served as the main material of our research aimed at determining the role of code switching in language manipulation in the context of religious discourse. In addition to sermons, texts of appeals and messages of the Muslim clergy to believers and those becoming familiar with Islam were used in our analysis. The texts were selected on the official websites of Muslim spiritual boards, such as www.muslim.ru, www.cdum.ru, www.dumrf.ru, www.oneIslam.ru, www.islam.ru, www.islamtoday.ru and others. The material was selected due to the mass character of communication and therefore to the influencing nature of these texts. The appeals, messages and sermons of the Muslim clergy representatives are characterized by intertextuality and polyfunctionality. Since communication with the addressee is "remote" and written in nature, the texts aimed at conversion to the faith and observation of the Sharia law should be as clear and compelling as possible.

Using the method of continuous selection, we selected texts involving two or more languages. Code switching is considered from the point of view of the sociolinguistic approach as the choice of one of two or more languages when changing the communicative situation. The introduction of units of another language within an utterance while preserving semantic links is also seen as code switching.

When analyzing the material, we proceeded from the principles of social constructivism and the understanding of discourse as a field of purposeful meanings with a symbolic being. The discursive field is not a neutral reflection of the world but an active constructive force recategorizing the space of being. The most productive methods in our case are those of critical discourse analysis by N. Fairclough and those of discursive psychology by M. Billing, D. Edwards, J. Potter and others [7].

THEORY

As noted in the introduction, during communication within Islamic discourse, code switching can occur between the ethnic, Russian and Arabic languages. Communicants can be divided into several groups: 1) the supreme beginning – God 2) bilingual addressers – the Muslim clergy representatives who necessarily know Arabic (in addition to the national and / or Russian language) thanks to their education; 3) bilingual addressees and monolingual addressees – believers and those converted who, as a rule, do not speak Arabic as well or do not speak it at all. In group and mass communication, chosen for analysis, all the participants indicated are involved: the Supreme Being is invisibly present and is both the addresser and the addressee of communication; clergymen, who deal with sermons on behalf of the Supreme Being influence the addressees and control their behavior; believers seek answers to questions in order to approach the divine truth.

Influencing the addressees by means of speech, persuading them to act in a certain way without preserving the right of choice is regarded as manipulation [4].

In various types of discourse, different manipulative strategies and tactics are distinguished: the intimidation strategy, the polarization strategy with the use of the tactics of recourse fundamental values, the indoctrination strategy implemented through affirmation and multiple repetition, dulling consciousness and allowing any information to be deposited in the subconscious; the tactics of certainty avoidance, generalization, etc. [8]. Such strategies are also used in religious (in our case, Muslim) sermons, the choice of language being one of the manipulation tools. The situation is complicated by the fierce struggle within the Muslim discourses themselves, because, as mentioned above, the Muslim world of Russia is ethnically and, consequently, ideologically heterogeneous. We are far from the interpretation of ethnicity in the essentialist vein, we are close to understanding this phenomenon in terms of constructivism, but such this understanding does not at all deny the ontological reality of the ethnos, which can be defined as a certain stereotype of behavior [9]. And as long as different systems of values associated with behavioral values and dominants collide in this field, the Islamic discourse itself, being their projection, is defined as transitive and indefinite, which increases its agonism.

RESULTS

The strategy of polarization of the Muslim world and all others is accompanied by recourse to fundamental values, supported by an appeal to authority through the citation of sacred texts. In this case, the use of Arabic for citation is the guarantor of the truth of the claimed. As an example, we can use the Address of the Chairman of the Russian Spiritual Board of Muslims, Chairman of the Russian Council of Muftis, Mufti Sheikh Ravil Gaynutdin, on the occasion of the beginning of the blessed month of Ramadan (http://dumrf.ru/common/speech/13881), a fragment of which is represented in Figure 1.

Посланник Аллаха, да благословит его Аллах и приветствует, сказал:

من صام رمضانَ إيماناً واحتساباً غُفِرَ له ما تقدَّم من ذَنْبِهِ

«Тому, кто во время Рамадана будет поститься с верой и надеждой на награду Аллаха, простятся его прежние грехи».

من قام رمضان إيماناً واحتساباً غُفِرَ له ما تقدَّم مِنْ ذَنْبِهِ،

ومن قام ليلةَ القَدْرِ إيماناً واحتساباً غُفِرَ له ما تقدَّم مِنْ ذَنْبِهِ

И тому, кто во время Рамадана будет молиться по ночам с верой и надеждой на награду Аллаха, простятся его прежние грехи. Тому, кто проведёт в молитве Ночь предопределения с верой и надеждой на награду Аллаха, простятся его прежние грехи».

Fig.1

[The Messenger of Allaah (peace and blessings of Allaah be upon him) said:

"Those who will be fasting with faith and hope for the reward of Allah during Ramadan, will be forgiven for their former sins"

And those who will pray at night with faith and hope for the reward of Allah during Ramadan, will be forgiven for their former sins. Those who will spend the Night of predestination in prayer with faith and hope for the reward of Allah will be forgiven for their former sins."]

The reference to the Holy Quran raises the authority of the addresser as the bearer of the true knowledge, which he shares with ordinary believers. Here again we find signs of manipulation, in which the addressee demonstrates his higher position in relation to the manipulated. *Дорогие мусульмане! Задайте себе вопрос: «Посещаю ли я религиозные уроки? Получил ли я необходимые религиозные знания?». Ведь Аллах Всемогущий сказал в Священном Коране (Сура «Али 'Имран», аят 110) [Dear Muslims! Ask yourselves the question: "Do I attend religious lessons? Have I received the necessary religious knowledge?". After all, Allah Almighty said in the Holy Quran (Surah "Ali 'Imran", ayat 110):* كنتم *Здесь говорится о том,* خير أمة أخرجت للناس تأمرون بالمعروف وتنهون عن المنكر وتؤمنون بالله *что мусульмане, последователи Пророка Мухаммада ﷺ являются лучшей из общин, повелевают выполнять обязанности, запрещают грешить, и веруют в Аллаха [Here it says that Muslims, followers of the Prophet Muhammad ﷺ, are the best community, they order to perform duties, forbid sinning, and believe in Allah]:* كنتم خير أمة أخرجت للناس تأمرون بالمعروف وتنهون عن المنكر وتؤمنون بالله *(Friday's sermon by Rashid Sibgatulin, http://www.islam-portal.ru/imam/85/6372/).*

The use of the indoctrination strategy through multiple repetition is observed in the mandatory utterance of various formulas of praise and goodwill accompanying the sacred names of prophets, angels, etc. Formulas can be pronounced in both the ethnic and Arabic languages. The choice of language may be due to the need to emphasize the primordial nature of the formulas and the origin of Islam as a religion, and then Arabic is used. *Паломники вместе, в один голос произносят тальбия [The pilgrims say the talbiyah together, in a single voice]:* لبيك اللهم لبيك, لبيك *Вот я перед Тобой, о Аллах! Вот я перед Тобой! У Тебя нет сотоварищей. Хвала Тебе, милость и власть принадлежат Тебе! Нет у Тебя сотоварищей"* لبيك لك شريك لا إن ,الحمد والنعمة, لك والملك لا, شريك لك *[Here I am O Allah! Here I am! You have no partner. Verily all praise, grace and sovereignty belong to You! You have no partner]* (Sermon by Mufti Sheikh Ravil Gaiynutdin, http://www.muslim.ru/articles/298/16130/). Compare, in the Russian text: *"повторяем слова тальбия: «Ляббайка, Аллахумма ляббайка, ляббайка ля шарика ляка ляббайк. Инналь хамда, ван – нигмата ляка валь мульк, ля шарика ляк!» - «Вот я перед Тобой, о, Аллах! Вот я перед Тобой! Нет у Тебя сотоварища. Хвала Тебе! Милость и власть принадлежат тебе. Нет у Тебя сотоварища...[Let us repeat the words of the talbiyah: "Labbayka Allāhumma labbayka, labbayka lā sharīka laka labbayk. Innal hamda, wan – nigmata, laka wal mulk, lā sharīka lak!" – "Here I am, O Allah! Here I am! You have no partner. Verily all praise, grace and sovereignty belong to You! You have no partner...]* Russian is used to disclose the semantics of the formulas uttered.

Code switching in the speech flow can be characterized as alternations, insertions and related lexicalization. Even during communication in one of the two languages, statements may contain structural codes of another language. At the level of phonetics and graphics, one can speak of language interference, e.g., the pronunciation of Arabic formulas using the sounds of the ethnic language and the

transmission of those formulas with the help of its graphics, e.g., in sermons in Tatar: *Гаеткә барганда юлда туктап, тәкбир тәшрик ("Аллаһу әкбәр, Аллаһу әкбәр, ләә иләһә илләллааһу уәллаһу әкбәр, Аллаһу әкбәр үә лилләәһил хәмде"), ягъни Аллаһ бөек, Аллаһ бөек, бөек Аллаһтан гайре Иләһ юктыр, Аллаһ бөек һәм Аллаһка мактау булсын, дип әйтү сөннәттер, ягъни сөекле пәйгамбәребез Мөхәммәд (салләллаһу галәйһи вә сәлләм) нең гадәте.* (The sermon by Deputy Mufti of the Spiritual Board of Muslims of the Republic of Tatarstan Niyaz-hazrat Sabirov http://www.islam-portal.ru/imam/86/1024/).

At the vocabulary level, the use of Arabic-language inclusions in Russian or ethnic speech may occur without translation, with translation, as explanatory verifiers. Inclusions can be represented either by individual lexemes or by phrases (usually formulas). We will further consider some examples in Russian-language texts:

1) the use of Arabisms with Russian translation: *...конина — харам (запретна); ...Мы радуемся тому, что сегодня у нас Великий праздник – Ид-аль Адха, Курбан-Байрам, праздник жертвоприношения; В исламе есть глубинные концепции «ислах» и «тадждид», «реформаторство» и «обновление»... [...horsemeat – haram (forbidden); ...We are happy that today we have a great holiday – Eid al-Adha, Kurban-Bayram, the feast of sacrifice; Islam has deep concepts of "islah" and "tajdid", "reformism" and "renewal"...]* (sermon by the Chairman of the Russian Council of Muftis, http://www.muslim.ru/1/ cont/33/36/1946.htm);

2) the use of arabisms independently without translation: *...нельзя придавать такфиру тех из наших собратьев, которые собираются праздновать наступление нового года... [...one cannot place under takfir those of our partners who are going to celebrate the coming of the new year...]* (sermon "Do not Leave Matters Unfinished" http://www.muslim.ru/1/cont/33/36/2680.htm); *Сказано в Кур`анне о том, чтобы верующие не совершали гыйба по отношению друг к другу [The Quran tells believers not to commit ghibah towards each other]* (Sermon "Woes of the Tongue", http://www.islam-portal.ru/imam/85/6386/);

3) the use of Arabic *inclusions* as clarifications in the case of the use of a Russian (or Old Slavic by origin) word that is similar in meaning: *...Воистину, в сухуре – Божья благодать (баракят)!; ...Если человек выезжает из дома в другой населенный пункт или местность, расстояние до которых составляет более чем 90 км (примерно), то он считается "путником" (мусафир) [...There is, indeed, God's grace (barakaat) in sahūr!; ... If a person leaves home for another locality, which is more than 90 km (approximately) away, then he or she is considered a "traveler" (musafir)]* (The fast of the month of Ramadan, a decree by the Council of Muftis, http://www.muslim.ru/).

DISCUSSION

Coming back to the dependence of the choice of language on the discursive situation and the type of communication in the Muslim discourse, we can display cases of code switching in a table.

Communication participants		Type of text	Language	Code switching
addresser	addressee			
believer	God	prayer	Arabic	from Arabic to native
God through a clergy representative	believer	sermon	Russian / ethnic	from Russian / ethnic to Arabic; from Russian to ethnic
clergy representative	believer	appeal, message	Russian	from Russian to ethnic
believer	clergy representative	daily communication	ethnic	from ethnic to Russian

Table 1. Choice of language depending on the discursive situation.

The use of the Russian language can be aimed at the consolidation of Muslims in Russia: it is no accident that most of the official websites of Muslim spiritual boards operate in Russian. Thanks to the use of Russian language as the language of interethnic communication, spoken held by the majority of citizens of the Russian Federation representing various ethnic groups, communication among members of different religious communities becomes possible.

Texts of sermons pronounced in non-native Russian language with obvious signs of language interference (various phonetic and grammatical shifts, e.g., *каждый месяц по три день держать уразу – 'observe sawm for three day every month')* and accompanied by a switch to Arabic are particularly interesting from the linguistic point of view. The Imam pronounces the sermon using at least one, and often two languages which are non-native both for him and for the addressees of the language, commenting and accompanying the Arabic quotations with Russian explanations.

Going beyond the properly Islamic discourse (paying attention to its peripheral phenomena), it should be noted that the use of units of the Russian language can help reduce the level of aggression against Muslims. Thus, in the early 2000s, Russian-language media texts related to aggression and terrorism were abundant in the arabisms *jihad, shaheed*, *the Taliban*, marking Islam. By the second decade of the 21st century. they were replaced by neutral units – suicide bombers, armed groups, etc. [10]

CONCLUSION

Communicative space, which includes Islamic discourse in the Russian Federation, can be described as bi-/ multilingual with a strong diglossia. In this space, the Arabic language stands apart as a sacred language of culture. Russian was and remains a polyfunctional prestigious language in all areas of communication. Other ethnic languages are in a minority situation in relation to

both of them. However, the Tatar language or the languages of the Russian Caucasus have always had and continue to have a high prestige among their speakers and a positive social image, since the policy of the USSR on the institutionalization of nationalities led to formal equality of languages and their official status. That is, even despite being minority languages, these languages cannot be classified as minored ones. [11] As for the languages of the new migrants, they are experiencing double and triple pressure: from the Arabic language, as the language of sacred culture, and from the Russian language, as the language of secular culture and the state language on the territory of the Russian Federation. All of the above-listed factors create a very difficult situation in the field of the Islamic discourse in the Russian Federation and a broad space for various types manipulation. The use of Arabic as an authoritative sacred language original quotations from the Koran in Arabic and their interpretation can serve as a means of influencing the addressees: they seem to indicate the truth of the addressers' words, making their utterances convincing and forcing the addressees to believe and follow the covenants. The use of the native language can be conditioned by such goals as contact establishment, building of trusting relationships, etc. On the other hand, the spread of Russian-language Islamic texts of a certain orientation may allow addressers to influence those in doubt and convert them to Islam.

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DICTIONARIES ON SAMOYEDIC LANGUAGES AND LINGVODOC SOFTWARE SYSTEM FOR COLLABORATIVE WORK ON DICTIONARIES AND ONLINE PUBLISHING

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ABSTRACT

The LingvoDoc software system (http://lingvodoc.ispras.ru/) is a recent piece of computer technology created especially for describing and recording endangered languages. This paper illustrates how the authors used LingvoDoc to bring the description and analysis of Samoyedic languages to a new level with easily verifiable results. To date, the project has produced:

1. 10 online audio-dictionaries covering all presently living dialects of Samoyedic languages;

2. 6 audio-dictionaries and concordances based on archival data, with etymological connections traced to entries in the audio-dictionaries.

The hosting of these materials through LingvoDoc gives scholars the opportunity to analyze the information in a convenient format – both by etymological group and separately for each dialect at a given period in the history, with the option to trace changes within each dialect.

Keywords: Software system, Samoyedic languages, Fieldworks.

FIELD MATERIALS

In 2011-2015 we processed our collected field data and completed the creation of dialectal audio-dictionaries for the following Samoyedic languages: 1) Nenets (dictionaries on four dialects: Tundra: Yamal, Kanin, Gydan, Bol'shezemel'skij), 2) Enets (dictionaries on two dialects – Enets and Forest), 3) Nganasan (dictionaries on two sub-dialects: Ustj-Avam and Volochanka), 4) South-Selkup (Narym, Ket dialect). In practical terms, all of these dialects are endangered. There are no more than ten native speakers of Enets and Nganasan and only one fluent speaker of the Narym dialect of Selkup. Speakers of all dialects eagerly anticipate the creation of audio-dictionaries, available for listening and correction (after approval by the site administrators) online. It is likely that we are currently facing the last opportunity to work with speakers of these endangered languages in such a mode, where each speaker has internet access, can look through the dictionary, and can send comments and corrections.

ARCHIVAL MATERIALS

At present, there exist numerous (in some cases, very detailed) descriptions of contemporary Samoyedic languages. There is also a generally accepted reconstruction of the proto-language [3], [4], [5]. However, all of the Samoyedic languages are, at best, only recently literate, and many do not exist in written form

at all; therefore, information about the first recordings of these languages has been poorly studied up to present but is very important for further research.

1. In the 19th century, the first books in the Nenets and Selkup languages were created by the Russian Bible Society's Translation Committee. The first writing systems developed for these translations were based on the Cyrillic alphabet and aimed to adequately reflect the sounds of the spoken language. Now, these books are available on-line (http://uralica.kansalliskirjasto.fi/). It is difficult to overestimate the importance of these first large textual and grammatical sources for the history of the Samoyedic languages. Our preliminary analysis found that the Selkup dialectal features reflected in the Bible Society's texts fully coincide with M. A. Castrén's (18th century) and A. P. Dulzon's (20th century) materials. This concurrence among archival sources indicates that no major changes have taken place in the Selkup dialects in the last 200 years; thus, all sources on the dialects are valuable and should be fully included into scientific circulation. The first Nenets-Russian dictionary with etymological connections is now available online on lingvodoc.ispras.ru.

2. In the 1970s, scientists from Russia (especially Novosibirsk) collected numerous audio-records of Samoyedic languages. Some of these recordings – 3 from Nganasan (Ustj-Avam and Vadeeevo dialects), 1 from Enets and 1 from Selkup (Middle-Ob' dialect) are also available online on lingvodoc.ispras.ru.

RESEARCH METHODS

As mentioned before, this project makes use of the unique software system LingvoDoc (lingvodoc.ispras.ru; for an overview of this system, see below). LingvoDoc allows for the creation of online multimedia dictionaries by any researcher who possesses field audio recordings. Not only do these dictionaries unite phonetic, dialectal, and etymological components, but they also allow the researcher to connect each word entry to a corresponding phonetic wordform recording processed with Praat software. Further work with uploaded words is also supported by this program.

Such software is indispensable for work with endangered languages. Standard dictionaries only provide word transcriptions for extinct languages and dialects, and there is often no way to determine how accurate the transcription is. It should be noted that mistakes in transcriptions occur quite often. An illustrative example comes from the Dictionary of Selkup Dialects, published in 2005 by V. V. Bykonya; on average, Bykonya's work lists 3 to 4 transcriptional variants for each wordform. It is no longer possible to determine which variant is correct, as almost all southern and central Selkup dialects are extinct (only 1 fluent native speaker of Narym dialect remains). The program we are piloting at LingvoDoc will offer both scholars and future Samoyedic people the opportunity to hear pronunciations of words in these dialects long after the final speakers are gone (an eventuality we sadly anticipate happening within the next thirty years for, e.g., Narym, whose final native speaker is over 55 years old). This project will allow researchers to verify the transcriptions in [1] by comparing those transcriptions to the audio files in Praat.

The fact that every user of the dictionary will be able not only to view fixed phonetic images processed in Praat, but also to work directly with the software to verify optimal processing, will dramatically increase the validity of the achieved results and improve worldwide communication among researchers studying endangered languages. The availability of both the dictionaries and the software online means that suggestions to increase the accuracy of data processing can be easily communicated and considered via the hotline.

Each of the online Samoyedic audio-dictionaries comprises about 1500 lexemes listed with paradigmatic forms. The content of each entry is as follows:

1. Initial form of the word, presented in the following way: 1) dictionary form (in contemporary orthography), 2) phonological or phonetic transcription of the word, 3) audio file containing pronunciations of the word, 4) image of the audio file processed using Praat phonetic software, with all main parameters reflected (intensity, duration, frequency, and tone). Note that the option exists to proceed from this image to the Praat software and independently analyze the wordform.

2. To every initial form will be attached: 1) pronunciations by other speakers of the same dialect, 2) inflectional wordforms (full paradigm in some cases). Every paradigmatic form and pronunciation will be presented in the same manner as the initial wordform, i.e. with orthographic notation, transcription, audio file, image of Praat processing and possibility to work further with the audio file in the program.

3. Every initial word will have links to etymological cognates of the lexeme in other dictionaries created by a user or a group of users who have agreed to allow public access to their dictionaries. Pressing the "Etymology" button yields a list of etymological cognates of the word, listed in the order of their relationship proximity, with more closely related terms listed first (for example, etymological cognates from other dialects of the same language), followed by more distant cognates. Thus, for Yamal Nenets, the first words listed will be forms from other Nenets dialects – Kanin, Gydan, and others – then forms from Enets dialects, Nganasan dialects, and, finally, from Selkup dialects (Selkup is a southern Samoyedic language, while Nenets and Enets are northern Samoyedic). In the future, when dictionaries on more Finno-Ugric, Turkic and other languages have been created and hosted by this software, words in these dictionaries will also be linked to Nenets words.

In this way, the proposed program facilitates the creation of dictionaries in which phonetic, dialectal, and etymological aspects are united. This software is also the first of its kind to offer the option to attach the results of Praat phonetic processing to every word in the dictionary and allow further work with the word in this program.

Finally, LingvoDoc introduces the possibility to provide extensive socio-linguistic description of a dialect's current state, attach photos and videos of speakers, recorded texts in the language, and analysis the language's phonetic, phonologic, prosodic, and etymological systems.

PLANS

We plan to enhance LinvoDoc with further uploads of archival materials. This work will proceed in two directions simultaneously: processing of already known sources, and searching for new sources. Judging by the positive attention that has so far been paid to LingvoDoc in the literature, it is likely that we will be able to find new sources in the archives in Saint-Petersburg, Arkhangelsk, and the Novosibirsk Audio Archive. Within the scope of this project, we also plan to introduce the option to conduct searches of Samoyedic manuscripts and audio recordings in LingvoDoc.

Future work with these and newly discovered archival materials will be organized in the following way:

1. For discovered manuscripts and card indices, we will try to establish their dialectal affiliation. Then we will identify the most characteristic and frequently encountered linguistic features that determine the position of the manuscript within the corresponding language. Based on our knowledge of contemporary dialects, we will determine which dialect the manuscript best conforms to (in terms of phonetic and morphological features). As we search for manuscripts, we plan to monitor information on the history of the manuscripts' creation: time, place, authors, and editors. These data will be compared with published materials about missionary activity. If we don't see sufficient information about the authors of the text, we will continue searching the archive.

The next stage of work will depend on whether we are dealing with a card index, dictionary manuscript, or text in a Samoyedic language.

2. Texts will be processed as follows:

a) The most important task within the present project is to determine dialectal affiliation and special features of each text. For every feature, we will identify a representative number of examples from all the manuscripts in which it is attested. Then, the features will be classified into two groups: 1) features that are present in all historical manuscripts of a given language, but appear to be absent in the contemporary literary language; with a high degree of probability, such features can be considered to be graphical techniques of the period; 2) features that are attested only in some manuscripts; these will be compared with the data on contemporary dialects. If there is no direct indication of a manuscript's dialectal affiliation, it is necessary to try to establish that affiliation. Dialectal affiliation of translated manuscripts can be better determined by comparing these manuscripts to texts from the same time period whose dialectal affiliation is already known, rather than by comparing them to contemporary dialects, since there are many special features in the translations of the Gospel that are not found in contemporary dialects.

Further, for the chosen manuscripts (the one under investigation and the sample manuscripts against which it is being compared), a full list of features discriminating these manuscripts from the literary language should be made. Next, a list of features that differentiate the studied manuscript from the sample

manuscripts should be made. If there is almost full agreement between the studied manuscript and one of the samples, we can conclude that the text in question belongs to the same dialect. If no sample manuscript gives a high enough percentage of coinciding features, it should be concluded that the manuscript belongs to a separate dialect.

To determine the particular dialect in which a given manuscript is written, we must consider the contemporary dialectal data of the studied language. The sub-dialect that has the most features in common with the manuscript is likely to be its descendant. If no sub-dialect seems to meet this criterion, we postulate that the dialect of the manuscript underwent extinction or drastic change within the last 150-200 years.

After the dialectal affiliation of all the manuscripts has been determined with a certain degree of probability, we proceed to step b): Comparison of the achieved data with the data on contemporary languages and dialects, and with proto-language reconstructions. We can then make a concordance of the text and then process the concordance as a dictionary. See step 3 for details.

3. Card indices, dictionary manuscripts (or published but less-known missionary dictionaries), and text concordances are produced by our team (see step 2.b). We process these materials using the LingvoDoc software, supplementing the dictionaries in the following way: a) If we are dealing with a card index for a dictionary with materials on several languages (as E. A. Helimski's materials on three northern Samoyedic languages) or dialects (as A. P. Dulzon's data on 20 southern and central dialects), we will need to create a dictionary for each individual language or dialect, based on the data from the index. Within each dictionary, we will need to supplement every word with a regularly spelled analog in the orthography of a widely accepted dictionary of the language. Further, words that are reflexes of the same lexeme must be grouped together by etymological connections; the LingvoDoc software provides for this functionality.

b) For dictionaries of a single dialect, we will create a dictionary that incorporates orthographic analogs from the literary language, or, if there is no literary language, from the most extensive and well-known dictionary of the language.

c) All such dictionaries will be connected by etymological ties to audio dictionaries based on field recordings (see above).

d) In the final stage of this work, we hope to build a new type of etymological dictionary, where audio dictionaries (based on field data) and archival dictionaries are connected in an online mode. In addition, the system offers the possibility of constant interactive replenishment of these dictionaries by any internet user who presents his or her data to the manager of the project and justifies its value.

4. Etymological analyze: we plan to conduct an analysis of each dictionary hosted in LingvoDoc in order to describe in detail the history of phonetic systems development in each Samoyedic dialect. We will then compare these data with already published etymological dictionaries, historical grammars, and descriptions of the Samoyedic dialects. The comparison should allow us to produce a) a proto-Selkup reconstruction (lacking at the moment), b) a Proto-Northern Samoyedic

reconstruction with accurately traced development of the vocalic system in the first and second syllables and quantitative correlations of vowels, c) an improved proto-Samoyedic reconstruction based on comparison of the proto-Selkup and proto-Northern Samoyedic reconstructions and incorporating data on extinct Samoyedic languages. Parallel to this work, we will search for borrowings from Tungusic and Turkic languages, which may have a separate phonological structure.

LINGVODOC SYSTEM OVERVIEW

The LingvoDoc software system provides the following features:

1.Collaborative work on dictionaries (like Google Docs or Github do).

2.HTTP REST API for all the functionality (can be integrated with any other software).

3. Web-interface (client application) that uses REST API for its system.

4. Flexible Access Control Lists (ACL) for collaborative editing, viewing and publishing.

5. Personal contribution statistics.

6. Totally customizable dictionary structure.

7. Multilanguage translations for dictionaries based on the same data.

8. Extensible interfaces for outer applications.

9. Scalable architecture (designed to utilize cloud resources for scaling).

10. Semi-offline clients with 2-way sync. A user can go to the mountains or even to Mars and still sync his data, provided in internet network is accessible!

11. Multitenancy. The system natively supports total access isolation among dictionary contributors: a single user can access separate dictionaries for personal use, collaborative work, and internal usage, with each dictionary hosted at one's own institution and shared with other set of users or institutions at will.

12. Security. We do not know users' passwords; the system is designed to hold data using the most up-to-date techniques to make sure users' data is secure.

Sources are available for public review (the license is not permissive yet [but we are planning to migrate to Apache 2.0 as soon as we are ready]; sources are provided for informational purposes only for now).

LINGVODOC SYSTEM ARCHITECTURE

The main feature of the system is native support for semi-offline synchronization of user data. That feature is quite unique for this kind of system and is based on the concept of a composite primary key [2]. The main idea behind this kind of synchronization is that each user on each login (including offline client installations) acquires a client-unique big integer key. After that, each object the particular client creates is enumerated based on a special sequence identifier. On each synchronization process, the offline client acquires

a new unique personal identity key. Thus, each object in the system has an object-unique combination of client identifier key and object identifier key. This technique allows us to make use of the "anytime synchronization" concept: for each particular offline application or client online login process, a unique object identification process is generated.

The second basic concept is a virtual entity that doesn't contain any data in it but is an anchor to be referenced by other objects. It's quite easy to understand: imagine that you have some concept from the real world that is universal for the particular dialect you are trying to describe. In the LingvoDoc system, each global concept has a unique ID combination in composite keys terms. Each author that has an access key corresponding to that concept has the ability to add a typed entity for each global concept. That entity might be any kind the author wants: it may be a transcription, translation, media-data of any kind, a tag that will group together entities of that kind, an external link to any resource (e.g. Wikipedia), and image from the manuscript, etc. Each author can have as many versions as he wants to; the system places no limits.

Let's imagine, for instance, that M authors have different opinions on some object, such as the translation of a particular term. The system doesn't limit the number of listed translations, provided each of the M authors has corresponding rights for the dictionary.

But! The system provides special views for that purpose. The main view, of course, is the editor's view: from there, the authors of the data can do anything they want. The second view is the publisher' s view. Using that view, the people responsible for a dictionary can approve one or more correct entities used in the virtual anchor object. For instance, imagine that some lexical entry has 5 versions for transcriptions and 10 versions for translations. Let's suppose that the owner of this dictionary thinks that only one of the transcriptions and three of the translations are correct. He can select only them and publish his choices to other researchers!

The last view is the view/guest/data-researcher' s view. Here you can see the data that have been uploaded and verified by authors and publishers.

LINGVODOC SYSTEM OUTER ACCESS

Of course, LingvoDoc offers standard web-interface access, but that is not too interesting from the perspective of concurrent technologies. **Full access to the LingvoDoc system using can be gained through the REST API (HTTP-based) system.** Each object in the system has a clear access method; our web-interface is just a reference javascript client. All levels of access are available using our simple HTTP-based API. The system arch looks like this from the user's point of view:
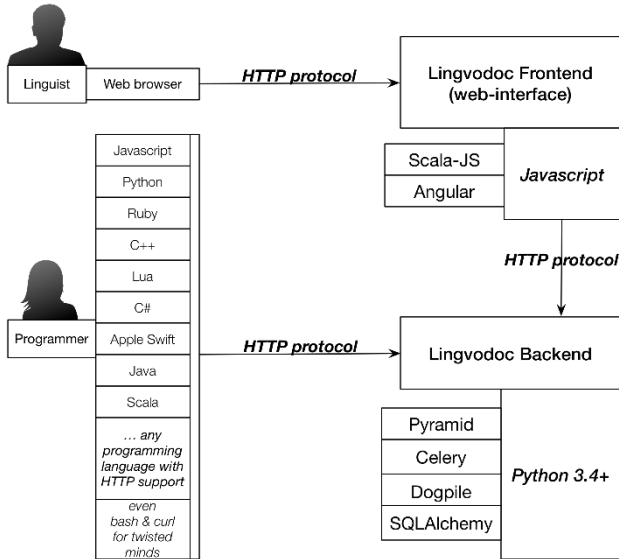
Fig. 1. LingvoDoc architecture overview

You can gain any kind of access to the system provided that you have been granted author permission.

Each author of any dictionary has a right to distribute access to his data for any particular user or organization in the system.

Possible use-cases for the LingvoDoc system:

1. Data analytics in your programs (using REST API).

2. Media- and etymology- based dictionaries with audio markup.

3. Images with corresponding texts for images.

4. Audio data with comments for each audio segment.

5. Much more, as soon as we have freed ourselves from restrictions on data connections.

Finally, as noted above, the system is able to show users markup for any sound in Praat or ELAN format. This functionality will soon be extended to include external functions for corpora enrichment (e.g. parser extensions).

CONCLUSION

It turns out, then, that using modern technologies to investigate the Samoyedic languages material allows us not only to record, but to analyze these

data on a new level with the mechanism for constructing spectrograms for audio data in the Lingvodoc system and the module for displaying multi-layer TextGrid (Praat) markups in the browser inside the Lingvodoc system. These possibilities allows the users to verify the hypothesis about the stress in on-line LingvoDoc version. It is clear that verifying the statements made in historical research is very important before the language material is made accessible online where detailed verification can be viewed.

Achieving this level of verification and accuracy is becoming possible now, thanks to the creation of the LingvoDoc virtual laboratory, where the functions for phonetic, morphological and etymological analysis are present.

ACKNOWLEDGEMENTS

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FUNCTIONAL PECULIARITIES OF THE VERB
TĂJTƗ/TÄJTƗ 'HAVE' IN NORTHERN KHANTY DIALECTS
(KAZYM, SHURYSHKAR AND PRIURAL)

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ABSTRACT

The article presents research outcomes concerning functional peculiarities of the verb *tăjti/täjtɨ* 'have' in the northern Khanty dialects: Kazym, Shuryshkar and Priural (Obdorsk). Data for analysis – 88 texts totaling in 7046 sentences – have been elicited mainly from the text corpus of Western Khanty dialects edited by E. V. Kashkin (2012–2014), electronic publication available at https://osf.io/uraqx/files/ and from the corpus by I. N. Nikolaeva [1], electronic publication available at http://larkpie.net/siberianlanguages/northern-khanty. Besides, some elicitations were obtained from I. M. Moldanova, a native speaker of the Kazym dialect. The present study is conducted within the methodology of the functional theory of grammar.

The verb *tăjti/täjtɨ* 'have' is a bivalent verb, its subject is the possessor and its direct object is the possessed. According to L. Stassen's classification of the predicative strategies used to encode possession [2], the have-verb constructs a transitive possessive strategy. This strategy is the most common in the Northern Khanty. While encoding possession, the transitive have-verb is used only in the subject conjugation since it presents the possessive relation as a state. Our study of the northern dialects language data shows that the verb *tăjti/täjtɨ* 'have' can also take forms of the objective conjugation and passive voice. In the forms of the objective conjugation and passive voice *tăjti/täjtɨ* can be used independently or as a part of an analytical construction, wherein its possessive semantics can be lost partially or fully. Being used as an independent unit, the verb *tăjti/täjtɨ* conveys an idea of keeping, wearing, holding, etc. The analytical construction consists of the verb *tăjti/täjtɨ* in the forms of the objective conjugation or passive voice and a converb marked by the suffix *-man*. Translations of this construction into Russian and English languages show that the converb functions a notional element, while *tăjti/täjtɨ*, as a part of this analytical construction, is used like an auxiliary verb. In the analyzed data, 31 occurrences of the analytical constructions with the verb *tăjti/täjtɨ* were found and 55 occurrences of this verb in the independent use.

Keywords: Khanty language, northern dialects, have-verb

INTRODUCTION

The northern Khanty live in north-west Siberia in the Khanty-Mansi and Yamal-Nenets Autonomous Districts that are located in the Tyumen region of the Russian Federation. The northern dialects of Khanty are distributed in the coastal areas of

the river Ob (downstream of the Ob) as well as in the basins of its major tributaries: Poluj, Sob, Synya, Kunovat, Kazym [3: 3].

Khanty is one of the Finno-Ugric languages, comprising together with the Mansi and Hungarian languages the Ugric language group, and together with the Mansi language the Ob-Ugric subgroup. Nowadays all dialects of Khanty are very susceptible to the natural process of language shift [4]. The overwhelming majority of the ethnic population speaks Russian, however, speakers of the Kazym dialect of Khanty have lost their native language less than speakers of other dialects [7].

Due to the vast area and sparse population, Khanty divides into numerous dialects. Currently, two main dialect groups are distinguished: the western and the eastern dialects. Predominantly in the scientific works of the first have of the 20th century the western dialect group is subdivided into northern and southern ones [5]. The northern group consists of a) the Priural (Obdorsk) dialect, b) Shuryshkar dialect, c) Kazym dialect, Tegi dialect, Sherkalsk (Middle-Ob) dialect [3: 3]. Tegi, the language of the settlement Tegi, is considered as a transitional dialect between Kazym and Shuryshkar [6] or as a variant of the Kazym dialect [7: 12]. The Sherkalsk (Middle-Ob) dialect is regarded as a transitional one between the northern dialects, on the one hand, and the western and southern dialects, on the other hand [8]. The division of the Khanty language into two dialectal clusters most adequately reflects the present state of the Khanty language. Southern dialects now are fully assimilated, with only Kyshikovsk variant left [7: 8]. With the assimilation of southern dialects, the opposition between western and eastern dialects has become more unambiguous. The differences between these clusters are noticeable and they hamper communication.

LANGUAGE DATA

Data for analysis – 92 texts totalling in 7100 sentences – have been elicited mainly from the text corpus of Western Khanty dialects.

Analyzed texts in Kazym dialects (33 texts all in all) are included in the text corpus of Western Khanty dialects edited by E. V. Kashkin (2012–2014), electronic publication is available at https://osf.io/uraqx/files/. In addition to the corpus mentioned above, 4 texts in Kazym from the text corpus "Ob-Ugric languages: conceptual structures, lexicon, constructions, categories" edited by E. Skribnik (2009–2012) were examined. This corpus is available at http://www.babel.gwi.unimuenchen.de/index.php?abfrage=KK_corpus&subnavi=corpus_pub. Besides, 4 text samples from the edition "Kazym dialect of Khanty" by A. D. Kaksin (2007) were analyzed [3] and some elicitations were obtained from I. M. Moldanova, a native speaker of the Kazym dialect. All in all, 3275 sentences from 41 texts in Kazym were examined.

Analyzed texts in the Shuryshkar dialect (12 texts) were obtained from the edition "Expedition materials on the languages of the peoples of Siberia (1995–2012гг.)" [9], 11 text samples were from "Ostyak Grammar and Chrestomathy" by W. Steinitz [10] and 3 fairy-tales were from the corpus of West Khanty

dialects edited by E.V. Kashkin (2012–2014). The total volume of the examined corpus in Shuryshkar contains 1865 sentences (26 texts).

The language data in the Priural (Obdorsk) dialect (20 texts) were elicited from an electronic publication by I. N. Nikolaeva [1], available at http://larkpie.net/siberianlanguages/northern-khanty, and 5 text samples came from of the "Dialectological dictionary of Khanty language" [11]. The total volume of the analysed corpus contains 2158 sentences (25 texts).

All examples are presented in the following way: in line (a) a dialect is indicated. In line (b) an example is written in the orthography accepted in the corpus. Reference to the text is mentioned in brackets and includes information about the number of the sentence in the text. The example is glossed using the Leipzig Glossing Rules in line (c). Its translation into English is presented in line (d). Examples are numbered from one (1) onwards throughout the article. For morpheme boundaries we follow glossing traditions of other authors.

KEY NOTIONS

The present study is conducted within the methodology of the functional theory of grammar. The objective of the present article is to describe functional peculiarities of the verb *tăjtɨ/täjtɨ* 'have' in three northern dialects of Khanty (Kazym, Shuryshkar and Priural). The verb *tăjtɨ/täjtɨ* 'have' is a bivalent verb, its subject is the possessor and its direct object is the possessed. The have-verb is considered to be a transitive one but it features its semi-transitive nature since it denotes an action as a state. According to L. Stassen's classification of the predicative strategies used to encode possession, the have-verb constructs a transitive possessive strategy (Have-Possessive) [2: 62]. The possessive predicative construction is similar to the English one *He has a motorbike*. The have-verb has originated from some verbs denoting physical control or handling (e.g. 'get', 'seize', 'take', 'obtain', 'hold', 'carry', or 'rule', 'keep', etc.) affected by the process of semantic bleaching [2: 63]. Connected with the gradual loss of 'concrete' meaning is a gradual loss of syntactic transitivity; many have-verbs do not exhibit all properties of a typical transitive verb, in that, for example, they do not have the possibility of forming a passive [2: 63]. The Have-possessive construction is the majority strategy among the Indo-European languages. Nonetheless, it is not restricted in its global occurrence [2: 65].

RESULTS OF THE STUDY

The most common in the northern Khanty is the transitive possessive strategy with the verb *tăjtɨ/täjtɨ* [5]. While encoding possession, the transitive have-verb is used only in the forms of subject conjugation. The transitive predicative construction is illustrated below:

(1) Shuryshkar

ma in   ar   **lūxəs**   **tăj-ɬ-em.** (Mouse 183)

1SG now   many   **friend**   **have-PRS-1SG**

I have many **friends** now.

Our study of the northern dialects language data shows that the verb *tăjti/täjtɨ* 'have' can also take forms of the objective conjugation and passive voice. In the forms of the objective conjugation and passive voice *tăjti/täjtɨ* can be used independently or as a part of an analytical construction, wherein its possessive semantics can be lost partially or fully.

Being used as an independent unit, the verb *tăjti/täjtɨ* conveys an idea of keeping, wearing, holding, taking, using, etc. All in all, 55 occurrences of the verb *tăjti/täjtɨ* in the independent use marked by the objective or passive conjugation have been found in the analyzed corpus.

(2) Priural

wan	măn-l-ə-t,		χŭw	măn-l-ə-t,		śikəńśa	itta	wɔs
	mŏsa χuj,	kur	mŏsa	χuj	ńăχ-χi		**tăj-l-a**	
		χɔn	jik-ə-t-na. (Three sons 10)					

short	go-PRS-EP-3SG		long	go-PRS-EP-3SG		DET	that	town
	what	man	village	what	man	laughter-TRNS	**have-PRS-**	
PAS	king	boy-EP-PL-LOC						

They go for a long or short time, the tsar's sons **make** fun of the town person, of the village person.

(3) Kazym

ma	kǫśa-j-ɛm-n	atm-a	**tăj-l-a-j-əm**. (About deer
5)			

1SG	owner-EP-1SG-LOC	bad-ADV	**have-PRS-PAS-EP-**
1SG			

The owner **treats** me badly (lit.: keeps me badly).

(4) Shuryshkar

χutəm χătḷ	jŏtən	**tăj-s-ətə,**	χut-mit	ătḷ-na
	śuk-ə	tăχi-ja	tu-s-te (Nephew of a woman 8)	

three	day	at.home	**keep-PST-S.SG.O.3SG**	three-ORD	day-
LOC	grief-ADJ	place-LAT	bright-PRS-SG.3SG		

She **kept him at** home for three days, on the third day she carried him to the cemetery.

As it was mentioned above, the verb *tăjti/täjtɨ* can be used as a part of the analytical construction. In the analyzed data, 31 occurrences of the analytical constructions with the verb *tăjti/täjtɨ* were found. The construction can schematically be presented by the following model:

Model 1. Analytical construction with the verb *tăjti/täjtɨ*

V-manCVB – **tăj-/täj-**S.O.PM/PAS

The construction consists of the verb *tăjtɨ/täjtɨ* in the forms of the objective conjugation or passive voice and a non-finite form of the verb, a converb, as a rule, marked by the suffix *-man*. Translations of this construction into Russian and English languages show that the converb functions as a notional element, while the verb *tăjtɨ/täjtɨ* is used as an auxiliary verb. The semantics of the verb *tăjtɨ/täjtɨ* in this construction is nearly lost. Non-finite forms of the verb are known to have no morphological category of the voice [11: 180]. The analytical construction with the verb *tăjtɨ/täjtɨ* marked by the objective or passive conjugation in combination with the non-finite forms of the verb can be used to express a passive meaning. Examples below (5–10), elicited from the text corpus, illustrate the use of the analytical construction with a coverb marked by *-man* and the verb *tăjtɨ/täjtɨ* marked by the suffixes of the objective conjugation (5–7) and passive voice (8–10).

(5) Priural

məś-niŋ-iji luŋχəl ńawrem-ə-l, kŭwləŋ ńawrem-l il
jəwər-man **tăj-l-ə-lli.** (Por and Məś 64)

mos-woman-DIM bell child-EP-POSS.3SG bell child-POSS.3SG il
down **wrap-CVB** **have-PRS-EP- S.3SG:O.SG**

The Moś-woman kept her baby with little bells, **kept** the baby **wrapped up** with little bells.

(6) Kazym

săm-əł jăx-t-ał-ən joxi **xăj-man**
tăj-l-əłɫe. (The youngest daughter of the sun 56)

сердце-POSS.3SG уходить-PTCP1.3SG-LOC домой
оставить-CNV **иметь-PRS-S.3SG:O.SG**
When he went**, he left his** heart at home.

(7) Shuryshkar

«**Йăнт-ман тăй-алəн**», ун хуй-əд
йас-т-ə-д. (How did the surnames appear? 48)

play-CNV have-IMP.O.PL. old man-POSS.3SG speech-VRBL-EP-
PRS.3SG

"**Have fun with him**", the older man says.

(8) Shuryshkar

pəjar-ət-n pa taś-əŋ jox-ən **kerət-man**

tăj-l-a. (The Tale of the Fisherman and the Fish 153)

boyar-PL-LOC and wealth-ADJ people-LOC **go.round-CNV**
have-PRS-PAS.3SG
She **is surrounded** by boyars and rich people.

(9) Priural

"pa năŋ, law-ə-l, śiməś pŏrmas tăj-l-ə-n
ki, jina ătti mŭŋ χŏtaś, law-ə-l, tăta
sawi-man tăj-l-aj-mən năŋ jăχ-t-an
ewəlt." (Fox 162).

and 2SG say-EP-PRS.3SG such means have-PRS-EP-
2SG if DET DET 1PL how say-EP-PRS.3SG here
tend-CVB **have-PRS-PAS-1DU** 2SG walk-PTCP1-
2SG from

"If you have the means, we would really **be saved** when you came."

(10) Tegi

ruś ime-ł-ən ewi-leŋki śi kem śi
łik-ən **et-man** tăj-l-a
wołłi (Son of Czarevitch 7)

russian woman-3SG-LOC daughter-DIM FOC
possibility FOC anger-LOC **leave-CNV** **have-
PRS-PAS.3SG** entirely

His Russian wife disliked her daughter so much.

Examples 13–17 included in the analysis are field recordings of the speech in the Kazym dialect elicited as a result of questioning of the native speaker. They all illustrate the dependent use of the verb *tăjti/tăjtɨ* in the analytical construction.

(11) Kazym

Щи мойлəпс-єм **шави-ман** тăй-л-єм. (Fieldwork 2018)

this present-POSS.1SG **keep-CVB** **have-PRS-S.1SG:O.SG**

I keep my gift **wrapped up.**

(12) Kazym

Щи авкайєм иса **вантыйл-ман** щи **тăй-л-єм.** (Fieldwork 2018)

This hand deer **look-CNV** this **have-PRS-S.1SG:O.SG**

I watch this hand-deer. (Fieldwork 2018)

(13) Kazym

Кўр йувəр-ты сухŋəлам така **йувəрт-ман**
тăй-л-ə-лам. (Fieldwork 2018)

legs tie-INF fabric tight **wrap-CNV**
have-PRS-EP-S.1SG:O.PL

I always **wear** footcloths.

(14) Kazym

Нăӈ вонт-эн   йăӈх-ты мăр-эн-эн   хот-эн
вант-ман **тăй-л-єм**. (Fieldwork 2018)

2SG forest-LOC   go-INF time-POSS.2SG-LOC   house-POSS.2SG
look-CNV **have-PRS-S.1SG:O.SG**

While you're walking in the woods, I'm holding your house.

(15) Kazym

Нăӈ пурмəс-л-ан   лупас-эн   **шави-ман**   тăй-л-ə-ллам.
(Fieldwork 2018)

2SG thing-PL-POSS.2SG storage-LOC **keep-CNV**   **have-PRS-EP-S.1SG:O.PL**

I store your things in the storage.

As the research data show, the analytical construction with the verb *tăjti/täjti* may allow some alternations, for example, 1) instead of the converb, a verb in the form of the past participle expressing the evidential mood may be used (consider example 17), 2) instead of the converb, a verb in the form of the passive voice may be used (see example 18), 3) the verb *tăjti/täjti* may be substituted by priur. *ułti/ołta*, kaz. *wǫłti* functioning as an auxiliary one (example 19). Such variants are not numerous. Only 3 occurrences were found in the texts.

(16) Priural

pa śiti   măn-l, wan   χŭw   măn-l   pa   śikəńśa
imŏsaj-na **wan-m-al**   **tăj-l-ə-lli:**   wŭl   ńurəm-na
    jŏχət-l. (Seven knives 11)
and so go-PRS.3SG short long   go-PRS.3SG   and   DET
    one-LOC   **see-PTCP2-3SG have-PRS-EP-S.3SG:O.SG**   big
glade-LOC   arrive-PRS.3SG

He goes for a long or short time and suddenly he sees that he has arrived at a large glade

(17) Shuryshkar

tŭw man-ət śeӈk **tu-s-a**   **tăj-t-ətə,**   tow
    kĭr-ta   man-ət   ănt   esət-t-ətə,   tŭw   sam
    tow-ӈət-am   kĭrijt-t-ətə (Revolution 20)

3SG 1SG-ACC very **carry-PST-PAS.3SG have-PST-S.3SG:O.3SG** horse
  harness-INF 1SG-ACC NEG let-PRS-S.3SG:O.3SG   3SG   [sam]
  horse-DU-POSS.1SG   harness-PRS-S.3SG:O.3DU

He **treats** me well, he does not let me harness a horse, he harnesses my horses himself.

(18) Priural

Щи велпəсла-ты   хот   наӈк   пайарт-ет   элты   **вер-ман**
ил-л-а,   ищӈи   тăй-ə-л…. (Girls are going downhill
sledding 6)

DEM hunt-INF houseлиственница бревно-PL from   **do-CVB**
be-PRS-PAS.3SG   window have-EP-PRS.3SG
This house of the hunter **is made** of larch, there are windows…

CONCLUSION

The present study of the functional peculiarities of the verb *tăjti/täjtɨ* 'have' has focused on three northern dialects of Khanty: Priural (Obdorsk), Shuryshkar and Kazym. Overall, a corpus of 92 Khanty texts in the three dialects (totalling in 7100 sentences) has been examined. Research data indicate that the verb *tăjti/täjtɨ* 'have' is mainly used in the forms of the subjective conjugation. However, it has been revealed that the same verb can also take forms of the objective conjugation as well as of the passive voice. The verb *tăjti/täjtɨ* 'have' in the forms of the objective conjugation or passive voice can be used as an independent element or as a dependent one in an analytical construction. In both instances the possessive semantics of the verb *tăjti/täjtɨ* 'have' seems to have been partially or fully lost. Used independently, the verb *tăjti/täjtɨ* 'have' exhibits semantics close to that of the verbs 'keep', 'take', 'use', etc. As a part of the analytical construction the verb *tăjti/täjtɨ* 'have' tends to function as an auxiliary verb forming a combination with a converb form of another verb marked by the suffix -*man*. The verb marked by the suffix -*man* functions as a notional element of the construction and often has a passive meaning. In the analyzed corpus, the analytical construction with the verb *tăjti/täjtɨ* has been found in 31 sentences, while examples with the independent use of the verb have turned out to be more numerous (55 cases). Additionally, some examples of the analytical *tăjti/täjtɨ*-construction have been elicited from the speaker of the Kazym dialect.

ACKNOWLEDGEMENTS

ABBREVIATIONS

ACC – accusative, ADJ – adjectivizer, ADV – adverbilizer, CVB – converb, DIM – diminutive, DET – determiner, DU – dual, FOC – focus, EP – epenthetic vowel, IMP – imperative, INCH – inchoative suffix, INF – infinitive, LAT – lative, LOC – locative, NEG – negative, O – objective conjugation, ORD – ordinals, PAS – passive, PL – plural, PTCP1 – present participle, PTCP2 – past participle, PST – past tense, POSS – possessive suffix, PRS – present tense, SG – singular, TRNS – translative, S – subjective conjugation, VBLZ – verbalizer.

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GRAPHIC FEATURES OF THE ARCHIVAL MANSI LANGUAGE DICTIONARY, COMPILED BY ARCHPRIEST SIMEON CHERKALOV (1783)

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ABSTRACT

This article presents the results of the description of the graphic features of the «Brief Vogul Dictionary with Russian translation, collected and put in different materials, of the Solikamsk city and the Holy Trinity Cathedral, by Archpriest Simeon Cherkalov, 1783», in order to identify the dialect of this source. This dictionary is of great value for the researchers who are engaged in the study of the Ob-Ugric languages, because at present time there are no Mansi language speakers in Solikamsk area. As far as we know, there have not been any previous researches are about the description of the graphic system of the Cherkalov dictionary and its dialect affiliation.

The article is a continuation of the previous works [4] and [5], devoted to the accuracy of vowel phonemes in the classical dialect dictionaries of the Mansi language [Kannisto 2013], [Munkachi 1986] and the recently discovered Pelym-Russian dictionary, compiled by K. Slovtsov in 1905. The performed research has shown that the Kannisto dictionary is the closest to the Proto-Mansi reconstruction of vowels, made on the material of the modern Mansi dialects, and therefore is more accurate. This assumption corresponds to the received opinion of specialists in Finno-Ugric studies about the highest accuracy of Kannisto dictionary compared to Munkachi. Verification of hypothesis about the highest accuracy of the Kannisto dictionary let us depart in this article from the comparative analysis of all known Mansi language sources, and to present the results of this research based on the analysis of the graphics of the Cherkalov and Kannisto dictionaries.

Keywords: Cherkalov dictionary, Mansi language, archival data, comparative-historical linguistics

INTRODUCTION

This article presents the results of the description of the graphic features of the «Brief Vogul Dictionary with Russian translation, collected and put in different materials, of the Solikamsk city and the Holy Trinity Cathedral, by Archpriest Simeon Cherkalov, 1783», in order to identify the dialect of this source. This dictionary is of great value for the researchers who are engaged in the study of the Ob-Ugric languages, because at present time there are no Mansi language speakers in Solikamsk area. As far as we know, there have not been any previous researches are about the description of the graphic system of the Cherkalov dictionary and its dialect affiliation.

It is common knowledge that in the notes in the [6] and [3] dictionaries, which until recently were considered the only authoritative sources of the Mansi dialects, there are a lot of discrepancies in the convey of the same words from the same dialect, see [2]. The reconstruction of the Proto-Mansi vocalism system of the Mansi language conducted by Normanskaya Yu.V and [7] and made on the material of the modern Mansi dialects, and its further comparison with the material of the Munkachi, Kannisto and Slovtsov dictionaries made it possible to verify the hypothesis about the highest accuracy of the Kannisto dictionary.

The article is a continuation of the previous works and sets out the last results of the comparative analysis of the vowel and consonant graphemes of [1] in comparison with the Mansi language dictionary [3], in view of the early confirmed hypothesis about it's the highest level of an accuracy, relative to other known Mansi dictionaries. For comparison with the material of the Cherkalov dictionary, collected in Solikamsk, the data of the Pelym dialect of the Mansi language by [3] are selected below, as it was the closest to the region under consideration.

Table 1

Kannisto, 2013] Cherkalov, 1783]

Kannisto, 2013]	Cherkalov, 1783]
š	*ш*
š̌	*ч, с*
m	*м*
x	*х*
л, l	*л*
p	*п*
n, ń, η	*н*
s	*с*
r	*р*
t	*т*
k	*к*
β	*в*
i	*й*

pelym. ш   **pelym. š**
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Шумьяхъ* 'Barn' [Cherkalov 1783: 16], *šuml'χ* 'Barn' [Kannisto 2013: 755];
pelym. *Шáмъ* 'Eye' [Cherkalov 1783: 3], *šęm* 'Eye' [Kannisto 2013: 749];
pelym. *Шéшва* 'Hare' [Cherkalov 1783: 24], *šęšβă* 'Hare' [Kannisto 2013: 721];
pelym. *Лýшимъ* 'Bone' [Cherkalov 1783: 31], *lušm* 'Bone' [Kannisto 2013: 277];
pelym. *Шáгрепъ* 'Axe' [Cherkalov 1783: 17], *šaγˌrp* 'Axe' [Kannisto 2013: 782];

pelym. ч, c|e　　　　　**pelym. š̌**
[Cherkalov 1783]　　　　**[Kannisto 2013]**

pelym. *Часъ* 'Wolf' [Cherkalov 1783: 24], *š̌ēš̌* 'Wolf' [Kannisto 2013: 819];
pelym. *Чӧхлъ* 'Thunder' [Cherkalov 1783: 3], *šaχ̆χəl* 'Thunder' [Kannisto 2013: 822];
pelym. *Чáхаихъ* 'Swallow' [Cherkalov 1783: 25], *š̌ekəjəχ* 'Swallow' [Kannisto 2013: 822];
pelym. *Áсерме* 'Frost' [Cherkalov 1783: 3], *ɛš̌ɛrm* 'Frost' [Kannisto 2013: 123];
pelym. *Пáсеръ* 'Ashberry' [Cherkalov 1783:], *pɛ́š̌ər* 'Ashberry' [Kannisto 2013: 658];
pelym. *Лӧпчакъ* 'Clothes' [Cherkalov 1783:]; (losv.) *lapš̌χ* 'Clothes' [Kannisto 2013: 429];

pelym. м　　　　　　　**pelym. m**
[Cherkalov 1783]　　　　**[Kannisto 2013]**

pelym. *Кеймкумъ* 'Husband' [Cherkalov 1783: 12], *? + kum* 'Husband' [Kannisto 2013: 306];
pelym. *Сымра* 'Perch' [Cherkalov 1783: 26], *siṃrà* 'Perch' [Kannisto 2013: 758];
pelym. *Ѝвъ семъ* 'Bark' [Cherkalov 1783: 27], *sēm* 'Bark' [Kannisto 2013: 748];
pelym. *Помъ* 'Hay' [Cherkalov 1783: 30], *pùm* 'Hay' [Kannisto 2013: 596];
pelym. *Ампъ* 'Dog' [Cherkalov 1783: 23], *əå̩mp* 'Dog' [Kannisto 2013: 61];

pelym. x　　　　　　　**pelym. χ**
[Cherkalov 1783]　　　　**[Kannisto 2013]**

pelym. *Лéхсе* 'Mushroom' [Cherkalov 1783: 28], *laχs* 'Mushroom' [Kannisto 2013: 416];
pelym. *Чӧхлъ* 'Thunder' [Cherkalov 1783: 3], *šaχ̆χəl* 'Thunder' [Kannisto 2013: 822];
pelym. *Кохръ* 'Stomach' [Cherkalov 1783: 10], *küχ̆χr* 'Stomach' [Kannisto 2013: 277];
pelym. *Кукыхъ* 'Cockoo' [Cherkalov 1783: 25], *kük̞k̞χ* 'Cockoo' [Kannisto 2013: 277];
pelym. *Óшехъ* 'Fur coat' [Cherkalov 1783: 19], *əš̩l'χ* 'Fur coat' [Kannisto 2013: 109];

pelym. л　　　　　　　**pelym. л, l**
[Cherkalov 1783]　　　　**[Kannisto 2013]**

pelym. *Кóтолъ* 'Sun' [Cherkalov 1783: 1], *kȱtл* 'Sun' [Kannisto 2013: 392];
pelym. *Пулъ* 'Berry' [Cherkalov 1783: 28], *pил* 'Berry' [Kannisto 2013: 717];
pelym. *Нюлъ* 'Fir' [Cherkalov 1783: 28], *ńил* 'Fir' [Kannisto 2013: 532];
pelym. *Лýнтъ* 'Goose' [Cherkalov 1783: 25], *lùnt* 'Goose' [Kannisto 2013: 422];
pelym. *Кваль* 'Hut, yourt' [Cherkalov 1783: 15], *kβɛl* 'Hut, yourt' [Kannisto 2013: 288];

pelym. п   **pelym. p**
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Ýлпе* 'Swiss pine' [Cherkalov 1783: 28], *ūl'pȧ* 'Swiss pine' [Kannisto 2013: 150];

pelym. *Юѝкупъ* 'Moon' [Cherkalov 1783: 1], *i̯ͻŋ_u‹kp* 'Moon' [Kannisto 2013: 255];

pelym. *Ké̇nne* 'Quaking asp' [Cherkalov 1783: 28], *ka'ppȧ* 'Quaking asp' [Kannisto 2013: 336];

pelym. *Паль* 'Ear' [Cherkalov 1783: 9], *pe̯èl`* 'Ear' [Kannisto 2013: 588];

pelym. *Поймелъ* 'Mare' [Cherkalov 1783: 22], *pͻi̯ͺtl* 'Mare' [Kannisto 2013: 568];

pelym. н   **pelym. *n*, ń, ŋ**
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Týcnунъ* 'Beard' [Cherkalov 1783: 9], *tuspun* 'Beard' [Kannisto 2013: 947];

pelym. *Юнтыпъ* 'Needle' [Cherkalov 1783: 17], *i̯ü̇ntp* 'Needle' [Kannisto 2013: 222];

pelym. *Нюлъ* 'Fir' [Cherkalov 1783: 28], *ńil* 'Fir' [Kannisto 2013: 532];

pelym. *Пáнкъ* 'Head' [Cherkalov 1783: 8], *pe̯ŋk* 'Head' [Kannisto 2013: 611];

pelym. *Kótынъ* 'Swan' [Cherkalov 1783: 25], *kͻ‹t‹η* 'Swan' [Kannisto 2013: 391];

pelym. с   **pelym. *s***
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Сорнимъ* 'White' [Cherkalov 1783: 18], *sai̯ͺrη* 'White' [Kannisto 2013: 721];

pelym. *Сымра* 'Perch' [Cherkalov 1783: 26], *si̱mrȧ* 'Perch' [Kannisto 2013: 757];

pelym. *Céръ* 'Cow' [Cherkalov 1783: 12], *se̥γr* 'Cow' [Kannisto 2013: 709];

pelym. *Týсь* 'Mouth' [Cherkalov 1783: 9], *tu̇s* 'Mouth' [Kannisto 2013: 947];

pelym. *Cóу* 'Star' [Cherkalov 1783: 9], *sͻβ* 'Star' [Kannisto 2013: 706];

pelym. р   **pelym. *r***
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Týръ* 'Throat' [Cherkalov 1783: 9], *tur* 'Throat' [Kannisto 2013: 928];

pelym. *Céръ* 'Cow' [Cherkalov 1783: 12], *se̥γr* 'Cow' [Kannisto 2013: 709];

pelym. *Шýртне* 'Turnip' [Cherkalov 1783: 29], *šur'tńa* 'Turnip' [Kannisto 2013: 791];

pelym. *Орóку* 'Wine' [Cherkalov 1783: 21], *ͻrͻk* 'Wine' [Kannisto 2013: 93];

pelym. *Наэръ* 'King' [Cherkalov 1783: 13], *nͻ̯å̇i̮ʔr* 'King' [Kannisto 2013: 498];

pelym. т   **pelym. *t***
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Kóуть* 'Spruse' [Cherkalov 1783: 28], *kͻβt* 'Spruse' [Kannisto 2013: 264];

pelym. *Туй* 'Summer' [Cherkalov 1783: 5], *tui̯* 'Summer' [Kannisto 2013: 877];

pelym. *Тýсь* 'Mouth' [Cherkalov 1783: 9], *tus* 'Mouth' [Kannisto 2013: 947];
pelym. *Тýйтъ* 'Snow' [Cherkalov 1783: 26], *tui̯t* 'Snow' [Kannisto 2013: 878];
pelym. *Пóтъ* 'Duck' [Cherkalov 1783: 25], *pɔt* 'Duck' [Kannisto 2013: 663];

pelym. к   **pelym. k**
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Кумпъ* 'Wave' [Cherkalov 1783: 4], *kup, kumpt (pl.)* 'Wave' [Kannisto 2013: 335];
pelym. *Палъ катъ палъ* 'Hand' [Cherkalov 1783: 9], *kɔ̣ ạ̊t* 'Hand' [Kannisto 2013: 387];
pelym. *Кýлъ* 'Fish' [Cherkalov 1783: 26], *кил* 'Fish' [Kannisto 2013: 285];
pelym. *Кéтъ* 'Hat' [Cherkalov 1783: 19], *ke·t* 'Hat' [Kannisto 2013: 323];
pelym. *Кукыхъ* 'Cuckoo' [Cherkalov 1783: 25], *kü̱k̗ kχ* 'Cuckoo' [Kannisto 2013: 277];

pelym. в   **pelym. β**
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Ѝвъ* 'Tree' [Cherkalov 1783: 27], *i̯ü̗β* 'Tree' [Kannisto 2013: 191];
pelym. *Шéшва* 'Hare' [Cherkalov 1783: 24], *šḝšβȧ* 'Hare' [Kannisto 2013: 721];
pelym. *Кваль* 'Hut, yourt' [Cherkalov 1783: 15], *kβȩl* 'Hut, yourt' [Kannisto 2013: 288];

pelym. й   **pelym. i**
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Поймелъ* 'Mare' [Cherkalov 1783: 22], *pɔi̯̗ tl* 'Mare' [Kannisto 2013: 568];
pelym. *Туй* 'Summer' [Cherkalov 1783: 5], *tui̯* 'Summer' [Kannisto 2013: 877];
pelym. *Тýйтъ* 'Snow' [Cherkalov 1783: 26], *tui̯t* 'Snow' [Kannisto 2013: 878];
pelym. *Юнкупъ* 'Moon' [Cherkalov 1783: 14], *i̯ɔu̗kp* 'Moon' [Kannisto 2013: 225];

As can be seen from the forecited analysis of the consonant graphemes of the Pelym dialect, the both of researchers have given nearly identical data in their dictionaries. However, the comparative analysis of the vowel graphemes gives more discrepancies.

Table 2

Kannisto 2013]   **Cherkalov 1783]**

a	*a, #a*
ɔå	*a*
i	*u*
u/ū	*y*
ɔ	*o*
ē̱, e/ē	*e*
ē̱, ε	*e , a*

pelym. *a, a#*   **pelym. *a***
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Лéилъ шаншъ* 'Knee' [Cherkalov 1783: 10], *šanšrȩŋk* 'Knee' [Kannisto 2013: 762];
pelym. *Сы́мра* 'Perch' [Cherkalov 1783: 26], *si̯mrȧ* 'Perch' [Kannisto 2013: 757];
pelym. *Шýла* 'Hazel grouse' [Cherkalov 1783: 23], *šu`ла* 'Hazel grouse' [Kannisto 2013: 738];
pelym. *Ýшка* 'Bull' [Cherkalov 1783: 2], *βȩškȧ* 'Bull' [Kannisto 2013: 110];

pelym. a   **pelym. ɔå**
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Áмпъ* 'Dog' [Cherkalov 1783: 23], *ɔạ̊тр* 'Dog' [Kannisto 2013: 61];
pelym. *Кáтъ палъ* 'Hand' [Cherkalov 1783: 9], *kɔ̣åt* 'Hand' [Kannisto 2013: 387];
pelym. *Лáпыхъ* 'Butterfly' [Cherkalov 1783: 26], *лɔ̣à‹рχ,* 'Butterfly' [Kannisto 2013: 427];
pelym. *Пáня* 'Steam baths' [Cherkalov 1783: 16], *рɔ̣ǻṅà* 'Steam baths' [Kannisto 2013: 605];

pelym. u   **pelym. i**
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Ивъ* 'Tree' [Cherkalov 1783: 27], *i̯ụ̈β* 'Tree' [Kannisto 2013: 191];
pelym. *Кисы* 'Mirror' [Cherkalov 1783: 20], *šunška'tnȧki`ši̯γ* 'Mirror' [Kannisto 2013: 763];

pelym. y   **pelym. u**
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Кýлъ* 'Fish' [Cherkalov 1783: 26], *turкил* 'Fish' [Kannisto 2013: 929];
pelym. *Ýлпе* 'Swiss pine' [Cherkalov 1783: 28], *ūl'pȧ* 'Swiss pine' [Kannisto 2013: 150];
pelym. *Тýръ* 'Lake' [Cherkalov 1783: 18], *tur* 'Lake' [Kannisto 2013: 929];
pelym. *Тýйтъ* 'Snow' [Cherkalov 1783: 26], *tui̯t* 'Snow' [Kannisto 2013: 878];
pelym. *Лý* 'Male horse' [Cherkalov 1783: 22], *лиβ* 'Male horse' [Kannisto 2013: 402];

pelym. o   **pelym. ɔ**
[Cherkalov 1783]   **[Kannisto 2013]**

pelym. *Кóутъ* 'Spruce' [Cherkalov 1783: 28], *kɔßt* 'Spruce' [Kannisto 2013: 264];
pelym. *Кóтынъ* 'Swan' [Cherkalov 1783: 25], *kɔ‹t‹η* 'Swan' [Kannisto 2013: 394];
pelym. *Сóу* 'Star' [Cherkalov 1783: 9], *sɔß* 'Star' [Kannisto 2013: 706];
pelym. *Юнкупъ* 'Moon' [Cherkalov 1783: 14], *i̯ɔu‹кр* 'Moon' [Kannisto 2013: 225];

pelym. e	pelym. е̄
[Cherkalov 1783]	[Kannisto 2013]

pelym. *Кéръ* 'Iron' [Черкалов 1783: 7], *kʲe̅r , ki̯'er (pl.)* 'Iron' [Kannisto 2013: 345];

pelym. *Кумыгне* 'Woman' [Черкалов 1783: 8], *i̯e̅k* 'Woman' [Kannisto 2013: 198];

pelym. e, a	pelym. ε̄, ε
[Cherkalov 1783]	[Kannisto 2013]

pelym. *Сéръ* 'Cow' [Cherkalov 1783: 12], *sε̄r* 'Cow' [Kannisto 2013: 709];

pelym. *Нюрсъ áсерме* 'Frost' [Cherkalov 1783: 2], *? + εs̓erm* 'Frost' [Kannisto 2013: 123];

pelym. *Кваль* 'Hut, yourt' [Cherkalov 1783: 15], *kβεl* 'Hut, yourt' [Kannisto 2013: 288];

pelym. *Шáмъ* 'Eye' [Cherkalov 1783: 3], *š̓εm* 'Eye' [Kannisto 2013: 749];

CONCLUSION

According to the research, the data in the [Cherkasov, 1783] dictionary differ in vocalism system from [Kannisto 2013]. In particular, Archpriest Simeon Cherkalov did not distinguish the reflexes of Mans. *a and *e, as it was recorded by Artturi Kannisto. Perhaps, this is due to the fact that the materials compiled by Archpriest S. Cherkalov were made at the end of the XVIII in Solikamsk, Perm region, while the Finnish researcher Kannisto (and other authors of the Mansi dictionaries to us known) collected their data in areas placed over a considerable distance from the residence of Simeon Cherkalov. We hope to confirm this hypothesis by analyzing the other Mansi language dictionaries from Solikamsk of the XVIII century, which was recently found in the archives of the St. Petersburg Russian Academy of Sciences.

ABBREVIATIONS

Proto-mansi – Proto Mansi language
pelym. – Pelym dialect of the Mansi language
losv. –Losva dialects

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INTERNET ARCHIVING: THE USE IN DISCOURSE STUDIES

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ABSTRACT

Digitization of archival materials has become extremely popular in the Internet data storage era. Nowadays on-line archives contain large-scale digital resources and provide access to data from almost anywhere without visiting the archives in person. On-line archival records are a unique source of information as they preserve historic, often landmark, materials (newspaper, magazines, photographs, letters, reports, audiovisual recordings, etc.) and make them available for use via the Internet. The authors argue that Internet archival records can be effectively used in the research on retrospective and diachronic studies in discourse analysis. On-line digital collections contain original sources and relevant artifacts from federal, state and local institutions with physical archives of different countries. The authors focus on a) the types of on-line digital collections, b) the methods used to study archival materials c) the finding aids that help in identifying relevant documents and records characteristics that convey important clues to identify them, d) the benefits of using Internet archival collections to better understand the time-sensitive nature of discourse. The authors exemplify the key points discussed in the paper with the results of their recent research on World War II period. The paper is of interest to a wide range of experts in linguistics, history, sociology, political linguistics, political science. As digital content is often full-text searchable and quite easy to work with, it can be also used in teaching and studying linguistic disciplines (historical linguistics, corpus linguistics, discourse analysis, forensic language expertise, etc.).

Keywords: archival materials, on-line digital collections, linguistics, discourse studies, World War II.

INTRODUCTION

Nowadays all of us have got used to a new method of getting and providing information – through electronic media. The Internet has become "the agora for research, teaching, expression, publication, and communication" [1]. These media include various resources that can be used both for education and research. One of them is on-line archives of different physical cultural institutions: museums, libraries, archives, governmental agencies, institutions of higher educations, etc. Digital libraries offer free universal and long-term access to collections of cultural artifacts. Internet archives preserve textual documents, photographs, maps, tape recordings, graphic records, line drawings, artistic illustrations, and other similar records. Digitization of archival materials helps to protect rare, unique, often fragile, historical documents and art objects transferring them to a digital medium and

delivering to end-users. Newly designed user interfaces, full-text searching, cross-collection indexing allow scholars to study corpora of artifacts recording the history of humankind. "Corpus linguistics is maturing methodologically and the range of languages addressed by corpus linguists is growing annually" [2]. Thus, corpus-based research (comprising both quantitative and qualitative findings) is an efficient way to analyze language in use, or discourse, from synchronic, retrospective and diachronic viewpoints. (The authors illustrate the key points discussed in the paper with the samples of their recent corpus-based research. The illustrative examples cited here were taken from different on-line digital collections).

TYPES OF CORPORA

Corpora provide data, so a corpus-based study aims to gather findings that test a certain idea or model, whatever its scope [3]. The researcher can use a corpus as an empirical base for illustrating and verifying hypotheses or make it the starting-point for a certain study. The last-mentioned approach is denoted as corpus-driven [4], [5]. "If the approach is corpus-driven it is inductive (bottom-up) since the linguist aims at arriving at a theory starting from the empirical data" [6]. Otherwise the researcher follows a deductive approach in order to validate or refute the theory that is applied to the corpus data. Though, both approaches are commonly combined. In order to examine archival materials the lead question that needs to be considered is which corpus to explore. From this point there is a large variety of corpus types for use via the Internet.

A *monolingual* corpus contains texts in one language only and is the most frequent type of corpora. It is used by a wide range of users for various tasks: checking the correct usage of a word or looking up the most natural word combinations, identifying frequent patterns or new trends in language, etc. For example, the Tehran Monolingual Corpus, a large-scale Persian monolingual corpus, which comprises more than 250 million words.

A *multilingual* corpus contains texts in more than one language and is very similar to a *parallel* corpus that consists of two monolingual corpora: these terms are often used interchangeably. Multilingual corpora comprise texts in several languages which are all translations of the same text and are aligned in the same way as parallel corpora, so researchers can take a look into the behavior of the same word or phrase in different languages. An example is the Enabling Minority Language Engineering (EMILLE) corpus [7]. Corpora of this kind are particularly useful in translation and contrastive studies, gain new insights, as compared to monolingual corpora, highlight language-specific, typological, or cultural features and can be useful for lexicography.

Learner corpora collect the language output produced by learners of the second language. This type of corpora helps to build a profile of learner language, particularly in terms of error analysis or for fact-finding what words, phrases, parts-of-speech are over- or under-used by learners, compared to native speakers. International Corpus of Learner English (ICLE), Cambridge Learner Corpus part of the Cambridge International Corpus (CIC), Longman Learners' Corpus, Standard Speaking Test (SST) Corpus, Chinese Learner English Corpus (CLEC), for example.

A *monitor* (or dynamic) corpus is a type of diachronic corpora that may continue to grow with new texts added over time. It is currently used to track changes across different periods of time. The Global English Monitor Corpus, for example, collects newspapers in English and tracks language use and semantic change across the English language discourses in Britain, the United States, Australia, Pakistan and South Africa.

A *synchronic* corpus represents the language as a data base in which all of the texts have been collected from roughly the same time period, allowing a 'snapshot' of language use at a particular point in time [7]. A typical synchronic corpus is the International Corpus of English (ICE) specifically designed for the synchronic study of 'world Englishes'. Its data base consists of a collection of twenty corpora of one million words each, and it is composed of written and spoken English produced during 1990–1994 in countries or regions where English is either the first language or an official language.

One of productive ways to explore language variation is from a diachronic perspective using *diachronic* corpora that look at changes across a timeframe. That data base contains texts covering a wide range of time periods and is used by researches to track and study linguistic changes within it. Take the British Newspaper Archive [8], for example. As this on-line collection is based on the physical archive of the British Library, it contains highly representative texts. This digitization project is diachronic as it includes 25,274,255 pages dating from the 1700s. The British Library's digitization of their historic newspapers, containing most of the runs of newspapers published in the UK since 1800, has turned this corpus into one of the finest in the world. They have even been able to scan some of the rarest and most fragile newspapers in the collection. The British Newspaper Archive is a monitor corpus, as it continues to grow with new texts added over time. Now they are adding a wealth of material from the 20th century, right up to the 1950s. This corpus is monolingual as it includes newspapers in one language – English. The scale of the newspaper publishing industry is enormous:

- with newspapers from England, Scotland, Ireland, and Wales,
- with national, local, provincial newspapers and journals (newspapers aimed for county circulation only),
- with many cities and towns publishing several newspapers simultaneously,
- with newspapers aimed at distinct audiences depending on social status, geographical location and political affiliation.
- with different material types: news articles about global and national events, as well as issues of local and regional importance; letters to the editor written by the newspaper's readers, including illuminating contemporary debates, aspirations and anxieties; obituaries that are sources of contemporary information on the lives of notable individuals; advertisements; photographs; graphics; maps; editorial cartoons. The corpus doesn't have any linguistic annotation, it contains only extra-linguistic tags: the title of the newspaper, the location, the date, the number of the issue, the number of the page the text is on. Thus, the British Newspaper Archive provides an unrivalled picture of historical life spanning any retrospective period chosen for discourse analysis.

There are many other types of corpora for studying language and discourse variation via the Internet: a *reference* or *target* corpus (a corpus whose data are used to compare with those of other corpora, usually through statistical data analysis), *tagged* and *raw* corpora (with or without annotation), *specialized* corpora (limited to one or more subject areas, domains, topics, etc.), *multimedia* corpora (containing audio or visual materials or other type of multimedia content), *parsed*, *spoken* and *national* corpora, etc. Each corpus can come in many shapes and the choice of the 'right' corpus depends on the aims of the study: it is equally important to relate the results from the corpus analysis to the nature of the corpus.

METHODS

Working with corpora in discourse studies it is essential to carefully choose the corpus and set criteria that will ensure that the findings will be representative. For example, the British Newspaper Archive allows the investigator to search hundreds of millions of articles by a keyword, a name, or a title and watch results appear in an instant. The user interface comprises the finding aids that help in identifying relevant documents. There are two ways to get to the particular documents you are interested in: searching or browsing. The 'Advanced Search' box combines several powerful options and lets the investigator type in specific keywords, fill in date ranges, regions, titles, article types. The British Newspaper Archive uses what is known as a fuzzy search including the exact spelling of the word that the investigator enters and any related word forms. The 'Exact Search' checkbox excludes any related word variants from the search results. Browsing lets the researcher find a specific newspaper or the exact edition he's looking for by its title or by its place of publication.

As the aim of our recent research was to find out conceptual metaphorical images associated with the future of the Soviet Union in British discourse of World War II period, we narrowed down our selection by using the 'Advanced Search' box. The options we selected included the search terms: Russia, USSR, Soviet, future; the publication date: from 01 September 1939 to 02 September 1945 (the period of World War II); with all types of publication places and titles included; with 'articles' and 'illustrated articles' chosen among article types; with 'results' sorted by relevance. The illustrative corpus comprised 18810 documents that could be further sorted by a specific year, by each country of the UK, by the article type (Fig. 1), as well as by regions, counties and places of publication.

Figure 1. Search results (sorted by a specific year, article type, country)

All documents matching the search query were shown in the results panel. When ordered by relevance, the search results that contained the exact matches appeared first (Fig. 2). Once the Viewer appeared, we were able to move through the newspaper pages using a mixture of zoom, scrolling and grab tools. The Viewer in the British Newspaper Archive contains both print and download image options.

Figure 2. Fragment of search results

After retrieving the information from the corpus we went beyond the quantitative patterns and used the methods of metaphorical modeling, component analysis and contextual analysis, cognitive and discourse analysis and proposed interpretations explaining why the patterns existed.

The method of metaphorical modeling comprised evaluating the productivity of each metaphor fixed while analyzing the data obtained (Table 1), describing its frame structure, characterizing the ability of metaphors to depict negative and positive images of the future of the USSR.

Table 1. Retrospective system of metaphors functioning in British discourse (the future of the USSR being a target domain)

№	THE FUTURE OF THE USSR IS	%
1	INANIMATE NATURE	14,2%
2	PATH	12,5%
3	HOME	12,4%
4	FAMILY RELATIONSHIPS	11,4%
5	BUILDING	9,3%
6	ORGANISM	8,9%
7	MECHANISM	8,0%
8	FAUNA	4,2%
9	WAR	3,8%
10	TEACHING AND LEARNING	2,8%
11	MARKET	2,5%
12	DESEASE	2,5%
13	MORNACHY	2,1%
14	FLORA	1,6%
15	SPORT	1,2%
16	GAME	0,8%
17	THEATER	0,7%
18	INSTRUMENT	0,5%
19	CRIME	0,5%

"The corpus linguistics largely supports the cognitive theory of metaphor" [9] that was first extensively explored by G. Lakoff and M. Johnson [10]. The methods of component analysis and contextual analysis describe the application of the meaning to the word and its subsequent use in the language and help to consider all the circumstances in the emergence of each metaphor, its paradigmatic and syntagmatic relationships with other linguistic means. The method of cognitive discourse analysis helps to assess the metaphors and the texts in their historical, cultural or social context [11], [12], [13].

ADVANTAGES

There are numerous practical advantages of corpus techniques in using on-line archives: "due to their speed and the sheer quantity of occurrences they clearly allow research to be undertaken that would otherwise never have been completed

because of lack of time and human resources" [3]. One of the apparent advantages of using corpora is a high possibility of making an unbiased data analysis retrieving information remotely. Not only the researcher's linguistic competence but also a great amount of authentic language material allows the researcher to pursue a more objective way of studying language in use [6]. Nowadays the availability of much larger corpora makes it possible to evaluate a lot of data at once. "We need a lot of text so that there might always be a sufficient residue of useful examples" [14]. It is another advantage to test diversified corpora that comprise material taken from different sources such as on-line national libraries containing texts with a high degree of representativeness. "The language looks rather different when you look at a lot of it at once" [14].

'Technical' benefits of using Internet archival collections consist in the possibility of combining several different databases. A good example is Gallica [15], the on-line library of National Library of France. Its data base provides free access for all kinds of documents: books, magazines, newspapers, photographs, caricatures, posters, maps, manuscripts, scores, audio and visual recordings, book-miniatures, etc. The large number of observable data collections, the possibility of studying on wide-ranging diachronies and of 'zooming' different periods of language evolution will definitely result in a fresh take on language variation and its periodization. For example, due to new means of analysis and use of large corpora such on-line collections as 'Very Old French' or 'Pre-Classical French' have emerged [3]. Working with corpora in discourse studies can help to bring to the fore both differences and specific features within subsystems regarding particular vocabulary, phraseology, syntax, etc.

Another important benefit to be emphasized is opposed to the usual linear reading of a single text. It's the 'vertical' reading of texts via concordances, also referred to as keywords in the context (KWIC) [3], [7]. A concordance is "a list of all of the occurrences of a particular search term in a corpus, presented within the context in which they occur" [7]. The use of concordances makes it possible to scroll the whole document at once through 'clipping' contexts by such means as highlighted keywords and to reveal fragments that would otherwise have gone unnoticed. Thus, the researcher can extract all necessary data in an instant launching automated distributional program based on various contextual parameters set beforehand (Figure 3).
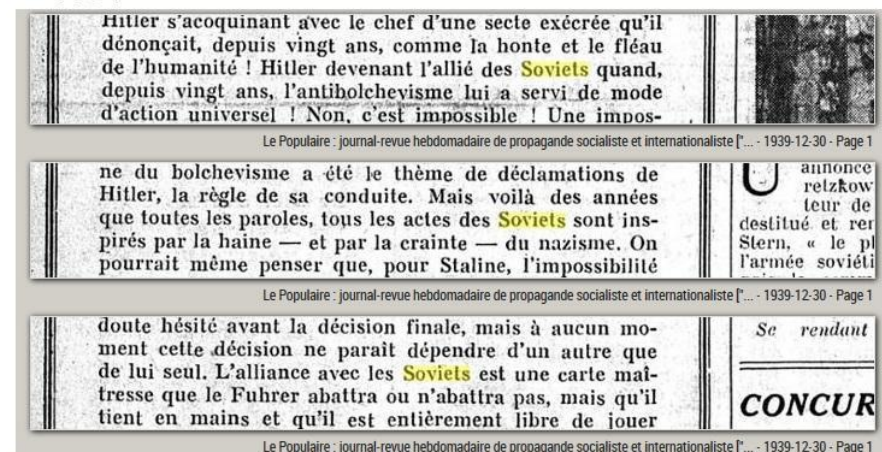
Texte (3 pages)

Figure 3. Fragment of search results (Gallica, National Library of France)

These technical benefits have led to a true renewal of discourse studies and historical linguistics in general.

Besides, being full-text searchable and quite easy to work with, digital content can be also used in teaching and studying different linguistic disciplines (historical linguistics, corpus linguistics, discourse analysis, forensic language expertise, etc.). That's due to the facts that the new target audience of on-line archives is the general education market and the new method of providing information for the younger generation is through electronic media, which means that on-line libraries and archives tend to become primary information providers.

CONCLUSION

In our Internet data storage era digitization of archival records is fast developing. On-line archives and libraries contain large-scale original resources. Internet archiving serves local, federal, national and international needs. Various types of on-line digital collections (monolingual, multilingual, monitor, diachronic, synchronic, target, learner, etc.) can be used for different purposes in researching, teaching and learning. Digital archives of physical cultural and educational institutions offer their users unique advantages: consulting libraries and archives remotely, examining a large amount of data within a short period of time, full-text searching, cross-collection indexing, special finding aids that help in identifying relevant documents, 'vertical reading', etc. Thus, these digital conversion projects inspire new scholarly work, while the access to unique or special collections' material makes discourse research (both synchronic and diachronic) much easier. Any corpus-based study comprises a large number of related methods used by scholars whose aim is to explain and to exemplify quantitative and qualitative patterns of the discourse phenomena under analysis. The findings of corpus-based studies can be used in teaching and learning a number of linguistic disciplines.

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PHILOSOPHICAL DISCOURSE OF F. BACON AS THE REFLECTION OF PHILOSOPHICAL TRADITIONS OF RENAISSANCE EPOCH

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ABSTRACT

The article concerns analysis of philosophical maxims in the discourse of F. Bacon – one of the most outstanding scientists of Renaissance epoch, the founder of English empiricism. The research was conducted on the results of linguistic analysis of the greatest philosophical works of F. Bacon – the treatises "*The Essays and Counsels Civil and Moral*", "*The Great Instauration*", "*The New Organon*".

It has been revealed that F. Bacon focused his attention on two basic components of human nature: *intellectual* and *sensual*. The philosopher demonstrated his keen interest in speculations and description of such intellectual phenomena as *intellect*, *mind*, *sense*, *understanding*, *induction*, paramount importance was attributed to determination of nature of *mind* and its significance for man. The philosophy of F. Bacon emphasizes the effectiveness of rational approach to life, based on the laws of natural philosophy and deductive method. According to F. Bacon, it is the correct work of mind and effective application of knowledge that are prone to be real instruments of investigations that will lead to great scientific discoveries. The core idea of F. Bacon`s philosophy is well represented by his saying: "*Scientia est potentia*".

The *sensual* maxims of the philosophy of F. Bacon are represented by such emphatic phenomena as *love, joy, happiness, hate, fear, anger* and others. The specific combination of intellectual and emotional component of nature of man composes special moral-and-ethical base that contributes to development of effective scientific, social, industrial, artistic, spiritual spheres of life and provide prosperity and happiness of whole society.

Keywords: philosophical discourse, intellect, emotion, F. Bacon.

INTRODUCTION

Philosophy is a special science, in its postulates man searches answers to eternal questions, such as what is good and evil, truth and lie, right and wrong. One of the most popular issues influencing peoples` life for many centuries is *nature of man*. The issue about the essence and mission of man was already raised in the Gospel from John "Quo vadis?" – Where are you going? [1]. People have always tried to determine the thing that regulates the way of their thinking, influences their ability to feel, to act, all that predetermines the direction and pace of man`s evolution in future.

For many centuries philosophers have been concerned with the wide range of questions. One of the most significant periods in the development of philosophical thought is the epoch of Renaissance. It is this period that is considered to be the

beginning of man`s revival in its broadest sense: at that time startling discoveries in the sphere of natural science (Mathematics, Mechanics, Astronomy, Geography, Medicine and some other sciences) were made. The great inventions provoked development of trade, seafaring, building, military science, etc. Also, the outlook of man has been greatly changed, that was concerned with overcoming religious-and-mystical abstractions and dogmatism of the Middle Ages. The philosophers` attention of Renaissance period was aimed at looking for new level in theory of cognition and procession of methods of true knowledge for all sciences.

BACKGROUND

One of the most outstanding philosophers of Renaissance period in England was F. Bacon (1561 - 1626) – the founder of English empiricism and materialism, politician, historian, author of many scientific works. The philosophical texts of F. Bacon have been the object of careful investigation of many scientists [2], [3], [4]. This article presents the *linguistic* analysis of his literature heritage that hasn`t been conducted before. The research is aimed at revealing basic maxims of philosophical discourse of F. Bacon, determination of their cognitive structure, analyzing their special features and defining their role in the formation of philosophical views of F. Bacon as representative of the English empiricism. The fundamental works of F. Bacon – scientific treatises The Essays and Counsels Civil and Moral" (1597-1612), "The Great Instauration" (1620), "The New Organon" (1620) were analyzed.

The analysis was conducted within philosophical discourse - philosophical texts containing speculations about such issues as "man", "substance", "spirit", "freedom", "intellect", etc. [5]. Philosophical discourse is characterized by special system of language means, as they reflect the features of philosopher`s inner world, present deep correlation between language of philosophy and inward habit of philosopher, meditating on this or that subject matter.

METHODS OF RESEARCH

The research was conducted within semantic-and-cognitive approach to the texts and is based on linguistic analysis of philosophical works of F. Bacon. Method of conceptual-and-discursive analysis, method of contextual analysis and interpretational-and-contextual method, method of vocabulary definition analysis, quantitative method, etc. were used.

The analysis consists of revealing verbal representatives of phenomena that were profoundly described by B. Bacon. It was found out that F. Bacon paid special attention to the description of the phenomena connected with different spheres of human`s life, that is reflected in their description in his scientific works. F. Bacon carefully analyzed the phenomena of **social** (*parents, children, marriage, single life, great place, nobility, seditions, adversity, friendship,* etc.), **moral-and-ethical** (*truth, revenge, envy, cunning, vain, glory*), **spiritual** (*goodness, nature of man*); **existential** (*fortune, trouble*), **sensual** (*love, hate, happiness, glory, fear, etc.*); **intellectual** (*superstition, wisdom, suspicion, ambition, vicissitude of things, fame, studies, praise*) and many others spheres.

According to the results of quantitative analysis of the philosophical works of F. Bacon it was found out that philosopher was deeply concerned with two constituents of man`s nature: **intellectual** and **sensual**. What is more, the author focused mostly on the *intellectual*, *rational* components. It is interesting to note that

the sphere of intellect in the discourse of F. Bacon is most profoundly represented, that is verbalized by scrupulous speculations of F. Bacon about the *mind proper*, the process of perception and procession of information (*understanding*), a certain system of cognitive operation and strategies (*intellect*), a way of reality description (*thought*). The paradigm of intellectual forms evidences the great significance of rational approach to the science, declared by F. Bacon. The results of semantic analysis of the texts has shown that F. Bacon devoted special attention to the features of mind, that is represented by quantitative domination of the use of lexeme *mind* (used in 32% all analyzed examples) over the other lexemes, verbalizing rational phenomena.

For F. Bacon, *mind* is complex <u>multiple-valued</u> maxim. According to the analysis of the contexts, mind for F. Bacon is characterized *by twenty conceptual features* that proves the great relevance of this phenomenon for his philosophical picture of the world.

Mind for F. Bacon incorporates both *conventional* features (mind – the attribute of man: *the **minds** of men, human **mind*** [6] and *specific* ones. The peculiarity of Bacon`s perception of mind is in describing its nature according to three different aspects:

1) consideration of its physical features;
2) description of its benefits;
3) determination of its place in the system of other natural things.

It is worth mentioning that F. Bacon represents mind as an object of experiment: the author describes its *quantitative* characteristics: measures its **depth, area, volume**: *the depths of the **mind*** [6]; **its inner structure**: *these regions in my **mind*** [6], *notions of the **mind*** [6], **draws the conclusion about its *quantitative* parameters**: evaluates its contents: *But since the minds of men are strangely possessed and beset* [6], **describes its perceptive abilities**: *the primary notions of things which the **mind** readily and passively imbibes, stores up, and accumulates (and it is from them that all the rest flow) are false, confused, and overhastily abstracted from the facts …* [6], characterizes its density, as well as its dependence, lack of liberty.

It is characteristic of F. Bacon`s discourse to criticize mind: he proclaims its *weakness*: *the weakness of the human **mind*** [6]; *dependence: if the **mind** be left to go its own way* [6]; and also urges people to perfect and develop mind: *But since the **minds** of men **are strangely possessed and beset** so that there is no true and even surface left to reflect the genuine rays of things, it is necessary to seek a remedy for this* [6].

This approach to mind`s description reveals one of the most important postulates of philosophy of F. Bacon: the need for rational approach to science, critical view on the world, leading to the search for truth. Indeed, describing mind`s imperfections, F. Bacon constantly declares that mind has big potential powers, inviting prospects of its application, presenting mind as a basis of man`s wellbeing: *some evidence likewise of his **ambition mind** and inclination toward the benefit of the human race* [6]. F. Bacon also mentions clarity and simplicity of mind – the qualities that can be obtained if the mind is cleaned of all imperfections: *… nakedness of the **mind** is still, as nakedness of the body once was, the companion of innocence and simplicity* [6]. Also, the author associates mind with blessing, diving

gift: … *this **mind** may be steadfast in us, and* […] *thou wilt vouchsafe to endow the human family with new mercies* [6].

It is of interest to note that F. Bacon specifies the ways mind can be applied, its mission: *the **mind** shall arrive at a knowledge of causes in which it can rest* [6]; … *no man hitherto who has applied his **mind** to the like, he resolved to publish at once so much as he has been able to complete* [6]. The given above examples prove *empiricism* of F. Bacon, his idea that experiment is the best way to get information about things, even if the object of investigation is man himself or such abstract and intangible phenomena as *mind*.

It is interesting to note that on describing mind F. Bacon applies scientific-and-experimental approach. Mind in his works is *thoroughly analyzed*, its stages are clearly determined. Firstly, the problematic point of research is presented (weakness of mind are pointed out). Secondly, the algorithm for its improvement is offered. Thirdly, the ways of its applications are revealed. Fourthly, the hypothesis of the results of proper use of mind is proposed. The use of this approach proves great importance of benefits and correct application of mind for F. Bacon, highlighting pragmatic character and systemic nature of all his philosophy.

Besides describing the features of *mind* F. Bacon drew his attention to the nature of *intellect*. In analysis of the intellect F. Bacon also uses pragmatic approach, firstly emphasizing the opportunities of its use as a tool to strengthen intellectual abilities of people. To drive readers` attention to perfect intellect, the author declares its weaknesses and strictly criticizes it, highlighting its fallibilities: *[the **intellect**] is far more prone to error than the sense is* [6]; aggression, unfriendliness: *skirmishing, slight attacks* [*of **intellect***] [6]; chaotic character and inconsistency: *desultory movements* [*of **intellect***] [6].

One of the most impressive images created by F. Bacon in the process of describing intellect is its comparison with the clear sheet of paper: *if the human **intellect** were even and like a fair sheet of paper with no writing on it* [6]. At the same time the author narrates about highly outstanding nature of the intellect: *men of capacity and **intellect*** [6], *as well as about its high perceptive abilities: the impressions taken by the **intellect*** [6].

This critics, revealing *weakness* and at the same time *strength* and *potential* of intellect logically leads to the necessity to its cardinal improvements. By this style of narration the author has succeeded in persuading the reader in the necessity to develop intellectual abilities. Thus, F. Bacon calls on people to improve and enrich intellect: *raise*, *exalt, equip*, *made capable of overcoming the difficulties and obscurities of nature* [6]. Demonstrating potential ability of the intellect to progressive development, presenting it as a means of man`s domination over nature F. Bacon compares intellect with ladder: *The Ladder of the **Intellect*** [6].

Thus, describing rational phenomena F. Bacon follows the special algorithm of narration by means of which he describes the weaknesses and imperfections of rational phenomena and highlights the necessity of their improvements and the ways of their rational use [7].

Apart from intellectual phenomena F. Bacon drew his attention to the maxims of *sensual* nature, the ones correlating with spiritual and psychological spheres of life. It is of interest to note that sensual component of man`s nature is described less profoundly than rational one. That proves prevalence of *ratio* over *sensuo* maxims

in his philosophy, but also demonstrates the importance and relevance of *emotional* phenomena.

In the philosophical discourse of F. Bacon a wide range of emotional states and senses is described: positive (*love, happiness, joy, hope*, etc.) and negative ones (*despise, fear, hate, anger*, etc.). Such feelings as *love* and *despise* are the most thoroughly and carefully described.

Love in the discourse of F. Bacon is the feeling of great significance and large scale. Its structure includes **nine types of love**, each of them is subdivided into subtypes: *anthropological, moral, qualitative, social, psychosomatic* (from the Greek *ψυχή — soul* and *σῶμα — body*), *expressive, existential, love-hyper feeling, contradictory love*. The specific feature of love in the discourse of F. Bacon is in its *impersonal* character: love is referred to mankind in general or to love as an abstract phenomenon.

The **anthropological** type of love in the works of F. Bacon is the most profoundly analyzed, meaning humanitarian rather than romantic feeling. Love represents care about the nearest person and is compared to self-denial and self-sacrifice. F. Bacon considers the love of parents and children: *The difference in* **affection**, *of parents towards their several children, is many times unequal; and sometimes unworthy; especially in the mothers* [8]. The described type of love is a natural feeling of parents compared with their need to take care about their children no matter what the morale of their children is. This type of love correlates with such emphatic phenomena as *forgiveness, understanding, care*.

Apart from description of love as a feeling of high ethical range F. Bacon mentioned *egocentric* love – the feeling of clever and wise person to himself: : *... but being men so wise, of such strength and severity of mind, and so extreme* **lovers** *of themselves, as all these were* … [8]. In this example egocentric love correlates with intellectual abilities of man – his wisdom and intellect.

Also, F. Bacon represents love as a feeling of a social character, relevant for the whole society. Such type of love depends on social class and moral-and-ethical qualities of people: *Nuptial* **love** *maketh mankind; friendly* **love** *perfecteth it; but wanton* **love** *corrupteth, and embaseth it* [8]; *There is in man's nature, a secret inclination and motion, towards* **love** *of others* [8].

Love in the philosophical discourse of F. Bacon varies in its intensity. It can be *weak*: *Neither doth this weakness appear to others only, and not to the party* **loved**; *but to the* **loved** *most of all, except the* **love** *be reciproque* [8], as well as aggressive and wild: *They do best, who if they cannot but admit* **love**, *yet make it keep quarters; and sever it wholly from their serious affairs, and actions, of life; for if it check once with business, it troubleth men's fortunes, and maketh men, that they can no ways be true to their own end*s [8].

Also, F. Bacon reveals love as a feeling that has nothing in common with wisdom: *That it is impossible to* **love** *and to be wise* [8]. In the given example F. Bacon characterizes love as a supreme feeling of highly expressive nature, that can cause destruction and harm to man`s nature.

Such subtypes of love as love for lies, love for truth and for solitude, for God, for profession are also of interest: *and such as* **love** *business rather upon conscience, than upon bravery* [8].

Thus, love in the philosophical discourse of F. Bacon is multifaceted and contradictory: it is sublime and vicious (low); sensation justified by reason and

rationally unjustified; it is highly moral and selfish; strong and weak; logical and irrational. F. Bacon seeks to uncover all the facets of this emotion, and his mention of the negative signs of love can be seen as the philosopher's desire to protect a person against possible unpleasant consequences of this feeling. It is important to note that the author considers *love* through society, and also with respect to rationalistic categories (wisdom, reason), that emphasizes the pragmatic evaluation of this feeling by the author.

As for the description of negatively marked experiences in the philosophical discourse of F. Bacon, the author pays most attention to the description of *contempt*. Lexical representatives of this phenomenon in the texts of F. Bacon are lexemes *despise, scorn, contempt*.

In the process of analysis it was revealed that F. Bacon's *contempt* was due to cause-and-effect relations. The author focuses attention on the pragmatic nature of *contempt*: he considers it *as a means of achieving certain goals: for concealing ignorance, as reward for love, as a means of redressing offense, as a logical consequence of anger, and also as a consequence of contempt itself* [8]. Thus, even taking into account *a priori* negative connotation of *contempt*, the author seeks to describe it in the framework of a pragmatic (practical) and axiological approach, demonstrating its usefulness to a person, or to identify the threats associated with it.

In analyzing *contempt*, F. Bacon carefully examined its ontology, defining the object to which *contempt* is directed. Thus, the following types of *contempt* were revealed:

1) *contempt* to biased information (predictions, prophecies: *My judgment is, that they [dreams, and predictions of astrology] ought all to be **despised*** [8]);

2) *contempt* to the existing state of science (to learning: *Crafty men studies, simple men admire them ...* [8]);

3) *contempt* to social organization (***scorn*** *towards civil business* [8]);

4) *contempt* to sacred subjects, religion (*depraved politics, who are apt to* ***contemn*** *holy things; it doth avert them from the church, and maketh them, to sit down in the chair of the **scorners*** [8]);

5) *contempt* is a way to avoid contempt (*Whosoever hath anything fixed in his person, that doth induce **contempt** hath also a perpetual spur in himself, to rescue and deliver himself from **scorn*** [8]);

6) *contempt* to old age (though thereby they offer age to scorn [8]);

7) *contempt* to vanity (the ***scorn*** *of wise men* [8]).

It is interesting to note that the analysis of *contempt* in the philosophical discourse of F. Bacon helps to determine those areas of a person's life that should not be contemptuous, and therefore should be approved, welcomed by society, namely: **the rules of secular behavior**: To attain them [good forms] it almost sufficeth not to despise them [8]; **wealth:** *Believe not much, them that seem to* **despise** *riches for they **despise** them, that despair of them; and none worse, when they come to them* [8]; **health:** (***Despise no*** *new accident in your body* [8], **innovations:** *are but a **scorn** to the new* [8].

Thus, **contempt** for F. Bacon is a kind of indicator through which the author identifies the areas of human life that need to be improved:

- **the scientific sphere** is characterized by F. Bacon as bias information, features the general unsatisfactory state of science;

- **the religious sphere** is associated with excessive veneration of politicians and religious beliefs (they must be replaced by new approaches to religion);
- **the social sphere and moral-and-spiritual sphere** - it is necessary to avoid contempt, vanity there and foster respect (no contempt) the old age.

So, through contempt F. Bacon expresses his position as a reformer who sees the need for changes in the scientific and social spheres of society. In addition, the author calls on people to change their own attitude to global things and improve their spiritual life.

In this approach to describing contempt the personality of F. Bacon is manifested not only as the founder of English empiricism, but also as a follower of the *inductive* method in natural science: F. Bacon seeks to see in the small the truth of the nature of things from which it is possible to comprehend the global laws of the Universe. Thus, in describing *contempt*, F. Bacon examines it on the example of one person, and then on the scale of the whole society, which, as a mirror, reflects the aspirations of every one.

CONCLUSION

The conducted analysis has shown that F. Bacon's philosophy is represented by two major components: *rational* and *emotional*. The leading role is assigned to the nature of intellectual essences: *mind, intellect, understanding*.

It is interesting that such an approach – from small forms to large ones – is logical for the entire work of F. Bacon. The author stands his ground to inductive approach and all philosopher's creativity, perhaps, implicitly but proves its effectiveness.

Even when considering the phenomena of the sensuous nature, F. Bacon remains faithful to his philosophical convictions: his philosophical attention is focused solely on determining the degree of utility of phenomena on the scale of society. The socialization of the philosophical views of F. Bacon can be traced not only in speculating on mind, but also in describing the spiritual side of human nature.

In consideration about the realm of the mind and the realm of the senses, F. Bacon applies an invariably pragmatic, thorough and consistent scientific approach. Mind in the author's presentation is multifaceted, ambiguous and complex. F. Bacon describes mind from the point of view of the natural scientist, and also from the point of view of a pragmatist who aspires to reveal the maximum benefit for man from all phenomena. This direction was especially relevant for the philosophy of the Renaissance, which is characterized by the desire to reverse nature, the laws of Physics and Mechanics for the benefit of society. The rationalistic phenomena of F. Bacon are represented in the system of other phenomena, that is demonstrated by a special method of the philosopher - an inductive method, an updated method of investigating nature, based on the derivation of new knowledge by analyzing the ordered data of tables. Descriptions of mind in the philosophical discourse of F. Bacon demonstrate an empirical approach to science: its effectiveness, usefulness, applicability for a person as a part of the whole society is analyzed. The paramount significance and exceptional importance of cognition is reflected in one of F. Bacon's famous statements: *Scientia est potentia* («Knowledge is strength»).

With regard to the emotional nature of man F. Bacon focuses on the consideration of some of the basic and intense (all-encompassing) feelings: *love* and

contempt. The analysis of these senses is based on their representation with respect to their importance on a social scale, benefits to humans, intensity, and the range of undesirable consequences of these feelings. This shows the humanistic mission of F. Bacon, expressed in the desire to warn people against possible mistakes.

As a result of a detailed lexical and semantic analysis of F. Bacon's works, it becomes clear that the author was an unusually and subtly thinking person, well versed in the characteristics of human nature. As the analysis has shown, the author saw as one of his supertasks the duty to inform a person about the specifics of the phenomena of the spiritual sphere, to warn about the possible difficulties associated with them. In this case, the distinctive mission of F. Bacon is revealed as a teacher, sage and didactician, who stands guard over the well-being of man and society as a whole.

We would like to note that the nature of feelings receives a very special interpretation under the prism of the philosophical views of the scientist. Describing the essence of feelings in a detailed way, a psychological portrait of a person, a special spiritual and moral image is revealed. This image gives an idea of the moral-and-ethical maxims of the author, his aspirations and preferences, the system of values. We observe F. Bacon`s ideas on the direction of development of the spiritual world of man in the future. In his opinion, that should constitute the spiritual and moral basis of a man of a new era: independent, self-reliant and ready for new accomplishments.

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POETICS OF CHRONOTOPE IN NOVELS BY NIKOLAY LUGINOV

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ABSTRACT

Yakut writer Nikolay Luginov began his writing career in 1970-1980s. He is primarily known for his novels. These novels display an individual creative path from writer-beginner to writer-philosopher. N. Luginov focused on the genre of novel at the start of his writing career, having written twelve novels altogether. This period in his work is characterized as the period of Luginov's formation and progression as an author; the time when his key esthetic principles were formed, and main problems and images found. In general, this is the period when his artistic conception of humanity and reality were finalized. Social and psychological novels with their philosophical overtones in presenting the problems and depicting the characters set the tone for later introduction of philosophical works focusing on eternal problems facing humankind.

The article focuses on identification and analysis of time-and-space relations as presented in psychological and philosophical novels written by N. Luginov. The authors show how N.Luginov builds time which is primarily complex in nature: plots of the novels reflect discontinuity and recurrence of time, as shown through lives of several characters depicted in the novels, as well as in parallel lines and retrospections of the plotlines often marked by time inversions. In his social and psychological novels N. Luginov depicts historical time periods. He primarily focuses on the second half of the XXth century: post-war and modern time. Socially and culturally during this period the nation was going through what is known as eras of the "thaw" and "stagnation" which caused many writers to start the discussion of the most relevant questions and problems of the time.

The Great Patriotic War is viewed by N.Luginov as the main reference scale against which he measures spiritual and moral values of modern society. Time in his philosophical novels is mostly presented as abstract and cyclic due to the author focusing on eternal and universal values. Home is introduces as the key theme in social and psychological novels by N. Luginov while Nature serves is one in his philosophical works. Both present the vital human environment that people must protect and preserve for future generations. N. Luginov depicts nature in his social and philosophical novels as a living spiritual force.

Authors analyze the ways in which N. Luginov introduces nature as a vivid participant of the events, capable of showing sympathy for the characters. It is noted

in the article that nature in these novels acts as an active space rather than simply a background. It acts as a fantastic, metaphorical world living its life, thinking, reflecting, suffering and rejoicing.

Keywords: chronotope, space, time, reality, chronology, time projections, symbol, image

INTRODUCTION

Chronotope functions as "the key plot-forming category" [1]. Time unfolds within a place, while place does so within a time frame, thus making these two categories inter-related. M. Bakhtin saw this link and united time and place in one concept terming it as chronotope: "Signs of time are revealed through place, while place is perceived and measured through time" [1].

Further complication and individualization of time-and-place relationship within a work of fiction is linked to "the growing originality of the concepts of world and individual with each single author" [4]. Modern people's knowledge of the world and the way it functions is practically unlimited. They, therefore, are not typically inclined to ask questions about the genesis of the world (similar to the questions mythology and epos as well as many traditional works of fiction were attempting to answer). Due to this factor modern literature and modern authors tend to show and reveal human nature under various circumstances of life. In its turn the nature of relations existing between individual and said circumstances progresses in its complexity.

MAIN BODY

Nikolay Luginov, the author of a series of social-historical novels depicts a historical time period. It mostly covers second half of the XXth century – post-war and modern time. This period in the history of Russia could not be compared in terms of intensity of world-changing events (revolution, civil war, political repressions, the Great Patriotic war as well as many others) that comprise it. Socially this period is marked in collective consciousness as years of the "Thaw" and following "Stagnation" which caused many writers to put forward the most relevant problems and issues of the time. For N. Luginov the Great Patriotic war becomes the reference point as well as spiritual and moral scale against which values of modern society are measured.

Methods of depicting time category in N. Luginov's novels are varied in their functions.

Time progression is realized in chronological plotline in the novels "Nuoraldjima Grove", "The Dance", "Flood of the Leaves' Fall". In "Nuoraldjima Grove" the grandmother is overcome with the idea of continuing the family line when she repeatedly urges her grandson to "Be a Human!"[5]. Events that unfold over the course of one summer – birth of the brother, passing of the grandmother – played a tremendous role in shaping Nyurgun's personality.

"Flood of the Leaves' Fall" end in author's description of floodwater that keeps flowing. Flood here is the clear metaphor of time. In both novels the boys

grow up, travel across time and places, but inevitably return to their home land where their lives started. Both novels have an open ending; time becomes eternity, and the writer reflects on eternal questions of life and humankind.

Luginov generally tends to create a complex timelines. His plotlines often reflect discreteness, frequency and recurrence of time. These are shown in the depiction of several characters reflected in parallel and retrospective plotlines in many cases marked by time inversions.

The novel "Taas Tumus" is based on the whole lifetime of an individual through biographic time. Toybol, Mikhey, and Odon all came to a landmark of their lives. The complex plot sees the characters braving life's difficulties all the while trying to analyze the years left behind. The novel consists of five point of view chapters titled: "Toybol", "Mikhey", "Eksyu", "Odon", and "Sardaana". Odon is satisfied with himself and his life; he realized his lifelong dream; that of steering large ships over the big river. One thing taunts Odon however: how to confess and admit his guilt before his daughter. Even here the character manages to triumph by telling the truth no matter how hard that is. Toybol's last decade is but a mere existence with one final dream of being buried next to his wife. He lives by the happy memories where his loved ones are alive and happy, just like they were when he knew them. The past is alive in Toybol's mind, and he understands that his family and friends are alive for as long as he remembers them. The writer reveals Toybol as an individual who grasped the mystery of life and eternity.

Time in N. Luginov's philosophical novels is predominantly abstract and cyclic, determined by the author's focus on eternal and universal values. Time images in these novels are symbolic in character, like winter (in "Kustuk" and "Raven") or changing seasons (in "Serge"). In "Kustuk" winter reigns in tundra with its snow, harsh temperatures and blizzards which fits the main character's perception of the world (Kustuk is a dog, living and working in the North). Kustuk defends his inner world, identity and freedom. He survives through cold and hardships, his freedom being limited by the cold and chains. In time inversions Kustuk goes back to happy times which haunt him, transforming into persisting dream of freedom. The central question is how long the state of captivity will last; if he will eventually break free, ending his torment. Time in the novel is abstract and cyclic, since situation in which Kustuk found himself could happen anywhere and anytime. The author speaks of eternal problems facing the humanity.

"Raven" is also centered around winter time. Its cold spells could only be broken by the news of the birth of new human, a hope for a new change, happiness, preserving the life and traditions of the people. Raven is a long-living bird. It is not even aware of the number of years it has been living – is it three hundred, or four hundred? Raven muses about live being measured not by the number of years, but by the moments of happiness one has experienced. Time in the novel also correlates with human life and problems of modern society.

The events depicted in the novel "Serge" (tethering post, pronounced [sergə], one of the key symbols of Yakut culture) are set against changing seasons. The novel begins in winter, which later changes into spring and summer. When winter returns, its cold embrace locks minds, dreams and life itself. Thus the author shows the life cycle and eternity while waiting for Serge. Alongside, Serge's memories

show several generations, while summer themes prevail in the depictions of the happy family. Serge functions as a link between generations, earth and sky, death and eternity. He personifies a breakthrough to which people should hold on to.

When speaking of space category the researchers distinguish natural, daily, social, sacral, and geographical topoi [2]. In oral folk works depictions of nature played one of the central parts. Its functions varied while nature itself also had and independent meaning as an art object and symbol of beauty. In socialist realism and realism in general nature transforms into landscape, a background for events and places of action.

Living, spirited nature of N. Lugiov's works is part of the events, capable of sympathy for the characters. In social and psychological novels such depictions are particularly strong in works line "Nuoraljima Grove", "Taas Tumus", "Old man's smile", and "Tall Isles".

Nature is also a primary space in Luginov's philosophical novels. It is not merely a background, but a fantastic and metaphorical world living its own life, thinking its own thoughts, reflecting, suffering and rejoicing. The writer gives beautiful depictions of the forest, taiga, valleys and meadows. He is well familiar with those who live there and understands the laws of their existence. In the finale of "Serge" the following depiction is given: "… Then came a terrible, loud sound like two pieces of wood hitting against one another. It raised clouds of dust and moved towards the edge of the forest where the Tall oak and Old pine stood. Suddenly the Tall oak bent as if rising above the surface and crashed down with deafening rattle breaking its branches! Kholoruk then vanished. Only leaves that floated in the air with dust started to settle… Silence fell… Only the grieving Old pine stood, swaying in the wind and mourning her old friend…" [6]. The ending of the novel symbolizes futility of Serge's hopes for the return of the people. The writer shows tragedy of modern society separated from its native land and roots.

Within the abstract space of philosophical novels the writer thinks with imagery of the ethnic world: Alaas ("Serge"), Taiga ("Raven"), and Tundra ("Kustuk").

S.E. Noyeva notes the presence of particular chronotope: "Space-time projection is modified; it develops in reverse direction where human world transforms into the world observed from the outside" [7]. In N. Luginov's novels we perceive the reality through the eyes of a dog, a raven, and a tethering pole.

Space within which the characters act starts to unfold from their statement in novels' titles. "Sergelyakh": Sergelyakh is where the University is located; it is a place where characters' development and independence started. So, the place largely defines positions and paths taken by the characters, thus remaining in their memories.

"Nuoraljima Grove" is alaas (an open space, where traditional Yakut households where built) Nyurgun spends his childhood, it is his home which, according to his grandmother, is never to be forgotten.

"Taas Tumus" is the name of an abandoned village where the main character, Toybol spent years with his family. Taas Tumus is a rocky cape, a mountain which is also an eternal witness and monument of people's life. Therefore, concrete space marks become filled with symbolic meaning. As Belozubova stated in her analysis of Kheidok's fiction: "By creating the world of fiction a writer structures it, placing it in certain time and space. In some cases the text allows to re-create a detailed topography of action, be it fantastic or allegedly real"[3]. N.Luginov's works too allow such kind of re-creation.

The novel "Tuhulge" was translated into Russian as "Contest". Titular "Tuhulge" is the name of a sports arena where wrestling competitions are held. The title is aimed at emphasizing the closed nature of space in the novel, which creates the effect of intimacy. Meanwhile the characters in the novel expand the chronotope via flashback-induced time inversions.

According to M.Bakhtin, the main archetypical space images in literature are "Home", "Threshold", and "Road". Each of them is associated with the beginning of maturity, the moment when a person wants to travel to other places. Such images are ubiquitous, they could be found in any genre of any era, for they represent vital human concepts and values. These images are also linked to an individual's inner world and formation of character, which has in all times been the focus of fiction analysis.

Home is the primary image in Luginov's works. Many of his novels are centered around it, starting from "Nuoraljima Grove" and continuing to his final work, "The house on the river". Therefore the process of the author's artistic search takes place in a reverse order. While other characters of Yakut literature strived to leave their home in order to explore other spaces, the writer wants them to return to their Home. The Home is the center of centuries-old traditions, wisdom and persisting values. This way he is striving to preserve, respect and uphold the ancestral legacy.

In the novel "On the Order of Genghiz Khan" the image of Home ascends to its highest embodiment, transforming into the Nation. Thus, the writer's ideas operate on the level of nation and the world. Nation is a Home that needs to be built, developed and defended. Homes, or families could be different, just like nations: strong, prominent, consist of many members. Likewise, some nations may boast centuries-long history and traditions, technological advancement, or military victories. In "On the Order of Genghiz Khan" N. Luginov depicts the Mongol State and its leader confronting them with questions of the price of glory, its inspiration, as well as the reasons for the Mongol State's eventual disintegration. Nations, like an individual and their Home, have their own destiny, birth stories, maturity, development, disintegration and re-birth.

Threshold means overcoming. Having stepped over the threshold one finds themselves in a different place, world, life. Threshold symbolizes the situation of being faced with a choice, or taking a crucial decision. Thus, the dog Kustuk escapes from his new cruel owner to the man who once owned him. However his dies on the top of the mountain from which lights of his old home could be seen. Kustuk dies on the threshold of his new life, because this life is not to happen; his old master betrayed Kustuk, when he had sold him to other man. The dog remained alone, yet

free. He was to step from evil to good, from captivity to freedom; yet there is no place for him in this life. He faces betrayal from both sides of the threshold.

Makar, the main character of "The house on the river" sets his eyes on a young woman named Arypyai, but she would not follow him in his wanderings. So she stays behind, forever remaining in his memory leaning on her fence. Hedge or fence is also a kind of threshold, over which Arypyai is unable to step. She belongs to Home. Makar, in his turn, cannot step over this threshold as well. At one point he takes the decision to return to the woman he loves and marry her, but never follows the urge. The roads he took never brought him to Arypyai, or to the heath. Only towards the end of the novel, he finally manages to step over the main threshold in his life, to build the house, the home, and eventually realize its meaning.

One recurrent symbolic image in N. Luginov's space is the Ichitekh sir – an abandoned piece of land, or land without an owner. Ichitekh sir image which re-appears in "On the Order of Genghis Khan" and is interpreted by S.E. Noyeva as follows: "Emptiness" category is considered by the writer on onthological level. In historical novels (unlike in the previous ones, focused on the Revolution) the "people and history" model is modified into a more complex one, titled "people and history" [7]. While historical novels focus on the problem of war and peace, the latter novels deal with moral dilemmas of contemporary life. The emptiness often appears as a part of binary opposition "Home – Ichchitekh sir", where Home has owner, while land is abandoned. But in many of his novels both Home and nature function as aspects of one entity, for all of them are eventually left with no Ichchi, owner, or soul. This is the author's way of exposing the destructive attitude of humans towards their land. He criticizes lack of spirituality and morals of his contemporaries and states the tragedy of modern society.

N. Luginov pays special attention to singling out inner abilities of an individual when faced with moral dilemma. The narration in the monologues helps to reveal inner drama and motives of the characters' actions.

Some of them conceal their secrets throughout their lives. Okhonoon ("Tall Isles") remains a mystery even to his wife and after many years of living together. He hides his thoughts even from his family, ignoring his wife altogether during rows, or arguing with her only silently. He cherishes his inner world, safeguarding it from others. This is his way of protesting and protecting himself. Back in their time people rejected Okhonoon, and he preferred shifting the blame on others and staying alone on the isle. The isle, surrounded by water and estranged from banks and people becomes his own space.

CONCLUSION

Time in fiction may be abstract, concrete, sacral and historical. In oral creative tradition abstract and in many cases sacral time prevailed. Abstract was seen as eternal, and people believed in cyclical nature of time. Sacral time reflected thinking, perception and world-view of the ancient people. Realistic fiction with historicism being one of the key principles primarily focused on the progression of history, social relations as well as the way people's life and

collective mind change. In other words, the writers reflected given historical periods. In modern literature writers address the abstract and sacral time when depicting complicated sets of actual circumstances while in many cases appealing to the traditions of oral creativity. Space is concrete in social and psychological novels of Luginov. The author does not operate with fictional places; rather he depicts concrete geographic locations, thus creating a unique imagery of his world.

The actual space and time structure of N. Luginov's social and psychological novels allows the author to provide a realistic picture of modern society and relevant problems which face it. In philosophical novels time and space becomes absolute by acquiring fantastic and allegoric features, allowing the author to focus on eternal and universal human values.

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RECONSTRUCTION OF THE 14TH AND 15TH PROTO-SAMOYEDIC VOWELS

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ABSTRACT

Proto-Samoyedic vowel system has been studied for more than a hundred years, since the relation between the Samoyedic languages was discovered. The first, as far as we know, publication of this system was in [12].

This is what it looked like:

*i *ü *ị *u

 *e *ö *ə̂ *ẹ *o

 *ä *å

Later, after analyzing modern Nganasan data, E. Helimski [7] proposed adding two more phonemes to the system (see analysis of these addings for relevance in [1]):

*i *ü *ị *u

*e *ö *ə *ə̂ *ẹ *o

*ä *a *å

On the base of the analyses of the Taz-Selkup vocalism system and Narym, Ket and Middle-Ob' dialects' field and archival audio materials was noticed some additional series of regular correspondences between the Selkup dialects and Northern Samoyedic languages such as Nenets, Enets and Nganasan. Further analysis of these series showed correspondences in Kamassian, which reliably denotes their Proto-Samoyedic nature, as well as in the Finno-Ugric languages:

1. Proto-Selkup *o/*ō < Proto-Samoyedic *å (> Kamassian a) < Proto-Uralic *a // *o (> Saami N oa)

2. Proto-Selkup *uə/*uə̄ < Proto-Samoyedic *ɐ (> Kamassian u, o) < Proto-Uralic *a (> Saami N uo)

3. Proto-Selkup *u/*ū < Proto-Samoyedic *ʌ (> Kamassian u, o, u) < Proto-Uralic *o, *u.

Keywords: Vowel system, Samoyedic languages, Historical-comparative analysis

Proto-Samoyedic vowel system has been studied for more than a hundred years, since the relation between the Samoyedic languages was discovered. The first, as far as we know, publication of this system was in [12].

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*i *ü *i̭ *u

*e *ö *ə *ə̂ *e̩ *o

*ä *a *å

At the same time he proposed reinterpreting the quality of Janhunen's phonemes in the following way (according to [1]):

[9], [14]

*i > *i (> Nganasan i), *e (> Nganasan i̵)

*e > *ä

*ä > *a

Still, when studying the Selkup vocalism system and analyzing Narym, Ket and Middle-Ob' dialects' field and archival audio materials on LingvoDoc system http://lingvodoc.ispras.ru/ we noticed some additional series of regular correspondences between the Selkup dialects and Northern Samoyedic languages such as Nenets, Enets and Nganasan. Further analysis of these series showed correspondences in Kamassian, which reliably denotes their Proto-Samoyedic nature, as well as in the Finno-Ugric languages. Results of this analysis are presented in Table 1:

Table 1

Proto-Uralic according to [16]	*a / *o (> Saami N oa)	*a (> Saami N uo)	*o, *u
Proto-Samoyedic	*å (*å [12])	*ɐ (*å [12])	*ʌ (*å [12])
Northern Samoyedic languages Here and below the Northern Samoyedic languages are cited according to the following sources: Nenets as in [15], Enets as in [8], Nganasan as in [9].	Nenets *a*, Enets *a*, Nganasan *o*	Nenets *a*, Enets *a*, Nganasan *o*	Nenets *a*, Enets *a*, Nganasan *o*
Selkup dialects Here and below Selkup dialects are cited according to the following sources: Middle Taz as in [10]; Narym and Togur as in the field and archival materials at http://lingvodoc.ispras.ru; if the word is missing from these sources, it is cited according to the dictionary [5], or [12] (two latter sources are marked in the text, the rest are used by default)	Proto-Selkup *o/*ō (Selkup o/ō [3]) > Taz, Middle-Ob' o/ō, Narym ɔ, Ket o	Proto-Selkup *uə/*uə̄ (Selkup uə̇ [3]) > Taz e̮/ē̮, Narym vɛ, Middle-Ob', Ket ve in the beginning of the word Taz we̮, Narym va	Proto-Selkup *u/*ū (Selkup u/ū [3]) > Taz, Middle-Ob' u/ū, Narym, Ket u,
Kamassian Kamassian forms are cited according to the dictionary [6].	Kamassian a	Kamassian u, o	Kamassian u, o, ɯ

One can see from Table 1 that there are three different vowels in Proto-Selkup which correspond to the Proto-Samoyedic *å according to the reconstructions [9], [14], and that these three vowels have specific correspondences in Kamassian and Proto-Uralic. From that one can deduce that Proto-Samoyedic vowel system has to be modified by adding two more phonemes: Proto-Samoyedic *ɐ, *ʌ. The resulting inventory should look like this:

*i *ü *i̮ *u

*e *ö *ə *ə̂ *e̮ *o

*ä *a *ɐ *å *ʌ

Moreover, based on the two series of correspondences for Proto-Uralic *a: 1) Saami N *oa* – Proto-Selkup *o/*ō̄*, Kamassian *a*; 2) Saami N *uo* – Proto-Selkup *uə/*uə̄*, Kamassian *u*, *o* it can be assumed the existence of two *a in proto-Uralic language, but this question needs further study.

Below are some examples to illustrate these oppositions.

Proto-Selkup *o/*ō̄ < Proto-Samoyedic *å̊ (> Kamassian *a*) < Proto-Uralic *a (> Saami N *oa*)

<u>With Uralic etymologies</u>

1. Taz **qossy** 'offering, sacrifice; present' (Here and below the diagnostic forms for establishing the oppositions are marked as bold.) – Narym **kɔ:z** 'gift' < Proto-Samoyedic (The Proto-Samoyedic form and the forms from modern Samoyedic languages are cited from [12]) *kåsəj* 'payment' (> Nenets T *xaco*) [14: 61] < Proto-Uralic ***kaćV** 'present' [24: 111];

2. Taz **(ima)qota** 'old woman' < Proto-Samoyedic *kåtå* 'old woman' (Nenets T *хада*; Enets *кадаʔ* 'mother's sister'; Nganasan *koduʔa* 'old woman of kin') [14: 62] < Proto-Uralic *koska* 'elder woman of kin' [24: 189], but the initial syllable vowel reconstruction which the authors of [24: 189] propose does not occur to be reliable, as the reflexes of *koska* do not point reliably at the reconstruction of the Proto-Uralic *o (cf. [13]). One can surmise that the reconstruction for this word is Proto-Uralic ***kaska >** (Saami N **goas'ke -sk-** 'mother's sister');

3. Taz **n'oma** 'hare' – Narym **n'ɛvá** 'hare' (The Proto-Samoyedic form and the forms from modern Samoyedic languages are cited from [12]) < Proto-Samoyedic *ńåmå* (Nenets T *нява*; Enets *naba*, Nganasan *ńomi*) < Proto-Uralic *ńoma(-lV);* in this word, Proto-Uralic ***ńama(-lV)** (> Saami N **njoammel**), can be reconstructed, as was mentioned before, according to [13] Mordvinic *u* (Erzya *numolo*, Moksha *numol*) don't necessarily mean Proto-Uralic *o in the first syllable; they might as well descend from Proto-Uralic *a in an unstressed Proto-Finno-Volga position;

4. Taz **pōli̥qo** 'ingest' – Narym **pɔlgu** 'swallow, ingest' < Proto-Samoyedic *pålä-* (Nenets T *палесь* 'swallow'; Enets *pariʔ* 'sky'; Nganasan *holɨə, holiʔə* 'sky, top of the head'; Koibal *поолдола* 'gulp') < Proto-Uralic ***pala** (> Saami N **buole, boaldet** [4], fin. *pala* 'кусок') [24: 350];

5. Vas **понжчар** 'hem' [6: 192] < Proto-Samoyedic *påncə* 'lower edge' (Nenets T *пан*; Enets *padi*; Nganasan *hontəlir, hontəə*; Kamassian **phandr** 'hem') < Proto-Uralic ***pančV ~ *pačV** (**pončV ~ *počV*) [24: 353];

6. Taz **konti̥** 'root, float cord (from cedar roots)' – Narym **kɔndɀ** // *kandɀ* 'root' < Proto-Samoyedic *wåncɜ* (Nenets T *вано*; Enets *badu* 'root, snag'; Nganasan *bəntu* 'root'; Kamassian *moǹå,* **mʋǹå** [7: 41]; Koibal *мына*; Taigi *мондó*) [14: 171] < Proto-Uralic ***wačV ~ *wančV** [24: 548].

<u>Without Uralic etymologies</u>

7. Taz **on-** 'oneself; one's' – Narym **ɔndɀ** 'himself' < Proto-Samoyedic *ånə* (Nganasan *ŋonənə*) [14: 18];

8. Taz **koptị** 'bed, bedstead; place' – Narym **qɔpt** 'bedstead, place, bed' < Proto-Samoyedic *wåt³wə̀ (Nenets T ва''ав; Enets ваδa 'place'; Nganasan bəbə 'place, bed'; Kamassian **båp̀u** 'place, bed' [7: 8]) [14: 173];

9. Taz **porqị** 'clothes' – Narym **pɔrg** 'overcoat' < Proto-Samoyedic *pårkå (Nenets T парка; Enets page; Kamassian p΄ə̀rγà, p΄àrγà [7: 52]; Koibal pyrga; Mat. harga [8: № 262]) [14: 116];

10. Taz **cōpty ~ cōptyl'** 'thin' – Narym **ʦʹɔ΄ptiga** 'flat, thin' < Proto-Samoyedic *jåptå (Nenets T ябта; Enets d́ata; Nganasan dobtəʔlikü; Mat. čabtəmbuj [8: № 163] 'thin') [14: 38];

11. Ob' **қожэ ~ қожʝ̄ ~ қочэ** 'snowstorm, blizzard' [6: 87] < Proto-Samoyedic *kåcə 'snow-blast' (Nenets T хаδ; Enets каδum- 'blizzard is starting'; Nganasan koduſ 'snow-blast') [14: 57];

12. Taz **qōptuŋqo ~ qoptuŋqo** 'castrate' – Ket **қоптангу, қоптэнгу** 'castrate' [6: 91] < Proto-Samoyedic *kåptə- 'castrate' (Nenets F χāptā; Enets katur-; Nganasan kəbtərkus'a) [14: 60];

13. Taz **pōry** 'pile warehouse, planking for fish drying' < Proto-Samoyedic *pårз 'warehouse' (Nenets nape'; Enets pare) [14: 116];

14. Taz **qopty-** 'drown smb' – Тум **қоптӭргу** 'drown smb' [6: 91] < Proto-Samoyedic *wåptå 'pour' (Nenets T вабтась; Enets bata- 'pour, pour out'; Nganasan bobtu- 'pour into, pour our'; Kamassian **ba'ptəl'am** 'I am pouring'; Mat. bahtə- [8: № 92]) [14: 172];

15. Taz **topy** 'leg; paw' – Narym **tɔb** 'leg' < Proto-Samoyedic *tåpз (Enets tabu 'root, base'; Nganasan tohi 'base, trunk, stem'), *täpз 'tree trunk' (Kamassian **tāb'**) [14: 152];

16. Taz **sompy-** 'shamanic' – Ket **сомбаргу**, Ob' **сомбӭргу** 'shamanize' [6: 213] < Proto-Samoyedic *såmpə- (Nenets самбăсь; Enets saboδir- 'do magic'; Kamassian **sāmol'àm**, **sāməl'àm** 'I am shamanizing' [7: 57]) [14: 135].

Exception (non-standard reflex of the Proto-Samoyedic *å in Selkup dialects):

Taz **tüšy** 'lizard' – Vas **möшa**, **möшe**, Тум **mӯш**, **mӯшa**, Tur **mӯсы**, El **тюсэ̆й** 'lizard' [6: 242] < Proto-Samoyedic *tˡånsə 'lizard' (Nenets T манз; Enets tad́u 'lamprey, worm-bait', **Kamassian t'вnzə**, t'onzə̥ [7: 69]; Koibal манза; Mat. манже) [14: 151] < Proto-Uralic *sVŋćV (*sVŋćV-lV).

Proto-Selkup *uə/*uэ̄ < Proto-Samoyedic *в (> Kamassian u, o) < Proto-Uralic *a (> Saami N uo)

With Uralic etymologies

1. Taz **cē̆talīqo** 'meet, run into' – Narym **ʦвédəʃpиги** 'meet' < Proto-Samoyedic *jåtə 'walk' (Nenets T ядăсь; Enets d́aδata-; Nganasan dotu- 'meet'; Taigi dschadim 'I walk'; Karag. джадашинь) [14: 38-39]. In [24: 106] a Proto-Uralic *juta- is reconstructed, but, as is stated in A. Aikio's thesis [2] ("However, the comparison is irregular: Mordvin -t- presupposes an original geminate *-tt-, and the vocalism of the Samoyed forms does not match Proto-Samoyedic * jotē < Pre-

Saami *juta-). Instead, the Saami verb could be regularly explained as a Baltic loanword: cf. Lithuanian *judėti* 'to move'" [2]), the Saami forms in this etymology do not correspond regularly to the Mordvinian and Samoyedic ones and are probably a Baltic loan. Mordvinian reflexes, as shown in [13], can point to any back vowel in a non-stressed position;

2. Taz **q̄ēlị** 'fish' – Narym **kvél** 'fish' < Proto-Samoyedic *kålä (Nenets T *халя*; Enets *kare*; Nganasan *koli*; Kamassian **k'ō̄лv**; Koibal *кола*; Mat. *kālā* [8: № 461]) [14: 59] < Proto-Uralic *kala (> Saami N **guolle -l-**, Fin. *kala*) [24: 119];

3. Taz **tēlịqo** 'to have stolen' – Narym **tvɛ́'lagu** 'to have stolen' < Proto-Samoyedic *tålä (Nenets T *малесь* 'to steal'; Enets *tarir-* 'I steal'; Nganasan *molar-* 'to steal'; Kamassian (C) **thol'erl'im**, (D) *t'å̀ə̀rl'äm*, **t'oị̀ə̀rl'äm** 'I steal'; Mat. *tāler-* [8: № 975]) [14: 150] < Proto-Uralic ***sala** (> Saami N **suolâ -llâg-** 'thief, thievish', Fin. *sala* 'secret') [24: 430];

4. Tym **tìwer** 'pimples' [14: 38] < Proto-Samoyedic *jår (Nenets T *яр''*) [14: 38] < Proto-Uralic ***jarV** 'nodules, growths on a tree' (> Fin. *jaarun* 'нарост на дереве') [24: 90];

5. Taz **q̄ēri̯qo ~ qe̜ri̯qo ~qe̜rqo** 'to call, to invite, to name' – Narym **kvérgu** < Proto-Samoyedic *kå- 'to call, to ask' (Nenets T *ханзь*; Enets *kaŋaðoʔ* 'попросил'; Mat. *kaŋ-* 'I ask' [8: № 424]) [14: 56] < Proto-Uralic ***kanV** (***kaŋV**) [24: 125];

6. Taz **q̄ēcị** 'hot weather' – Тym **квычэк** 'hot' [6: 41] < Proto-Samoyedic *kåjå- 'sun' (Nenets T *хаерась*; Enets *kaja*; Nganasan *kou*; Kamassian (D) **k'uịa**, **k'uịa**, **k'uị̀o** [7: 33]; Koibal *куяж*) [14: 58]. In [24: 167] these words are proposed to be the reflexes of the Proto-Uralic *koje, but we, together with the authors of [22: 383] think this comparison to be not useful;

7. Taz **q̄ēcị̯qo** 'to have left smth' – Narym **kvédʑɛgu** < Proto-Samoyedic *kåjä- 'to leave smth' (Nenets T *хаесь* 'to leave smth'; Enets *kae-*; Nganasan *koi-* 'to have left smth'; Kamassian **k̯oịol'äm** 'I leave smth' [7: 31]; Mat. *kojo* [8: № 531]) [14: 58] < Proto-Uralic ***kaδ'a** (> Saami N **guodde -d-** 'to leave smth', Fin. *katoa-*) [24: 115];

8. Taz **qe̜nqo** 'to depart, to go, to ride, to leave, to go away' – Narym **kvéngu** < Proto-Samoyedic *kån 'to go' (Nenets *ханăць* 'to depart'; Enets *kanus-* 'to go away'; Nganasan *koniʔkə-* 'to start to leave'; Mat. *kan-* [8: № 413]; Koibal *кандагамъ* 'I ride') [14: 59] < Proto-Uralic ***kanta** (> Saami N **guod'de- -dd-** 'to carry, to bring', Fin. *kanta* 'base, leg') [24: 124];

9. Taz **kētịkä** 'left-handed; left; from the left, to the left, leftward' – Тym **квыдыге**, Ob' **квэ̄тэкэ**, Ket **квэдыгей**, **Tur кыдыгӓ** 'left' [6: 41] < Proto-Samoyedic *wåtз 'left' (Nenets T *вадисей*; Nganasan *bətid'i* 'left') [14: 172] < Proto-Uralic ***wasa** [24: 559].

10. Taz **we̜ntị** 'nelma' – Narym **vandʑ** < Proto-Samoyedic *ånсз (Nenets F *ŋанды* 'nelma') [14: 18] < Proto-Uralic ***ončV** (> Fin. *vasen* 'left')[24: 339];

Without Uralic etymologies

10. Taz *sēriqo* 'to rain; to soak by rain' – Narym *fέ′r* 'rain' < Proto-Samoyedic *sårå- ~ *sårə-* (Nenets T *capë* 'rain'; Enets *sare* 'rain'; Nganasan *copya* 'rain'; Kamassian *su̇rno*, *su̯rnò* 'rain' [7: 60]; Mat. *sörüh* [8: № 908]) [14: 135];

11. Taz *qētiqo* 'to illuminate' – Ket *қвэⷣэⷢгу*, Ob' *қвэжⷬигу* 'to start to shine; to shine for a long time' [6: 82] < Proto-Samoyedic *kåt^lå* 'light' (Nenets F *kāttatat*; Enets *каδаδиῳ* 'candle'; Nganasan *katəgəə* 'candle'; Mat. *kadabtə-* 'to throw light' [8: № 379]) [14: 62];

12. Taz *kētiqo* 'to grow, to bring up' < Proto-Samoyedic *wåtå* 'to grow, to feed' (Nenets T *вадась*; Enets *baδa-* 'to grow'; Nganasan *bətu-* 'to have grown'; Kamassian *bud^ɘl'àm*, *bo̯d^ɘl'àm*; Koibal *быдла* 'I feed'; Mat. *badə* [8: № 88]) [14: 172];

13. Narym *kvέdəgu* 'to swear' – Ket *kuəd^ɘle* 'to swear' [3: 276] < Proto-Samoyedic *kåtə* 'to swear' (Enets *kaδи-* 'to swear'; Kamassian *k̯udō^lʼàm* 'to swear');

14. Taz *tētipi -* El *мэтэпе* 'shaman' [6: 251] < Proto-Samoyedic *căcäpä* (Nenets T *maδeбя*; Enets *taδobe* 'shaman'; Mat. *дядэ*) [14: 32]. There are also cited in [14: 32] as reflexes for this etymology Kamassian *t'ǟrb^ɘ* [7: 68] and Koibal *марбэ*, but it is rightfully pointed out in [5: 180-181], that *rb* cannot be a reflex < *c*.

15. Taz *wēci* 'meat; flesh, body' – Narym *vadz′* 'meat, food' < Proto-Samoyedic *åjå* (Nenets T *ꞑая*; Enets *aja* 'body, flesh, meat (as a body part)'; Kamassian *u̯i̯a* 'meat' [7: 80]) [14: 17];

16. Taz *wēšiciqo* 'to rise, to fly up' – Narym *vazəgú* 'to stand up, to rise, to fly up, to rise' < Proto-Samoyedic *ånsä* (Nganasan *нэнсутə-*, *нэнсутəт* 'to rise, to rise to one's feet') [14: 18];

17. Taz *wērqi* 'large; elder; magnitude, size' – Narym *varg* 'large, elder' < Proto-Samoyedic *årə* (Nenets T *ꞑар* (*ꞑarka*); Enets *arum-* 'to increase, to grow up'; Kamassian *urɣ̯o* 'large' [7: 81]; Koibal *урга* 'large'; Mat. *орга* [8: № 816]) [14: 19];

18. Taz *wēnil* 'again' – Тум *ванбар* 'anew' [6: 22] < Proto-Samoyedic *ånз* (Nenets T *ꞑани*; Enets *aṅi* 'other, one of the others'; Nganasan *ꞑonə*) [14: 18].

Proto-Selkup *u/*ū < Proto-Samoyedic *ʌ (> Kamassian *u, o, ы*) < Proto-Uralic *o, *u (A **Taz** word ***mulympryqo*** — El ***мулиқо*** 'to talk' is not included in this group, because we agree with the hypothesis of [3: 133] that it is a loan from Khanty *mul-* 'to pray', and, as such, it shouldn't be a reflex of Proto-Samoyedic *må-* 'to speak' [14: 88].)

<u>With Uralic etymologies</u>

1. Taz *quntiqo* 'to die, to be severely ill' – Narym *kúgu* 'to die, to be killed' < Proto-Samoyedic *kåə-* (Nenets T *хась* 'to die, to be̯ killed'; Enets *kaa-* 'to die, to be killed'; Nganasan *kuəgu-* 'to die'; Kamassian *kul'em* 'I am dying'; Koibal *кулягандамъ* 'I am dying'; Mat. *kā-* [8: № 367]) < Proto-Uralic *kola* 'to die' (> Fin. *kuole-* 'to die') [24: 173];

2. Tym *k'ūbᵊdä* [3: 261], El *копсэ* 'fish bladder' (The vowel of the first syllable is not quite clear in El *o*. It could be due to non-perfect recording of the southern and central dialects in the [5] dictionary, as there are several writing variants for a number of words) [6: 51] < Proto-Samoyedic **kåpǝtǝjǝj-* 'fish bladder' [14: 60] (Nenets T *хабдё*) < Proto-Uralic ***kupe(-na)** 'fish bladder' (> Fin *kupinas*) [24: 212];

3. Ket *kuuska* [14: 60] < Proto-Samoyedic **kåsǝ* 'dry' (Nenets T *хасуў*; Enets *kasuo*; Nganasan *kos'üǝ* 'dry') [14: 60] **< Proto-Uralic *kuśka (*kośka)** (> Saami N **gǫikes -i'ka(s)-** 'dry') [24: 223];

4. Taz *muŋkynᴈ* 'bosom' – Ob' *мугут* 'bosom' [6: 131] < Proto-Samoyedic **må-* 'breast' (Enets *maguʔ* 'breast') [14: 88] < Proto-Uralic ***mOlV** (***mOljV**, ***mOlkV**) 'breast' [24: 289];

5. Taz *musyltyqo* 'to wash; to have a wash' – Ob' *мулҗугу*, *мулҗӭзу* [6: 132] < Proto-Samoyedic **måsǝ-* 'to wash' (Nenets T *масăсь*; Enets *masu-* 'to lick off, to wash away, to wash smb, to wash smth'; Kamassian *bezel'äm*, *båzǝl'äm*, **buzǝl'o̞m** 'I wash'; Koibal *бызла* 'he washes'; Mat. *masǝ-* [8: № 642]) **<** Proto-Uralic ***muśke** (***mośke**) [24: 289];

6. Taz *n'ūṭi* 'grass; hay' – Narym *n'udᴈ* 'grass, hay' **<** Proto-Samoyedic ***ńåc**, ***ńåcǝ** (Nganasan *n'otǝ* 'grass'), ***ńåcå** (Nenets T *няда*; Enets *nadìuδo* 'light-colored Icelandic moss, which the reindeers don't eat'; Kamassian **no'd**, Koibal *но* 'hay', *нотъ* 'grass') < Proto-Uralic **ńačV* 'grass' (**>** Saami N **njüöcco-rasse** 'equisetum') [24: 311], this word's reflex is presented in Saami, Komi and Samoyedic languages, but these words might as well be a reflex of Proto-Uralic **ńočV*, as shown in [16];

7. Taz *n'ūqo* 'to lick, to lick smth, to lick oneself' – Narym *n'ugl'ɛʃpigu* 'to lick, to lick smth' < Proto-Samoyedic **ńå-* (Nenets T *нянзăсь*; Enets *nadìo-*; Nganasan *n'ond'ǝ''tǝ* 'to lick'; Kamassian **nuläm** 'I lick' [7: 47]) < Proto-Uralic ***ńōla** [24: 321] (> Fin. *nuole-* 'to lick');

8. Taz *pūṭil* 'cheek' – Narym **púdal** 'cheek, cheeks' < Proto-Samoyedic **påt* (Kamassian **pû'ma**; Koibal *путмо*; Mat. *hoʔlo* 'cheek' [8: № 306]), ***påtᴈ** (Nenets T *найды*; Enets *paeδǝ* 'cheek'; Nganasan *hotuǝ* 'cheek') < Proto-Uralic ***poske** [24: 396] (> Fin. *poski* 'cheek');

9. Taz *sūrᵢm3* 'animal; beast; bird; game, furs' – Narym **χúrup** 'big animal, beast, cattle' < Proto-Samoyedic ***sårmå** (Nenets T *сармик*; Enets *same* 'wolf', Mat. *sarma* 'hazel-grouse' [8: № 853]) < Proto-Uralic ***śurme** [24: 490];

10. Taz *unṭi* 'louse' – Narym *undᴈ* 'louse, lice' < Proto-Samoyedic **åncǝ* (? ~ **åmcǝ*) [14: 18] (Nenets T *ŋan°* [14]; Enets *adu*; **Kamassian uṅıu** [7: 82]; Koibal *унё*) **<** Proto-Uralic ***omča** [24: 338];

11. Taz *qē̄tṭi* 'town, village' – Ob' Vas *кѵачч*, *кѵач* 'town' [6: 79] < Proto-Samoyedic **wåc* 'fence' (Nenets T *ва''*; Enets *baʔa* 'temporary pen for domestic reindeers'; Nganasan *bǝʔ* 'pen for reindeers; purse') [14: 171] < Proto-Uralic ***woča** (> Saami N **oacce -ʒ-** 'enclosure', Fin. *ottava* 'net for salmon fishing').

Without Uralic etymologies

13. Taz *cūriqo* 'to weep' – Narym *tɕиʼrəgu* 'to start weeping, to weep' < Proto-Samoyedic *jårə* (Nenets ярць; Enets *dìaro-* 'to weep'; Kamassian *t'ōrᵊl'ȧm* 'I weep' [7: 79]) [14: 38];

14. Taz *tukyqo* 'to scratch' – Tym *tùgˌəŭnaB* [3: 176] < Proto-Samoyedic *jåkkɜ* 'to scratch oneself' (Nenets T якăсь; Enets *dìakиδе*; Nganasan *doʔku-* 'to scratch oneself'; Mat. *čakmər-* 'it itches' [8: № 173]) [14: 37];

15. Taz *cumpy* 'long' – Ob' **чомб**, **чумб**, Vas, Tym **чюмб**, **чомбы**, Tur **чомпы**, Ob' **чюббе**, Ket **чюмбу**, El **чюмбе** [6: 285] < Proto-Samoyedic *jåmpə* 'long' (Nenets T ямб; Enets *dìabи*; Kamassian **nиm'oˌ** [7: 46]; Koibal нумо; Mat. *n/ńambиh* 'long, high') [14: 37];

16. Taz *mūtı* 'large loop-like bend of a river; portage through the neck of such a bend' – Tym, Tur **муч** 'chennel, former riverbed, portage' [6: 133] < Proto-Samoyedic *måcə-* 'reach' (Nenets маδорʼʼ 'river bend with thick groves on the banks') [14: 89];

17. Taz *mūtyqo* 'to bark; to bark at smb; to croak' – Ket **мутайгу** 'to start barking' [5] < Proto-Samoyedic *måtə-* 'to bark' (Nenets T *mat°* 'barking' [14]; Enets *maδи* 'barking'; Nganasan *muzar-* 'to bark'; Kamassian **moˌ'dl'am** 'I bark' [7: 40], Koibal мōδла 'he barks', Mat. *madə-* [8: № 670]) [14: 89];

18. Taz *u* 'ptarmigan' – Ob', Vas, Tym *y̆* 'ptarmigan' [6: 257] < Proto-Samoyedic *åwå* (Enets *aba*). [24: 13] consider this word a reflex of Proto-Uralic *aŋV*, but E. Helimski points out that the «Phonetic resemblance between the Saami and Northern Samoyedic (Nenets) forms is so great, including the "correspondence" between the syllable boundary sign in syllable boundary sign in the overlong geminate in Saami and the ejective sign in Nenets, and so non-conforming to normal schemes of historical phonetics, that it can only be explained as parallel formations of onomatopoeic nature; which, however, doesn't deny the possibility of a contact genesis of this resemblance» [11].

Exceptions (the first syllable vowel in Selkup dialects does not correspond to Kamassian using our correspondences):

1. Taz *tūra ~ tūrä* 'nit' – Ob' **чӯра**, Ket **чурра**, Ket, Tym **чюра** 'nit' [6: 208] < Proto-Samoyedic *cårä* 'nit' (Nenets F *tāˌʎʎəɾ̥*; Enets *tare*; Nganasan *tori*; Kamassian **tāri** [7: 73]; Koibal *māpĕ*; Mat. *tārā* 'nit' [8: № 994]) [14: 32];

2. Taz *kūty* 'wing (shoulder part, without feathering)' < Proto-Samoyedic *kåtᴵə* 'wing' (Nenets F *kātaᵊrβi*; Kamassian *kˌ'ådår*, *kˌ'ådp̥r* [7: 24]; Koibal кодэръ, ходэръ) [14: 62].

CONCLUSION

So, we can see that there are three different vowels in Proto-Selkup which correspond to the Proto-Samoyedic *å* according to the reconstructions [9], [14], and that these three vowels have specific correspondences in Kamassian and Proto-Uralic. From that one can deduce that Proto-Samoyedic vowel system has to be modified by adding two more phonemes: Proto-Samoyedic *ʙ, *ʌ. The resulting inventory should look like this:

*i *ü *i̯ *u

*e *ö *ə *ə̂ *e̯ *o

*ä *a *ɐ *å *ʌ

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ABBREVIATIONS

Fin – Finnish language
Kamassian C – Kamassian materials of M. A. Castren
Kamassian D – Kamassian materials of K. Donner
Karag. – Karagas language
Mat. – Mator
Nenets dialects
Nenets F – Forest Nenets
Nenets T – Tundra Nenets
Saami N – Norwegian Saami
Selkup dialects
El – Elabuga Selkup dialect
Ket – Ket Selkup dialect
Ob' – Ob' Selkup dialect
Taz – Taz Selkup dialect
Tur – Turuhan Selkup dialect
Tym – Tym Selkup dialect
Vas – Vas Selkup dialect

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THE ROLE OF THE LANGUAGE IN MIGRATIONS AT THE TURN OF THE CENTURY IN CROATIA

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ABSTRACT

In this paper, language as (undoubtfully)a key component of the identity (or at least as one of the key components) of migrations on the territory of the Republic of Croatia at the turn of the century. Migrations are a common occurrence in a modern society. They can be defined as a change of location of an individual or a group of people. Without going into more detail analysis of the reasons and types of migrations, regardless of what is the incentive to relocate, it is more than clear that changing location includes/implies changing society and changing society means changing the language community. This paper contrasts, generally speaking, two migration periods on Croatian territory, including the EU. The first migrations that are analyzed concern the period during the Homeland War in Croatia and the period right after the War. Migrations and inclusion of migrants during that period are analyzed considering language differences between migrants and the language community they are migrating to. Taking into account, that the territory of the Republic of Croatia is linguistically very diverse, there are three very different dialects or (even) languages in Croatia (Shtokavian, Kajkavian and Chakavian), and positive and/or negative perception and position of migrants coming from the war zones are investigated, regarding the differences and/or similarities between linguistic systems they use to communicate. The Migrant situation in the Homeland War is compared with different perspectives in the migrant crisis in Europe during 2015 (2016 and 2017), i.e. migrations that bring people from geographically, linguistically, and culturally distant parts of the World. In drawing conclusions on the status of migrants during the 1990's and during the migrant crisis discourse analysis of the media and narratives was conducted. Finally, it is shown that the differences/similarities between linguistic systems correspond with negative or positive perceptions of migrants and, consequently, their inclusion in the society.

Keywords: language, migrations, discourse analysis, sociolinguistics

INTRODUCTION

Language is, if we try to define it in general terms, a phenomenon or property characteristic only for man, which is undoubtedly exact, at least at the level of complexity in which the natural human language functions. Due to the fact that we are talking about a feature of a man, it is necessary in determining language to include the collective dimension. The idea is that the language is a social fact: it rests on a tacit social agreement (primarily because of its initial arbitrariness in linking the terms and contents of the linguistic sign), so it is conventional [11].

Social factor of a language can be recognized as a zero point in its determination irrespective of the linguistic perspective from which the language itself, in this case the language as a subject of scientific research, as an object of science, tries, to

analyze itself and by itself but considering the community that uses it [11]. Thus, the various linguistic perspectives will observe the language primarily as an abstract system of signs and the rules by which these signs are combined [11] - this will characterize the structuralist approach of the language established by F. de Saussure and by the distinguishing form, substance, terms and content, the notion of e.g. metalanguage etc., in addition to his glossary, was suspended by L. Hjelmslev. On the other hand, language can be viewed from the perspective of transforming and generating language messages, recognizing the rules by which messages are transformed and generated, the difference between the depth and surface structure, the distinction between the I-language and the E-language, which is certainly some of the basics of language observation perspective of generative grammar.

For both of these perspectives it can be stated that they are structural, which of course, does not neglect the differences between the structuralism of Saussure's type and generative grammar founded by N. Chomsky. It is thought that in the above mentioned linguistic lines the structure of the formal language is the primary focus, whereas the meaning that mediates this structure and the relation of that structure to the extraterrestrial universe remain outside the central interest of structuralism and generativist thinking. The shift towards conceptualization and the perception of, (sometimes) identic meaning of conceptualization and linguistic formulation are evident in the cognitive linguistic approach to language. Cognitive linguistics begins with the fact that the concept, which is (actually) a linguistic concept, is structured knowledge based on encyclopedia data [15]. Such language understanding, which is at least in part comparable (or equitable) with cognition, was based on American linguistics and anthropology. F. Boas, E. Sapir and B. Whorf, are authors who observed in their contemplation the relationship between language and opinion, language and the world, noting that the language is the factor (or language structure) that shapes the individual's perception of the world around it. In contemporary terminology: language forms conceptualization, which clearly articulates Sapir-Whorf's hypothesis [10], [13]. B. Whorf clearly articulates: Language is not simply a reproducing instrument for voicing ideas, but rather is itself, the shaper of ideas [10], [13]. Moreover, language categorization mirrored conceptualization, the world's perception [7].

The previous is a very brief (but for the purpose of this work is probably sufficient) overview of language determinants, it shows that different approaches have a common starting point for language: it is a mental phenomenon for them and it is social because it involves the possibility of communicating what the individual thinks. Such a generalization, as well as any other generalization, is certainly neglecting the often-important differences between different approaches, but in itself is not a mistake. Language is a mental fact, it serves as a means of communication, which implies that it is involved in the process of thinking. In the ability to use language as a means of communication, its sociability is contained: members of a community share the same (or very similar) language code - it enables them to convey ideas, to communicate. Taking into account the Sapir-Whorf hypothesis and cognitive linguistic preferences about language, it can be concluded that speakers of the

same language do not share only the knowledge of the language structures they communicate, but share a similar view of the world conditioned by the specific language (a commonly known example is the name for snow in the language of Eskimos, who have ten words for snow, and in Indo-European languages that have one or only a few).

Linking language, the individual, the society, and (conditionally) views of the world gives a new dimension to the understanding of migration. Without the intent on the comprehensiveness and scientific exhaustion, migration can be defined as the spatial movement of the population. In the context of this paper, the reasons (economic, military and other) and types of migration (daily, monthly, etc.) are secondary. Here migrations are viewed as a phenomenon that is common in the modern world, and often involves massive masses, as was the case with the migration crisis in Europe in 2015 (and 2016). Given the above, theoretical and discourse analysis will be attempted, to establish and prove the fact that migration of the population also implies the migration of language systems and all that can be related to language (including identity). In the following sections, we attempt to confirm the assumptions about the impact of inter-ethnic differences on the inclusion of migrants in the communities they are coming from. Keeping this in mind, attention should also be paid to the fact that language / discourse (s) produce identities, to identify certain social groups as positive or negative, i.e. to be experienced through language and with language in mind. In this regard, methods of critical discourse analysis find its application [14], as well as approaches that recognize language as a means of legitimizing and manifesting different power relations [5], [8]. Here the relationship will be seen in migrations as the processes of movement of people: the movement of people can be equalized with the movement of language systems, and the relation of man among other people can be viewed analogously as the relation of one language system among other language systems (that are more or less similar).

LANGUAGE AND MIGRATIONS IN CROATIA

The introduction of the notion of society quite complicates the aforementioned language definitions as it presupposes the existence of a specific relationship between language, the individual and the community. In this way, the language necessarily connects with the identity of the individual and the language community to which it belongs, which often means the nation [12]. In order to better understand the migration (language) in the territory of the Republic of Croatia, it is necessary to briefly present its complexity.

Language(s) in Croatia

The link between the language, the individual, and the society / nations in geographic areas referred to in this paper is extremely complicated due to socio-historical reasons and the various state creations in which the present Republic of Croatia was located during the 20th century and earlier: The Austro-Hungarian Monarchy, The Kingdom of the Serbs, Croats and Slovenes, the Kingdom of Yugoslavia, the Independent States of Croatia, the Socialist Federal Republic of Yugoslavia (Socialist Republic of Croatia), the Republic of Croatia (later EU Member States). Thus, the area of the Republic of Croatia was socially and legally very dynamic in the 20th century. It should not, therefore, be distant from the mind

that the territory in which all the above-mentioned states were born contained language complexity as well. It is an area spoken with languages belonging to a group of South Slavic languages (Bosnian, Bulgarian, Montenegrin, Croatian, Macedonian, Slovenian and Serbian) of the Indo-European language family. Bosnian, Montenegrin, Croatian, and Serbian are the standard languages that originated in the Shtokavian Dialectal Basis, which is the reason for the various political currents in the countries in which these languages are official, have used (or still use) in history (and still today) as a reason for unitarianistic persecution. However, these are sovereign states with official (recognized) languages, and we should emphasize Croatian language as one of the official languages of the European Union.

As much as the described language situation in the areas mentioned may seem complicated, in the case of the territory of the Republic of Croatia, it is even more complicated. Namely, there are three Croatian dialects in the Republic of Croatia: Shtokavian, Kajkavian and Chakavian. The specificity of the Croatian language situation is that the individual local speeches of different Croatian dialects differ from each other more often than some Slavic languages (e.g. Russian and Ukrainian, Czech and Slovak, and so on). In many cases, the differences are so much so, that negotiation is disabled. For example, in the Kajkavian area there are examples where two adjacent villages speak so differently that their speakers do not understand each other. There is also a similar situation with the Chakavian speeches, and understanding is undoubtedly completely absent in comparison with some Kajkavian speeches (e.g. Bednja speech) and Chakavian speeches (Vis speech) (the same is true of Shtokavian speeches). Thus, the Republic of Croatia itself is a linguistically diverse and complex region, taking into account the relations between the Croatian standard language and the non-standard variants [9], and the extraordinary reasons (socio-historical, political), these all greatly affect the perception of differences and appreciation of Croatian Shtokavian speeches and (or) of non-Croatian Shtokavian speeches; primarily the Serbian and Bosnian Shtokavian speeches and the Serbian and Bosnian standard languages.

The previous drafts of the language situation in the Republic of Croatia and those between the Republic of Croatia and the neighboring states in which the official languages are also based on the Shtokavian base will serve to help understand the linguistic situation that migrants come from for various reasons and from different areas. In the following text, two migration situations that occurred at the turn of the century will be analyzed. Firstly, migrations will be considered immediately before, during and after the Homeland War in the 1990s. After that, migrations will be analyzed at the beginning of the 21st century, during 2015 (and 2016) when a migrant wave from the Middle East occurred. In both migrations-linguistic situations, the position and role of language in the perception of migrants and their inclusion in the community they go to, will be observed. All the conclusions to be made were made based on previous research on media discourse analysis and narrative analysis of the respondents from Shtokavian, Kajkavian and Chakavian areas. It should be noted here that the conclusions set out in this paper partly relate to the

preliminary research presented in 2017 [3]. Here the research is expanded, and the conclusions are overwhelming and further argued.

Language (s) and migrations during the 1990s

During the 1990s, the Croatian Homeland War occurred in the territory of the Republic of Croatia. Migration and perception of migrants during and after the war can be traced to several types of migration: first, migrations occurring within Croatia; secondly, the population in Croatia coming from Bosnia and Herzegovina, and a somewhat smaller number from Serbia; Thirdly, the population migrating from Croatia to European Union countries (partly North America, somewhat less in Australia).

The first group consists of migrations taking place in the territory of the Republic of Croatia, i.e. in the area where the official language is the Croatian standard language. These migrations took place in the west: the largest number of people are from the eastern part of the country that went to the western parts. (There were migrations to the north and from some parts of Croatia too, but due to the significantly smaller population of these areas, only migrations from the east of the country are considered here.) Such migrations represented the displacement of the population from one area to another, but within the same dialect (Shtokavian) or the displacement of one of the Croatian dialects (Shtokavian) to the area of the other Croatian dialect (Kajkavian and Chakavian). These migrations here will be referred to as A migrations. According to the described description of A migration, they occur in two subtypes: A.1 migration, they are within the same Narrative area, and A.2 migrations are those that imply changing the Narrative area.

The mentioned distinction of the subtypes of A migration has its basis in the perception of the migrants as well. In the analyzed narratives of migration within the Shtokavian area, they are not evaluated as something negative, but are defined as a normal phenomenon, and migrants are generally involved in the community without major problems. Such integration can, at least partly (even theoretically) be associated with relatively small language differences. Namely, the differences between language systems that come into contact with (similar) local speeches of the same dialect are in fact (especially in the wartime context) not perceived like *outsiders*. On the other hand, migration into non-Shtokavians areas is also recognized in the language. Thus, migrant Shtokavians in non-Shtokavian areas are recognized as drifters (those who drifted somewhere; regionalism, which is synonymous with the verb, is pejorative, in Croatian: *dotepsti se > dotepenci*, *došljaci* vs. *naseliti se*) and newcomers (those who came).

Looking at the migrations from the perspective of linguistic similarities, the following are the migrations from Bosnia and Herzegovina and Serbia to Croatia. In both cases, this is migration from Shtokavian areas. However, the difference between Bosnian-Herzegovinian and Serbian Shtokavian speech in comparison to Croatian Shtokavian speech in most cases is noticeable, certainly in the accentuation and phonological features of concrete speech. For these reasons, it is considered that these migrations should be classified as a special type of migration, the type of migration here referred to as the B migration. Thus, B migrations include migrations from the two neighboring states of the Republic of Croatia to the Republic of Croatia. On the other hand, there is an important difference from where

the population comes from. Since Serbia committed aggression against the Republic of Croatia, Serbian Shtokavian speech has a negative connotation, while no negative connotations are related to Bosnian-Herzegovinian speech or at least on a much smaller level. Thus, in the narratives it was noted that the speakers of Serbian Shtokavian speeches (more precisely, speakers who are recognized in the territory of Croatia as Serbs because of the spoken intonation, emphasis, phonology, lexicology and syntax) are often equated with ethnic Serbians who were perceived at the time of the Homeland War as extremely negative. It is also interesting, and in fact crucial to note, that migrants from Serbia are by majority mostly ethnic Croatians. Still, language functions as a sign of their identity. It is interesting to note that one of the distinct features between Croatian and Serbian language is the reflex of the ancient Slavic voice *ě*. In the Croatian language there are different reflexes (*ije, je e, i* and sometimes *a*), while in Serbian there is a dominant reflex of *e*. The refugees from Serbia, who were predominantly Croats, changed the reflex of the voice of *ě* in their speech. That would not be surprising if croatisation of reflexion occurred where the etymology for it was justified (for example, Serbian *lepo* > Croatian *lijepo*). However, speakers of Shtokavian speech that have an *e* in place of an *ě* have changed every *e* in their speech to *ije*, accordingly, the *e* which did not come from the acient Slavic *ě*. Thus, for example, the word *meso* (which comes from the acient Slavic word *męso*) becomes *mijeso* although there is no linguistic justification for it because the acient Slavic voice *ę* in both languages give the voice *e*. Additional evidence of the importance that a language has in identity and perception of an individual, there can be considered a similar phenomenon in Shtokavian speeches in Croatia. Namely, it should be noted that the speakers of Croatian Shtokavian speech, which spoke in the territory of the Republic of Croatia during and immediately after the Homeland War, have also changed every *e* to *ije/je* (e.g. *pulover* > *pulovijer, omekšivač* > *omjekšivač*). For these reasons it seems necessary to distinguish between two important groups of B migrations: B.1 migration, migration from Bosnia and Herzegovina to Croatia, and B.2 migration, migration from Serbia to Croatia. In addition to this articulated difference, it is possible, by analogy, to distinguish the subtypes of A migration to establish the distinction between migration with respect to the dialectical destination. This could also be applied to distinguish B.1.1 migrations and B.2.1 migrations that imply migration to the Shtokavian area and B.1.2 migration and B.2.2 migrations coming from neighboring states in the non-Shtokavian Croatian area. The justification for such a subset of subgroups of certain migration subtypes is found in the established differences in the A migration group: if there is a difference in the perception of migrants within Croatia with regard to the fact that it is a Shtokavian or non-Shtokavian destination, it is quite reasonable to assume similar differences in the group B migration.

The description of the B migration and the migrant perceptions are applicable (probably) at the time when migrations occurred and in the context of the entire Croatian territory. However, such a situation in the border areas can at least partly be suspected from a synchronous perspective. In 2017 a study was conducted on the Bosnian language and its sociolinguistic status at the border of the European Union, in Slavonski Brod, on the border between the Republic

of Croatia (European Union) and Bosnia and Herzegovina [1]. The area of Slavonski Brod and its surroundings was chosen because of the large number of refugees who came during the Homeland War and wanted to check the status of their organic idioms at the European Union border. The research considered the perception of Bosnian-Herzegovinian speech in the Slavonian-Croatian area from both perspectives: examined was (and valued) the positioning of the Bosnian-Herzegovinian speech from the perspective of the Bosnian-Herzegovinian speakers and from the perspective of the speakers of Shtokavian speeches within Slavonski Brod areas. The results of the research have shown that speakers of the Bosnian-Herzegovinian speaking their speech is positively evaluated, they are not considered less valuable than those from Shtokavian speeches within Slavonski Brod areas or then the Croatian standard language (although in principle they allow partial use limitation of the organic idiom, but any organic idiom) [1]. On the other hand, the Bosnian-Herzegovinian speeches are also positively evaluated by speakers of Shtokavian speeches from the Slavonski Brod region and consider it necessary to preserve them as well as to preserve any non-material cultural heritage; the difference between the two groups of respondents is that speakers of Shtokavian speeches from the Slavonski Brod region give a slightly greater advantage to the Croatian standard language than the speakers of the Bosnian-Herzegovinian speeches [1]. Such a positive perception on both sides should not be surprising because it is a border area that is in all contexts specific, due to its proximity and focus on *the other* and to coexist with them. In this sense, the distinction between the individual subgroups of B migration from a synchronous perspective should be understood conditionally.

A and B migration shape a language frame: they represent two types of migration most often of the Croatian population (as well as respecting the no way negligible part of the Bosniaks, whom the Republic of Croatia received during and after the war of independence) that are happening either inside of Shtokavian areas or between areas of Shtokavian and Kajkavian, or of Chakavian areas with an important difference of inclusion or non-inclusion of the population of the neighboring States of Shtokavian. The third group of migration that is mentioned so far represent a migration from the Republic of Croatia in the Member States of the European Union (that were members at the time) and the United States, Canada and Australia, but in a much lesser extent. These migrations assume the movement of people from the Slavic language areas into non-Slavic linguistic areas, i.e. areas of primary Germanic (Danish, English, Dutch/Flemish, German, Norwegian, Swedish, etc.) and Romanic languages (French, Italian, etc.). Given that a smaller proportion of the population has moved to Finland, it should also be mentioned the Uralic Ugrophine group of languages.

Bearing in mind the inter-language diversity between the migrants and the community in which they are coming to, the population is expected to feel "*different*" in the new environment. This is apparent from the narratives that form being "*different*" in new environments, often it has to do with language barriers. In the desire to belong to a new community, migrants often neglect the mother tongue, especially when it comes to children born abroad, and thus they themselves influence their perception in their homeland. By integrating into the societies, they came to and avoiding the use of their mother tongue, migrants take over the

language of the host countries and then introduce into their speech numerous expressions that are not customized in the Croatian language at any one language level (phonological, morphological or syntactic). In this way, they develop a specific *interlanguage* or *half language* and are given a name in the homeland, a Croatian version of the German term "Gastarbeiter". (*Interlanguage* is a term used in theories of language mastery. Here we do not refer to an intermediate in the mastery of a foreign language, nor to a semi-formal term implying a kind of negligent linguistic use [6]. These two terms are intended to suggest the mix of language codes that is sometimes deliberate (to show that an individual lives abroad), sometimes unintentional (when there is a real separation from the mother tongue).) These few examples point to difficulties in identifying with a new living environment, and the linguistic constituent component and the new communities as well as their own identity problems are at the very least, extremely important to consider. Because of its linguistic specificity, this type of migration described should certainly be distinguished: it is considered a C migration, that is characterized by relocation to an undoubtedly completely different linguistic area from where they left.

In the previous sections, is a breakdown of migrations, characteristic of the time of the Homeland War. Three basic groups of such migrations have been observed with regard to the type of spatial movement. They have attempted to describe, and among them, have tried to identify certain common and specific features. In the section that follows the migration will be analyzed in the Croatian area during the migrant crisis.

Language (s) and migrations during 2015 (2016, 2017)

The migrations that began intensely in 2015 represent the movement of population, for the most part from the Near East in the direction of the European Union countries. This is the so-called Balkan route. The Balkan route passes, among other countries, through the Republic of Croatia. In addition to migrants from the Middle East, immigrants from the African continent entered the European Union (including sea routes) during the migration crisis. We analyze migrants with regard to their linguistic background, and we notice that most of them are speakers of the African and Turkic language families or speakers of Indo-European languages that are genetically and typologically distant from (for example) Slavic languages (or, specifically, the Croatian language, which this paper is about).

The perception of migrants coming to Europe has changed from 2015. Particularly specific are the changes in the Croatian relations to migrants during 2015 and 2016. It is thought that the identity of migrants in Croatia is almost entirely discourse-constructed [4]. This discourse constructed identity is threefold, bearing in mind that, in principle, every segment of the discrete constructed identity of migrants (every so-called micro-identity) corresponds to a specific time, i.e. with the development of a migrant crisis. Migrants in the Croatian media and in the narratives of the inhabitants who were analyzed were first experienced as victims, which can be related to the Croatian experience of the war, so people were more than congenial to migrant groups [4]. After initial approval and aiding, there were changes in multiple and multilevel migrant

identities: migrants are first seen as a potential threat (which is their second micro-identity), and ultimately are undoubtedly seen as a threat that needs to be removed (which is the third micro-identity) [4]. (Given that migrants arriving in the Republic of Croatia, which Croatia is obliged to accept as a member of the European Union, it remains to explore how they are positioned in society and how society responds to the migrant community in view of the inter-ethnic barrier.)

The mentioned changes in the structure of migrant identity are partly influenced by the policy of different interest groups because each identity construction implies different power relations and mirrors different ideologies [5], [8], [14]. On the other hand, these changes are the result of the fact that Croatian society has gained some experience with migrants. Namely, all indicators show that the Republic of Croatia is not an immigrant-interesting state, which means that the population of the Republic of Croatia, in principle, has no immigrant experience, especially not to the extent in which migrants arrived in 2015. Without going into the value judgments, it is concluded that the Croatian attitude toward migrants changes negatively almost exponentially depending on how much experience people have with migrants: the more experienced, the perception of migrants is more negative - this is also apparent from both the media texts and narrative analysis. Given that migrants are a highly heterogeneous group, the only thing they have in common is being different in relation to the community they come from: different in the linguistic sense over which it is partially constructed and partially observed by the different criteria (culture, customs, faith, system of values, etc.). Because of all these specifics, the migrations described can be classified as D migrations: a special type of population movement from linguistically (cultural, religious, ideological, etc.) highly distinct areas.

Since this paper deals with migrations at the turn of the century on the territory of the Republic of Croatia, one cannot pass on the fact that migrations from the Republic of Croatia to other EU member states, the United States, Canada and Australia occur still today. This migration could be labeled as C migration, which would mean that there is an undeniable linguistic barrier and the identity problem of empathy (from the Croatian perspective) to any community, especially in the context of the next generation, the descendants of emigrants. However, in the narrative analysis of the emigration of people leaving the Republic of Croatia between 2015 and 2018, the C migration features are not observed, at least not to the extent that this applies to the C migration of the 1990s. It is about people whose articulate their dissatisfaction and go (preferably) to European Union countries looking for (better) jobs. In this situation there are young people, often highly educated, who know the language of the country they are going to and integrate into the community, including the language community, at the same time as arrival or with a little delay. In addition, the difference is also due to migration: at the present moment, people migrate because they can or because they want to, not because they have to escape warfare. From their narratives - they learn that they do not feel fully aligned with the members of the community they came to, and as an indicator of this difference, they speak the language because in most cases it is immediately noticeable whether somebody is an original speaker of the language or not. However, they do not feel more of an exclusion from the society they came from and often do not consider returning to Croatia. Moreover, in the language of these

migrants, there is no evidence of the emergence of an *interlanguage* or *half language*, which are described in C migrations. With that, there is no change in the B.3.2 migration, which means that according to the characteristics of modern migration from the Republic of Croatia, it is comparable to the B.3.1 migration and perhaps (at least in part) with the A migrations. This fact may seem unusual, because migration happens to areas that are linguistically different from the starting points. However, migrations of this type show that language does not have to be an obstacle if the cause / reason of migration is positive, if there is internal motivation, but at the same time confirms that the difference in language has consequences on the perception of migrants in the society in which they come (because migrants still recognize themselves as others). For this reason, it seems that the described migrations, which for methodological reasons can be called E migrations, represent such a type of migration that may be compared to B migrations.

Language(s) and migrations: differences and similarities

In the previous subsections, various types of migrations that included the territory of the Republic of Croatia at the turn of the 20th to the 21st century were attempted. The migrations analyzed may differ with respect to the category of space, the category of language and can be observed with respect to the perception of migrants. If we take space as a variable, migration can be divided into those within Croatia, migration from Croatia and migration to Croatia. If we decide on language as a criterion, we will distinguish between migrations from Slavic and non-Slavic languages, migration from Shtokavian areas to non-Shtokavian areas, etc. According to the perception of migrants, migration can be defined as generally positive and generally negative with the notion that migration perception is a scalar category to be influenced by various factors.

Except the fact that migrations can be viewed separately from different perspectives, it is possible to try to interpret them with reference to the three fundamental criteria articulated here and establish some kind of relationship between them, which seems reasonable because they do not occur in a vacuum. Taking into account the previous analysis, the table presents the migration classification.

Table 1 - Classification of migration

Type of migration	Sub-type	Sub-group	Area	Perception
A	A.1	Within the Shtokavian area within Croatia		1
	A.2	From Shtokavian area to non-Shtokavian areas within Croatia		2
B	B.1	B.1.1	From Bosnia and Herzegovina to Croatia (Shtokavian area)	3
		B.1.2	From Bosnia and Herzegovina to Croatia (Non-Shtokavian area)	3.5
	B.2	B.2.1	From Serbia to Croatia (Shtokavian area)	4
		B.2.2	From Serbia to Croatia (Non-Shtokavian area)	4.5
C	From Croatia to the European Union (1990)			5
D	From the Middle East and from Africa to Croatia			6
E	From Croatia to the European Union			3 – 3.5

It can be seen from the table that there were five different basic types of migration from Croatia at the turn of the century. Each type of migration is described with respect to the area from which the population is moving and the migration number is assigned to each type of migration, which indicates a positive and negative perception of migrants: number 1 indicates that a migrant is involved in society and is not seen as different(or is seen as different in the smallest extent possible), and 6 indicates that the migrant does not engage in society and is likely to be perceived as different(even perceived as a dangerous).

Migrants coming from the same language system feel the least foreign, they are among the least linguistic differences. Thus, the number 1 is assigned to migrations within the Shtokavian region, while the number 2 is assigned to migrations from the Shtokavian to the Kajkavian or Chakavian region. The numbers are given somewhat arbitrarily and from a theoretical perspective, taking into account all criteria (migration type, language, area, etc.) and taking into account the differences between the analyzed narratives. Thus, the distinction between 1 and 2 has been established on the basis of whether the immigrants will or will not usually be called *comers* or *newcomers*, i.e. whether he or she will perceive themselves as others or not (or to what extent).

The second type of migration consists of migrations from neighboring states of Shtokavian countries to Croatia and depending on the population movements in the Shtokavian or Non-Slavic area (analogous to A migrations) subgroups are distinguished. Perception is mathematically equally distributed. B.1 migration and B.2 migration, aside from the country of migration, differ in terms of language adaptation of immigrants, which is much more important in this context. Thus, B.2 migrants will invest tremendous efforts to change their speech. It should be

emphasized again that B.1.1 migrations from a synchronous perspective are perceived as positive, therefore (even) not neutral.

The fact that migration to the area of the second linguistic system is sufficient to separate C migrations as a separate group in which the migrants from Croatia from both perspectives are not perceived unreservedly positive: they are recognized in the emigration as others, they are themselves in an identity gap (inclusion and linguistic) and are in their own homeland at least a recognizable group. According to the destination, E migrations are identical to C migrations, but because of time lag, language knowledge, migration causes, and migrant perceptions do not allow for their equalization.

In D migration are those that result in migrants that are not included in society and are directly related to the initial ignorance of the language, i.e. interpersonal, customary, cultural and other differences. All categories and all the proposed descriptions correspond to the theses of the relation of language and opinion, language and culture, which are characteristic of the linguistic currents derived from the theory of E. Sapir, B. Whorf, G. Lakoff and others.

According to the observed features of a particular migration type, the degree of involvement in society and the similarity or difference between language systems can be noticed. In this sense, it confirms that language plays a very important role in the inclusion of migrants in society [2]. Migrants come from one community to another. It is a community and a linguistic community as well. Given this fact, in order to bridge the differences between the migrants and the community they come across, it is necessary to overcome the linguistic differences. In this way, an individual is fully involved in society, the education system, the labor market, which confirms the place of language in an individual's everyday life: the language is confirmed in this case as a specific human property, a means of communication, thinking, conceptualization, understanding of the world.

CONCLUSION

This paper attempted to consider the influence of language on migration processes and the inclusion of migrants into society. Based on the analysis of media discourse and analysis of individual narratives, migration situations were discussed during and after the Homeland War (1990s) and during the migration crisis in 2015 and 2016. Different migrant groups have been analyzed from different perspectives: given the time of migration, type, geographical area, language etc. The five types of migrations that emerged in the Croatian territory at the turn of the century are described. In the text it is shown that each type of migration differs with respect to the area in which it occurs and with regard to the positive or negative perception of migrants. The analysis has shown that the similarity between migrant and community language systems in which migrants come positively affects their integration into society, that language differences correspond to a lower degree of involvement in society and a lesser degree of acceptance. It has been noted in the examples that the similarities between the languages or the knowledge of the community language to which it comes positively affects the perception of the immigrant group. Thus, migrants are

most likely to be perceived positive within the same dialectal area of the same language on the territory of a state, and the migrants coming from genetic and typological different languages are least positively determined. In this connection, it establishes a link between language, opinion, culture and perception of the world.

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TRANSLATED GRAMMAR BOOKS OF THE WESTERN EUROPE: THE CATEGORY OF THE VERB IN THE GRAMMAR BOOK BY HIERONYM MEGISER "INSTITUTIONES LINGUAE TURCICAE LIBRI QUATUOR" (1612)

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ABSTRACT

The submitted article is the part of a complex historical-linguistic study of the Latin grammar by H. Megiser "Institutiones linguae Turcicae libri quatuor" (1612). Being one of the most important sources of Turkic linguistic formation, this work has not been the subject of a special study yet, since it is written in Latin and considered as bibliographic rarity. Work on the translation is accompanied by an analysis of the text material, which will provide additional facts to scientists working in the field of philology, history and religious studies. This Grammar book in certain extent is an encyclopedic philological work, because it consists of several different sections: the grammar of the Turkic language, the textbook that contains religious texts and proverbs and the dictionary. These genres of the language material such as everyday speech and folk art correspond to the traditional content of Latin Grammar books for foreign-speaking people, written in this period.

The article raises the problem of the interrelation of grammatical categories in different languages (Turkic, Latin, German), the author's adaptations of the grammatical theory based on classical European languages to Turkic material. The direct object of the study of this article is a category of verb. Here common features of this category are highlighted (person, number, tense, mood, voice), the peculiarities of grammatical functions are analyzed and specific features inherent in the Turkic material are identified. Grammatical category of voice of the Turkic language is described by the author in a rather detailed way, although in its volume and meaning it is very different from European traditions, missing in the Latin language. The meaning of voice is reported by applying the method of description. By analogy with the Latin language, Megiser highlights the category of tense in the conditional and imperative moods, missing in the Turkic language. Indicative mood is considered broadly by the author, including periphrasis and modal forms in addition to traditional temporary indicators. In Grammar book there are cases of misinterpretation of certain facts mainly, mixing phonetic and grammatical phenomena. Depending on the basis of the hard and soft version of the indicators of the infinitive (-mak /-mek), Megiser distinguishes two conjugations in the Turkic language. Relevance of the article is connected with the fact that the Turkic science replenishes with new linguistic source. Analysis and systematization of the grammatical material of the work by Hieronymus Megiser allow to trace the history

of the formation of the grammatical theory and morphological rules of the Turkic languages and to consider the methods of transmission of cross-language material.

Keywords: cross-language, Latin, Turkic, Hieronym Megiser, verb.

INTRODUCTION

The submitted article is the part of a complex historical-linguistic study of the Latin grammar "Institutiones linguae Turcicae libri quatuor" (1612) by H. Megiser. Being one of the most important sources in the Turkic linguistic formation, this work has not been the subject of a special study yet, since it is written in Latin and considered as the bibliographic rarity. Work on the translation is accompanied by an analysis of the text material, which will provide additional facts to scientists working in the field of philology, history and religious studies.

Of course, attempts to study Turkic languages in Europe have been made before. The famous manuscript "Codex Kumanikus" is still attracting the attention of researchers, was written, according to a number of researchers, no later than the 14th century. A handwritten manual compiled by Florentine Filippo Argenti "Regola del parlare Turcho" (the rules of the spoken Turkish language) and dated 1533, the first Turkish grammar written in 1611 by the Italian monk Pietro Ferraguto are evidences of this [1]. Surely there were other attempts to address the issue of the study of Turkic language, as this was a necessity, but they remained unknown. Indeed, the Kuman collection fell into the hands of linguists much later. Unfortunately, these hand-written manuals are not currently available for research. And the grammar of Megiser discussed in this work, was closed to the study for a long time too. Do not miss the fact that you need to know European languages to work with early grammars. Since the authors of the early grammars pursued practical goals (trade and political interests, missionary work), these grammars did not have deep theoretical analysis of the material, but their value is indisputable, because in the illustrative material, in speech samples an attentive researcher can find a lot of valuable material for independent conclusions about the features of the material under study.

H. Megiser motivated his appeal to the Turkic language by the fact that the knowledge and the understanding of Turkic speech are important: "Quam enim atque praeclara sit honorifica, magnaq; conjuncta cum laude, ad quam omnes partes conducibilis humanae vitae, quam deniq; pace et bello, domi et militia, omnino necessaria, cum aliarum linguarum, tum vero praesertim hoc nostro seculo, cognitio etiam sermonis et Turcici intellgentia" [2]. The fact that Megiser chose the Latin language for the presentation of the foundations of Turkic Grammar may mean that the Grammar was intended for a wide circle of readers, educated people speaking different languages, but knowing Latin.

This Grammar book in certain extent is an encyclopedic philological work, because it consists of several different sections: the grammar of the Turkic language, the textbook that contains religious texts and proverbs and the dictionary. These genres of the language material such as everyday speech and

folk art correspond to the traditional content of Latin Grammar books for foreign-speaking people, written in this period.

MATERIAL AND METHODS IN THE MAIN PART OF THE SCIENTIFIC ARTICLE

The base of the research is a facsimile edition of the work by Megiser "Institutiones linguae Turcicae libri quatuor", printed in 1612 in Leipzig. To describe the material of related and unrelated languages to identify their similarities and differences at all levels of language structure there were used the comparative-historical and comparative methods. The method of linguistic description of the object of study is accompanied by examples from the anthology, vocabulary and text part of Grammar. The method of statistical analysis allows to find out the ratio of parts of speech, to reveal the amount of information on the category of verb.

THEORETICAL SECTION

The data on the formation of norms in the literary language are of great interest for linguistic science. The process of their formation is the most representative in the special grammatical descriptions of the corresponding literary language. In describing the language of the Turks, the Megiser used linguistic concepts and categories of the Latin language; along with Latin graphics he also used Arabic ones, adapting them to the Turkic-language material for the literal transmission of Turkic speech. At the same time, he noted that the Turks did not have their own alphabet, they used the Arabic one: "the Turk language is very similar to the Persian and Tatar languages, but significantly different from the Arabic language. In worship Turks use mostly Arabic, as Alcoran is written on it"[3].

Any particular work is undoubtedly interesting and valuable, because it reflects the spirit of the time and records features relating to the state of the language, the features of the approach to language phenomena that were characteristic of the period of writing grammar. The direct object of this article is the category of the verb. H. Megiser assigns to the verb a special place - as the most complex part of speech. He considers the verb as an independent part of speech, devoting to the theory of the verb Chapters VI-X, pages 106-159. Among the vocabulary verbs make up about 15% [4]. The author allocated categories of number, person, mood, tense, voice, negative and affirmative forms, the terms are specified in accordance with the tradition of Latin grammars. Considering categories of verb, he focuses his attention not on theoretical problems, but on the practical usage and pronouncing rules in the Turkic speech.

In Latin, verbs are conjugated and there are four types of conjugation, which are determined by base of the infinitive. Consideration of the Turkic verb begins with the categories of conjugation, highlighting two types of conjugation: the first conjugation refers to verbs in -mak, the basr of which are hard vowels and the second to verbs in -mek, the base of which with a narrow vowel [5]. It should be noted that the author in this case mixes the phenomena of different language levels. After a brief description of the formation of temporary forms examples of verb conjugation are given. In this part we see that Megiser selects following inclination: indicativus, imperativus, subiunctivus, infinitivus [6].

Great diversity and variety of the different forms are given in the indicative mood. In the examples we see the conjugation of verbs in six tense forms (Image 1).

Image 1. The Conjugation of the verb 'Datmak' (to taste).
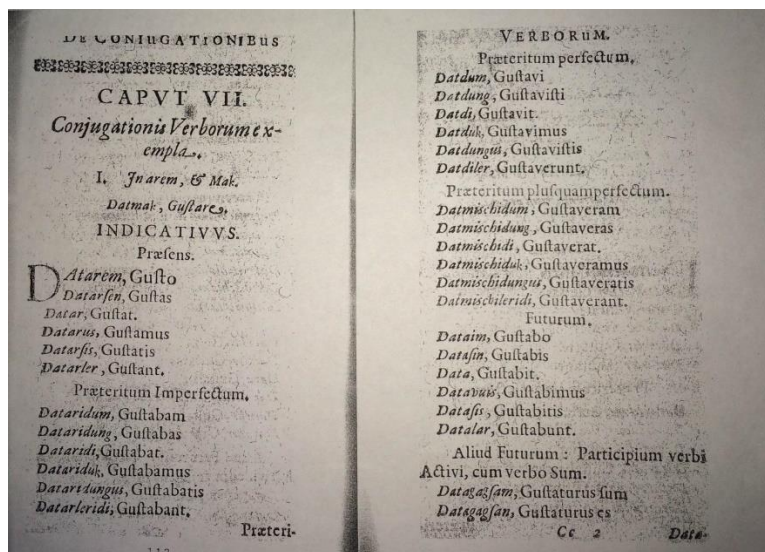
The author does not stop deliberately on the theory of mood, gives only examples, noting only the similarity of subjunctive and imperative moods. For example:

Dattsen Gusta

Dattsen oll Gustet ille

Dattsen ginses Gustate

Datsenler they Gustent illi [7].

By analogy with the Latin language, Megiser selects the category of tense in the conditional and imperative moods, combining the meanings of the imperative, the desirable and the subjunctive moods. In Latin there was also a generalization of two ancient moods: the conjunctiva and the optative ones. Such a generalized inclination covering the range of possible, desirable, and intended for the ancient grammatical traditions have been called subjunctive. Megiser also uses the term in an expansive way. Moreover the authors of Turkic grammars adhered to this scheme in the description of forms of verb until the beginning of the XX century [8].

Among the non-personal forms of the verb the author mentions the infinitive, participle, gerund (which corresponds to the adverbial). We also can highlight the presence of the gerund itself which in the Turkic languages belongs to the form of verb. Megiser, speaks of these forms in the chapter of "Word-formation of nouns". He treats them not as a verb form, but as a noun. In our

opinion, the reason for this is that such language phenomena are not considered in the verb sphere in Latin [9].

Participle is analyzed in a separate chapter, there is given the rule of formation of temporal forms of present, past and future participles, includes their special item in the patterns of conjugations of the verb. For example, seven 'loving', bakan' watching 'duran' staying', sevilmisch' fallen in love', etc. [10].

Grammatical category of Voice in the Turkic language is described verydetailed, although it is in its volume and meaning is very different from European traditions. Megiser transmits missing in the Latin language the meanings of the voice using the method of description. In Grammar there are examples of all five types of voice forms that exist in the Turkic languages. It should be noted that the Megiser speaks in particular about the active and passive voice, which are usually distinguished in the Latin language, the other voices, which are considered in this section are explained quite accurately, although he does not give varieties of terminological names. Meanings are explained descriptively, for example, ugredmek 'to teach' - ugredururem 'to make someone learn', seumeck 'to love' – seudururem 'to make someone love', etc. [11].

RESULTS AND DISCUSSION

This Grammar by Megiser "Institutiones linguae Turcicae libri quatuor" is one of the most important sources for Turkic linguistics and the history of the Turkic science. This article is the result of the examination of the category of verb. Category of the verb occupies an important place in the work of Megiser. It is revealed that the author of Grammar considers this category through the prism of the Latin language, uses Latin terms and subordinates the Turkic material to the aspects of the classical approach to this language category. Although the grammar material fits well into the traditional framework of the verb: time, mood, person, number, voice, but there are quite important differences inherent in the Turkic languages. For example, the categories of gender and species are not peculiar to the Turkic languages and are not reflected in our material. The classical principles of determining the types of conjugation are not applicable to the Turkic material, it is impossible to consider the successful distribution of verbs into two conjugations [12]. The author observes semantic varieties of collateral in the Turkic languages, gives them the explanation, although he does not give the terminology.

CONCLUSION

Relevance of the article is connected with the fact that the Turkic science replenishes with new linguistic source. Analysis and systematization of the grammatical material of the work by Hieronymus Megiser allow to trace the history of the formation of the grammatical theory and morphological rules of the Turkic languages and to consider the methods of transmission of cross-language material. Consideration of the Turkic verbs fixed in the Grammar suggests that Megiser relies on the common part of speech in the linguistic science at that time. Despite some difficulties in the analysis of such a complex grammatical topic as the verb, the scientist expressed his independent opinion about the nature of the category of the verb in the Turkic languages. Rich textbook material complements the theoretical

part and gives researchers the opportunity to present a more complete linguistic picture of the period under study.

GRATITUDE

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WILLIAM HAZLITT'S ESSAYS ON WRITING AND STYLE AS A SOURCE FOR ACADEMIC WRITING

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ABSTRACT

Among W. Hazlitt's essays a teacher of Academic English can find a lot of essays about remote and present authors, their books, their texts, their works and the style properly discussed in his essays. In addition, literary criticism, writing and style are the subjects repeatedly occurring in W. Hazlitt's works. William Hazlitt himself was a writer whose exquisite, elegant and 'familiar' style made and make reading of his essays attractive and pleasant. His essays can serve two purposes, they present logical and gradual instructions investigating the writing process and, at the same time, they can be taken as an ideal illustration of the style to achieve. In conclusion, the English Romantic essay being comparatively short and thematically consistent does not only build students' academic vocabulary, enrich their writing skills with syntactic structures and useful phrases but also they contribute to broadening students' horizons, laying their cultural background and facilitating further intercultural or even transcultural communication implicitly promoting a teaching process as well as improving students' skills in English.

Keywords: Romanticism prose, academic writing, style, genres, journalism

INTRODUCTION

English Romanticism period in Russia has been associated mostly with poetry for a long time. Thousands of the English Romantic poetical works have been very popular and incessantly translated into Russian since the XIX century. English Romantic prose was and is included into the university curricula at the literature and linguistics faculties and English departments for students who specialised in languages as translators, English teaching and pedagogy, literary criticism and linguistic researchers. Romantic prose was scrutinised in the English language, literary criticism or linguistic classes and included several G.G.Byron's Parliamentary speeches, a lot of novels by W.Scott, J.Austin, M.Shelley, M.Edgeworth, T.De Quincey, T.L.Peacock and E.Bulwer-Lytton, a few essays by Ch.Lamb, T.De Quincey, W.Hazlitt, and the most eminent English Romantic poets. Nowadays students have an opportunity to get acquainted online with any English Romantic poetry or prose writer as well as with any playwright, read texts associated with Romanticism or written by any of the Romanticism contemporaries. However, present day students learning English for their scientific or academic purposes major in scientific disciplines and sciences and they also should not be deprived of the opportunity to read the masterpieces of English prose as being at school they read a lot of English Romantic poets' works in translation they can continue reading English Romantic prose authors.

Engineering academy students or students studying science technologies learn to speak and write in English as it helps forward their thoughts and reach the farthest

horizons of science. Every learning step is gradual, well-scaffolded and when students achieve B1-B2 (CEFR) level they are offered English for Academic Purposes which helps them to get more proficiency in speaking and writing as they tend to be able to contribute to global scientific conferences and journals. There are different EAP optional courses offering English skills drilling, and students often make their choice in favour of scientific or academic paper writing. English academic writing starts with reading, practising and translating the most successful specimens and those ones that can teach students how to write. William Hazlitt's prose, a lot of his essay on Writing, Style and English Grammar could serve a good model first to cope, then imitate and finally master in writing.

W.Hazlitt's prose has always been a perfect sample of English grammar, style, language though Hazlitt himself expected from every disciple of English grammar even more. M.Tomalin, in his research on Hazlitt (2009) noted, "he repeatedly implores his audience not to allow themselves to be 'hoodwinked and led blindfold by mere precedent and authority', and he speaks disparagingly of those who unquestioningly accept the linguistic precepts with which they had been indoctrinated as children. As these remarks suggest, the system of grammatical analysis that was standardly taught in British schools was, for Hazlitt, a detestable absurdity" [1]. Naturally, engineering students are not so deeply immersed into English grammar as the Romanticism researchers do though being students they should be able to understand Hazlitt's irony concerning English Grammar:

"If a system were made in burlesque and purposely to call into question and expose its own nakedness, it could not go beyond this, which is gravely taught in all seminaries, and patiently learnt by all school-boys as an exercise and discipline of the intellectual faculties." [2]

MATERIALS

Students beginning to read W.Hazlitt's essays are advised to start with less theoretically engaged texts though the most widely known essays could be recommended [3]. Every teacher can rely on their own text selection, order or sequence while working with the essays in class. It is advisable to read two or three essays to begin with, they could be 'On Reading Old Books' (*Lectures on English Comic Writers, 1819*), 'On Familiar Style' (*Table Talk, 1822*), 'On Gusto' (The Examiner, 1816), or 'On the Difference Between Writing and Speaking' (*The Plain Speaker*, 1825). The essays demonstrate Hazlitt's style elegance and show peculiarities of the English Romantic essay. Further, some of the essays discussing personal characters and characteristics could be perused: 'On the Knowledge of the Character' (*Table Talk, 1822*), 'On Personal Character' (*London Magazine, 1821*), 'On People with One Idea' (*Table Talk, 1822*), 'Characteristics' (1823), 'On the Qualifications Necessary for Success' (*The Plain Speaker*, 1826). They will help to acquire more academic words and structures for description and comparison or contrast.

One more group of Hazlitt's essays for classes can discuss the intellect issues: 'On the Ignorance of the Learned' (*Table Talk, 1822*), 'On the Disadvantage of Intellectual Superiority' (*Table Talk, 1822*), 'On the Feeling of

Immortality in Youth' (*Monthly Magazine, 1827*), 'On the Conduct of Life' (*Selected Essays, 1822*), 'On Prejudice' (*Table Talk, 1822*),, 'On the Aristocracy of Letters' (*Table Talk, 1822*), 'On Genius and Common Sense' (*Table Talk, 1822*). The following group of essays can include more analytical essays with occasional scientific terms and useful academic expressions: 'On a Sun-Dial' (1827), 'Why Distant Objects Please' (*Table Talk, 1822*), 'On Great and Little Things' (*Table Talk, 1822*), 'On Paradox and Common-Place' (*Table Talk, 1822*). Finally, some of the essays considering critical questions could be enlisted: 'On the Conversations of Authors' (*London Magazine, 1820*), 'On Criticism' (*Table Talk, 1822*), 'On Common-Place Critics' (*The Examiner, 1816*), 'My First Acquaintance with Poets' (*The Liberal, 1823*), 'Disappointment' (*Lectures on the Literature of the Age of Elizabeth, 1820*), 'Public Opinion' (*1821-1822*). Any of the suggested essay groups are not obligatory for reading and very often taken as the extracurricular assignments.

Writing about 'familiar style' W.Hazlitt compares writing and speaking outlining the most vivid characteristics of 'natural writing' and features which are common for speech delivery. Students reading W.Hazlitt's essays for the first time should understand the characteristics of the genre , i.e.'English Romantic essay', as to be 'familiar', with a 'thorough command of words'. Writing naturally means for Hazlitt 'giving a true accent and inflection to the words' so to find 'the proper words and style to express yourself', 'to fix your thoughts on the subject' :

"To write a genuine familiar or truly English style, is to write as any one would speak in common conversation who had a thorough command and choice of words, or who could discourse with ease, force, and perspicuity, setting aside all pedantic and oratorical flourishes. Or, to give another illustration, to write naturally is the same thing in regard to common conversation as to read naturally is in regard to common speech. It does not follow that it is an easy thing to give the true accent and inflection to the words you utter, because you do not attempt to rise above the level of ordinary life and colloquial speaking. You do not assume, indeed, the solemnity of the pulpit, or the tone of stage declamation; neither are you at liberty to gabble on at a venture, without emphasis or discretion, or to resort to a vulgar dialect or clownish pronunciation. You must steer a middle course. You are tied down to a given and appropriate articulation, which is determined by the habitual associations between sense and sound, and which you can only hit by entering into the author's meaning, as you must find the proper words and style to express yourself by fixing your thoughts on the subject you have to write about." [4]

RESULTS

In 2010 a book of *Table Talk, Essays on Men and Manners* (*1822*) was translated into Russian and this edition was published in the Russian Academy of Sciences series. [5] Students are even allowed to use this recently published Russian translation of Hazlitt's essays to better understand the idea of the essays. For classes any of the grouped Hazlitt's essays should be assigned to read and translate into Russian beforehand. Moreover, it is emphasised that the original English essays should be read 2-3 times after being translated and there should be made a vocabulary of academic words associated with each of the essays given for reading. Different types of activities could include questions and answers on the texts;

synonyms and antonyms search; a list of collocations or colligations (the latter depending on the grammatical structures). Possible activities to practice can be found in many methodological books and articles [6], [7]. The preliminary step for writing is close reading so to enlarge students' academic vocabulary, the next step is copying or imitating the texts under discussion.

Students can choose any of the essays for a closer perusal and as a further object for imitating, i.e. for writing practice. Some of the syntactic structures should be collected as examples for further writing exercises. For the first exercises, students can be given a task to write a paragraph on a particular subject using words and structures taken from any of the essays by W.Hazlitt. Next, the task could be slightly complicated by writing a paragraph on a scientific subject still preserving some of the syntactic structures engaged by Hazlitt. Students can also choose one of the Hazlitt's essays and write their own shorter essay exploring the same topic or idea. They could even agree or argue with some of the Romantic essayist's points as well as compare and contrast their own ideas with Hazlitt's ones.

The functional approach can be used as well. "In linguistics, functionalism is usually considered as the approach to language study that is concerned with the functions performed by language, primarily in terms of cognition (relating information), expression (indicating mood), and conation (exerting influence)" as written by an eminent Russian linguist Olga Alexandrova [8]. Accordingly, an academic text being a constituent part of the scientific register is connected with the context in which any word, any sentence, any statement of the text is used. Before students learn to relate their research results in the written form they should understand that besides the core vocabulary, glossary of their discourse they have to manage, comprehend and acquire the academic discourse as it serves any scientific discourse first and foremost.

William Hazlitt's essays assist in laying a solid foundation for academic vocabulary and academic syntactic structures. Writing about "great and little things" he provides students with a number of useful words and expressions, phrases and clauses, that could be used in students' own scientific papers later, for comparison and contrast structures, they are bold typed in the text:

"The great and the little have, no doubt, a real existence **in the nature of things**; but **they both find pretty much the same level** in the mind of man. It is **a common measure**, which does not always **accommodate itself to the size and importance of the objects it represents**. It has **a certain interest to spare for certain things** (and no more) **according to** its humour and capacity; and neither likes to be stinted in its allowance, nor to muster up an unusual share of sympathy, just as **the occasion may require**. Perhaps, if we could **recollect distinctly**, we should **discover** that the two things that have affected us most in the course of our lives have been, **one of them of the greatest, and the other of the smallest possible consequence**. To let that pass as too fine a speculation, we know well enough that very trifling circumstances do give great and daily annoyance, and **as often prove too much** for our philosophy and forbearance, **as matters of the highest moment**." [9]

In the essay "On Paradox and Common-Place" William Hazlitt investigates the nature of paradox and extends his discussion into the ironic analysis of the cognitive processes unable to distance from any authority. This fragment is also highlighted with the bold type and underlining so to facilitate functional and academic structures selection for students majoring in the scientific discourse:

"**The greatest number of** minds **seem utterly incapable** of **fixing on any conclusion**, except from the pressure of custom and authority: opposed to these there is another class less numerous but pretty formidable, who in all their opinions **are equally under the influence of novelty** and restless vanity. The prejudices of the one **are counterbalanced by the paradoxes** of the other; and folly, **'putting in one scale a weight of** ignorance, in that of pride,' might be said to 'smile delighted with the eternal poise.' A sincere and manly spirit of **inquiry** <u>is neither</u> **blinded by example** <u>nor</u> dazzled by **sudden flashes of light**. Nature **is always the same**, the storehouse of lasting truth, and teeming with **inexhaustible** variety; and he who looks at her with steady and **well-practised** eyes **will find enough to employ all his sagacity**, <u>whether it has or has not been seen by others before him</u>. **Strange as it may seem**, **to learn what an object is**, the true philosopher **looks at the object itself**, <u>instead of turning to others to know what they think or say or have heard of it</u>, or instead of consulting the dictates of his vanity, petulance, and ingenuity to see what can be said against their opinion, and to prove himself wiser than all the rest of the world. **For want of this the real powers and resources** of the mind **are lost and dissipated in a conflict of** opinions and passions, of obstinacy against levity, of bigotry against self-conceit, of notorious abuses against rash innovations, of dull, plodding, old-fashioned stupidity against new-fangled folly, of worldly interest against headstrong egotism, of the incorrigible prejudices of the old and the unmanageable humours of the young; **while truth lies in the middle, and is overlooked by both parties**." [10]

While learning English for Academic Purposes students are expected to follow Hazlitt's authority in the text writing though his essays teach students to be independent in their opinions and eloquent in their descriptions and definitions when they do their research.

Hazlitt's aesthetics, philosophy and style exquisiteness encourage EAP students to enlarge their vocabulary, guarantee their consistency in writing and sustain their pertinence in research fields enabling further contribution to the scientific journals in different discourses. Reading about style and writing, learning how to write when imitating the best samples, students expand their knowledge and master academic writing for their scientific demands.

CONCLUSION

English Romanticism mostly associated with poetry is underestimated from the point of its prose writing. Romantic periodicals are abundant in perfect prose specimens to be read and re-read, studied, perused and imitated either for a good style practice or as a source for Academic English class exercises. William Hazlitt's writing is a relevant source for academic purposes as far as he had written thousands of essays, contributed to the most remarkable journals of the epoch and was praised by his contemporaries for his inimitable style. Moreover, William Hazlitt's essays

embrace infinite variety of diverse subjects starting with personal youth reminiscences and ending with state policy criticism. In the scope of Hazlitt's essays there were different subjects, including education, history, philosophy, or describing manners, arts, nature, biographies etc. Some of his essays discuss theatre domain: drama, acting, actors, playwrights; others reveal secrets of successful writing, comprising questions of style, prose, imagination and inspiration regarding this Hazlitt's essays should be considered as a perfect source for EAP intermediate courses (B1, B2) as well as for extracurricular reading at university.

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