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# TABLE OF CONTENTS

PROFESSIONALLY FOCUSED READING WHILE STUDYING ENGLISH.....	1
Natali Madyakina, Kazan (Volga Region) Federal University	
Maria Nazarova, Kazan (Volga Region) Federal University	
GAME-BASED LEARNING IN TEACHING ENGLISH.....	8
Mariya Nazarova, Kazan (Volga region) Federal University	
Elmira Galiullina, Kazan (Volga region) Federal University	
DIALECTICS IN UNDERSTANDING COMIC TEXT CONTRADICTIONS BY CHILDREN.....	13
Firuza Maratovna Aliullina, Kazan Federal University	
Tatiana Vasilyevna Artemyeva, Kazan Federal University	
THE USAGE PECULIARITIES OF MODERN TEACHING METHODS AS MEANS OF INCREASING EDUCATION QUALITY IN TATARSTAN REPUBLIC.....	21
Guzalia Gabdraufovna Akhmadgalieva, Kazan Federal University	
STUDENTS' PROFESSIONAL COMPETENCE FORMATION IN THE PROCESS OF FOREIGN LANGUAGE LEARNING IN HIGH SCHOOL AS A MODERN CHALLENGE.....	27
Giulnar Airatovna Arslanova, Kazan (Volga Region) Federal University	
Liliya Ildarovna Ayupova, Kazan (Volga Region) Federal University	
THE INFLUENCE OF FOREIGN BORROWINGS IN BUSINESS AND TOURIST VOCABULARY ON STUDENT'S LSP LEARNING.....	32
Ekaterina Borisovna Voronina, Kazan (Volga Region) Federal University	
Aliya Rinatovna Ismagilova, Kazan (Volga Region) Federal University	
TRAINING OF SCIENTIFIC LANGUAGE THROUGH DISCOURSIIVE ANALYSIS.....	38
Irina Kondrateva, Kazan Federal University	
Lucia Ibatulina, Kazan Federal University	
TEACHER'S EFFECTIVE FUNCTIONING IN THE ELT CLASSROOM (THE BACKGROUND AND PRESENT STATUS OF THE PROBLEM).....	45
N.V.Maklakova, Kazan (Volga region) Federal University	
N.V. Antonova, Kazan (Volga region) Federal University	
INNOVATIONS IN THE SYSTEM OF HIGHER EDUCATION IN RUSSIA.....	51
Golnar Ilshatovna Sosnovskaya, Kazan Federal University	
Irina Sergeevna Nalimova, Kazan Federal University	

THE USAGE OF PHRASEOLOGICAL UNITS WHEN FORMING LEXICAL COMPETENCE ON THE EXAMPLE OF THE TRAINING PACKAGE OPPORTUNITIES INTERMEDIATE.....	56
Dinara Radilovna Kochemasova, Kazan Federal University	
Landysh Gizyatova Afraimovna, Kazan Federal University	
Albina Ravilevna Zabolotskaya, Kazan Federal University	
DEVELOPMENT OF CONTROL AND SELF-CONTROL SKILLS WHEN LEARNING A FOREIGN LANGUAGE BY STUDENTS AT UNIVERSITY.....	64
Dinara Radilovna Kochemasova, Kazan Federal University	
Timur Ravilevich Usmanov, Kazan Federal University	
THE DEGREE OF PARTICIPATION INDICATOR OF SALES OF LIVESTOCK PRODUCTS IN THE MAIN SOCIAL FACTORS.....	68
A.G.Faizullina, Kazan Federal University	
D.R.Grigoreva, Kazan Federal University	
LINGUISTIC BARRIERS TO ACADEMIC MOBILITY.....	79
Alina Albertovna Shakirova, Kazan State University	
Valeeva Roza Alexeevna, Kazan State University	
THE ANALYSIS OF THE AXIOLOGICAL COMPONENT OF A GRADUATE TEACHER'S PERSONALITY AS THE BASIS OF PREPAREDNESS FOR THE FORMATION OF THE AXIOLOGICAL COMPONENT OF SCHOOLCHILDREN'S PERSONALITY.....	86
Railya Ravilevna Shapirova, Kazan Federal University	
Raziya Fayzievna Akhtarieva, Kazan Federal University	
BIOETHICAL PROBLEMS IN LUKAS BÄRFUSS'S DRAMA.....	93
Anzhela Rafizovna Lisenko, Kazan Federal University	
Elena Nikolaevna Shevchenko, Kazan Federal University	
THE POLITICAL PROCESS OF MODERN RUSSIA AND THE CONCEPT OF INSTITUTIONAL MATRICES.....	99
Elina Ilgiziarovna Gaysina, Kazan Federal University	
Alexandr Ivanovich Ostroumov, Kazan Federal University	
Anton Viacheslavovich Suntsov, Kazan Federal University	
A STUDY OF SYMBOLIC REPRESENTATIONS OF SPIRITUAL VALUES IN STUDENTS OF TATARSTAN.....	105
Tatiana Nikolaevna Nikitina, Kazan Federal University	
Ekaterina Eduardovna Loseva, Kazan Federal University	
SOCIO-HUMANITARIAN NATURE OF PROFESSIONALISM OF THE JOURNALIST...	111
Ivan Igorevich Banderov, Kazan Federal University	
Marina Vladimirovna Simkacheva, Kazan Federal University	
Alfred Ildarovich Shakirov, Kazan Federal University	

TOPONYMIC PICTURE OF SCOTLAND: THESAURUS APPROACH.....	121
Marina Sergeevna Achaeva, Kazan Federal University	
Sergei Alexandrovich Pospelov, Kazan Federal University	
Nadezda Vladimirovna Pospelova, Kazan Federal University	
Nataliya Sergeevna Subbotina, Kazan Federal University	
DIALOGIZATION OF PROFESSIONAL COMMUNICATION BETWEEN STUDENTS AND LECTURERS.....	128
Guzel Rinatovna Eremeeva, Kazan Federal University	
Alfiya Rafailovna Baranova, Kazan Federal University	
MAIN PRINCIPLES OF TEACHING BUSINESS ENGLISH AT THE DEPARTMENT OF HISTORY.....	135
Natalia Zakharova, Kazan Federal University	
Anastasia Fakhrutdinova, Kazan Federal University	
Kadria Sakhibullina, Kazan Federal University	
ELIMINATION OF LEXICAL GAPS IN TRANSLATION OF THE ENGLISH FICTION...141	
Tatyana Vladimirovna Marsheva, Kazan Federal University	
Svetlana Mihajlovna Peretochkina, Kazan Federal University	
Gulnara Firdusovna Valieva, Kazan Federal University	
REFLECTION OF NATIONAL AND CULTURAL VALUES OF PAREMIOLOGICAL FUND IN RUSSIAN AND ENGLISH LANGUAGES.....	147
Dinara Kochemasova, Kazan Federal University	
Maria Nazarova, Kazan Federal University	
CONSIDERATION OF PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS IN THE PROCESS OF FOREIGN LANGUAGE TEACHING.....	153
Tatyana Vladimirovna Marsheva, Kazan Federal University	
Svetlana Mihajlovna Peretochkina, Kazan Federal University	
Gulnara Firdusovna Valieva, Kazan Federal University	
DOCUMENTARY FILM IN THE TATAR AUTONOMOUS SOVIET SOCIALIST REPUBLIC KAZAN NEWSREEL STUDIO'S LAUNCHING.....	159
Alina Tagirovna Galimzyanova, Kazan Federal University	
GREEN? COOL. YOURS»: THE EFFECT OF SPORTS MEGA-EVENTS IN POST-SOVIET RUSSIA ON CITIZENS' ENVIRONMENTAL CONSUMPTION PRACTISES (CASES OF 2013 UNIVERSIADE IN KAZAN AND 2014 SOCHI OLYMPICS).....	165
P.O. Ermolaeva, Kazan Federal University	

PATRIOTISM IN THE STUDENT'S ENVIRONMENT: REGIONAL ASPECT.....	175
Galina Viktorovna Morozova, Kazan Federal University	
Aleksy Aleksandrovich Nikitin, Kazan Federal University	
ACTUAL ASPECTS OF GLOBALIZATION: THE SOCIOCULTURAL CONTEXT.....	180
V. L. Vorontsova, Economics and Finance of Kazan Federal University	
A. V. Vorontsova, Economics and Finance of Kazan Federal University	
M.V. Salimgareev Kazan State Research Technological University	
D.V. Salimgareev Kazan State University of Culture and Arts	
METHODOLOGY OF STUDYING AN ARTISTIC TEXT AT ENGLISH LESSONS IN THE IMPLEMENTATION OF THE FEDERAL STATE EDUCATIONAL STANDARDS FOR SECONDARY GENERAL EDUCATION.....	186
Zulfia Rafisovna Zinnatullina, Kazan Federal University	
Alsu Hadiyevna Vafina, Kazan Federal University	
THE TRANSFORMATION OF THE QUEBECKERS' INTERNET DISCOURSE (ON THE MATERIAL OF CONNERIESQC.COM ACCOUNT ON FACEBOOK).....	192
Albina Rishatovna Mordvinova, Kazan Federal University	
Aida Gumerovna Sadykova, Kazan Federal University	
Luiza Rifgatovna Zakirova, Kazan Federal University	
Mordvinova Albina, Leo Tolstoy Institute of Philology and Intercultural	
THE ROLE OF THE READER IN INTERLITERARY COMMUNICATION.....	197
Elena Aleksandrovna Smirnova, Kazan federal university	
Elvira Firdavilevna Nagumanova, Kazan federal university	
Alsu Zarifovna Khabibullina, Kazan federal university	
THE DEVELOPMENT OF INTERCULTURAL COMPETENCE OF STUDENTS BY MEANS OF LANGUAGE CULTURE IN THE MIDDLE PHASE OF LEARNING.....	202
Rifat Rifovich Fakhрутdinov, Kazan Federal University	
Rezida Akhatovna Fahrutdinova, Kazan Federal University	
THE FOEMATION OF FOREING COMMUNICATIVE COMPETENCE AS THE BASIS OF PROFESSIONAL COMPETENCE OF FUTURE TEACHER OF FORIENG LANGUAGE...209	
Rezida Ahatovna Fahrutdinova , Kazan Federal University	
Irina Dmitrievna Vasileva, Kazan Federal University	
TO WHOM THE OSCAR GOES: THE IMAGE OF AFRICAN AMERICAN IN PERCIVAL EVERETT'S NOVEL AND SIDNEY POITIER'S FILMS.....	215
Inna Vladimirovna Shchepacheva, Kazan Federal University	
Olga Borisovna Karasik, Kazan Federal University	

RHETORIC AS AN EFFECTIVE TOOL OF OVERCOMING COMMUNICATION BARRIERS IN NEW EDUCATIONAL ENVIRONMENTS.....	220
Iskander E. Yarmakeev, Kazan Federal University	
Tatiana S. Pimenova, Kazan Federal University	
Anastasia S. Syunina, Kazan Federal University	
THE ETHNIC STEREOTYPE OF TATARRS IN RUSSIAN LINGUISTIC CULTURE.....	228
Tatyana A. Alyokhina, Kazan Federal University	
Leyla A. Mardieva, Kazan Federal University	
Tatyana Ju. Shchuklina, Kazan Federal University	
CONCEPT “LOVE” IN AMERICAN AND TATAR FEMALE POETRY .....	234
Albina Fanilevna Mukhamadiarova, Kazan Federal University	
Roza Allyametdinovna Ayupova, Kazan Federal University	
LINGUISTIC PECULIARITIES OF THE MODERN POLITICAL DISCOURSE OF RUSSIA AND THE USA.....	242
Diana N. Davletbaeva, Kazan Federal University	
Marianna E. Yashina, Kazan Federal University	
Alina D. Sharafieva, Kazan Federal University	
ONLINE COLLABORATIVE CROSS-CULTURAL LEARNING: STUDENTS' PERSPECTIVES.....	248
Albina Ramilevna Kayumova, Kazan Federal University	
Gulnara Vasilevna Sadykova, Kazan Federal University	
INTERCULTURAL CITIZENSHIP AND ENGLISH CLASSROOM LANGUAGE.....	256
Leilya Mukhametzyanova, Kazan Federal University	
Lyudmila Svirina, Kazan Federal University	
LINGUISTIC AND CULTURAL CHARACTERISTICS OF THE CARIBBEAN SPANISH.	263
Dilyara Yakubova, Elena Pleuchova, Kazan Federal University	
Ricardo García Muñoz, Kazan Federal University	
WHY CANNOT PEOPLE COPE WITH STRESS?.....	269
Ildar Ravilyevich Abitov, Kazan Federal University	
Inna Imamovna Sokolova, Kazan Federal University	
Alsou Mirzayanovna Aydarova, Kazan Federal University	
Marina Sergeevna Ilina, Kazan Federal University	
GONZO JOURNALISM: FICTIONAL ELEMENTS IN H. THOMPSON’S NONFICTION..	274
Olga Robertovna Fayzullina, Kazan Federal University	



# PROFESSIONALLY FOCUSED READING WHILE STUDYING ENGLISH

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## ABSTRACT

*Professionally focused reading by students of nonlinguistic specialties has always been a topical issue for University English language teachers. The purpose of the article is to characterize methods of selection and ways of assessment a text as an educational unit in the process of teaching English for specific purposes and in order to form different foreign-language speech activities. The leading method to research this problem is linguistic statistics that allows studying of the quantitative regularities of a natural language, which are shown in texts. The main results of multidimensional linguistic statistics research of texts of technical sublanguages, concerning selection and an assessment of the educational text are stated. The analysis of texts on specialty gives the chance to estimate texts on this or that aspect of complexity or a terminological saturation and to select the text in educational process with a certain methodical focus. Materials of article can be useful for university foreign language teachers.*

**Keywords:** *Professionally focused reading, linguistic statistics, educational texts, ELT*

## INTRODUCTION

The aspect of reading foreign language texts focused on specialty in the system of teaching English for specific purposes is considered not only as one of the types of foreign-language speech activity, but as a base for training such aspects as writing, listening and speaking. The abilities connected with extraction of the arriving information are the cornerstone of this type of speech activity. Thus, reading is a tool for formation of professional communicative competence. It is known that the problem of selection of educational texts for training during a foreign language teaching process is multidimensional.

The numerous works of methodologists are devoted to the problems of the phenomenon of "educational text". The common feature that unites them is selection of optimal solutions of problems and ways to assess the text as educational unit in process of training to different foreign-language speech activities. Results of multidimensional linguistic statistic research of texts, results concerning selection and an assessment of the educational text with a support on linguistic statistics and information methods are stated in the paper.

## METHODOLOGICAL FRAMEWORK

The selection of professionally focused texts for students provides a number of procedures. The first criterion is professional activity, a special focus of information of the foreign-language text. This criterion considers future fields of activity (practical and scientific), situations of professional communication, and professionally significant topical issue for students. Information taken from texts is used in the process of communication on scientific or production and practical topic within the professional sphere of communication. Language is a universal method to transfer social experience. Moreover, conscious, purposeful and expedient transfer of social experience is an essence of education and vocational training. The careful

analysis of the syllabus of each technical specialty and consultation with representatives of profile departments accompany procedure of selection of professionally focused texts.

The first stage includes acquaintance with syllabus of specialties of higher education institution. It helps to choose the leading topics of specialty that allows defining "a selection sign" for formation of a sample. The sample is the set of units (in our case – of texts) which are selected from population united by the general sign here. The fact of studying special literature as motivation is of great importance and indisputable. Students will study these sources of information with interest and satisfy their informative requirements, i.e. correspond to their professional interests.

It is necessary to search for texts on specialty that meet the following requirements:

1. Texts should be authentic and are taken from different types of publications: journal articles, essays, monographs. Such texts reflect the authentic language use and initially they are not intended for the educational purposes. In terms of linguistic, the chosen texts have to meet modern lexical and grammatical standards of the studied language. The degree of participation of cognitive processes of students in this type of speech activity increases. A specific place is held here by thinking and especially such cognitive operations as the analysis and synthesis. All previously mentioned gives the grounds to claim that possession of ability to read authentic texts is a push for the educational, self-educational and developing potential of students.
2. Text should cover the problems connected with topical issues for this specialty according to the syllabus.
3. Texts should have informative value.
4. Texts should not contain obsolescent information.

The urgency of rapidly changing information is of paramount importance for the selection of material. Preference should be given to texts reflecting the state of the problem in recent years. Students are given an opportunity to compare a condition of a problem in their native and in foreign language and in both cultures, to comprehend critically and by that to enrich own picture of the topical issue in professional field or general information in the world. It leads to formation and development of informative competence and activity and induces to mastering professional communication using a foreign language for broadcasting their knowledge and an exchange of opinions with other students.

5. Texts should represent modern literature for the last five years.

The second stage includes the linguistic statistics and information analysis of the texts selected at the first stage for the purpose of their assessment on:

1. Degrees of compliance with this or that specialty.
2. Information capacity.
3. Degrees of a terminological saturation.
4. Lexical informational content and variety.
5. Grammatical complexity.

At the third stage the assessment of the selected texts as educational units, their distribution on types of complexity, suitability for a grade level, types of reading, certain forms and techniques of work with texts, etc. were carried out. It is shown that quantities of objective difficulty and readability of the text are in inverse relation: the text is more difficult, the less it is readable. For the characteristic of the text, it is enough to use one of these parameters.

## **DISCUSSIONS**

In methodical literature, there are works devoted to research of correlation of objective and subjective difficulties of the text and definition of a measure of objective difficulty and its readability. Some authors placed the main emphasis on assimilation of functional English

lexicon by students, on correction of grammatical knowledge and expansion of lexicon of trainees. Considerably to optimize the existing traditional system of work with the text on pretext, text and post text stages allows the so-called denotation analysis of the text described by L.B. Zdanovskaya.

Taxonomy of four characteristics of the text (readability, clearness, complexity and difficulty) assumes the accounting of strictly limited list of parameters that allows excluding different interpretations of these terms, and also promotes removal of the unified formulas of difficulty of the text for concrete target groups with creation of the corresponding scale of indexes.

## RESULTS

The analysis of the above-stated literature shows that for definition of a measure of objective difficulty of the text authors were limited to a ratio of characteristics of syntactic and stylistic levels of texts. For the solution of our task - selection and distribution of texts on stages of a high school course for accumulation of knowledge by students and development at them certain skills - it was necessary to characterize lexical and grammatical levels of the text. Therefore, the objective assessment of difficulty had to include estimated parameters of the text such as degree of informational content of the text, degree of its lexical novelty, its grammatical complexity, etc.

The choice of parameters for an assessment of the text is taking into account characteristic of this or that side of internal structure of the text. Their various combinations can be accepted as selection criteria. For obtaining estimated parameters at the lexical, grammatical and syntactic levels the statistical analysis was carried out.

The list of qualitative and quantitative characteristics of the text is established. The following estimated parameters were obtained:

### **Degree of Compliance of the Text of Each Specialization**

If at the first stage of work with texts on specialties they are chosen on the basis of scientific intuition and have subjective character, then the statistical analysis of the text allows to receive an objective quantitative assessment of degree of compliance of the text of this specialization and either will confirm, or will disprove value judgment. For this purpose serves:

- a. Statistics of special vocabulary in the text.
- b. The degree of term hood in lexical structure of the text.

The terminological structure of the text includes the terms coinciding with the terminological minimum necessary for studying English as a foreign language according to the syllabus and the terms that are not entering it. The terms coinciding with the specified minimum characterizes the terminological value of the text.

### **Information Capacity of the Text**

Information capacity shows the general ratio of lexical and grammatical semantics of the text. Information capacity is defined by continuous calculation of descriptors - the words and phrases making a certain sense unlike syntactic words which value only auxiliary and which, being taken from the text, do not bear information on its contents.

## **Lexical Informational Content of the Text**

The degree of compliance of the thesaurus of the text to the thesaurus of student as lexical informational content of the text is taken. In this case, the thesaurus of the text is lexical structure of the text; the thesaurus of the student is a lexical vocabulary, a number of the words of the text known to the student. This value is subjective because the vocabulary of each student is individual. However, for all students this size approaches some to average, representing the number of words that the student has to know. This size is also dynamic and increasing. In the course of training, there is a continuous process of accumulation of knowledge and the lexical vocabulary of the student increases.

Lexical informational content is the important information characteristic of the text. Showing degree of its novelty, and, therefore its values, it gives the chance to define the number of the new words unknown to the student at this grade level.

However, it is very important to use this characteristic of the text in the methodical purposes carefully. First, the numerical size of this parameter should not exceed the maximum norm at which studying of the text becomes impossible from the point of view of perception and memorizing. Secondly, text value concerning its lexical informational content can be considered differently depending on a type of reading and training. At last, the numerical size of this parameter has to be regarded differently depending on qualitative structure of new words. If new words of the studied text coincide with the list of a basic word lexicon, then the text is selected. If its words are rare, not peculiar to this specialization and are not included into a basic word vocabulary, such text will hardly be of value as educational. The teacher should take into account the fact that most of students "study" the specialty using foreign language for the first time. From this, it follows that texts have to be feasible for students. It is necessary to consider also that the teacher is not "a narrow expert" in the field. In other words, difficulty of the studied texts for reading in a foreign language has to increase gradually, from simple - to difficult. Thus, acquaintance to specialty begins with reading popular scientific texts, and then students continue to read narrow-purpose texts on the studied specialty.

It is rational to define grammatical informational content of the text by analogy with lexical informational content. The generalized characteristic of grammatical complexity of the text to an assessment of grammatical level of the text is applied as an assessment. Grammatical complexity of the text is functionally connected with the length of the sentences of the text.

## **Lexical Variety**

Between the two texts, that one will be more difficult which includes the bigger number of different words. The comparative analysis of 10 texts on the specialty were carried out that allowed to determine text saturation degree by terminological lexicon that in turn gives the chance to apply the text to this or that grade level (see table 1).

No. of the text	Degree of compliance of the text with specialty	Information capacity	Lexical informational content	Grammatical informational content	Lexical variety
Institute of fundamental medicine and biology					
Text 1.	0,348	0,131	0,427	0,025	0,046
Text 2.	0,334	0,083	0,411	0,030	0,048
Text 3.	0,335	0,118	0,437	0,028	0,024
Text 4.	0,330	0,184	0,411	0,029	0,019
Text 5.	0,339	0,216	0,422	0,030	0,046
Institute of Geology and petroleum technologies					
Text 1.	0,238	0,098	0,326	0,025	0,008
Text 2.	0,325	0,104	0,324	0,023	0,017
Text 3.	0,263	0,093	0,353	0,021	0,022
Text 4.	0,276	0,086	0,354	0,023	0,026
Text 5.	0,292	0,135	0,376	0,027	0,021

The texts sated with lexical and grammatical difficulties can be ranged by types of reading and on grade levels to a foreign language. Difficulty in understanding of texts is defined not by total number of words in the test but by the number of different words. Such text is not suitable for assessment at the first grade level, but it can be used for self-educational or independent work - translating and understanding of the text with the dictionary (table 2).

No	Specialty	Publication form	Volume of the text	Syntactic words	Significant words	Terms	Compliance of Sign. Words	Diff. use of words	New words	Sentences
1	Medicine	Monogr.	1000	495	445	47	216	428	13	40
2	-/-	-/-	-/-	553	383	49	251	412	15	32
3	-/-	Journ.	-/-	574	392	22	216	439	12	37
4	-/-	-/-	-/-	400	564	18	147	410	18	36
5	-/-	-/-	-/-	558	376	45	121	423	21	34
				516	432	35,8	190,2	422,4	15,8	35,8

After quantitative and qualitative analysis of the texts, general indicators of lexicon have stated. Each selected paper in journal including material on specialty of students has about 500 syntactic words, 400 significant words among them may be about 35 terms and about 15 new words.

Another task set by the program before methodologists of higher education institutions is representation of the selected material, i.e. methodical strategy of training in reading, speaking, audition and writing. It is recommended approximately the following ratio of types of a speech: I stage: reading – 65%, speaking – 20%, audition – 20%, writing – 10%; II stage: reading – 65%, speaking – 20%, audition – 10%, writing – 5%; III stage: reading – 65%, speaking – 20%, audition – 10%, writing - 5 % thus, at all stages reading and oral speech act as the purpose and as means of education.

## CONCLUSION

The analysis of texts on specialty gives the chance to estimate texts on this or that aspect of complexity or a terminological saturation and to select the text in educational process with a certain methodical focus. It is also necessary to emphasize that this approach does not exclude others that is natural in view of complexity of a methodical task - selection of educational texts for training in reading.

## RECOMMENDATIONS

When choosing material for assessment of different language skills there is a necessity to make up different diagnostic educational tests including texts. Conducted analysis allow teachers of English in universities carefully select texts for such purpose in order the texts be authentic, rather informative, lexically reach and variable and filled with grammar.

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# GAME-BASED LEARNING IN TEACHING ENGLISH

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## ABSTRACT

*The formation and development of a new education system and the labor market promotes that requirements to the level of language proficiency of students considerably increase. The purpose of learning of foreign language is changing. The knowledge of English language and ability to conduct a fluent dialogue becomes one of the criteria of professionalism and future career development. In connection with these requirements, teaching a foreign language acquires a particular importance. The efficiency of teaching a foreign language in higher education institution assumes modernization of the content and educational technologies. The aim of the paper is to overlook the impact of active and game-based approaches on the educational process. Positive and the negative sides of applying game-based learning in teaching English are under argument. The article reveals the essence of such terms as «game-based learning», «pedagogical technology», and «educational game». The use of game-based learning influences emotional and personal spheres of students and pushes the studying process of learning a language; the main goal of self-realization and self-improvement of knowledge in the field of English language. The content of paper may be useful for foreign language teachers, application of game-based learning is required for improvement of quality of education.*

**Keywords:** *language education, game-based learning, communicative competence, university education, educational game.*

## INTRODUCTION

Nowadays requirements to university graduates' results of studies are increasing. The demand for certified specialists in various areas, able to act independently and solve their professional problems quickly and competently grows very quickly.

Modern educational institutions define the priority tasks in the course of training of the graduate, priority of acquisition of necessary knowledge, skills and qualities; strengthen the ability to apply the gained knowledge in new situations in the conditions of independent life, to think, analyze and express the point of view in non-standard situations. For the solution of tasks, effective forms of the organization of educational process, application of new pedagogical technologies, inclusion of active methods of training are required because traditional forms of education give a passive part of a learner and don't allow achieving goals.

## METHODOLOGY

Modern method of foreign language teaching focuses on the formation and development of personality a student, able to achieve the necessary level of foreign language communicative competence, and also to participate in cross-cultural communication in the target language and their own perfecting in the mastery of foreign language speech activity. The main type of speech activity is speaking. In the process of teaching speaking the simulation of verbal communication



is used. In this regard for the development of communicative skills of students applying the game-based learning in the classroom is relevant. In the last decades the main technologies in training of the Foreign Language (FL) in higher education institution were defined by the authors. In this case it is necessary to consider concepts of pedagogical technology and game technology. According to the Russian educator V. M. Monakhova the pedagogical technology is productive model of joint pedagogical activities for design, organization and carrying out educational process which is supposed as comfortable conditions for students and a teacher. In this connection set technological standards of permissible deviations from teaching and learning process where the achievements of targeted results are guaranteed necessarily. Game-Based Learning (GBL) is an expansive category, which spans the range from simple single-player or small-group card and board games all the way up to complex massively multiplayer online games and alternate reality games. Thus, the term of game-based learning includes a vast group of methods and techniques of organization of the pedagogical process in the form of various educational games.

Pedagogical game is a form of interaction of a teacher and students during educational process, allowing includes learners in the situations promoting development of their communicative skills. The main psychological problem of the learning is the interest in self-improvement. If it is missed, learning process is formal, and is accompanied by overcoming such difficulties as unwillingness to learn, inability to organize independent work, etc. As a result this circumstance is a prerequisite for unwanted results of learning including: low quality of training, the fragility of knowledge and the duration of their assimilation. To avoid it various didactic means among which a widespread use of different types of game technologies are entered into educational process. The students become subjected to educational activity by means of game while studying. Establishing of truthful relationship in the class, a choice of content and control of speech and nonverbal behavior of students, contributes providing favorable conditions for the flow of communication and the formation of steady interest to the subject. There are different types of pedagogical games:

- "Imitation games" have clearly defined communicative situation (e.g. interview practice) presented in the form of a dialogue. During playing students have an analogue of dialogue with admissions which should be filled with the corresponding remarks from the role card. Typically, these tasks are performed in pairs, taking a relatively short period of time, 10-15 min and suitable for students of all language levels.
- "Game scenes" have a certain subject, but each student can change the game course according to a card with language clichés and a process of the scenario. These games can be used in the classroom with students of all different levels from beginner to advance.
- "Sociodrama", a kind is close to the game scenes, but in this case ability to feel a situation in a group, estimate and change a role of other person is fulfilled.

The game structure includes the following steps: the preparation stage (the stage where the scenario of carrying out a lesson is developed, the roles for each member of a group are defined; the following stage includes process of game (only the leader can interfere the game course, in the case if someone leaves a main goal of game); the last stage of analysis is a form of discussion and evaluation of the results of the game where the students express their opinions about the done work and the teacher summarizes and corrects the errors.

Distinctive feature of pedagogical game is the presence of clearly defined learning objective and appropriate pedagogical results, which can be substantiated, allocated in an explicit form and are characterized by learning and cognitive orientation. Applying game-based learning in teaching foreign language changes the role of student from the passive participant of teaching

and learning process to active. This new role and inherent characteristics allow forming an active person, possessing all necessary skills and qualities of a successful modern personality. Use of educational games represents the organization and conducting process of the training and education directed to activation of educational cognitive activity of students by means of wide comprehensive, didactic and organizationally administrative means. The organization of training with usage of educational games is based on the following principles:

- The principle of individualization which is based on creation of system of multilevel training of students who consider specific features trained, gives opportunity of the maximum disclosure of abilities for every one;
- The principle of flexibility requires a combination of variable training based on the needs and wishes of students, with the possibility of rapid changes of direction;
- The principle of cooperation implies the development of relations of a teamwork, student and student form of work, the development of respect, trust to each other, allowing to take the initiative.

The implementation of game methods and game situations occurs in such direction: didactic purpose set before students in the form of a game task. Educational activity submits to the rules of the game, the training material is used as its means, the element of cooperation appears transferring a didactic task to the game and successful performance of a didactic task associates with game result.

## RESULTS

To determine the effectiveness of GBL in teaching English language the experimental work was carried out. The experimental work took place on the basis of Kazan Federal University with 1<sup>st</sup> year students of Geology faculty in Kazan city in 2015. The experiment involved 26 students.

The purpose of the experiment is to show the positive side of game-based learning applying in teaching English and increasing students' interest in language learning.

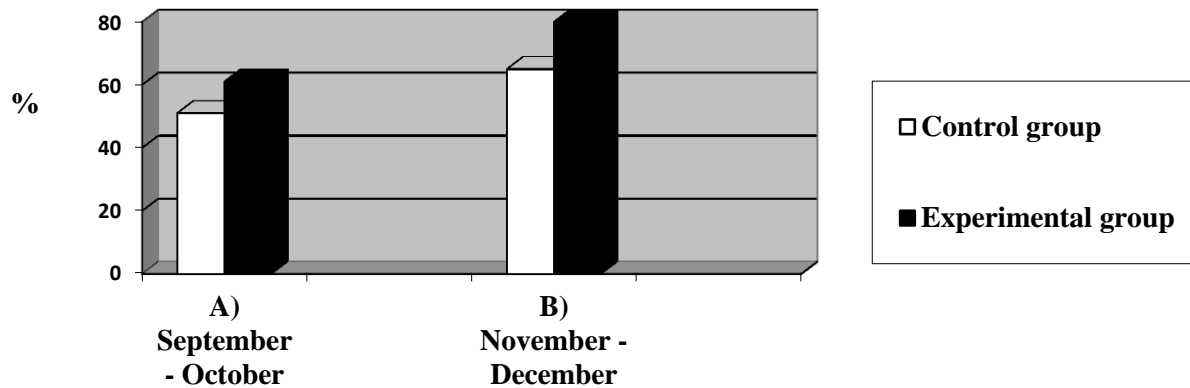
The experiment consisted of three stages: ascertaining, forming and control.

- The placement test of English was held;
- Classes with using game-based learning in experimental group were developed and conducted.
- The comparative analysis of the stating and control stage of experiment, and also conclusions about efficiency of application of this technique were made.

In the course of experiment the following methods of research were used: analytical (theoretical analysis of psychology and pedagogical, scientific and methodical literature); diagnostic (supervision, testing); forming (experiment); statistical (analysis and data processing of experiment).

The experiment reveals the increase of interest and activity of students during the lessons; the intensity of students' work was noticed; the increase of English language level was proved by statistical data processing (Figure 1).

**Figure 1**  
 THE DYNAMICS OF CHANGES OF THE NUMBER OF STUDENTS WITH MARKS «4» AND «5» WHILE TEACHING ENGLISH WITH USING GBL (A - BEFORE EXPERIMENT, B - AFTER EXPERIMENT)



According to analysis of studied materials and obtained results positive sides of using GBL should be noted:

- Improving communication skills in all types of speech activity due to the fact that in the process of preparation for lesson students learn the necessary material in English, analyze it and make appropriate conclusions;
- Using the game activity helps to overcome the fear of spontaneous communication in the target language;
- Prevention of routine classes and emotional learning become a key to more effective learning. According to results obtained during the experiment students are strongly motivated in game and feedback shows good points and evaluation. As a result there is an improvement in the quality of student achievements. Moreover, used games may be professionally oriented. Thus, professional orientation of foreign-language training which according to the international requirements and standards is focused on formation of foreign-language communicative competence of future experts amplifies.
- Formation of cooperation and partnership due to the fact that a game contains not only the dialogue but a polylogue and covers the group of students, make them interact and help each other.
- Simulating of the situations connected with professional activity (interview practice, meeting with people, business discussions) causes additional stimulation of communication in language. Intrinsic motivation is the motive of cognitive interest associated with this subject. In this case, the acquisition of knowledge is not a means to achieve other goals and students' ones too. Only in this case it is the own activity of a student, directly satisfying the cognitive need". In the broad sense of positive motivation of students, the development of sustained interest promotes a result and becomes the target of learning.
- Organization of favorable conditions for students with a high level of foreign language communicative competence, general culture and intentions fully realize its potential in the field of foreign language learning.

Negative sides of experimental work also should be mentioned:

- A great variety of unfamiliar or forgotten words;
- Emotional overloads of students;
- The complexity of using this method in large groups

## CONCLUSION

Application of GBL in training of English promotes formation of common cultural and professional competences, including foreign-language communicative competence which provides rational use of English as means of communication. Moreover, it enhances the motivation of students to learn English creating new level of cross-cultural communication within a specific professional context.

## RECOMMENDATIONS

It is better to carry out a game situation on the basis of recently studied material gives to students confidence in own knowledge and initiative in communication. If group members are not willing to participate in the game and shy role of communication, this exercise will be ineffective.

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# DIALECTICS IN UNDERSTANDING COMIC TEXT CONTRADICTIONS BY CHILDREN

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## ABSTRACT

*Understanding the humorous text for the child's thinking is specifically difficult because it is connected with the resolution of contradiction, discrepancy to expectations, the decision of problem and conflict situations, the establishment of mutually exclusive properties and relations of the object. The study is directed on the identification of the actions of dialectical thinking involved in the understanding of comic texts by children of preschool and primary school age. Preschool children (5-7 years) were offered to make up and tell a funny story. A pilot study of primary school age children (8-10 years) used a complex of methods for studying dialectical thinking actions of children of primary school. The carried out study found that children used the transformation strategy in making up funny stories. Schoolchildren showed the ability to change the usual system of explanation, establishing links between a series of images in the reverse order, turning the original meaning of the event, presented in the images into the opposite. Primary schoolchildren were able to make the transition from one alternative to another, to go beyond the context of the current situation using dialectical integration actions, content seriation and changing alternatives.*

**Keywords:** *humor understanding, comic text, contradictions, dialectical actions, children.*

## INTRODUCTION

The researches devoted to such aspects of humor as the stages of development of children's humor (McGhee 1983), relation of cognitive development and humor understanding (Shcherbakova 2009), humor therapy (Rengade 2014) are intensively conducted in psychology. Humorous reaction of children is caused by actions that are unexpected or do not correspond to the developing cognitive schemes of a child (Piaget 2001). Laughter arises in response to the event unexpected or containing discrepancy which corresponds to the cognitive level of a child, but it is not consistent with his developing schemes according to Sroufe & Wunsch (1972), van Oers (2012), Bainum, (1984). Children tend to laugh at objects or events that do not correspond to their existing schemes (Martin, 2003, 2006). Influence of cognitive development on the perception and humor understanding is presented in the researches of McGhee (1983). Tasks with the comic content are particularly difficult for children, and it is possible to understand them only if there is discrepancy or contradiction in terms of statement (Artemyeva 2014, 2015; Shcherbakova 2009, Akhmetzyanova 2014; Kholodnaya, 2004). It is necessary to go beyond formal logic, to operate with the relations of oppositions (Luk 1968). Dialectical thinking which is able to reveal the reality contradictions as an internal source of a change and development is involved in the process of transformation of the problem and conflicting situations. Researches of N.E. Veraksa (2006, 2007, 2010, 2011), L.F. Bayanova (2013), I.B. Shiyan (2011) revealed that the basis of the mechanism of dialectical thinking is operating with the relations of oppositions: transformation, mediation, dialectical transition, reversion, integration, alternatives

change for which respectively stands some dialectical thinking action. The purpose of this action is to define its opposite. Action of integration is directed on establishing the opposites, that is, first of all mutually exclusive tendencies. Dialectical action of mediation aims at finding unity only within which contrasts can exist. Dialectical seriation action enters the temporary coordinate. The reversion action represents the transition, but is made in the opposite direction, that is, the ordering of events succession is performed from the one opposite, that was once the final. The alternatives change action characterizes the transition from one couple of opposites to another (Veraksa 2006).

## **Research Question**

The basis of the mechanism of dialectical thinking is operating with the relations of oppositions, transformation of problem and conflicting situations in which a child establishes existence of mutually exclusive properties and relations. We assumed that dialectical actions will be involved in understanding contradictions and discrepancies of comic tasks. This research is directed on identification of the actions of dialectical thinking involved in creation and understanding comic stories by children of preschool and primary school age.

## **METHODS**

### **Participants**

123 children took part in experiment, including 78 children aged 5 to 7 years (35 boys and 43 girls) and 45 children aged 8 to 10 years (24 boys and 21 girls). Children attend preschool and school educational institutions.

### **Materials**

Children aged 5-7 were offered to create and tell a funny story. If children had difficulties, they were offered to remember a funny story or action from movies, cartoons or life.

#### **The Coping Humor Scale (CHS)**

The coping humor scale is developed by R. Martin and Lefkort (1996) (T.V. Artemyeva' adaptation) and intended for measurement of the degree of humor use by people.

#### **The Subtest "Successive Pictures" by D. Wexler**

Humorous component is deliberately built into the test tasks. It is necessary to understand a humorous implied sense of a picture and how it transforms the meaning of the story in order to give the correct interpretation of the drawn situations.

#### **The Complex of Techniques was used for studying dialectical actions of children**

The methodology of "Opposites" (Bayanova 1996) allows analyzing the judgments that reflect a child's ability to establish connections between objects and their functional orientation. The study method of dialectical action integration (Bayanova 1996) involves finding the real objects possessing the mutually exclusive relations.

The study method of content seriation (Veraksa 2010) allows determining the level of formation of the dialectical reversion.

The methodology of “dialectic stories” (Shiyan 2011) allows revealing the ability of children to mental transition from one alternative to another.

## **Procedure**

Children of preschool age were offered to create a funny story and tell it to an adult. The adult asked the child to make up a ridiculous story. The task was difficult to perform as it was offered to be done in a verbal form.

### **The Subtest “Successive Images” by D. Wexler**

Children were encouraged to lay out the pictures offered in the mixed order correctly, build a sequence so that it was possible to reproduce a story painted by an artist.

The methodology of “*Opposites*” is a set of cards on which different objects are drawn. The task for the child was to determine which of the four objects is opposite to the main object.

### **The Study Method of Dialectical Action Integration**

The questions suggesting the presence of opposite properties in a single object were set to children for diagnostics of formation of this action. For example, “What is both black and white?”, “What is both alive and lifeless?”

### **The Study Method of Content Seriation**

The child is offered to make up a story using the set of pictures in the story in direct and reverse sequence.

### **The Methodology of “Dialectic Stories”**

The child is shown a picture with problem situation, and he should give possible versions of its decision.

## **RESULTS**

### **Analysis of Funny Stories of 5-7 Year Old Children**

In total 105 children's stories were made and processed. A content analysis with the use of frequency analysis and the assistance of computer processing software SPSS v.20.0 and MS Excel was carried out for selection of the most frequent actions called by children and their grouping. Frequency (in %) and ranks of the actions used by children are displayed in Table 1.

**Table 1**  
**GROUPS OF THE ACTIONS AND FREQUENCY OF THEIR USE BY CHILDREN**

Groups of the actions	Choice of children (in %)
Action with transformation	39 (I)
Discrepancy, violation of an image idea	24 (II)
Falling	19 (III)
Game actions, interaction	8,5 (IV)
Violation of the generally recognized norms of behavior (violation of physiological type)	5,7 (V)
Direct actions	3,8 (VI)

### **Action with Transformation**

This group includes stories of children in which the presentation of the usual course of events is broken by the action of the opposite content. It has to follow logically the story: “The hare got out of the box of the wolf and put the box on the head of the wolf”, “The lynx went on the prowl for a fox, but the fox itself attacked the lynx and put him to flight”.

### **Discrepancy, Violation of an Image Idea**

This group consists of stories which images of objects and phenomena were attributed by non-existent properties by children (“The frog speaks human language”, “Bed with tongues”, “Talking traffic light”, “The snowflake fell and did not melt”, “Food falling from the sky”).

### **Falling**

This group consists of the answers reflecting the falling of the children, people, animals, objects from any height (“I fell down from the horizontal bar on the sofa”, “The man swung a sledgehammer and dropped it on his head”, “The cat, catching mice, fell”, “The boy stumbled away and fell into the snowdrift”).

### **Game Actions, Interaction**

For children, whose answers were attributed to this group, funny situations are situations of communication and interaction with parents, children and animals. Game interaction is carried out by heroes of children's stories within the social norms; the heroes of the stories took pleasure. They were family members or animals (“It was funny when the dolphin touched my face and we wanted to communicate with each other”, “Dad tickled”).

### **Violation of the Generally Recognized Norms of Behavior (Violation of Physiological Type)**

Children noted that actions connected with violation of the norms of behavior of physiological type were ridiculous (“Playing boys made funny sounds”, “The director spoils the air”, etc.).



### **Direct (Simple) Actions**

This group consists of the answers of children which reflect the habitual, standard actions between subject and object, between subjects (“Police officers salvage the car”, “The boy was taken to mother”, etc.).

### **Results of Studying the Schoolchildren (Aged 8-10 Years)**

#### **Understanding Humor by Schoolchildren**

The coping humor scale was used for identification of humor use by schoolchildren. A high level of humor use in difficult situations was revealed by 62%. 17 examinees (38%) perceive the events happening to them seriously and use humor rarely in unstable situations.

Series of pictures as “Dog”, “Milk” and “Worms” of the subtest “Successive images” by D. Wexler were used for the study of understanding features of comic stories by schoolchildren. 37 examinees (82%) in the series of “Dog” and 36 examinees (80%) in the series of “Milk” laid out pictures correctly, built humorous accent in this sequence and understood discrepancy of a situation. 16% of examinees (7 children) were not succeeded to cope with a task of series “Worms”.

#### **Analysis of a Child's Ability to Establish Connections between Objects**

The methodology of “Opposites” was used for studying ability of a child to establish connection between subjects. It is revealed that 29 examinees (64%) are capable to discover the reasons and relationships between the entities, to allocate essential signs of subjects, to define its place among other concepts, to establish connection with other subjects.

#### **Analysis of the Use of Integration Dialectical Action**

According to the study 80% of children of primary school age establish mutually exclusive relationships in the object; it is believed that the object is on one state or in other opposite, but not simultaneously (the first level of the integration action). Only 20% of children noted interpenetration of opposite relations, demonstrating a high level of the integration action.

#### **Analysis of the Use of Dialectical Action Reversion**

Depending on how the children developed the ability to think dialectically, stories reflected their cyclic ideas of state transition or phenomenon to opposite. 65% of schoolchildren, possessing the high level of formation of the dialectic reversion, showed ability to change the habitual system of explanation of process or phenomenon.

#### **Analysis of the Use of Dialectical Action of Alternative Change**

The study of the dialectical mental action of alternative change was carried out by means of the methodology “dialectical stories”. It revealed that 71% of examinees (32 children) made the transition from one alternative to another, were capable to go beyond a context of the current situation and to consider the subject or phenomenon under a new, contradictory point of view.

22% of examinees (10 children) offered one version of the decision. 7% of examinees (3 children) did not cope with the task and could not solve this problem situation.

### **Interrelation of Humor and Dialectical Actions**

As a result of the correlation analysis it was revealed the presence of significant connections between the studied dialectical actions: dialectical integration action and meaningful seriation ( $r = 0,719$ ,  $p = 0.01$ ); meaningful seriation and dialectical action of alternative change ( $r = 0,566$ ,  $p = 0.01$ ); dialectical integration action and dialectical action of alternative change ( $r = 0,587$ ,  $p = 0.01$ ). The study revealed the direct relationship between the use of humor and action of dialectical integration ( $r = 0,815$ ,  $p = 0.01$ ). A direct relationship ( $r = 0,703$ ,  $p = 0.01$ ) is found by the use of humor and dialectical seriation action. This fact says that dialectic action of a seriation allows children in understanding a comic situation to allocate opposite elements at the beginning of a situation and after its end. Also direct interrelation between humor and dialectical action of alternative change is established ( $r = 0,533$ ,  $p = 0, 01$ ).

## **DISCUSSION AND CONCLUSION**

The analysis of stories created by children confirms the results of studies (Martin, 2006) that the basis of humor is a contradiction that requires a resolution. This statement coincides with the results of researches of Shcherbakova O.V., Osorina M.V. (2009) that the comic content of the tasks is especially difficult for a child, it is only possible to understand the content if discrepancy or contradiction is revealed.

The study allowed identifying strategies for creating comic stories by children of preschool age. The contradiction to the norm presented in the stories of children belonging to the group called "Violation of the generally recognized norms of behavior" creates external humor (violation of physiological type). An affective component of humor, characterized by emotional pole, is prevailing in the stories of children belonging to the groups as "Game actions, interaction" and "Falling". The negative emotional component dominates in the group "Falling". Positive emotions are prevailing in the group "Game actions, interaction". Stories of the groups "Discrepancy, violation of an image idea" and "Action with transformation" reflect the cognitive component of representations better. 39% of children in creation of funny stories use dialectical transformation action. According to the works of Veraksa N.E. (2011), Bayanova L.F. (1996) the dialectical actions begin to develop in the stage of preschool childhood, they are the most successful in resolving conflicting situations. The study revealed that dialectical transformation action is involved in the creation of comic content. These results coincide with the studies of Veraksa confirming that dialectical transformation action is forming the first in ontogenesis (Veraksa 2007).

Children of primary school age experienced difficulties in establishment of mutually exclusive relationships in the object; it is believed that the object is on one state or in other opposite, but not simultaneously. 65% of schoolchildren showed ability to change the habitual system of an explanation establishing connections between all pictures of the series in the reverse sequence, thus, turning the original meaning of happening event, presented in pictures, into the opposite. Most of the primary schoolchildren (72% children) were able to make the transition from one alternative to another, to go beyond the context of the current situation, to consider the subject or phenomenon under a new, contradictory point of view.

The correlation study confirmed our assumption that dialectical actions are involved in the understanding of comic situations by children of primary school age. The closest correlations were established between humor and dialectical integration action. Dialectical integration action allows children to go beyond formal logic, to find opposites of phenomenon, at the same time fixing them, by the understanding of humorous context. Dialectical seriation action allows highlighting the opposite elements at the beginning and at the end of a humorous situation. Dialectical action of alternative change allows schoolchildren to go beyond the context of the current situation, to consider the subject or phenomenon under a new, contradictory point of view.

Perspective direction of the study of this topic is to identify the role of the intellect and the emotions in understanding humor, explore the possibilities of humor in children with coping with stressful situations.

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# THE USAGE PECULIARITIES OF MODERN TEACHING METHODS AS MEANS OF INCREASING EDUCATION QUALITY IN TATARSTAN REPUBLIC

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## ABSTRACT

*The Government of the Republic of Tatarstan has one aim: to improve the quality of their respective education system through the usage of innovative and communicative technologies. A Company of the Singapore Teacher's Union's Co-operative «Educare» was identified as the appropriate knowledge provider in helping Tatarstan to achieve better outcomes in education through these technologies by training teachers, designing e-contents and materials, and providing technical support to schools. The article describes the results of research on the effectiveness of using the data of pedagogical innovation in the teaching of Tatar language students of Yelabuga Institute of Kazan Federal University; highlights the need for training skills and experience of working with information, self-control and manage the time, apply various technical means and the internet to facilitate the relevant activities, communicate with others and work as a team. The author's studies show that tested modern educational technology, teaching methods of the Company of the Singapore Teacher's Union's Co-operative «Educare» allow an average of three times to increase the interest of the educational process of students - philologists and increase in performance and attendance in the discipline.*

**Keywords:** *education, modern teaching methods, the Republic of Tatarstan, the effectiveness of activities, educational consulting company Educare.*

## INTRODUCTION

One of the major problems of modern society is the transition to the new reference points in education and technology, which has a distinct innovative character today. Innovations in education are linked, primarily, to the computerization of society and the development of information educational space.

Since the dissolution of the Soviet Union the system of education in Russia remained almost the same. About innovations in the Russian educational system began to talk since 80s of the XX century. Right during this time the problem of innovation and, accordingly, the conceptual provision in Pedagogics became the subject of special studies, the authors of the most famous of which are K. Angelovski, M.V. Klarin, V.Ya. Liaudis, L.S. Podimova, M.M. Potashnik, V.A. Slastenin, A. V. Khutorskoy, N.R. Yusufbekova, E.A. Yamburg and others. In spite of all social changes and permanent state of underfunding the system is still working. But unfortunately, in respect of the efficiency of the educational system our country practically has not advanced. Life itself, with its constantly accelerating pace, dictated by the need for change in the system. The knowledge, that students receive today, becomes obsolete in 2-3 years, and this process will eventually escalate. Economic and social conditions are changing so rapidly, that there is no need to memorize large amounts of information today. Successful study at school doesn't guarantee success in life. We must acknowledge the fact that knowledge, which is given in a modern school, more than 50% turns out to be useless. School should graduate people, first

of all, healthy, capable of studying, to possess certain knowledge that is truly necessary for professional success.

As practice shows, now success in life often does not achieve those students who were the best in school and teachers had high hopes. Moreover, the results of research conducted by scientists in different years, show that the majority of those on the conventional standards can be considered valid successful people, were never honors. Even in the XIX century, Darwin stated: "Survive not the strongest species nor the most intelligent, but the ones that best adapt to the changes."

So, it is necessary to teach children to deal with information: the ability to be a master of oneself; the ability to use a computer and the Internet to facilitate relevant activities; ability to communicate with other people and to work in a team. All of these should be taught at school effectively and systematically. But, on the other hand, innovations in education should not destroy the already existing system.

## METHODS

Realizing the necessity of changes in the system of education, the Ministry of Education and science of Tatarstan Republic is one of the first in Russia to start the collaboration with the Singaporean educational consultancy company called Educare. The President of Tatarstan Rustam Minnikhanov held a meeting with Mike Mariyappa Thiruman, the Executive Director of the company.

In September 2012 during his stay in Singapore Rustam Minnikhanov visited one of the Singaporean schools (HwaChong), where the experience, methods and methodology of Educare are actively used. Then the head of the Tatarstan underlined its interest in cooperation with Educare, and proposed to consider the possibility of founding a branch of the company in the region. Later on, at the meeting taken place in Tatarstan, the parties discussed future trends of the company in the educational market of Tatarstan, one of them is creating an effective system of school teachers coaching, and an individual plan of school development taking into account world experience, and other issues.

After the agreement was signed Educare starts to carry out a special project «The Improvement of teaching quality in the Republic of Tatarstan», aimed at development and improvement of the professional competence of teachers of the Republic. Within the framework of this joint cooperation about 30 thousand teachers of Tatarstan schools had a chance of training in modern innovative teaching methodologies. According to the Ministry of education and the company, the result of this major project should be the modernization of the system of methodical support of teachers.

According to the head of the company at the courses organized in Tatarstan, Singaporean experts tried to explain why certain changes in the education system were required and how to implement the planned project through resource planning. The participants of the project had a chance to learn the cooperative, problem-based, active methods of training and critical thinking. These methods are used in schools in Singapore, and they are based on team work, creation of psychologically comfortable and safe atmosphere for students, using a variety of structures for academic purposes and for class-building, team building, etc. Much attention in this system is given to the formation of cooperated and caring team, where everyone is able to listen, hear and support his partner. In addition, participants can compare group forms of work and cooperative learning, to understand that a cooperative approach has an elaborated system of teamwork. This, in its turn, leads to discipline, care and automatic way of performing actions.

It should be noted, that the first part of teachers Kazan city studied in English. After successful completion of the work trainers began getting interpreters to help, which allowed capturing a wider circle of teachers.

During 2013-2015 years methodists all over the Republic were collected all in Kazan, the capital of the Republic. They got acquainted with the project and attended seminars. In fact after all the methodists were to train teachers in their districts and cities. This plan was being fulfilled from September till October of the year. It should be noted that this work is still ongoing, the Methodists are examining lessons of teachers and giving recommendations how and at what stage of a lesson to use a particular structure of the Singaporean project.

The educational aims of Singaporean techniques may become a significant factor of efficiency of the educational activity of the Republic of Tatarstan, if they simulate the results expected by both teachers and students. Thus, the aims of modern education lie in teaching how to solve a problem, choose the appropriate sources of information, to find the best ways to achieve this goal. Students should know how to organize their activities, collaborate with other students, learn to explain different phenomena, their nature, causes, linkages, using the appropriate scientific apparatus. Also teachers should give instructions in navigating the key problems of contemporary life; teach how to navigate in the world of spiritual values, reflecting different cultures and world views, i.e. to solve the axiological problems; teach to solve problems common to different kinds of professional and other activities (communication, information search and analysis, decision-making, organization of joint activities) and teach to solve problems of professional choice, including the preparation to the further training in other educational institutions. Special attention is paid to supportive and friendly atmosphere in a team, where each student feels comfortable, relaxed, freely expresses his thoughts and ideas.

Singapore teaching method is a method based on the creation of a psychologically favorable environment for the students, using a variety of structures, activities managed by the command. On the basis of international researches PIRLS, PISA, TIMSS, the level of functional literacy of students in Singapore is considered as one of the highest in the world. The essence of this training method is that the child is able to exercise free individual search in the selected direction. Lessons are not concentrated on the study of the theory by means of books.

So, as a rule, during the lesson, students work in teams. They perform tasks and solve problems together. In this process each student is involved, nobody can stay aside, everyone is given an equal time to respond. The most important thing is that the answer of any person depends on the answer of the previous one and they are interrelated. This brings up responsibility to each other, communication skills, tolerance and discipline.

It is proved that the perception of new information decreases after 10 minutes of active listening. Taking into consideration this fact, according to the method of Singapore every 10 minutes teachers should change different kinds of activities throughout the lesson. Though some teachers note that this technique is not new to them as they have already used such techniques as group work or creative approach to study.

Thus, the interaction between the students in the classroom is organized successfully and effectively.

Compared to traditional learning, cooperative learning, it requires teachers a lot of time and effort. If ordinary lessons simultaneous interaction between students is 4-5 percent, in this case, the figure is 20-25 percent.

The main sources of information in our system of education are a teacher and textbook. And during the team work, the children themselves become a source of information. By listening

to each other, they can achieve self-development. The child appears the need for vigorous activity, and she, in turn, helps to demonstrate individual abilities. There are more opportunities for the development of creative and critical thinking.

According to RT Prime Minister - Minister of Education and Science Engel Fattakhov: "The Singapore education system is not contrary to the traditional methods, but rather enriches it with game forms, methods of work. The teacher enters into the role of partner coach. According to him, this project will help to renew the learning process in schools, increase the activity of not only students but also teachers themselves.

The rapid development of the education system requires teachers the ability to use the most productive western technologies, techniques and coordinate them with our unique traditional pedagogy. According to experienced teachers, Singapore method is partly based on the pedagogy of such Russian scientists as Vernadsky, Makhmutov etc., and US scientist Kagan. According to some school teachers trained, this method is not something new, they have already used such methods as group and pair work, creative and problematic approaches to the study subjects. Singapore coach themselves does not hide that use the ideas and methods of such famous Russian teachers as Vygotsky, Ushinsky and others. They study the methods of all countries of the world, select the most effective ones and include them into their own methodical system, bring it to perfection and share their experiences with various countries. Secondly, the teachers believe that this technique is more suitable for primary school, as the use of various gaming structures is applicable specifically to the younger students. But a review of the lessons of teachers of senior classes allows to assert the opposite: high school students are more involved into the educational process, they are more attentive, more relaxed when answering questions, even students with low level of knowledge become more catching up, since a positive atmosphere allows students to help each other, and sometimes weak students begin to think and offer original, non-standard ideas, revealing their potential.

## RESULTS

Being a high school teacher, this methodology has been tested by us for Tatar language in the group of students of the Faculty of Tatar philology and comparative Philology of Yelabuga Institute of Kazan Federal University. In the first semester lessons were held in the traditional method. A theme was explained at the lecture, the students listened and recorded the main theoretical material, at seminars they were engaged in practical activities. No doubt, that the traditional teaching at the University has several drawbacks, including:

- The presentation of the material in the form of a monologue, with a minimum of cognitive operations on the part of students, which is not always possible to get rid of even for an experienced lecturer in the course of a problematic organization and presentation of educational materials
- Information in most cases is transmitted to students verbally and somehow imposed on them. In this case, the majority of students try to make notes word for word;
- As a matter of fact, any critical understanding of educational material by students is out of the question because they do nothing but just write.

In such a case these disadvantages can be partially solved only during the seminars, or creative activities of students. They are also among the main factors of low results at examination sessions, reducing the quality of specialists. Thus, it is not surprising that only 30 % of students managed to pass their exams at their first attempt.



In the second term the same group of students trained according to the new method of Singapore. After ten minutes of listening a lecture students were offered to perform tasks associated with the chosen theme. They worked in a team in a strict sequence, given an equal time to answer. The student could not start answering the question until the end of time of the previous participant. At these sessions, no one could escape from being examined. Even the laziest students have to participate in the educational process.

It is pleasant to say that the students began to attend and participate in classes with pleasure. After a few classes the attendance by the end of term increased to 100%. Students helped each other to understand the studied material, and what is most important is they learned to apply this knowledge in practice. The result of the probation of the methodology was obtained in the end of the semester at the examination. All students passed their exams perfectly. Even those students who had remembered the material with difficulty and could not pass the final examination on first attempt answered the questions easily and without preparation. Students became confident and there was no doubt that the discipline was learned completely.

## **CONCLUSION**

Making a conclusion we can say that the intellectual potential of the nation in the modern world is ensured by the system of education in the state. It is the national system of education, as a means of socialization, forms a nation.

Modern education is the result of getting systematic knowledge, skills, it is a result of mental, moral, intellectual, and physical education. The level of education is inextricably connected with the level of society development. The country's educational system is the level of its development: the development of law, economy, ecology; the level of moral and physical well-being, what is called quality of life. Developing society needs educated and initiative people who can independently make responsible decisions in the situation of choice, capable to cooperate, dynamic, constructive, who have developed feelings of responsibility for the destiny of the people and respect for other nations.

## **GRATITUDE**

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# STUDENTS' PROFESSIONAL COMPETENCE FORMATION IN THE PROCESS OF FOREIGN LANGUAGE LEARNING IN HIGH SCHOOL AS A MODERN CHALLENGE

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## ABSTRACT

*The actuality of the investigated problem is caused by changes in society and in the modern production. These changes make it necessary to improve the training of students at universities. This involves improving the efficiency of teaching of all subjects, including foreign languages. The purpose of the article is to identify the need to disclose the nature and show the ways of students' professional competence formation in the process of language training. The leading approaches to the study of this problem are competence, student-centered and communicative approaches. The main results of the study prove to be systematization of approaches to the interpretation of the concepts of competence and expertise in scientific literature. The importance and the possibility of students' professional competence formation by means of a foreign language are established.*

**Keywords:** *university education, language education, student, professional competence, formation, communicative approach, student-centered approach.*

## INTRODUCTION

In the current context the processes of globalization and internationalization stimulate radical reforms in vocational education and training of competent professionals. Now when a structural change is going on together with modernization of educational content, introduction of modern technologies and training tools, new relationships between vocational education institutions and the labor market develop (Kadyrova, 2008).

Higher education is facing an acute task of training competent and competitive graduates who are not only able to easily navigate the changing life situations, but also learn throughout life, and also can acquire and apply knowledge independently. Particularly important this problem becomes in the transition period of Russian economy from predominantly raw materials to the innovative way of development. Vocational training under conditions of innovative economy is not limited to the preparation of qualified staff, good knowledge of engineering, technology, management, etc. With new economy, personnel should have "innovative capabilities", i.e. workplace skills to discover their own innovative solutions and find something new in the environment, in the experience of other organizations, make inventions and discoveries in a timely manner and use them in the work of their organization (Mukhametzhanova, 2000).

Employers point out the lack of qualified personnel with good knowledge of foreign languages which makes them create their own, internal corporate training system (corporate universities, courses, workplace training, etc.). This requires additional resources, greatly lengthens and complicates the entry of young professionals into the labor market (Aituganov, Korchagin, 2008).

In this connection, the task of formation of the students' professional competence is becoming an urgent one. That corresponds to the main international benchmarks in the field of education policy.

In the process of professional training it is a major task to form the orientation to the student's individuality and his or her professional and language (bilingual) competence. These aspects can facilitate the process of adaptation of the young people to their professional environment, and increase their competitiveness. Today, competent professionals, capable to function effectively in new and dynamic social and economic conditions are becoming more and more popular (Aynutdinova, 2011).

The formation of student's professional competence in the context of professionally-focused study of foreign languages in high school develops student's personality, as well as involves the formation of skills of mental work culture. In addition, this process gives particular emphasis to the motivation of profession choice and creative reflection (Kondrateva I., Galiullina E., Madyakina N., 2015).

Specialist's foreign language professional competence should be evaluated not only by his knowledge and skills in the professional field and foreign language skills but also by the development of creative and moral potential of his personality (Kadyrova, 2011).

Thus, the changing socio-political situation, the processes of modern labor market development and education, as well as the specifics of the 'foreign language' subject have great potential for the professional competence formation of future professionals. Accordingly, the educational process in high school requires a search for new psychological and pedagogical approaches to the professional competence formation of the future experts by means of a foreign language.

## **METHODOLOGICAL FRAMEWORK**

Methodology of research approaches makes it possible to identify the main trends in the development of such sciences as pedagogy, psychology and methodology of teaching foreign languages, to assess the scientists' research, the best practices of teachers and trainers and to show the necessity of considering scientific and methodical works of foreign and domestic experts.

Theoretical and methodological basis of this article is the conceptual provisions of competence, personality-oriented and communicative approaches. And the issues of foreign language teaching in higher education are analyzed from this point of view. Using the techniques and methodology of these studies allowed to develop their statements as applied to the problem of students' professional competence formation in foreign languages learning.

Competence approach is a fundamental one and it contributed to the implementation of the relationship of the studied subject (a foreign language) with the subjects of special and vocational cycles, it is also aimed at the formation of professional competence of the future experts in the course of language training.

Person-oriented approach in the students' professional competence formation in a foreign language teaching will facilitate the orientation of objectives, content and teaching methods to the development and education of the individual learner and humanization of the educational process.

The communicative approach also allowed the students to learn a foreign language as a means of professional communication, as a way of forming and formulating thoughts with the help of the language units learned in the process of professional communication. This approach allowed us to organize the teaching of foreign languages on the basis of language samples that reflect the

content of the actual consumer and professional topics and communication situations. All this ensures the implementation of professionally designed communicative intentions.

## RESULTS

Currently, a significant part of the industrial sector professions and positions is characterized by a set of competences which include a linguistic competence as well.

The present situation in higher education is characterized by contradictions between:

- The demand to ensure real production by competent professionals with knowledge of a foreign language and vocational training system capabilities to provide a level of students' professional competence which is required by modern production;
- Ensuring reasonable consistency between the professional structure of future specialists to the labor market needs and the existing professional standards, which do not fully meet the requirements of modern employers imposed upon the young professionals.

The object of study: the students' professional competence formation by means of a foreign language. Subject of research: professional competence of students.

**Objective:** To reveal and substantiate pedagogical conditions aimed at ensuring the efficiency of formation of professional competence of students in the process of learning foreign languages.

In accordance with the purpose and hypothesis of the research the following objectives are pointed out:

1. To study the current state of the problem.
2. To identify innovative technologies of students' professional competence formation.
3. To develop an empirical model of students' professional competence taking into account the specifics of a foreign language as an academic subject and their future profession.

The study analyzes the current state of the problem.

There are certain positive trends in educational process of modern high school that aim to change the content and techniques of competent professionals training. This problem, however, requires further and deeper investigation. In this regard, it became necessary to study and analyze various aspects of this problem with the aim to improve the training of competent professionals in the conditions of education and production integration by means of foreign languages.

Globalization and internationalization processes require students to receive more solid language skills as the basis of their professional competence. Knowledge of foreign languages has become a necessary tool for the modern competitive specialist. In these conditions, the search for effective methods aimed at solving specific problems, including the problem of future specialists' professional competence formation has become really urgent.

## DISCUSSION

The problem viewed in this research was examined in domestic and foreign scientific literature.

According to the research made by Zimnaya (Zimnaya, 2006) the competence refers to the topical, personal qualities, knowledge-based, intellectually and personally determined, socio-professional characteristics of the person.

A. V. Hutorskoy (Hutorskoy, 2001) considers the concept of "competence" to be a set of qualities that are required to operate in a specific field of activity. He views competence as an already held personal quality (a set of attributes) of a student and his minimum experience in the given sphere.

As to E.F. Zeer (Zeer, 2005), competence involves not only the presence of a considerable amount of expert knowledge and experience, but also the ability to update the knowledge and skills at the right time and use them in the implementation of professional intentions.

The same position on non-distinction of concepts "competence" and "expertise" is typical to the majority of foreign researchers of this problem. The relation between the concepts "competence" and "expertise" was formed in 1970-s in the USA. It was conducted in the context of the concept "competence" in relation to the language theory, proposed by N. Chomsky (Chomsky, 1965) in 1965 (University of Massachusetts).

S.V. Shekshnia (Shekshnia, 2002) defines competence as a personal characteristics of a man, his ability to perform certain functions, the development of behavior types and social roles, as, for example, focus on the client's interests, the ability to work in a team, assertiveness, originality of thought.

In pedagogical literature G.V. Mukhametzyanova (Mukhametzyanova, 2000, 2010) considers the professional competence of a specialist as an integrative quality of a person which affects his willingness to life-long study.

E.A. Korchagin considered issues of professional formation of the future expert in the conditions of education and production integration (Korchagin, 2008).

The term "foreign language competence" appeared in pedagogy from the sphere of labor. S.E. Shishov and V.A. Kal'nei (Shishov and Kal'nei, 1998) consider competence as a formalized concept and also as a method of evaluation and management of human resources'. F.M. Kadyrova (Kadyrova, 2008; Kadyrova, 2011) examined issues of professionally-oriented language training. I.N. Aynutdinova (Aynutdinova, 2011) studied questions of professionally oriented foreign language teaching in bilingual education.

But the under-taken studies, however, do not sufficiently consider the influence of the content and specifics of the foreign language on the formation of students' professional competence. The authors do not fully disclose the influence of interaction of education and the labor market on the formation of professional competence, namely, its linguistic component. Competence requires an extensive amount of knowledge, skills, experience and personal qualities' interaction, that is, those potential opportunities that are important in achieving a good result in specialists' professional work with extensive use of foreign languages knowledge and skills.

## CONCLUSION

This article analyzes the interpretation of the concepts "competence and expertise", the nature and the content of "professional competence" is disclosed and the steps and ways of its formation at higher educational institutions in the process of foreign language learning is shown. This process is considered from the standpoint of communicative and competence approaches. The essence of the concept students' foreign language professional competence is given.

## RECOMMENDATIONS

Articles' material is of interest to high school foreign language teachers, employers who are interested in a high level of foreign language training of future professionals, and graduate

students who study problems of professional orientation of foreign languages' teaching. The given material can be used in the practice of teachers' education, as well as in the system of teachers' training.

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# THE INFLUENCE OF FOREIGN BORROWINGS IN BUSINESS AND TOURIST VOCABULARY ON STUDENT'S LSP LEARNING

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## ABSTRACT

*The article is devoted to the problem of the constant changes in linguistic preferences and influence of western culture because of the process of westernization, especially in business and tourist spheres. The aim of the article is to investigate new tendencies in the foreign words borrowings and their establishment in the Russian language. The leading approach to the study of this problem was the study of theoretical and practical material on this subject. Due to the study, it was revealed that the process of westernization has both positive and negative influence on language enrichment in business and tourist spheres. This article may be useful for a wide range of readers, students, scientists, linguists in the study of contemporary processes occurring in the Russian traditional culture and in compiling dictionaries in the field of English for specific purposes. Foreign borrowings became an important layer of the Russian language and may benefit the process of language education among the students of different faculties. The enrichment of the Russian language with new terminology makes the process of teaching language for specific purposes' easier.*

**Keywords:** language education, LSP, westernization, borrowings, business, tourism, ESP.

## INTRODUCTION

Development of international business and cooperation, widening of communication boards brought to the borrowing of foreign words, lifestyle and customs. No borders to communicate with people from other countries, the availability of foreign intellectual and cultural resources' exchange, the prevalence of cultural ideals allows every member of society to form their own opinion about different countries and standards of living, as well as to adopt the habits and characteristics. Active expansion of the boundaries of business communication with representatives of different countries, as well as the expansion of interpersonal contacts leads to the borrowing of foreign language vocabulary and influence on the formation of the cultural values of the society. One of the most striking processes taking place at the moment, due to the expansion of cultural exchange and dialogue is the process of westernization. Westernization is understood as the spread of western-European way of life and its borrowing in economics, politics, education and culture (Latouche, 1996).

Role of westernization is discussed worldwide and Russia is not an exception. A lot of scientists consider the role of westernization as negative (Polomoshnov, 2015). Even supporters of Westernization, such as the American political scientist S. Huntington (2003) agrees that "if in the early stages of change westernization contributes to modernization; in the next phase modernization causes dewesternization and rise of autochthonous culture» (Pokaninova, 2014).



Special attention is paid to the role of borrowings from the English language penetrating different spheres of life, including the sphere of business and tourism. Recent years are characterized by a large number of scientific works devoted to this subject. For example, Bykova (2000) studied one-word financial and economic terms, borrowed from English into Russian in 90-s of the XX century; Belan (2009) examined the main features of formation of new terminological systems on the material of English and Russian terminology of international tourism vocabulary; Vinogradova (2011) studied English and Russian tourism terminology in synchronic and diachronic aspects.

In this paper the authors tried to investigate the influence of foreign borrowings in business and tourism vocabulary on student's LSP learning.

The study consists of four parts: the first part is a literature review; the second part contains methodology of the research. The following part contains the results of the research and conclusions. And in the last part the theoretical and practical significance of the work are presented.

### **METHODOLOGICAL FRAMEWORK**

The study used general scientific and private (linguistic) methods. For the study there were selected and analyzed the most popular borrowed business and tourist words according to free Internet resources. In this paper we attempt to find out how the westernization of Russian culture takes place in business and tourist vocabulary formation. Another aim of our research is to investigate in which cases the lexical borrowings are admissible, and in which they violate the natural order of the native language and begin to threaten its existence. Finally the role of foreign borrowings in teaching business and tourism vocabulary to the students was studied. In our research we referred to the scientific works of Voronina E.B., Sabirova D.R. in the field of professional trainings, cultural aspects of education, international brand's nominations, word building in the field of advertisements to analyze the problems of foreign languages influence on different social areas. A lot of scientific works are devoted to the problem of foreign words borrowings. Many outstanding scientists as Krysin L.P., Tomilova and others worked in this field; however, many questions still require a special study.

### **RESULTS**

The development of science, culture and business creates its own special words to describe the objects of study. In the center of intercultural communication at the end of the twentieth century and beginning of the twenty-first century is business. It is explained by the revitalization of business and commercial relations, expanded communication contacts of the Russian language carriers with native speakers of other languages. Moreover Russia attracts many foreigners and a lot of words are borrowed from foreign languages for erasing communication borders. This, naturally, affect the Russian linguistic culture too. Intercultural communication is actively developing in business and tourism, so they are particularly important areas related to the study of westernization in general, as well as in the comparative aspect.

The process of cultural values and words borrowing is called westernization. The westernization is clearly observed in the words borrowed from foreign languages and their use in communication of native speakers. In some cases this process may be considered as a positive process, because of enrichment of the language if there are no equivalents in the native language. However, in the case when there is uncontrolled borrowing of foreign language's vocabulary, not

due to any acute necessity, the process is reversed. In this case, there is an active erosion of the boundaries of national identity, consumer identity, replacing traditional norms or their destruction. Especially the process of westernization is observed in business and tourist spheres.

According to L.P. Krysin, causes of the terms' borrowings are:

- The need to name a new thing, a new phenomenon, etc
- The need to differentiate close meanings;
- The need for specialization of concepts in this or that sphere, for a particular purpose;
- Socio-psychological reasons and borrowing factors: the principle of prestigious words

New names emerge for the nomination of new jobs or to replace the old names denoting non-prestigious professions. So, to improve the social status of some positions their names are replaced by the names of trades' staff, such as: operator of clean-up instead of a scavenger and etc. Most of the new words make up the names, denoting a new profession. This is due to the development of business, trade, formation of the advertising industry, reorganization of the service system. Currently, there is a tendency of borrowing words that represent names of people who have a narrow specialization in a field of activity, owing to such extralinguistic factors such as the development of new industries based on the existing ones, becoming a highly specialized field of activity, education and new services.

Business sphere is closely connected with international cooperation and vividly reacts to linguistic changes and preferences of society. The process of westernization and foreign languages borrowings happens here faster than in any other sphere. It happens because of tight international cooperation and necessity to adopt good business relations.

There are several types of borrowings:

- 1) The use of foreign language words in the original graphics (Latin): CEO (Chief Executive Officer), BPR (Business Process Reengineering), IT (information technologies) and etc.
- 2) Transcription: offshore, businessman, receptionist, manager, greenkeeper and etc
- 3) Trace borrowings: naduvatel'stvo (swindling), dostupnost' (availability) and etc.
- 4) Transliteration: джоббер – jobber, постижер – postizher, титестер – teatester, пит-босс – pitboss, пруфридер – proofreader and etc.
- 5) Partial tracing: investirovanie (investing), samoanalyz (self-analysis), ofshorniy (offshore) and etc.

In the last several years, the substitution of many Russian words by foreign words is clearly observed, even if there are equivalents in the Russian language. There are words that are widely used in the Russian language and firmly established in the language: manager, businessman, dealer, brand, supervisor, receptionist, trader and etc. Borrowed words establish in the Russian language and start having new meanings, except the main meaning they were borrowed for. For example, the word «manager» was borrowed to express “the head of the company, enterprises, banks, etc. manager”. In the Russian language the word was borrowed at the end of the XIX century. As it is pointed by T.I. Tomilova, English word “manager” in the Russian language originally meant "the director of the English theater", "theater director", then its value was specified, it started being used as a synonym for impresario. In the late 80's - early 90-ies of the XX century, the word manager lost exotic character. So now this word is used with a lot of meanings:

- Production management specialist
- Company management specialist
- Employees engaged in professional organizational activities

In these embodiments, it reflects extension of the activities of a new profession - from production management to some kind of control. Now manager is a key figure in all business positions from the lower level (office manager) to senior (top manager).

New terms are also formed on the basis of the borrowed and established nominations. In this case, we can point out the examples with the widely used term “manager”:

- Brand manager is an expert on promotion on the market of any brand of goods or services
- Sales manager is a trade consultant
- Office manager is an office administrator
- Risks manager is responsible for managing risks
- City manager is a hired manager, dealing with economic and financial activities of the city administration
- Training manager is a specialist for the socio-psychological training, having trained in the practice of social psychology
- PR manager is a public relations specialist
- Top manager is a manager of higher qualification; head of the company, which has a large financial turnover
- We can also distinguish one more group of borrowed words, that are words of new mintage, but also widely used in business sphere and establishing in the Russian language. In this case, several new words can be pointed out:
- Offshore (financial center, attracting foreign capital jobber),
- Postizher (specialist in the manufacture of natural hair wigs and synthetic fibers, mustaches, beards and sideburns)
- Teatester (tea taster, estimates appearance, taste, color, leaves, aroma welding)
- Pitboss (manager in a casino)
- Greenkeeper (golf course superintendent, whose duty is to ensure that the fields were perfectly trimmed, had bald spots and were perfectly green)
- Proofreader (a person with philological and specialized education, working on a test translation from a foreign language).

The tourism industry is also experiencing the transformative impact of globalization. The historical development of tourism and general planetary processes of globalization, including the globalization of the language, turned the English language into the base language of international tourism. Terminology of tourism is fixing a new tourist reality in the language in its constant dynamic update. Currently, there is a tendency of translation of English terms as a significant reservoir of international tourism terminology system through transliteration that leads to the preservation of these words in the Russian language in the form of internationalism (catering, stopover, overbook and etc.)

In tourist sphere there are two reasons for new words borrowings:

1. New words that never existed in the Russian languages and the necessity to describe new objects in the tourist industry: suite, VIP, room server and etc;
2. New words that are used to substitute the terms existed in the Russian language, for making them sound “prestigious”: snack bar, fashionable hotel and etc.

In spite of the reasons, the words are borrowed from foreign languages; anyway they have an influence on the Russian language and culture formation. This process has both positive and negative sides in the languages development. First of all, borrowings help to erase linguistic and cultural boards and enrich the language, but it also leads to the erosion of cultural identity and loose of native words. The emergence of new terminology as the phenomenon is ambiguous.

On the one hand, language is updated with new lexical units, reflecting the real processes occurring in the world and society, on the other hand, this leads to clogging of the language.

In spite of the fact that active foreign languages borrowing may result in the changes of cultural identity and loose of origin Russian terminology, this process is accepted positively in the process of LSP education among the students. It is explained by the fact that borrowed terminology isn't translated into Russian, but it is borrowed and used literally on Latin bases. Wide range of media resources, the access to the Internet resources and often usage of this terminology in social projects, make these new words widely used in everyday life, so it reduces the problem with their acceptance at the lesson.

## DISCUSSIONS

In the last decade of XX and early XXI century Russian linguistic space has undergone economic expansion of foreign languages in special terminology formation, without which it is impossible to complete the communication at the international level in the spheres of management, business, economics, culture, tourism and etc. The stream of Anglo-American and Western European languages“ clog” the Russian language with new terminology that become widely used not only in the limited professional area by a group of specialists, but are widely used by ordinary citizens . Business and tourism terminology was borrowed for using in limited specialized professional areas, but they are widely used by people because of the mass media's influence. The mass media, which is also developing on the influence of globalization and westernization processes, is supports in new borrowed words spreading among ordinary citizens. The Many of the terms mentioned above have been borrowed a long time ago, but mainly were used only by specialists. However, as a phenomenon, referred to these terms became acutely relevant to society, highly specialized terminology went beyond the professional environment and is also used by mass media resources in newspapers, magazines, radio and television broadcasts. Many of the borrowed international foreign words are also widely used in the public speech of politicians and businessmen. Thus, we can conclude that the topic of research is relevant. Despite the large number of investigations on the problem of westernization of Russian culture and word borrowings in the professional areas through the influence of international cooperation has not been studied fully. This is the main cause of the research topics' choice. The article will be interesting for linguists working in the field of dictionary's formation, sociologists working in the field if international relationships and students studying linguistics, because the article has a lot of examples.

## CONCLUSION

So, with the intensification of business and trade relations, the flourishing of tourism as an important condition for the implementation of cross-cultural communication is the knowledge of terminology systems in areas such as computing, economics, finance, commerce, fashion, and so on. In conclusion, we note that the terminological lexicon is a special layer of specially cultivated vocabulary in language, which contributes to the development of science, culture and business. Using business terminology in the speech of the speaker claims to superiority in relation to his colleagues. The study of nominations in business and tourist areas shows that language management continues to evolve in line with the borrowing. It is provided by the following factors: the presence of contact with the language of the source, the need for categorizing of subjects, objects, and process of management activities, borrowing the

nominations together with the borrowing of new phenomena, concepts and realities. Borrowings of foreign languages are not only the result of the languages evolution, but it is an active process reflecting connections between cultures and nationalities during different periods of time. The enrichment of the languages may be explained as necessity of cultural and spiritual development of generations.

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# TRAINING OF SCIENTIFIC LANGUAGE THROUGH DISCOURSIVE ANALYSIS

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## ABSTRACT

*Rapid development of science and use of its achievements in all spheres of life, growth of science authority and simultaneous democratization of scientific knowledge increase a role of scientific communication. It is no secret that recognition and competitiveness of the scientist-researcher within the international scientific community in many respects are defined not only by solving by him of scientific problems, but also, how successfully he owns rules, norms and stereotypes of communicative behavior accepted and shared by members of world scientific community. Insufficient level of formation of communicative competence of a scientist can become a serious obstacle to effective scientific interaction. The real need of undergraduates for mastering a foreign language scientific language as a key to successful professional communication causes relevance of a problem and demands development of new approaches taking into account recent trends in knowledge areas, adjacent to a technique of training in foreign languages. Among modern paradigms of linguistic knowledge for research of conceptually significant problems of a scientific text, the most perspective is discursive approach that can be used as theoretical base when developing model of training of scientific language. The aim of the paper is development of theoretical bases and a technique of training of undergraduates to a foreign-language scientific discourse. A result of research is technique of training undergraduates to scientific language that may be useful for university teachers of English in educational process.*

**Keywords:** *education, language, linguistics, discourse*

## INTRODUCTION

One of the main objectives of the higher school is training of the highly qualified specialists capable to use modern scientific technologies, to update the knowledge, to develop cross-cultural communication in the sphere of the studied science, and to interact with representatives of different scientific schools. Growth of the international cooperation and enlargement of the number of experts to whom the knowledge of a foreign language is a professional need, makes studying English for scientific and technical purposes especially actual. When the foreign language is supposed to be used for professional communication of scientists and experts with their foreign colleagues (performance at a conference or a symposium, scientific discussion, private conversation on scientific topical issues), scientific functional style has to become a subject of training. Owing to this fact, possession of scientific style may be considered as an essential (linguistic) condition of successful course of scientific communication. Oral forms of scientific communication provide not only fast exchange of information, but also its effective development.

Many works were devoted to scientific discourse. Russian scientists and others meant under functional style special type of texts – colloquial, newspaper, business and corresponding

to each type lexical system, grammar. The following researches of discourse inclined that it is simply text reality or texts themselves. The linguist E. Benvenist one of the first gave to the word “discourse” terminological meaning “the speech appropriated by the speaker”.

### METHODOLOGICAL FRAMEWORK

It is traditionally accepted to include set of the texts based on such substantial signs as

- 1) Transfer of scientific and theoretical statements;
- 2) Scientific and technical information,
- 3) Training scientific material, etc. in the concept "scientific and technical text".

However, not all from these signs can define a scientific discourse. A number of linguistic signs that characterize scientific style of speech is under consideration. Many scientists refer to this style:

- The use of special terminology;
- A direct word order;
- Impersonal character of a statement;
- Emotionality;
- Prevalence of nominal constructions over verbal;
- The intensive use of passive structures and structures with impersonal forms of a verb;
- The considerable extent of separate offers in scientific speech works;
- Difficult syntax;
- Prevalence of complex sentences over simple;
- Lack of elliptic designs, etc.

According to E.S. Troyanskaya these specific signs of scientific style of speech result from conscious selection of the language facts by the sender of the speech for the purpose of rendering a certain impact on the recipient. To clarify a question what these signs are and by what use of categories of language means they are created, P. Stevens and J. Kluewer tried to explain the selection of language means that would be adequate for scientific thought and to define a circle of the relations peculiar to scientific thought. These concepts (in a broad sense) and language P. Stevens and J. Kluewer call logical and grammatical units. The scientists allocate seven classes of such units:

- Connection and logical sequence: and, also, besides, furthermore, moreover, simultaneously, thus, too, apart from, as well as, in addition to;
- Paraphrases: like, similarly, as if, in the same way, in like manner;
- Causality: accordingly, as, because, consequently, hence, once, since, therefore, until, whenever, as long as, as a result of, by means of, due to, for the purpose of, in order to, it follows that, on account of, owing to;
- Opposition (or contrast): alternatively, although, but, if, however, nevertheless, notwithstanding, otherwise, whereas, yet, even though, in spite of, irrespective of, on the other hand;
- Restriction: except, impossible, occasionally, only, uncertain, unless, only if, if and only if, only when;
- Hypothesis: conclude, confirm, consider, deduce, imagine, infer, invalidate, refute, suppose, theoretically, validate, in principle, it follows, it would seem that;
- Inquiry: How big? How long? How many? ... etc.; what, when, who, why, how, with what purpose..., etc.

The nomenclature of the logical-grammatical units allocated by is rather diverse and includes the unions, allied phrases, adverbs, adverbial phrases, verbs and adjectives, and also the whole phrases and offers.

Discourse is a unity of two parts: communications (dynamic process of language interaction between people) and text (that is communication product). Such unity allows studying a discourse both as process, and as object. The term “discourse” is faithful to the terms “dialogue” and “speech”, but favorably differs from them because doesn't include various traditional and optional connotations. Considerably the discourse is an exchange of knowledge between interlocutors.

In the field of structure of a discourse it is possible to carry out distinction between two polar levels — global and local structure. The global structure is the structure of the largest components of a discourse, for example, chapters of the book, paragraphs of an article or groups of remarks in dialogue. The local structure is the structure consisting of the minimum units. Such minimum quanta are called as elementary discursive units.

Discursive analysis is rather young science. Some ideas, which eventually led to formation of discursive analysis, were formulated in the XIX century — the first half of the XX century. The linguistic analysis of the text was declared in the middle of the XX century. In the 1970-80th the discursive analysis really became the section of linguistics.

The Discursive analysis investigates three main groups of questions:

1. Structure of a discourse
2. Discourse taxonomy
3. Communication with smaller language levels.

A task of such analysis is studying of the structural text units bearing a certain semantic loading. It detects regularities of creation of the similar text the understanding of which is necessary. The main teachers' task is to create training material in a foreign language, and develop the optimum methodical system directed on forming of the steady skills connected with understanding of the scientific text, annotation and summarizing.

The principles of the discursive analysis are common for the majority of the modern languages and differ only within functional styles of the speech. For definition of communicative function of a fragment of the text in the course of the discursive analysis the structural units (micro and macrostructures, syntactic and vocabulary-syntactic) expressing some thoughts of the statement become known because of a certain interaction and create the act of communication (in this case between the author and the reader, the lecturer and the listener). Such analysis supports the actions directed on understanding of the text, thus providing the operated productive activity of a reader or listener.

At present there is growing interest in the concept of ‘genre’ and ‘genre approach’ to teaching foreign languages. But the point is that the terms “genre” and “discourse type” seem to have been conflated, with the term “genre” being used to include both of the notions.

## RESULTS

Observation of the educational process of English in groups of undergraduates show a steady transfer of speech activity skill developed based on the discursive analysis of the text as reading on skill of the writing. Therefore, it is an ability to express the thoughts in written form, proceeding from laws of the structural-semantic organization of the text, understanding the certain models of the statement revealed in the course of the discursive analysis. It is known that the process of reading is of linear character. However, the text, as a rule, is organized not linearly, hierarchically, and it is necessary to distinguish both formal (structural) and functional



(semantic) hierarchical organization of the text. In the course of the discursive analysis accurate dependence, and sometimes the subordination of one of its element to another as well as their interrelation is defined.

Any text is always subdivided into a number of units irrespective of its linguistic stylistic character. Therefore, for example, in the monograph there can be any number of heads, any chapter may contain a number of sections that can consist of any number of paragraphs, the paragraph consist of sentences, the sentences consist of phrases, etc. In addition, sections and subsections, as a rule, have the headings, which are carrying out an important role in the structural organization of the text, creating so-called “frame structure”. This in its turn prompts the main subject or function of the following subsection, the paragraph, etc. As the discursive analysis shows, each paragraph always has the central (central) element that is either structurally formed, or understood. Besides such element, there are, for example, elements beginning the proof of any fact, phenomenon, the law confirming something, completing some thought. However, not always similar elements in the paragraph are located in such order as it was stated above, but they surely exist.

Discursive analysis helps to isolate these elements, defining their function in the paragraph, and then to establish interrelation of paragraphs in subsection, section, etc. In the process of such analysis, we can “go down” up to a part of the sentence that is phrase. Word combinations speech unit can become the speech actions bearing such semantic values as the statement, generalization, an explanation of specification of something, etc. In an oral form any paragraph consists of a number of such speech actions which are structurally organized differently, but not casual at all. The way of their organization in different paragraphs also creates the structural (discursive) feature of each paragraph influencing its semantic characteristic.

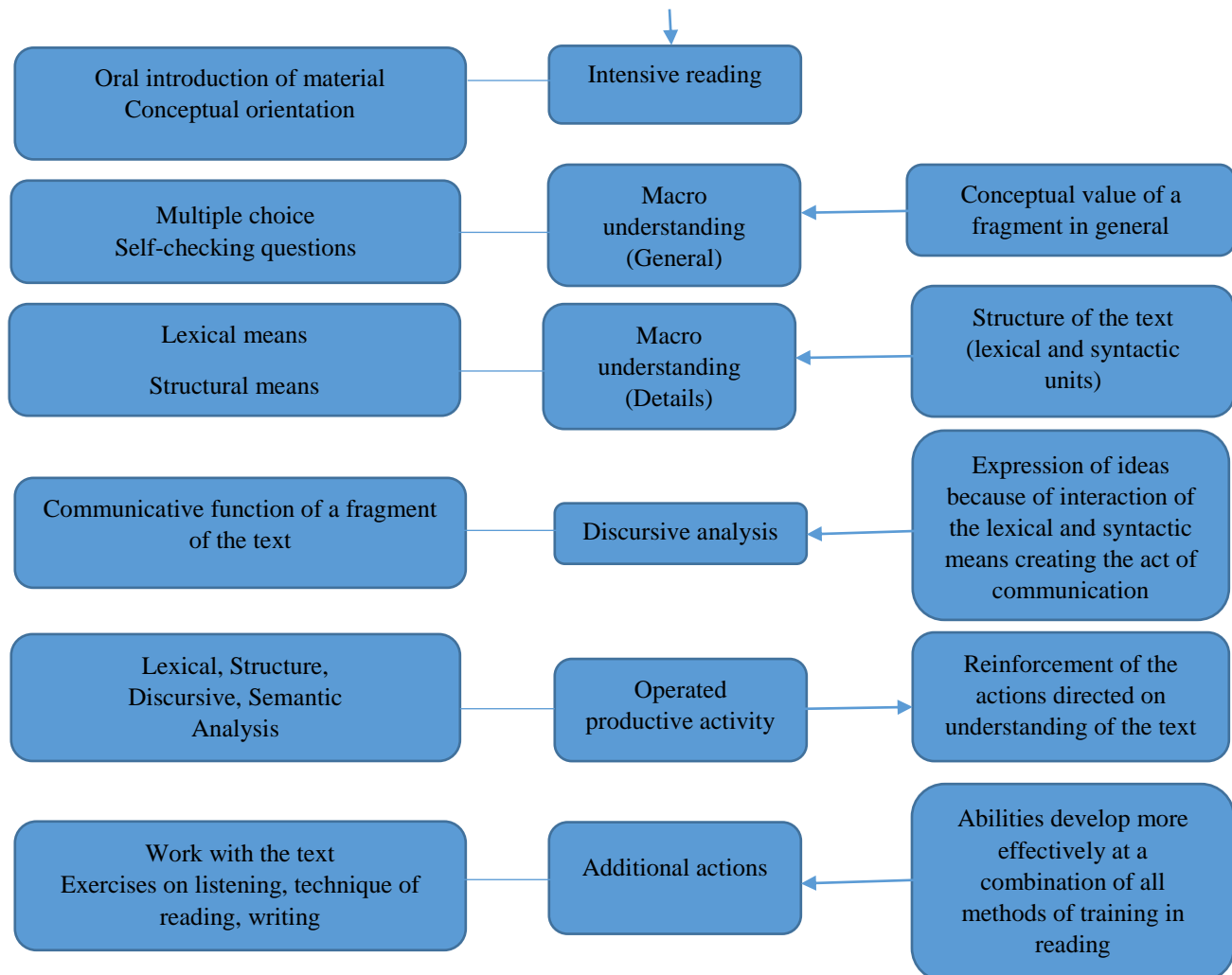
Thus, ability to see and stand out hierarchical elements of the scientific text creates the prerequisite of formation of the discursive analysis technique getting into depth of the structural-semantic organization of the text at various levels “from top to down” and vice versa.

The semantic charts which are graphically representing a train of thought of the author, the most peculiar for this type of the scientific statement and the structural models of various types of the scientific text based on the discursive analysis are that methodical device which realizes training in reading of the scientific texts, optimum in depth and form. Thus tasks, which are set for the reader (trainee), can belong to the sphere of viewing, search or fact-finding reading in a foreign language.

Such schemes and models direct attention of the reader on information and semantic structure of text with its micro and macro reference points, obligatory and facultative elements.

The scheme (No. 1) illustrates a place of the discursive analysis in training in this major type of speech activity.

**Scheme 1**  
**TRAINING IN DIFFERENT TYPES OF READING**



It is interesting to note that the similar scheme, obviously, is the same for all languages and differs only within functional styles.

For more complete and comprehensive analysis of an oral form of the scientific statement, it is necessary to consider also extra linguistic factors. There are various forms of visual information (charts, schemes, drawings, formulas, etc.) in any scientific statement. It is necessary to use some methods of extra linguistic communication with audience for management of verbal and cogitative activity of the reader. There are organizational moments, which promote verbal communication. The distance dividing speaking and listening is the function determining such parameters as voice loudness, a voice timbre, intensity of gesticulation, nature of the movement in room, etc. – everything that creates intellectual comfort and relax the trainees. Such classical means as visual contact, which forces the trainee to enter a certain form of communication uniting its participants, plays large role for close communication with audience. The direction of a sight can also transfer even some additional information. Visual contact has the specific character connected with the emotional and cultural level of communication. Therefore, for people of Arabic culture, it can mean less goodwill to them while for British it has

the return value. Visual contact plays an important role for receiving feedback. It supplies visual information. The use of visual contact testifies that the speaker feels audience, focusing its attention on the visual information connected with a communication subject. Gestures of hands are used for combination of the teacher's speech with the chart or part of it, and sometimes, for an illustration of the speech. Such gestures specify some earlier introduced idea of the text. The statement can be limited not only by language means, but also by visual contact. Therefore, doing the final remark, the lecturer looks at trainees all the time. The change of position of a body is one more parameter bearing semantic loading in process of the scientific statement since it is often followed by change of a subject of communication. In the scientific statement, there is a full merge of the text, visual means and gestures.

## **DISCUSSION**

The perspective of training of language for the educational and scientific purposes in various aspects repeatedly rose in methodical researches of the last decades. The problems of scientific discourse in different periods were developed and studied by many scientists. According to famous linguist T.A. van Deyk, the main feature of a discourse analysis is that it describes the text in terms of the theories developed for several levels of a discourse. If the classical linguistic semiotics parts the concept of a form (meaning) and the value (meant) as sign components, the discourse analysis sees difficult formation in the text and demands separate research of phonetic, graphic, morphological, syntactic, micro and macro semantic, stylistic, hyper structural, rhetorical, pragmatic and other structures and strategies. Each of these levels has own characteristics, which can be interpreted at other levels both in line with traditional linguistics, and out of its framework.

## **CONCLUSIONS**

Based on discursive analysis results algorithms and the training programs are created. These programs promote mastering ability effectively to find professionally useful information, and then to state its essence in written or oral form as well. Such technique increases learning efficiency of reading quantitatively and qualitatively, i.e. the speed of reading and the depth of understanding (to express the necessary thought in writing or orally) that leads to fuller satisfaction of professional needs of the trainee.

There is a system of the conventional signs in modern linguistics. These signs designate the paralinguistic parameters of the scientific statement promoting the objective description of any piece of the speech in all completeness. They give a full picture of semantic structure and emotional coloring of the scientific statement on a verbal background. For example, there are systems of signs showing the movements of a body, eyes, changes of a look, the movement of hands in various directions accompanying the verbal statement.

It is also necessary to note that insufficiently broad application of techniques of training to the academic (educational) discourse in practice of teaching a foreign language at stages of pre-university training and a bachelor degree, and as a result - there are no skills of scientific messages (including the native language), significantly complicate a problem of formation of foreign-language discursive competence of actually scientific sphere of communication at a magistracy stage.

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# TEACHER'S EFFECTIVE FUNCTIONING IN THE ELT CLASSROOM (THE BACKGROUND AND PRESENT STATUS OF THE PROBLEM)

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## ABSTRACT

*The paper is devoted to an urgent problem of ELT theory. It deals with the functions of ELT teachers in the classroom. The authors analyze different points of view on the problem studied and offer their own approach showing that the teacher's role may and should change from one activity to another, even from one stage of an activity to another during one lesson depending on how we feel about teaching and what we are comfortable with, as well as on the type of the activity and on who the students are and their background, etc. The more fluent we are at making these changes, the more effective our work is. Different roles and their functions are analyzed and various ways of teacher development are presented. The text can be recommended to ELT methodologists and practitioners since it presents a theoretical background of the problem and ways of its practical realization in ELT context.*

**Keywords:** *university education, teacher's functions, learner-centredness, controlling function, facilitator, student, ongoing teacher development, teacher appraisal.*

## INTRODUCTION

It is obvious that the role of the teacher in the ELT classroom is crucial since it is the teacher who determines the goals and chooses the method(s) of teaching, the way in which the classroom environment evolves, the textbooks to be used, etc.

However, nowadays views are somewhat mixed as to what teachers are and what functions they are supposed to have. On the other hand, our experience and interviewing of over 50 school and university ELT teachers show that the majority of them stick only to one or two classroom roles. Moreover, when asked what roles they know they were able to mention just few ones, such as "explainer", "motivator", "controller" and sometimes "actor". However, the role/roles the teacher chooses may influence a lot the effectiveness of the teaching process.

Therefore, it is necessary to analyze the theoretical basis of the problem and present a comprehensive list of ELT teachers' possible roles in the classroom matching them with the corresponding functions on order to enrich teachers' theoretical knowledge and repertoire.

## METHODS

The methods used include content and comparative analysis, data systematization and generalization, interviewing, projecting and forecasting.

## RESULTS

Our study reveals that using a full range of the ELT teacher's roles/functions in the classroom enables practitioners to highly increase the effectiveness of the learning process. However, the majority of ELT teachers do not know much what these roles are, when and how to use them. The paper analyzes possible roles and the corresponding functions for the teachers to choose the appropriate ones depending on the circumstances.

## DISCUSSIONS

To begin with, in dictionaries we can find a variety of messages about teaching. For instance, in the Cambridge International Dictionary of English (1995) teaching is defined as giving someone knowledge or instructing or training someone. The Longman Dictionary of Contemporary English (1995), on the other hand, presents teaching as showing somebody how to do something or changing somebody's ideas. The similar situation we find in ELT methodology where theorists and practical teachers are discussing a most vital question. Is teaching about the transmission of knowledge from teacher to student, or is it about creating conditions in which students are supposed to learn for themselves?

Answering this question the representatives of the humanistic and communicative theories put forward and supported the ideas of "learner-centered" teaching which makes learner's needs and experience central to the educational process. It is students' needs, experiences and responses that should now drive the syllabus. The measure of a good lesson is students' activity, not the performance of the teacher. In this case the teacher is no longer the giver of the knowledge, the controller or the instructor, but rather a facilitator, sometimes an "orchestra conductor" who directs the communication, sets its pace and tone, or a "gardener" who plants the seeds and watches them grow. "...it is necessary to state that the language learner is or should be the central figure in any language teaching theory."

However, not all methodologists are ready to accept the ideas of "learner-centredness". For instance, R. O'Neil, a famous teacher-trainer in his paper "The plausible myth of learner-centredness" shows that letting students do the learning on their own with teachers as a resource might amount to a form of neglect. He is sure that there is nothing wrong with the knowledge giving role of the teacher. It has always worked and many students feel more comfortable with it.

Thus, there are two "polar" positions: teacher as the giver of the information, instructor and controller versus teacher as a facilitator and observer. However, we cannot accept this "either...or" approach. Our experience as an ELT teacher shows that there are various shadows and nuances and the teacher's role may and should change from one activity to another, even from one stage of an activity to another during the lesson depending on how we feel about teaching and what we are comfortable with, on the type of the activity, as well as on who the students are and their background, etc. The teacher has to understand that it is impossible to choose one or two roles and play them in the classroom for extended periods of time. We should realize that the more fluent we are at making these changes, the more effective our work is. When or if we accept this wisdom we understand that it is necessary to analyze the information available on the problem in order to enrich our teaching repertoire.

Our analysis shows that the list of ELT teacher's roles is not short. Some methodologists emphasize the facilitating mission of the teacher; others underline his/her controlling and instructing functions. Our task, however, was to match the role with the corresponding type or stage of the students' activity, since, as we have already mentioned, teachers should be ready to

change their role in the classroom depending on the circumstances. It is vitally important for the teacher to get this or that role right when it is required. By sticking to one mode of behavior we deny ourselves and the students many other possibilities and modes of learning which are good not only for learning as it is, but also for our and our students' enjoyment of the process.

Our study reveals that one of the most important roles of ELT teachers is organizing students to do various activities (Organizer). The functions of this role are to get students involved, engaged and ready to do something, then to start and stop the activity and organize some kind of feedback.

Controller makes announcements, restores the order in the classroom, gives explanations, leads a question/answer session, etc. Most gifted controllers may inspire their students through the knowledge and charisma, but in less charismatic hands this role does not appear to have advantages.

Assessor offers feedback and correction and grades students in various ways. Students need to know how and for what they are being assessed to have a clear idea what they need to concentrate on. Besides, fairness is very important. The teacher is supposed to give credit for good performance and constructive criticism for poor work.

It is of interest to note that the role of facilitator is interpreted by some authors using terms "prompter", "resource", or "tutor". When students are "lost for words" prompter is expected to help them in a discreet and supportive way. He does not take charge, because he is keen to encourage students to think creatively. If he is too adamant he risks taking initiative away from the students. Sometimes students may have need of their teacher as a resource (group writing, preparation for a presentation in the classroom). No teacher can know everything, therefore we should be ready to offer students guidance as to where they can look for the necessary information. When students work on longer projects tutor points them in directions they haven't yet thought of as productive. He should not intrude either too much (not to impede students' autonomy) or too little (not to be unhelpful).

Another important role of the ELT teacher is observer who gives students useful individual or group feedback. Here it is recommended to make notes not only of students' mistakes, but also of what they do right. Observing for success helps both to motivate students and to see how well your students are doing.

One more very important thing connected with the problem of ELT teacher's role in the classroom is the way we perform it. It should be noted that not only different teachers perform differently, but any one teacher may have different performing styles depending on the situation. For instance, organizing a team game the teacher is supposed to perform energetically, encouragingly and clearly, while in role-play it is better to be supportive, retiring and clear. When reading aloud, the teacher is expected to be commanding, dramatic and interesting. Whole-class listening activity requires efficient, supportive and clear performance.

A rather interesting role is ELT teacher as a teaching aid or informant. In this case the teacher is especially useful when using mime and gesture to convey meaning and atmosphere. Mime and gesture work better when they are exaggerated since this makes their meaning more explicit. However, gestures may not have universal meaning; therefore we should use them with care.

Our rapidly changing environment and technologies have put forward one more role of the EFL teacher, that of e-teacher. E-learning encourages students to learn on their own, at their own pace. Besides, classes can be both synchronous and asynchronous and students can choose a non-linear path of "just-in-time" learning. Students may determine the time to access their e-

learning opportunities and choose to work either individually or in teams. However, it is time to recognize that e-learning does not mean the end of regular classroom learning which has its own advantages. That's why "blended learning" is becoming more and more popular today.

The problem of the ELT teacher's roles have been explicitly or implicitly analyzed in the context of competence-based approach. Kelly, for instance, distinguishes 4 main groups of teacher's competences: general, existential, strategic and ability to learn. The first group contains existential and socio-cultural components. The second group includes personality traits, attitudes and temperaments, motivation, values and cognitive style. Strategic competence consists of ability and skill of planning, execution, evaluation and repair of communication, as well as of compensation strategies. Ability to learn implies ability to self-evaluate one's professional development and integrate the newly-acquired knowledge and skills into one's cognitive structure. To be sure, the abilities and skills mentioned are aligned with the ELT teachers' roles we have analyzed.

On the other hand, Besral concentrated on the students' competences to be developed. However, the paper also describes teachers' activities necessary to develop students' competences. In our opinion, these activities can be easily matched with the roles we have already analyzed. For example, Besral's "preparing students psychologically and physically to follow TL process", "stating the goals of learning", "involving students' active participation in every learning situation", "promoting students' cooperative work", etc. are well matched with the role of organizer/motivator. "Involving students" to search for wider and deeper information", "providing students with the chance to think, analyze, solve a problem and act without fear", etc. correspond to the role of facilitator, while "explaining the coverage of the material", "explaining the activities based on the syllabus" describe the role of explainer.

In the same way, Brown describes 4 categories into which language teaching activity can be divided: way of defining what students need to learn; ways of organizing the instructions to meet the needs; ways of presenting the lessons and ways of practicing what had been taught. And again we may match the activities with the roles we have analyzed, such as organizer, controller, performer and communicator.

Another expert, J. Henderson (1992), describing an exemplary teacher, concentrates on his reflective role and analyzes three most important characteristics of reflective practice: ethic of caring, a constructivist approach to teaching and artistic problem-solving. For a teacher to care means to be ethically bound to understand one's students. It is practiced in several ways, such as confirmation, dialogue and comparative practice. To confirm a student the teacher is supposed to help him to discover his individual inclinations and "best self". The purpose of dialogue is the interplay between feeling and thinking, the contact of ideas, values and beliefs. Cooperative practice implies that teachers act as counselor and advisors in their subject field. In the context of the constructivist approach the reflective teacher sees learning as a complex interaction among students' past experiences, personal purposes and subject-matter requirements. Finally, the reflective teacher practices artistic problem solving seeking ways to make their students' learning meaningful by adapting the curriculum to their backgrounds, interests and needs. This humanistic approach to the ELT process is obviously close to the concept of the teacher as a facilitator, motivator, or prompter.

P. Ur adds one more role and responsibility of ELT teachers which, in our opinion, is of great importance since it is closely connected with the effectiveness of the teaching process. It deals with ongoing teacher development." A teacher can and should advance in professional expertise and knowledge throughout his or her career, and such advances do not depend on



formal courses or external input.” The author mentions the main tools for personal progress: one’s own experience and reflections on it, as well as interaction with other teachers in one’s institution. Teacher development not only can increase the effectiveness of the teaching process, but also helps solve problems caused both by first year stress and later “burn-out”.

The first stage of our professional development is our own reflection on daily classroom events. This sort of spontaneous reflection may become the basis for further development, but it has a disadvantage since it is not systematic and well-organized. To overcome the problem we may start writing something down. This will help us work out exactly what we mean, thus making our reflections more disciplined and productive. However, personal reflection deals with your own experience only and sometimes there comes a moment when it is not enough, for instance, when you face a problem you cannot solve and you need somebody to help you.

Sharing problems with colleagues is next stage of teacher development. United efforts bring wonderful results.

Another aspect of teacher development is connected with teacher appraisal since you cannot move ahead without having a clear idea where you are now. The recommended sources of feedback are your colleagues, your students and yourself.

## CONCLUSION

Today it is not enough to be a teacher wearing a ‘know-all’ mask. There are a lot of other roles to be played in the ELT classroom by a good teacher who understands his/her students, empathizes with them and wants to make the teaching process more and more effective. The most important result of his/her efforts is that learners not only learn better, but they also understand that there choices not only in what to learn but also in how to learn.

## RECOMMENDATIONS

The paper can be recommended to ELT methodologists and practitioners since it presents a theoretical background of the problem and ways of its practical realization in ELT context.

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# INNOVATIONS IN THE SYSTEM OF HIGHER EDUCATION IN RUSSIA

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## ABSTRACT

*Actuality of the problem under investigation is caused by the acute necessity for quality of education in the Russian Federation to be improved including higher education within the framework of priority tasks formulated in the Conception of Russian education modernization on the one hand and by great attention and demand for application of innovative technologies in the market of educational services and in modern sciences on the other hand.*

*The article is directed to the analysis of perspectives and aims which can be achieved while implementing of modernization projects into the system of higher professional education in Russia.*

*The leading approach to the investigation of the problem in question is to consider the principles of classification, systematization and management of introducing the innovative processes into the education system.*

*The article gives the classification based on the scale of making use, the source of origin, the character of introduced changes and the types of activities. Besides, it focuses the reader's attention on the innovative process systematization settled on the considering of pedagogic innovations typology. Then the article highlights the main constituents of lecturer's readiness for innovative activity with the lecturer being a direct organizer and representative of innovative processes. Further the article analyses the essence of innovative processes management in educational institutions.*

*Article materials can be useful for lecturers, administration, education managers during working out of pedagogic conditions providing continuous innovative movement.*

*In conclusion the article points out real importance and necessity to provide educational environment readiness to perceive work out and adapt innovations into teaching activity.*

**Keywords:** *university education, language education, student, innovative activity, educational environment, pedagogical practice, analysis, new ideas*

## INTRODUCTION

Pedagogic innovation is a young science and in Russia it has been told about since the end of 1980s of the last century. Nowadays both pedagogic innovation and its methodology are in the stage of scientific working out and formation.

Improving of education quality in Russia is becoming an issue of great importance especially in the sphere of higher education. Modernization projects in the system of higher professional education in Russia and tendencies of its gradual transformation occurring under the influence of all-round liberal, economic, social and political reforms need an analysis of perspectives and targets which can be achieved.

There are a lot of definitions of the term "pedagogic innovation," however, there is no any settled statement and definition of innovations in education because of some gap between

systems of scientific knowledge about innovation and educational practice. All authors, however, come to the same opinion that innovation is about creation something new.

Innovation is always about activities since it is directed on the change of existing system. Any activity is targeted to a new product creation. So the definition of pedagogic innovation ought to reflect not only practical direction but a material product as a result of innovative activity.

Besides, innovations in the educational sphere are involved in the formation of strong personality, their abilities for implementing scientific and innovative activity and renovation of educational process content.

As applied to pedagogic process innovation means involving novelty into aims, content, methods and forms of teaching and upbringing. What is more it supposes organization of collaboration between lecturers and students. Innovations always have active aspects since they are directed to inserting changes in a particular social item leading to appearing of stable elements.

Consequently in the definition of pedagogic innovation there should be reflected not only practical tendency but also a material product as a final result of innovative activity. Following this point of view innovation is not a real one until it is introduced successfully and starts to bring benefits.

## **METHODOLOGICAL FRAMEWORK**

Pedagogic innovation introduction into teaching process is a determinative feature of modern education. Innovations are typical for any human professional activity so they naturally become a subject of research, analysis and introduction. Innovations do not occur on their own they are the result of scientific investigation, advanced pedagogic experience. Novelties in education represent creative sorting out of new ideas, principles, technologies with bringing to standard projects containing adaptation and use conditions.

This process cannot be spontaneous; it needs management, classification and systematization. Moreover, ideology and practice of pedagogic innovations are reflected in their classification based on the following items:

- The scale of making use;
- The source of origin;
- The character of introduced changes;
- The types of activities.

As for the scale of making use there are single innovations which are within the framework of the same subject and diffusional ones that are within the profile uniting several subjects.

As far as the source of origin is concerned, pedagogical innovations can be external, with an innovative idea occurring outside the educational system and internal when innovations are worked out inside the educational system.

The character of introduced changes brings us to local, modular and system innovations. Local innovations are about alteration of independent parts or components in the educational system. Modular innovations are turned to be interconnected groups of several local pedagogic innovations. System innovations are ones that suppose complete reconstruction of educational system as a whole.

Types of activities are found to be divided into ones that are rich in content providing content aspect of pedagogic process, i.e. new educational programs, methods, technologies, and administrative ones that are aimed to founding new organizational structures, i.e. scientific and methodical council, departments.

## **RESULTS**

An important component of pedagogic innovation knowledge systematization is considering the problem of pedagogic innovation typology. N.V. Hutorskoy leaning for support on his investigations suggests systematization of pedagogic innovations consisting of 10 blocks. Each block is formed according to particular base and is differentiated between its own set of subtypes. Enumeration of bases is made up with taking into account the necessity to cover such items of pedagogic innovations as:

- Attitude to science structure;
- Attitude to education subjects;
- Attention to conditions of realization and characteristics of innovations.

According to this systematization pedagogic innovations are divided into the following types and subtypes:

1. With regard to structural elements of educational system: innovations in aim setting, in tasks, in content of education and upbringing, in forms, in methods, in ways, in teaching technologies, in means of teaching and education in the system of diagnostics, in checking and results estimating, and so on.
2. With regard to education subjects' personal coming-to-be: in the sphere of lectures and students' particular abilities development, in the field of their knowledge, skills, experience, ways of activity, competence evolution and so on.
3. With regard to the sphere of pedagogic application: in the teaching process, in the teaching course, in the educational field, in the level of teaching system, in the level of educational system, in education management.
4. With regard to types of interconnection for pedagogic process participants: in collective teaching, in group teaching, in tutoring, in private teaching, in family teaching and so on.
5. According to functional possibilities: innovations in providing of educational environment conditions renovation, innovations in product creation, management innovations.
6. According to ways of implementing: planned, systematic, periodical, spontaneous, accidental ones.
7. According to spreading scale: in one lecturer's activity, methodical unity of lecturers' performance, at schools, in a group of schools, in a region, in the federal level, in the international level and so on.
8. According to social and pedagogic significance: in educational institutions of a particular type, for specific professional and typological groups of lecturers.
9. According to a size of innovative projects to be local, mass, global and so on.
10. According to a degree of proposed reforms: correcting, modifying, radical, revolutionary ones.

The content of lecturer's work that includes innovative activity is constantly enriched by new requirements to its quality and new competence.

## **DISCUSSIONS**

In the context of innovative strategy for the pedagogic process to be integral the lecturers' role increases dramatically because of them being direct executives of innovative processes. The character of innovative activity depends on the conditions existing in a particular educational institution and first of all on the level of lecturer's readiness for this activity.

The first constituent of the lecturer's readiness to innovative activity is determined by the presence of motives to be involved in this activity. The motive makes sense of any activity. Depending on the motive content innovative activity can have different senses for different people. Participation in innovative activity can be seen in different ways: as a way to avoid possible tension in relationship with authorities and colleagues in a case of refusal of participation; as a way to achieve recognition and respect from authorities and colleagues; as a way to do their professional duties; as a way to realize their creative potential and self-development.

The second constituent of considered readiness is reflected in a complex of knowledge about modern requirements for higher education results, innovative models and education technologies, in other words about issues that determine demands and opportunities of existing pedagogic practice development. Lecturer's competence degree in innovative education can be different so the level of their readiness for innovative activity is sure to be different in this aspect.

The third component of lecturer's readiness for innovative activity represents aggregate of knowledge and ways to meet the challenges of innovative activity which have been mastered by the lecturer, i.e. competence in the field of pedagogic innovation. So the lecturer getting well with innovative activity has to:

- Possess complex of pedagogic innovation concepts;
- Realize a place and role of innovative activity in educational institution and its links with educational activity;
- See the main approaches to higher school pedagogic system development;
- Know how to study lecturer-innovator's experience;
- Be able to analyze pedagogic systems, educational programs, technologies and didactic means of teaching;
- Know how to work out and substantiate innovative propositions to improve educational process;
- Be able to set an aim of experimental work to be carried out properly and to plan it thoroughly;
- Be able to work out innovation project introduction;
- Be able to analyze and evaluate themselves as a subject of innovative activity;
- Be able to analyze and evaluate the system of school innovative system;
- Be able to work in working groups accomplishing introductive projects and carrying out experiments.

## **CONCLUSION**

So issues of scientific support of innovative activity in educational institutions just refer to the sphere of pedagogic innovation. Innovations in education constitute creative study of new ideas, principles, technologies with bringing them to model projects containing conditions of their adaptation and application.

The degree of innovation actualization in educational process depends not only on its significance but also on educational environment, state of readiness to perceive, work out and adapt the innovation. To a considerable extent readiness degree is defined by lecturer's ability to realize innovative activity based on awareness of innovative processes value for education resulting in knowledge, skills and being directed to creation and realization of innovations in educational and upbringing process. Lecturer's innovative activity allows them not only to generate new knowledge but also to implement its conversion to educational environment. Innovation producing is indissolubly connected with intellectual development of lecturer's personality, their ability to carry out necessary information search, its creative working over with possibility of new knowledge structuring and its realizing in their pedagogic practice. In that case

innovative activity becomes the most important factor of lecturer's informative culture development, which allows to get, acquire and produce new knowledge and therefore to continue self-development in the conditions of information explosion speeding up innovative processes.

### **RECOMMENDATIONS**

Necessity of new theoretical interpreting of innovative processes management essence in an educational institution, working out of pedagogic conditions providing continuous innovative movement does not cause any doubt. It is also important for innovative processes to need special staff: lecturers, administrators, education managers who experts in the sphere of pedagogic innovations.

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# THE USAGE OF PHRASEOLOGICAL UNITS WHEN FORMING LEXICAL COMPETENCE ON THE EXAMPLE OF THE TRAINING PACKAGE OPPORTUNITIES INTERMEDIATE

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## CONTENT

The article tells about importance of the use of phraseological units when training in speaking learning English, is also analyzed the training package Opportunities Intermediate.

## ABSTRACT

*The article is devoted to a consideration of a question of studying of use of phraseological units when forming lexical competence on the example of the training package Opportunities Intermediate. In the article features of the use of phraseological units at English lessons are considered. The detailed analysis of the training package Opportunities Intermediate is carried out and provided in this research.*

**Keywords:** *university education, language education, phraseological units, lexical competence.*

## INTRODUCTION

In the history of a technique the role of training in this type of speech activity at various times and in the different countries was rather flexible.

Today the oral speech it is difficult for communication in which speaking plays a paramount role to overestimate value of training. Not incidentally, wishing to learn whether the person knows a foreign language, he is asked: "Do you speak English?" The oral speech in general and speaking as her integral part there are to the forefront. Pupils of different age, starting learning of foreign language, first of all, want to learn to speak this language.

Speaking is one of ways of oral and speech communication. In the course of oral communication in the closest unity all functions of speech communication act:

- 1) Information and communicative which can be described as a transfer reception of information;
- 2) Regulatory and communicative, belonging to regulation of behavior in the broadest sense;
- 3) The affective and communicative, determining emotional spheres of the person.

## METHODOLOGICAL FRAMEWORK

Speaking is inseparable from conditions in which it proceeds, namely: from a situation in the broadest sense of the word and from a concrete context. It is possible to carry the purpose and conditions of communication, concrete contents of the speech act, a characteristic originality



of participants of conversation, that is their age, a level of development to the last and so on. Everything listed forms a communication situation as set of conditions, speech and nonverbal, necessary and sufficient to carry out speech action according to the drawn-up plan.

As a subject of speaking the thought as reflection in consciousness of the person of communications and the relations of the real world acts. In the course of speaking expression of thought is carried out. His product the oral statement is a result of speaking.

The multidimensional study of complex and multivariate language material provides all the new information about the specifics of phraseological units. Children acquire them (recognition, understanding and conscious use of phraseological units in speech) later than the other language units. One of the conditions of active use of phraseological units in speech is familiarity with their meanings and greater language sensitivity that contributes to a student's personality, able and willing to communicate on intercultural level. It is recommended to reveal figurative meaning of phraseological units by a gradual transition from the direct meaning of the words to the metaphorical, and then to the meaning of the word in one of its realizations in set phrases.

High level of lexical competence acquirement is evident if a person can easily use complex vocabulary both in direct and mediated communication, employing set phrases and proverbs, typical for native speakers.

The authors of Opportunities Intermediate Course are Michael Harris, David Mower, Anna Sikorzynska, Longman. This course is designed for secondary level students (grades 8-9) of linguistic profile. The content of the materials meets the requirements of state standard in foreign languages, as well as the traditions of responsible teaching in Russian schools. The course is aimed at preparing students for passing unified state exam and FCE.

The package provides Student's Book, Teacher's Book, Language Powerbook, 2 audio tapes and Test Book with an audio tape.

Intermediate level as well as all other levels has a module structure (8 modules).

The module consists of an introductory lesson (Warm-Up), the three main lessons devoted to work on communicative skills (Communication Workshop) and the review lesson after each module.

The course is characterized by the following features:

- Communicative approach;
- Integration of all language skills;
- Various forms of interaction and cooperation - pair and group work;
- Vocabulary enrichment and activation takes place in new situations;
- Consolidation of the grammatical material through speech and writing;
- Teaching effective instructional strategies (Listening Strategies, Speaking Strategies, Reading Strategies);
- The skills of self-control, self-testing and self-education are formed by means of using of the workbook material (Check your Grammar, Exam Zone);
- Studied topics correspond to teenagers' interests.

The tasks differ in the level of complexity:

- Making up own suggestions about the content of the text before reading it (by title, by pictures)
- Pre-Reading Task;
- Defining the main idea and choosing the appropriate subtitles to the parts of the text;
- Answering the questions on the text, etc.

Stages of work with the text (pre-reading, reading) are aimed at the formation of various information retrieval technologies. After-reading stage is present when the text is used for the development of productive skills in writing and speaking.

The course enables to develop and improve the ability to understand foreign spoken language in a natural presentation. Types of texts vary and include talks, discussions, interviews, instructions, telephone conversations, lectures, etc. Listening skills are practiced in the exercises aimed at understanding the main idea or specific information, the general content. All of them are accompanied by strategies (Listening Strategies). After listening to the text and performing a series of exercises, further work is intended to develop speaking and writing skills.

From the standpoint of development of productive kinds of speech activity, the main purpose of the course is to encourage students to express their ideas and thoughts in a variety of everyday situations. The package helps to plan and carry out the educational and communication activities on one's own, using conversational formulas and clichés in specific communication situations, in terms of knowledge relating to cultural, sports and economic realities of the countries of the target language.

There are problems for free discussions (spontaneous speech skills development) within each module, but the authors suggest such sections as Function File, Speaking Strategies as a support. The mentioned sections are especially essential in improving oral communication skills; learning how to express one's own opinion, agreement or disagreement with interlocutor, ask questions in order to better understand the point of view of interlocutor, defend one's ideas, following the order of the dispute or discussion. The ability to make presentations, take notes during a lecture, gain time during the conversation compound socio-cultural characteristics of verbal behavior in a particular speech situation. Depending on how skillfully the student employs these skills, he may or may not successfully pass the exam and communicate with native speakers in real situations.

Pair and group work is an integral part of the formation and improvement of speaking skills that enables to solve communicative tasks in various communication situations. Exercises of this type are present in almost every lesson in all ten modules. Besides, there are a number of additional assignments (Follow up activities) for each module with the purpose of improving speaking and writing skills.

With regard to the development of writing skills, this course gives the opportunity to practice various kinds of written work: an article, a message, letters (personal, official), a description of a person (or place), review of a film (or a book), a written statement with reasoning elements. A mix of exercises is supported by samples of written work, presented in Writing Help section. The comments are given stepwise that facilitates the task.

Vocabulary and grammar work in Opportunities Intermediate course is of great importance. All the new words in each lesson are found in the Key Words section. Such phenomena as word composition, synonyms, antonyms, idioms are considered. Much attention is given to phrasal verbs.

Opportunities Intermediate presents language structures in the context of reading, listening, speaking and writing skills which are being practiced and developed through exercises.

Games, crosswords, puzzles and stories increase students' interest to the studied language and contribute to effective communication. The emphasis is placed on vocabulary and language structure. There is a control test at the end of each section.

The analysis of Opportunities Intermediate package showed that special attention is given to the development of lexical skills through exercises. This is in turn relevant and useful for the

students' vocabulary enrichment and helps to provide necessary and sufficient level of communicative skills.

Phraseological units represented in the teaching material can be of the following types:

- 1) Idiomatic (phraseological units are characterized by the stability of lexical components and the absence of meaning variation): be turned into, lose a fortune;
- 2) Functional (phraseological units are defined as specific groups functioning at the expense of words-equivalents): on hot plates, keep body and soul together;
- 3) Contextual (phraseological units depend on the context which is created by free-word groups): occur to somebody, take a chance.

According to what can be seen, units characterized by semantic unity are widely used but they are not identified as phraseological units.

Thus, the correct use of the learning package Opportunities Intermediate which is of great value for formation educational skills on the basis of phraseological units encourages the realization of modern aims of the English language teaching.

The aim of foreign languages teaching should be understood as the development of the personality of a learner who is able and wishful to take part in the act of communication (both direct and indirect) at an intercultural level. The matter of the question concerns the formation of a secondary language personality's basic characteristics, the collection of which constitutes a complex integrated whole connected not only with communicative but also with intercultural competence.

Lexical competence is interpreted as vocabulary knowledge which includes knowledge of lexical elements and the ability of their usage in the act of speaking. This competence refers to the way words settle in the mind (the huge number of words, an organizational structure of the mental lexicon). The main links that relate words in the mind are: co-ordination, collocation, superordination, and synonymy. In this way, words, regular word combinations, set phrases, phrasal verbs, compound prepositions and phraseological units are referenced to lexical elements.

The knowledge of vocabulary provides successful formation, development and automatization of all types of speech activity. The knowledge of vocabulary is understood not only as the set of language information about a foreign word but also the knowledge of programs of handling with a word, i.e. definite strategies of usage of a foreign word.

Lexical competence can be subdivided into some levels. The level of lexical competence formation determines the ability of a learner to solve problems connected with the correct use of a foreign word in the act of practical communication on the basis of acquired knowledge about that word and appropriate skills.

A lexical skill (productive and receptive) supposes the knowledge of necessary for the representation while speaking formal characteristics of a word, semantic meaning of a word, functional characteristics determining the aim of communication. The dominant term in the chain "purpose – meaning – form" is "the purpose" which is stipulated by the place and role of vocabulary in the speaking activity.

Teaching speaking and writing is closely connected with learning vocabulary and supposes the process directed from content of meaning to a form and usage of a word; while teaching listening and reading supposes the introduction the form of a word and then its meaning and usage.

The essence of vocabulary selection is to choose from a great number of words and phraseological units of a foreign language the necessary amount of lexical units which are sufficient to achieve the primary goals of the educational process.

Figurative meaning of phraseological units should be revealed by the means of progressive movement from a direct meaning of a word to its transferred meaning and then to the meaning of a word in its realization in fixed combinations.

High-developed level of lexical competence supposes the knowledge of vocabulary that allows the speaker to use an extensive row of units both in direct and indirect communication, to use phraseological units and proverbs of the English language typical for native speakers.

Foreign lexical competence of a learner turns out to be the base of his communicative competence. They can be regarded as the dynamic unity: lexical competence develops in the process of communicative activity of an individual, while at the same time communicative competence improves as lexical competence advances.

Modern science has all necessary varied materials for working with phraseology: the necessity of schoolchildren's acquaintance with set phrases is proved; different approaches to the explanation of an integral meaning of phraseological units and their integration into the speech of learners are pointed out. But at the same time the problem of enrichment the speech of schoolchildren with phraseological units remains and further researches are required.

One of the conditions of active phraseological units usage in speaking activity is awareness the meanings of a phraseological unit and a correct attitude towards a word which stimulates the formation of a personality of a learner, shows his ability to communicate at an intercultural level.

The analyze of the learning package Opportunities Intermediate has revealed the fact that a great attention is paid to the development of lexical skills by the means of exercises, that helps to enlarge the active vocabulary of learners and helps to provide the essential and sufficient level of communicative skills. Phraseological units are wildly used in the teaching material but they are not identified as set phrases. The term "a phraseological unit" isn't introduced.

Practical purposes of learning vocabulary and phraseology – the formation of educational and language skills - helps to organize the work in different directions involving grammar and spelling, speaking and writing.

The acquaintance with lexical and phraseological phenomena of the language creates the base for further work on development of the speech of learners, the development of their active and phraseological vocabulary and the understanding of the lexical and stylistic standards, the formation of monologica and dialogic speech.

Lexical and phraseological skills are formed while learning vocabulary and phraseology.

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High-developed level of lexical competence supposes the knowledge of vocabulary that allows the speaker to use an extensive row of units both in direct and indirect communication, to use phraseological units and proverbs of the English language typical for native speakers.

## **RESULTS**

Foreign lexical competence of a learner turns out to be the base of his communicative competence. They can be regarded as the dynamic unity: lexical competence develops in the

process of communicative activity of an individual, while at the same time communicative competence improves as lexical competence advances.

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## **CONCLUSION**

Lexical and phraseological skills are formed while learning vocabulary and phraseology.

The reference to the phraseological units in the educational process is incredibly important from the standpoint of linguistic-cultural aspect. Culture-oriented linguistics in the sphere of foreign languages teaching has got international calling. It is explainable because the reflection of everyday life, national history and social relations, the impression of world outlook, the realization and interpretation of real life and collective experience – all this finds its reflection in the phraseological fund of world languages.

Using phraseological units at formation different skills helps to prevent the appearance of language barrier.

Holding different activities including phraseological units considerably enriches foreign language classes, makes them important for students and helps to keep the interest to the study of this discipline. Special exercises are used to achieve these tasks.

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# DEVELOPMENT OF CONTROL AND SELF-CONTROL SKILLS WHEN LEARNING A FOREIGN LANGUAGE BY STUDENTS AT UNIVERSITY

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## CONTENT

In the article development of skills of self-checking is analyzed learning a foreign language by students at University.

## ABSTRACT

*This paper is an independent type of text, which addresses to theoretical background of problems research of students educational activity self-organization in the course of a foreign language learning. The paper reveals the main stages of self-control skills formation, analyzes the problems of the general relationship between self-organization and self-control, studies the issues of self-control and self-organization training in the course of educational activity.*

**Keywords:** *university education, language education, student, self-control, educational activity, self-organization, a foreign language.*

## INTRODUCTION

Mastering skills of educational activity self-organization when learning a foreign language by students is considered obligatory minimum. High level of skills development of educational activity self-organization in considerable measure defines success of training at the subsequent steps of education, and in this context the problem of self-organization skills formation which is a basis of the generalized way of educational activity organization is of particular relevance.

So, the important purpose of training is development of independent work skills in the course of educational activity in foreign language learning.

It is an important component of universal educational actions on mastering fundamentals of sciences, development of learning skills. It is formed with gaps in time, rather gradually. The students' training tasks are only creation of preconditions for the development of independent work skills in the course of educational activity: sufficiently high level of arbitrariness, the ability to plan and control their own actions, the ability to concentrate on the teacher's task, high level of activity and initiative, independence in educational work, the ability to assess the correctness of their own work implementation.

The direction of work should be noted. The direction of work is reflexive self-assessment formation (knowledge of their own knowledge and ignorance of their own opportunities and restrictions) which testifies two abilities: the ability to see yourself from the outside, apart from your point of view as the only possible, and the ability to analyze your own actions.

As a result of this work we, possibly, could study ourselves and teach (because it's not a skill yet, but a formation of it) not only to assess the limits of their capabilities, to fix difficulty,



but to analyze its cause, that is to go beyond the boundaries of their own knowledge and skills, to speculate about the unknown. This eventually contributes to the reflective ability to control and estimate yourself. And this is the necessary level for the full formation of the self-organization skills.

## METHODOLOGICAL FRAMEWORK

Attempts to analyze the general link between self-organization and self-control have led us to the fact that another contradiction is observed in this science field.

Most studies focused on the self-control of the discipline "Foreign language" based on the formation of separate groups of skills, in view of the fact that students' self-control activities are relative and independent steps of the educational discipline.

Some researchers consider the self-control as an inseparable component of self-organization and develop it as one of the self-organization skills, without separating it as a separate stage of educational process.

Most educationists, psychologists, linguists are of the opinion that the main task of students studying a foreign language is the ability to develop self-control skills and to master it completely. Self-control allows students to develop the skill critically evaluate themselves, which further will lead to the unconditional mastery of all kinds of self-control.

Self-control, as universal brain competence can be performed by different subjects, especially by a foreign language. We can confidently assert that the poor foreign language after graduating from a secondary school is due to the lack of self-control mechanism development. The teacher must teach their wards to master self-control skills, teach how to use them in full. It is necessary to remember that learning a foreign language - is a process that extended in time. In other words, students master a foreign language, in stages, gradually perfecting skills and self-control skills.

Speaking of self-control, as the realization of its development, two forms can be distinguished: voluntary and involuntary. Involuntary form is the form of self-control occurring at the time of the mechanism realization, that is, the conscious component goes to the background level, self-control in involuntary form is less perfect, as at any moment of educational activity there is a probability of fluctuations emergence and sometimes it switches to the voluntary self-control form. According to the researchers involved in the study of this problem, the voluntary form of self-control occurs in the primary stages of educational activities when a student begins to master the basics of actions with training material. Summarizing the aforesaid it is possible to draw a conclusion that training to self-control skills should begin on the basis of voluntary attention.

Examining issues of self-control training, the scientists note that self-control has rather complex level structure. In the most general view this structure can be reduced to three levels:

1. The student correctly performs learning activities and fully realizes it, that is he has formed the self-control mechanism;
2. A student makes some errors in the learning process, realizes it and tries to make a correction.
3. The student makes wrong actions in the learning process and doesn't realize it, that is, they have not formed self-control mechanism.

We will consider the case of the self-control mechanism formation, it is in the stage of formation, but the student has the ability to make mistakes, notice them and make corrections.

Such student has process of the self-control mechanism formation which takes place in the following stages:

1. Understanding and fixation of a wrong action. Applying it to assimilation of a word or grammatical phenomenon means that a student must determine in what part of a phrase or a sentence wrong action was allowed.
2. Identification of a mistake, object definition, which was a mistake. If we speak about a dictionary unit, the main attention should be paid to the correctness or incorrectness of its semantic compatibility, further to consider a grammatical system of the word use. The main difficulty element may be in the wrong use of a word, in this case, the normal development of a student self-control mechanism is based on previously acquired knowledge, and a student takes a word from memory quickly enough. If the speech unit is completely forgotten, and a student is not able to remember it, it says that development of the activity management mechanism is completely absent. In this case help of a teacher, a mentor or fellow students is necessary.
3. To make a decision on nature of a mistake elimination. A student decides, and forms sequence of the wrong action correction. The most productive is to begin correction at substantial, semantic level. Correction of grammatical structure should take place, if the semantic aspect of a phrase is completely clear.
4. Correction of mistakes. Correction is performed in accordance with the decision.
5. Comparison with a standard. A student performs correction, creating a pattern of inner speech. The merger is a process which is inseparable in time, if what should be created by a student wasn't not traced earlier in his speech or language experience. If a task envisages support on the knowledge gained previously, then a student retrieves from the memory units for comparison, carries them into memory and executes so comparison with a standard. This process is also inseparable in time. But in two cases different mechanisms of memory operate. As for the first case, it takes the basic functionality of the operational short-term memory, in which the sample-standard was recently laid. Speaking about the second case, both types of memory are updated.
6. Transition to other object.

After a student performed comparison, convinced of the correctness of his actions, he passes to execution of the following action, and re-starts the whole mechanism of self-control.

One of the main characteristics of the self-control mechanism formation is the continuity of action erroneous and the ability to instantly make correction. This connection serves as a proof of the self-control exemplary operation.

Based on the performance rules of any actions with a language unit, training activity continuously connected with mastering an indicative basis of actions.

Compliance with the rules in performing work with a language unit is in constant contact with the base of action. The order of certain actions with unity and consistency of their performance is the mastering basis of the approximate action basis; it is in its turn, characterized by certain dynamics. Dynamics of the actions approximate basis is necessary for the development of skills, unmistakably pass away from consciously committed actions to the automated, that is to achieve a level of formed skills. The automated actions transfer attention of students from the language level to meaningful actions having a semantic aspect of the statement.

Undoubtedly, self-control is a certain mechanism of student actions which formation requires management from a trainee. In this process, each subject (a teacher, a student) should accurately perform their functions. A student acquires necessary knowledge, master certain actions, ranging from constructed on the basis of approximate system and finishing with free inclusion of a unit in speech action. The training mentor influence, as well as any activity, has its own object, goals, objectives, structure and content.

It is impossible to ignore the fact that formation of the self-control mechanism contains some difficulties. Most students have difficulty in mastering of the approximate basis of actions. Each of the knowledge bases involves a set of actions, their performance order, methods of action. And if to consider the fact that students have one or two formed types of memory (motor, auditory, visual), the teacher is required to apply an individual approach to the choice of training methods.

## **RESULTS**

Thus, for achievement of optimal development of the students self-control mechanism it is necessary to know actions of an approximate basis and to be able to put them into practice. Therefore mastering of an approximate basis should be brought to the final result, to the skill level when a student applies all methods of action, without specification of details, without the developed analysis at their choice. However, it is well known that not all students in equally successful degree master guidelines for updating the language units. Practice shows that the greatest difficulty is the ability to detect an error as passing through all parts of the self-control structure and mastering of a particular action occurs simultaneously, with no separation in time. It is very difficult to notice a mistake, and to determine exactly where it was committed. Students who possess the ability to work with the previously studied action, and can accurately perform automated actions to create a new standard, quite successfully, by constant correction cope with difficulties. But from their side there are missteps, unstable knowledge of some self-control units.

Some students from the first steps of the rules application are not able to watch their mistakes, and, therefore, to correct them. Here the main task facing a teacher is to find out the reason: the inability to memorize the algorithm of approximate system or bad mastering of the previous material, etc. Anyway, do not assume that these students have started the development of self-control mechanism, additional permanent work with them is necessary; they need to spend more time to review and master of earlier studied.

## **DISCUSSIONS**

Despite the urgency of the problem and a large number of researches in this area, at present the problem of self-organization and the self-control skills formation in educational activity of students is not completely solved.

## **CONCLUSION**

So we can draw a conclusion, the development of skills and abilities are two inseparable phenomena, they have a mutual connection, they are interdependent, and formed at the same time, not having the time gap. Each individual element of skill, ability relates to adequate, specific self-control structure.

To summarize, we can note that there are no exercises specifically designed for the formation of students' self-control mechanism, for this purpose, teachers use the usual training exercises. In this case the task lies only on a teacher, he has to keep an eye on quality of students performed actions, and based on this determine what correction is necessary in development of self-control skills.

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# THE DEGREE OF PARTICIPATION INDICATOR OF SALES OF LIVESTOCK PRODUCTS IN THE MAIN SOCIAL FACTORS

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## ABSTRACT

*The article discusses the solution of the problem of social factors of natural human needs through analysis of sales of main animal products.*

*The driving force behind the development of any society is the social factor. The basis of allocation of the social factor is such a connection of social facilities, in which some of them (the reasons) under certain conditions, with the need to generate other social objects or their properties (the investigation). As factors of social acts, first of all, the activities of people to warrant the ultimate diversity of social life. The role of the factor of social performs a variety of material and spiritual education: needs, manufacturing, social institutions, organizations, property Wednesday, interests, values, opinions, orientation, installation people, etc. The work is devoted to an actual problem of sociology, social factor of natural human needs – needs in food.*

*Human needs are diverse and have different importance. Need - is the objective condition for normal human existence. However, a person is multidimensional: it has elements of functioning without which human existence is not possible (working heart, brain, stomach, etc.), and there are those that cause discomfort, but not fatal.*

*The work involves the analysis and forecasting of market of meat products in the Russian Federation: multiple regression, and ARIMA seasonal decomposition model.*

*The Russian economic theory of consumption issues involved in such scholars as V.M.Ageev, Yu.V.Borozdin, K.K.Valtuh, Yu.N.Ivanov, V.A.Inozemtsev, A.I.Ponomarev, V.T.Smirnov, S.S.Shatalin and others. of great importance for the study of the socio-economic aspects of consumption are research scientists such as E.M.Agababyan, G.V.Bachinsky, V.G.Grebennikov, V.E.Komarov, N.A.Kostyashkin, A.I.Levin, G.I.Latysheva, M.A.Mozhina, B.M.Mochalov, V.S.Nemchinov, O.I.Ozherelev, M.P.Osadko, K.I.Ostrovityaninov, N.S.Perekalina, OS Pchelintcev, V.V.Radaev, NM Rimashevskaya, I.I.Stolyarov, I.G.Stepanov, K.P.Tronev, U.G.Chernyavsky, N.I.Shehet. Many personal consumption patterns are considered in A.Antonova, V.Bobkova, A.Gulyuginoy, T.Davydovoy, V.Zherebina, T.Zaslavskoy, N.Zverevoy, I.Kalabihinoy, A.Kotlyara, V.A.Litvinova, A .Shevyakova, V.Yadova and others.*

**Keywords:** *social factor, demand, sales, forecasting, Arima method, multiple regression.*

## INTRODUCTION

The first involves the study of problems of sociology - the social factor of natural human needs - needs for food through the prism of index of sales of basic livestock products.

Human needs are diverse and have different importance. Abraham Maslow (1908-1970) argued that the innate human needs are arranged in the following hierarchy:

1. Physiological needs (hunger, thirst, etc.);
2. The safety and security needs (long-term survival and stability);
3. Needs belonging and love (accession and acceptance);
4. The esteem needs (meaning, competence);
5. Self-actualization needs, or the needs of individual self-improvement (implementation capacities).

All these requirements are arranged in a hierarchy. This means that the lower is the need, so it is more important. Requirements located at the base of the hierarchy must be satisfied in one way or another before the person can realize higher requirements.

Maslow theory of motivation needs to be clarified one that allows her to enter into the framework of the concept of needs and interests, as set out earlier in this chapter. Hierarchically ordered requirements act as motives of activity, just being aware, to decode an individual. Man acts not on the basis of objective needs, and their perceptions of them. Perceived needs of the immediate motives of people are formed as a result of decoding signals urgency given by the human body and its psyche in the light of existing knowledge and experience of the individual, internalized Culture.

Consider each level of the hierarchy more. The most severe and urgent are the physiological needs, that is, the conditions that are essential for physical survival. Maslow (1999: 79) has characterized them as "the most urgent, the most powerful of all the needs", emphasized the fact of their primacy over all other needs. Their dissatisfaction with body signals urging that during prolonged denial may acquire a painful character. This group included the need for food, drink, oxygen, sleep, protection from extreme temperatures, physical activity, sensory stimulation. For the existence of these human needs must be met for at least the minimum level of dissatisfaction can be devastating for the body's needs. "In practice, this means - Maslow wrote - that the person living in extreme poverty, people deprived of all the pleasures of life, will be driven primarily physiological level needs."

A considerable development in the field of consumer theory, his research as a special system of social and economic relations has western economic science. Fundamentals of the theory of consumption are presented in the works L.Valrasa, S.Dzhevonsa, Dzh.M.Keynsa, Dzh.B.Klarka, K.Lankastera, Sh.Zhida, Karl Marx, E.Engelya. Among the main areas of theoretical investigation of consumption stand out such as the neoclassical theory of consumer behavior (I.Bentam, G.Gossen, A.Marshall, K.Menger, Pareto, P.Samuelson), institutional and sociological direction (R.Aron, D.Bell, Weber, T.Veblen, Dzh.Gelbreyt, V.Zombart) and others. consumer behavior of households devoted to the works of foreign economists G.Bekkera, R.Lukasa, M.Merfi, Dzh.Harvi, Dzh.Hersha and others. The most large modern theorist of consumption is Bourdieu ("Differences: social criticism of judgments of taste").

A lot of publications dedicated to the classification requirements. Currently it considered the main classification proposed by the American psychologist Abraham Maslow. He identifies five groups of needs:

- Physiological - the desire to eat regularly and efficiently;
- Security needs - the desire to prevent dangerous changes;
- Needs involvement (of community, society) - the desire to establish friendly relations;
- Needs of recognition and self-realization (expression) - the desire to occupy a certain position in the team.

These groups make up a hierarchical structure, i.e. It assumes that needs are met sequentially in the order in which they are listed.

Three groups of needs highlighted in the classification of K. Alderfer:

- Existence;
- Communications;
- Growth.

Requirements existence corresponds to the first two groups of Maslow's needs, connectivity needs - the third and fourth groups; Growth needs - the fifth group. This scheme, as Maslow scheme has a hierarchical structure.

D. Mc Clelland highlights achievement needs, participation and power. These needs are not hierarchical structure, they interact according to the human individual psychology.

One of the most famous is the two-factor theory of F. Herzberg needs. According to this theory, all the factors that determine the behavior of the person in the company can be divided into two groups:

- Hygiene;
- Motivating.

Extensive experience of research and the scope of the consumption taking place in her socio-economic processes have Russian science. Although it should be noted that during the Soviet era this problem was developed primarily within the framework of economic theory, which studied the dynamics, structural changes in human consumption of food and non-food goods, patterns of change in this sphere of social reproduction under the influence of scientific and technical progress.

## METHODS

It is now widely used methods of statistical analysis for the study of social indicators. The project involves the analysis of meat products in market conditions, the study of the theoretical foundations of time series forecasting using multiple regression and ARIMA seasonal decomposition model. According to results of the forecast model will be selected from the best approximation- ARIMA model predicted sales of the main types of meat production for 2016 by ARIMA models and seasonal decomposition in the system «STATISTICA».

Time series - a collection of values of an indicator for several consecutive moments or periods of time. Each level of the time series is influenced by many factors, which can be roughly divided into three groups:

- Factors shaping the trend series;
- Factors that shape a number of cyclical fluctuations;
- Random factors.

Time (dynamic) series is a sample of observations, which are important not only the observed values of random variables, but also their sequence one after the other. Most often ordering due to the fact that the experimental data is a series of observations of the same random value at successive times. In this case, the dynamic series is called time series. It is assumed that the observed distribution type random value remains the same (e.g., normal) but its parameters vary with time.

Interim series is a time ordered sequence of observations.

## Forecasting Method of Seasonal Decomposition

### General model

The basic idea is simple seasonal decomposition. In general, a time series like that described above can be imagined as consisting of the four different components: (1) seasonal component (denoted  $S_t$ , where  $t$  denotes time), (2) the trend ( $T_t$ ), (3) the cyclic component ( $C_t$ ) and (4) a random, irregular fluctuation components or ( $I_t$ ). The difference between a cyclical and a seasonal component is that the latter has a regular (seasonal) intervals, while cyclical factors tend to be more long-lasting effect, which also varies from cycle to cycle. The Census I method of trend and cyclical components are customarily combined into a trend-cycle component ( $TC_t$ ). Specific functional relationships between these components can have a very different view. However, the two main ways you can select, by means of which they can interact: additive and multiplicative:

### Additive model

$$X_t = TC_t + S_t + I_t$$

### The Multiplicative Model

$$X_t = T_t \times C_t \times S_t \times I_t$$

Where  $X_t$  denotes the value of the time series in the time  $t$ . If you have any prior knowledge of cyclical factors affecting the number (for example, business cycles), you can use estimates for the various components in the prediction of the future values of the series. (However, for the prediction of exponential smoothing is preferable, which can also incorporate seasonality and trend components).

In the mid 90-ies it was developed entirely new and quite powerful class of algorithms for time series prediction. Most of the work on the study methodology and model checking was carried out by two statisticians G.E.P. Box and G.M. Jenkins. Since then, the construction of these models and reception on their basis forecasts are sometimes called Box-Jenkins methods. In more detail the hierarchy of Box-Jenkins algorithms we consider below, in the meantime, we note that this family includes several algorithms, the most famous and used of these is the ARIMA algorithm. It is built in almost any specialized package for forecasting. In the classic version ARIMA not used independent variables. The models are based only on the information contained in the background of the projected series, which limits the ability of the algorithm. Currently, the literature often referred to variants of ARIMA models that take into account the independent variables. Unlike the methods discussed earlier prediction of time series in ARIMA methodology is not assumed any clear model for prediction of the time series. It sets a general class of models describing the time series and allows to somehow expressing the current value of the variable in terms of its previous value. Then the algorithm, adjusting the internal parameters, chooses the most appropriate forecasting model.



## Methodology Forecasting Box-Jenkins

ARIMA models are based mainly on the autocorrelation data structure. The ARIMA methodology does not provide a clear model for the prediction of time series. Set only a general class of models that describe the time series and which allows somehow express the current value of the variable in terms of its previous value. Then the algorithm, substituting the internal parameters, elect the most suitable prediction model. There is a whole hierarchy of models Box-Jenkins. Logically it can be defined as follows:

$$AR(p)+MA(q) \rightarrow ARMA(p,q) \rightarrow ARMA(p,q)(P,Q) \rightarrow ARIMA(p,q,r)(P,Q,R)$$

Box-Jenkins methodology of forecasting differs from most methods because it is not allowed any particular time series data structure, for which the prognosis. It uses an iterative approach to the determination of the allowable patterns among the general class of models. Then the chosen model is compared with the historical data, to check whether it accurately describes the series. The model is considered acceptable if residues mostly small, distributed randomly and do not contain useful information. If the desired model is not satisfactory, the process is repeated, but using the new model will improve. Such iterative procedure is repeated until found satisfactory model. From this point on the predetermined model can be used for prediction purposes.

Seasonal ARIMA models include ordinary members and members of the autoregressive moving average, which are responsible for correlations at low ranges, as well as members of the autoregressive and moving average terms, which are responsible for the autocorrelation and partial autocorrelation at seasonal intervals. In the case of non-stationary seasonal series to achieve completeness is often necessary to further consider the difference in the seasonal pattern.

### Criteria for Selection of the Model

ARIMA models are set (selected) by the analysis of the test series and the comparison of its structure features a sample of the autocorrelation and partial autocorrelation structure of known theoretical ARIMA processes. However, this procedure has a certain proportion of subjectivity and it is possible that two (or more) models will accurately respond to the existing structure of the sample autocorrelation function and partial autocorrelation. Moreover, it may be that both models adequately describe the data after evaluation and testing. If the model contains the same number of parameters, then the advantage should be given to the model with the lowest RMS error  $s_2$ . If the number of parameters in the models are different, then the principle of saving recommended a simpler model. However, a model with more parameters may be significantly smaller mean square error.

## RESULTS

As a result of the forecast model was selected with the smallest approximation error.

Application of ARIMA-models to predict product sales of "meat" (cattle) in 2015, yielded the following forecast values: January 78 thousand ton, February 76 thousand tonne, 73 thousand tons in March, April 74 tonne, May 74 thousand tons, 76 thousand tons in June, August 76 thousand tonne, 74 thousand tonne in August, September 75 thousand tonne, 74 thousand tons in October, November 74 tonne, December 74 thousand tonne.

Application of ARIMA-models to predict product sales of "meat" (a bird) of 2016, yielded the following forecast values: January 388tys.tonn, February 366 thousand tons, 380 thousand tonne in March, April 371 thousand tonne, in May 366 thousand tonne, 371 thousand tonne in June, July 369 thousand tonne, 385 thousand tons in August, September 371 thousand tonne, 366 thousand tonne in October, November 371 tonne, in December 369 thousand. tonne.

These final results showed that the market does not stand still, and improved as far as possible, which is confirmed by the data.

In the course of studies addressed the following tasks:

- To disclose the nature and role of the theoretical bases of time series forecasting using multiple regression and ARIMA seasonal decomposition model;
- An analysis of meat products in market conditions;
- Analysis of the main meat importers in the Russian Federation;
- Based on our forecast model was chosen Best approximation- ARIMA model;
- Forecasted sales of the two types of meat for 2016 by ARIMA models and seasonal decomposition in the system «STATISTICA».

After reviewing the latest data the meat market, there are several major suppliers of meat to Russia, Brazil, Germany, Denmark. Russian production cannot fully meet the needs of the market and increasing the effective demand of the population, therefore, still a high percentage of imported meat.

For the main indicators of economic activity of the meat market can be identified, which is mainly the situation in a positive market. In connection with the sanctions reduced meat import five times compared with the period last year and amounted to 10,2 thousand. t., delivery pork - shipments fell by 11 times, to 1,73 tonne Beef imports decreased by 5,2 times to 1,79 thousand tonne, of poultry by 1,6 times to 5,8 thousand tonne. Despite the fall of imports, food shortages in Russia and never will be. First, falling purchasing power of the population, and for the neutron and the consumption of meat. Second, domestic production is growing at the expense of investment projects launched in previous years, an average of poultry and pork grew by 6%. An exception is beef, where there is acute shortage in the domestic market.

## DISCUSSION

Social needs - a special kind of human needs. Requirements, the need for something necessary to maintain vital functions of the organism of the human person, social group, society as a whole. There are two types of needs: natural and by society. The social needs are the natural need for food.

The main characteristics of the social needs, usually distinguished: the historical character of social needs, their dependence on the level of economic development (industrial relations, which included individual community) and culture (social and cultural environment of the existence of the individual community). Carriers are the social needs of individuals, social groups, organizations, enterprises, institutions and society as a whole. Social needs arise and develop as a person grows older. For Russian sociologists, social needs have been the object of research is relatively recent, so the question of their classification is not yet fully permitted task. However, some steps in this direction yet been made.

Social needs - this is the human need for employment, social and economic activity, spiritual culture, i.e., in all that is the product of social life.

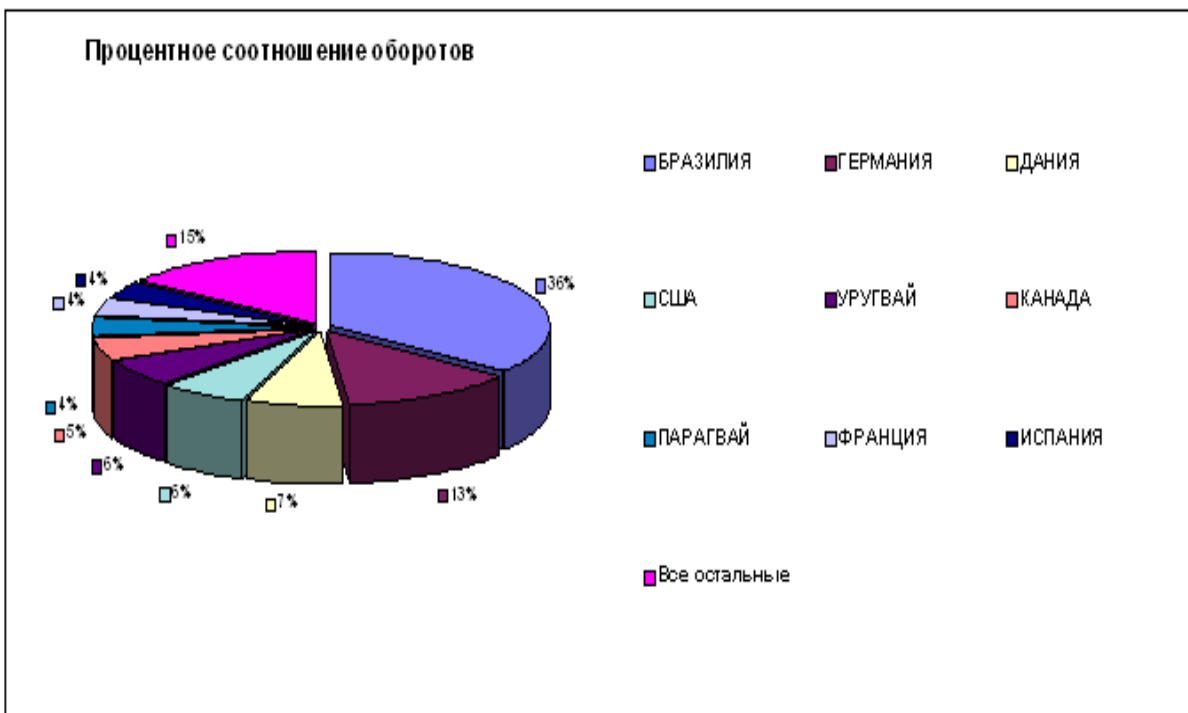
The conditions surrounding the human, not only generate needs, but also provide opportunities to meet them. Fixing the social needs in the form of value orientations, awareness of the real possibilities of their implementation, and identify ways to achieve them means the transition from the stage of impulses to the activities to the stage more or less adequately reflect the needs of the human mind.

Consumption - a complex social phenomenon. This is an area satisfying the material and spiritual needs, as well as the formation of social norms, values, and culture. Consideration of consumption as a key social phenomenon of our time involves rethinking the approach of classical economic theory, which treats only the consumption of as a phase in the economic process.

Consumer behavior - not only psychological and economic, but also a social phenomenon. Currently, attention is paid to the complexity and diversity of models of consumer behavior in situations of decision-making on purchase of goods and services. It is impossible to deny the impact of the behavior of the general tendencies of human social and economic development, the dominant social values and consumer preferences, but it should take into account the individual characteristics of each customer.

After reviewing the latest data the meat market, there are several major suppliers of meat to Russia. It was found on meat imports are paying attention.

**Figure 1**  
**URNS-RATIO OF MEAT PRODUCTS**



We study the dependence of sales of meat (cattle and poultry) on the following factors:  
 Y- Sales of meat (tonne);  
 X1 - Wage of workers, rub;  
 X2 - Price on industrial premises, rub;

- X3 - Price feed, rub;
- X4 - Transportation costs rub;
- X5 - Price equipment rub;
- X6 - Buy young animals, rub;
- X7 - Other expenses, rub;
- X8 - Inflation index;
- X9 - Rate EUR, rub;
- X10 - US dollar exchange rate, rub;

We calculate and analyze the coefficient matrix of pair and partial correlation.

**Figure 2**  
**MATRIX OF PAIR CORRELATION COEFFICIENTS**

Variable	Correlations (Spreadsheet)										
	x <sub>1</sub>	x <sub>2</sub>	x <sub>3</sub>	x <sub>4</sub>	x <sub>5</sub>	x <sub>6</sub>	x <sub>7</sub>	x <sub>8</sub>	x <sub>9</sub>	x <sub>10</sub>	y
x <sub>1</sub>	1,000000	-0,251084	0,325751	-0,120805	0,325578	-0,231706	0,325751	-0,120805	0,325578	-0,231706	0,454620
x <sub>2</sub>	-0,251084	1,000000	-0,297298	-0,035973	0,021617	0,300052	-0,297298	-0,035973	0,021617	0,300052	-0,249140
x <sub>3</sub>	0,325751	-0,297298	1,000000	-0,160785	0,450646	-0,619611	1,000000	-0,160785	0,450646	-0,619611	0,701284
x <sub>4</sub>	-0,120805	-0,035973	-0,160785	1,000000	0,249615	0,339683	-0,160785	1,000000	0,249615	0,339683	-0,204407
x <sub>5</sub>	0,325578	0,021617	0,450646	0,249615	1,000000	-0,204124	0,450646	0,249615	1,000000	-0,204124	0,329314
x <sub>6</sub>	-0,231706	0,300052	-0,619611	0,339683	-0,204124	1,000000	-0,619611	0,339683	-0,204124	1,000000	-0,425141
x <sub>7</sub>	0,329314	-0,297298	1,000000	-0,160785	0,450646	-0,619611	1,000000	-0,160785	0,450646	-0,619611	0,329314
x <sub>8</sub>	-0,120805	-0,035973	-0,160785	1,000000	0,249615	0,339683	-0,160785	1,000000	0,249615	0,339683	-0,204407
x <sub>9</sub>	0,450646	0,021617	0,450646	0,249615	1,000000	-0,204124	0,450646	0,249615	1,000000	-0,204124	0,329314
x <sub>10</sub>	-0,231706	0,300052	-0,619611	0,339683	-0,204124	1,000000	-0,619611	0,339683	-0,204124	1,000000	-0,425141
y	0,454620	-0,249140	0,701284	-0,204407	0,329314	-0,425141	0,701284	-0,204407	0,329314	-0,425141	1,000000

The values of pair correlation coefficients indicate a close relationship with the volume of sale, the price of food ( $r_{yx_3} = 0,7013$ ), with wages of workers ( $r_{yx_3} = 0,52$ ), and the purchase of young animals ( $r_{yx_3} = 0,54$ ). In this regard, to improve the model can eliminate all of it except factors  $x_3, x_1, x_6$ .

**Figure 3**  
**CORRELATION COEFFICIENTS PRIVATE**

Variable	Variables currently in the Equation; DV: y (Spreadsheet)						
	Beta in	Partial Cor.	Semipart Cor.	Tolerance	R-square	t(16)	p-level
x <sub>1</sub>	0,473766	0,016998	0,526234	0,443016	0,554228	0,016998	2,663388
x <sub>2</sub>	-0,019981	-0,026313	-0,017513	0,768269	0,231731	-0,105288	0,917456
x <sub>3</sub>	0,643633	0,554228	0,443016	0,473766	0,526234	2,663388	0,016998
x <sub>4</sub>	-0,094459	-0,118041	-0,701078	0,701078	0,298922	-0,475489	0,640865
x <sub>5</sub>	-0,002661	-0,003066	-0,002040	0,587473	0,412527	-0,012263	0,990367
x <sub>6</sub>	0,016998	0,473766	2,663388	0,443016	0,643633	2,663388	0,443016
x <sub>7</sub>	0,074488	-0,118041	-0,079091	0,701078	0,298922	-0,475489	0,640865
x <sub>8</sub>	-0,002661	-0,003066	-0,002040	0,587473	0,412527	-0,012263	0,990367
x <sub>9</sub>	0,068002	0,074488	0,049698	0,534110	0,298922	0,298781	0,768953
x <sub>10</sub>	0,245151	0,308734	0,215964	0,776064	0,223936	1,298364	0,212566

The coefficients of partial correlation gives a more accurate characterized closeness of the connection of the two signs than simple correlation coefficients as the purified steam dependence on the interaction of a given pair of signs with other signs, represented in the model [18, 19]. Most closely associated with dependence in y with x<sub>3</sub> ( $r_{yx_3 \cdot x_1 x_2 x_4 x_5 x_6} = 0,52$ ), x<sub>1</sub> ( $r_{yx_3 \cdot x_1 x_2 x_4 x_5 x_6} = 0,55$ ), x<sub>6</sub> ( $r_{yx_3 \cdot x_1 x_2 x_4 x_5 x_6} = 0,64$ ).

The study was obtained by the following equation:

$$y = 1595,41 + 18,25 \cdot x_3 + 7.24x_1 + 13.28x_6$$

This dependence characterizes the relationship between the price of food, the wages of workers, purchase of calves on meat sales.

b<sub>1</sub> parameter shows that the volume of meat sales increased by an average of 18,25 with an increase of such factor as "the price of feed." The parameter b<sub>0</sub> = 1595,41 economically interpreted, it include an unaccounted factors in the model, affecting sales. Since the absolute value b<sub>0</sub> of more than b<sub>1</sub>, then the impact of unrecorded factors on sales is more important than the impact included, so the model can additionally add other factors.

The coefficient of multiple correlation R = 0,8369 shows that 83,69% of the variation of resultant variable due to changes in feed prices, wages and the purchase of young animals.

Application of ARIMA-models to predict product sales of "meat" of 2016, yielded the following forecast values:

<b>Table 1 FORECAST VALUES</b>	
Month ( 2016 )	Forecast ( thousand tons . )
January	388
February	366
March	380
April	371
May	366
June	371
July	369
August	385
September	371
October	366
November	371
December	369

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# LINGUISTIC BARRIERS TO ACADEMIC MOBILITY

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## ABSTRACT

*The relevance of the problem is caused by the integration processes involving all the spheres of modern life, including education. This research studies academic mobility of students as a means of higher education systems' integration, also in the context of the Bologna process. The research presents various approaches to the definition of the notion "academic mobility" based on the studied Bologna agreements. The main part of the research analyses the main obstacles to academic mobility of students in European countries, especially the linguistic obstacles. It also presents the statistic data with the main figures on the problem under study. The research reviews national reports on the realization of the main Bologna agreements. The benefit of this study is the review of European countries experience in tackling the linguistic obstacles to academic mobility of students. The purpose of the study is to reveal the means of breaking the linguistic barriers to academic mobility. The main approaches used in the research are the comparative approach which allowed us to compare different variations of the main notions under study and the systematic approach which enabled us to compare the experience of some European countries on the problem of the study. The results of the study may be used in the new mobility programs creation and improving of the existing ones. The materials of the research may be useful for the teachers of Foreign and Comparative Pedagogics, Anthropology, and for those researchers who study the Bologna issues.*

**Keywords:** *academic mobility, Bologna process, internationalization, obstacles.*

## INTRODUCTION

### Relevance of the Problem

Academic mobility serves as a means of internationalization.

Speaking about internationalization of higher education as a process involving more and more participants, academic mobility of students may be called as one of its means. Globalization, internationalization and integration are relevant questions as they affect all the spheres of our lives including higher education. Modern universities have international departments and such indicator as academic mobility of students is considered to be the criterion of their prestige. Good knowledge of foreign languages is a target for every student who wants to take part in the mobility programs. Though today we are undergoing the global economical and political crisis, the problem of mutual understanding and search for the ways to solve many of the social problems require good knowledge of a foreign language, otherwise communication between different countries would be impossible.

### Explore Importance of the Problem

According to the EUROSTUDENT data students taking part in the mobility programs face some certain obstacles, which prevent them from gaining all the benefits of such programs.



The main obstacles are the financial one and the linguistic barriers. Finding the ways to tackle these obstacles is very relevant and will enable more students to experience life and study abroad.

### **Main Notions**

Originally the concepts “academic mobility” and “internationalization” were considered to be synonyms. In the beginning of the XX century J. Knight defined internationalization as a process of international aspect introduction in the research, educational and serving functions of the higher education.

The notion “academic mobility” has various definitions. The Bologna declaration of 1999, being the core document for all of the following agreements, highlights the importance of the students and staff free movement and open access to the European higher education institutions.

The most common interpretation of this concept is the following: “The term "academic mobility" implies a period of study, teaching and/or research in a country other than a student's or academic staff member's country of residence (henceforth referred to as the "home country"). This period is of limited duration, and it is envisaged that the student or staff member return to his or her home country upon completion of the designated period. The term "academic mobility" is not intended to cover migration from one country to another”. It is presented in the Recommendation No. R (95) 8 of the committee of ministers to member states on academic mobility (Adopted by the Committee of Ministers on 2 March 1995 at the 531st meeting of the Ministers' Deputies) (Strasbourg, 2 March 1995).

In 10 years after signing the Bologna Declaration in the Leuven Communiqué academic mobility is considered not just to connect the countries’ cultures and education systems, but to increase the quality of the education and research in them. Mobility plays an extraordinary role in the personal development, in the formation of a tolerant member of our society, respecting the cultural diversity.

Modern higher education institutions are in strong competition today, especially in terms of international activities, international cooperation with universities-partners, creation of joint exchange programs for students and staff, educational programs, courses, conferences, which are the key factors for the creation of the university’s positive image. Moreover academic mobility brings much profit and this is another reason of its becoming one of the leading activities of the educational institutions.

Contemporary educational standards are aimed to develop students’ cross-cultural competence. According to R. A. Valeeva and M. V. Panteleeva cross-cultural competence implies “positive attitude to the different ethno-cultural groups’ existence in the society and that is one of the relevant targets of all the countries that are becoming polyethnic”. Consequently knowledge of foreign languages has become an inseparable part of modern education.

As N. K. Dmitrieva says, in the globalizing world foreign languages serve as means of getting new knowledge, communication as well as a factor of personal development. The main language of academic mobility is English. According to D. R. Sabirova, “at the heart of the globalization process lies the Anglo-American model of the society, its economics, politics and culture” and English is considered to be an international language.

Today 48 countries are the members of the Bologna process, but the main targets of the signed agreements are being realized differently in these countries as a number of obstacles

prevent their realization. This research studies the main problems of the students' mobility in the EHEA (European Higher Education Area), particularly, the linguistic barriers.

### **Hypothesis of the Study**

The analysis of the EUROSTUDENT statistic data and national reports of countries-members of the Bologna Process reveals the main obstacles faced by students who are taking part in the mobility programs. One of the most relevant ones is the insufficient language skills. Our study presents statistic data of some European countries with the main figures on the subject under study and these countries experience in tackling linguistic obstacles to academic mobility of students.

## **METHODOLOGICAL FRAMEWORK**

### **Purpose of the Study**

The purpose of the study is to reveal the means to tackle the linguistic obstacles to academic mobility.

According to the purpose of the study we have the following problems:

- To study the concept "academic mobility";
- To reveal the main obstacles preventing the students from participating in the mobility programs;
- To analyze the means to tackle the linguistic obstacles.

### **Theoretical Basis**

The theoretical basis of the research is the conceptual ideas of the scientific researches in the study of the globalization, internationalization and academic mobility. We used the comparative approach to compare the main notions under research. Systematic approach allowed us to study various approaches to the definition of the basic concepts and to identify their common features. We used the analytical method to study the scientific literature, government regulations and national reports on the subject under study. We analyzed the statistic data and got the qualitative indicators for the research. We synthesized the results of the research to make the conclusions and recommendations for the colleagues.

## **RESULTS**

### **Obstacles to Academic Mobility**

According to the EUROSTUDENT V data the main obstacles to the academic mobility are the following:

1. language:
  - insufficient language skills;
2. personal reasons:
  - separation from family, friends;
3. financial issues:
  - loss of social benefits;
  - loss of opportunities to earn money;

- additional financial burden;
- 4. studies at home:
  - delay in progress of studies;
  - problems with recognition of results achieved in foreign countries;
  - different study programs;
- 5. organization in home country:
  - lack of information;
  - limited access to mobility programs;
- 6. access to host country:
  - limited admittance to the chosen institution;
  - access regulations in host country;
  - problems with accommodation in host country.

Scandinavian countries (Denmark, Sweden, and Norway) have the highest figures in “personal” reasons. Financial aspects bother Eastern and Southern Europe. In Spain, Slovenia and Portugal 1/3 of the “not mobile” students name the limited access to the mobility programs as the main obstacle. 3/4 Estonian students have financial difficulties. Many Spanish and Slovak students have insufficient language skills.

### Linguistic Barriers

Among the main obstacles is the linguistic barrier. According to the “ERASMUS” program data every second student uses English for communication (60%). Then comes Spanish and French (11% each), German (9%), Italian (6%), Portuguese (2%), the rest (1%). However, language skills are not highly developed in all the European countries. Many countries educate only in one language. That makes the students spend much time and money on learning this language. Lack of institutional and governmental support in this issue makes mobility programs inaccessible to a large number of students.

In the annual Bologna Process Implementation Report most of the countries claim that they perform a series of actions to tackle the linguistic obstacle. For instance, they organize foreign languages courses for the “mobile” students, or they make curriculum in English.

We studied the statistic data of EUROSTUDENT V on the problem and organized the results in Table 1.

	No obstacle	Small obstacle	Moderate obstacle	Quite big obstacle	Big obstacle
FRANCE	81.4%	-	-	-	18.6%
GERMANY	70%	18%	7.6%	3.6%	0.8%
CZECH REPUBLIC	47.2%	26.4%	17.1%	6.3%	3%
ESTONIA	49.4%	20.9%	13.9%	9.6%	6.2%
LATVIA	49.5%	21.8%	16.8%	3%	8.9%
POLAND	27.7%	19.5%	20%	19%	13.8%
SLOVAK REPUBLIC	36.7%	23.3%	18.3%	13.3%	8.3%
IRELAND	24.5%	11.9%	17.9%	19.1%	26.6%
RUSSIA	39.3%	22.4%	29%	-	9.3%

According to the figures presented in the table, most of the German and French students don't face big linguistic barriers taking part in the mobility programs. In fact, Germany offers its students language preparation in languages other than English in order to encourage more balanced mobility within the EHEA (European Higher Education Area). In Italy, programs taught in a different language have been incentivized and in some universities entrance exams are conducted in English and can be taken remotely. In spite of introducing and enlarging programs in foreign languages, in some countries there might be restrictions to study in a language different to the official language of the country. In France, the law on higher education and research from 22 July 2013 allows higher education institutions to set up courses in foreign languages in the framework of international partnerships, while ensuring the offer of French-taught modules. In Belgium (Flemish Community), the rules for establishing English-taught master courses have become more flexible, and now up to 35 % of all master courses may be taught in English. In Belgium (French Community) the act of 7 November 2013 enlarged the possibilities offered to higher education institutions to organize programs in other languages: for bachelor programs, up to 25 % of the program can be taught in another language; for master programs, up to 50 % (except the master program leading to a teaching qualification); for the "advanced" bachelor and master programs, as well as third cycle programs, the whole program may be taught in another language. Moreover, all joint programs organized with a higher education institution abroad can be fully taught in another language. Higher education institutions may also ask the minister responsible for higher education an exception to these rules if the program demonstrates an international dimension or high scientific quality.

Overall in the EHEA, higher education programs taught in widely spoken, non-native languages usually fall under the same legal regime as programs taught in official languages. Different legal regimes exist only in the Czech Republic, Estonia, Latvia, Poland, Slovakia and Turkey, where students in such programs usually pay additional fees, as well as in Italy, where there are differences in the quality assurance and accreditation procedures. In Ireland and the United Kingdom no higher education programs in non-native languages are offered.

Comparing with the mentioned European countries, Russian students still have some difficulties with the foreign languages while taking part in the mobility programs. Though, in Russia English is taught from the primary school and also other foreign languages are presented in the curriculum, the number of these students is not very big, but still some measures should be taken to make these numbers less. Some European countries' experience (Germany, France, Italy) might present interest for the Russian researchers as the necessary measures should be taken at the institutional and governmental level.

## DISCUSSIONS

Russia signed the Bologna Declaration in 2003, since that year there appeared a lot of scientific works devoted to the main Bologna agreements realization and academic mobility of students. However there are still few researches on the ways to tackle the main obstacles to academic mobility. Kozirin A. N., Eisher J.-C., Shevalyer T., and Adrian G. study the financial aspect of the academic mobility, analyze the main financial instruments – special grants, programs, loans.

Baydenko V.I. highlights the importance of the governmental initiative in this question. He supposes that the government should motivate and create the conditions for the free movement of the students between different countries.

Dmitrieva N. K. takes academic mobility as a personal characteristic and proves that it can be developed while learning foreign languages.

Due to the lack of the fundamental researches done on the problem of the linguistic barriers to academic mobility, the analysis of this problem may be of a great interest in order to improve the mobility programs, create the courses supporting the students-participants of these programs and increase the students' motivation in learning foreign languages and in becoming "mobile" students.

## CONCLUSION

Academic mobility gives a student an exclusive chance to live and study abroad. The essence of mobility is a free movement across countries, that is why the ways to tackle the existing obstacles are so important.

In our study we defined the concept "academic mobility" and revealed the main obstacles to it. We focused on the linguistic problem as one of the most relevant. We analyzed the statistic data of some European countries and found out how they solve the linguistic problem at the governmental level. We have come to the conclusion that it is obviously necessary to motivate the students to learn languages, to create more programs, courses, clubs in foreign languages, where they could communicate with foreigners. In that case academic mobility would become more popular and accessible and more students would experience life and study abroad.

## RECOMMENDATIONS

This article may present interest to the specialists of Pedagogy/Education in higher education institutions, as well as to those who are doing research on academic mobility of students and the implementation of the Bologna agreements on the territory of the countries participating in the Bologna process.

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# THE ANALYSIS OF THE AXIOLOGICAL COMPONENT OF A GRADUATE TEACHER'S PERSONALITY AS THE BASIS OF PREPAREDNESS FOR THE FORMATION OF THE AXIOLOGICAL COMPONENT OF SCHOOLCHILDREN'S PERSONALITY

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## ABSTRACT

*Within recent years, modern society has experienced a range of significant social, economic and political changes, which conditioned creation of completely new living environment and formation of new social relations. Some changes in consciousness and behavior of people became regular, and reappraisal of values took place, which reflected on the educational system, particularly, at the preparation of future teachers. It is important to be aware of future teacher's relation to social realm and occurring events, of their life goals and focuses, and, what's the most important, of their solutions. We have performed a comparative analysis of life values of future teachers in cities of Kazan and Elabuga in years 2010 and 2016. Using factor analysis method on the base of adequacy, selectivity, stability, dynamics and domination criteria we have obtained indices of the significance of each category of values for the students from the cities of Kazan and Elabuga. Comparing the results, obtained after the research, we may conclude that leading life values of future teachers have changed a lot. In our opinion, changes in the results of the assessment of future teachers' values are connected with changes in the economic and political situation in the Russian Federation and globally, as well as occurring changes in the educational system. In this article, we have presented the results of the research of axiological component of the future teacher as a base of their preparation to the formation of an axiological component of schoolchildren. We have performed an analysis of future teachers' attitude towards social realm, occurring events, life values, and focuses. Also, we defined the range of topical problems and approaches to their solution.*

**Keywords:** *Vales' analysis, life-purpose values, formation of civic consciousness, civic consciousness of students.*

## INTRODUCTION

Within recent years, modern Russian society has experienced a range of significant social, economic and political changes, which conditioned creation of completely new economic and living environment, the formation of new social relations and changes in the structure of the society. As a consequence of such radical transformations, society faced a range of serious issues like material and social inequality, the growth of unemployment and criminal activity, the crisis of mental and moral values, which influenced all systems of human life and activities. Logical became some changes in people's consciousness and behavior, switch of preferences, reappraisal

of values, which reflected on the educational system and, particularly, preparation of a future teacher.

Today's young generation of Russians is adapting to new social reality, and studying changes that occur in the consciousness of modern youth becomes a topical issue. It is important to have information about future teacher's attitude to social realm and events that occur, about vital aims and focuses, and, what's the most important – about the possible solutions for them.

This information will allow teaching staff of higher schools to analyze the potential of the social flexibility of future teachers, to influence and direct them. They will allow predicting social reactions of this group of youth on state and educational reforms with a certain probability. Moreover, an axiological component of future's teacher personality will have an impact in the process of axiological component's formation in schoolchildren, and thus the future of our country.

## Методы

### The Methods

For the purpose of conducting the study, 300 respondents were involved among the students of Elabuga Institute of Kazan Federal University whose major was "Pedagogical education".

Statistical processing of the data was performed with application of statistical packages SPSS, Statgraphics Plus for Windows and analysis of data from Microsoft Excel.

We have performed a comparative analysis of leading values of future teachers in 2010 and 2016. A questionnaire survey was performed in the base of the methods that were developed by Leontyev D.A. by means of factor analysis on the base of adequacy, selectivity, stability, dynamics and domination criteria, we obtained indices of significance for each category of values for the students.

### The Results

Value orientation system is not something that is given once and for all time: as living conditions are changing, as the personality itself is changing, the new values occur, and sometimes we observe full or partial reappraisal of these values. Value orientations of students as the most dynamic part of Russian society are the first to feel the changes that are caused by various processes that take place in the country's life. The survey we performed in cities of Kazan and Elabuga in 2010 and 2016 define life-purpose values of the future teacher.

The students were asked which factors were the most influential for them; the replies were distributed according to ranges (refer to Table 1).

<b>Table 1</b>	
<b>LIFE-PURPOSE VALUES OF FUTURE TEACHERS IN 2010</b>	
Conceptual values	Rate
Independence	9
Expertise	7
Diligence	9
Business acumen	7
Mutual aid	8
Profitable contacts	8



<b>Table 1</b>	
<b>LIFE-PURPOSE VALUES OF FUTURE TEACHERS IN 2010</b>	
Social skills	7
Decency	9
Ability to manipulate people for own benefit	6
Appearance	7
Good luck, success	7

The same questionnaire was offered to future teachers in 2016; the replies were distributed according to ranges from 0 to 10.

<b>Table 2</b>	
<b>LIFE-PURPOSE VALUES OF FUTURE TEACHERS IN 2016</b>	
Conceptual values	Rate
Independence	10
Expertise	7
Diligence	9
Business acumen	6
Mutual aid	10
Profitable contacts	4
Social skills	9
Decency	9
Ability to manipulate people for own benefit	5
Appearance	3
Good luck, success	4

We studied the students' real attitude towards the leading values of the society; the results are presented in Table 3.

<b>Table 3</b>	
<b>VALUE SYSTEM OF FUTURE TEACHERS IN 2010</b>	
Group of values	The rate given by the students
Family	10
Person	8
Education	9
Profession	9
Beauty	8
Homeland	7
Work	8

By means of factor analysis on the base of adequacy, selectivity, stability, dynamics and domination criteria we have obtained indices of the significance of each category of values for the students. Both categories of students ranged the values in a similar way.

In order to perform a comparative analysis of study's results, we performed this study in 2016; the results are presented in Table 4.

Group of values	The rate given by the students
Family	10
Person	9
Education	9
Profession	9
Beauty	5
Homeland	9
Work	8

We asked the students: “What characteristics are typical of today’s young generation?” The results are presented in Table 5.

Generation’s definition	%
Pragmatic	53
Indifferent	67
Sceptic	30
Aggressive	65
Lost	39
Disappointed	24
Tired	30
Cynical	45
Decisive	74
Hard-working	48
Strong	60
Brave	73
Frightened	19
Honest	33
Patriotic	30

We studied definitions of generation of today’s youth in 2016 as well. The results are presented in Table 6.

Generation’s definition	%
Pragmatic	45
Indifferent	60
Sceptic	34
Aggressive	60
Lost	10
Disappointed	13
Tired	7
Cynical	50

Decisive	80
Hard-working	45
Strong	75
Brave	78
Frightened	10
Honest	43
Patriotic	60

## DISCUSSION

As we can see, “the top 3” of students’ values in 2010 comprised independence, diligence, and decency.

Future teachers in 2016 mention independence and mutual aid as the key life-purpose values. Diligence, social skills, and decency are important as well.

Comparing the results, obtained in 2010 and 2016, we may conclude that such values as “appearance”, “ability to manipulate people for own benefit” and “good luck and success” have drastically dropped in ratings: in 2010 “appearance” took the 7<sup>th</sup> range out of 10, and in 2016 – only the 3<sup>rd</sup> one. “Good luck and success” value in 2010 took the 7<sup>th</sup> range out of 10, and in 2016 – the 4<sup>th</sup> one. “Ability to manipulate people for own benefit” value took the 6<sup>th</sup> range out of 10 in 2010, while in 2016 year it took the 5<sup>th</sup> rate.

In our opinion, changes in the results of values’ estimation in future teachers are not connected with changes in the economic and politic situation in the country and in the world in general, as well as with changes in the educational system that are taking place.

Having defined value system of future teachers in 2010, we may conclude that “Homeland” value was given poor rates by the students. We have studied students’ attitude towards such values as “patriotism”, “honor” and “duty”. About 40-50% of respondents think that such concepts as “patriotism”, “honor” and “duty” became a thing of the past and are devoid of sense, and it being a patriot today is naïve, unpopular and untrendy. More than 35% of students declare their preparedness to leave Russia and more than 70% think military service to be unnecessary formation.

Based on the results of the study, presented in Table 3 and 4, we can see that during the period between 2010 and 2016, some changes occurred in the evaluation of value groups, namely, “The person”, “Beauty”, “Homeland”. If value groups “The person” and “Homeland” boosted their rates from 8 to 9 and from 7 to 9, correspondingly, the group of values “Beauty” we can observe significant lowering from 8 to 5 ranges.

In our opinion, these changes are logical because of country’s policy in all spheres, including educational system. We have detected students’ attitude towards such values as “patriotism”, “honor” and “duty”. About 60% of respondents in 2016 think that such notions like “patriotism”, “honor” and “duty” are important and need to be encouraged in the younger generation.

Future teachers were asked the question about their evaluation of today’s young generation. In 2010 the evaluations were the following: pragmatic – 53 %, indifferent – 67%, skeptical – 30%, aggressive – 65%, lost – 39%, disappointed – 24%, tired – 30%, cynical – 45%, decisive – 74%, diligent – 48%, strong – 60%, honest – 33% and patriotic – 30%.

The table provides us with disturbing definitions like indifferent, lost, disappointed, and tired. Usually, these characteristics are typical for older people who suffered personal dramatic experience, who did not achieve their ambitions and dreams, who live their last years alone, with a broken heart and desert soul. But youth should represent the future of the country.

In 2016 future teacher's assessments were the following: pragmatic – 45 %, indifferent – 60 %, skeptical – 34 %, aggressive – 60%, lost – 10 %, disappointed – 13 %, tired – 7%, cynical – 50%, decisive – 80 %, diligent – 45 %, strong – 75%, honest – 43 % and patriotic – 60%.

Comparing the results obtained in 2010 and 2016, we may conclude that some changes occurred in the evaluation of today's youth, particularly, in such notions as "Indifferent". In 2010 67% of respondents characterized the youth with this word, while in 2016 60% of future teachers used such description. In 2010 39% of respondents characterized the generation as "lost", while in 2016 this word was used by only 10% of respondents. The same goes with such characteristics as "disappointed", which gained 24% in 2010 and 13% in 2016, "tired", which gained 30% in 2010 and 7% in 2016, "strong", which gained 60% in 2010 and 75% in 2016, "frightened", which gained 19% in 2010 and 10% in 2016, and "patriotic", which gained 30% in 2010 and 60% in 2016.

At the current stage of society's development, student youth is attracted by humanism, rights, and freedoms. However, the majority of surveyed students perceive the values of humanism either non-figuratively or as applied to themselves solely, like freedom is for me only and rights are for me only as well. This led to the fact that exceptionally egoistic trends have rooted among students, including unfriendly attitudes towards their fellow students.

## **CONCLUSIONS**

Modern living and working conditions form the new type of individuality in students' environment, who is not pronounced, but who is assertive and grasping and who is good for anything in order to get what he/she wants. Activeness of such personalities leads to switching of youth's moral compasses and social moods.

Thus, student youth appeared under the influence of multi-sided social processes that are connected with personal characteristics' establishment on the one hand, and with the total crisis that occurred in society, on the other hand. The social crisis spread to the individual level of person's establishment. Student youth as the most perceptive and labile social stratum was the first to experience the crisis nature of today's status quo. This affected their axiological orientations, civil position and the level of civic consciousness that are formed at this period of human life.

That's why the civil position of students, which was defined in new social conditions of democratization, publicity and freedom of speech, establishment of state's legal system, diversification of people's freedom of choice in the process of various powers' confrontation, requires a lot of attention and special conditions.

## **SUMMARY**

Historically, higher educational establishments have been socio-cultural centers of civil consciousness' establishment. Following this historic tradition, pedagogical institutions prepare and teach future specialists regardless of their profession, and their professional activity should be considered from panhuman point of view, through the spectacle of global socio-cultural and technological processes. However, principally, educational space of higher educational

establishments must be saturated with national priorities like patriotism, spirituality, value of labor and acting for the benefits of the Motherland.

It is known that transformational processes in Russian society caused a great impact on the processes of socialization and establishment of the whole generation of youth.

Considering the results of this study, we have developed the course directed at the choice for the students whose major is “Pedagogical education”, directed at establishment of an axiological component of future teacher’s personality as a base of their preparedness to for axiological components in schoolchildren.

We suppose that professional establishment and formation of axiological orientations of future teachers should be a complex unified process of goal-directed development of citizen’s personality.

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# BIOETHICAL PROBLEMS IN LUKAS BÄRFUSS'S DRAMA

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## ABSTRACT

*The article deals with the literary work by modern Swiss dramatist Lukas Bärfuss who has reflected an important tendency of young German language drama – the development from formal experiments of postmodern theatre to actual problems of today, to important philosophical and social and psychological issues of modernity. One of the problem spheres that perturbs the playwright is bioethics and spectrum of problems and points at issue related to it. This article analyzes two plays by L. Bärfuss devoted to this range of problems – “Alisa’s Trip to Switzerland” and “The Test”. The first play focuses on the problem of euthanasia, here the arguments “for” and “against” are presented in a literary form. The second one concerns the DNA test and an example of its negative influence on family and interpersonal relations. The author’s point of view is revealed in the analysis of the problem-thematic, narrative-compositional level of the plays and means of artistic figurativeness, to which the dramatist resorts. The authors of the article come to the conclusion that the plays by L. Bärfuss are a meaningful example of the artistic understanding of philosophical and socio-psychological problems that stir the modern society and are weighty contribution to the polemics developed around the problems of bioethics.*

**Keywords:** *Bärfuss, bioethics, modern German language drama, euthanasia, paternity test, socio-psychological problems in literature.*

## INTRODUCTION

In the middle of the 90s in the German speaking European countries - Germany, Austria and Switzerland – a new generation of playwrights attracted attention. Young gifted authors being different in style and talent were united by interest in modern play, turn to reality, subtle sense of reality. Critics and theatre experts began to speak of “new realism” that replaced post-modernist theatre prevailing in cultural space of Europe of the end of XX century.

Young dramatists – L. Bärfuss, T. Jonigk, D. Loer , M. von Meienburg, R. Pollesh, M.Rinke, R. Shimmelpfenning, K.Shlender and others – write about the things that trouble a contemporary man: family and social problems, new sources of information and their influence on our life, globalization and pressure of competition, interpersonal relations, sadism and aggression, fears and complexes, estrangement and loneliness. The words by Russian dramatist M. Durnenkov are applicable to them beyond doubt: “New drama is an absolutely authentic reaction to the state and time we live in”. Interestingly that we observe an analogous picture in post-perestroika Russian drama.

Thus, new generation of dramatists face up to modern times but at the same time equip themselves with the whole arsenal of various innovative experimental forms and devices originated by the preceding epoch.

Lukas Bärfuss (year of birth 1971) is a Swiss dramatist and writer, one of the epoch-making modern German language authors writing for the stage. Bärfuss is a laureate of many national and international prizes and awards, his plays have been translated into many languages.

In the limelight of Bärfuss's plays there are existential issues – death, love, faith, meaning of life, sufferings, disappointments, as well as socio-psychological situation. So, the dramatist has a keen interest in the problems of bioethics. Scientific-technical progress of the end of XX – beginning of XXI centuries is associated with really revolutionary discoveries in the field of medicine and biology. Having made the human life easier, they, however, simultaneously became the subject of manipulation, the instrument of power and enrichment, the sphere of application of political and commercial interests. Therefore, the significance of bioethics has increased recently – the phenomenon connected with a moral aspect of human activity in medicine and biology. The key issues of bioethics are euthanasia, encatarrhaphy, abortion, cloning, production of stem cells, conducting clinical trials, surrogate maternity, eugenics and so on. They have become the subject not only of scientific but also artistic interpretation, part of popular and serious literature.

Lukas Bärfuss applies to bioethic issues in two plays: “Alisa’s Trip to Switzerland” («Alices Reise in die Schweiz», 2005) and “The Test” («Die Probe. Der Brave Simon Korach», 2007). The first one tells us about a doctor who practises euthanasia, the second – the DNA test to determine paternity, which were misses for the family.

The problem of euthanasia, it's legal and ethic legitimacy has become in the center of public debates recently. Who is authorized to decide? Does euthanasia correlate with an idea of human dignity, value of human life? What is life of dignity? What is man? Is it possible for the doctors to elaborate a universal pattern of activity? Where is a boundary between genuine longing for death and temporary psychic depression? Will legalization of active euthanasia be the step on the road that leads to the destruction of any reverence for human life? These and other problems concern the public in relation to the aforesaid.

## METHODS

The complex description analysis of the text is the main method of investigation. The author's point of view is brought to light in the course of the analysis of problem-thematic, narrative-compositional level of the plays and means of literary figurativeness. Productive is also the interdisciplinary approach. The object of study is the plays L. Bärfuss “Alice's trip to Switzerland” («Alices Reise in die Schweiz», 2005) and “The Test. Good Simon Korach” («Die Probe. Der Brave Simon Korach», 2007) have been taken.

## RESULTS

The play “Alice's trip to Switzerland” by L. Bärfuss is a considerable contribution to public polemics on the question of euthanasia. The author is first interested in the ethic and psychological aspects of the problem. Bärfuss's drama is an endeavour to understand and convey to the reader/ the playgoer what makes a doctor take the liberty of practicing euthanasia. Though the title of the play is “Alice's Trip to Switzerland” and its main narrative strand is connected with the story of a sick girl Alice who is dreaming of dying and resolving it with the help of doctor Strom, the central figure is Gustav Storm himself who does the patients the last favour. He is depicted in the play as Don Quijote, a knight of medicine defending the dignity and right of man to taking his own life. Doctor Storm clarifies his position:

*Густав. <...> Я врач. Тут всегда возникает один и тот же вопрос: вы ведь давали клятву Гиппократу. Да, давал. Как же вы можете помогать людям уходить из жизни? Именно потому, что я давал клятву. <...> Как могу я закрывать глаза на человеческие страдания, которые изо дня в день вижу в больницах и домах престарелых. Я считаю, человеческая жизнь обретает достоинство лишь благодаря возможности свободно определять время своей кончины <...>. Принципы меня не волнуют. Любой принцип враждебен человеку. А я хочу быть для больных другом, протянуть руку помощи. Кто способен определить, что есть счастье и что есть страдание? Кто способен выразить в словах, что в жизни достойно жизни? Я – нет. Но я способен разглядеть, когда человеку уже невозможно, когда жизнь уже висит на волоске и продолжение борьбы лишает человека достоинства. Есть люди, которые не в силах помочь себе сами». / Gustav. <...> “I am a doctor. Here the same question is bound to arise: you have sworn the Hippocratic Oath, haven’t you? Yes, I have. How can you help people depart from this life? It is because I have sworn the oath. <...> How can I turn a blind eye to the human suffering that I see in hospitals and nursing homes every day? I believe human life acquires dignity only through the ability to freely determine the time of his own death <...>. I do not care about the principles. Any principle is hostile to man. And I want to be a friend for the sick people, give a helping hand. Who can define what happiness is and what suffering is? Who is able to express in words what worthy of life in life is? Me - not. But I am able to discern when it is more than a person can bear, when life is hanging by a thread and the prolongation of fighting denies human dignity. There are people who cannot help themselves”.*

Bärfuss’s play is static. This is a kind of play-discussion, a drama of ideas presenting different views of euthanasia. Doctor Storm expresses his view in wordy monologues, interviews, read by his assistant Eve and cited by landlord Walter, in conversations with his patients, as well as with Walter and Eve. The opponents of Storm as represented by the government, the public, the indignant colleagues and the average men remain behind the scenes. These are generalized, outside characters, whose opinion is translated in the form of the extracts from newspaper articles read out by Eve, the quotations voiced by Storm himself, Eve’s and Walter’s stories. Thus, obvious is not a conflict of the characters, but a conflict of the ideas which is a real story line of the play. Hence, extensive epic fragments and a minimized act. A series of crucial events – exclusion of Gustav Storm from chamber of medicine, his being arrested and stay in preventive-detention cell, the mother’s resolve to depart from life after her daughter’s death, her coming and decease - does not unfold before the spectators’ eyes, but is rendered to the audience through the stories by personages. The titles of scenes that mark the main points of stories unfolding are an epic element as well.

Alisa Gallo’s story who has undertaken “a trip” from Germany to Switzerland, to doctor Storm, which means to a better world, reveals the way Storm works with those who have decided to get even with this life and treats people. Storm agrees to help only when a person does not hesitate and his life is hopelessly pointless and/or excruciating indeed. At the same time he always leaves the chance to return. Checking the seriousness of intentions of his patients, giving them detailed information of an impending step they are going to take, at last, executing their last and conscious will, doctor Storm keeps a law of “patient’s autonomy”, having become a central principle of bioethics.

Storm is guided by a feel compassion for people and tends to help them. If the arguments in the play are declarative and hypocritical, then the doctor’s words and deeds represent real human fortunes, stories about their sufferings, maladies, pointless painful living.



Doctor Storm in Bärffuss's play is an idealist selflessly having devoted his life to work which seems to him human and noble. It is a sense of his life and he makes a great sacrifice to it: his wife left him; the public and media declared a war to him, giving him a horrible nickname as Doctor Dearth and as a result of it he has lost his patients; after each euthanasia he had to be staying for twenty-four hours in police station while an inquiry is being held, and after televised address he was being held half-starved in remand centre for three weeks; after his having been excluded from the House of Medicine, being in no position to collect fee, he continued to devote himself to serving his cause.

Storm, this Black Knight, fighting for human dignity, is a tragic character. He pays awful loneliness for his selfless devotion. Those people understand him whom he helped to depart this life, but they are silent: "<...> Sometimes I feel lonely with such work. The dead are thankless". His final monologue is imbued with tragedy but also with awareness of his high mission.

Creating doctor Storm to be a true character of the play, L. Bärffuss seems to use him as a mouthpiece to express his own views of this complex and ambiguous problem. After having been staged in many European theatres, the play gave rise to hot debates and discussions. Unlike his opponents being inclined against euthanasia and fairly exposing its negative aspects, Bärffuss offers different viewpoint: he sees in euthanasia a chance for man to be eased of suffering and pain and defecated of "misery of death" and affords him an opportunity of deserved and saving departure.

The play "The Test. Good Simon Korach" Bärffuss addresses a problem of possible determining paternity by means of DNA test. Today there has been much discussion of ethical issues of genetic research among the scientists of different studies. The author of "The Test" puts a question of the fact what more important for a person is – biological relationship or social intimacy. In the focus of the play there is a media model of family: Simon Korach, the head of the family, who is worried about the prosperity of his constituency, and his son, Peter, who is successful in business and personal life, has his beloved wife and his son, his pride. Simon's wife, Helle whose wisdom is considered by all members of the family in difficult situations is a unique symbol of woman. Here is a man whom the Korachs did a great favor - Simon's assistant, Franzek, a former alcoholic, whom candidate Korach gave a chance to live well, quit smoking, gave a job to him. But actually this family is only a group of the people living together, who do not understand one another, are easily carried away by their own problems and not interested in the problems of the family, with narrow views and outlook on life, the restricted needs of "Ego". The life of each individual of the family of the Korachs is virtually not connected with the lives of other members of the family. It becomes apparent at the plot level and in personages' speech. "A deaf dialogue" prevails in the play, when in effect the speakers are indifferent to their interlocutors but express themselves or take in only the information they need.

Visual idyll has been ruined when Peter Korach did DNA test to determine paternity. Franzek envying Peter, who is successful and above all beloved by his parents and his wife, dropped a spark of doubts. The test confirms the young man's fears: the boy whom he has loved, protected and brought up for four years is not his biological son. Since, his life has become intolerable, he has abandoned his wife, quarreled with his father and, after all, he dies.

The root conflict of the play is presented already in the first scene of the first act – this is the conflict between the ostentatious and true. Peter says in the dialogue with his father that he wants to be a genuine, "loving, caring" father for the boy: "I bought a baby carriage, toys I bought, and in general, I bought, and bought, and bought" <...>. I perceived it as love, I took photographs, sent them around the world, everywhere <...>". Paternity for him is a part of his

image; he loved his child people around him to see it. DNA test has ruined the world created by him; everything has turned out an illusion. It concerns Peter's relations with his father. The father and the son do not inquire into the heart of each other's problems, considering them less important than their own. Their example arouses doubts about the importance of biological relationship: being kindred, they are worlds apart.

The character of Franzek, the assistant of Simon, is an opposite side of the issue raised. He has no family: his mother died long ago, he does not know anything about his father. Moreover, he does not even have "any sexual life", that is, he cannot even rise up seed. At the same time, not being a natural relative to the Korachs, he wants to become a member of their family, be adopted by Simon, and get married to Agnes, Peter's wife, after his death. Thus, unlike the Korachs, it is important for Franzesk to have not biological kinship, but the fact of social intimacy.

Peter had done one more DNA test not long before he died, in order to know Simon to be his real father. The results of the test were unknown. However, his wife Helle confessed about her unfaithfulness to him with one of his political rival Gruber, and doubts arose in Simon's mind as to his being the father of his dead son Peter.

In the last scene of the play Simon is alone at home, in one of the rooms his grandson, perhaps double unrelated to him, is crying, in the other room there is the dead body of his son Peter, and Simon himself wants to adopt his assistant Franzesk. Thus, the question is coming up again, is the biological kinship important? Is it possible for science to influence the human feelings such as love, faithfulness, devotion? Lukas Bärfuss in the sketches to the play dwells upon the fact that historically, the women of the western world used to have opportunity to choose a social father for their children as it was impossible to determine whether he was a biological father: "If there were no witnesses of woman's misconduct, she had to keep it secret in order to create good conditions for those who that lie concerned, and first of all, for her child. A model of the western family worked as social paternity was determined by the mother <...> And it is the 21<sup>st</sup> century when man has appreciated that the social factors are more important than the biological ones, the paternity test has been invented, and biological truth it determines can change the social reality".

It is no accident that the key idea of the play is in the words of the woman, Peter's wife Agness: "Why do you believe a scrap of paper from a laboratory more than your own wife?" – asks she her husband. And after his death she said that he was not to do that test without her permission: "Damn your truth! What kind of truth is it? What does it serve it? This truth has killed your son and deprived you of your grandson. This is not my truth". Thus, L. Bärfuss shows in his play a reverse side of the scientific discovery connected not with the harmonization but with the family break-up. The dramatist expresses fears that the development of science that serves to humanity is able at the same time to entail its self-destruction.

## SUMMARY

Philosophical and socio-psychological problems of modernity have become the subject of artistic perception of German authors. By way of the examples of two plays by Lukas Bärfuss the article has revealed the attitude of the dramatist to the current problems of bioethics. The play "Alisa's Trip to Switzerland" is the author's contribution to the public debate about euthanasia, which is an argument in its support. The play "The Test" raises a problem of genetic research and its negative influence on the life of modern family. The dramatist pursues a kind of artistic

inquiry related to the issues of bioethics. At the same time, he has little to do with moral teaching and does not tend to smooth over the problems but consider them being complex and ambiguous.

## CONCLUSION

L. Bärfuss's plays represent a significant example of artistic understanding of the problems that touch upon modern society and are weighty contribution to polemics over the problems of bioethics.

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# THE POLITICAL PROCESS OF MODERN RUSSIA AND THE CONCEPT OF INSTITUTIONAL MATRICES

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## ABSTRACT

*The article discusses the features of political process in Russia from the perspective of institutional matrices theory by S.G. Kirdina. During the description of contemporary political process in Russia, the authors examine its dependence on Y-matrix, the development and operation of its basic institutions. The task of these institutions influence on the political process of Russia development is set as the main purpose of the study. The following hypothesis is put forward in order to achieve this goal: is the influence of Y-matrix basic institutions an insurmountable obstacle for the modern Russian democracy development. The work includes the following methods and techniques as the methodological basis of research: neoinstitutional, systemic and structural-functional approaches, sociological, historical and logical methods, as well as the analysis of basic and variable factors influencing the political process of modern Russia.*

*We came to the following conclusions after research: social institutions are the support of any society, the structure of the basic fundamental institutions forms a special matrix where the basic institutions are in a mutual accord and close cooperation. Economy, politics, ideology are the most important aspects among these institutions. A society cannot be burdened with institutions, which are not inherent to it. It is impossible to replace one institution by another one, even if its effectiveness is discovered hardly in another country, but which does not meet the entire system of complementary, mutually relevant, harmonious and complementary rules, norms and institutions. The characteristic features of the modern political process in Russia: the strengthening of the unitary-centralized political system, the increase of a state role and its paternalistic nature, the imitative nature of democratic reforms, the reduction of public policy field, the power distancing from society, the growth of bureaucracy, etc. All these trends are consistent with the basic provisions of institutional matrix theory, the basic institutions of Y-institutional matrix, and can be projected on the modern Russian political process.*

**Keywords:** *neoinstitutionalism, theory of institutional matrices, political process, democratization, modernization.*

## INTRODUCTION

This study is aimed at the solution of one major theoretical and practical problem of modern Russia. The transition of Russia from the totalitarian and authoritarian regime to democracy due to the scale of transformations is an unparalleled one in human history. And any study aimed to determine the characteristics of this process has certain significance. In our study, we tried to combine the theory of institutional matrices developed by S.G. Kirdina with some political process aspects in modern Russia. These results led to the preliminary conclusions that

this theory can be successfully used at the political sphere analysis of modern Russia life, and the revealed features of the political process correspond to one of Y-matrices specified by Kirdina. And most importantly - the transition of Russia to a democratic regime is possible only at the support by the basic institutions of Y-matrix, and the search of a particular compound (convergence) with the additional institutions of X-matrix. This process involves the preservation of the traditional Russian ideals and values (teamwork, mutual support and help, the pursuit of justice) and their integration in the structure of institutions and values of socially-oriented market development model. Perhaps this symbiosis is unattainable. However, a negative result is also a result. In this sense, our conclusions are not final ones, of course. A final answer may be obtained only by the examination of the Russian political process during its final stage, which is still far from being final in our opinion. However, the present study and the forecasting of state and society future development require a thorough analysis of both basic and variable social development factors.

## METHODS

The use of a neo-institutional approach in the study of society contributes to the further development of a system and a structural-functional approach and this explains an undeniable conceptual and methodological significance of the institutional matrix theory. The neo-institutional approach of society life main aspect analysis contributes to the search for and the identification of interaction and integration mechanisms concerning basic social institutions. The application of X and Y institutional matrix types shows the desire of researchers to get to the institutional foundations of modern societies, to identify the variety of social processes in different countries, to understand the experience and to predict the prospects of society development. It allows you to see the trends and draw some conclusions about the dependence of the present and future of Russian state and society on the specified basic institutions.

## RESULTS AND DISCUSSION

The institutions, according to D. North's opinion are the "game rules" in society ... the anthropogenic restrictive limits which organize the relationship between people ... set the structure of human interaction motives in politics, social sphere and economy. The institutional changes determine the society development procedure over time, and thus they serve as a key to historical change understanding".

According to the study purpose, let's focus on four positions stated by D. North.

1. Social institutions are the result of human society development, promoting its integration and organization.
2. The institutions determine the nature of socialization, the relations between people, make an impact on the system of social values, ideals, attitudes and orientations.
3. The structure of the basic social institutions is not only the indicator of relationship between the past and the present, it is also a bridge to the future and without the knowledge of laws and relationships of their operation, and a society has the risk to make useless and often dangerous steps in its development.
4. The institutions are not only establishments, rules and regulations, but are also certain relationship and interaction between people, promoting the emancipation and activization of their activities, or creating additional barriers for the society development.

The theory of institutional matrices developed by the Russian sociologist S.G. Kirdina became the logical development of this approach. According to this theory the matrices represent the original social forms, developed during the establishment of states. They are invariant ones,

retain their nature and define the character of a state historical evolution, and are also conditioned by the specifics of the material and technological environment in the area of its origin.

The institutional matrix is a stable, historically developed system of basic institutions which regulate the interconnected functioning of main areas - economic, political and ideological one, which are in a mutually equal correspondence.

S.G. Kirdina distinguishes two types of institutional matrices - X and Y, differing by basic institutions. The first type of matrices is characterized by the following traits: market institutions, private property, competition, labor recruitment, profit in economy; federal institutions, the institutions of self government, elections, multi-party and democratic majority, an independent judicial system and legal actions in the political sphere; the domination of individual, personal values, the priority of personal aspect over public one in the ideological sphere. This type of matrix is typical for most Western European countries and the United States.

Y-institutional matrix is characterized by a non-market economy institutions, service labor, and administrative complaints; in the political sphere the institutions of unitary state structure, a hierarchical vertical headed by the center, appointments, administrative complaints to authorities prevail; the dominance of collective, transpersonal values, etc. is presented in the ideological sphere. This type is characteristic of Russia, most of Asia and Latin America countries, Egypt, and other countries. Harsh climatic conditions, extreme unevenness of productivity and constant fires, contributed to the fact that the Russian peasant community was in a constant need of landlord and the state guarantees. Hence, the sanctification of power and the eternal search for "absolute truth of power", save from hard times, but at the same time paralyzing individualistic aspirations and removing the burden of responsibility from the subjects.

The basic institutions dominating in a certain type of an institutional matrix are complemented by the institutions from other matrix. At that the main purpose of these institutions introduction is to promote the effective functioning of the main basic institutions.

The studies of social development in two matrix plane leave aside the issue about the possibility of some intermediate, convergent state, especially when the X-model peculiarities are connected effectively to the Y-model. In relation to Russia as a Eurasian country it's not just a matter of theory, but also the matter of political practice.

The process of globalization also updates this problem, as

1. It may lead to the creation of a universal institutional matrix in the form of convergence or these two models symbiosis;
2. Take the form of further "westernization" of the world. Globalization revealed the dependence of developing countries on the investment, without which their economic development is less competitive. Very often, the investments of donor countries are aimed at the limitation of political independence and the sovereignty of developing countries.

Analyzing the current state of Russian society and the state, many authors note its transitional, hybrid authoritarian and democratic character. The existence of a hybrid mode can be seen in a political system functioning, especially in the activities of government institutions, an authoritarian and a patriarchal type of political culture. Today, many social processes depend on the authority activities. It is not possible yet to overcome the paternalistic nature of the state in Russia. It continues to perform the redistributive functions in accordance with the basic institutions of Y-matrix.

These trends are reflected in the main contradiction of the Russian society development: the mismatch of economic, political and ideological spheres of life interaction. Such misalignment and the imbalance of the basic spheres of life leads to the loss of the basic institutions complementarity, which shows that if market institutions prevail in the economic sphere, the complementary institutions of federal state structure act in the sphere of politics. At that the ideology is characterized by the priority of personal values, including modern individual rights and freedoms. During the reforms of 90-ies Russian politicians took over the Western liberal-democratic values: private property, free elections, a multiparty system and liberal freedoms in politics. They did not take into account the peculiarities of culture and spiritual and ideological traditions of the Russian society. The principle of basic institutions dominance over alternative ones was not taken into account.

Modern political process distinguishes the difference between legislative provision and an actually existing social order. This discrepancy between "words and deeds" in the actions of the Russian government has a long history. Today, this discrepancy is associated with the incompleteness of democratic and market reforms. After the collapse of the Soviet Union, Russian society has not completed yet the process of a national-state identity development. The choice of the main development way did not take place. F. Schmitter believes that among all preconditions of democracy success the most important one is the agreement in society about the country borders and its identity.

The complicating aspects of Russian society democratization include: the size of a country territory, its multi-ethnic composition, giving birth to the ethnic conflict potential, as well as the difficulty in the basic guidelines and values selection concerning economic and political development, "illegal privatization, GSTB (state short-term bonds) pyramid development and the crisis of 1998 as well as the appalling differences in incomes". All these features of Russia transition to a market economy lead to an opposite result, namely in the direction of a non-market economy, where the institutions of "public-service property, distribution, service labor, administrative complaints" dominate. These institutions "work" against competition and market, against private property and profits, their main purpose is to maintain the existing regime and contribute to the preservation of power.

During the period of 2000-ies, in addition to the strengthening of the unitary-centralized political system, the state role increase in economy the control and common legal space of the country were restored. Regional legislation was brought into the compliance with the federal laws and the Russian Federation Constitution, the mechanisms of federal intervention in regional affairs appeared the party system with the exclusive domination of the "power party" represented by "United Russia". A well-known economist E.G. Yasin considers the formation of a developed banking and financial sector as a major achievement of modern Russia. However, he points out at their low efficiency, "mainly due to the incompleteness of institutional transformations".

Thus, if the society and the state development is in accordance with the specific Russian Y-matrix, we can see progress in the same place where it is contrary to it. Then a failure or stagnation takes place.

An incomplete administrative reform or an incompleteness of institutional transformations does not contribute into the emergence of conditions for the implementation of a full-scale modernization of Russia. In accordance with Y-matrix we observe the growth of the state apparatus, the strengthening of its bureaucracy and corruption, the weakening of legislative and judicial branches of government independence. In 2000-s, the capacity of public policy weakened greatly, the lack of political competition at all levels of government was revealed. An

excessive centralization of financial flows took place. It determined the dependent state of the majority of regions and slowed down the process of federalism development and improvement for a long time.

Many experts believe that the process of globalization and the improvement of information and communication technologies "spurred the process of drawing the cultural and institutional models in the strongest way, increased the competition for a place in the new world order and improved the national economic and political mechanisms by categorical imperative for every country, made it the condition of its survival". Thus, the process of Russian society modernization is conditioned by purely internal and external factors.

There is another view on the role of institutions in the development system. O. Toffler believes that the partial de-institutionalization and destandardization is consonant with the contemporary processes and global computerization and can lead to the development and the expansion of network interaction between individuals.

One of the peculiarities in the political process of modern Russia is a seemingly democratic character of political institutions and processes, which hide various forms of elit-oligarchic distribution and the reproduction of authoritarian power. Imitation nature of democratic reforms is connected with the lack of a comprehensive program of action among the authorities, the different vectors of steps proposed by it, the distrust to his people. All this gives rise to the alienation of the main amount of population from "new/old" top bureaucracy and bureaucracy.

Does this mean the hopelessness of western basic institution synthesizing to Russia? We do not have a clear answer to this question right now, and this is connected not only with a small period of reforms in Russia, but also with the imperfection of institutional matrix theory. Although, when it comes to the transformation and modernization of a state and society, the theory allows the possibility to use, borrow the institutions of an opposite matrix, but these loans are limited, and arise primarily from the nature of an institutional matrix type. In this context, the democracy model that would suit Russia for further development should be the part of the Eastern institutional matrix in our view. At the same time the democratic institutions of Russia do not have a valuable liberal content, that is, they do not work for the freedom and the protection of a private person individual interests.

The political process in modern Russia becomes more and more centralized and unified. In our opinion, this is the desire of power to control everything. It is completely consistent with its role in Y-institutional matrix, it is caused by the necessity of society development. This defined the return and the establishment of a "new" power vertical.

## CONCLUSIONS

Finally we should pay your attention that the study of social and political processes from the perspective of institutional matrix theory may contribute to a more accurate identification of major trends and patterns of modern Russian society development. The examined trends in modern Russian political process of Russia: an incomplete, largely halved democratic reforms, the strengthening of power and people fragmentation, the growth of corruption component and the bureaucratization of society correspond to the basic institutions of Y-institutional matrix.



## SUMMARY

When we talk about the complexity and the ambiguity of democratic institutions development in Russia, the following should be noted: the process of civic awareness increases. Solidarity protests "for fair elections" demonstrated it clearly in 2011-2012. There is the expulsion of administrative dependence relations by networking relations. The increase of social mobility is observed - all this testifies the release of an individual and society from the external social control, the early formation of new modern social institutions capable of ensuring the modernization and democratization process of our country.

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# A STUDY OF SYMBOLIC REPRESENTATIONS OF SPIRITUAL VALUES IN STUDENTS OF TATARSTAN

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## ABSTRACT

*In this article, the phenomenon of spirituality as perceived by young students is analyzed. The authors were relying on socio-cultural approach offered by Pitirim Sorokin and Herbert Blumer, who was representing symbolic interactionism and adhered to the opinion that people form their attitude towards social objects from the point of view of meanings and senses that are attributed to these objects. In this study, we used the method of formalized, mass face-to-face interview, and cluster analysis as a means for analyzing data.*

*Research tasks were represented by studying of symbolic meanings of spirituality in the perception of students; the influence of spiritual values on social behavior; roles of various socialization agents in the development of person's spiritual values. Obtained results allowed formulating the following conclusions:*

1. *Spirituality is defined as an inner mental attribute of a person.*
2. *Spirituality as a personal characteristic influences social qualities and social activity, defining person's interconnection with the environment. On the other hand, when interacting with the environment, the person learns mental reflection and spiritual behavior.*
3. *The source of spirituality's development lies in the interconnection between the person and the society, and a significant role of the subjects of social activity is defined as insignificant and passive one.*
4. *In the definition of spirituality, the vector is directed at the religious component.*

*The results of this study may be used in scientific researches, as well as for the definition of priorities when planning educational programs for higher educational establishments. Obtained results will influence the factors and mechanisms of person's socialization in the condition of higher education.*

**Keywords:** *spirituality, person's spiritual qualities, society's spiritual culture, purpose of existence, personal responsibility, socialization agents, personal growth, vital aims, inner world, religious commitment.*

## INTRODUCTION

Spirituality is the basis of person's responsible and careful attitude on the global scale. Globalization of the world's establishment, postmodern values that are based on consumptive ideology, rationalization, and fragmentation of social consciousness create favorable conditions for neglecting moral principles of social arrangements.

In philosophic literature, spirituality defines the phenomenon of "Self" personality, becomes the basis of value system, the expression of creative and freedom-loving origins, intention of personal existence in historic perspective. K. Waaiman's works are worth noticing when studying the phenomenon of spirituality in general scientific scale. He defined various

forms of spirituality, one of which was defined by the author as a secular spirituality (which is implemented in family relations), institutional and oppositional ones.

Spirituality is an inherent worth, which is able to resolve the problem of human survival, to become the base of innovational processes in the economy and to turn society's spiritual life into a valuable base for the functioning of various social institutes. Yu.A. Piriutko, while studying the phenomenon of spirituality, detected the specific character of new spiritual forms' influence on the economy when switching to informational society. Spirituality in the economy is implemented in household innovations, the results of which are innovative products.

The fact of spirituality's influence on nation's mental core is historically conditioned. Russian philosopher I.A. Ilyin saw Russia's national rebirth in faith, patriotism and historic traditions. Nikolai Berdyaev wrote about the new modern times, in the condition of which modern consciousness, will and mind are parted, while super-rationalism is typical for Russia. V.Zh. Kelle's work is of academic interest. He points out that the harmony in intellectual and spiritual culture is an ideal, proximal to humanistic values.

If early scientific works considered spirituality as an object of research in philosophical groundings, modern sources define spirituality as something that is related to spiritual crisis and the level of society's spiritual development. For instance, S.V. Drobvtseva considers spiritual tradition as a source of socio-cultural changes of a person. Criteria of positive transformation include perceiving person's integrity as a part of events, empathy and dialogue with the environment. In V.V. Petukhov's work, we observe nation's spiritual aspects. The author studies dependencies between the adherence to these or that moral norms and following them in everyday life. The author writes about the absence of demand for such vital practices as diligence, honesty, modesty etc. S.V. Mareeva, considering general dynamics of Russians' normative and value systems, makes a conclusion about the uniqueness of Russian youths value system, which over the years undergoes transformation toward institutional limitations on the realization of individualistic values, that developed in Russia, and also shows the ways of modernization of Russian social institutes.

A.V. Suvorov writes about the quality of person's existence and distinguishes between two forms of spirituality: cognitive, which is comprehended via spiritual labor, and moral one. H.A. Alma, studying the process of personal self-development as a mental process, assigns a great part to person's inner dialogue.

F. Vaughan studied interconnection between spiritual intellect and external living conditions. His work is dedicated to studying of spiritual experience and spiritual maturity, which are reflected in wisdom and sympathy. The group of authors from the University of Illinois at Urbana-Champaign developed the tool set and conducted the research dedicated to measuring of global life satisfaction in older people and their definition of subjective well-being. Yoonjae, Lee, Sangyeon, Song consider the formation of inner qualities and people's conditions through everyday practices of spare time's arrangement. Morteza Khani's work dedicated to the value of spiritual practices in the rehabilitation of seriously ill patients is of practical interest.

The work of Young, Mark R. is important for our research. Its authors analyze socialization's influence on a person within the frameworks of the educational process, lay special emphasis on the problem of person's acquaintance with the new class and group mates, which influences the person, his/her capacity to work and inner world. Michael F. Steger and Patricia Frazier comprised a questionnaire, studying evaluation of presence and search of life purpose.

The authors of this article offer considering the topical problem of person's spiritual development basing on studying of students' opinions about spirituality and social aspects of manifestation of person's spiritual qualities.

In this work, we studied the phenomenon of spirituality in connection with various aspects of social existence through youth's subjective perceptions. We have detached clusters of symbolic senses, which are typical for spirituality and conditions of formation, the level of influence of cultural socialization's agents on the formation of person's spirituality.

Scientific research is based on the theory of Pitirim Sorokin about socio-cultural dynamics and the role of the socio-cultural phenomenon in society's development. The authors of this article give pride of place to Herbert Bloomer's thesis that only in communication individuals fill objects and phenomena with specific senses, which is indicative of the symbolic character of interrelation.

## **THE METHODS**

The authors of this article posed the following questions: how do youth define the phenomenon of spirituality? What do young people associate spirituality with? What does youth mean by spiritual aspects of vital activity? Which social institutes and socialization agents are responsible for the formation of person's spiritual characteristics, and to which extent? What does youth see as a precondition for the reflection of spirituality in the society?

The topicality of this work lies in the synthesis of theoretical base of symbolic interactionism and socio-cultural approach for the analysis of research information. The first basis is represented by culturological ideas of P. Sorokin. The culture is interpreted as an aggregate of all cultural objects, created by people throughout the history, as well as an aggregate of values, norms and senses. For more optimal examination of spirituality and the inner world from students' points of view, the authors are going to refer to H. Bloomer's ideas, who wrote that symbolic meaning of objects is accomplished in the process of cooperation.

The novelty of this work lies not only in the synthesis of above-mentioned approaches but also in the application of cluster analysis to selected topic, which allows the researchers to resolve the object into components and discover them in detail.

The objective of the research was studying of spirituality phenomenon by means of formalized interview with further cluster analysis of its results. In 2016, the sociologic study of students was conducted, which was aimed at discovery of symbolic senses and ideas about spirituality. The interview was conducted on the base of 10 students' group (160 persons) and five institutes of Kazan Federal University.

## **SOCIAL AND DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

The participants of the research were 160 students, who studied at Kazan (Privolzhye) Federal University. An average age of the students was 19.4 years. Gender distribution: girls (111), boys (49). Confession: Islam (80), Orthodox Christianity (77), Catholicism (3). Nationality: Russians (70), Tatars (55), Uzbeks (10), Turkmens (7), Bashkirians (11), Chuvashes (7).

The participants were offered to answer some questions of formalized interview, dedicated to the topic "Your beliefs about the phenomenon of person's spirituality".

## THE RESULTS AND DISCUSSION

Conducted interviews allowed studying two aspects of symbolic senses of spirituality. The first aspect concerned the definition of the phenomenon of spirituality, its interpretation, which allowed allocating the clusters (we will talk about them later). We have also detected synonymic rows for investigation of the topic in question.

According to the results of the study, we have detached four clusters of symbolic senses of spirituality. The first cluster was spirituality as an internal spiritual substance. The students noted that it was the reflection of individual's inner world. The majority of respondents (130 persons) noted that it consists of vital values, beliefs (not religious ones) and religious beliefs. The inner world is connected with emotions and is reflected in person's condition (encouragement etc.). The most part of respondents (121 persons) defined the first cluster of symbolic meanings through such notions as "soul" and "warm-heartedness". Thus, spirituality is considered non-material substance, reflected in the soul.

The inner world influences person's behavior. Behavior in its turn is formed not only by the spiritual and by the ephemeral things, but also by cultural patterns and behavior norms, which students closely connect with the general development of the society and the values that reign in it. We may observe a strong tendency in affirmative evaluations of the influence of society's spiritual development on the individual (134 persons). Thus, spirituality and culture of a separate person are formed as a mosaic under the influence of external factors and groups.

The second cluster or category of answers concerned the problem of spirituality's influence on the manifestation of social attributes. Students noted that life suggestions and priorities in many ways depend on the inner world (147 respondents think so). Respondents think that now one may observe some materialistic tendency in the life goals of young people, such as worthy earnings, strong material position in the society, hedonism as a life value and the wish to "escape responsibility". Positive tendencies in the definition of spirituality include increasing role of healthy lifestyle, self-development as a life priority and increase in family values. However, the students were not able to give practical examples of manifestation of spiritual qualities, which may be interpreted as their vague understanding of this notion.

According to the results of the interview, we may make conclusions about the dependency of spiritual manifestation on the institutes, within the framework of which socialization took place (especially the primary one). The third cluster detected the estimation of the influence of socialization agents in spiritual socialization. Formation of respondents' basic values were strongly influenced by their families and social circles. When it comes to orientations of adult working life, the respondents paid special attention to educational institute and mass media (117 persons). These are the socialization institutes, which are able to direct individual's energy to self-development and self-improvement. The majority of respondents (140 persons) emphasized the fact that educational factor is important at the higher stage of education as well.

The fourth cluster's extraction was influenced by the fact that 129 respondents named empathy as a primary characteristic of spirituality. More than a half of respondents suppose that spirituality is manifested in the ability to sympathize and empathize, especially to elder people. The second popular response was referencing spirituality with such concepts as respectfulness, politeness, and patriotism.

There were lots of set synonyms that concerned attitude to the inner world in the responses. The first group of synonyms comprised of such religious categories as God, religion,

and faith. Such understanding of spirituality is more typical for the Muslims rather than for the Christians (Orthodox and Catholics ones).

The second group of synonyms touches upon intellectual development of the person. Spirituality is manifested through good manners and intelligence, thirst for knowledge and inner tranquility.

All the students concurred that spirituality is manifested through good manners, world view and lies in person's mental space.

## CONCLUSIONS

1. Subjective senses of the phenomenon of spirituality as seen by the students are divided into four clusters: spirituality as an inner substance; spirituality as a base of manifestation of social characteristics and individual aims of the person; spirituality as the manifestation of empathy; and manifestation because of cultural socialization.

2. External environment influences person's inner world and this includes family, friends on the first stages and the state, mass media, the system of social norms and rules on later socialization stages. Thus, such agents and institutes of socialization as a family, state and mass media bear significant responsibility in the formation of the inner world of the person.

3. The estimation of individual's role in formation of internal qualities was defined according to the results of the research as passive and secondary one, which requires further reasoning and researches.

4. We have detected the contradictions in youth's assessments of the phenomenon in question. On the one side, the students may clearly define spiritual component and its criteria; on the other hand, they are not able to name living examples of these qualities and situations they may be observed at. Spirituality, on their opinion, is manifested through everyday activities.

5. We have stated the tendency of matching spirituality and religiousness in most Muslim respondents. Such notions as soul and spirituality are manifested in their opinion as a celestial spiritual substance, while representatives of Christianity in most cases say that spirituality is formed under the influence of the society.

6. Tested synthetic approach to studying of spirituality (combination of ideas of symbolic interactionism and cluster analysis) allowed to give full consideration to posed questions and the object of the research, to study symbolic filling of notions with senses that are connected with spirituality, which in its turn allows not only to evaluate cultural development of an individual, but also to receive a snapshot of the tendencies that are presented in the society.

## SUMMARY

The spiritual condition of the modern society causes anxiety on the part of the scientists and politicians. One of the state's leading roles is saving spiritual potential, which is the base of innovational development of the country. In the process of cultural socialization of the youth, an important role belongs to institutes of the society, family and education. Modern youth more rarely equalizes spirituality to religiousness and manifestation of empathy. We may observe the tendency to preserve and develop positive spirituality among the students, which is reflected in mutual help, respect, and self-development.

## ACKNOWLEDGEMENTS

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# SOCIO-HUMANITARIAN NATURE OF PROFESSIONALISM OF THE JOURNALIST

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**Alfred Ildarovich Shakirov, Kazan Federal University**

## ABSTRACT

*“Professionalism” as a concept has been historically formed in socio-humanitarian paradigm. Post-industrialism has made significant changes in the social structure of the modern world, the changes have affected both economic and socio-cultural spheres of life. The number of people employed in the manufacturing sector has decreased, and the number of people employed in non-productive areas such as trade, services, information sector has increased. The requirements for professional skills, attitudes towards professionalism have also changed.*

*The aim of the study is to expose the changes concerning the concept of professionalism in journalism, associate external social factors with the professional qualities of the individual journalist.*

*We have used comparative-historical method of studying the legal and regulatory framework, methods of qualitative social research: participant observation, personified interviews, expert inquiry. 52 journalists have been polled from 41 leading Russian publications.*

*The study found that awareness of professionalism among journalists in Russia was formed in terms of high humanistic views. In Soviet times, these ideas underwent a qualitative change and were heavily politicized and idealized but did not lose their humanistic principles. As a result of the economic changes occurred in Russia at the turn of the century, the notion of professionalism in journalism assumes utilitarian and practical nature and is determined more by external circumstances (rating, careerism, political commitment) than the internal culture of the individual and the humanistic principles of the journalist. Formation of professional skills of the journalist is influenced by socio-cultural, economic, technological and political factors. The image of a professional journalist is not individual any longer, depersonalized workers with a certain set of skills and abilities are replacing the individuals in the profession.*

**Keywords:** *professionalism, professional standards, journalist, individual, humanism.*

## INTRODUCTION

Russian journalism in its modern state has been formed for the last decades of the XX century. The profession of journalist and the concept of professionalism in journalism have undergone certain changes, understanding and interpretation of which is essential for the theoretical comprehension of Russian journalism and its future fate. This paper aims to reveal the terms of professionalism in journalism, determine what personal qualities a journalist must have, how the changes in socio-economic situation in the country affect understanding of the role of the journalist.

American sociologist T. Parsons paid considerable attention to the professional abilities (professional complex). He described in detail the professional type which includes three main elements: rationality, function distribution and universalism. He also refers to three criteria for



the definition of a professional role: formal “technical training” requirement, availability of skills of realization of the obtained professional knowledge and confidence of free professionals that their competence is used in the interests of the whole social system.

The ideals of professionalism and social responsibility of professionals - the topic of modern times – of the era which Habermas, following the western terminology, determines by the adjective modern. The modern is permeated with moral ideas of humanism, freedom, equality. The problem of man is a central problem of the modern. The epoch of the modern has endorsed not only the value of man as an individual, his right to the free development and expression of his abilities, but also created all the conditions in order to appreciate the talent and vocation. Man tries to give a meaning to the path traveled from the point of view of vocations, spiritual mission. Talent and vocation are essential in society with humanistic ideals. Only the humanistic, rational, pure underlies the development of all forms of public life.

The journalists of a new era had to change many things in the traditions of previous domestic press and even start working from scratch as the phrase is. “The growth of communication technologies and subsequent expansion of information have resulted in the fact the analysis ceased being the prerogative of the expert media community and unambiguous interpretation within the same ideological paradigm ceased meeting the needs of the public”. This explains the prevalence of informational materials over analytical materials in modern publications.

Thus, the main feature of the journalistic profession becomes minimization of creativity, simplification of thought, tendency to standardization. These professional traits have been shaped to some extent affected by foreign culture, the influence of which overshadows “theirs”, “their own”. The cultural revolution of the transition period has transformed human spiritual life. Values have changed, and as the result, attitude to the work and the ideas of professionalism.

The globalization and role of the Internet and multimedia technologies affect journalism. “One feels strong influence of technological progress. Creative profession previously is now being technologized, certain claims are laid to journalists and journalism in general. Distinctions between creativity and technology of work are obliterated”.

Social transformations have contributed not only to the press division but the division of the journalists themselves. Scholar S. Pasti divides them on generational basis: older generation (Soviet journalists) and young generation (those who came to journalism in the 1990s). The period of liberalization, concludes S. Pasti, has brought deprofessionalization of journalistic community on the one hand, as a it has made the profession open and accessible to dilettantes, but - it has bankrupted the Soviet idea of journalism as a public institution, deideologized it on the other hand, and it can be considered a prerequisite for future professionalization of journalism.

Today, T. Frolova believes, representation and action of occupational norms has become obscure, the “spirit of corporation ... there is no encouragement and support in anyone to find” has weakened. These processes, according to her, are being developed distinctly in the metropolitan newspaper and magazine periodicals, especially apparent - on television and in the regional press, in spite of different conditions in which the professional activity of journalists proceeds. T. Frolova draws attention to the fact that the media topic has been exposed to simplifications, speculations, becoming a sensation, accusatory pathos, negativism, not supported by constructive practical analysis. Some editions distinguished in the past, the scholar continues, deservedly having acquired the status of moral leaders, misused the reader’s trust. Journalism in the 1990s did not give hope, did not help understand the nature of social change, in general

information flow there was a significant share of inadequate information and factoids. Manipulative technologies dominated in the journalistic activities. All that was conducive to strengthening the disunity and demoralization among journalists, alienation of the reader, media audience, distrust the journalists and the press on the whole. S. Vinogradova and G. Melnik give disappointing statistical information of confidence of population in the journalists. "At the beginning of perestroika the journalists were trusted by 80% of the population, and now - only 30%".

Formation of a single journalist community in the new social and economic conditions is essential to preserve the profession. Journalism cannot survive in the modern world without participating in society's life. The greater emphasis on professional expertise in a system that was moving in the direction of democratization could also be expected to give the professions greater access to, and influence on, the exercise of power. Both individuals and organizational bodies, professional interests would stand a better chance of being represented and affecting policy.

Since 1991 to 2016 the number of the media in Russia has increased by 17 times. In 1991, there were approximately 5000 editions in the Russian Federation. According to Federal Supervision Agency for Information Technologies and Communications, at the beginning of 2016 almost 89 thousand of media has been registered in Russia. The number of people employed in this area is about 300 thousand. Edmund Lambeth offers to measure the degree of professionalization of journalism, including by the factor of advancement of members of trade union. Increase in the number of journalists in Russia has complicated the process of professionalization, the Soviet system of journalistic standards has faced with a new economic reality. The new Russian journalism was built, largely being guided by the experience of Western colleagues. For this reason, some researchers believe professionalization of Russian journalists to be possible only in cooperation with Western partners which involves both material and intellectual support.

## METHODS

In order to identify the changes concerning the concept of professionalism in journalism, associate external social factors with the professional qualities of the individual journalist, we have conducted a survey and interviewed 52 journalists from 41 Russian editions.

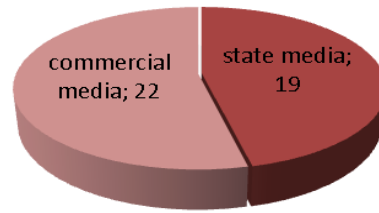
The purpose of this study is to reveal the changes that concern the concept of professionalism in journalism, associate external social factors with the professional qualities of the individual journalist.

The investigation used comparative-historical method of studying the legal and regulatory framework, methods of qualitative social research: participant observation, personified interviews, expert inquiry.

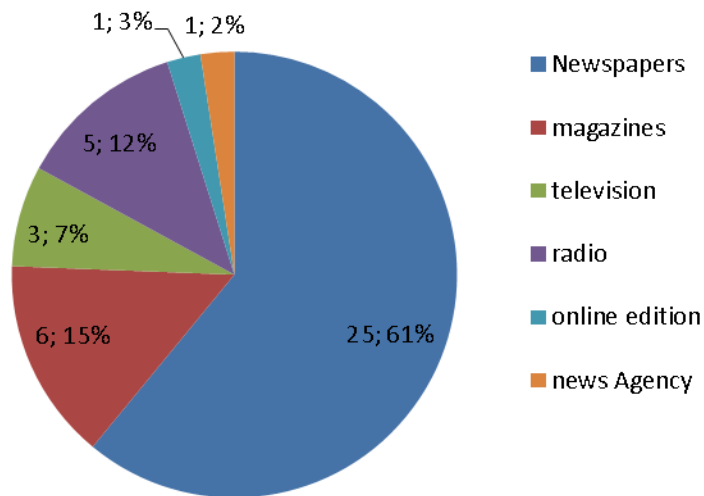
Both state and commercial media, all kinds of media: print, electronic, new media and news agencies took part in the survey. It involved 29 women and 23 men aged 23 to 62 years.

**Figure 1**  
**STATE AND COMMERCIAL MEDIA DISTRIBUTION**

Type of ownership of publications, took part in the survey



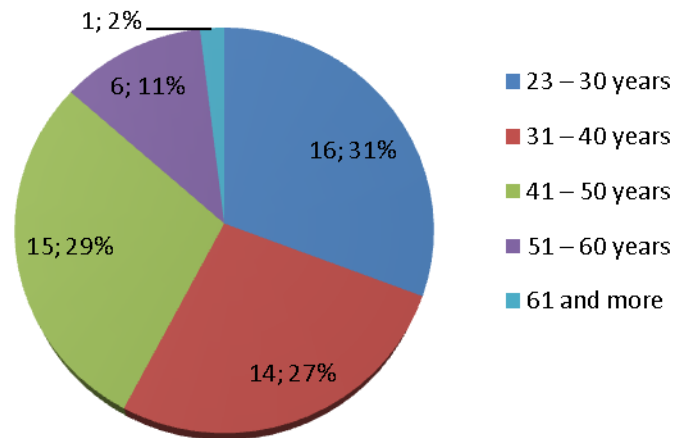
**Figure 2**  
**MEDIA DISTRIBUTION**



**Figure 3**  
**GENDER DISTRIBUTION**



**Figure 4**  
**AGE DISTRIBUTION**



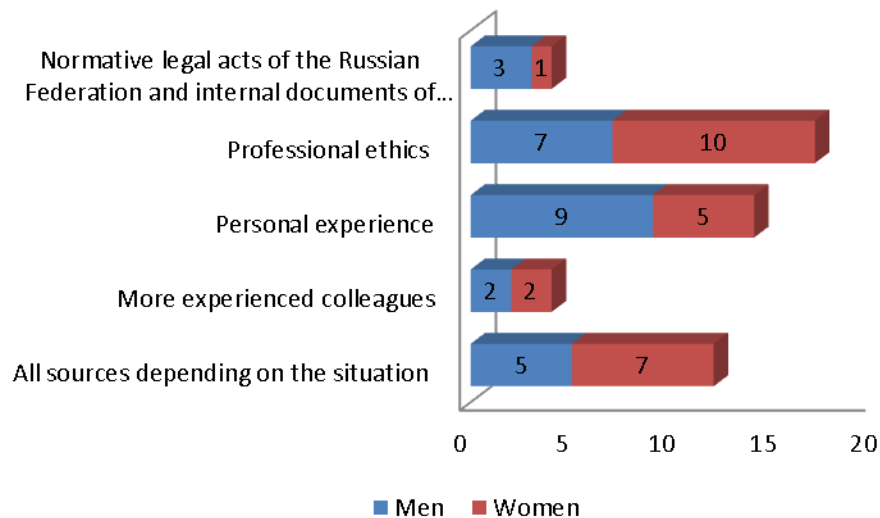
**Figure 5**  
**WHAT MOTIVATES YOU IN YOUR PROFESSION?**



The largest group of respondents (66%) qualified creativity as an important motive in the work of the journalist, 24% called self-realization as the main motive and only 12% considered social status to be essential in their work.

Then we found out what or whom journalists turn to when faced with professional challenges.

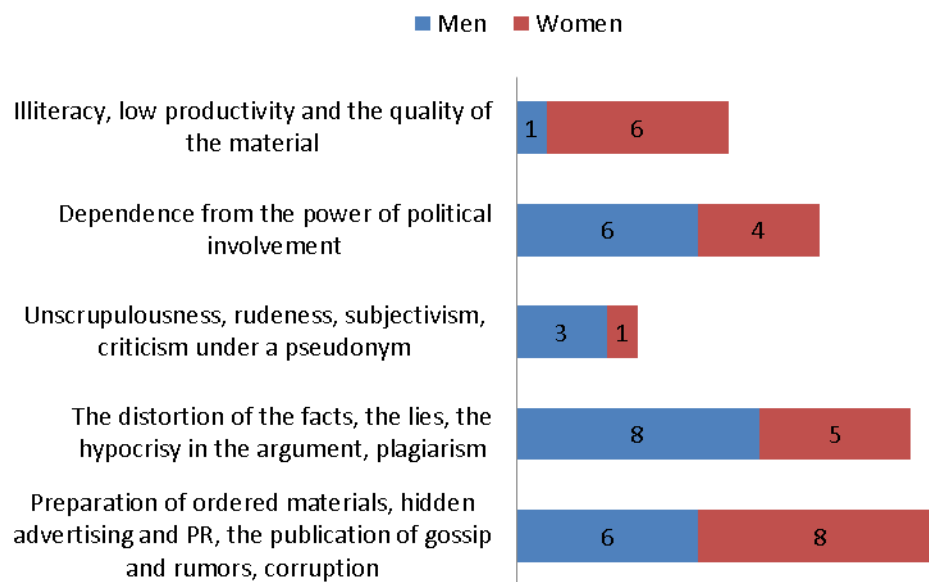
**Figure 6**  
**WHAT SOURCES DO YOU USE WHEN PROBLEMS OCCUR IN YOUR WORK?**



When problems occur at work most of the respondents 34% are guided by the standards of professional ethics. 28% of them use personal experience and knowledge, 24% of the respondents use either their personal experience and professional standards or regulations related to journalism depending on the situation. Those who consult more experienced colleagues to solve problems amounted to 4% of the respondents. The same 4% use the normative legal acts of the Russian Federation and internal documents of the editorial board in their work to handle the problems.

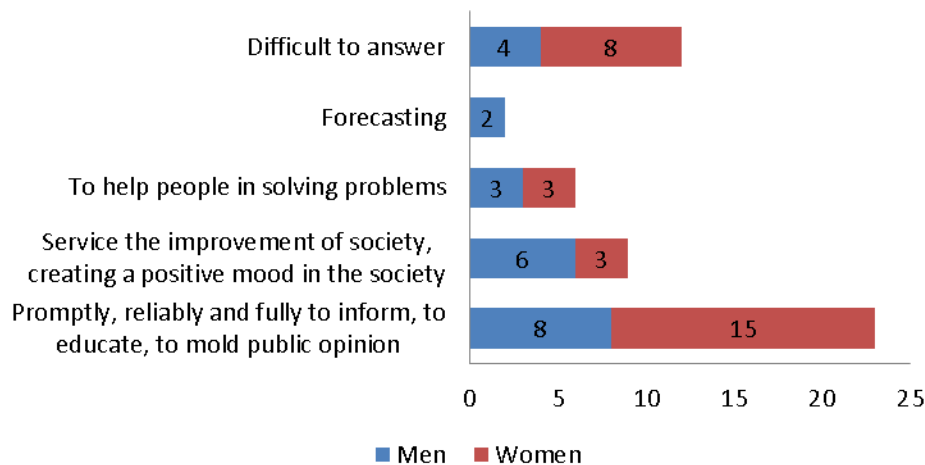
To the question “What do you think the lack of professionalism in the work of a journalist is?” the answers were distributed as follows:

**Figure 7**



The majority 28% have called the preparation of ordered materials, camouflaged advertising, adverse publicity that dilutes the professional community and is the most striking example of lack of professionalism in journalism. 26% of the respondents have noted lie, misrepresentation, and plagiarism to be the height of unprofessionalism. 20% of them have noted that political commitment, dependence on power-holding structures are inadmissible for a professional. Low literacy and laziness have been qualified by 14% and unscrupulousness, coarseness and subjectivity have been identified by 8% of the respondents.

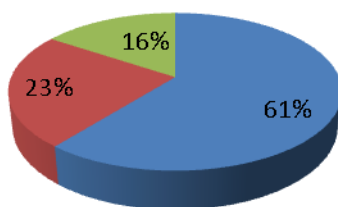
**Figure 8**  
**FIRST DUTY IN THE WORK OF THE JOURNALIST**



To the question “What is the first duty in the work of journalists?” the majority of the respondents 46% have answered that they are to inform promptly and govern public opinion. 18% believe that the improvement of society and positive turning are primary in the work of journalists, 10% of journalists believe the first duty is service to people in solving their problems, 4% assign primary importance to the journalistic forecasting and analysis, and 22% find it difficult to answer this question.

**Figure 9**  
**WHAT DOES THE PROFESSIONALISM OF THE JOURNALIST CONSTITUTE OF?**

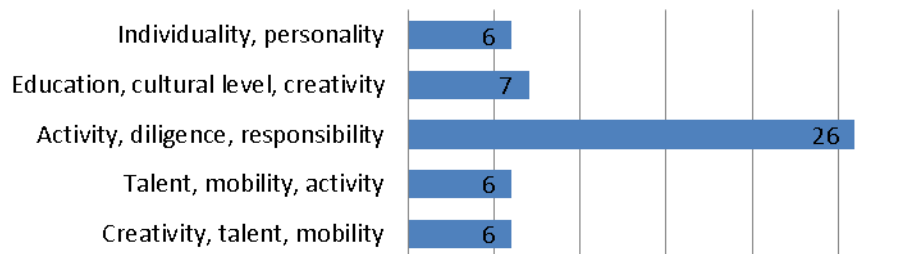
- Professionalism depends on the talent and vocation
- Professionalism comes with experience
- Professionalism is associated with technological skill and hard work



What does the professionalism of the journalist constitute of? Most respondents 61% have answered to this question that professionalism is directly associated with the talent and

vocation for journalism. 23% think that professionalism comes with experience and 16% have associated professionalism with technological skills and hard work, in the main it has been noted young by journalists (aged under 35 years).

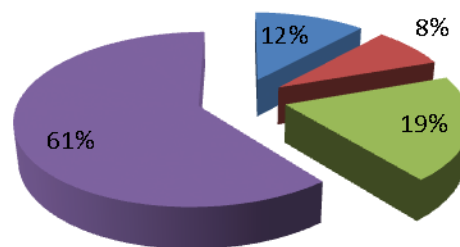
**Figure 10**  
**WHAT ARE THE QUALITIES OF A BEGINNING JOURNALIST TO BE HIRED?**



Almost all interviewees have responded activity and mobility to the question of what qualities a beginning journalist should have to be hired, this wording is present in 78% of the interviewees' responses. According to other characteristics of the beginning journalist, opinions are divided. Most of 52% of the respondents have mentioned duty and responsibility, 12% of the respondents believe a beginning journalist to be talented, 12% - a creative person. In addition, 12% of the journalists believe individuality and personal qualities are important for a stringer. Only 13% have reported a high cultural level and specialized education to be essential for a beginning journalist.

**Figure 11**  
**WHAT NEGATIVELY AFFECTS THE PROFESSIONALISM IN RUSSIAN JOURNALISM?**

- Dependence on government and business
- The low level of culture and education
- There is no problem, journalism is changing along with society
- The technologization of journalistic activity



Noting the decline in professional competence in Russian journalism, the factors influencing this process, 61% of the interviewees have noted the technologization of journalistic activity when individual qualities of the journalist are pushed to the sidelines and important becomes only the set of technological skills and abilities of the journalist. 12% have identified a strong dependence of the journalist on government and business as a negative factor, 8% have noted the low level of culture and education of the journalists and 19% of the respondents do not

see it as a problem and believe that journalism is changing along with society and all changes have a system character.

## RESULTS

The study found that awareness of professionalism in Russian journalistic activity was formed in terms of high humanistic ideas. In Soviet times, these ideas underwent qualitative changes and were strongly idealized and politicized but did not lose their humanistic principles. As a result of economic changes occurred in Russia at the turn of the century, the concept of professionalism in journalism acquires utilitarian and practical character and is more determined by external circumstances (rating, careerism, political commitment) but not the internal culture of the individual and humanistic principles of the journalist himself. Formation of professional skills journalist is influenced by socio-cultural, economic, technological and political factors. The image of a professional journalist is not an individual any longer, depersonalized workers with a certain set of skills and abilities are replacing the professional individuals.

Professionalism is increasingly associated with the set of professional skills and abilities, knowledge of the technology of creating an information product becomes more important than ethical principles in journalism. This trend is mainly expressed among young journalists under 40. Among journalists older than 40 years there is a dominance of the idea of a high mission of journalism and prevalence of the ethical principle of conveying information to the audience so far. This division of journalists into “two eras” becomes evident in different models of professional conduct.

## SUMMARY

On the basis of the data obtained the authors have established that the objective trends to enhance the role of technology in journalism are received ambiguously by the majority of journalists who think that they have a negative impact on professionalism and professional behavior of journalists. On the one hand, technologization of production process significantly facilitates the work of the journalist and gives more opportunities for self-realization, but on the other hand, a creative individual is becoming a depersonalized machine, a cyborg that produces information. Modern journalism, in fact, represents an industry for producing information. Journalistic work is being standardized, molded. Professionalism now does not only consist in the chain of operations on collecting, processing and transferring information advanced to automatism and knowledge of modern computer technologies. Everything is much simpler, for example, professionalism is in creating your own original text, based on various information from other media, the Internet - what is now called the rewriting. This leads to the disappearance of creative and human constituents from journalism, detachment of the journalist towards man (the audience) and indifference of the audience about journalism, journalism depersonalization, as well as the disappearance of high-quality analytics and literary journalism. Recent genres are needed less due to the small number of publications in the media market.

Responsiveness, mobility, universalism, compliance with global information trends - this is what characterizes modern journalism. Now we can talk about complex processes that take place among journalists when external factors are not accepted by professional community as the norm, which causes some apprehension and requires thorough examination and analysis.

It is important from our point of view to reveal the communication gap between professional education and professionalism on the practitioners' lips, which may indicate that the



vocational training is hardly to change with the speed with which the professional area is changing.

## CONCLUSION

Time, consciousness of people living in different time, journalists' perception of profession have an impact on the interpretation of the concept of professionalism. Understanding of professionalism by the journalists whose professional formation fell to the Soviet era is different from those who came to the profession after the disintegration of the USSR. But one cannot say of a cardinal difference in understanding of the essence of the profession as mentoring plays an important role in the development of young journalists. World outlook of the older generation of journalists is being increasingly adopted by the beginning journalists.

Of course, it is necessary to note the important role of humanistic values inherent in professional community of journalism, which is the main feature characterizing Russian journalism. Creativity, individual qualities of the journalist, talent as manifestation of individuality of the journalist is opposed to the functional technological effectiveness, automation of the process of creating an information product. In the consciousness of the professional community external market requirements of modern society are in conflict with the humanistic values necessary for professional development and growth.

## ACKNOWLEDGEMENTS

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# TOPONYMIC PICTURE OF SCOTLAND: THESAURUS APPROACH

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## ABSTRACT

*Today proper names are studied by linguists, geographers, historians, ethnographers, culturologists, linguistic study of the country experts, literary critics. The toponymy helps to restore lines of the historical past, to define moving borders, to outline areas of former distribution of languages. The increasing attention is paid to the description of a toponymic picture of certain regions, in this case Scotland. In this regard, there is a problem of development of a technique of introduction of regional approach to studying of toponymics. Thesaurus approach is the important direction of system studying of toponyms. Classification of macrotoponyms and microtoponyms, classification of toponymic nicknames and figurative names, classifications according to a structural-grammatical, morphological principle are presented in the article.*

**Key words:** *toponym, toponymic picture, thesaurus approach, nationally-cultural component, historically-cultural information, ethno-cultural, a cognitive category.*

## INTRODUCTION

In the last decades of the 20th century and early 21st century scholars' attention has been drawn to the variety of proper names or onomastic units in the discipline of onomastics and its value as an autonomous science. Onomastics includes linguistic, historical, geographical, cultural, sociological, literary, lingvocultural components that help to identify the peculiarities of the objects referred to and traditions associated with their names. Toponyms are considered as a kind of ethno-cultural text, carrying the relevant information about the historical past of the nation, the boundaries of their settlement, about the cultural, commercial and geographical centers, etc. The problem of formation of a special toponymic picture of the world (in this work of Scotland) is a burning problem of modern linguistics because of its ethnic and cultural significance still integrative status as toponymic mapping of the world is one of the systemic methods of verbalization of reality and reflects the correlation of historical and social, linguistic, ethnic and cultural aspects of the development of nations. The place-name sign as a cognitive category is for "geographical" fragments of the world, but "naming itself has as an aim a description of the world, not just the symbol of all things".

Singling out toponyms as the repository of knowledge about the country, as the guardian of the historical and cultural information, V.V. Molchanovsky notes that "national-cultural components of toponyms' semantics have regional geographic representativeness, rich cultural and historical association". E.Rut underlines that figurative nomination "always nationally specific in the sense that it contains a picture of the world which is historically established in the

minds of the people". Place - names. The names attached to different locations on the Earth's surface, be they inhabited or not., Place names often tell a story of human movement and settlement past and present. Human geographers have long been interested in place names for two reasons. First, for historical geographers, old place names are important clues in understanding patterns of migration, conflict, colonization, and cultural assimilation in previous centuries. Secondly, for political and cultural geographers, many contemporary place names are bound up in the dynamics of conflict. Tom McArthur gives the following definition of the notion «toponym»: «The proper name of a locality, either natural (as of bodies of water, mountains, plains, and valleys) or social (as of cities, counties, provinces, nations, and states). In an island like Britain, settled by successive waves of peoples, the place-names embody its history. Celtic, Roman, Anglo-Saxon, Scandinavian, and Norman names vie with one another today as their name-givers did in past centuries. The elements that make up place-names reflect a polyglot heritage: -coombe from Celtic”.

We can see that the relevance of the study is determined by several key factors. The interaction of nations are reflected and manifested in ethnic history in all stages of their historical development. Ethnic history is a complex and multifaceted process which embraces language, spiritual and material culture. Understanding of the world and national and ethnic peculiarities that appear in the traditional culture of the people, are fixed in language, also they are the subject matter of linguistic researches. Nowadays, reconstruction and study of toponymic picture of the world in which the surrounding reality appears with all its inherent factors, the study of mechanisms of interaction of cultures and the results of ethno-cultural contacts fixed in the regional toponymy, remains promising approach of the theory of language.

The relevance of this work is determined and interest linguists to the study of separate regions, small countries.

The purpose of the study is classification and description of the place names – Scotticisms, new toponyms which were «born» from old toponyms, which are considered to be the reconstruction of toponymic picture of Scotland in the world.

The originality of functions of toponyms, their ability to nominate and describe the phenomena of reality led to different approaches to their study. Thesaurus approach is an important aspect of the system of studying vocabulary, especially, of toponyms. Thesaurus in the etymological sense – a treasure, and in the broad modern sense – the entire amount of accumulated knowledge. A narrower definition is borrowed from J.N. Karaulov: "Thesaurus is just a dictionary that explicitly captures the semantic relationships between its constituent units". All types of ideographic dictionaries fit under this definition, and, in particular, a very famous Roget's Thesaurus, Collins Reference Thesaurus which went through many editions. As for the theory of the thesaurus, it is most fully represented by J.N. Karaulov, thesaurus provides a compact and observable representation of semantic space of language and of systematic relations in it and allows us to observe hierarchic organization of vocabulary (the role of keywords in the segmentation of semantic fields). There are no principal differences between the general linguistic and information retrieval thesaurus, unless the latter has no terminological limitations more. Thesaurus is an approximate interpretation of the lexical system, its average model. It allows you to present systemwide relationships, observe tier organization of vocabulary, i.e. it is a way to represent the semantic space. In this sense, the thesaurus method is one of the promising methods of semantic research. Language in this approach is considered to be a great system.

Research methodology is the latest achievements of the theory and methods of teaching toponymy, also is the idea of structured studying of toponymics. Thesaurus approach,

interdisciplinary communication is key issues in the field of education of lingvocultural studies. Stages of studies: 2013– 2014 academic year – the study of scientific and methodical literature on the topic, the 2014– 2015 academic year – collection and systematizing of the study of vocabulary, 2015-2016 academic year – article layout. The study is supported by long-term experience of the authors who work in the university as lecturers.

## METHODS

Descriptive method is used in all socio-historical sciences, including philology and natural sciences, it is used very widely. This method anticipates the satisfying of a number of requirements: understanding of the chosen subject matter (the system of toponyms, etc...), the sequence of descriptions, systematizing, grouping or classification, characteristics of material (qualitative, quantitative) in accordance with the aims of the research. The starting point for "descriptions" of the material is its collection, cataloging, correct ordering, allowing seeing the different parts of it (species, types), the most common relationships between them, and the most important qualities.

Historical method studies the history of how the names appeared, and their reflexion in the names of realia of different epochs; the way the names of ethnos and its parts appeared in connection with the history of ethnos, correlation between ethnicons and names of other types, the evolution of ethnicons, leading to the creation of toponyms, connection between ethnicons and linguonyms.

The theory and method of contextual analysis is connected with the name of N.N.Amosova, who defined context as a connection of an indicatory minimum with the word that is semantically realized. The base of this conception is the model of polysemy and homonymy with implicitly in the language, being based on the following presumptions:

The language sign is asymmetrical, polysemy and homonymy are the language universals, but the whole number of meanings of a certain language sign can be divided into separate discrete elements – lexico-semantic variants that can be identified according to the lexical, grammatical or combined collocability. In speech a word is actualized in one of the possible variants only. Addresser and addressee of the message are equally acquainted with the conditions of realization of words in the language, that's why a speaker or a reader, if he or she knows the contextual indicators, is able to understand the meaning of a word and is able to understand the text properly. The system of the language doesn't undergo any changes.

## THE RESULTS

The classification of Scottish toponyms according to the theme. It is the compartmentalization of a lexical unit to a certain part of onomatology that studies it (toponymics). The toponyms can be classified into oyconyms, hydronyms, oronyms, urbanonyms.

Oyconyms. Regions: Aberdeenshire, Angus, Argyll and Bute, Clackmannanshire, Dumfries and Galloway, Dundee, East Ayrshire, East Dunbartonshire, East Lothian, East Renfrewshire, Falkirk, Fife, Highland, Inverclyde, Midlothian, Moray, North Ayrshire, North Lanarkshire, Argail. The Orkney Islands; Perth and Kinross, Renfrewshire, Scottish Borders. The Shetland Islands: South Ayrshire, South Lanarkshire, Stirling, West Dunbartonshire, Western Isles, West Lothian. Historic regions. (before 1974): Angus, Argyllshire, Ayrshire, Banffshire, Berwickshire, Buteshire, Caithness, Clackmannanshire, Dumfriesshire, Dunbartonshire, East

Lothian, Fife, Inverness-shire, Kincardineshire, Kinross-shire, Kirkcudbrightshire, Lanarkshire, Midlothian, Morayshire, Nairnshire, Peeblesshire, Perthshire, Renfrewshire, Ross and Cromarty, Roxburghshire, Selkirkshire, Stirlingshire, Sutherland, West Lothian, Wigtownshire. Regions of Scotland 1974-1998: Borders, Central, Grampian, Highland, Lothian, Mid Glamorgan, Strathclyde, Tayside, Western Isles. Towns: Aberdeen, Arbroath, Ayr, Campbeltown, Dumfries, Dundee, Edinburgh, Elgin, Falkirk, Fort William, Fraserburgh, Galashields, Greenock, Hawick, Inverness, Kilmarnock, Kirkcaldy, Kirkwall, Lerwick, Motherwell, Oban, Paisley, Perth, Peterhead, St Andrews, Stirling, Stornoway, Stranraer, Stromness, Thurso, Wick.

Hydronyms. Lakes: loch Ness, Loch Lomond. Bays: Moray Firth, Firth of Forth, Firth of Clyde. Rivers: Tay, Nith. Islands: Outer Hebrides, Inner Hebrides, Skye, Mull, Jura, Iona, Staffa, Lewis, Harris, Noss, Fetlar, Unst, Fair Isle.

Oronyms. Saint John, Highlands

Urbanonyms. Streets: Cambridge Street, Millburn Road. Airports: Glasgow Airport, British Airways, Prestwick Airport. Hotels: The Charing Cross Tower Hotel, The Glasgow Thistle, The Inverness Thistle, Student Hotel. Castles: Dalhousie Castle, Inverary Castle. Clubs: Pelican Club.

Toponymic units: oyconyms, hydronyms, oronyms and urbanonyms are divided into macrotoponyms and microtoponyms. Macrotoponymy unites names of immense geographical objects and systems, unites of government, it has a wide sphere of functioning, the macrotoponyms that are included in it are stabilized, standard, they are organized according to the rules of the language. This category consists of the biggest toponymic units.

Scotland, Aberdeen, Aberdeenshire, Angus, Argyll and Bute, Clackmannanshire, Dumfries and Galloway, Dundee, East Ayrshire, East Dunbartonshire, East Lothian, East Renfrewshire, Edinburgh, Falkirk, Fife, Glasgow, Highland, Inverclyde, Midlothian, Moray, North Ayrshire, North Lanarkshire. Orkneys: Perth and Kinross, Renfrewshire, Scottish Borders. Shetlands: South Ayrshire, South Lanarkshire, Stirling. Dunbartonshire, Western Isles, West Lothian, Borders, Central, Grampian, Highland, Lothian, Mid Glamorgan, Strathclyde, Tayside, Western Isle., Outer Hebrides, Inner Hebrides, Highlands.

Microtoponyms, that are creates on the base of the local geographical terminology, are defined as unstable and mobile, they theu form an intermediate lexical layer, that is transitional between appellativa and onomastic lexis. Microtoponyms of the Scottish onomastic area.

We can say that to the macrotoponyms belong mostly oyconyms, hydronyms, oronyms, if they represent a large object, and if the name of the object correlates with the rules of literary language. Microtoponyms are small geographic objects; villages, memorials, that are named on the base of colloquial language.

Classification according to structural-grammatical features. According to the grammatical structure toponyms are divided into simple and complex. In comparison with appellative lexis toponyms have some peculiarities in the sphere of morphology and word-building. According to their structure the Scottish onyms can consist of one word, a word combination or onymic phraseological unit. Onyms consisting of one word: Aberdeen, Aberdeenshire, Angus, Clackmannanshire, Dundee, Edinburgh, Falkirk, Fife, Lothian, Strathclyde, Campbeltown, Dumfries, Dundee. Onyms consisting of two words: East shire, East Dunbartonshire, Fingal's Cave. Cambridge Street, Millburn Road, East Lothian, East Renfrewshire, North Ayrshire, North Lanarkshire etc. Word combinations consisting of three words: Argyll and Bute, The Inverness Thistle, The Outer Hebrides, The Glasgow Thistle, Perth and Kinross, Duncan Mac-Donald. Word combinations consisting of five words: The Charing Cross Tower Hotel.

Classification of Scottish terms according to the morphological features One-root words: Fife, Oban, Perth, Skye, Mull, Jura, Iona, Noss, Unst, Duff, Lloid, Scott, Gaelik, Scotia. Two-root words: Scotland, Aberdeen, Dundee, Edinburgh, Falkirk, Glasgow, Highland, Inverclyde, Midlothian, Lanarkshire.

The Scottish onyms having the definite article "the". To this group belong memorials, urbanonyms, archipelagos, objects of material culture etc. The Scots, The Celts, The Picts, The Iberians, The Angles, The Anglo-Saxons, The Tomb of the Eagles, The Shetlands Islands, The Orkneys Islands, The Charing Cross Tower Hotel, The Glasgow Thistle, The Inverness Thistle, the harp, the kilt. There are onyms of possessive case in the onomastic area of Scotland: 's' Hardian's Wall, Fingal's Cave.

Then comes the classification of Scottish toponyms according to the etymological features:

### 1. Names Based on Natural Features.

Aber (Celtic «mouth of the river»): Aberystwyth, Aberravon, Aberdeen.

Loch (Грэл. «озеро»): Lochinver, Lochgilphead (Argyll), Loch Fyne. Buchan Ness, Loch Ness from the Scottish word (Loch- 1. lake, 2. a narrow bay).

Dun («hill»): Dunbar, Dundee, Dunblane, Dunbarton, Duns, Dunfermline, Dunkeld.

Glen, glen, glan (Кельт. «a narrow mountain valley »): Glencoe, Glenoagles, Glenrothes, Glantane, Glenkinchie, Glen Mor.

River name + dale («Valley»): Nithsdale stood on the River Nith that in ancient times was called Novius. Teviotdale, took its name from the river Teviot. Annandale was named after Annan River. Liddesdale, - from Liddel river. Eskdale, - from the Esk River. Eusdale, - Ewes from the river.

City Tayside, from the Tay River.

Regions Highland, Lowland, literally means "high ground" and "low lands".

It is not uncommon adaptation of names for the new linguistic structure, such as the city of Montrose - Monros (located on the island of Eday to Esk River).

Region called Galloway, formed from the word meaning Callovid (Gall).

The most ancient inhabitants, the Picts, called the capital of Scotland (the Roman name Caledonia) Agneda or Ageda, or Agmeda, a compound word that means the same as 'the winged rock'. For Agne, or Age or Agme - 'rock', from the Greek 'ag', or 'agne' or 'agmus', break, gap, rock; and 'agmoi' normally to the ancients, broken (fractured) places. The second part of the word - Eda or of Eta, the word, which is translated from the Celtic meaning wing feather. His origin - from the Hebrew 'Ata', I close (embrace), hiding. The characteristics of English and Norse place-names differ from those of names in the Celtic languages in certain important respects, one being that there is a much greater degree of transparency in the latter. Many Celtic place-names developed through the centuries in accordance with the development of the Celtic languages, and a high proportion of the words used in place naming remained in the vocabulary.

### 2. Buildings in Place Names.

Burgh (Anglo-Saxon "strengthening, city, locality».): Edinburgh, Fraserburgh, Masselburgh, Jedburgh, Bala (Gaelic "village»): Balmoral, Ballate, Ballacholish, Kirk («church»): Kirkcaldy, Kirkcudbright, Kirkwall.

### 3. Places Named After People.

St.Andrews, St Combs, St. Willfield, East Lothian, Midlothian, West Lothian, Lothian, Glenkinchie, Royal Street, Royal Mile, Lock Lomond, Galloway Speyside, Banff town, Aviemore, Achnasheen town, Durness, Bass Way, High Street, The Forth Bridge, Tay, Erskine, Tweed, Lake of Menteith, Forest Hill, Inverrarray, Faskally Woods Pitlochry. Historical regions of East Lothian, Midlothian, West Lothian, and the current name of the region, Lothian - got its name from the Pictish king named Loth, who ruled this territory.

Classification of toponyms- nicknames, images.

The English toponymy is characterized by a developed system of toponymic nicknames shaped items. Two categories can be distinguished among the place names, nicknames:

- a) privately-spoken: The Monkey Walk, The Talent Walk, Auld Reekie etc.

### 4. Books and Literature.

Athens of the North, Silicon Glen. Book and literary nicknames are used widely and traditionally in journalism. Privately-speaking place names, nicknames can be known as a limited number of consumers`, and, on the contrary, be widely publicized, becoming well-known. Since the 50s nicknames of main streets of Edinburgh were The Monkey Walk or The Talent Walk (an allusion to saunter youth). On the other hand, such nicknames as Auld Reekie (colloquial 'old smudge' -. Edinburgh). As an example, books and literary nicknames can lead to traditional nicknames-characteristics, for example, Edinburgh - Athens of the North. Glenrothes is one of Scotland's developing cities, the city is located in the region, which is called «Silicon Glen» [Longman, 1998; Webster's Third New International Dictionary, 1986.

There are often cases of the existence of several place names, nicknames of the same geographical object, for example, Edinburg - poet. Dunedin <Gaelic. Fortress on the slope>. It is known that in London as well as in other major European cities, such as Paris, there are still houses without numbers on some streets and they are called private property of a certain person. The house with the name, with its own name is a phenomenon that is widespread in England. Scots, living in England, can be called their house Auld Reekie, Bonny Hame, Ceud Mile ( 'a hundred thousand welcomes').

## DEDUCTIONS

An attempt to collect information on the Scottish toponymic picture of the world is given in this work. The following classifications are presented: the classification of Scottish toponyms according to the theme (onymy, hydronyms, oronyms and urbanonyms are divided into macrotoponyms and microtoponyms); the classification according to structural-grammatical features; the classification of Scottish toponyms according to the etymological features, the classification of toponyms - nicknames, images. A special area of expertise is covered by in this thesaurus. The information provided indicated semantic relationships between Scottish place names, in this case, hypo - hyperonymic that is an effective tool for the description of the individual subject areas.

## CONCLUSION

After studying the material on this topic, we can say that the toponymy at the intersection of disciplines such as history, geography, linguistic and cultural studies gives a complete picture of the toponymies. Neither geography nor history can give a full and clear picture of the toponymies. From these classifications can be seen that they cover the entire area of the English names. Due to the fact that they can be divided into groups designated as the type of objects as well as linguistic sources, the elements of which they occur. It was also revealed that the diversity of toponymy of UK is connected with the fact that the country was inhabited by many different peoples at various times. Celts, Romans, Anglo-Saxons, the Normans have contributed to the development of the English language and culture as well. And they influenced toponymy of UK. Besides, it should be noted that as a result of the changes and transformations, a variety of forms and meanings of place names have been changed or lost.

If we talk directly about the toponymy of Scotland, here, as in other lands of the United Kingdom, due to the transformations that have occurred over time, it is also diverse. The toponymy of Scotland was influenced by the Celts, Britons, Saxons and other peoples who lived in a certain time in Scotland.

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# DIALOGIZATION OF PROFESSIONAL COMMUNICATION BETWEEN STUDENTS AND LECTURERS

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## ABSTRACT

*Relevance of the problem under study is caused by need of dialogization of professional communication between students and lecturers. This article is directed to prove the efficiency of collaborative activities of subjects of educational process in groups of “free communication” and at classes on psychology. The leading approaches to research of this problem are personality-activity approach, technology of sign and contextual training, theory of learning activity, theory of communication, concept of educational cooperation. The main result of the research is that communication has the greatest relevance for organization of productive and personally developing contacts. And that communication by its rules of organization can be referred to “dialogical” as it is adequate to subject-subject character of human nature. The article provides defining such terms as “subject” and “dialogic communication” presents distinctive features of dialogic communication, highlights active training methods. Particular attention is paid to the necessity of organization of collaborative activities of subjects of educational process in groups of “free communication” and at classes on psychology. Materials of the article can be useful to the experts working in higher educational institutions, to students and all who are connected with the field of education.*

**Key words:** *dialogic communication, educational cooperation, subject of educational process, active training methods, student, psychology.*

## INTRODUCTION

Reforming of national educational system, involving students in the implementation of their own educational, social and cultural interests necessitate changes in relation to activities of main subjects of educational process. These main subjects are students and lecturers. They both (students and lecturers) become active participants of educational process. Their relationship gains the subject – subject character, which is built on trust, mutual respect, and equality, as well as realizes in the form of a dialogue.

Communication is a broad and complex concept. The unity of its interpretation which has not been achieved yet. Scientists ambiguously interpret this process and understand it as an activity (A. N. Leontyev A. A. Leontyev); as relations (B. F. Lomov); as a multifunctional phenomenon, including communication, activity, mutual understanding and interaction (I. A. Zimnyaya). We share the view of I. A. Zimnyaya, who treats communication as “a complex, multidimensional process of establishing and developing contacts between people, generated by requirements of joint activity and including information interchange, development of common strategy of interaction, perception and understanding of the other person”.

Thus, in the process of communication as a form of educational interaction of lecturers and students there is information exchange, as well as planning and organization of their common activity. In our opinion, it reveals subject character of relations of participants of educational process. Interaction in such relationships takes the form of a dialogue and cooperation, which is especially important in training process. We argue that the study of this problem will reveal the effectiveness of collaborative activity of subjects of educational process in groups of “free communication” and at classes on psychology.

## METHODS AND MATERIALS

Theoretical and methodological basis of the research were the most important propositions of the personal-activity approach (K.A. Abulkhanova-Slavskaya, L.S. Vygotskiy, V.A. Slastenin), technologies of sign and contextual training (A.A. Verbitskiy).

The personal-activity approach allowed of creating conditions for the formation of students' activity due to partnerships with other participants of educational process, work in cooperation, taking into account their age and individual peculiarities. The technology of sign and contextual training provided formation of students' professional thinking, skills of social interaction and communication, collaborative decision making, collective thinking activity.

As for psychological and pedagogical aspects of the problem under study we were guided by the theory of educational activity (V. I. Zagvyazinskiy, I. Ya. Lerner), the theory of communication (G. M. Andreev, A. A. Leontyev, and others), the concept of educational collaboration (V. K. Dyachenko, L. A. Kandybovich, I. A. Zimnyaya and others).

The methods and approaches used in our research are focused on stimulation and self-affirmation of an individual as the original subject of educational process. They allowed us to understand necessity and efficiency of educational cooperation and professional dialogic communication between lecturers and students.

## DISCUSSION

Defining the subject as “a person who is dynamic, ready to learn, conscious, who can take initiative and independence, make a decision and implement it, evaluate consequences of own behavior, self-modify and self-improve, determine the perspective of own multidimensional life activity”, we believe that subject-subject relations of lecturers and students in the process of their collaborative activity are based on equality of partners in communication, acceptance of the other person into own inner world as a value, and they exclude authoritarianism, pressure from any part as well.

The psychological condition for realization of “intersubjective communication” in educational process of institute of higher education is dialogization of professional communication between students and lecturers.

Dialogic communication by M. I. Dyachenko and L.A. Kandybovich is defined as “a form of communication based on a priori inner acceptance of each other as values in themselves and assuming focusing on individual uniqueness of each of the subjects”. According to the scientists, on the emotional background of such communication, there is an aspiration for self-education and self-improvement which is especially important in educational process.

Features of dialogic communication in the context of its developing capabilities were revealed in the studies of L.A. Petrovskaya, Yu.N. Yemelyanov.

They are the following:

1. equality of positions of a student and a lecturer, which supports mutual influence on each other and forming the ability to stand in the position of the other;
2. the absence of marks, acceptance of a student himself, respect and trust;
3. formation of a student and a lecturer similar attitudes regarding the same situation;
4. special emotional coloring of communication, sincerity and naturalness of emotions, mutual penetration into the world of feelings and experiences of each other;
5. ability of participants of communication to see, understand and actively use a wide range of means of communication, including nonverbal ones.

## RESULTS

The result of this educational communicative dialogue is formation of subject positions of participants in the dialogue, as well as development their experience in dialogic communication, when partners of collaborative activity tend to understand exactly the meaning that refers to communicative partner, to take into account and meet information needs of the last, to help the partner in formulation of a message. The use of communicative dialogue in educational process is possible only at unconditional acceptance of the student's personality, in the atmosphere of goodwill and trust.

However, knowledge of principles of dialogic communication and adherence to them do not guarantee success in the organization of cooperation. According to T.A. Florenskaya, it depends on creative "I" of a lecturer, on his readiness for "construction" in the sphere of relations with students, colleagues, and "moral creativity".

Such creativity, as E. N. Shiyanov noted involves construction of a system of expedient relationships of lecturers and students, where there would be a meaningful dialogue of personalities, assertion of each student's "self-concept", and all kinds of encouragement the aspiration for self-knowledge and self-development. Pedagogically appropriate relationships are relations of collaboration, causing readiness for active participation, responsible and full self-expression of participants of educational process.

In addition, in our opinion, development of collaborative relationships is related to voluntary acceptance by students the stimulating role of a lecturer, that is shown in desire to follow him, to communicate with him, to imitate him. It should be noted that in this case the spiritual character of a lecturer plays decisive role, as well as his professional competence, creative attitude to his business, and ability to collaborate with colleagues.

Realization of this condition in our study was achieved through the use of technology of sign and contextual training. According to the definition by A.A. Verbitskiy, "sign and contextual training is a kind of training where subject and social content of future professional activity of a specialist is modelled by means of all system of didactic means, forms and methods, and mastering of abstract knowledge as sign systems is overlaid on the outline of this activity".

In contextual training the following principles are embodied: consecutive modeling in forms of educational activity of students of complete contents and conditions of professional activity of experts; theory and practice connection; collaborative activity; activity of a person; principle of problematical character; unities of training and education.

Realization of these principles leads to a change in traditional forms of organization of training at institute of higher education. So, in technology of sign and contextual training a problem-lecture, a lecture-visualization, a lecture together, a lecture with pre-planned mistakes, a lecture- press conference are used along with an academic lecture. As A.A. Verbitskiy notes,

“the described types of lectures mean refusal of traditional informing students regarding the “fundamentals of sciences” and realization of the dialogical relations between lecturers and listeners”.

At the same time a traditional seminar is transformed in accordance with the principles of contextual training. Since this form of training in the contextual technology is interpreted as interaction and communication of participants of educational process, the most appropriate for adaptation are a seminar-discussion, seminar on the principle of a “round table”.

In addition, the paramount importance in the technology is given to a business game where a student performs quasiprofessional activity, which involves the features of both educational and professional activities. At the same time in the conditions of collaboration each student acquires skills of social interaction, collectivist orientation, valuable orientations and attitudes appropriate for a specialist.

It should be noted that students come to university with some ideas of active methods of training, a certain experience of collaborative activity, though, it is not always of positive nature. Therefore, we tended to help students to adapt to interactive training, to actualize a positive experience and to neutralize the negative experience of collaborative activity. This work was carried out in extracurricular activities in groups of “free communication” (Ye. N. Shiyanov), at classes on psychology.

The purpose of the groups of “free communication”, which involved students of 2-3 courses of the specialty “Psychology” was to develop communicative skills, social attitudes and experience of dialogic communication. The organization of communication in those groups were based on creation of favorable emotional atmosphere, on formation of a system of group values, on assistance to process of group integration, on activation of the process of self-knowledge and self-education, on stimulation of mutual assistance. The content of communication in those groups was associated with the study of individual and psychological features of personality, styles and ways of communication, and with interaction correction. For a free discussion a variety of topics was offered. They were related to a future profession, higher education system, student government, modern training technologies, relationships of subjects of educational process, etc. Moreover, psychological and pedagogical subjects were supplemented with questions from the field of literature, art, economics and politics. In the work of the groups of “free communication” exercises of psychological training were widely used. They were aimed at self-knowledge (for example, “Self-criticism”, “Projective drawing”, “Inventory”, “The best and the worst”), at development of mechanisms of interaction between partners in communication (for example, “Live observation”, “Mirror”, “To enter a circle”, “If he was...”). In the process of students’ emancipation the method of a role-playing game was applied. It promoted development of students’ reflection, abilities to empathy and identification. Topics of role-playing games came up with during discussing problems, however carrying out the majority of them was predicted in advance, based on the discussed topics. The very form of communication intended an exchange of opinions on the problems interesting for the students. Therefore one of the leading methods was also a discussion during which students learned to listen to partners, to convince, to argue, to carry their points.

In the process of work in the groups of “free communication” students’ desire to be a member of the group has increased, aspiration to empathize with others appeared, as well as to assist them and to accept help from others, to exchange information and looks, and to cooperate. With this form of work we tried to enrich the students with positive experience of dialogic communication, to form communicative skills necessary at using interactive training methods.

The work in the groups of “free communication” stimulated the activity of students in educational activity, especially in the study of subjects of psycho-pedagogical cycle. Curriculum provided for a study such academic disciplines as “Psychology”, “Pedagogy”.

For example, in the course of “Psychology” when teaching the theme “Thinking” we focused students’ attention on the kinds of thinking, its main operations and procedures, models of mechanisms of intellectual processes, on construction, analysis and assessment of mental plans of activity. Moreover, this information was structured mainly in the form of problems and problem situations. The students are offered the task of four types:

1. reproductive problems, which were solved by the given verbal program with all elementary steps with indication of conditions of their application;
2. algorithmic problems, which were solved according to the algorithm specified in the form of a formula, when it was necessary to transform this algorithm into a comprehensive program;
3. transformed tasks, solving which the students used well-known formula in new situations where heuristic steps play a leading role;
4. creative-search tasks, solving which the students learned to analyze a situation, to formulate a task independently, and find a way to solve it.

In the problem-solving process students did not only get acquainted with their types, with a set of intellectual procedures that lead to construction of intellectual concepts of different levels of complexity and generality, but also mastered the knowledge about structure of activities for solution of the tasks. For purposeful development of the problem-solving technology and formation of appropriate skills, the students were offered an instruction containing basic stages of work on a task. For example, the instruction on developing of logic of learning activity on problem solution, represented consecutive expansion of the following stages:

1. Analysis of structure of a task (selection of elements, identification of structural connections, actualization and organization of knowledge);
2. Awareness of problematic character of a task, formulation of a problem;
3. Search for a solution plan (proposing a hypothesis, its proof, drawing up a detailed plan of a solution);
4. Realization of the solution (implementation of the plan’s steps, a proof that the result meets requirements of the task);
5. Retrospective analysis of a task (discussion of the made solution in terms of its rationality, discussion of search of solution method, finding out how successful the techniques were, and main difficulties in the solution).

This instruction was applied in the further study of other disciplines, when the teachers used problem teaching technology. Since a group is recognized as the most productive form of organization of teaching (H.I. Liymets), we suggested students to work on the solution of the tasks in pairs, triads, small groups (5-7 people). Moreover, during the experiment it was revealed that in the process of collaborative problem solving the students do not only significantly deepen knowledge about essence of the studied phenomena, do not only improve own communicative skills (as everyone has an opportunity to get acquainted with various versions of solutions, listen and weigh a lot of their assessments, additions, changes), but also learn to evaluate their own personal contribution to the general result, and also how this contribution is accepted by members of the group. Noteworthy is the fact that almost all students noticed an insufficient level of development of ability at themselves and fellow students to reckon with opinion of others, which was taken into account in subsequent work.

The study of the themes “Personality”, “Activity”, “Communication” made it possible for

students and teachers to apply to the study of “social abilities” (K.A. Abulkhanova-Slavskaya), that determine productivity of educational collaboration, to consider rights and duties of participants of educational process, rules and regulations controlling collaborative activity. Most often at classes on psychology situations-assessments, situations-illustrations, situations-problems were used (Ye.V. Zarukina). The situations-assessments described situations, way out of which had already been found, however, required a critical analysis of earlier decisions. These situations contained mainly the mistakes made in the process of communication and collaborative activity between students and lecturers. The situations-illustrations represented reference patterns, describing efficient search of constructive problem solving of future professional activity, business and interpersonal communication. Application of the method of analysis of specific situations promoted first-year students’ cognitive activity activation, development their ability to analyze professional situations, formation of positive motivation on professional development. Besides, in the process of solving specific problems, we preferred to use video situations, as they have greater informative value, than a description of situations, due to synchronization of speech and extralinguistic behavior of participants, as well as corroboration of audiovisual sample with paralinguistic means.

To develop abilities and skills of educational collaboration we used training exercises. For example, exercises on ability to design various types of collaborative actions, on ability to be engaged in collaborative activity; exercises on developing ways to overcome difficulties arising in the course of collaborative activity; exercises on developing methods of students’ motivation to collaborate. Besides being created during the exercise, the ability of the student’s choice of a position of an observer, a participant, an organizer, forms his dynamic ability to move from one position to another in the process of collaboration. Moreover, positions of the participants of pedagogical training are considered as equal, they are just more preferable for the formation of a certain group of skills.

## CONCLUSION

Thus, students’ knowledge and skills allowing taking an active position in educational process were formed at classes on psychology and in groups of “free communication”. Experience of dialogical communication and interactive training were accumulated as well.

The results of the research can find application when organizing the process of study at universities and reading psychology at teacher training colleges, and in improving psychological culture of the general public.

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# MAIN PRINCIPLES OF TEACHING BUSINESS ENGLISH AT THE DEPARTMENT OF HISTORY

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## ABSTRACT

*The urgency of the problem under investigation is that in modern society there is a great demand for specialists who possess knowledge and are also able to carry out cross-cultural business communication in the globalized world. The analysis showed that university alumni often have difficulties in the process of business communication in various professional situations, especially in a foreign language. The purpose of the article is to comprehensively describe the practice of teaching business English to students of the department of history. The main results of the study are to systematize the methods of teaching a foreign language to students of non-language departments. Main elements of the historical development of methodological approaches to the study of a foreign language are listed as follows. The leading approaches to the problem under study are the competence and communication-oriented ones. The article can be useful for specialists who are engaged in teaching professionally oriented English, business English at universities.*

**Keywords:** *business English, professionally oriented teaching, university education, communication skills, student.*

## INTRODUCTION

Economic growth of Russia, the globalization of cultural, political and economic processes, migration and mixing of peoples and languages, changes in relations between foreigners and the Russian, new terms of communication - all the conditions mentioned set new goals and objectives of foreign language teaching, especially in the non-language universities.

According to S.G.Ter-Minasova, the main challenge for teachers now is the maximum development of communication skills, and, taking into consideration the fact that learning a foreign language in non-language high universities is, in particular, professionally oriented, it is necessary to talk about the formation of communicative foreign language professional competence as an integral component of a competitive and highly qualified specialist. Here communication means professionally oriented interaction reflected in having skills of professional business communication. For a variety of professions being aware of culture of business communication is one of the most important professional qualities. The profession of a historian can be given as an example, it can be characterized by some specific features.

Firstly, historians have to deal with a lot of information that affects every aspect of human life. P.G.Postnikov notes that the subject "History" is a means of attracting students to the historical experience as the value of human behavior in different real-life situations, such as the experience of moral or immoral attitude to various aspects of human life, which certainly requires expression in the historian's speech.



Secondly, the profession of a historian involves working as a teacher, researcher, employee of museums, libraries, archives, and consultant and expert, which is associated with good language skills both in the native language and one of the European languages, in English as the leading language of international communication. Taking into consideration these types of activities of a historian, their speech will be notable for special content, scientism and publicity.

Nowadays one of the most important conditions of career growth is having skills of speaking a foreign language, and therefore it is an essential component of a future specialist training. Besides it opens an access to scientific information sources and business contacts on the international level. The process of teaching at university should be directed to the development of self-education to meet their personal interests in learning a foreign language in various fields of professional interaction based on business communication, that is, a future specialist should not only be a professional in their field, but also a multicultural personality. The subject of Business Foreign Language introduced in the curriculum helps in this way.

### **METHODOLOGICAL FRAMEWORK**

Methodology of research approaches allows observing the development of teaching a foreign language, to highlight some peculiarities of teaching business English at the department of history, to assess the practice of researchers, methodologists and teachers, to identify methodological knowledge of some scientists.

The theoretical and methodological basis of the study is some research in the study of problems of teaching Business English at non-language department. Using the methodology and methods of existing research contributes to the development of scientific study in the practice of teaching Business English, approaches and methods of research work in this field.

The structural approach provided an opportunity to consider the history of the teaching methods of a foreign language at university comprehensively, to justify the practical necessity of studying Business English, its interaction with special subjects, its influence on the professional activity of a future specialist-historian, to determine the optimal methodical techniques for teaching Business English for future historians as well.

Both general didactic and methodological principles of teaching a foreign language are considered in the study. The didactic principles, in particular, make it possible to see the interconnection of professional skills of a future expert and syllabus. Methodological principles focus on communication-oriented teaching, motivation, etc.

### **RESULTS**

The subject of foreign language has the main role in increasing the level of knowledge within the specialty and formation of professional orientation of students. Some scientists made a contribution to the development of the theory of professionally oriented foreign language teaching. The following aspects should be taken into consideration: working with specific texts; studying special topics for the development of spoken language; learning special vocabulary; creating manuals for grammatical and lexical material activation by teachers.

In the 1970s, in order to obtain good professional knowledge it was proposed by some scientists to use cross-cultural material in the lessons. In their opinion, short cross-cultural comments highlight the interconnection of foreign language teaching practice and other subjects, they have a positive effect on getting deep professional knowledge by students of non-language faculties, in particular historical.

In the 1970-80s more and more scholars pay attention to the question of independent work of students on improving professional knowledge through a foreign language. The main purpose of teaching a foreign language at this stage is teaching to read literature taking into account professional needs of a future specialist. The use of authentic scientific sources in foreign languages has the following objectives: introduction to literature, publications on a particular subject; clarification of the basic directions and tendencies of foreign researchers in a particular area.

In 1990s there is a change in the attitude towards foreign language as an academic discipline connected with changes in the political and economic situation in the country. The main aim is teaching a foreign language as a real means of communication between specialists from different countries. Development of all language skills (reading, speaking, writing and listening) acquires professionally-oriented and business character. The adequacy of the training process and the real process of communication becomes one of the methodological requirements of the process of professionally oriented foreign language teaching.

In recent years, professionally-oriented language training (business language as a part of it) has been more and more required due to the reasons mentioned above.

The specifics of teaching a foreign language at the department of history is to focus on the professional needs of future specialists-historians, who are mainly associated with the need to read specialized literature and documents, communicate with foreign colleagues on professional topics in a foreign language. Taking into account the needs of future professionals, the teaching program should include formation, development and improvement of necessary professionally oriented foreign language skills.

The main requirement of professionally oriented foreign language teaching is the need to bring together the content and methods of teaching and practical needs of future specialists. This primarily relates to the selection of material, critical reflection, integration of professional specificity of students and the level of language competence.

Professionally-oriented foreign language teaching is not limited to the study of the language for specific purposes. There are some features that are typical for the specific context of the use of the language. They are likely to be encountered in real-life situations in connection with cooperation in the field of scientific research; regional cooperation; creation of new contacts in the field of tourism, culture and education.

Lack of knowledge and skills in communication cannot replace by knowledge of professional vocabulary and grammar, so a teacher should pay attention to the formation of the communicative competence.

A foreign language in this case is an instrument of enhancing professional competence, professional and personal development of students, so it is necessary for a successful career specialist who can make business contacts with foreign partners.

The specific character of cross-cultural (professional) communication is associated with situations of distinct national and cultural thinking and behavior stereotypes, including situations of business interaction.

If our goal is to develop communication skills of historians, experts in business communication in a foreign language, they should be taught both skills of communication and skills to express their intention in a foreign language properly. Therefore, verbal behavior of native speakers must be taken into account in various situations. Business communication turns out to be successful due to the knowledge of speaking etiquette, so students should be taught how to use linguistic means properly, otherwise communication can even be impossible.

A teacher explains how to communicate in a foreign language offers students real communication situations that they may have in the process of professional and business communication and creates their need for speaking. Thus, professional communication of future historians is being formed. To create needs for speaking a teacher offers either challenges, making situations in which it is required to be active (game, solving professional problems, etc.) or personal motivation considering interests and hobbies of students.

The course of business foreign language is aimed at developing students' communicative competence in situations of real communication. In addition, considerable attention is paid to students' independent scientific work and increasing knowledge in the area of study, as well as to searching information in a foreign language and using it effectively.

All the data mentioned above are essential for students' skills set to be successful in the future profession. Consequently, this helps to create a competitive and demanded specialist, as knowledge of business foreign language certainly contributes to increasing competitiveness of future specialists. Business foreign language can be defined in the most general sense as a "social historical product", which reflects the history and culture of a particular nation as well as a system of social relations in the economic, political, ideological, cultural, economic, social and domestic perspectives.

Methodists usually try to establish a hierarchy of foreign language teaching principles. Since foreign language is a subject in the educational system, subject to there are some didactic principles such as the principle of target-oriented teaching and syllabus of a foreign language.

Skills formed as a result of learning syllabus of a foreign language is considered here. Therefore, selection and construction of the syllabus of a foreign language will depend on professional duties of a specialist, their professional competence and foreign language professional communication skills.

It should be mentioned that methods of teaching foreign languages has its methodological basis, so it is common to divide all the principles of teaching foreign languages into general didactic and methodological. In particular, due to the principle of consciousness language skills of students are formed on the conscious basis. It is meant that the foundation for the development of students is their ability to make conscious use of a language as an instrument of communication and knowledge of the major subsystems of the target language in order to improve understanding between partners.

The principle of the interconnection of main types of speech activity is highlighted by M. Lyakhovitskii. According to this author, it is necessary to combine reasonably various types of speech activity at all stages of teaching a business foreign language.

The principle of professional orientation is noted by O. Fedorov. The whole course of teaching students-historians should be professionally oriented.

The principle of communication-oriented teaching is the following. The practical purpose of teaching foreign languages is seen as being able to speak in a foreign language. In other words, the practical purpose of teaching is expressed in communication that is, teaching communication and training the system of language skills and abilities which provide an opportunity to participate both in oral and written communication. Consequently, in high school in a foreign language learning process there should be speech exercises at any stage of teaching, since this is an essential factor of language skills practice.

Teaching oral business communication in English at the department of history will be productive under the following conditions:

1. Taking into account general features of business communication, specific character of the department itself and qualification requirements for students of history;

2. The principle of gradual formation of oral business speech skills, the principle of interaction with special subjects, the principle of professional and communication-oriented teaching, the principle of variability of educational material contribute to formation of speech skills;
3. Teaching oral foreign professionally-oriented business communication takes place with regard to formation of students' comprehensive speech and thinking abilities together with personal development of a future specialist.

## **DISCUSSIONS**

The issue described in the study was considered in pedagogy and methodology primarily in terms of teaching professionally oriented English to students of non-language departments.

M.V.Lyahovitsky was one the first who pointed out the necessity to work with texts from the area of future speciality. R.M.Bodankina said about using cross-cultural material in the lessons. A.I.Kozyreva, P.O. Roussanova insisted on teaching to read authentic scientific literature taking into account professional needs of a future specialist.

All the scholars above focused on professional needs of future specialists who are mainly associated with the need to read specialized literature and documents.

N.D.Galskova underlined ability to make conscious use of a language in communication. The principle of professional orientation is noted by O.N.Fedorova. This scientist distinguished the principle of module organization of English studying material.

The aspect of teaching English at the department of history, and, in particular, business English teaching, described in the study presented has not been considered in the previous research works. The subject of the study is teaching Business English to students-historians taking into account the qualifications and skills of this specialty.

## **CONCLUSION**

Above all, teaching a foreign language at non-language university should be productive and targeted to encourage students do productive creative activity, make real results of learning (for example, writing essays, annotations, studies, news reports, etc.).

Using principles of skills and professionally-oriented approach in teaching business foreign language at the department of history might be helpful in solving a number of problems, in particular:

1. lack of motivation in learning a foreign language;
2. different levels of knowledge between students from rural, urban and special schools.

Modern State Educational Standard, which includes requirements for educational process, focuses on the development of communication skills in a foreign language.

Most students have difficulties in reading authentic literature, in communication in a foreign language making either a dialogue or monologue, in writing a business letter or a summary of a scientific article. Importance of teaching business communication is proved above.

Business foreign language is a source of detailed knowledge about cultural and ethnic values that determine the behavior of subjects. It is also a source of knowledge of cross-cultural interaction styles, character of written and oral forms of agreement, peculiarities of making discourse and argumentation. Analysis of such information can significantly reduce misunderstanding between subjects of communication.

## RECOMMENDATIONS

The article can be useful for specialists who are engaged in teaching professionally oriented English, business English at university.

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# ELIMINATION OF LEXICAL GAPS IN TRANSLATION OF THE ENGLISH FICTION

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## ABSTRACT

*The relevance of the research is determined by the importance of intercultural and cross-language studies in order to identify similarities and differences in language systems, since in the semantics of each language a common component as well as specific one can be identified. The aim of this study is to identify the types of lexical gaps, the main ways to fill the lexical gaps in the Russian system associated with extra - and intralinguistic factors. Particular attention is paid to the process of borrowing as an important way to eliminate lexical gaps. The leading approach to the study of this problem is the comparison of different time translations of the D.K. Jerome's novel "Three Men in a Boat (to Say Nothing of the Dog)" with the English original novel to identify lexical gaps. Different time translations of D.K. Jerome are identified and analyzed in the paper, which are the source of the description and the penetration of new concepts and phenomena in the Russian language. The lacunarity types in the Russian language are defined and analyzed, the reason for their appearance in the Russian language and ways of transmission are set. Materials of the article can find application in the development of lectures and practical lessons on general and comparative linguistics, country studies, special courses in translation theory and intercultural communication theory. The research materials may be used in the practice of the improving the techniques and methods of translation from English into Russian.*

**Key words:** *lexical gaps, equivalence, translation, realia, language.*

## INTRODUCTION

Intercultural communication carries universal and specific features of the language systems based on their comparative description, as well as ways to compensate for those links in the lexical system that are not nominatively marked by a singleword. Comparing the different languages and cultures discrepancies are revealed, which are nominatively unmarked, called lexical gaps.

The term "gap" was coined by scientists J. Vinay and J. Darbelnet who define it as "a phenomenon that occurs whenever a word of one language has no correspondence in another language". Many linguists give the definition of this term (V. L. Muravyov, A. O. Ivanov etc.). V. G. Gak describes gaps as "gaps in the lexical system of language, no words that should have been present in the language, if we base on its reflective function (i.e., its task is to define the phenomena of objective reality) and the lexical system of a language". Synonymic row also includes the following terms: weak equivalents (M. K. Golovanivskaya, N. V. Gabdreeva), background information (E. M. Vereshchagin, V. S. Vinogradov, V. G. Kostomarov), foreignism and exoticism (A. V. Kalinin, D. N. Shmelev, A. N. Ivanova), non-equivalent vocabulary, words-realia (N. K. Garbowski, A. V. Fedorov, I. Alexeeva). The lacunarity was studied by such

linguists as V. N. Komissarov, S. Florin, V. G. Gak, V. L. Muravyov, S. Vlachov, Y. A. Sorokin, L. K. Bayramova. Gaps are learnt in different aspects: historical, comparative, theoretical.

We consider such a thing as lacunarity based on material obtained by comparison of the original text and translations of works by English writer D.K. Jerome "Three Men in a Boat (To Say Nothing of the Dog)." Such prominent linguists as M.P. Alekseev, V. Komissarov, Y.S. Sorokin, B.A. Uspensky, G. Huttl Worth, E.E. Birzhakova, L.A. Voynova, L.L. Kutina wrote about the importance of the language translation study.

"The establishment of the foreign units perception, the evolution of this perception, perhaps, is the most important, that help to define translations".

## METHODOLOGICAL FRAMEWORK

The main method we used, is widely known today, and G. Huttl-Worth was one of the first to apply it in Los Angeles in the 60-ies: a comparison of the original and the translation. Using the example of multi-temporal translations of M. Engelhardt, M. Salie, M.A. Donskoy and E.Linetskaya and their comparisons with the English original novel of D.K. Jerome "Three Men in a Boat (To Say Nothing of the Dog)" we describe the lexical units, generating lacunarity in languages (Russian and English), as well as to develop principles of adequate transmission of information by reflection lacunar units in the translation process.

## RESULTS

The story "Three men in a boat" was published repeatedly in Russia. According to our data, the book was translated into Russian by E. Tihomandritskaya, M.A. Engelhardt, N.A. Zharintsova, E.S. Kudasheva M.A. Salie, M.A. Donskoy and E.Linetskaya and others. In this study, we compared the translations made by M.A. Engelhardt and M.A. Salie and the translation made jointly by M.A. Donskoy (I-X Ch.) and E.L. Linetskaya (XI-XIX Ch.).

Based on the classification of the T.V. Chernov and V.L. Muravyov, we distinguish the following types of lexical gaps: ethnographic; associative; lexical; gaps associated with the internal form of the word. In this paper we attempt to research how these types of lexical gaps are represented in translations made at different times and by different translators.

### Ethnographic Gaps

According to V.N. Muravyov, ethnographic gaps are gaps in the vocabulary of a language that can be explained by the social cultural reasons. The main feature of ethnographic gaps is the lack of things, subjects of reality in everyday life of people, but its presence in the life of another one. As a result, the native speakers of the language have no lexically fixed notion of the thing or phenomenon. It is possible to transfer this notion by periphrastic expression or free phrase.

The ethnographic gaps are: names of monetary units, units of measurement of length and weight, the name of the food and beverages, garments, the names of titles, positions, professions, institutions, parts and districts of the city, etc. Let us consider just a few examples.

Stone - Stone (a measure of weight, measuring the weight of the human, and large animals = 14 lb = 6.35 kg; measuring the weight of different products ranges from 8 to 24 pounds In one of the translations the word *stone* was transliterated as *стон* (ston), but there is an explanation in a footnote a measure of weight. In modern dictionaries *стойн* (not *стон*) is fixed. In another translation to transfer lexical item stone the word pound is used.

Let us consider the phrase "Worcester sauce - (spicy soy sauce), which was originally produced in the county of Worcestershire", it is found in the translation, made by M. Donskoy. But in the later editions of the same translation lexical item mustard is used. In the translations done by other translators, The Worcester sauce is replaced by the word mustard, and in one of the translations the word is omitted. This indicates that the lexical item is a lexical gap for the Russian language.

In researching translations we also found such lexical gaps as blazer, constable, cab, coroner.

"In England and the United States blazer is a bright sports or school jacket made of soft material with patch-pockets, usually decorated with the emblems of schools and sports clubs. In the student slang, since 1880, the word began to be used as the name of a bright sports blazer. Initially, it was the name of rowing team jackets at Cambridge University, which were bright red".

The following translations are found in the Russian texts – фуфайка (fufaika – sweatshirt), жилет (zhilet – vest), спортивная куртка (sportivnaya kurtka – sports jacket) and свитер (sweater). They are not a full replacement of this ethnographic gap, since the components of the prototype of the meaning are absent.

Here are some examples that illustrate this group:

Coroner - coroner (official at the local government of the county or the town, who investigates the cause of a violent or sudden death under questionable circumstances). In one of the translations there is the transliteration коронер (coroner), in the other one there is also a transliteration of the word and it is explained in the footnote. There is also a descriptive translation “criminal investigations officer”.

### **Associative Gaps**

Are lexical items, which can evoke the native speakers of this language certain language associations. These associations can be reserved to other words in other language or do not exist. In this case, it is only persistent associations that are associated with the national extralinguistic reality, i.e. associations created by the national thinking and existing in the majority of native speakers of the language. This kind of gaps covers more specific historical facts, folk concepts, the state of this community and others. Here is what the lexical entry is given, for example, for the word Henley (the city on the Thames in Oxfordshire; here is held the annual regatta [Henley Regatta]). In the lexical entries of all dictionaries regatta is mentioned. That is, this city is associated with the traditional international rowing competitions held on the Thames in Henley.

When comparing the translations, we found that in the original only Henley week is mentioned, but in one of the translations it is хэнлейские гонки (henleyskiye gonki - Henley race), in the other, the necessary for the Russian reader explanation is given “Henley, where next week it was supposed to start rowing race”. In one of the compared translations, the word is omitted. A compounding in the translation, explication and omission of the word prototype indicate the absence in linguistic consciousness of Russian native speakers of the information, which is well known to the English reader.



## Lexical Gaps

Are lexical-semantic units that occur in the process of cross-cultural and interlanguage communication, where national-cultural specificity of speech is important. Words that in different languages describe the same phenomena close to reality, often turn out to be not identical, diverging in its conceptual parameters. Types of relations between lexical items in the Russian and French languages were described by V. G. Gak, illustrated with examples from French translations by N. V. Gabdreeva. In our material these relations can be expressed as follows:

The Russian hyponym corresponds to the English hyperonym (to marry – жениться (zhenitsya), выходить замуж (vychodit zamuzh)) and the English hyponym corresponds to the Russian hyperonym (watch, clock – часы (chasy)).

Strawberry – клубника (klubnika) and земляника (zemlyanika). There are two equivalents of strawberry in the Russian language. When comparing the translations, we also found that in the same book, in one case, the translator used the word земляника (zemlyanika) in the other – клубника (klubnika).

Часы(chasy) – watch and clock. In the English language to transmit lexical item clock two words are used. Let us refer to the information that is presented in the dictionaries – clock – часы (chasy) (wall, table, tower clock), watch – часы (chasy) (pocket, wrist watch). In the example considered, the word watch was translated as часы (chasy), and clock as башенные часы (tower clock).

## Gaps Associated With the Internal Form of the Word

The internal form of the word is the original image that formed the basis for the nomination. In different languages the internal form is not the same.

An interesting example is the name of the disease that occurs in the original text. The word housemaid's knee in the dictionary is translated as "inflammation of the bag of the patella" or "inflammation and swelling of the bursa in front of the kneecap, caused esp. by constant kneeling on a hard surface Technical name: prepatellar bursitis". The literal translation of the following disease is housemaid – a housemaid, a cleaner and knee, i.e. "the housemaid's knee". That is it is a disease, which (if we assume the meanings of individual lexical items of speech and definition in the English. lang.) is the work that must be performed kneeling, for example, to wash the floors. To Russian readers the meaning contained in the English word, is not transmitted when translating it into the Russian language.

When comparing translations, we found out that the translators used the following translations: inflammation of the patella, green sickness (chlorosis – same as green sickness – formerly known as asiderotic anemia, mainly in adolescence) and puerperal sepsis. This latter option of translation shows that when translated into the Russian language the internal form of the word is lost as well as lost the comic effect intended by the author of the original. The hero of the novel reads a medical book and realizes that he is sick of all listed diseases, except the "housemaid's knee", i.e. the disease which (based on the semantics of the word) only women can be sick of. The interpreter tries to find a replacement for this word.

Thus, in the process of intercultural communication, the translation discrepancies are found in compared languages and cultures, which find expression in the designation of reality, i.e. the existence of gaps.

## DISCUSSIONS

"Each language reflects a certain way of perceiving the world. Language picture of the world is composed by the body of knowledge about the world, reflected in this or that language form, but also language specific world-view".

The term "gap" was introduced by scientists J. Vinay and J. Darbelnet who define it as "a phenomenon that occurs whenever a word of one language has no correspondence in another language". Many linguists give the definition of this term (V. L. Muravyov, A. O. Ivanov etc.). V. G. Gak describes gaps as "gaps in the lexical system of language, no words that should have been present in the language, if we base on its reflective function (i.e., its task is to define the phenomena of objective reality) and the lexical system of a language" [2:261]. Synonymic row also includes the following terms: weak equivalents (M. K. Golovanivskaya, N. V. Gabdreeva), background information (E. M. Vereshchagin, V. S. Vinogradov, V. G. Kostomarov), foreignism and exoticism (A. V. Kalinin, D. N. Shmelev, A. N. Ivanova), non-equivalent vocabulary, words-realia (N. K. Garbowski, A. V. Fedorov, I. Alexeeva). The lacunarity was studied by such linguists as V. N. Komissarov, S. Florin, V. G. Gak, V. L. Muravyov, S. Vlachov, Y. A. Sorokin, L. K. Bayramova. Gaps are learnt in different aspects: historical, comparative, theoretical.

## CONCLUSION

Thus, in the paper asynchronical translations of D. K. Jerome, which were the source of the description and the penetration of new concepts and phenomena in the Russian language, are identified and compared, the types of lacunarity in Russian are defined and analyzed, the reasons of their appearance in the Russian language and ways of transmission are established.

## RECOMMENDATIONS

Materials of the article can find application in the development of lectures and practical lessons on general and comparative linguistics, country studies, special courses in translation theory and intercultural communication theory. The study materials can be used in the practice of the improvement of techniques and methods of translation from English into Russian.

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# REFLECTION OF NATIONAL AND CULTURAL VALUES OF PAREMIOLOGICAL FUND IN RUSSIAN AND ENGLISH LANGUAGES

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## ABSTRACT

*The rationale of the problem in hand is caused by insufficient study of a question of paremiological resources of English and Russian languages. The purpose of the article consists in studying, description and comparison of substantial signs of paremiological units in English and Russian languages. Served as the leading methods to research of this problem: method of phraseological identification; continuous sampling method. As a result of comparison paremiological resources of English and Russian languages it is possible to claim that similarity between them is observed in fundamental values of both a moral and utilitarian order. Distinctions concern the plan of expression, distribution and combination theory of norms, and degree of their relevance for these cultures. Materials of article can be useful during developing linguo-didactic bases of the national focused textbooks, manuals, dictionaries references of the compared languages.*

**Key words:** *national language picture of the world, University Education, linguistic cultural studies, paremiological resources of the language, mentality, students.*

## INTRODUCTION

Proverbs are ready iconic units that actualize those or other fragments of reality. This article discusses functioning of paremiological resources which represents dynamic essence in paremiological space. The emergence history the paremiological resources in Russian and foreign (particular in English) printing editions is considered. Units entering into paremiological fund to which proverbs, sayings with the general name of a paroemia, phraseological units, idioms, popular expressions, slogans, etc. concern are defined and analyzed.

The last decades are characterized by rapid development of the new direction in linguistics and sociolinguistics. The national linguistic science in the 20-30<sup>th</sup> of our century paid much attention to sociological studying of language, which is consideration of language in its interaction with society, in particular in connection with various forms of its existence (a dialect, a semi-dialect, the formal language) in their relation to various social groups of society. The national linguistic science in the 20-30<sup>th</sup> of our century paid much attention to sociological studying of language, which is consideration of language in its interaction with society, in particular in connection with various forms of its existence (a dialect, a semi-dialect, the formal language) in their relation to various social groups of society.

A problem of social stratification of language occupies one of the leading places in modern sociolinguistics. The mismatch of language in the presence of two or more national carriers led linguistics to recognition of variability of such language that, in turn, revealed need of definition of this system as national language versions. For a long time each nations have used

along with words and set expressions also stable statements are used, one of which versions is made by paroemia. In the present analysis paroemia are understood as secondary language signs – the closed steady phrases (proverbs and sayings) which are markers of situations or the relations between realities. It attracts speakers the semantic capacity and ability to the use in various speech situations and with the different speech purposes. As it is represented, these units form one of the semiotics subsystems providing a full process of communication of native speakers of one language. As sociolinguists specify, having arisen as historical need, language is urged to meet those requirements which are imposed by a society. At the same time it reflects a condition of society and actively promotes its progress.

The complexity of semantics and form, simultaneous inclination to a spectrum of language and speech phenomena throughout long time left a paroemia on the periphery of research attention of linguists. The most frequently to proverbs and sayings addressed as to mini-texts, works of national creativity. In folkloristic tradition it resulted in qualification of paroemia as one of small genres of folklore.

Paroemia as their composite structure and stylistic framework are symbolical unities of a language form and the moral and utilitarian contents expressed in it. The moral and utilitarian standards expressed in the paremiological resources in one and the same culture, as well as in different cultures, can coincide and diametrically differ by the estimates of any nature behavior. Cultural dominants of language have ungradable character and are established when comparing cultures on the basis of amount of the valuable marked judgments. Absence or insignificant number of paroemia by a certain subject testifies about irrelevance of this subject for a valuable picture of the world of these nations.

## METHODOLOGICAL FRAMEWORK

The course of research the following problems were solved: to carry out the analysis of paroemias in the linguistic view of the world compared linguocultures; to define the ethno cultural maintenance of the Russian and English paroemias.

As material of research 150 paremiological resources of English and 120 paroemias of Russian served. As auxiliary and additional sources of paremiological material dictionaries of various types, among which etymological, synonymic, periodicals materials served.

Paroemias owing to the composite structure and stylistic registration are symbolical unities of a language form and the moral and utilitarian contents expressed in it. The moral and utilitarian standards expressed in the paremiological resources in the same culture, as well as in different cultures, can coincide and diametrically differ by the estimates of this or that behavior.

Cultural dominants of language have relative character and are established when comparing cultures on the basis of amount of the valuable marked judgments. Absence or insignificant number of paroemias on a certain subject testifies to irrelevance of this subject for a valuable picture of the world of these people.

As a result of semantic transformations of the concrete standards behavior containing in universal statements, we can allocate the following standard complexes:

1. Interaction axioms: it is impossible to do the harm, it is necessary to create goodness - they that sow the wind shall reap the whirlwind (rus.: harm with the crafty were found and both in a hole failed - *zloy s lukavyim vodilisi oba v yamu provalilis*); it is impossible to be ungrateful - when you drink from the steam (rus.: don't look at gift horse's mouth – *darenomu konyu v zubyi ne smotryat*), remember the spring; it is

necessary to help each other - two heads are better than one (rus.: two heads are better than one – odna golova horosho, a dve - luchshe); it is necessary to be courageous - a bold heart is half the battle (rus.: courage drinks honey and shackles rubs - otvaga med pet i kandalyi tret);

2. communication axioms: it isn't necessary to speak much - words have wings and cannot be recalled (rus.: the word a sparrow = will take off you turn back - slovo ne vorobey = vyiletit ne vorotish); it is necessary to be able to forgive people - those who live in glass houses should not throw stones (rus.: in others eye we see a knot, and in the and logs we don't notice - v chuzhom glazu suchok vidim, a v svoem I brevna ne zamechaem); it is necessary to be honest - he that will cheat at play, will cheat you anyway; it isn't necessary to be (excessively) curious - he who peeps through a hole, may see what will vex him (rus.: curious Varvara's nose was torn off – lyubopyitnoy Varvare ne bazare nos otorvali);
3. responsibility axioms: to be responsible for the actions - If you leap into the well, the providence is not bound to fetch you out; to observe laws - we live by laws, not by examples; custom rules the law; It is interesting that in the Russian culture similar paroemias contain in the basic the counter thesis (The law that pole: where you turn, there and came out-zakon, chto dyishlo: kuda povernesh, tuda I vyishlo; Judge not according to the law and conscience - sudi ne po zakonu, a po sovesti; The Law that a web = the bumblebee will stick, the fly will slip - zakon, chto pautina = shmel uvyaznet, muha proskochit), the confirming that fact that "The worst laws = in Russia, but this shortcoming is compensated to that nobody carries out them";
4. realism axioms: to proceed from the opportunities and to hope for own forces - you cannot have your cake and eat it (rus.: above the head cannot jump – yishe golovyi ne pryignesh); not to rely on the first impression, to seek to open an essence of things or people - still waters have deep bottoms (rus.: In a silent whirlpool devils are found - v tihom omute cherty vodyatsya); to know about impossibility of correction of the taken roots shortcomings and defects - the fox may grow gray, but never good (rus.: can hound dog wash off – chernogo kobelya ne otmoesh do bela);
5. safety axioms: don't hurry, making the serious decision - Don't count your chickens before they are hatched; don't sell the skin till you have caught the bear (rus.: to count chickens in the fall – tsiiplyat po oseni schitayut); to be provident - don't put all eggs in one basket (rus.: don't risk to all you have - ne riskuy vsem, chto u tebya est);
6. axioms of management: not to break foreign will (If the lad go to the well against his will, either the can will break or the water will spill; rus.: as not to fight with a bull, and all from it not to achieve milk - kak s byikom ne bitsya, a vse moloka ot nego ne dobitsya); it isn't necessary to charge one business to a large number of people (Too many cooks spoiled the broth; rus.: seven nurses have a child without an eye - u semi nyanek ditya bez glazu); it isn't necessary to set a bad example of subordinates (to An army of stags led by a lion would be more formidable than one of lions led by a stag; rus.: what is priest, so is the comming - kakov pop, takov I prihod);
7. prudence axioms: excessively not to indulge in cares and alarms: to You can't prevent the birds of sadness from flying over your head, but you can prevent them from nesting in your hair; rus.: twist a grief a string; it is necessary to be content with that you have - zavey gore verevochkoy; sleduet dovolstvovatsya tem, chto imeesh; eng.: a bird in the

hand is worth two in the bush; rus.: better a tomtit in your hand than a crane in the sky – Luchshe sinitsa v rukah, chem. zhuravl v nebe.

We are of the opinion that, English proverbs are very various according to their contents and cover all aspects of English people's life. Let's consider English paremiological units in more detail.

Ridicule of confused people: a tool's bolt is soon shot; fools rush in where angels fear to tread; he who is born a fool is never cured. Lazybones, idlers are criticized, work, diligence are praised: idleness is the root of all evil; the devil finds work for idle hands to do; a penny saved is a penny gained; take care of the pence, and the pounds will take care of themselves; he that would eat the fruit must climb the tree; he that will eat the kernel must crack the nut (or he who would eat the nut must first crack the shell). Many proverbs contain a positive assessment: a great ship asks deep waters; brevity is the soul of wit; good health is above wealth; little strokes fell great oaks. In modern English there are a considerable number of proverbs with comparative value: blood is thicker than water; miss is as good as a mile; words cut (or hurt) more than swords. The subject of proverbs - simple affirmative sentences - meets without definition, e.g.: appetite comes with eating; Homer sometimes nods; pride - goes before a fall.

Many proverbs are hortatory sentences, i.e. express motivation to action.

### Simple Sentences

1. Without denial: cut your coat according to your cloth; let sleeping dogs lie.
2. With denial: don't teach your grandmother to suck eggs; don't (or never) look a gift horse in the mouth.

### Complex Sentences

1. Without denial: do in Rome as the Romans do; make hay while the sun shines.
2. With denial: don't count your chickens before they are hatched; don't halloo till you are out of the wood.

In English proverbs there are various types of alliteration. A repetition of one sound. This type of alliteration is the most widespread. In the composite relation it is possible to allocate the following subtypes:

1. Repetition of consonant in the first and last words: barking dogs seldom bite; let sleeping dogs lie; look before you leap;
2. Repetition of consonant in the second and last words: a cat may look at a king; every bullet has its billet; every dog has his day; one swallow doesn't make a summer;
3. Repetition of two or three consonants in various lexemes: creaking door hangs long in its hinges; dumb dogs are dangerous.

Inquisitiveness of British allowed them to get acquainted with the best from this, than other people and nevertheless they remained possess are faithful to the traditions, e.g.: every bird likes its own nest; every bullet has its billet; every country has its customs.

There are no people in Europe at which the custom would be built in such inviolable law. Time custom exists, as if it was strange, ridiculous or original, any well well-mannered Englishman won't dare to break it. Though the Englishman is politically free, he strictly submits to public discipline and the taken roots customs. After all differently its faultless reputation will be spoiled, e.g.: Good name is better than riches; Good name is sooner lost than won; Good name keeps its luster in the dark.

## RESULTS

As a result of comparison paremiological resources of English and Russian languages it is possible to claim that similarity between them is observed in fundamental values of both a moral and utilitarian order. Distinctions concern the plan of expression, distribution and combination theory of norms, and degree of their relevance for these cultures. So, for example, contrast between personal and others' in English culture is sharper, than in the Russian. Characteristic norms of English society is non-interference to others life, tolerance in relation to another owing to what in societies are non-interference to others life, there are more than paroemia blaming curiosity, imposing of the will by another. The concept of private space is less actual for the Russian culture that is expressed in insignificant quantity of the paroemia fixing the corresponding axioms, or existence of contrary statements. Values, actual for English culture, receive broad expression in the deontic code of language and are concretized by the right. The understanding of the law as guarantor of freedom in English culture and a limit in the Russian defines the attitude towards him that is expressed in English paremiological units in positive connotations, in Russian - in negative.

## DISCUSSIONS

Having reviewed the main stages of phraseology's development as a linguistic discipline, its essence, approaches to studying of a subject, it is important to note: American and West European linguistics doesn't separate phraseology as the separate section of linguistics. In distinction from Russia where phraseology as the independent linguistic discipline arose in the 40th of the XX century.

Thus its studying was caused and was stimulated with lexicographic practice, on the one hand, and with another – theoretical researches and first of all V.V. Vinogradov's works, in which questions of the basic concepts of phraseology, its functions and tasks were raised. However, and in the presence of a uniform subject of researches, despite numerous detailed development of many problems of phraseology, there are different points of view that such the phraseological units what volume of phraseology of this language can be so far. Relevance of our research is defined by prospects of comparative studying phraseological units. It is reasoned by also insufficient study of questions of a paramiology identification of aspects of their realization in language and absence in linguistics of enough the works devoted to this problem.

## CONCLUSION

In proverbs as in a mirror, the culture, outlook of the people is reflected. Comparison of proverbs and sayings of the different nations shows how much in common they have, that, in turn, promotes their best mutual understanding and rapprochement. The rich historical experience of the people, representations connected with work, life and culture of people is



reflected in proverbs and sayings. The correct and pertinent use of proverbs and sayings gives to the speech a unique originality and special expressiveness. Proverbs are compound part of ethnically caused functioning of a language. Proverbs owing to the composite structure and stylistic framework are symbolical unities of a language form and the moral and utilitarian contents expressed in it. The classification of axioms of behavior given by us above, shows that as a result of comparison paremiological units in English and Russian languages it is possible to claim that similarity between them is observed in fundamental values of both a moral, and utilitarian order. Distinctions concern the plan of expression, distribution and combination theory of norms, and degree of their relevance for these cultures.

### RECOMMENDATIONS

This research is among other researches on language of oral national culture in which the issue of an ethnic originality of the folklore word is resolved. The national and cultural maintenance of a paremiology is in many respects specific to each language and there is only one way of its development - whenever possible broader acquaintance with culture of these people. This research makes an essential contribution to development of a comparative cognitive science, a cultural linguistics.

### ACKNOWLEDGEMENTS

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# CONSIDERATION OF PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

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## ABSTRACT

*The relevance of the studied problem is determined by the importance to solve the pedagogical problems in learning effectively. The article deals with the psychological aspects of teaching foreign languages. The aim of this research is to analyze the degree of success of mastering a foreign language of students, depending on individual psychological peculiarities of their cogitation. The work also examines the various types and stages of cogitation. The article attempted to show how the critical requirements of pedagogy, psychology and sociology are implemented during foreign language classes.*

**Keywords:** *types of cogitation, stages of cogitation, motive, personality, psychological characteristics, learning, foreign language, teaching methods.*

## INTRODUCTION

Each new generation must learn everything that the ancestors knew, and this is a guarantee of the survival of the whole society and humanity. Education as a social institution solves this problem (well or badly, efficiently or inefficiently). Considering education as a process and one of the means of transmission of cultural values, so we should remember that development of culture is divided into two trends: the preservation of traditions and their development. In education and pedagogy, these trends raise two directions (they exist until now) which vary according to what is considered to be the main - formation of traditional, proven for centuries and demanded by the society skills of person's moral qualities, focusing on tradition, or formation of creative attitudes to overcome tradition. The system of education, that forms a human commitment to the existing social order as the highest value, is important for the first classical direction, while the second is conducive to personal, individual and creative development. The emergence of the second branch is linked, first and foremost, with the need to restore the lost unity of learning and education. K.D. Ushinskiy believed that the main sciences, which should build pedagogy, are the physiology, psychology and logic. But, noting the advances in physiology and logic, he directly pointed to the lack of suitable for pedagogy psychological knowledge.

The interrelation of education and psychology is already traditional. Psychology investigates categories such as motive, sensual and mental image, action, generalization and personality. The main definitions in the research of motivation are concepts such as momentum, motivation, motive, need, desire, interest. Psychological phenomenon in this group is emotions. The area of psychology that studies the processes of forming image of environment, i.e. the cognitive processes, operates with such concepts as sensation, perception, idea, imagination, memory, cogitation, world outlook, picture of the world. The main and unique object of psychology is a man.

Only a person can set goals and organize his behavior to achieve them. The category of target is one of the most important philosophical categories.

A man is the "target system" and "the system that creates a system of objectives".

Later Frankl concluded that a modern man is looking for the meaning of life. Pursuance of meaning itself he defines as "basic human desire to find and implement a meaning and a target". [9.57] Target as the law defines the method and nature of human activity, because it integrates all his actions in a certain system. As "internally inducement" target plays an important role, if it has been understood and accepted by students as their target. Awareness is impossible without it.

Basing on such interpretation of the target, we can assume that in teaching target is an intermediate member between social and methodic: on the one hand, the target is determined by our society, expressing its social order, on the other hand, it determines the whole system of education. "The first selection criteria of educational content", -- notes Mr. Babanskij, -- is a complete reflection in the content of needs of society, the level of modern scientific, industrial, technical, cultural and socio-political information".

It should be noted that all the imbalances in learning begin from improperly formulated or understood target. And if the target is "a perfect result", we must first express its learning targets in its component contents.

What is a social order that society makes to system of education in the field of teaching foreign languages?

The best minds of Russia have always understood the importance of foreign languages for the cultural level of the people. "... Knowledge of foreign languages, -- wrote K.D. Ushinskiy, -- and especially modern ones, can give a Russian person an opportunity for a full, independent and not unilateral development, and without this, direct and broad way of science will always remain closed".

## METHODOLOGICAL FRAMEWORK

The article attempted to show how the critical requirements of pedagogy, psychology and sociology are implemented during foreign language classes. Basing on theoretical data and the experience of learning a foreign language, the aim of the article is to show the degree of success of mastering a foreign language by students that depends on the individual psychological characteristics of students on their cogitation.

## RESULTS

Psychology of learning a foreign language as a science originated at the beginning of 20-th century. The subject matters of the science are individually-psychological characteristics of the students and psychological methods of learning a foreign language.

Different psychological types of people have different kinds of cogitation. "Cogitation is the process of cognitive activity of an individual, allowing generalized and indirectly reflect surrounding reality, establish relationships between objects and events".

Cogitation of a person occurs at different levels. The kinds of cogitation can be the following:

1. By the degree of deployment of cogitation it can be:
  - a) discussive -- gradual deployed process;
  - b) intuitive -- cogitation based on sensual perceptions, without moderate stages, but rapidly proceeding.
2. From the position of the new fulfilled tasks:
  - a) acreative cogitation -- the creation of new ideas;

- b) reproductive cogitation -- using acquired knowledge and skills.
- 3. Depending on the nature of the tasks:
  - a) atheoretical cogitation-making discoveries;
  - b) practical cogitation-setting goals and finding optimal ways to solve.
- 4. In matter of the tasks to be done cogitation is divided into:
  - a) object-action – related with action;
  - b) visual-imaginative -- associated with imagination conversion;
  - c) verbal-logical -- based on logical operations and concepts.

Studies in adults' cogitation have shown that when reached early adulthood cogitation period is characterized by flexible transitions of logical components of cogitation (constantly transitions from pattern cogitation to logical occur and vice versa).

Cognitive development reaches its maximum at the same time with the peak of physical development. For example, some abilities reach their peak at the age of 20 (quick, involuntary memory). Many psychologists point out that a number of mental functions (especially verbal and cogitative) reach peak of development in the student's age.

Student age, approximately from 17 to 23 years, is a period of adolescence and early adulthood. "In the student's age formation of holism of intelligence and its hierarchical structure are performed that are organized by cogitation. Studies show the particular importance of teaching as permanent mental work, determining the overall high level of intelligence. That is why in the structure of intelligence cognition and memory play a particularly important role".

Are there stages of development of cogitation in a student's age?

In 1970 William Perry conducted a study of the changes in student's cogitation processes of Harvard and Radcliffe during four years of studying in College. At the end of each school year, students were asked what kind of experience they had gained during the school year, how it can be used and what it meant for them. As a result of this research a sequence of changes of cogitation of students was deduced. This sequence is called "the stages of cogitation".

The first stage. At this stage, the students interpreted the world and their education in dualistic way. They looked for the truth and strived for knowledge. The world was only good or bad for them. The role of the teacher is to teach students, and students - to study.

The second stage. While continuing studying academic subjects, students faced with the fact that there are diverse and even conflicting views. After becoming aware of it the students began to recognize the diversity of views. They realized that it is possible to approach the same phenomenon from different sides.

The third stage. At this stage, there was a need for students to form their own opinion. Students already chose own values and views of the surrounding reality. Thus, students worked their way from dualism up to tolerance for opposing viewpoints, and eventually to the choice and formation of an independent position.

Another researcher K. Schaie (1986) considered the period of early adulthood as a period of achievements. In the opinion of Schaie "intellectual abilities acquired in childhood and adolescence a person uses to achieve success, choose the style of life and make a career in the period of early adulthood".

In our country many researchers and scientists pointed out a training role in intellectual development of the person. L.S. Vygotsky's position that training is ahead of development and leads it became well known. "Only that training is good which runs to development forward". Training always as if advances actual level, creates a zone of "the next development" which becomes the potential of the further "mental growth" of the individual. "The zone of the next development has direct value for dynamics of intellectual

development and success, than the actual level of their development." Concerning development of thinking L.S. Vygotsky considers "a zone of the next development" as the relation between everyday concepts of the person (the teenager, the student) and the scientific concepts received in the course of training in different subjects. Scientific concepts which are transferred to students in a certain system create opportunities for development of cogitation.

The question of how various subjects of the training program influence development of thinking of students is studied a little. But it is possible to claim definitely that classes of a foreign language have a great influence on development of thinking of students.

Specifics of teaching a foreign language are in training of language means with the help of which pupils make out the statements and carry out foreign-language communication. Also at the lessons life communicative situations are created, problem tasks are set. Communication in a foreign language always has semantic contents. Students are motivated on training of a foreign language as they see practical application of the knowledge. Everything mentioned before effectively develops thinking of students.

Practice of training in a foreign language shows that degree of success in learning new material depends on individual and psychological features of pupils, on types of their thinking. Basing on theoretical data and experiment, B. V. Belyaev pointed to two main types of foreign language skills: intuitive and sensual, and rational and logical. Persons with rational and logical type of possession of a foreign language perceive passive kinds of activity (reading, writing, listening) easier. The intuitive and sensual type is more successful in active possession of language, i.e. speaking. Rules and the theory are necessary for rational and logical type. For intuitive and logical type necessary rules and language means are collected during communicative activity intuitively.

In foreign literature similar types of foreign language skills are described. So, for example, A.S. Kavshinski divides students into: "Jones" and "Smith". "Jones" is intuitive, "avoids" theoretical studying of grammar. "Smith" is reflective and masters language for a long time and with a huge effort. The author claims that formation of these types depends on methods of training of a foreign language. The traditional method forms "Smith". The "direct" method (avoids use of the native language, only association is used) forms "Jones."

B. V. Belyaev comes to a conclusion that formation of these two types depends on specific typological features of higher nervous activity. "Only after psychological features of foreign language skills become clear, it is necessary to pass to the solution of a question how to teach a language."

Whether will there be a uniform method of training for people with various individual and psychological characteristics equally effective?

Today there is a large number of methods of teaching foreign languages. Let's consider two opposite methods: traditional (grammar-translated) and intensive. If we consider distinctions between these methods, then we will see that in a traditional method the analysis prevails (exercises have the independent character which is not connected with communicative activity). In an intensive method synthesis (involuntary actions, unconscious mental reaction, communication) prevails.

Experimental data say that people with various properties of nervous system will be unequally successful in two systems of training - traditional and intensive.

If to analyze students of technical colleges and faculties, then we will notice prevalence of students with rational and logical type of thinking. Therefore here traditional methods of training will be successful.

At humanitarian faculties there are more students with intuitive and logical type of thinking. Therefore the techniques with emphasis on communicative activity (an intensive technique, the concentrated training) will be more effective.

However, today the most widespread method of training is the communicative method as it represents a combination of many ways of training in a foreign language. On the basis of this method modern educational and methodical complexes are written.

Thus, while choosing the correct technique of teaching a foreign language, it is necessary to consider the individual and psychological characteristics of students.

## DISCUSSIONS

The psychology of teaching a foreign language as a science arose at the beginning of the 20th century. Objects of studying of this science are individual and psychological features of students and psychological methods of training in a foreign language.

In 1970 William Perry conducted research of changes of processes of thinking of students of Harvard and Radcliff within four years of studying in college. As a result of this research the sequence of changes of thinking of students which received the name of "a thinking stage" was output.

Researcher K. Warner Schaie (1986) considered the period of an early maturity as the period of achievements. According to Schaie, "the mental abilities acquired in the childhood and youth in the period of an early maturity people use to achieve success, to choose lifestyle and to promote".

Being guided by theoretical data and experiment, B. V. Belyaev pointed two main types of foreign language skills: intuitive and sensual and rational and logical.

A. S. Kavshinski divides students into: "Jones" and "Smith". "Jones" - intuitive, "avoids" theoretical studying of grammar. "Smith" - reflective, needs long period of time and hard work. The author claims that formation of these types depends on methods of teaching a foreign language. The traditional method forms "Smith". The "direct" method (without use of the native language, only association) forms "Jones."

B. V. Belyaev comes to a conclusion that formation of these two types depends on specific typological features of higher nervous activity. "Only after there are clear psychological features of foreign language skills, it is necessary to pass to the solution of a question how to teach a language."

## CONCLUSION

Thus, choosing the correct technique of training in a foreign language of students, it is necessary to consider their individual and psychological characteristics. Degree of success and efficiency of teaching foreign languages depends on how skillfully the teacher considers these features.

The master of pedagogical work is a highly competent expert in psychology and pedagogical and subject field, able to reproduce professional knowledge, skills and abilities at the high level. For training specialists it is necessary to focus attention on a formulation of "technological conclusions" from psychology and pedagogical researches: how to work in the circumstances: what method (training) to choose, what way (communication, influence) is relevant in these conditions.

## RECOMMENDATIONS

Materials of the article can find application when developing a practical training of a foreign language, in special courses of a technique of teaching foreign languages and pedagogical psychology. Materials of research can be used in practice of improvement of ways and methods of teaching a foreign language.

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# **DOCUMENTARY FILM IN THE TATAR AUTONOMOUS SOVIET SOCIALIST REPUBLIC KAZAN NEWSREEL STUDIO'S LAUNCHING**

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## **ABSTRACT**

*The relevance of the investigated problem is caused by the growing interest of the Russian Federation's state policy to the issue of national cinematography development. In October, 2015 there was signed the decree "On holding the Russian cinema year in the Russian Federation".*

*The present article is concerned with identifying the main trends of the Soviet regional cinema development by the case of Kazan newsreel studio. The leading approach to investigation is a systematic approach. The main result of investigation is to elicit the formation history of the Kazan newsreel studio based on the analysis of archival documents and periodicals.*

*The article reviews the service area of Kazan studio and its production objective established by the RSFSR State Cinematography Committee. The article submissions may be useful for art historians, film critics and researchers of the history of Russian culture.*

## **INTRODUCTION**

The cinema is an integral part of modern humanity. As a century ago, today's cinema contributes to the cultural development of a person, as well as it can manipulate by the mass consciousness. National cinema gained traction in the Soviet period, when there was a monopoly in the ideological sphere. Then there was organized a whole network of newsreel studios, reflecting the events all over the country. The studio was opened in Tatar Autonomous Soviet Socialist Republic (TASSR) too.

Cinema in Tataria did not develop as much as other types of art. It is to be noted that there were attempts to create a feature film based on national history and culture. These films "Bulgar-Batyr" and "The third wife of Mullah" were made in the early Soviet period. Nevertheless the local initiative resulted in the creation of the film institute, which was allowed to produce only documentary. Thus, a certain development in the country received documentary, not feature films. Especially this was due to the fact that the documentary film played an important role of agitation and propaganda of soviet lifestyle.

Studying of the cinematography formation and development in the Soviet period will allow us to understand the reasons of the lack of demand for contemporary moviegoers to domestic documentaries. Moreover, progressive extension of globalization leads to a loss of national identity and obliteration of the interest to native culture and history. The study of documentaries as well as its mass demonstration would greatly contribute to the development of the overview about historical events and persons, scientific facts and hypotheses.

Documentaries reflects the social and spiritual life of society, the distance between some interests, desires, feelings, political ideals, views of life and other aspirations, prevailing morals, political system.



The chronological framework of the investigation covers mainly two periods: «thaw» and «standstill».

The lower time line is defined by 1961, when the Kazan newsreel studio was established. The upper time line brought to 1973, it coincides with the resignation of the first director and founder of the studio A. Craeva.

## **METHODOLOGICAL FRAMEWORK**

The investigation was performed on the basis complex of following methods: comparative-historical, systemic and structural. Comparative-historical method was suitable to elicit the process of documentaries development on the republic territory. System-structural method helped to explore different aspects of the documentary films formation and development, consisting of many interacting structural elements, internal and external relations. Specifically historical approach, based on objective and comprehensive approaches, was instrumental in building the holistic retrospective picture of the cinema development in the Tatar Autonomous Soviet Socialist Republic, and in revealing the factography and factology stories of Kazan newsreel studio.

## **RESULTS**

The history of Documentary Film in Tatarstan goes back to 1909. In November this year there was created a film about the parade of the Kazan garrison troops. At that time the regular process of the newsreel shooting had not been launched yet. With the advent of the Soviet government, attention to cinematography, as an important tool of ideological education, increased immeasurably. So there was a gradual establishment of own cinema in each republics of the Soviet Union.

In Tatarstan the process of documentaries development and formation, as a full-fledged independent film industry, began in the era of Khrushchev's thaw. Reasoning from this fact, the object of the investigation is the development of documentary films in Tatarstan, 1961-1991. The subject of the investigation is the formation and tasks of the Kazan newsreel studio.

### **Key Concepts**

Key concepts in this study are documentaries, newsreels, documentary film, university education, and student.

#### **Documentaries**

It is the section of Cinematography, covering all kinds of documental films and newsreels, which are based on shooting real events and personalities. The first documentary footage was produced at the birth of cinema.

#### **Newsreel**

It is rapid informatinal film about current events and facts of recent life. Unlike cinema-publicism, that considers the facts as a whole, newsreels are limited by giving information and a

statement of fact with a brief commentary. Newsreel provides a basis for cine-magazines, special editions and thematic newsreels, and such genres as an interview, a sketch, a feuilleton.

### **Documental Film**

It is type of cinematography, which shoots actual events. Preparation and work on it takes a long time, unlike newsreel. It is necessary to collect the true-life and documentary material, upon which the script creates.

### **University Education**

It is the highest level of professional education, following the general secondary or vocational education.

The student is a person who studies at higher education institution, college or school.

### **Additional Concepts**

#### **Correspondent Station of the Studio**

It is a branch office. It has a task of the editorial board of the studio that provides collection, storage and creation information messages and materials for this studio. It has a task of the editorial board of the studio that provides collection, storage and creation information messages and materials for this studio. It produces newsreel and documental films and then distributes them over the republic.

#### **Contents of the Research**

In 1961, Kazan filmmakers, with the active assistance of the Tatarstan Government, achieve establishment of the Kazan newsreel studio. According to the former director of the studio M. Mikhailov, the initially the studio was offered to be opened in the city of Ufa, but Local Authority was not able to solve organizational issues, in particular, to pick up the room in time. On the contrary in a short time Kazan managed to vacate the building, which was occupied by Kazan Film Stock College, and adapt it for the studio. The process of great reorganization was entrusted to the Republican project agency "Tatproekt". Educational organization was reconstructed and arranged for the production floor. To install the equipment and huge developing machines that occupied two floors at once, it had to cut through floors and to construct the basement again. On 1 September 1960 the Managing Direction of the projected studio was organized. Initially, it was headed by G. Zubarev. In July 1961 the studio received a legal status, and A. Kraev became its new director.

Tatar, Chuvash, Mari and Mordovian autonomous republics were included in the service area of the Kazan newsreels studio. There were Correspondent stations of the studio with their own cameraman in each distant from Kazan republics. Their task was to shoot life story of these republics for the film magazine "On the wide Volga".

Most movies were produced by local experts. Generally, cameraman of documentaries at Correspondent stations was the head of these stations. They had apartments and office space

given by the government. Each Correspondent station was supplied a car, a driver and the necessary equipment. So cinema workers made local newsreel, then it was brought to Kazan, where the film assembling and processing took place. They tried to produce an equal number of movies for each republic, but the newsreel about Tatarstan turned always to be more.

Kazan newsreel studio had its scoring stage in cities Ufa and Izhevsk. It was a special unit, which realized the dubbing-in the Bashkir and Udmurt languages. Tatar, Chuvash and Mari Correspondent stations also dubbed Russian and foreign films into regional languages. Dubbing process was not only in Mordovia, because there had not been able to come to a consensus on which of the two Mordvin languages (Moksha or Erzya) should translate the films. One of the last Correspondent stations under Kazan newsreel studio was opened in 1970 in Naberezhnye Chelny. There filmed documentaries about KamAZ construction.

During fledging years of the Kazan newsreel studio its main task was to Issue cine magazine "On the wide Volga". Almost every creative specialist began his career at the studio from the shooting of a newsreel for this one. They produced three such films per month. The theme of the newsreel was the visits of foreign dignitaries, government officials and artists to the republic. The screen dailies were shown not only in the above-mentioned four countries but also in Orenburg, Sverdlovsk, and Perm, where there were large Tatar Diasporas, although in these regions their own studio operated.

Another activity was the production of documentary films. Most of these films were shorts and were intended to be shown in cinemas before starting the feature film, during the so-called "prodlenka". Full-length films released rarely.

In the first years the Kazan newsreel studio were releasing with great difficulty 1-2 motion picture. Some of works took more than two years. In 1965, the number of documentaries increased to five. Later the studio tried not to lose the momentum. According to reports in the period 1965-1973 years there were shot 48 documentaries films.

Production of a documentary movie was more prestigious form of creativity, because the films could be shown on the All-Soviet Union screen and be put forward to the festival. In addition, the material side was attractive too, as the fee for the script of the documentary amounted to 600 rubles per 1 part (this is 10 minutes of screen time). Work of the director and the operator was also highly paid. Since the possibility of the studio production was limited by the State Cinema Committee, there always existed competition between the filmmakers for the right to create film.

Along with newsreels and documentaries, studio filmed non-fiction and technical-propaganda films under order of the ministries and departments. This work did not require manifestation of creative skills, but at the same time it allowed to maintain the employment of creative specialists.

This genre of films they called "bolts in tomato sauce" because its main "heroes" were machines and mechanisms. The studio produced 10-15 such reels per year. Examples of technical films were "Rules of the gas stove", "Rules of the gas column," shot in 1962.

The Kazan newsreel studio was preparing stories for the Central Studio for Documentary Film (CSDF), release printing (newsreel "Fital") by order of Moscow studios for the Union screen.

Kazan documentary cinematographers, as we have noted, worked not only in the republic and surrounding regions, they were sent to other regions of the country and even abroad. Field work was especially intensified after 1967, when Kazan was withdrawn status of forbidden town. Prior to that, egress and ingress were very difficult.

## DISCUSSIONS

The works of V. Golovskaya and N. Khrenov are concerned with the study of the national film history. Their works allow us to trace the history of the Soviet cinema from the era of "Thaw" to "Perestroika". They describe in detail the mechanism of state control over the film industry. They call all level of authority, which the movie had to go through before getting to the screen.

Due to the fact of constant supervision over repertoire of film studios, relevancy of the movie was always the main issue for creative workers. So L. Anninsky studied the work of the sixties' people, as well as the state policy against films of this period. The later period is considered by Chzhifan Lee. His work allows us to trace the transformation of the image of the young hero in the Soviet films. The author shows how the filmmakers move from the "labouring" hero to hero, who displays serious social phenomena. Some information about the theme choosing problem and consequences of innovative ideas in cinematography is contained in study of D. Vanyukov "The era of stagnation".

The study of G. Prozhiko is dedicated to stages of newsreels and documentary development in the USSR, its genre and style trends, authenticity of the screen information. The author researches the history of documentary on the example of films made not only in central but regional studios too. However, the activities of the Kazan newsreel studio, he has not mentioned. Only L. Gerashchenko in his dissertation describes several documentaries of Kazan studio, but no further information on its activities, we do not know from here.

Some contribution to the historiography of documentary films made by S. Sychev. In his study, the author analyzes the development of documentary from the perspective of its relevance in society and characteristics of distribution of a motion picture. The chronological framework of his research comes from the birth of cinema and brings to the present.

Two works are devoted to the study of the Republic of Tatarstan cinematography history. The first attempt to analyze the history of the cinematography formation in the country made I. Alekseev in his book "Tatar documentary mark", based on studying the materials of National Republic archive's fund and periodicals. The author first revealed organization of the film production in the first post-revolutionary years until 1970. He highlighted the activities of first Kazan documentary filmmakers, gave a detailed analysis of the most significant films shot in the country. Of course, the work responded to the communist ideology, and the content of the investigation was semi-official. But I. Alekseev quite managed to disclose the nature and dynamics of the documentaries in designated chronological framework.

In the post-Soviet period scientific activity of E. Alekseeva made a great contribution to the historiography of native cinema. Her study was published in 2007. It was dedicated to the birth of cinema in Kazan and Kazan Province. The author writes about the appearance of the first cameras, the first filming and opening of cinemas in the territory of the Kazan province. Particular attention there is paid to the cinemafication development. Later E. Alekseeva published the book "Filmmakers union in the Republic of Tatarstan, 25 years". This work is a valuable source because it contains historical information about each member of the union.

As can be seen from the above at the present the history of Cinematography development in Tatarstan is not properly reflected in the scientific literature.

## CONCLUSION

In such a way the article states the establishment of the Kazan newsreel studio in 1961-1974. There is shown the scope of activities and types of film produced by the studio.

We have found that Kazan studio has managed in a short time to set up production of documentaries (4-5 films a year) and newsreel for film magazine "On the wide Volga " (3 parts a month), duplication of feature films (100 films a year). In addition, the studio engaged in the production of popular science and technical-promotional films on the orders of the ministries and departments, as well as short films for CSDF and synopsis for Central Television film magazine.

## RECOMMENDATIONS

Study data can be used by researchers investigating the cultural history of the Tatar Autonomous Soviet Socialist Republic, Russian cinema, and in the preparation of their respective lectures for university education or teaching aids for students.

## ACKNOWLEDGEMENTS

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# «GREEN? COOL. YOURS»: THE EFFECT OF SPORTS MEGA-EVENTS IN POST-SOVIET RUSSIA ON CITIZENS' ENVIRONMENTAL CONSUMPTION PRACTISES (CASES OF 2013 UNIVERSIADE IN KAZAN AND 2014 SOCHI OLYMPICS)

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## ABSTRACT

*The study provides insights on the influences of sports mega-events in post-soviet Russia on the citizens' environmental consumption practices and adaptation of new green infrastructure and technologies. Based on the representative survey of the citizens, semi-structured interviews with city's stakeholders and discourse analysis of the local and national mass media, the research portrayed the dominance of the "Declarative" type both among Kazan and Sochi residents. The environmental consumption practices among Kazan and Sochi residents are mainly driven by social-altruistic values, self-egoistic values, monetary incentives and costs, habitual practices and community expectations. Findings suggested that after the sports mega-events citizens became more environmentally friendly and run more environmental green lifestyle that could be partly linked to the increase of accessibility of green infrastructure. The main green initiatives that citizens suggest to correspondent their cities with the international standards refer to new types of environmental infrastructure: the widespread implementation of containers for recycling, development of cycling tracks, introduction of green technologies, environmental certification of products and goods.*

**Key words:** *Sochi, Kazan, Russia, Olympic Games, Universiade, environment, environmental attitudes, environmental consumption, sustainability*

## INTRODUCTION

Worldwide there is a severe competition for the right to take sports mega-events (Olympic Games, World Cup) among countries and cities. This does not happen by accident, as besides significant financial costs of the Games and their temporary inconvenience to local people, sports mega-projects bring quite tangible dividends in the form of strengthening the symbolic capital, improving infrastructure, increasing the attractiveness of a place for tourists, familiarizing to the international quality standards. All these trends contribute to the development of new environmental practices among the population, since the necessary capabilities in the form of "supporting infrastructure" and appropriate social policies on the use of tangible and intangible heritage of the Games are established. One of such examples is the introduction of the population to the new practices of environmental consumption.

According to the literature environmental consumption is a multifaceted construct which includes examining people's interactions with technology and the use of products aiming at minimizing anthropogenic impacts, such as recycled or reduced packaging, introducing green transportation, environmental construction, and low energy usage. In connection to sports mega-

events, sound environmental consumption practices could offer the introduction of green construction on-site (for example, first recyclable stadium in London), renewable energy and energy efficiency (for example, wind farm in Beijing), eco-friendly waste management (for example, Australian Games) and many others.

In this fashion, sports mega-events could provide a platform for economic growth oriented approaches to the introduction of the environmental consumption practices, in a process cognisant with 'ecological modernisation'. Past events have proven that there can be green legacies, such as rehabilitated and revitalized sites, greater environmental awareness and better environmental policies and practices. In Germany, event bidding create environmental debates through the media and community activities (Munich Olympic Winter Games Bid 2018), in Russia (Football World Cup 2018), the goal has primarily been that of new environmental sensitivity. Hosting the Games had many advantages for Beijing, such as promoting of grassroots sports, the increase of the national pride, the growth in environmental awareness, etc.

However, some studies offer criticism for perceived negative impacts on environment. For example, the study on local residents' impact perceptions of hosting the Beijing 2008 Olympic Games portrayed a key change in the negative impact perceptions of the games on the natural environment which caused by the fact that China invested nearly \$US40 billion in infrastructure alone from 2002 to 2006 and transformed the cityscape of Beijing, which may have resulted in a significant increase in residents' negative perceptions of the games' environmental impact.

Environmental aspects of sports mega-events in Russia have been studied by such scholars as M. Muller, P. Ermolaeva and so on.

Despite the broad repertoire of the environmental issues studied by the researchers and a sharp increase of the interest to study mega-events in the post-soviet space, there are few works that draws these themes together by investigating the environmental consumption and behavioral change of population associated with hosting sports mega-events. What research is available, further, focuses primarily on the analysis of environmental standards of mega-events on the institutional level, largely ignoring the study of environmental consumption practices associated with hosting mega-events on the micro level.

Thus, the intent of this work is to provide insights on the analysis of the environmental consumption practices of Kazan and Sochi citizens after and before the 2013 Universiade and 2014 Sochi Olympics. The research objectives are: first, to encourage reflection on main trends of the environmental consumption practices of the Russian population and second, to identify the change in the environmental consumption practices after and before the mega-events. With these in mind, this contribution seeks to work towards a better understanding not only the main trends in environmental consumption domain but also of the questions how mega-events could influence the green behavior and infrastructure change of the cities – hosts of the international mega projects.

## **RESEARCH METHODOLOGY**

This research in a form of case studies employed an original study with a mixed methods approach: semi-structured interviews, desk research, Mass Media discourse analysis and survey of the population. The research attractiveness of a convergent approach includes, first of all, the fruitful complementation of 'thick' contextual data with generalizable representative statistics aiming at better capturing the integrative macro processes of social and environmental

transformations in post-soviet Russia. Secondly, the mixed methodology would provide meaningful insights into the project's key objectives.

With this in mind, the first stage of our project engages with secondary analysis of Russian surveys on the subject. Second stage involved semi-structured interviews with key stakeholders. Purposive sampling was used on the basis of theoretical saturation to select a sample of 20 experts in each site from environmental NGOs, academic community, environmental regional authorities and mass media. Semi-structured interviews are more flexible vis-à-vis a completely structured quantitative survey where people generally face a choice between short, predetermined answers that cannot express the full nuances of their viewpoint. Desk research and mass media discourse analysis were used to identify how mass media portrayed change in the environmental consumption practices due to sport mega-events and the initial group of stakeholders for the interviews, while other stakeholders were identified through 'snowball sampling'.

Mass Media discourse analysis employed Russian e-journals with the use of Integrum database. Articles were selected by keywords of Universiade, Olympic Games, Kazan, Sochi, environment, environmental behavior/practices, environmental conflicts, etc. Overall, 117 items were selected for the further analysis. The items from e-journals were studied from April 2008 to April 2014.

The last stage involved representative pre-event and post-event surveys of the citizens of Kazan and Sochi population aged 18 years and above (n=1000 in each site). The samples were representative to Kazan's and Sochi's population, with regards to gender, age and geographic location and all eligible household members. A pilot study was conducted with a 100 households to test the household survey's validity, applicability and practicality in each site. After revisions the data collection was conducted by trained interviewers via face-to-face interviews from before and after sport mega-events.

## FINDINGS

We have tried to analyze the changes in environmental consumption through clustering Kazan and Sochi residents into types. For this purpose, the respondents were asked to agree or disagree with statements assigned to different forms of environmental consumption and environmental culture (Table 1). To ensure comparability of the results the set of statements was not changed in the polls before and after the Universiade and Olympic Games.

<b>Table 1</b>	
<b>DO YOU AGREE WITH THE FOLLOWING STATEMENTS: (LET "5" BE ABSOLUTELY AGREE, AND "1"- ABSOLUTELY DISAGREE, "0"- HARD TO ANSWER)</b>	
Don't agree	Agree
I am concerned about ecological situation in the place where I live	0 1 2 3 4 5
Population compared with the city authorities is more effective in addressing environmental problems of the city	0 1 2 3 4 5
I can make an impact on solving environmental issues	0 1 2 3 4 5
I am ready to sort trash to containers	0 1 2 3 4 5
I am ready to defend my right to a healthy environment	0 1 2 3 4 5
I participated in the actions of environmental protest, signed / wrote a complaint letter	0 1 2 3 4 5
I take part in environmental activities (e.g., planting trees, refining a house yard, etc.)	0 1 2 3 4 5
I try to consume purified water (bottled / filtered)	0 1 2 3 4 5
I take part in the activities of the environmental movement	0 1 2 3 4 5



Next, we divided respondents into 4 groups, which we can characterize according to the degree of the impact of environmental attitude and ecological behavior. It has been experimentally found that the optimal number of clusters is four. Firstly, it will provide sufficient differentiation of the array and the difference between the clusters according to the respondents assigned; secondly, the fullness of clusters is sufficient to be able to receive feasible and representative results (at least 100 people in each).

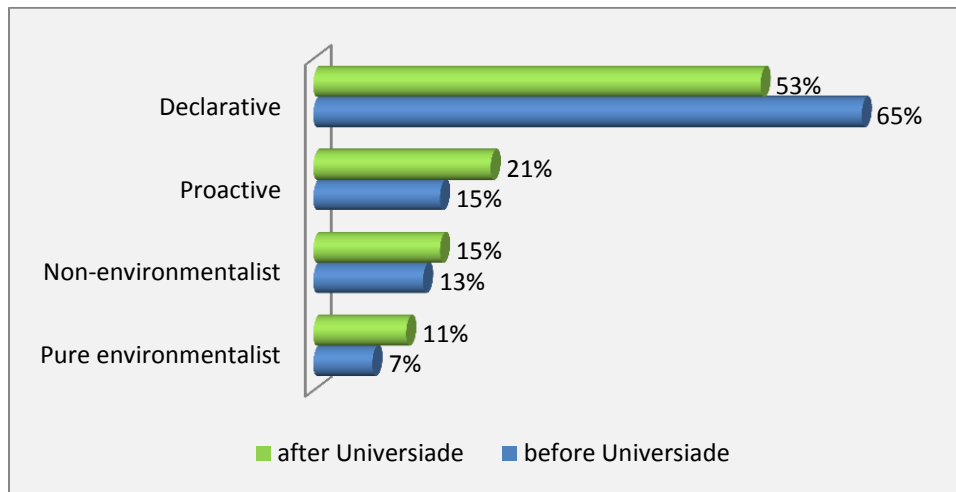
According to the characteristics of the respondents in the selected clusters, we can conclude that we are dealing with types that differ according to their hierarchical place in the social system and different commitment to environmental consumption practices. Thus,

1. The "Environmentalist" type is characterized by a high level of both environmental attitudes and pro-ecological behavior. They are initiative and ready to support any action to protect the environment, willing to pay for its high quality.
2. The "Proactive" type is characterized by a high level of pro-ecological activities. They feel quite protected from environmental risks; active and determined in the environmental field.
3. He "Declarative" type is asymmetrical to the "Proactive" one. They are strongly concerned about the environment, but for various reasons are not ready to sacrifice their time and resources for its protection. Finally,
4. The "Non-environmentalist" type is characterized by a low degree of environmental concern and pro-ecological activities.

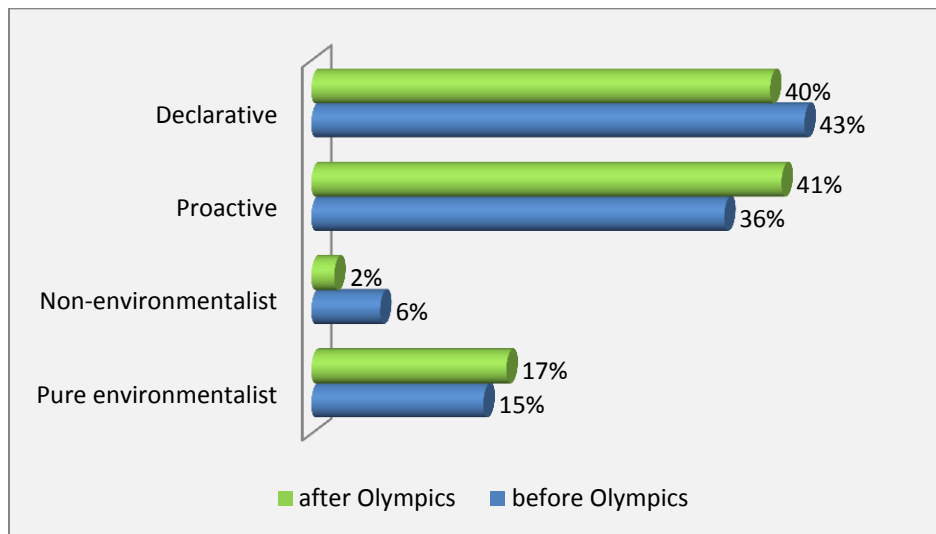
Thus, the "Declarative" type focused on the value of a healthy environment, but not ready to include environmental practices for a variety of reasons dominates to the same degree among the groups of Kazan and Sochi residents. The lack of free time, desire and financial capability, situational and irrational factors, institutional rules and regulations, a habit/routine can act as barriers to the development of new environmental practices of consumption. Environmental predisposition varies depending on the behavior of actors, the social context, as well as situational and irrational factors. P. Stern was the first to propose a multivariate model to explain the barriers to ecological behavior, according to which the intention of the person to be included in an environmentally responsible behavior depends on a broad range of factors (environment, individual attitude, situational factors, infrastructural solutions, etc.).

Despite the dominance of the "Declarative" type, the mass survey data also showed an increase in the share of Kazan and Sochi residents of the "Proactive" type due to the reduced proportion of the "Declarative" type. In the group «Environmentalist" - "Non-environmentalist" there is an upward trend in the number of "Environmentalists." In this case, we can only speak about the general trend - the data are not statistically significant (Figures 1-2).

**Figure 1**  
**TYPES OF KAZAN AND SOCHI CITIZENS BASED ON THEIR LEVEL OF ENVIRONMENTAL CONSUMPTION (AFTER AND BEFORE THE SPORTS MEGA-EVENTS)**



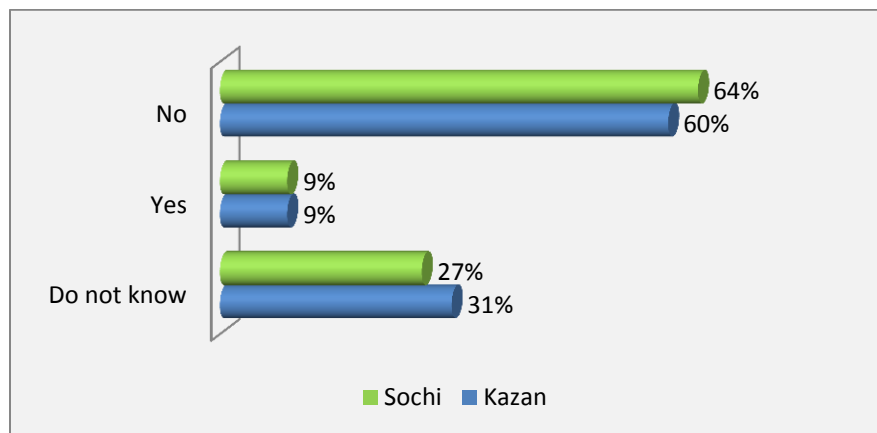
**Figure 2**  
**TYPES OF KAZAN AND SOCHI CITIZENS BASED ON THEIR LEVEL OF ENVIRONMENTAL CONSUMPTION (AFTER AND BEFORE THE SPORTS MEGA-EVENTS)**



Obviously, environmental consumption involves certain costs: in one case it may be a temporal resource, in the other - the need to accumulate economic and social capital. The alignment of forces in the financial well-being group assures us that the "Environmentalist" and "Proactive" types are high resource groups. Most of the representatives of these groups according to objective and subjective indicators of financial status can be easily related to the middle and upper middle classes.

It is noteworthy that Kazan and Sochi residents themselves have not revealed strong changes in their ecological lifestyle after the mega-events (Figure 3).

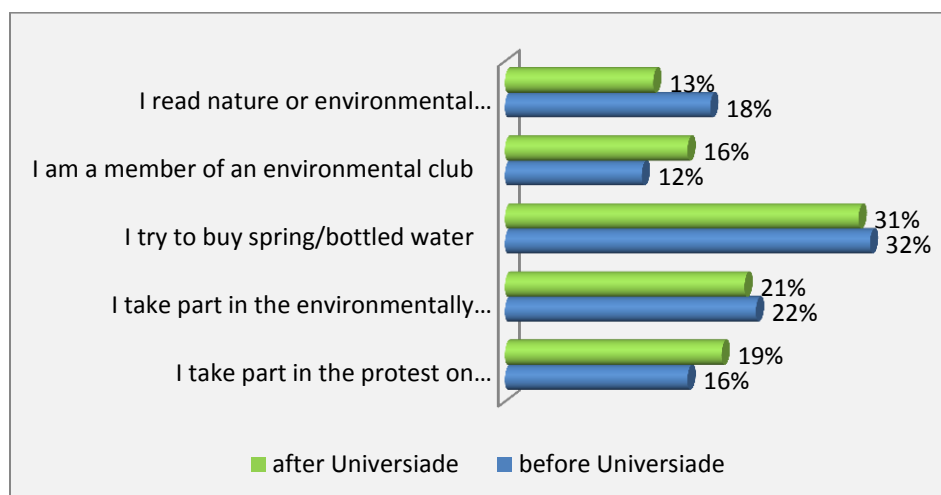
**Figure 3**  
**“CAN YOU TELL THAT YOUR LIFESTYLE BECAME MORE ENVIRONMENTALLY FRIENDLY AFTER THE EVENT?”**



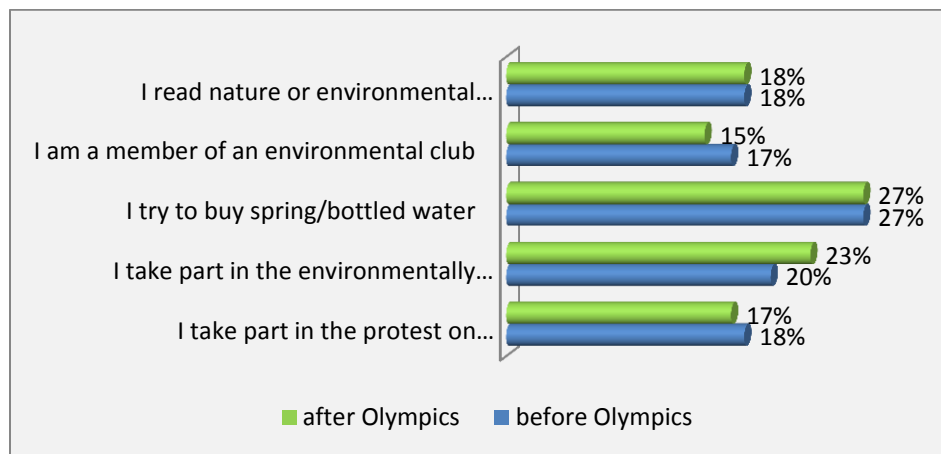
Next, it was important to identify those environmental practices that dominate the lifestyle of the Russians before and after the mega-events (Figures 4-5).

The configuration of environmental practices after and before the sports mega-events demonstrates that in case of the Universiade before the event Kazan citizens read more environmental newspapers and information on environmental issues that worries them during the construction period. Also after the Universiade more people became a member of an environmental club as well as more respondents take part in the protest on environmental issues. Interestingly that in case of the Olympics, the discrepancy before and after the Olympics are not statistically significant – there is no any specific change of the citizens' behavior in pre- and post- Olympic periods. However, if we compare Sochi and Kazan, more Kazan citizens are buying spring/bottled water that could be due to worse drinking water pollution in the region, better opportunities (financial, market, etc.) for practicing such a behavior.

**Figure 4**  
**ENVIRONMENTAL CONSUMPTION PRACTICES OF KAZAN AND SOCHI CITIZENS (AFTER AND BEFORE SPORTS MEGA-EVENTS)**



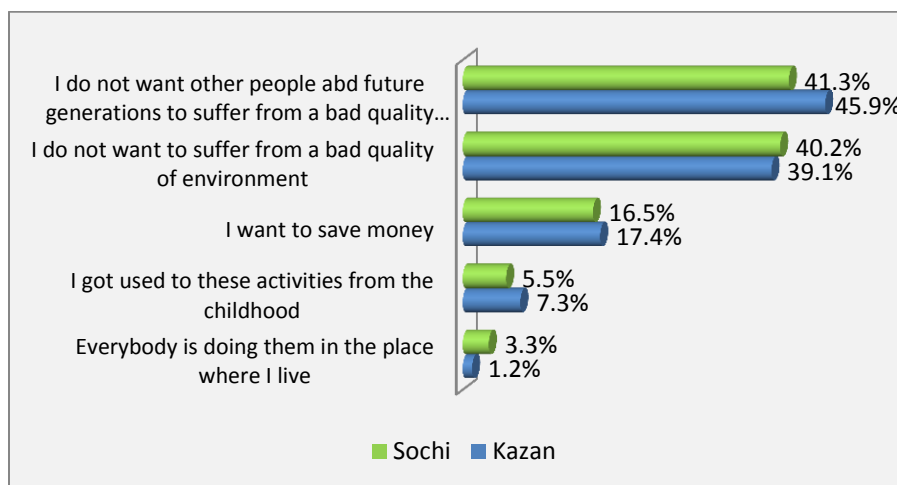
**Figure 5**  
**ENVIRONMENTAL CONSUMPTION PRACTICES OF KAZAN AND SOCHI CITIZENS (AFTER AND BEFORE SPORTS MEGA-EVENTS)**



My research is guided by Stern’s contextual theory, thus, I incorporated contextual variables aiming at analysing the rationales behind the environmental consumption practices of Kazan and Sochi citizens after the sports mega-events. Some of the contextual variables were created ad hoc based on the previous research on the subject while others were identified post hoc. Subjects were asked “What was the main reason why you were engaged the environmental activities?” (Figure 6)

The findings shows that both Kazan and Sochi citizens environmental consumption practices are mainly driven by social-altruistic values (“I do not want other people and the future generation to suffer from a bad quality of environment”), self-egoistic values (“I do not want to suffer from a bad quality of environment”), monetary incentives and costs (“I want to save money”), , habitual practices (“I got used to these activities from the childhood”), community expectations (“everybody is doing them in the place where I live”).

**Figure 6**  
**“WHAT WAS THE MAIN REASON WHY YOU WERE ENGAGED THE ENVIRONMENTAL ACTIVITIES?” (AFTER THE SPORTS MEGA-EVENTS)**



Finally, we asked Kazan and Sochi citizens about the green initiatives that their cities are needed to correspondent with the international standards to of the cities – hosts of mega-events (Table 2).

Most of the proposed activities refer to new types of environmental infrastructure: the widespread implementation of containers for recycling, development of cycling tracks, introduction of green technologies, environmental certification of products and goods, etc.

A huge attention by citizens is given to education of the population of new environmental practices, running environmental awareness campaign and citizens engagement in the environmental initiatives. Citizens concern of the lack of parks and green spaces in the city has resulted in the initiatives to create a new urban parks.

<b>Table 2</b> <b>WHAT GREEN PRACTICES KAZAN AND SOCHI ARE NEEDED TO</b> <b>CORRESPONDENT WITH THE INTERNATIONAL STANDARDS? (MULTIPLE-</b> <b>ANSWERS QUESTION)</b>		
<b>Variables</b>	<b>Kazan citizens,%</b>	<b>Sochi citizens, %</b>
Widespread implementation of containers for recycling	36.9%	47.3%
Education of the population of new environmental practices	33.3%	30.1%
Development of new urban parks	27.7%	32.1%
Development of cycling tracks	26%	21.8%
Introduction of green technologies	22.7%	24%
Implement the system of financial incentives for environmentally friendly enterprises and people	22.1%	21.2%
Run environmental awareness campaign	16.3%	13.1%
Have stricter laws to protect the environment	15.7%	20.4%
Environmental certification of products and goods	14.6%	10.5%
Citizens engagement in the environmental initiatives	12.7%	13.1%
Development environmental tourism spots	12.4%	18.4%
Other	0.9%	1.3%
Total	241.3%	253.3%

## CONCLUSION

The article provides holistic insights, in a form of case-studies, on the influences of sports mega-events on the citizens' environmental consumption practices and adaptation of new green infrastructure and technologies in post-soviet Russia.

The findings suggest the dominance of the "Declarative" type both among Kazan and Sochi residents. However, data shows an increase in "Proactive" type in both venues after the mega-events.

The research reports that the environmental consumption practices among Kazan and Sochi residents are mainly driven by social-altruistic values, self-egoistic values, monetary incentives and costs, habitual practices and community expectations.

Finally, the main green initiatives that citizens suggest to correspondent their cities with the international standards refer to new types of environmental infrastructure: the widespread implementation of containers for recycling, development of cycling tracks, introduction of green technologies, environmental certification of products and goods.

## DISCUSSION

Sports mega-events for the cities of post-Soviet space are a powerful catalyst for social and environmental renewal. To meet international standards and improve the quality of life of Tatarstan, the government had to introduce innovative environmental projects aimed at supporting the formation of a "green" infrastructure and promote environmental consumption among the population. Those include the project on sorting household waste, bike rental center establishment, construction of bike paths, development of eco-trails and eco-tourism, etc. Contrasted to Sochi, more Kazan citizens are buying spring/bottled water that could be due to worse drinking water pollution in the region, better opportunities (financial, market, etc) for practicing such a behaviour.

The transformation speed associated with sports mega-events is so high that it is sometimes difficult for Russians to reflect on new changes. The main problem accompanying the rapid ecological transformation is a slow change of environmental values and practices among Russians; and "catching up" development of new environmental knowledge and skills among the population.

However, the survey results among Kazan and Sochi residents before and after the mega-events demonstrate a stable positive trend in the field of ecological lifestyle and a growing range of the environmental practices of consumption among Russians after the Games. Thus, findings demonstrated an increase in "Proactive" type.

In general, this trend can be observed among Russians, and that may be associated with an increased role of post-materialist values, processes of globalization and the increasing mobility of the population, the greater availability of environmental infrastructure, and the increase of the value of health as symbolic capital for the population.

## ACKNOWLEDGEMENTS

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## END NOTES

1. Original from official motto of the 2014 Sochi Olympics 'Hot. Cool. Yours'

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# **PATRIOTISM IN THE STUDENT'S ENVIRONMENT: REGIONAL ASPECT**

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**Aleksey Aleksandrovich Nikitin, Kazan Federal University**

## **ABSTRACT**

Article represents the main results of researches of the patriotic sentiments of student's youth conducted in 2014-2016 at the Kazan Federal University and its branches in the territory of the Republic of Tatarstan. The choice of student's youth as a reference group is caused by a number of factors from which it is possible to distinguish high intellectual potential and social mobility that allows to consider students as potentially active force of modernization transformations in the country. The received results will be coordinated with the previous researches of civic stands and patriotic sentiments of youth of the region. For the last 16 years researches steadily fixed backwardness of patriotic consciousness in the Russian society including at student's youth, not formation of value of political participation, the importance of own efforts in the solution of the public and public affairs, participation and responsibility for the events and the future of the country.

*Keywords* Student's youth, patriotic orientations, political interests, modern Russia.

## **INTRODUCTION**

Exit from the difficult period endured today by Russia, connected with social and economic crisis, complicated by strain of relations in world system, sanctions of the western countries in an essential measure is defined by ability of society to self-organization, self-control, patriotic sentiments and orientations of citizens including youth.

The main results of the research of civic stands and patriotic orientations of student's youth which is carried out in 2014 at the Kazan federal university and its branches in the territory of the Republic of Tatarstan will be presented in this article.

The specified perspective is staticized by the situation which has developed today in the sphere of socio-political development of youth. The period of reforms in Russia couldn't but affect social development of youth, and has led to rather serious shifts in her shape, system of values, civic stands and patriotic sentiments, to a certain discrepancy of young people. On the one hand, the modern Russian youth is distinguished by growth of independence, mobility and responsibility for the future, rather accurately expressed concern in a possibility of receiving quality education and vocational training and orientation to further employment and professional career, installation by integration into the international youth community. On the other hand, by results of researches as leading scientific centers of the country (Public opinion fund (FOM), the All-Russian center of studying of public opinion (VCIOM) and others), and regional among young people a certain apathy, expression of alienation to the world of policy, demonstration of disinterest to what occurs in country life takes place.

At the same time, the perception youth of life in this society, her social well-being, an assessment of productivity of social and political institutes and, first of all, the state is important for the state. The inclusiveness of the younger generation in social development, in activity of the country, his responsibility for the future depends on it.



## METHODOLOGY

The choice of student's youth as a reference group is caused by a number of factors from which it is possible to distinguish high intellectual potential and social mobility that allows to consider students as potentially active force of modernization transformations in the country.

### Research included

The questionnaire on detection of social well-being of student's youth of Kazan conducted in March-April, 2011 in five higher education institutions of Kazan (the Kazan (Volga region) Federal University, Kazan State Technological University, Kazan State Technical University of A. N. Tupolev, Kazan State Architectural and Construction University, Kazan State Energy University) aged from 17 till 23 years. As population for scoping of selection the number of the specified group, which according to data of State committee on statistics of Republic of Tatarstan and official information of higher education institutions is 91200 people, has been taken. The sample has made 540 people and represented various categories of youth depending on age, occupation and territorial characteristics.

Questionnaire of students of the Kazan (Volga region) Federal University (KFU), including his branches across the Republic of Tatarstan in 2014, for the purpose of definition of dynamics in social well-being of the studying youth. As population for scoping of selection the number of the specified group which, according to data of Reports on self-inspection of KFU and its branches, made about 46 000 people has been taken. The sample - 550 people also represented various categories of youth depending on age, occupation and territorial characteristics.

This method has been chosen as it gives the verified and statistically reliable data. Studying of a political component of the social status became special aspect of research. Object of research – the youth which is trained in higher education institutions of the region of Tatarstan aged from 17 till 23 years. The main differentiating indicators were the sex, age, the direction of training, the place of residence, a national identity, marital status.

## RESULTS

Research of patriotic orientations of student's youth was based on identification of a number of indicators - knowledge of content of concept of patriotism and its components, development of feeling of patriotism, his character. The analysis of the answers submitted in the block devoted to patriotic sentiments and orientations of students allows to tell about obviously expressed backwardness of patriotism among young people what patriotic self-identification of respondents testifies to. On a question: Whether "You can call yourself Patriot of Russia?" nearly a quarter of respondents (23,6%) have answered "yes", and they are three times more than those who can't call themselves Patriot of Russia. (Table No. 1)

**Table 1**  
**PATRIOTIC SELF-IDENTIFICATION OF STUDENTS (% TO NUMBER OF RESPONDENTS)**

<b>MAY YOU CALL YOURSELF PATRIOT OF RUSSIA?</b>	<b>%</b>
Yes	23,6
Rather yes, than no	44,9
Rather no, than yes	13,7
No	7,9
I find it difficult to answer	9,7

But the fact that 44,9% of respondents have emphasized the answer "rather yes, than isn't present", and there are no 16,6% - "rather, than yes", and every tenth (9,7%) in general has found it difficult to answer, demonstrates that on this problem defining outlook the majority of student's youth has no personal position. Perhaps, this circumstance has also generated a certain mismatch of patriotic orientations and vital strategy of students. So, according to the obtained data, it is possible to speak about understanding of the interrogated maintenance of patriotism and its components. the developed feeling of patriotism of respondents. (Table No. 2)

**Table 2**  
**DEFINITION BY STUDENTS OF THE CONCEPT "PATRIOTISM" (% TO NUMBER OF RESPONDENTS)**

<b>From your point of view patriotism is:</b>	<b>%</b>
Love to the native earth, language, culture, traditions	52,7
Feeling of participation in the homeland, it history, future	27,3
Pride of belonging to the state	16,6
Other	4,3
I find it difficult to answer	5,2

Affirmative answers of vast majority of respondents on the offered interpretations of concept of patriotism are received. Only 5% of respondents have found it difficult to answer this question, and 4,3% - have given own interpretation. The most significant component of patriotism is the love to the native earth, language, culture, traditions that every second respondent (52,7%), and least – pride of belonging to the state has noted what has emphasized smaller number by more than three times. Average value in interpretation of patriotism occupies feeling of participation in the homeland, her history, the future (27,3%) that allows to assume that patriotism in the student's environment has the emotional character which isn't connected with practical activities, with responsibility for destiny of the country, with participation with her rather. This conclusion is confirmed also by answers to the question "You Want to Live in Russia?". And, though most of respondents (56,9%) connects the future with life in Russia, nevertheless, considerable number – 42,3% of respondents (totally) don't differ in attachment to the Homeland, from them 22,2% have emphasized no option, and 20,9% - didn't think of this question. Thus, in understanding of students there is no coherence of patriotism and their vital strategy that with evidence has turned out to be consequence not only an inattention from the state, society to patriotic education of the younger generation, but also non-performance for decades by the state in full of the regulatory and socializing functions.

At the same time the conducted research allows to draw a conclusion on presence of potential in the student's environment of the region of patriotic sentiments. So answers to the question "What Problem in Life of Russia Concerns You Most of All?" confirm the attentive relation of respondents to events in the country, to her problems adequate to estimates of the reasons, caused them. So, only about 4% of respondents have answered that they don't know

about problems in Russia, and the absolute majority understands the developed socio-political and economic situation in the country, in problems of internal development, the relations with the world and gives an adequate assessment. (Table No. 3)

If on the basis of the obtained data to build a rating of problems in development of today's Russia, then, according to student's youth, and he is divided by the greatest number of respondents (42%), on the first place there is a corruption in power structures.

**Table No. 3**  
**OPINION OF STUDENTS ON PROBLEMS IN LIFE OF RUSSIA (% TO NUMBER OF RESPONDENTS)**

<b>WHAT PROBLEM IN LIFE OF RUSSIA CONCERNS YOU MOST OF ALL?</b>	<b>%</b>	<b>RANK</b>
Relations between Russia and Ukraine	16,6	10
Aggression threat from abroad	28,3	3
Corruption in power structures	41,9	1
Inflation, increase in prices	37,5	2
The growing inequality of the income	20,6	7
Condition of health care, education	25,6	4
Unemployment	21,8	6
Economic weakness and dependence of the country	18,2	8
Threat of mass riots	6,7	11
Rough materialism and inspirituality of the population	22,7	5
Ecological situation	17,7	9
I don't know	4,2	

From problems of internal development of the country by the greatest sharpness differs in the opinion of trained inflation, increase in prices (37,5%), a condition of health system and education (25,6%) and the growing inequality in the income (20,6%). In a rank scale these problems take the second place. Concern of students in problems of material security of life as prime in development of the country, in many respects is explained by rather low standard of living of students. By recognition of the interrogated 80% from them use the help of parents and relatives. But even with this material support of 26,9% of respondents are forced to earn additionally, they have noted that they have still additional earnings, and 18,8% which are trained work at a constant basis.

The third place on the importance is taken by the problem connected with foreign policy aspects, threats, aggression from abroad that was emphasized by nearly a third of respondents. (28,3%) This result demonstrates attention of students to a foreign policy of Russia, to the relation of the world community to our country, to interaction problems on the international scene and confirms interest of youth in the world of policy, modern political development. Growth of aggressive statements, threats from the certain western countries, the frank information war which has amplified recently should noticed and are designated in consciousness of youth as rather burning issue in development of the country and ensuring its safety. Nevertheless, the students are anxious with foreign policy problems in much smaller measure. So, the relations of Russia with Ukraine are realized important only by the sixth part participating in research (16,6%) though at the time of carrying out poll this subject was one of the most discussed in the Russian society, in mass media, in political discourses. Partly the drawn conclusion is connected with rather stable socio-political situation in our country and in the region (only 6,7% of respondents have stated the concern in a possibility of mass riots) and satisfaction with living conditions. Every second has answered the question "Whether There Is a Distinction between What You Would Like to Have, and What You Have?" that the difference, though is, but it insignificant that allows to estimate stay of student's youth in the fatherland in general as happy.

## CONCLUSION

Thus, the received results allow to draw a conclusion that in the student's environment of the region there is a serious potential for formation of patriotic sentiments and installations presented by rather high level of satisfaction with life, interest and participation with problems of development of the country. Backwardness of effective patriotism of student's youth is connected with easing during a transition period of civil consciousness of all groups of the population caused by non-performance by the state in full regulatory and the socializing functions.

In this regard it is important to come into contact of society, state with future intellectual elite of the country having the innovative energy, moral potential and capable to become in the short term the main social force providing democratic, dynamic and effective development of the country.

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# ACTUAL ASPECTS OF GLOBALIZATION: THE SOCIOCULTURAL CONTEXT

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## ABSTRACT

*The article is devoted to the crisis in the socio-cultural sphere, due to the different aspects of the globalization process as a multi-dimensional phenomena of our time. Topical application context of this article due to insufficient study of the social and cultural aspects of globalization. It is stated on the surface creating a total information environment of social and intellectual interaction leads to the emergence of a unique form of human culture. Analyzes the transnational interaction of individuals, social groups and organizations engaged in the information environment. Viewed sociocultural context of global changes in the article relates to such a process, as the trans-nationalization, which narrows the social space, bringing together people from different cultures and countries over the world, provides a more in-depth cooperation, enrich the national culture with new adaptive elements. The authors are convinced that as a result of global geopolitical transformations of the state, in its usual form, with its exaggerated safety standards, military alliances, significant military expenditure, territorial claims blurred. We study the question of identity destruction caused by the impending "cultural imperialism", leading to the standardization of the national structure, the educational process and the status of national traditions in terms of information and communication transformation. It is concluded that the phenomenon of globalization should not be understood as a purely economic phenomenon. This process involved all spheres of public life. Going to the postindustrial world, the development of information technology provide the basis for accelerating the flow of information, which in turn contribute to the erosion of old social and political boundaries.*

**Key words** *cultural globalization, information revolution, westernization, polycentrism civilizations, dialogue of cultures, cultural imperialism, traditional and cosmopolitan values, educational sphere.*

## INTRODUCTION

Today we can see that the internationalization and integration process is not only in the economic, social, political and legal spheres, today the fundamental vector of development is cultural integration. Around the world there is not only the circulation of people, goods and services, but also cultural and symbolic codes reflected in the different values, behavior and culture of consumption standards, a variety of styles and forms of expressing themselves or type of cultural identity. It is obvious that we are not dealing with a mechanical process. People and their cultural codes are integrated into a transnational scale and it takes very different forms. We were surprised to observe globalization as a powerful sign of previously unimaginable changes and anticipate the future spellbound.

Context relevance of this article due to insufficient study of the social and cultural aspects of globalization. Lack of proper attention can be explained by the fact that the

economic, ecological and geopolitical sphere of globalization is most clearly manifest themselves, while the globalization of the cultural environment phenomena have a hidden, latent nature, without giving them the possibility to adequately comprehend. This is the one of the most important theoretical issues that have yet to implement the philosophers, anthropologists and sociologists of modern times.

### **PURPOSE OF THE STUDY**

The main objective of the study is to analyze the social and cultural context of globalization. Analysis of the key components of the cultural elements in the conditions of transnationalization as inhomogeneous nonlinear and unstable environment complicates globalization at all levels of its occurrence.

### **MATERIALS AND METHODS**

The study is based on the analysis of general and specific relations in diverse forms of culture in the context of globalization. In this regard, the role of general methodological basis of the study is the classical dialectic.

The main change is happening in the minds of our time, ideas, way of thinking, because it is the mental process ultimately controlled progress. Behind the background of globalization processes are manifested through the information and communication revolution.

Creating at the planet's surface total information environment of social and intellectual interaction leads to the emergence of a unique form of human culture. As a result of the transnational cooperation of individuals, social groups and organizations engaged in the information environment for up compelling borders, there is an extraordinary narrowing of the geographical and temporal space previously unknown to us social form. She has the ability to instant communication and broad, combining a cultural point of all inhabited and known world, while seeking and beyond the planet. We have before us a picture of the birth of a new socio-cultural format of relations carrying a dichotomy and ambiguity of all that is fraught with sociality. The growing scale of this process, many patriots in many countries of the world scare their uncertainty, because no one nor any guarantees that come for mankind not expect a large-scale disaster than even those that we have seen in the XX century, such as the planetary tyranny.

Note that the new information environment and its cultural content emerged today consists of the following phenomena: - reduction of the role of traditional social ties and cultural standards of interpersonal and intergroup communication, thus increasing social mobility in all its forms; - Reducing the degree of contradictions between the antagonists in the theory of the economy and the emergence of unanimity in the assessment of market institutions; - The emergence of integrated structures in the media environment, in art and in other areas of popular culture; - Optimization of intercultural communication thanks to the dominance of the English language environment, both internationally and in interpersonal communication format; - The emergence of broad educational contacts, including through distance learning allowing to establish uniform educational standards of quality; - Liberalization of the reproduction of intellectual and human capital, the yield of this process, the scope of national education systems; - Postnational sympathy when people through television can easily plunge into the broadcast of human woes, and it does not matter whether the citizens suffer their country or other people empathize and respond, showing acts of public sympathy. Crumble the boundaries of ignorance and hostility.

Socio-cultural context of global changes are the result of such a process, as the transnationalization. It narrows the social space, bringing together people from different cultures and countries over the world, provides a better understanding of people with dissimilar religious, political and other beliefs, enriches the national culture of the new adaptive elements. At the same time it can be seen that taking place before our eyes, the synthesis gives the specific characteristics of the emerging planetary culture. Unlike traditional, it is largely devoid of character, historical memory, rooted standards of behavior and it is quite natural. Prevailing on the planet traditional culture due to the process of the satisfying human needs specifically local, geographically defined places associated with unique historical conditions, to impose a special stamp, both in foreign and domestic human form, their mental representations.

Global culture is different, and even anthropologically people have not changed, they are faced with different challenges. Integrate, a backbone element of the emerging culture is striving to translate into reality the universal, human values, in practice, to be reflected in mandatory adopting a common understanding of the goals of all universal Union by national states.

Any participation in international organizations is a way painfully flowing-out of part of its national sovereignty, due to recognition of total interdependence of all against all. An important component of the changes seem to extrapolation of human values throughout the world, as a guarantee of survival, therefore, the political foundation of the modern neo-humanism is a democratic political and legal model of all states. In this model, at this stage of history cannot be alternatives. The slow, gradual movement toward peacefulness inevitable prerequisite for this is equal access to the benefits and especially to information, as a key factor of development of the post-industrial era. Restricting access to identity information in today's conditions are not the same as the process of formation of planetary consciousness and disproportionately modern interests of humanity as becoming a single socio-cultural community. Restrictions on the way information is returning mankind to the periods of mutual hostility states living in captivity their own selfish desires.

It is obvious that until the second half of the XX century culture and the people, the state of our planet were not in such a relationship to each other as they are today. New human survival conditions are such that the problems in a particular region cannot be resolved locally. The emergence of a single world community with common cultural, legal, political, economic norms and values is not a utopia of philosophers, and the reality of our time, requiring specific action solutions. Therefore, any open bipolarity in international relations today looks like an adventurist, suicidal antithesis emergent and existing interdependencies. Down the centuries the differentiation state saving people and at the same time pushing them into the abyss of the various conflicts in the context of globalization and its challenges looks like legalized madness. The difference between the interests of states as special non-human subjects and their desire for military confrontation is a consequence of their natural unfriendly to each other, which is to be gradually overcome and minimize the means of civil initiatives of all inhabitants of the planet, people of good will. The humanistic modern design, originating in the second half of the XX century, in the wake of the anthropological turn creates today a social and intellectual basis for the realization of the values of non-violence philosophy. Across the planet, based on non-coercive social mobilization there are groups of people are able to arouse a massive civil activity, focusing not on the search for enemies, but on the spiritual movement for cultural, amicable, with the people which can put all the state of the planet and the political elite under the ethical control of civil society. Educational meetings, lectures, open scientific and religious debate paves the way to this nascent movement, which is difficult to overestimate the potential. A central thesis of this movement is the thesis - "human - primary state." New humanistic ideology based concept of open

society, on the idea of the unity of mankind is the center of the alternative modernization focuses on cultural diversity is recognized in the individual source of legal, economic and social sovereignty. As a result of global geopolitical transformation, the state, in its usual form, with its exaggerated safety standards, military alliances, significant military expenditure, territorial claims smeared and this is positive trend. Today, the understanding that the original subject of history should be the state, and civil unions, religious denominations and their communities, coming to a new level of interaction with each other even in the bud. Fear of political elites and peoples to each other is still strong. Fear of the loss of their national identity and sovereignty are still circulating in the mental and ideological structures of many countries, and nurtures the patriotic spirit of modern nations. States are still willing to pile up enormous efforts and support the walls of their "great-citadels", and not only old, but also new emerging as a guarantee of the survival of peoples, stability and progress for its citizens. In fact, the state today are the main obstacle to moving forward, because the state policy unacceptable human values and universal ideas. The ideologists of the state are still convinced that love of humanity can be realized only through the love of his people, otherwise humanity awaits the loss of cultural and national roots. Today it is obvious that the government openly interfere with globalization, making this process an element of its own economic superiority. However, once the state will hand over their positions, and will undergo a transformation, having ceased to exist as a social institution obsolete.

The emerging ideology of a unified humanity, like any ideology ahead of the socio-cultural and political reality makes it innovative components which catalyze the improvement of relevant forms of social life. Humanity today is not well reflect on the experience of the existence of stateless people, however, in addition to well-known utopian ideas of anarchism, there are a huge precedent for effective civilian population struggle with the state associated with the name of Mahatma Gandhi. Looking at past experience Gandhian, we can say that, at the appropriate ideological and organizational preparation, the victory of people over the state sealed. Looking at the current state of the social and cultural dynamics can be found interesting feature associated believes Samuel Huntington contradiction between civilizations. If the twentieth century was the century of ideological struggle Bipolaron world in the future will be the scene of clashes religion, dividing people much stronger than what ethnic or political affiliation. You can have different ethnic roots and be the result of genetic mixing of the blood of different ethnic groups, but such a synthesis is not feasible in the field of faith. We personify not only with the state or the people, we can be aware of their belonging to a wide body of cultural - civilization. Samuel Huntington believes that nation-states do not cease to be dominions in the international arena, but their desire, alliances and conflicts between themselves in the now largely determined by cultural factors. It is obvious that many of today's clash between states occur on the basis of civilizational differences. It is interesting that this struggle can occur at both micro and macro levels. At the micro level the various social groups, is in the zone of civilizational boundaries and enter into definite contact, not infrequently come into fierce opposition in an effort to establish control over a given territory. At the macro level there are states that are members of different civilizations, their actions are motivated by the desire to dictate the specific values in the areas of emerging conflicts.

According to Samuel Huntington, the main dividing line runs between Atlantic civilization, and all the rest. However, there are other fault lines, such as west - Islamic civilization; Western Christianity - Orthodox Christianity, and so on. It is worth noting that the internal connection of all existing civilizations is rather arbitrary. [11]. In the narrow context of Western civilization includes the Anglo-Saxon, Romano-Germanic, and the border



Anglo-American world. Eastern civilization consists of a Muslim - Arab, Turkic, Malay, Chinese, Japanese, Korean and Vietnamese, Indian world.

Available civilizations polycentrism manifests itself in a variety of types of perception of the surrounding space and time, in different geo-economic, socio-psychological, religious and other specific features.

Russian philosopher A. Losev discovered such culturally determined perception of space and time types: Chinese vision has all the static and approval of temporary detention; India finds the constant movement and the desire to absorb the entire contents of the time and turn it into nothing; Antique immersed in peaceful harmony of time and eternity that is symbolically shown in their cold sculptures without pungency of the subject and physical illnesses, eyes without pupils; ancient European immersed in eschatological prediction of the future; Western European world, borrows Jewish-Christian eschatology, and at the same time an absolute identity of the man and his spirit. Losev focuses its vision on the cultural and historical diversity of traditions. Western European civilization inherent in the cult of reason, emphasis on human rights, social dynamism, reflected in the numerous revolutions, industrial, utilitarianism, the Protestant ethic of individualism and more. For eastern worlds are typical Muslim fundamentalism, Confucian paternalism, contemplation, personal asceticism and social solidarity, a total domination of the state over the individual.

## RESULTS

In the context of globalization, focusing on cultural and mental differences should be a reason to seek common ground. Today, no culture, no civilization can not progress in isolation. Our development as never before associated with the paradigm of common humanity. Being in constant interaction with their fellows environment, and without losing a key as the identity of the universal property, we inhabitants of the planet, the representatives of different nations and civilizations should seek to strengthen its universal dynamic framework around which gradually build up various innovations.

## CONCLUSION

Thus, the phenomenon of globalization should not be understood as a purely economic phenomenon. This process involved all spheres of public life. For example, political globalization is largely fueled by a complex of beliefs, which detects almost exclusively positive content of this phenomenon. Cultural globalization is the integration of national cultures into a single planetary-based development of new technical means of communication. Going to the post-industrial world, the development of information technology provide the basis for accelerating the flow of information, which in turn contribute to the erosion of old social and political boundaries. Free movement of people and ideas in common and at the same time, the multi-level space promote cultural interchange, the rapprochement of nations, the universalization of human cultural codes, and socio-cultural practices. At the same time there is an individualization of consciousness and spread among different cultures traditionally unusual, uncharacteristic for them norms, ideals, values, living standards and behavior. It can be said that globalization is a specific multi-dimensional process, a "call" to all mankind objectively requires awareness and the search for adequate and timely "responses".

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# METHODOLOGY OF STUDYING AN ARTISTIC TEXT AT ENGLISH LESSONS IN THE IMPLEMENTATION OF THE FEDERAL STATE EDUCATIONAL STANDARDS FOR SECONDARY GENERAL EDUCATION

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## ABSTRACT

*The current article deals with the problems connected with examining the efficient ways of teaching English literature in new educational conditions. The aim of the authors is to demonstrate the principles of working with the piece of art in auditoria's with students who learn English as a foreign language. The problem demonstrated in the issue is based on experimental teaching English literature as an additional subject in school 49, Kazan. The plan of the lesson given in the article illustrates the productive strategies of teaching in new educational conditions in Russia. In this case the main aim of teacher is to bring up an acceptance to any different culture, to show the originality of any other sightseeing's. The process of learning literature should be followed with the creation of barrier-free environment. Such change will be the key to attracting the attention of the younger generation in the process of globalization in the world.*

**Key words** *English literature, teaching methods, tolerance, education system, the concept of cultural dialogue.*

## INTRODUCTION

The education system in Russia has endured a series of reforms. These changes are reflected as on the external (formal) as the internal (meaningful) level. The main requirement of the government to the current pedagogical process is to ensure purposeful process of education and training in the interests of the individual and society. Thus, one of the basic principles (on a par with the patriotic education) is "to create favorable conditions for the integration of the education system of the Russian Federation with the educational systems of other countries on an equal and mutually beneficial basis" [FL, 2012, № 273].

The successful implementation of this requirement of an integrative education and the fact that the Russian Federation is an integral part of the world culture and the economy are directly dependent on the elimination of cultural, linguistic and economic barriers to such cooperation. In this case, pedagogy as one of the main mechanisms for the implementation of the state program is changing the attitude to the foreign culture in the Russian society: it's important not to love but to understand the others and to accept them in originality. Such change will be the key to attracting the attention of the younger generation in the process of globalization in the world. This aspect of the modernization of the system of modern education leads to the increased requirements for mastering a foreign language. As a result there are more chances for the unhindered communication with non-native speakers.

The aim to create barrier-free environment has determined the content of the Federal State educational standards (FSES) for secondary (full) general education [FSES, 2012, №

413]. Thus, in accordance with the paragraph 9.1.2., the substantive result of a foreign language acquisition is the formation of communicative competence in it. The determining factor in such understanding the importance of mastering a non-native (foreign) language is not in favor of the learning the language itself but the mastery of a foreign language culture. This change forces to reassess the system of goal-setting work of the foreign language teacher. His task should not be reduced to learning the language but to the formation of foreign language culture representation by the students.

## METHODS

The concepts of cultural dialogue and understanding [M. Bakhtin, 1976], the language person [Karaulov, 2009], the competence (Eck, 1990; Savignon, 1991; Hutorskoy, 2013), communicative and cognitive approaches (Schepilova, 2005; I. Bim, 2007), the concept of integration in education [Archipenko, 2007] formed the methodological basis of the study. The theoretical bases of the research are works of literary theory [Tyupa, 2002] and methods of teaching literature [Svirina, 2010; Golikova, 2014].

There are also used a complex of complementary research methods: theoretical methods (the study and analysis of the scientific literature on the history of literature, linguistics, pedagogy and methods of teaching foreign languages); empirical methods (analysis of written work; monitoring the process of learning).

## RESULTS

The priority areas defined by FSES based on achieving not only the subject but also metasubject results. For the Foreign language as a school subject it gives more chances to involve the student to the process of enlarging their erudition by teaching them how to search for the information. It's possible because of the foreign language teacher helps pupils to drop into the social problem. In his case there is the very effective possibility to demonstrate the world in its variety. That's why it's important to teach the young learners to accept the existing contrasting views on life. To aim the following the methods used by the teacher should be oriented to the modern principles based on the inter-subject relationship for the forming culture-centered competence.

## PRACTICE

### **The Teaching of English Literature in The Modern School**

In this part of the study the experience of Literature teaching in English at Municipal Budgetary General Education Institute "School № 49" of Novo-Savinovsky district of Kazan is presented. The foreign language teachers of the school are not limited to the studying materials in fiction given in modern textbooks. In this educational institute the foreign language culture formation is carried out in the study groups. Thus, students have the right to attend additional English classes on English literature and culture. Methodical efficiency of studying Literature in its original, first of all, is provided by the creation of an enabling environment for an independent construction of meaning and the creation of reader discourse during the interaction of the author and the reader. In this case there is a relationship between the participants in the communicative act is a special kind of dialogue – "the meeting between the two texts: the finished and create responsive texts, therefore, the meeting of two entities, the two authors," [Bakhtin, 1976: 127]. The peculiarity of the teacher in these classes is that students are engaged not in translation but in the philological analysis of the text. During the

lesson theme, idea of the text are discussed, the main attention is given to the author's artistic method. Very often in the course of the discussion, students are faced with the mismatching of reader expectations with the author's intention. One of the main reasons for this discrepancy is in the meeting of two cultures, the bearer of which is participants in the artistic dialogue. But in the course of resolving this misunderstanding the acceptance of cultural identity rooted in the work is achieved.

### The philological Analyze in English

The works of art by the 20<sup>th</sup> century American author Ernest Hemingway (1899-1961) usually cause a keen interest in the teenage audience. Such students' interest in issues raised in his works, the originality of the author's literary manner, low-key style allows the teacher to choose the material for the philological analysis of samples of his works. Students are given the task to read in advance the work of art by the author to a particular lesson. In this case, *The Old Man and the Sea* was chosen for discussing in the lesson. The technological map of the lesson (Table 1) represents one of the practical examples of using fiction in English for the forming culture-oriented competence. This material is approbated with the 9-th form students of Municipal Budgetary General Education Institute "School № 49" of Novo-Savinovsky district of Kazan.

**Table 1**  
**THE TECHNOLOGICAL CARD OF ENGLISH LESSON**

<b>Topic:</b> The implementation of the principle of the iceberg in <i>The Old Man and the Sea</i> by E.Hemingway						
<b>Grade:</b> 9						
<b>Type of lesson:</b> discovering of new knowledge						
The activities of the teacher	Students' activities					
	Informative		Communicative		Regulatory	
	Ongoing actions	Moulded ways of working	Ongoing actions	Moulded ways of working	Ongoing actions	Moulded ways of working
<b>STAGE 1 - ORGANIZATION AND MOTIVATION.</b>						
<b>STAGE 2 – UPDATING AND FIXING THE INDIVIDUAL DIFFICULTIES.</b>						
A teacher tries to relieve tension and adjust children to work. The question offered for discussing is why nowadays people are interested in Hemingway's biography and works. This activity should lead them to formulate objectives of the lesson and motivate them cooperation	Students remember their knowledge about E. Hemingway and his works of art, make assumptions about the lesson's topic, take part in the conversation, interview, formulate the tasks	Putting cognitive tasks; planning some possible ways to achieve results; recognizing the importance of the writer's activities in the world culture.	Students listen to their classmates and interact with the teacher during the conversation, which is conducted in the frontal mode.  They express their opinion.	Keeping the conversation; listening to the interlocutor, understanding and distinguishing the main thing; building a clear statement to the interlocutor, formulating own opinion and position.	Students make a decision and independent choice in educational and cognitive activities. They evaluate their region of ignorance and set educational goals (find with a teacher what they need to know about this topic).	Being able to plan their activities in accordance with the target setting, expressing their opinions.
<b>STAGE 3– UPDATING KNOWLEDGE</b>						
The teacher:	Students	Selection of	1. Students	Listening to	Students	Being able to

– gives the task: answer the questions about the creation of the writer; – organizes work with the class in groups; – summarizes job and defines the region of ignorance of the facts on the topic “The area of language difficulties” (Past Simple, etc.)	remember their knowledge about this topic, make the assumption and systematize information before being introduced with the new material. They ask the questions that want answers.	the most effective ways to solve problems, depending on the specific conditions. Actualization of previously obtained knowledge on the topic.	work in groups, trying to recall the main points. 2. They discuss their answers in class.	the interlocutor. Building the understandable for companion phrases, formulating own opinion and position, reasoning and coordinating it with the positions of the partners, making a choice.	evaluate the accuracy of the job, correct their own work. They set educational goals and tasks (with the teacher find what they need to learn more on this topic).	listen to under with a target installation. Accepting and keeping learning goal and task. Addition the views expressed essentially derived jobs, goal setting, setting educational goals and tasks.
<b>STAGE 3 - THE DISCOVERY OF NEW KNOWLEDGE – READING AND ANALYZING THE TEXT</b>						
The teacher introduces students to the new information by watching the fragment of the film <i>Midnight in Paris</i> (the episode where Hemingway has a talk with another writer ).	Students independently read information using descriptive material and listen to the comments of the teacher and classmates, note down and repeat new phrases.	Isolation of essential information	Students interact with the teacher in frontal mode in the process of working with video. They also interact with their classmates.	Asking questions needed to organize their own activities.	They listen to their classmates and the teacher carefully and compare the answers.	Self-assessment of the action’s correctness; making the necessary adjustments to the job.
<b>STAGE 4 – USING ACQUIRED KNOWLEDGE IN PRACTICE - THE PREPARATION AND SUBMISSION OF A SPONTANEOUS MONOLOGUE SPEECH ON ‘THE PRINCIPLE OF ICEBERG IN THE OLD MAN AND THE SEA BY E. HEMINGWAY’</b>						
The teacher organizes an independent activity to prepare the students for the spontaneous monologues on the topic and suggests keywords for it.	Students work in groups. They make a plan for the story and work orally with the key terms.	Forming logical philological analysis, the ability to interpret the information in a new form - the transformation of information.	Interaction in groups; class discussion; pronunciation of the foreign language.	The ability to interact in a group (to listen to the interlocutor and logically continue his statement, draw conclusions, to make a decisions, to conduct a dialogue).	Students control the correctness of answers, adjust and evaluate their activities.	Self-evaluation of the action, the adjustment of the job.
<b>STAGE 5 - REFLEXION</b>						
The teacher	Students	Actualizatio	Students	Formulate own		Cognitive

proposes to assess a work in the classroom.	systematize the information and present it in a new situation.	n of the acquired knowledge on the subject.	discuss their answers and choose a single final version.	views and positions, argumentation it and coordination with the positions of the partners.		reflection on actions to address the educational and cognitive tasks.
<b>STAGE 6 – SUMMARIZING AND HOMEWORK</b>						
The teacher sums up the lesson. Students get their homework: write a mini-essay on the creative method of E. Hemingway, backed by their own examples of <i>The Old Man and the Sea</i>	Students take part in a conversation to discuss achievements and write down their homework.	The ability to analyze the degree of assimilation of the new material.	Students listen to classmates and speak their opinions.	Formulating own views and positions, arguing and coordinating with the positions of the partners in collaboration with the development of a common solution in the joint venture.	Students evaluate the results of their work and compare the level of the assignment at the beginning and end of the lesson.	Independent analysis of the goal on the basis of accounting teacher dedicated action guidelines in the new academic material.

## SUMMARY

Nowadays in pedagogy one of the most effective roles is lead to Literature (according to its high educational level). It's evident, that the work of art can't exist without the lexical and grammatical support. This is a good example of where language acts as a tool to create a cultural masterpiece.

This form of integrative learning where there is an interaction between Fiction and Linguistics draws attention of researchers. So, scientists are paying attention to the possibility of development of intellectual and creative abilities of students in the classroom reading of works of art in the original [Zagrayskaya, 2009], explore the communicative potential of fiction in the language study [Stul, 2007; Golikova, 2014], develop the basic techniques and methods of working with artistic text in a foreign language [Sadykova, 2014]. Anyway, the main issue that brings modern technique boils down to is to move away from the realities of grammar in the text and draw attention to the cultural code contained in it.

Nowadays in textbooks, where the authors are taking into account the basic requirements for FSES, the problem of the formal relationship to get acquainted with English literature has been managed to solve. The modern textbooks has moved away from the formal approach. The authors [Vaulina, 2010] pay a great attention to forming culture-oriented competence. This allows the teacher to involve Literature as an integral part in the national culture of the target language. Thus, the aesthetic sense is formed in the field of artistic expression on a par with the other forms of art. This relationship is further strengthened by the fact that the text is not only read, but also is listened to in the actor's performance. This additional instrument for the perception eliminates errors in understanding the author's text encoding. Properly placed accents, the tempo of reading constitute additional aids to facilitate more effective implementation of the dialogic function of the work of art.

## CONCLUSION

Using an integrative approach in English teaching is advantageously carried out in the subject area "Literature". In this case, students are actively involved in the cultural environment. The language which is the tool for the perception of the work of art allows to aware the specifics of the author's artistic method and some specific features of the national culture. For example, "meeting" with the Hemingway's world of America it's important to demonstrate the importance of the iceberg theory to reflect the idea of the text. But to show the peculiarities of this method is possible only by analyzing the piece in its original. The ability to build a culture relationship, form the reader discourse is made directly with the process of involving the students into the national environment. And the language as the inseparable part of it is the author's tool for encoding the text.

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# THE TRANSFORMATION OF THE QUEBECKERS' INTERNET DISCOURSE (ON THE MATERIAL OF CONNERIESQC.COM ACCOUNT ON FACEBOOK)

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## ANNOTATION

*Nowadays the problem of language purity is one of the most actively discussed issues in Quebec. The language policy carried out in the course of several decades by the government of this Canadian province resulted in the transition from the dominant usage of English in all the spheres to the priority-driven usage of French in both interpersonal and institutional communication. Though, after thorough analysis of the content of ConneriesQc.com (a famous Quebec French humoristic site) account on Facebook (5-10 March 2016) [URL: <https://www.facebook.com/conneriesqc/>] we came to the conclusion that English has a considerable influence on the Quebecers' Internet discourse that is the reflection of the current language situation in Quebec. We divide samples (collected using continuous sampling) of Internet discourse transformation into several categories: transformation of discourse at morphological, lexical and syntactic levels. Our research has also discovered the frequency of code mixing in the Quebecers' Internet discourse; the tendency of words spelling simplification in English manner. Basing on the data obtained, we made a conclusion that the possible reasons of the transformation of the Quebecers' Internet discourse are greater social prestige of English in Canada and its global expansion and also the long period of the annihilation of the French language by the Canadian government.*

**Key words** *discourse transformation, Internet discourse, code mixing, social prestige of a language, language policy.*

## INTRODUCTION

Quebec has its special position among other provinces and territories of Canada: though officially Canada is a bilingual state with two official languages (English and French), the majority of its administrative units proclaims English as the only official language, the exceptions are New Brunswick where English and French are considered to have equal rights and Quebec with the French language as the only official one. According to the census of 2011, 78,9% of Quebec population state French as their mother tongue – slow, but stable decline is observed: in 1991 the French language was the mother tongue for 82% of the Quebecers (language used at home, in family communication – 83%), in 2001 this figure was 81,4% (81,2% consequently), but that fact can be explained by the growing amount of immigrants (approximately 50000 per year). Nevertheless, it should be noted that the amount of Francophones has slightly risen – from 93,6% in 1991 to 94,4% in 2011 [Tableau

statistique canadien, 2016, 15-19]. It can be conditioned by the language policy successfully carried out by the Quebec government from 1970-s: according to the Charter of the French language all non-francophone population of Quebec (except children of Anglophone parents that got their primary education in schools of Quebec in English) is obliged to send their children to schools where the language of education is French, there are free language courses for immigrants. Quebec Board of the French language (“state agency, the aim of which is to guarantee the enjoying of full rights of the French language as the language of the labor activity, mass media, trade and administration” [Krasavina, 2012]) developed “Le Grand dictionnaire erminologique” (“Great terminological dictionary”) that contains terms of more than 200 data domain. After a long period of the French language annihilation by the Canadian government (French was the language of communication just within the family, all the spheres of social life were served by the English language) the contemporary usage of French in both interpersonal and institutional communication seems to be a linguistic miracle – “the government of Quebec...managed to do the thing that is almost impossible” [Kozhemyakina V. A., 2015, 66].

Although, as the result of the thorough analysis of the content of ConneriesQc.com (a famous Quebec French humoristic site) account on Facebook (5-10 March 2016 – 40 posts and 18825 comments) we made a conclusion that despite all the efforts of the Quebec government the influence of English on the Franco-Canadians’ speech is still very strong. The government of this province pays much attention to any changes in the language situation that is why our article has a peculiar actuality as it attracts the publicity’s attention to the problem of the impact of English on the Quebeckers’ speech. On the background of the dominating role of English in Canada and in the modern global informational society on the whole (“the English language proficiency enable to swift integrate into informational environment, allow to promptly use modern informational resources” [Batrova N. I., Salyekhova L. L., 2015, 604]) the transformation of the Quebeckers’ discourse takes place and it is mostly seen in their Internet discourse. For linguists Internet communication is of a particular interest – as N. B. Mechkovskaya writes, “before there was not such a mass flow of natural speech...written and exposed for demonstration” [Mechkovskaya N. B., 2009, 441], we should also take into account the fact that “the texts that are produced in chats, blogs and microblogs, internet forums, e-mails and social networks combine the signs of different types of speech” [Ushakov A. A., 2010, 170] – oral and written, that allows us to conclude that at the present moment nothing but the Internet discourse gives the most objective information about the current language situation in a language community.

## METHODS

The scientific novelty of this article is in the examining the discourse transformation at different levels of the language. We divided the samples of discourse transformation (collected with continuous sampling): transformations at lexical, morphological and syntactical levels (the levels are enumerated according to the quantity of examples). We separately defined the numerous examples of code mixing within one sentence that, as a result, turns out to be half in English: «trop drôle, is that what u do old lady?» (spelling and punctuation of the authors of posts and comments), “go on varecommencer les Harry Potter”, “no where de même”, “J’ai fuck dead”, “lucky for you que c’est...”, “don’t know why mais ça me fait rire”, “I wish mon cœur les deux ensemble...”, “story of my life quand je...”, etc. The last sample, to our mind, is more likely to illustrate the code switching that was resorted to in order to express the emotions more brightly: colloquial phrase “the story of my life” said when one, usually a negative thing, often happens to somebody, is emotionally colored. “The expressive possibilities of the sentences appear brighter when they ... transmit a special

attitude of the subject of the speech towards it” [Abdullina L.R., Gizatullina A.K., Mingazova R.R., 2015, 50].

## RESULTS

The transformation of discourse is the most evident at the lexical level and that is quite predictable as the lexical level of the language is the most mobile and liable to changes. For the Internet discourse of the Quebeckers the usage of English Internet slang is characteristic: lol “laughing out loud” (88 times, its French analogue *mdr* “mort de rire” occurred only 6 times), wow (76 times), omg or Oh my God completely (80 times), wtf (16), bro, oups. Computer and Internet lexis is also anglicized (there the manifestation of the discourse transformation both at lexical and morphological levels is observed): “un mail” (instead of *courriel*), “le web”, “spamer” (from the English word “to spam”), “une game” (there are French variants – *jeu informatique*, *jeu ordinateur*), “un gameboy”, “un gamer”, “gameuse” (about a girl that likes to play computer games), “le link”, “sous nick”, “en nickname”, “likez”, “uploadez”, “cliquer”, “poster”, “scanner”, “taguer” (from English “tag”). On the one hand this layer of lexis is anglicized in many languages (i.g. Russian “*veb-stranitsa*”, “*geimer*”, “*spam*”, “*spamit*”, “*laikat*”, “*klikat*”, “*postit*”) as the computer terminology is almost completely borrowed from English. But on the other hand, in “*Le Grand dictionnaire terminologique*” there are fixed French analogues of the words listed above: “un gameboy”, “un gamer” – “un joueur”, “uploader” – “*téléviser*” or “*télécharger*”, “nickname” – “*pseudonyme*”, etc. [URL: <http://www.granddictionnaire.com>]. This way the fact that the Quebeckers prefer to use English words informs us either about that French words didn’t have enough time to “settle” in the language (the majority of the words listed were fixed in the dictionary at the beginning of the 2000-s) or about their usage of English words because of the greater importance of this language in Canada and in the world on the whole, or because of their laconism or some other reasons. For the social prestige and “fashionability” of English also witnesses the multiple impregnation of such English words and word combinations as “yes”, “seriously?”, “please”, “sorry”, “anyway”, “u know”, “right now” into completely French comments. Then, one can’t ignore the abundant usage of English obscenity – “damn”, “shit”, “la sont fucking cool”, “c’est une fucking histoire”, “regarde – fuck off”, “les fucking jours”, “pauvre as fuck”, “motherfucking chats”, “un shitload de travail”, “une bitch”.

Besides such already widely used words of English origin as “un star”, “un weekend”, “un gym”, “un show”, “un boss”, “un movie”, “un smoothie”, “le camping”, we found the following English words in the Internet discourse of the Quebeckers that have full-value equivalents in French: “cool” (16 times), “cute” (18), “une gang” (6) – meaning “company of friends”, “le fun” (3), “la job” (3), “down” (in different meanings, but at any case this word could have been easily substituted by a French word – “*Je serais down de faire ça*”, “*down d’aller*”), “une joke” (26), “les kids” (2), “un boy” (2), “fluffy” (6), “sick” (2). Also we detected no less than 40 samples of the use of English words instead of French ones. Let us give the brightest examples: “les plus gros turn-off en date”, “le plus de cheese”, “faire butter”, “un bully arrogant”, “freak place”, “c’est pour être high”, “la photo est fake”, “des renards fat”, “complètement dead”, “un petit roadtrip”, “le morning sunshine”, “avec un drink”, “bien happy”, “je les veux live”, “savaêtre nice”, “surtout quand on work de nuit”, “que notre mood change”, “je feel”, “watch-toi”. It is necessary to note that transformation also takes place at the morphological level and it is obviously degenerative especially when an English verb is used instead of the French one as in this case the English verb is used in the form of the bare infinitive and it doesn’t follow the rules of the French grammar.

We also observed the tendency of spelling simplification and Anglicization – thus, the word “choquer” was often written as “chocker” or even “choker”, “classique” as “classic” (“les classic arts”), the pronoun “ça” was used 279 times and it was written as it should be written only 157 times, in 86 times it was written as “ca” (with such spelling this word is read in another way, but it seems to us that it is just easier for the Quebeckers to print “c” instead of “ç”), 36 times it was written as “sa” (in this case the word is read as it sounds). Nevertheless, we found out the example of the reverse process – the transformation of English word spelling according to the French spelling rules, but this sample also provides evidence of the discourse transformation at the lexical level – the word “touné” mentioned by the administration and the followers of the site is not fixed in any dictionary and judging by the context it obviously derived from the English word “tune” (“cettetoune qui va me rester en tête pour le restant de ma vie”) – and the text of the cartoon soundtrack song is given.

Analyzing the language material of the site’s account on Facebook we detected the following fact dealing with the transformation of discourse at the lexical level – the majority of the site’s followers that commented the post about the popular cartoon “The toy story” used its English title, though in Quebec’s cinemas it was rotated under the translated title “Histoire des jouets”. This fact, insignificant at the first sight, demonstrated brightly the difference between the desired result of the state language policy and the real language situation.

As for the transformation of discourse at the morphological level, we additionally give the following examples: kidnapper (English verb + French verbal ending), clubber (English noun + French verbal ending), ownage (English verb + French noun suffix), fucké (participe passé derived from English verb), “enm’flashantd’inyeux” (gérondif formed in the basis of English verb + usage of English preposition in the sentence). The samples listed above (except the first and the last ones) are not fixed in the dictionaries, they are probably occasional as “every unit of speech that appears for the first time is occasional” [Smirnova E., Sadykova A., Davletbaeva D., 2014, 534], that on the one hand may say about the fortuitousness of their formation, but on the other hand the fact that the authentic speakers prefer to create the new words based on the element of another language instead of using the words of their native language says much about the discourse transformation at the morphological level.

The transformation of discourse at the syntactical level is not expressed so vividly as at lexical and morphological ones primarily because of the similarity of the syntax pattern of English and French sentences. It is expressed mainly in the change of the word order, typical for the French word combination “noun + adjective/participe” into “adjective/participe + noun” that is characteristic to English one, but in the samples collected it can be explained by the English origin of the participles: “c’estune fucking histoire”, “les fucking jours”, “motherfucking chats”.

## CONCLUSIONS

Let us sum it all up: analysis of the data obtained during the examination of the Quebec humoristic site’s account on Facebook (5-10 March 2016) allows us to make a conclusion – despite of the certain success of Quebec government’s language policy the long period of the annihilation of the French language and the global expansion of the English language have a strong influence on the Quebeckers’ speech that is expressed in the transformations of the Internet discourse at morphologic, lexical and syntactic levels. As the Internet discourse is to some extent the reflection of the reality it is clear that the transformations concern not the Internet discourse only.

## SUMMARY

It is evident from the data given above that the Internet discourse of the Quebec population is obviously impacted by English at morphologic, lexical and syntactic levels. The transformation of Internet discourse is the most vivid at lexical level and the least – at syntactic one.

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# THE ROLE OF THE READER IN INTERLITERARY COMMUNICATION

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## ABSTRACT

*The article is devoted to the study of the notion 'interliterary communication' on the example of the genre sonnet. The aim of the research is the understanding the role of receptive consciousness in creation of those transforms which are inevitable in perceiving the set forms of another nation in literature by both the writer and the reader. The analysis shows that the sonnet is a 'signal' for perceptive consciousness to realize the idea which performs as a universal form of literary thinking that can exist in various vague variants in the literature of other nations. This fact strengthens the communicative beginning of sonnet reception and is proved by numerous changes either in form or content of the sonnets in the Russian and Tatar poetry of XX c. The analysis of the Russian translations of W. Shakespeare's sonnets by S. Marshak and R. Kharis' sonnets by N. Pereyaslov proved that the sonnet had undergone significant transformations which reflected the literary values of the receptive literature. At the same time the works of W. Shakespeare saw less number of transformations in the Tatar literature. So, in the translations made by Sh. Mudarris the communication in form reception was realized through the dialogues and by saving the philosophical themes of sonnets as well as some principles of stanza.*

**Keywords** *Communication, Russian literature, Tatar literature, sonnet, translation, reader.*

## INTRODUCTION

At the time of intensifying globalization processes in the modern society, the issues of communication and interliterary dialogue are being discussed [Amineva V.R., 2014; Bekmetov R.P., 2015; Galieva A.M., Nagumanova E.F., 2014; Ibragimov M.I., 2015; Identities in process ..., 2007].

One of the most important and understudied aspects of this phenomenon is studying the role of receptive consciousness in interliterary communication. The researcher, Ya.G. Safiullin, in his work 'Communication and literature' underlines that there is a difference between the reader who perceives the literary work in its relation to the history, the place of creation, cultural context, and the reader who is independent from what makes the world of the literature unique. According to Ya.G. Safiullin, 'in the dialogue the perception of each other by the participants and their common way to knowledge, meanings which do not obligatorily end with agreement. The communication is monologue-like in its form <...>. The aim of communication is knowledge' [Safiullin Ya.G., 2012, 23]. The concept of another Russian scientist A. Nazarchuk is developed in the same direction. In the article he highlights the presence of bidirectionality, mutual communication, i.e. the presence of the answer and responsibility [Nazarchuk A.V., 2010, 52-72].

Among the elements which have the communicative functions the special role belongs to genres of literary works. It can be explained by the fact that every genre is not only the formal element of literary creativity and perception; being different from the content with its

abstract nature and generalized character, this element is focused on creating some ideas about a human.

Such ideas, which point at the content of the genre, go back to the concept of the dialogue by M. Bakhtin [Bakhtin M.M., 1972]. His researches prove the fact that genres can point at information which does not depend on the reader or the writer, but forces the latter to follow certain rules in creation of the literary work and its perception.

The strengthening of communicative beginning in literary reception will be more significant when it comes to perception of *solid genre forms*, such as: sonnet, rubais, ghazal, hokku. The solid forms in the literature are predictable from the point of view of its formal elements: the amount and stanza structure of poems. At the same time they can be easily recognized by the reader or the poet who study the world of another literature and participate in dialogue with it. The reader's perception, free from scientific approach to understanding the diversity of genres in literature, these forms will be assessed not from the point of view of their poetics, but something common, universal, which makes them closer to accustomed ideas, images maintained in his national literature and language.

When solid forms start to be cultivated for the first time in this or that national culture, they rely on the backgrounds which are common to its world, traditions, and poetics in general. Mostly it can be explained by the fact that stable models of literary thinking have above national character. From this point of view they become the products of literary thinking of any history of literature, any literary space.

The researcher V.R. Amineva writes about the opportunity of universalization of the features of the literary work which is included into the dialogue and communication with another literature, another literary conscientious: 'Experience of 'alien' reclamation allows to look at 'own' differently, without the framework of one's own ideas. Context of another literature increases semantic sense of 'initial', reclaimed models and structures; it opens their archetype, capability to create new senses. Semantics of border transition means some mutual overlapping of semantic fields of 'own' and 'alien' artistic and esthetic experience, it helps universalize these or those features of national artistic discourse' [Amineva V. R., 2015, 248].

Below the article considers how the sonnet was transformed as a solid form in the works of the Russian and Tatar poets of XX c. and the role of the reader's consciousness of another culture in creation of new meanings is being defined.

## MATERIALS AND METHODS

The material under analysis in this article is the sonnets of the Russian poets of XX-XXI cc. (V. Bryusov, A. Yeremenko, etc), 130 W. Shakespeare's sonnets and their translations made by S. Marshak and Sh. Mudarris, the sonnets of the Tatar poets of XX c. (R. Kharis, R. Zakirov).

The article uses a complex approach to the material under analysis, including both traditional methods for literature studies and the ones provided by modern comparative paradigm, especially in conducting the comparative analysis of different national literatures.

The background of this concept is the method of receptive esthetics which forms the frames for appearing such notions as: 'esthetic distance', 'horizon of expectations' of the reader [Iser W., 1976].

The concept of the research was also influence by the works of M. Gasparov devoted to the theoretical description of solid genre forms in literature [Gasparov M.L., 2001].

## RESULTS

The traditional form of the sonnet in different literatures has undergone some changes which occurred as a consequence of interliterary communication and as a result of the influence of dominant literary forms and universal values on the perceiving conscientiousness (of the translator, the reader, the poet).

As it is known, the sonnet appeared in XIII c. in Italy; soon afterwards the generalized principles of its creation were formulated. However, within some period the form of this genre underwent some transformations. So, at the beginning of XIX c. the following sonnets appeared in the Russian literature: written in different feet iambic style (so-called 'limped' sonnet), created by decreasing one stanza (so-called 'headless' sonnet) (e.g. M. Lermontov 'The Cupid's Deception'); the poets of symbolism worked out 'tail' sonnet (or the sonnet with cauda) (e.g. V. Bryusov 'To Igor Severyanin').

The Shakespeare's sonnets in the translation made by S. Marshak were rather popular among the readers in the Russian literature of XX c. Such translations are the bright example of perceiving European genre form by the representative of another culture. According to M. Gasparov and N. Avtonomova, 'the Shakespeare's sonnets in the translation made by S. Marshak is not only the translation from one language to another, but also one style to another' [Gasparov M.L., 2001, 406-407].

Sharaf Mudarris, the Tatar translator, who was the founder of this genre in the Tatar poetry, follows the Shakespeare's style more precisely. The study of the peculiarity of including an English sonnet into the Russian and Tatar poetic culture helps to find a certain scheme of solid form perception by the Tatar translator (who knows the original language). To prove that the research includes the analysis of the 130<sup>th</sup> Shakespeare's sonnet translated by Marshak and Mudarris.

The 130<sup>th</sup> sonnet of Shakespeare is a sample of a love sonnet in which the image of the heroine is not glorified by giving her the traits of a goddess, but, on the contrary, Shakespeare shows her quite natural. He makes an ironically realistic description of 'sweetheart' challenging those sonnet writers who wrote about love in a traditional elevated style. For example, speaking about the eyes of the heroine, Shakespeare introduces the image of sun ('My mistress' eyes are nothing like the sun'); in both translations made by Marshak and Mudarris the eyes are compared with the stars ('Ee glaza na zvezdy ne poxozhi' – lit. Her eyes didn't look like stars); 'Irkäm kyze oxshash tygel joldyz belän'); the breasts are compared with snow ('If snow be white, why then her breasts are dun'), in translation the comparison is made with snow-white shoulders ('Ne belosnezhna plech otkrytyx kozha' – lit. The skin of shoulders is not snow-white); 'Žilkäläre ap-ak tygel, tonyk körän').

The translation of the first lines of quatrain is also rather original:

I love to hear her speak, yet well I know

That music hath a far more pleasing sound.

S. Marshak totally replaces these lines:

Ty ne najdesh v nej sovershennyx linij,  
osobennogo sveta na chele [Shekspir.rf. Sonety Shekspira, 2016].

(lit. You won't find perfect lines // and special light on her brow)

Mudarris:

Tynlyjm any, läkin anyñ tavysh-monñ

Muzykadan matur tygel ber dä menä. [Shekspir V., 1961, 142].

(lit. I'm listening to her, however, her voice // is as pleasant as the music for me)



In this example the tactics of the Tatar translator is rather interesting: he knows the sonnet of Shakespeare perfectly well, but he makes changes from the original variant on purpose, especially in transferring the figurative structure of the poem, and starts the dialogue with the Russian translator. He does not change the figurative structure of the translation made by Marshak, but in case of transferring the main formal elements of Shakespeare's work he is closer to the original text. Why is it so? Perhaps, Mudarris intentionally breaks the 'horizon of expectation' of the reader who is accustomed to Shakespeare's works only in translation performed by S. Marshak. At the same time an attempt to reproduce the Shakespeare's syllable appears brightly in the Tatar translation. Mudarris puts the accents on the notions which appear in 'strong' position in the original sonnet.

Mudarris preserved the peculiarities of the original text which is explained by the traditions of the Tatar literature. The main part in this literature was occupied by the canonical lyrical forms, such as: rubais, ghazal, and kasyds. The presence of these forms in the history of the national literature of XX c. did not allow the translators to change the strict principles of writing sonnets.

The examples of this trend in perceiving the sonnet are the original works by R. Kharis 'Žavap ezläy sonety', 'Yazgy kön-tön tigezlege sonety', 'Kazma ziraty sonety', etc. According to the theme and form, they are connected with the traditional sonnets: they contain the universal questions about the aim of life, the place of a human in the world, and the role of religion in society. At the same time there is a close connection with the philosophical studies of the East the Tatar reader familiar with. This is mostly seen in the sonnets about faith ('Doga turynda sonet'), Tatar national heroes ('Žälil kany turynda sonet').

The translators usually 'break' the form of the Kharis' sonnets in the Russian language. For example, the poem 'Kazma ziraty sonety' by R. Kharis is the sample of the English sonnet (abab cdcd efef gg) where the questions of life and death are in the foreground. The Tatar poet maintains the male rhythms throughout the whole poem. In the translation made by N. Pereyaslov ('Sonet o derevne Kazma' – lit. 'The Sonnet about Kazma village') this rhythm is not saved: abca acba ddee gg, the translator uses female, male and dactylic rhythms.

Another modern Tatar poet, Rifkat Zakirov, writes the poems which resemble the shortened English sonnet: the scheme of the rhythm in 'Tirän ezlär' ('Glubokie sledy', lit. deep footprints) is aaba ccba dd. The 'sonnet lock' (two last lines) shows the belonging to the genre and can be illustrated in the following lines:

Karlar, tashlar uelyp kalgan:

Kajnar yashlär koelyp bargan.

(Vse-to v prirode – kak gorkaya vest:

slezy goryuchie padali zdes ... ). Translated by L.Gazizova [Iz veka v vek..., 2010, 258-259].

(lit. In the nature like bitter news // the bitter tears dropped here)

The given example prove that the Tatar poets and translators were mostly connected with genre traditions of their own literature in which a special place was left for canonical forms needed to be maintained. This peculiarity of the literature in a certain way entered the 'horizon of expectation' of the Tatar reader whom most translators and writers (R. Kharis, R. Zakirov) were focused on. Therefore, the Tatar poets, in comparison with the Russian ones, used the style change and deformation of the solid form less.

## CONCLUSIONS

The communicative approach of the genre is more obvious in the Russian poetry of XX c. as well as in the Russian translations of W. Shakespeare's sonnets. In the Tatar literature the perceiving consciousness tries to correspond to the original version that makes bidirectionality and dialogism in revealing the uniqueness of the sonnet stronger.

## SUMMARY

The sonnet as a fixed solid form is destroyed significantly in interliterary communication, the canonicity of genre weakens in the tradition of another culture. As a rule, the principle of creating world image which refers to the peculiarities of the classical sonnet does not work.

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# THE DEVELOPMENT OF INTERCULTURAL COMPETENCE OF STUDENTS BY MEANS OF LANGUAGE CULTURE IN THE MIDDLE PHASE OF LEARNING

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## ABSTRACT

*In the article the problem of development of intercultural competence of students by means of academic subject "Foreign language" on the basis of realization of language and culture approach. This approach provides language learning in close connection with the foreign language culture, which includes a variety of informative information about the history, literature, architecture, life, manners, lifestyle and tradition of the people of the country of the target language.*

*There were used a complex variety of research methods: analysis of pedagogical, methodological and psychological literature on the issue of research, monographic method of research solid experience of teaching a foreign language in secondary school; method of observation, conversation; study of products of educational activity of students of pedagogical experiment (diagnostic, formative, milestones). In the framework of the implementation of the experimental work on the control phase revealed the results the development of intercultural competence of students by means of language culture in the middle phase of learning.*

**Keywords** *Intercultural competence, foreign language communication, basic general education, intercultural interaction, English language.*

## INTRODUCTION

The leading idea of education in the XXI century should become an awareness of the need to dialog-based educational systems that generate and continuously enriching mental space, "spiritual aura" of the human community through individual, creative, actively transforming, creative activity of the people who, on the basis of education have an intrinsic motivation for such activities and see it as the highest priorities for vital self-realization.

- Foreign language culture is a collection created for the benefit of human values, knowledge, traditions, rules, norms of behaviour, emotional and value attitudes, meanings, ways of creative activities of other nations, considered in relation to the native culture. The inclusion of every person to cultural and mental values of the society in which it develops, human civilization, in general, is carried out through the implementation of substantial and procedural components of mastering a foreign language culture.
- Multicultural society feels the need for a new outlook, aimed at the integration of cultures and peoples with a view to further convergence and spiritual enrichment. All this proves the importance of multicultural education, the purpose of which stands the formation of human culture, a creative personality, capable of active and productive life in a multicultural environment.

- Therefore, the main purpose of teaching foreign languages in the secondary school is to develop personality of student, who is capable to integration into the world community and ready for intercultural communication and self-realization in multicultural educational space.
- Some aspects of this topic is insufficiently developed in the psycho-pedagogical and methodical literature, which revealed contradictions between:
  - - an objective need for the implementation of the developmental function of training and insufficient use of the foreign language culture as a factor of development of the schoolboy at foreign language lessons;
  - - high educational potential of foreign language culture and the lack of means to implement it in the development of intercultural competence of students.
- Object of research: development of a student's personality by means of foreign language culture.
- Subject of research: the development of intercultural competence of students by means of foreign language culture in the middle phase of learning.
- The hypothesis of the research is the assumption that the development of intercultural competence of students by means of foreign language culture will be effective if:
  - - to carry out the development of mental functions of a student, namely: thinking, memory, attention within his psycho-pedagogical characteristics;
  - - to develop the content of linguistic material, as well as forms and methods of its implementation in the process of foreign language teaching;
- to ensure the formation of linguistic and cultural competence of students through the development of all skills in the process of learning a foreign language.

In accordance with the problem, the purpose and the object of the study the following goals have been set:

1. to expand the theoretical and methodological foundations of intercultural competence of students by means of foreign language culture in the intermediary instruction.
2. to determine the content of linguo-cultural materials, forms and methods of its implementation in the process of learning a foreign language at intermediary instruction.
3. to identify the methodological conditions for the development of intercultural competence of students by means of foreign language culture and to test their effectiveness experimentally.

The most complete definition of intercultural communication was formulated by I.I. Khaleeva "Intercultural communication is a complex of specific processes of interaction between people belonging to different cultures, but at the same time who are aware of the fact that each of them is "different", and each perceives foreignness of the "Partner".

The substantial component of the development of another culture legitimately considered in the cognitive, value-educational and developing aspects. Each culture creates a unique system of values, priorities, behaviors, and, therefore its description, interpretation and evaluation should be considered from the perspective of cultural relativism, the essence of which is not a neutral attitude to the values of the target culture, and cognitive "chat" with what he saw, heard on the basis of self-help, self-control and inner freedom.

Some authors interpret intercultural communication as an adequate mutual understanding between the participants of communication belonging to different national cultures.

A student learns about foreign language's culture on classes of a foreign language through learning language as an integral part of it, namely: through the mastery of skills as a means of training (writing, reading (translation), speaking, listening). These skills are

necessary in the process of learning foreign cultures, thanks to the skills students learn facts about foreign culture which are expressed in proverbs, aphorisms, traditions, customs, standards, etc. The perfect way of learning other cultures is to understand its system of values in the original, without intermediaries, which allows to eliminate the distortion of information and the imposition of the views of the interpreter.

It means that the higher the level these skills one has, the deeper understanding of facts, features of the foreign language culture and its value-oriented system one will get.

## RESEARCH METHODS

In order to achieve the goal set in the following methods were used: to study and analyze domestic and foreign literature on the research problem; monographic method solid research experience in foreign language teaching secondary school; observation, conversation method; study products of the educational activities of students, teaching experiment (diagnostic, formative, stages of a control).

### Theoretical - methodological basis of the research

includes Theory Culture (M.S.Kagan, N.Z.Chavchavadze); Intercultural Communication and foreign language communication (V.V. Vereshchagin, V.G. Kostomarov, O.V.Lesher, E.I.Passov etc.); psychological aspects of language, culture and identity (Vygotsky, Leontiev); the unity of language and culture (V.Gumboldt, E.M.Vereshchagin, V.G. Kostomarov, V.V. Vorobyov, etc.); intercultural communication (Bakhtin, V.S. Bibler, M.S.Kagan, E.M.Vereshchagin, V.G. Kostomarov, O.V.Lesher, E.I.Passov V.V.Safonova, P.V.Sysoev, S.G.Ter-Minasova et al.).

The diversity of national features reflected in the reality is the object of the linguocultural studies, with the help of and by which we study and try to understand the inner lifestyle, economic and cultural level, the history of the country the language is spoken, its features, traditions and customs. Through the very realities we learn those character traits that belong to this particular country and to this particular historical epoch. The vocabulary in particular responds to changes in the the social life of the country and the changes reflect in the vocabulary of the country.

Integration into the world community involves taking account of national traditions in education and training of students, creating conditions for the formation of their cultural identity, and the creation of diverse and complex cultural environment for the development of the individual student.

As it can be seen the reality is the main object of study of the linguocultural studies. And if we look into linguo-cultural materials based mainly on knowledge of the target language country, specific, normalized thematically oriented portions, it will contribute to the implementation of high-quality mastering the language, do not only the implementation of its communicative function. The higher active formation of speech activity, the stronger and more stable internal motivation, which in union with the wide social ensure a positive attitude towards the political, economic and cultural life the language is spoken. Thus, to be implemented educational, educational, developing and primarily practical aim, submitted to the GEF primary general education.

The usage of the information about the country's culture and geography in teaching foreign language associated with a range of questions which are to be scientifically justified. A number of scientific results of the linguistic-cultural studies are reflected in English course books for comprehensive schools. Several constituents of the course books place at teachers'

disposal quite meaningful information about a foreign country. The quality of the learning process mostly depends on a teacher's ability to select relevant material about a foreign country's culture and geography. A teacher could use some Russian linguistic-cultural dictionaries while preparing for classes, e. g. "Great Britain" by A. Rum, "USA" by G. Tomakhina, "Australia and New Zealand" by V. Oschepkova, and the books published by "List", such as "Briefly on the Great Britain", "Briefly on the USA", "Briefly on Australia & New Zealand", etc. These manuals contain interesting up-to-date data about the countries, informative texts, large amount of photographs, comprehensible charts and diagrams, detailed comments and practice tasks that prove the manuals to be excellent additional study aids for learning English in comprehensive school.

In order to justify the assumptions and solve the advanced problems, the experimental work was carried out in three stages (observation, forming and check). The experiments were performed in seventh and eighth grades (44 students) of school No. 139, Kazan. The observation stage implied the development of the hypothesis, research goals and basic theoretical principles; the forming stage – identification the level of students' multicultural competence, selection of diagnostic tests, exploration the methods of carrying out the experimental work; the check stage – interpretation of received data, making inferences.

On the observation stage the psychoeducational features and the level of foreign countries' knowledge of the students were displayed. That was detected by conducting the quizzes ("Do you Britain well?", "Do you know British history?") and some tests on four type of skills on the development of the multicultural competence of the students of the comprehensive school.

The forming stage of the experimental work was directed towards the developing of the multicultural competences of the students by studying the information about foreign countries. Besides, the realization of the methodological conditions, mentioned in the hypothesis, was conducted. The students were motivated to broaden their cultural outlook through learning new facts about the geography, history and culture of the Great Britain.

Within the framework of using innovations in teaching English, reading tasks on linguistic-cultural area were very significant as the facts of the countries' culture and geography were described in a new modernised way. Thus, pupils of the 10 grade carried out such projects as "The British cultural studies", "The U.S. cultural studies", etc. These projects involve intensive use of the English language sites on the Internet for cultural, cross-cultural and other language studies, moreover, students use knowledge gained from these projects in preparing for the exams. The key point of the learning process was the assessment: answers to the questions, labelling the map with geographical names from the text, summary of the text, true/false statements, different types of tests, etc. The visual tasks contributed to the improvement of communicative subskills of the students: they learned and consolidated new lexis, grammar structures, perfected analytical skills, creativity that helped to extend their knowledge of the foreign countries.

Besides general skills students were forming skills of using functional language, word chunks and grammar.

Moreover, the students learnt how to generate ideas, solve the given problem, convey their ideas through speaking activities, listen to the partners, lead the discussion, express their opinions laconically.

Introducing the scale of cultural values of the countries to students was implemented through:

- 1) acquisition of a foreign culture based on fostering patriotism and respect to the native culture (in the process of comparing and analysing two countries (native and foreign) students realise the uniqueness of their home country; teaching foreign language communication in the context of dialogue of cultures implies the creation of didactic

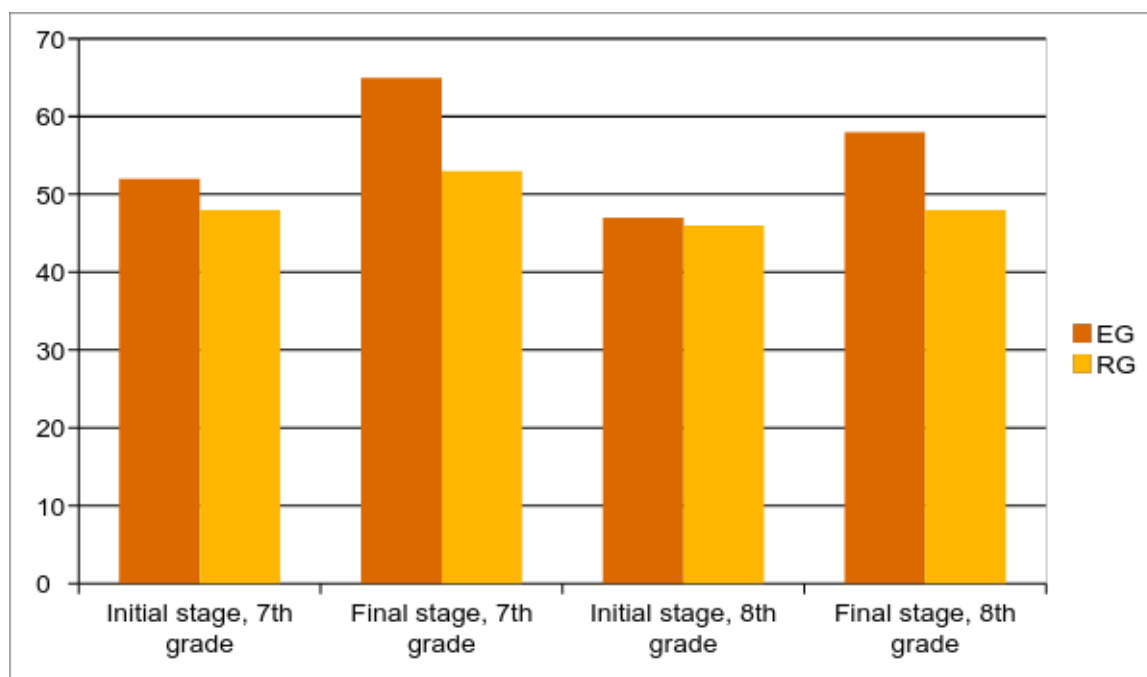
methodological conditions for the comparative humanistically oriented study of foreign languages and native cultures while forming the integrative communicative skills of intercultural communication, whereas the methodical dominant is the orientation on the formation of future professionals as subjects of the dialogue of cultures.

Considering the principles of integration and differentiation, consciousness and native language reliance, it is assumed that the process of acquiring a foreign language in the multicultural educational space improves when applying to a thorough, careful selection of a training material carried by teachers, with the simultaneous use of several guidelines, both for the teacher and for the pupils.

The analysis and processing of experimental results was conducted at the test stage to determine the effectiveness of the pilot testing. The empirical data is registered in the table 1 and the histogram below.

**Table 1**

Grade	Number of students	The level of cross-cultural competence at the initial stage		The level of cross-cultural competence at the final stage	
		EG	RG	EG	RG
7	25	52%	48%	65%	53%
8	19	47%	46%	58%	48%



In accordance with the data presented in the table, collation of students' common culture competence development, in comparison of the indicators on the initial and final stages, showed the upward trend on the selected criteria. This proves the validity and reliability of the hypothesis made.

## CONCLUSION

The following statements define the scientific novelty and theoretical significance of the research:

- the theoretical and methodological principles of development of school student's cross-culture competence by means of foreign culture are disclosed;
- the content of culture-oriented linguistics materials, forms and methods of its implementation in the process of teaching foreign language at the secondary stage are determined;
- methodological conditions of the school student development by means of foreign language culture: the development of mental functions of a school personality, namely: thinking, memory, attention, given its psychological and pedagogical peculiarities; development of the content of linguistic material, as well as forms and methods of its implementation in the process of foreign language teaching; ensuring the formation of linguocultural competence of students through the development of all kinds of speech activities in the process of foreign language learning are elicited.

## SUMMARY

In order to justify the assumptions and solve the advanced problems, the experimental work was carried out in three stages (observation, forming and check).

The observation stage implied the development of the hypothesis, research goals and basic theoretical principles; the forming stage – identification the level of students' multicultural competence, selection of diagnostic tests, exploration the methods of carrying out the experimental work; the check stage – interpretation of received data, making inferences. On the observation stage the psychopedagogical features and the level of foreign countries' knowledge of the students were displayed. The forming stage of the experimental work was directed towards the developing of the multicultural competences of the students by studying the information about foreign countries. The analysis and processing of experimental results was conducted at the test stage to determine the effectiveness of the pilot testing.

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# THE FORMATION OF FOREIGN COMMUNICATIVE COMPETENCE AS THE BASIS OF PROFESSIONAL COMPETENCE OF FUTURE TEACHER OF FOREIGN LANGUAGE

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## ABSTRACT

*In the conditions of modernization of educational environment one of the main purposes is improving the quality of higher education. The essence of changes is to move from a simple transfer of knowledge, skills and abilities in the learning process to the formation and development of professional competence of students.*

*The researches paid special attention to the preparation of professionally competent experts in the field of teaching activities, in particular training of future foreign language teacher, by means of interactive methods of teaching. Foreign language communicative competence is viewed by the authors as the basis of professional competence of future foreign language teacher. According to their professional activity, teachers should know language at high level and demonstrate a foreign language communicative competence at schools.*

*The authors conducted an experimental work on the formation of foreign language communicative competence of students-bachelors, as the basis of professional competence of future foreign language teacher. The main method of formation of foreign communicative competence was interactive technologies, such as role-playing and business games, projects, discussions, brainstorming, cultural adaptation (culture assimilator), through situational and simulation games. As a result, we have obtained satisfactory evidence of the effectiveness of competence-based and interactive approaches in the formation of foreign language communicative competence of students.*

**Key words** *Foreign language communicative competence, interactive technologies, professional competence.*

## INTRODUCTION

The necessity of modern society of competent professionals determines the improvement of higher education system. According to the Federal State Educational Standards of Higher Professional Education a graduate should demonstrate a number of competencies, some of which relates to the operation of cultural thinking, ability to analyze information and the readiness to adopt organizational and managerial solutions to unusual situations. There are special requirements for the graduates of pedagogical specialties, because future quality of school education depends from them.

Future foreign language teacher should know foreign language and demonstrate a high level foreign language communicative competence. It is defined as a certain level of language proficiency, speech and social-cultural set of knowledge, skills and abilities that enable to vary acceptably and appropriately their communicative behavior in a communicative way depending on the functional predictors of foreign language communication and creates the basis for the qualified information and creative activities in various fields.

## **Foreign Language Communicative Competence Consists of the Following Competencies**

Language /linguistic competence requires a systematic knowledge of grammatical rules, vocabulary items and phonology, which transform lexical items into a deliberate statement. Speech / discourse competence - functional use of the target language as tools of communication and cognitive activity: the ability to understand authentic foreign language texts (listening, reading), including those focused on the selected profile, to transmit information in a coherent reasoned statements (reading and writing); plan your communication and nonverbal behavior given the status of the communication partner. Socio-cultural competence (including linguistic) - the increase in knowledge about socio-cultural specificity of the country / countries of the target language, learning to regulate their verbal and nonverbal behavior adequately this specificity, formation of skills to distinguish general and specific to the culture of their native country and the country of the studied language. Compensatory / strategic competence - learning to get out of the situation with a deficit of linguistic resources in the process of foreign language communication, including in professional-oriented situations. Cultural competence / social competence -the desire and ability to engage in communicative contact with other people that is caused by the presence of motives, needs, a certain attitude towards future partners for communications, as well as their own self-esteem. Structure of formation of common cultural competence student includes three components: cognitive, value orientation and communicatively -activity. The ability to engage in communicative contact requires ability to navigate social situations and control it. Knowledge of the variability of crops contributes to the formation of students' perceptions of multiculturalism as a norm of coexistence and prepares them for an active and full cooperation in the modern multicultural world.

Besides, the process of teaching foreign languages is always caused by a number of features depending on specifics of the ethnic contingent of pupils.

However, the problem of formation of foreign language communicative competence of future teachers is not fully researched in theory and practice. Cultural realities of English often conflict to canons and foundations of Islamic society that is a powerful barrier on a way to acquisition of a foreign language as a means of communication.

The analysis of the scientific research and the experience of practical activity in the field of foreign language training of students revealed the contradiction between the objective need for the formation of students' foreign language communicative competence and the lack of the scientifically pedagogical bases and the complex of pedagogical conditions for its formation in the system of the high school education.

This contradiction helped to define the research problem: what are the forms, methods and pedagogical conditions of the formation of foreign language communicative competence of future English teachers through an interactive methods of teaching.

## **METHODS**

The aim of our research was to explain theoretically and prove experimentally the efficiency of interactive methods of teaching in the formation of foreign language communicative competence as one of the main components of professional competence of future foreign language teachers.

In English language the term «interactive methods of teaching» means teaching based on active interaction with the subject of education. Interactive methods of teaching are teaching with well-organized feedback of subjects and objects of learning, two-way exchange of information between them.

The essence of interactive methods of teaching is that the learning process is organized in such a way that all students are involved in the learning process. Cooperative activities of students in the process of learning the educational material means that each student contributes own special differential contribution, while that the exchange of knowledge, ideas and ways of activity take place in an atmosphere of good and mutual support. It allows gain new knowledge and develop the cognitive activity.

Interactive technologies provide a variety of methods: presentations, discussions, case studies, group work, brainstorming, quizzes, mini-research, business and role games, etc.

Business game simulates various aspects of professional activity of students, providing conditions for the integrated application of existing knowledge, improving their foreign language skills as well as a more complete mastery of a foreign language as a instrument of professional communication and the subject of study.

The project method is based on modeling the students' social interaction in a study group during the class. The group creates collective projects, which are discussed, are taken, are posted on the walls. In the course of the project, each student can act towards another as a teacher

Case-study is a method of active learning of life situations, based on the organization of discussions on the specific issues. Trainees are encouraged to understand the situations of professional activities, which need the solution of a problem. The case method is particularly successfully used only in combination with other methods of teaching foreign languages (modeling, system analysis, mental experiment, problem method, classification method, game methods, «brainstorming» and discussion).

The method of «brainstorming» encourages intellectual-creative and cognitive abilities of students .It purpose is to organize collective cognitive activity of students in order to find the greatest number of non-traditional ways of solving the problems by releasing the participants from the inertia of thinking and stereotypes; to stimulate creative activity; to demonstrate the benefits of the collective search of complex problems' solutions and etc.

The use of interactive methods of teaching include the following components of professionally-communicative orientation:

- Substantial (special vocabulary, texts (including audio and videotext) associated with the profession);
- And procedural (games, situations, discussions, which close to the realistic action and reality, associated with future teachers' revealing their professional communicative competence).

Thus, we can identify the several advantages of the interactive methods of teaching of English language:

- 1) Interactive methods of teaching can easily be integrated with the content of education into the educational process and they help to achieve the educational goals in language more effectively than while using only traditional teaching methods;
- 2) Interactive methods of teaching are humanistic in nature, because they provide not only a successful learning, but also the intellectual, creative development, as well as the activity and independence;
- 3) Interactive methods of teaching promote the realization of communicative function in the process of learning English.

To sum up, interactive methods of teaching have great pedagogical potential, which is aimed at forming foreign language communicative competence of students.

## CONCLUSIONS

### **The scientific novelty and theoretical significance of the research are**

- The intensifying the scientific ideas about the formation of foreign language communicative competence of students in the process of teaching foreign language, namely, the nature, content and structure of foreign language communicative competence are specified; the effectiveness of the use of interactive teaching methods in the formation of students foreign language communicative competence is proved;

- The elaboration of a pedagogical model of students' formation of foreign language communicative competence in the process of interactive learning, which includes a system of interconnected blocks: linguistic, discursive, socio-cultural, social, sociolinguistic, strategic;

- The definition of interactive technologies contributing to the formation of foreign language communicative competence while learning a foreign language, namely, role-playing and business games, projects, discussions, case-study, the analysis of intercultural communication (critical incident), cultural adaptation (culture assimilator), situational and cross imitative games;

- The reveal of pedagogical conditions of formation of the foreign language communicative competence in the process of teaching foreign language, namely:

- The foreign language teaching will be based on the development of the FLCC (linguistic, social, sociocultural, strategic, discursive and linguoprofessional);

- The use of interactive learning technology providing the effectiveness of the formation of foreign language communicative competence in the learning process at the University;

- The elaboration of the formation of the model of students' foreign language communicative competence in the process of interactive learning.

## DISCUSSION

Experimental work on the formation of foreign language communicative competence of students by means of interactive methods of teaching has been carried out on the basis of Kazan Federal University, Institute of philology and intercultural communication, Department of Russian and Foreign philology named after Tolstoy. We characterized the monitoring of it efficiency and presented the results.

Experimental work on the formation foreign language communicative competence consisted of three phases: diagnostic, formative and control. On diagnostic phase of the experiment we detected the initial level of formation of foreign language communicative competence of students. Taking into account the structure of foreign language communicative competence, we have developed a group of tests on all mentioned above competencies (linguistic, discourse, sociocultural, strategic, social and sociolinguistic competence).

On formative phase of the experiment we used the interactive methods of teaching, which helped to format foreign language communicative competence of students such as role-playing and business games, projects, discussions, «case-study» analysis of cross-cultural communication (critical incident), cultural adaptation (culture assimilator), through situational and simulation games. We have identified and implemented pedagogical conditions of forming foreign language communicative competence of undergraduate students.

According to the first condition educational activity in the University is constructed according to the professional orientation of teaching of language disciplines, including two aspects: substantive and procedural. Substantial aspect of professional orientation involves

designing the content of lessons specific to future professional activities (selection of texts, development of didactical control and measuring materials, learning tasks, etc.). Procedure aspect leads to the modeling of organizational forms and methods of teaching.

According to the second condition there is the personality-activity approach in the basis of formation of foreign language communicative competence, the essence of which is that in conditions of educational space of higher education institution creating favorable conditions for creative self-development of students.

The following pedagogical condition is the realization of «motivation» technique which translates the student in the position of subject of activity: external conditions act through internal, forming with them a single whole.

At the control phase of the experimental work we used tests to determine the level of formation of foreign language communicative competence of students at the end of the experiment.

Comparative analysis of the results at the beginning and end of the year have shown an increase in the level of formation of foreign language communicative competence of students of the experimental group compared with students in the control group. In both groups assessed quantitatively the formation of foreign language communicative competence before and after the formative experiment.

As shown by the analysis of repeated testing at the end of the school year, the most successfully completed tasks for testing linguistic component, namely, knowledge of vocabulary and grammar (79 %, 94 %), with the highest increase of knowledge, abilities and skills we observed in the experimental group of the study.

In the experimental group of the study in a block in 36% of the sophomores did not cause difficulties in the ability to choose the right synonym on the basis of its values and linguistic environment (3 % of correct answers in the control group).

Good results were obtained when performing tasks on the test of social competence that does not require a definite answer, i.e. allowing a certain amount of subjectivity: on the ranking of values and the assessment judgments (87 % correct answers). At the same time, improved the result obtained by performing tasks on the knowledge of the traditions and customs of the country of the studied language (58 %).

The job was completed successfully to identify strategies to achieve communicative goals (86 %) was determined with a fairly high degree of development of logical thinking test.

Consequently, the average level of development of communicative competence increased from both study groups, however the highest increase of performance is observed in the experimental group as compare with control.

The test results of social and socio-cultural component is also quite high (82 %), and also the greatest development of competence received in the experimental group. Thus, as a result of testing of separate components of communicative competence received satisfactory evidence of the effectiveness of competence-based and interactive approaches in the formation of foreign language communicative competence.

To confirm our assumptions we used the method of statistical analysis for determining reliability.

To sum up, the main results of the study, we state that in the practice of teaching the priority methodological approaches are communicative, interactive and competence. This statement is a prerequisite for the development of foreign language communicative competence of the learners. The main criteria of diagnostics of results of formation of foreign language communicative competence is the range of competences: linguistic, discursive, sociocultural, strategic, social, and sociolinguistic. Study of the level of formation of foreign language communicative competence of students on the summative stage, showed the

presence of mainly intermediate level of foreign language communicative competence of the freshmen surveyed the control and experimental groups. This is due to implemented in the practice of foreign language teaching traditional forms and techniques, absence of purposeful work of teachers on the formation of foreign language communicative competence, the lack of didactic materials and manuals, by level of teacher qualifications. Comparative analysis of results of diagnostic and control phases of the experiment showed a positive trend by the indicators.

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# TO WHOM THE OSCAR GOES: THE IMAGE OF AFRICAN AMERICAN IN PERCIVAL EVERETT'S NOVEL AND SIDNEY POITIER'S FILMS

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## ABSTRACT

*The article deals with the novel "I am Not Sidney Poitier" by Percival Everett who is considered to be one of the most accomplished and prolific African American writers nowadays. In his novel Percival Everett addresses an image of Sydney Poitier who was an icon of the 60s of the 20<sup>th</sup> century and known as a political activist, one of the representatives of the movement for the rights of African Americans in the USA. The actor was also the first African American actor who won the Oscar prize. The authors of the article come to the conclusion that the novel has the same plot structures as movies in which Sydney Poitier had the leading roles. The main aim of appealing to Sydney Poitier's film heritage is to present author's views upon the questions of identity and race which are the most traditional for African American literature.*

**Key words** *Percival Everett, African American identity, Sidney Poitier, the image of African American, racial discrimination, self-identity.*

## INTRODUCTION

Percival Everett (born 1956) is an American writer of African American origin and Distinguished Professor of English at the University of Southern California. He began his literary career in 1983 and now Everett's literary production has been impressive. At the beginning of his career he addressed traditional to his generation themes – sport, especially baseball as a national symbol of American society; consequences of the Vietnamese War as a specific theme of the lost generation in American literature of the second half of the 20<sup>th</sup> century. Among his literary works there are postmodernist interpretations of Greek myths, some westerns, and parodies of this genre. Actually Everett's novels embody all tendencies of the contemporary American literature such as postmodernist play with history and text, postmodernist irony, parody, deconstruction, a new interpretation of the traditional themes of American literature.

Nowadays Percival Everett is considered to be one of the most accomplished and prolific African American writers. On the one hand his creativity can be referred to American Black literature as one of the main essential components of American multicultural literature. But on the other hand addressing traditional themes and conflicts of African American literature, Everett rejects, deconstructs or plays with African American component. Consequently, most of the critics regard Everett as an African American writer of a "new generation".



## MATERIALS AND METHODS

The given article is based on that Everett's novel represented a new interpretation of being African American in the modern American society. As literature reflects social processes, we affirm, that this problem is relevant for the American society today, when historical and racial prejudices are overcome, and Multiculturalism predominates in social, political and cultural life of the nation.

Everett appeals originally to the image of African American in his novel *I Am Not Sidney Poitier* (2009). We analyze the novel from the point of view of the African American identity and distinguish the forms of its representation in the work of fiction. The traditional methods of analyzes of contemporary multicultural Literary Studies are used in our research. We refer to the works of several scholars, both American and Russian, such as H.L. Gates's *Canon Formation, Literary History, and the Afro-American Tradition: From the Seen to the Told*, R.B. Stepto's *Teaching Afro-American Literature: Survey or Tradition*. The *Reconstruction of Instruction*, D.J. Franco's *Ethnic American Literature. Comparing Chicano, Jewish, and African American Writing*, M. Tlostanova's *The Multicultural Debate and American Fiction of the Late 20th Century*.

## DISCUSSION

Originally published in 2009, Everett's *I Am Not Sidney Poitier* gained a great amount of views among American literary critics. The main character of the novel is a young African American with a strange name Not Sidney Poitier. Everett creates the main's character name by adding a particle not to the name of Sidney Poitier. Sidney Poitier is an icon for American and African American society. Sir Sidney Poitier is a Bahamian-American actor, film director, author and diplomat. In 1964, Poitier became the first Bahamian and first African American to win an Academy Award for Best Actor, for his role in *Lilies of the Field*. The significance of these achievements was bolstered in 1967, when he starred in three successful films, all of which dealt with issues involving race and race relations: *To Sir, with Love*; *In the Heat of the Night*; and *Guess Who's Coming to Dinner*, making him the top box-office star of that year. He was equally paid as White actors in 60-70s. In 1999, the American Film Institute named Poitier among the Greatest Male Stars of classic Hollywood cinema, ranking 22nd on the list of 25.

From 1997 to 2007, he served as the non-resident Bahamian ambassador to Japan. On August 12, 2009, Poitier was awarded the Presidential Medal of Freedom, the United States' highest civilian honor, by President Barack Obama. In 2016 he was awarded the BAFTA Fellowship for outstanding lifetime achievement in film.

Sydney Poitier is well-known as an active political representative for the rights of African Americans. Poitier consciously defied stereotypes through his portrayals of a variety of characters; he stated in a 2008 interview with Larry King that control over the characters he played was important to him because: "I had a sense of responsibility not only to myself and to my time, but certainly to the people I represented". Everett continues "If anyone in Hollywood could have done the story, understood it, it was Sidney Poitier.

The image of African American becomes the central image in the novel. Of the choice to use Poitier in this work, Everett has said: "I was interested in the icon of the palatable black man in the 60s or 70s".

Appealing to the image of the famous actor is also connected with African American cultural tradition of "call and response". According to this tradition every piece of art of African American origin deals with the previous African American work of literature, film or music. In this case in *I Am Not Sidney Poitier* the author appeals to the icon or symbol of

African American culture in particular and American culture in general. Moreover, development of the own culture plays is important to preserve the cultural self-identification which is risen in the analyzed novel.

The main character of the novel *Not Sidney* is “filthy, obscenely, uncomfortable rich” due to his mother’s investment in the Turner Broadcasting System. “Born after two years of hysterical gestation,” *Not Sidney* is marked by strangeness even before he is born. The next strangeness of the main character is his name. In fact, *Not Sidney* notes that his mother did not name him with Sidney Poitier in mind: “my name had nothing to do with the actor at all... *Not Sidney* was simply a name she had created, with no consideration of the outside world”. But at the same time he looks like Sidney Poitier: “I am tall and dark and look for the world like Mr. Sidney Poitier”. From chapter to chapter the similarity with the famous actor grows as *Not Sidney* proceeds to experience moments from various Sidney Poitier’s films.

The second chapter of the novel has nearly the same plot as the film *The Defiant Ones*. It is a 1958 black and white film noir film which tells the story of two escaped prisoners, one white and one black, who are shackled together. Despite their mutual loathing and racial views of the white, they are forced to cooperate. At first their cooperation is motivated by self-preservation but gradually, they begin to respect and like each other. Finally, they run into a young boy named Billy. They make him take them to his home and his mother, whose husband has abandoned his family. The escapees are finally able to break their chains. When they spend the night there, the lonely woman is attracted to the white and wants to run off with him. She advises the black to go through the swamp to reach the railroad tracks, while she and the white drive off in her car. However, then the woman reveals that she had lied – she sent nigger into the dangerous swamp to die. Furious, the white runs after his friend. At the end of the film too exhausted to run anymore, they realize they are chased and all they can do is wait for their pursuers.

As in the film the main character of the novel *Not Sidney* is put in the jail because of being black. In the bus accident he manages to escape but he is shackled with uncompromising white racist Patrice who especially doesn’t like *Not Sidney*’s name. Being constrained, they must co-operate in order to survive. They want to reach a secluded place in to free as quickly as possible. Being hungry and thirsty, they run through isolated deserted areas and they always quarrel, accusing each other. Both in the film and in the novel suddenly they meet a boy whose name is Bobo. He invites them to his house where they free from the shackles and get acquainted with a Billy’s mother Sis. Patrice and Sis have intimate relationships. The main difference between the film and the novel is connected with the very end of this episode. They decide to run off by the train, but at the very moment, when a train is passing by, everybody is asleep, except *Not Sidney* who catches the train and manages to survive. Unlike the film where the white has abandoned his racial views and the black has become his friend, in the novel *Not Sidney* is rid of racial views of his companions and he just leaves them.

The third chapter of the novel has some similarities with the film *Lilies of the Field* (1963). Travelling in the dessert of the Arizona and obtaining some water for his car, *Not Sidney* occurs on the farm where several nuns live and work. The mother superior, the leader of the nuns, persuades him to do a small roof repairing. According to the film, nuns believe that he has been sent by God to fulfill their dream of building a chapel because the main character Smith is skillful and strong. After struggles with mother superior, some tests, Smith does his mission of building a new chapel and being exhausted he drives quietly off into the night.

Whereas in the novel, according to the nuns, not Not Sidney can build a chapel but his money can. They are interested in Not Sidney because of a big amount of money. Everett depicts nuns in satirical way as they are obsessed only with money. That's way Not Sidney just gives his money to build a new chapel and escapes from mad nuns.

The film *In the Heat of the Night* (1967) has become the basis for the detective line in the novel. Nowadays this film is considered to be a classical detective story. The film tells the story of Virgil Tibbs, a black police detective from Philadelphia, who becomes involved in a murder investigation in a racist small town in Mississippi. Both Tibbs and Not Sidney are the main suspects and mainly because they are black. Both of them try to investigate the murder and they cooperate with a white police detective. The investigation becomes the process of rational struggle and they manage to catch a real murder.

The episode, where Not Sidney spends his vacations with a girlfriend and her family is taken from the film *Guess Who's Coming to Dinner* (1967). In both cases girlfriend's parents initially disapprove of the union due to skin color of the main character of the film and of the novel. The main reason is that a young man is black. In the film the main character is African American in the family of whites. In the novel being in the black family Not Sidney is "enough black" for them because his skin is darker. In modern American society black people are divided themselves into "not black enough" and "enough black". It becomes a new variation of racial issues, which appear within the black community and is not understood by whites.

Thus, Not Sidney experiences many moments of identification with the actor Sidney Poitier not only through his name and the same live situations but through their physical resemblance. In the imaginary, Not Sidney's resemblance to the actor Sidney Poitier is self-affirming. When he looks in the mirror, the reflection he sees is the actor Sidney Poitier: "I looked so much like Sidney Poitier that I was momentarily distracted, until I remembered that Sidney Poitier would never have appeared in a scene like this one".

Finally, his name and Sidney Poitier's resemblance make a bad joke. After many difficulties Not Sidney is given the Oscar. This event is one of the main events in the career of the famous actor. The irony of the situation is that Not Sidney gets the prize as Sidney Poitier. Thus he loses his personality and becomes Sidney Poitier.

Being the owner of the strange name with a negative particle, Not Sidney tries to find himself, to find his place in the society. He thinks that mother's death, imprisonment, impingement, criminal investigation can help him to find his "I", but being at the ceremony of the Oscar and giving a thankful speech, he loses himself totally: "Thank you," I said. "I came back to this place to find something, to connect with something lost, to reunite if not with whole self, then with a piece of it. What I've discovered is that this thing is not here. In fact, it is nowhere. I have learned that my name is not my name. It seems you all know me and nothing could be further from the truth. And yet you know me better than I know myself, perhaps better than I can know myself. My mother is buried not far from the auditorium. And there are no words on her headstone. As I glance out now, as I feel the weight of this trophy in my hands, as I stand like a specimen before these strangely unstrange faces, I know finally what should be written on that stone. It should say what mine will say:

I AM NOT MYSELF TODAY".

## CONCLUSIONS

Postmodernist play with the image of the famous actor, deconstruction of film plots, postmodernist irony become the way to understand the main problem of the novel which touches upon the problem of self-identification. Being an actor Sidney Poitier plays different roles. His characters are the characters of different classes and they have different social roles

in American society. In the novel *Not Sidney* does the same, he tries himself in different roles as detective, a student, a prisoner and even a famous actor. None of these roles correspond the inner state of the main character and doesn't allow him to solve the conflict in himself.

### SUMMARY

In his novel *I Am Not Sidney Poitier* Percival Everett addresses traditional themes and problems of African American culture and literature. Sidney Poitier's movies do the same. Most of them are famous boldly exploring race relations – tensions, conflicts, ambiguities. Following films of Sidney Poitier he “plays with mass cultural clichés” of racial discrimination. Everett suggests racist prejudices and racial clichés which are promoted by the society and his own interpretation of race-related issues. On the one hand the writer constructs fragmental narration, but finally he “composes a complete image for the readers”. By amending the signifying terms of Poitier's films, Everett at once demonstrates the inessentiality of race – or blackness – as a social marker.

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# RHETORIC AS AN EFFECTIVE TOOL OF OVERCOMING COMMUNICATION BARRIERS IN NEW EDUCATIONAL ENVIRONMENTS

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## ABSTRACT

*Searching for novel ways of overcoming communication barriers is dictated by new realities and forms of communication that appear in the educational system of the present day in Russia. In this paper, the authors reveal the basic barriers of communication in new educational environments and make an attempt to prove that rhetoric can serve as an effective tool of breaking these barriers. Materials and instruments aiming at the solution of the studied problem are investigated with regard of the communication situation, roles of participants of communication and ways of communication which communicants undertake. The leading research method implemented in this study is an experiment conducted by the authors with the aim in view to prove that knowledge of rhetoric enables both university faculty and students to overcome communication barriers arising in new educational environments. The research allowed the authors to empirically identify the role of teaching rhetoric in class and verify it to be effective while overcoming the barriers of communication. The results of the study can serve as a general guideline for faculty and student body of the university.*

**Key words** *Communication, etiquette, participants of communication, principles of effective communication, rhetoric, types of communication barriers, ways of overcoming communication barriers.*

## INTRODUCTION

The turn of the century has visibly put forward new challenges in the system of education in Russia. New forms of communication, when real communication is giving way to virtual one with its new rhetoric rules, have become a reality, university faculty and students have to face up to. Only a few approaches to regarding this up-to-date issue have been made so far (Sinitsyna, 1983; Berezovin, 1989; Michalskaya, 1998; Vagapova, 1999; Murashov, 1999; Savostyanov, 1999; Vagapova, 1999; Savkova, 2000; Skovorodnikov, 2000; Vvedenskaya & Pavlova, 2000; Antipina, 2007; Skazhenik, 2006; Gorobets, 2007; Rumyantseva, 2007; Timonina, 2012; Assuerova, Desyaeva, Zinovyeva, et al. 2013).

The authors state that the problem of finding novel ways of building up teacher-student communication has become utterly topical. With this regard, the authors set a goal to identify in what way rhetoric can impact on overcoming communication barriers in new educational environments.

In this study, the nature of communication barriers and the way of their overcoming were investigated. As a most effective tool, educational rhetoric was nominated. To this end, the authors conducted an experiment in order to empirically identify the role of rhetoric as an effective tool to overcome the barriers of communication in new educational environments.

The methodological basis of the study became the post-classical idea of education which underlines a great role of person-to-person interaction in diverse types of educational communication.

A study to identify the level of rhetoric knowledge of students who do a Bachelor program was carried out.

An original way based on role-play was offered by the authors to solve the problem of breaking communication barriers with the help of acquisition of new rhetoric rules.

## **THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

### **Basic principles of verbal communication**

Communication is based on the following principles (Goldin, 1983)

- principle of the sequence (question-answer);
- principle of the preferred structure (immediate accord, acceptable failure, ability to keep a pause);
- principle of cooperation (respect for the interests of others): according to this principle, communicants must seek mutual understanding to continue a dialogue and either agree or refuse, politely or rudely;
- ethical principle: non-ethical practice leads to moral losses for the addresser and for the addressee, because a moral person is apt, in case of an involuntary violation of the code of ethics, to feel shame and remorse; moreover, the violation of ethical norms of communication often leads to communication mistakes and barriers.
- principle of tolerance: it is difficult to overestimate its importance - in any sphere of communication, tolerance educates mutual confidence, understanding, frankness; helps to overcome conflict situations; contributes to the manifestation of kindness and deep humanity; finally, helps to overcome communication barriers.

### **Basic units of verbal communication**

Basic units of verbal communication embrace (Vvedenskaya and Pavlova, 2000)

- speech situation, which includes rules of speech etiquette and participants, time and place of communication;
- speech event, i.e. a complete whole with its form, structure, boundaries (for example, a school lesson, a faculty meeting, a lecture, etc.);
- speech interaction, i.e., speaking, speech perception by the addressee (the decoding of the content of another person's speech), evaluation of the received information and non-verbal response means.

### **The nature of communication barriers**

A communication barrier is a psychological impediment to the adequate transfer of (educational) information between communicants, which can lead to distortion or loss of its original meaning.

Three groups of communication barriers are allocated (Dmitriyev, 2000)

- personal;
- socio-psychological;
- physical.

We are interested in personal communication barriers.

Among the personal communication barriers, a large group of so-called barriers of incorrect installation of consciousness is distinguished

- the stereotypes of thinking;
- preconception;
- wrong attitude to each other;
- lack of attention and interest to others;
- disregard for the facts and some others.

### **The essence of educational rhetoric**

Educational rhetoric as one of the special areas of rhetoric is tied to the skill of conducting an educational dialogue as well as to the culture of teacher's speech, on the whole (Assuerova, Desyaeva, Zinovyeva, et al., 2013). Educational rhetoric reflects creativity and public speaking skills of teachers (Antipina, 2007).

At the same time, educational rhetoric is an area of human culture, for rhetoric is the science of effective communication (Formanovskaya, 2003). Rhetoric equips a person with the ability to find possible ways of persuasion another person, which is considered to be crucial in teacher-student communication situations.

### **The role of rhetoric in educational environments**

In the process of communication between a teacher and a student, there arises a task to convey information so that the latter could receive it adequately. The fact is that under the influence of the individual peculiarities of a teacher and a student and their attitude to each other and the situation of communication, the exchange of messages can be transformed.

Communicative competency of the teacher can help to build up students' personal communicative culture (Auhadeeva, 2014; Abdrafikova, Akhmadullina and Yarmakeev, 2015) and, in this way, provide their communication.

Thus, one who is engaged in the "teacher-student-system" needs to know and be able to apply the basics of educational rhetoric, which, in the authors' opinion, can create favorable educational environments for communication and become an effective tool of overcoming communication barriers, if any.

## **MATERIALS AND STUDY INSTRUMENTS**

### **Research site and training materials**

Realizing the necessity to show that the central role in overcoming communication barriers can be played by educational rhetoric, the authors performed this study.

The research site was Leo Tolstoy Institute of Philology and Intercultural Communication in Kazan (Volga region) Federal University.

145 students of 17-18 years volunteered to participate in this experiment and made up 2 control groups and 2 experimental groups.

The training materials included role-plays designed by the authors.

The experiment consisted of three stages.

Students were also asked to describe their afterthoughts in reflection papers.

## Data collection procedures

At the first stage the students were suggested to fill in a questionnaire that consisted of 5 questions with 5 options of possible answers. For example

Which strategy would you choose in case you have an argument with your peer?

- a) you get away from the situation
- b) you keep silence
- c) you unconditionally accept all claims
- d) you make a witty remark
- e) you blame your opponent.

The choice was not limited to one answer; in addition, students could give their comments. This stage allowed the researchers to measure the input knowledge of rhetoric rules by students and to select the appropriate materials for the second stage of the experiment.

The analysis of the collected data made it possible to conduct the forming stage of the experiment which, in its turn, included two sub-stages

- theoretical, when students got acquainted with some rules for the speaker and for the listener and the etiquette speech genres;
- role-play, when students acted out some typical situations of communication in classroom, e.g., teacher - student talk; student - student talk; teacher - students talk; student - students talk; teacher - teacher talk, etc., which enabled students to learn to choose the optimal formulas of etiquette speech, typical of communication in educational environments.

The authors chose role-play as a study instrument considering it the most effective for conducting their experiment. The authors share the opinion of S. A. Shmakov that role-play for educational or entertainment purposes allow its participants to operate within their chosen roles, guided by the nature of their roles and internal logic of the environments' actions (Shmakov, 1994).

The final stage checked the output knowledge of rhetoric rules by students.

For this purpose 2 tests consisting of 10 questions each were carried out. The first copyright test was aimed at checking basics of rhetoric. For example:

Question # 6. Choose non-verbal signals indicating readiness of your partner to communicate:

- a) a closed position;
- b) an open position;
- c) constricted pupils of the eyes;
- d) a body turn in your direction;
- e) a body turn away from you.

Four criteria were laid down in test # 2 on etiquette clichés' acquisition by students (Formanovskaya, 2003):

- Distancing - the use of sentence patterns giving the statement some apparent remoteness from reality.
- Assumption - an understatement when it says less than is meant and an overstatement that means less than what it says.



- Mitigation - ways to mitigate the sharpness of the statements with the help of introductory sentences and clichés.
- Ways to keep the conversation going by means of filling pauses, short questions, question tags, echo questions, interjections, introductory phrases.

To test the above criteria the following diagnostic tools of evaluation of etiquette clichés' acquisition by students were implemented: Table 1.

**Table 1**  
**DIAGNOSTIC TOOLS OF EVALUATION OF ETIQUETTE CLICHÉS' ACQUISITION BY STUDENTS**

Criteria	Researched indicators	Diagnostic tools
Distancing	knowledge of sentence patterns, e.g. I wonder if you could lend me your computer? Will you join us in 10 minutes? Could /would you do that for me? etc. allowing to give the statement some apparent remoteness from reality	Testing through the use of on-line tests on etiquette clichés <a href="http://oltest.ru/tests/lingvistika_i_filologiya ritorika_rechevoy_etiket/">http://oltest.ru/tests/lingvistika_i_filologiya ritorika_rechevoy_etiket/</a>
Assumption	usage of words of uncertainty, e.g. somehow, somewhat, something; expressions: kind of, sort of, so to speak, more or less; verbs of intention: to be inclined, to tend, to intend; adverbs minimizing the meaning of the message, e.g. just, only, a bit, a little	Testing through the use of on-line tests on etiquette genres
Mitigation	usage of introductory sentences and clichés that express a speaker's opinion, e.g. mind/view phrases: to my mind, in my opinion, from my point of view, etc.; as-phrases: as far as I know, as I see it, as for me, etc.; if-phrases: forgive me if I'm wrong, if I'm not mistaken, if you ask me, etc.; verbs: think, guess, feel, say, mention, point out, etc.; words expressing probability: maybe, perhaps, by chance, happen, seem, prove, turn out, appear, (un)likely, etc.; why-questions; tag-questions; I wonder pattern	Testing through the use of on-line tests on etiquette clichés
Ways to keep the conversation going	skills of critical analysis of information; abilities to greet a partner, to attract his attention, to suggest advice, to express his approval/ disapproval, to maintain deep conversation, etc. using filling pauses, short questions, question tags, echo questions, interjections, introductory phrases	Diagnosis of personal and group satisfaction with the communication processes in educational environments

## SUMMARY

At the initial stage of the experiment students' poor knowledge of rhetoric rules were revealed. Students failed to demonstrate either theoretical aspects of rhetoric or practical skills in the situations of communication suggested in a questionnaire. The results of the ascertaining experiment are presented in Table 2:

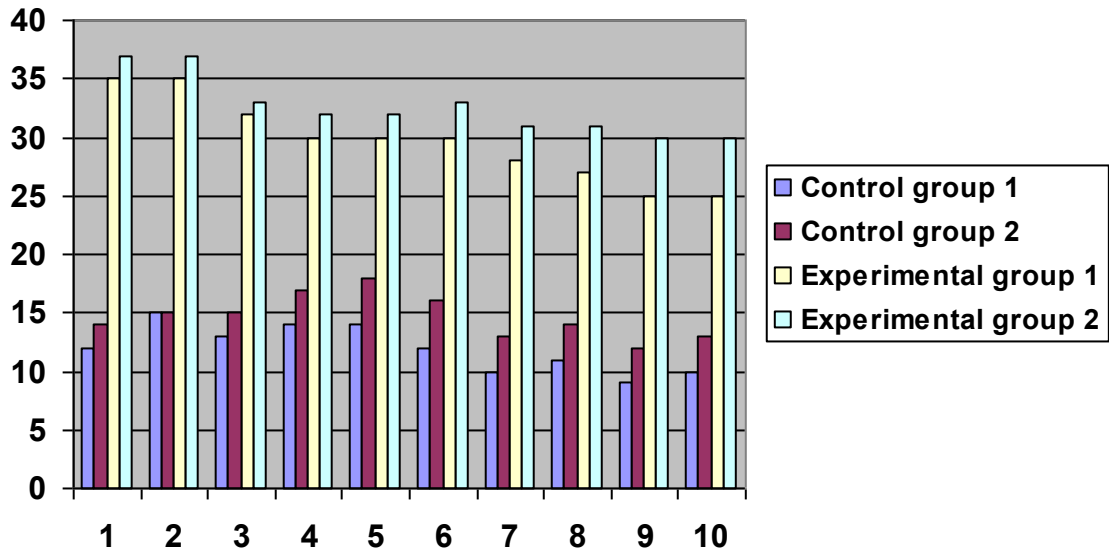
**Table 2**  
**THE RESULTS OF THE ASCERTAINING EXPERIMENT**

Group	Number Of Students	Theoretical Knowledge	Practical Skills
Control group 1	35	12	15
Control group 2	38	10	14
Experimental group 1	35	11	16
Experimental group 2	37	14	19

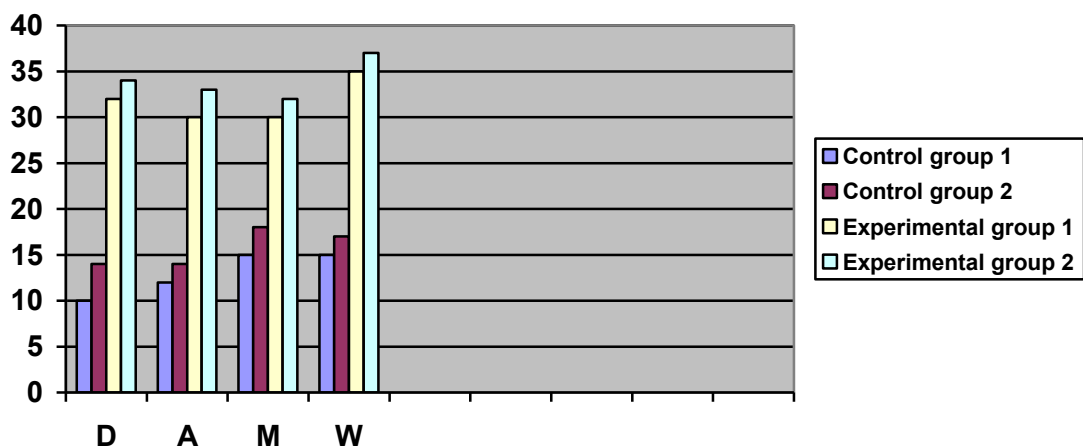
The purpose of the forming experiment was to increase theoretical knowledge as well as practical skills of students in rhetoric, for it was believed that this knowledge would make it possible to correctly and competently build up relationships in communication situations.

At the final stage the output knowledge of rhetoric rules learnt by students was examined. The qualitative analysis of the results obtained in this research is presented in Fig. 1 and Fig 2:

**Figure 1**  
**RESULTS OF CHECKING BASICS OF RHETORIC**



**Figure 2**  
**RESULTS OF THE EVALUATION OF ETIQUETTE CLICHÉS' ACQUISITION BY STUDENTS**



Notes: D - Distancing; A - Assumption; M - Mitigation; W - Ways to keep the conversation going

It should be noted that in the reflection papers students admitted that some personal communication barriers interfered with the suggested communication situation at the play-roles stage of the experiment, which might make the topic of further investigation of the problem on the part of researchers.

## CONCLUSION

Rhetoric as a tool of overcoming communication barriers in educational environments became the focus of this study. To achieve the goal, an experiment was conducted. The authors implemented a set of copyright tests aiming at evaluating students' communicative competences which were manifested in choosing right behavioral strategies and verbal tactics of communication. It became possible only after they volunteered to take rhetoric class.

The authors share an opinion that rhetoric allows to breed a personality who shares such universal human moral values and simple rules of morality as respect, humility, trust, candor, honesty, selflessness, compassion, caring, gratitude (appreciation), the performance of duty and true to his word, politeness, desire to help another person in trouble, etc. Teaching rhetoric in classroom allows teachers to create a communication situation which also can foster students to experience the feeling of benevolence, guilt, shame, remorse, camaraderie, empathy, solidarity.

The findings of the study can be used as general recommendations for university faculty and students. The resulting figures revealed a positive trend on the part of students to continue learning rhetoric rules.

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# THE ETHNIC STEREOTYPE OF TATARS IN RUSSIAN LINGUISTIC CULTURE

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## ABSTRACT

*This article examines the paradigm of ethnic stereotypes related to the ethnonym Tatars in Russian linguistic culture using the data from the National Corpus of the Russian Language (<http://www.ruscorpora.ru>). The theoretical foundation of our research can be found in a number of works based on cultural approach to the study of language in relation to the culture and consciousness of its speakers. The ethnonym “Tatars” is ambiguous in the Russian language, and it has a variety of associations due to certain developments in the history of Russia.*

*In the mental field of Russian linguistic community, two paradigms of sustainable images of Tatars have been found to coexist. The first one is related to the stereotypes of Tatar warriors in the collective mind of the society. The second one is the all-in-one image of Turkic peoples in Russia; it includes the groups of stereotypical judgments which are significant from the cultural, social, cognitive and psychological points of view. The results of research and the empirical material itself will be useful for lexicographers working with the ethnic stereotypes, linguistic, cultural and country-studying references, teachers of humanitarian disciplines at secondary and high school. Our findings can contribute to ethno-cultural education, and to the development of multiculturalism and tolerance.*

**Keywords** *Ethnic stereotype, ethnonym, Tatars, Russian linguistic culture, National Corpus, semantic layer, multiculturalism, linguistic consciousness*

## INTRODUCTION

In modern linguistics, language is defined as a major nationally specific phenomenon which accumulates and transfers the cultural background, traditions, world view, and the system of moral and ethical values of native speakers from generation to generation. Ethnic stereotypes are being studied actively. Each unit of language helps interpret the reality from the ethno-cultural point of view: acoustic and graphical appearance of a word [Mardieva 2014], the morpheme as its minimal significant part [Fatkhutdinova 2014], its usual reproducible combinations [Fedorova, Fattakhova 2015; Bochina, Miftakhova 2014], and categories of grammar [Murzina, Hayrutdinova 2015]. However, ethnonyms are especially important from the cultural and symbolic point of view because these elements within the system are inseparably linked to the ethnic groups and enduring stereotypes existing in the minds of other peoples and nations.

Among various ethnonyms in the Russian language, the ethnonym “Tatars” is perhaps one of the most difficult to comprehend. On the one hand, it is ambiguous; on the other, its systemic meaning (as reflected in lexicographical sources of different types) is complicated with additional meanings and connotations determined by the historical memory of the Russian people. The last semantic layer of the word Tatars, designated in our research work as ethnic stereotypes, presents the subject for the study and discussion. Ethnic stereotypes are understood as generally accepted, stable, often preconceived value judgments about the

cognitive and psychological characteristics, mental and physical qualities, the external appearance of people and their cultures. There is a long tradition of studying the ethnonym Tatars, among other approaches, from the linguistic point of view. It has also frequently been the subject of thematic studies [Baksakov 1969, Zakiev 2006, Bushakov 1996 etc.]. However, authors have previously focused on the denotative level of word semantics, while the semantic layers determined by the historical memory of the Russian people, the cultural and historical traditions of cooperation between these two nations (i.e. linguocultural information) have not been the subject of a special study yet.

## METHODS

Language is the main source, as well as means of building ethnic stereotypes, because "there is nothing so deep, sophisticated and integral in a human being that doesn't enter into the language and that is not cognized through it" [Humboldt, 1984: 57]. The major methodological principle of our study is to view stereotypes – including ethnic unconscious archetypes – as rooted in mythological oppositions, in particular, in the dichotomy of "us" and "them" [Mardieva 2014: 635].

L.P. Krysin has suggested that the study of ethnic stereotypes involves two approaches. Firstly, it is important to discover which aspects of life and personal features (intellectual, psychological, or anthropological) of the stereotyped group undergoes evaluation. Secondly, modern researchers have to define specific linguistic units which reflect ethnic stereotypes [Krysin 2005: 450]. In the latter case, it would be more productive to reveal non-systemic layers (not included into the dictionaries) that are reproduced in the language of this people on a regular basis.

The source base of our research includes proverbs and sayings, as well as fragments of literary and non-fiction texts extracted from the database of the National Corpus of the Russian Language [<http://www.ruscorpora.ru>], which reflect stereotyped representation of the ethnic group related with the ethnonym *Tatars* in the Russian linguistic consciousness.

## RESULTS

### **Ethnonym tatars and its lexicographic presentation**

Most modern dictionaries of the Russian language include two basic definitions of this lexical unit: 1. The nation, the main population of the Republic of Tatarstan // The representatives of this people. 2. The name for various Turkic, Mongolian, and other tribes united in the 13<sup>th</sup> – 15<sup>th</sup> centuries within a single state – the Golden Horde [Concise Academic Dictionary 2000: 342]. The Explanatory Dictionary of the Russian Language (ed. by D.N.Ushakov) includes four definitions: 1. Turkic peoples living in Tatarstan, in some districts of Bashkiriya, Volga region and in some areas of Siberia. 2. The Turkic ethnic group living in Crimea. 3. Inaccurate identification of the Turkic peoples of Caucasus and some other areas, such as Azeris (Caucasian Tatars), Khakases (Abakan Tatars), etc. (pre-revolutionary period). 4. Various Turkic tribes united in 13<sup>th</sup> century under the rule of Genghis Khan and holding sway over Russian principalities until the 15<sup>th</sup> century (hist.) [EDRL 19: 658]. It is also important to keep in mind the interpretation of the ethnonym suggested by Russian Turkologist N.A.Baskakov: "The names "Tatars" and "Tatar language" incorporate a variety of former names for smaller ethnicities or dialects: Crimean, Astrakhan, and Kasim Tatars, Mishars, or Meshcheryaks, Kryashons (Russian "christened"), Nagaibaks, and West Siberian Tatars: those living along the Tura, in Tyumen, Ishim, Yalutorovsk, Irtysh, Tobolsk, Bukhara, Chatsky, Baraba, Tomsk" [Baskakov 1969: 12].

Our analysis of the source base indicates that the ethnonym Tatars tends to be broadly used by native speakers of Russian in two meanings: 1) Turkic tribes, also known as the Mongols, united in the 13<sup>th</sup> century into the Golden Horde; 2) Turkic tribes (of the Volga region, Siberian, Crimean, and sometimes, according to tradition, Turkic tribes of the Caucasus).

**Ethnonym Tatars as Turkic tribes, also known as the Mongols, united in the 13th century into the Golden Horde: the stereotypes of its perception in Russian culture.**

The history of the Golden Horde determined the perception of Tatars as warriors. These warriors:

1) possessed great strength and were true masters of the military: A Tatar can break a stone (proverb); A Tatar can hammer a nail into a stone (proverb); Now I noticed that the Tatars are fine warriors and good snipers (Jan. Genghis Khan, 1939).

2) were delicate to religious feelings of the vanquished people: Tatars... respected the religion of the defeated (S.M.Stepnyak-Kravchinskii. Russia under the rule of the kings, 1886);

3) contributed to the development of Russian culture: Tatars joined Russia to the nation-wide Mongolian system of post roads .... <which> remained in Russia for a long time after the Tatar yoke (N.S. Trubetskoy. A look at Russian history not from the West but from the East, 1929); Tatars helped to keep the Russian spirit. Through hardship to the stars! (V. Kornilov. Demobilization. 1969 – 1971).

Also the Golden Horde determined the perception of Tatars in Russian culture as ‘others’, as people with its own peculiarities: He writes from the wall (i.e., he writes not from left to right but vice versa); What is good for Russians is like death for Tatars (proverb).

**Ethnonym Tatars as Turkic tribes (the Volga region, Siberian, Crimean, and sometimes, according to tradition, Turkic tribes of the Caucasus): the stereotypes of its perception in Russian culture.**

As the lexeme Tatars is used broadly in Russian linguistic culture, it is rather difficult to define the particular Turkic tribe or ethnic group culture which the literary on non-fiction text refers to. This fact indicates that the ethnic stereotype Tatars has the essential quality of syncreticism in the minds of Russian speakers. The Tatars in this case is a generic name of the Turkic peoples of Russia.

Russian-speaking people pay attention on the appearance, intellectual, mental qualities, social status and other characteristics of the Tatars as members of a particular ethnic group.

**Physical appearance**

of this ethnic group is defined with the help of the set which involves an indication of the distinctive features, for instance:

– narrow, sometimes squint eyes: the slitty eyes (Kuvaev. The Territory. 1970 – 1975); narrow little eyes (Melnikov-Pecherskii. On the Hills 1875 – 1881; Herzen, My Past and Thoughts, 1855); swivel-eyed guy (Kozyreva. Lady hunt, 2001);

– the presence of beard: bearded face (Tolstoy. The Road to Calvary, 1922); sparse wedge-shaped beard (Melnikov-Pecherskii. On the Hills, 1875 – 1881); white-bearded Tatar (Gorky. The Life of Klim Samgin, 1928); thin gray beard (Alekseev. Green shores, 1983 – 1984);

– shaven head: A Tatar ... with blue shaved head (Kataev. Sir Henry, 1920); clean-shaven head (Melnikov-Pecherskii. On the Hills, 1875 – 1881).

– obligatory tubeteyka (skullcap) 'small cap with four-wedged top or in the form of a truncated cone with a flat top' and long khalat (robe): Tatars in skullcaps and long robes (Oseeva. Dinka, 1959); a typical Tatar junkman in the skullcap (Kuritsyn. Tomsk slums, 1906). The appearance of Tatar women is represented in the studied texts very sparingly; it involves two long braids (a young girl – a bride with long serpentine streamers to toe – Charskaya. Notes of schoolgirl, 1901) and the presence of the national headdress – a velvet cap with some sort of bag thrown to the side (Boborykin. Vasilii Terkin, 1892).

Ethnic stereotype always contains the information about the habits and typical forms of non-verbal behavior of people from another ethnic group: Golovin was sitting tall on a folding chair, Tatars on the rug, with their legs crossed (Tolstoy. Peter the First, 1934, Kn. 2); We don't eat horse meat, and Tatars don't like pork (M.E.Saltykov-Schedrin. The Golovlevs, 1875 – 1880); At the tables there are long-bearded Tatars. How slowly they are drinking, how sparingly they are talking, how solemnly they are moving (I.Tsvetaeva. October in the car, 1917).

### **The type of activities**

proper to Tatars is very significant. Russian see Tatars as (in descending order of frequency):

#### a) warriors

In war, the Turks and Tatars... will not be easily killed, they defend to the last breath... (Kliuchevskii. Russian history, 1904); Tatars attack as a whirlwind and leave as fast as they came (Tornau. Memoirs of a Russian officer, 1874); But the Tartars were tricky and experienced, using the passthroughs, hiding, disappearing (M. Gigolashvili. Ferris wheel, 2007); Tatars bore arms not out of fear but out of conscience, they had to stand together with all the Russians against the common enemy (Zaitsev. Soldiery, 2002); By the number of the Heroes of the Soviet Union, Tatars rank second after Russians! (An error or a deliberate confrontation // "Life of Nations". 2004. 17.03)

#### 2) merchants, traders

Kara Mustafa was surrounded by Tatar merchants who brought sheep and goat carcasses on bullock-carts (V.Krashennikov. Maltese Cross // Around the World. 1994); Tatars vend rugs right on the streets, sell tubeteykas and chuviaks (Oseeva. Dinka, 1959); Sergei's first wife, the beautiful Tatar, worked as a salesgirl in Mostorg (Katanyan. Touching the idols, 1998); The Tatar girl Aisa was selling fresh fish in a shop called "Foodstuffs" (Lipskerov. Last Sleep of Reason, 1999)

#### 3) farmers, peasants

The Tatars in our county were really enduring and honest reapers... (K.S.Petrov-Vodkin. My story, 1930); Tatars and Turks were the great masters of irrigation (M.Voloshin. Crimea. A guidebook, 1925...); The Tatars cultivated kitchen gardens (D.Bykov. Spelling, 2002); The Tatars since older times dug pits in the rocky soil, brought fertile land from Yayla and cultivated pears and apples that I never met anywhere (B.Vasilev. Look back at the middle // "October", 2003).



3. The paradigm of the ethnic stereotypes of Tatars includes the image of the Tatar as a citizen. Tatars can be described as either non-abiding: Tatars gather in crowds and wait for a chance to lash out (Durova. *The Cavalry Maiden*, 1835) or law-abiding and gentle citizens: There are Mosques in Kasimov, Tatars live their neatly and prosperously, very quietly. (Volkonsky. *The Diary*, 1812-1813); A Tatar is a quiet man, the Koran forbids him to be greedy and scurrying (Gorky. *The Life of Klim Samghin*, 1928).

### **The psychological portrait**

of Tatars provides some important supplementary characteristics

1) tricky and yet honest: A Tatar doesn't cheat a Tatar; but it is a praiseworthy trickery to deceive the foreigner (Karamzin, *History of the Russian Imperial State*, 1819-1826, T.4), Tatars – everyone knows – are much more honest than us (Gorky. *Summer*, 1990); The Tatars work mainly in the Jewish trading firms – they willingly take Tatars into their service due to their sobriety, honesty and hard work (From our correspondents // *Odesskii Listok*, 1912);

2) neat and order-loving: He and the Tatar woman are very fond of cleanliness (Doroshevich. *Sakhalin*, 1903); Take, for instance, the Tatar village near Kostroma – Tatars live there, they have everything, they keep everything in order (Sologub. *Journalism of different years*, 1904 – 1918);

3) friendly, although touchy; hard-working; in general, good people: Tatars worked on highly paid, but also the most difficult jobs, mostly in hot shops, live among themselves in harmony, united ... (Astafiev. *Sighted staff*, 1978 – 1982); You know, Tatars never forget the harm done to them (Galitsky. *Dangerous collection*, 2000); Tatars are excellent people, they are honest, they don't lie, they are neat, brave, excellent born riders and first-class soldiers (Kuprin. *The Last Knights*, 1934).

## **CONCLUSION**

The results and the empirical material collected can form the basis of the Dictionary of Ethnic Stereotypes, linguocultural and other references, and enrich regional corpuses (for instance, the corpus of Kazan region [Galiullin et al., 2014]). These materials will be useful for teachers of humanitarian disciplines at secondary and higher school. They will make a definite contribution to the ethno-cultural education, to the development of multiculturalism and tolerance.

## **SUMMARY**

This study revealed two paradigms of the ethnic stereotypes of Tatars in Russian linguistic culture. The first is related to the stereotypes of Tatars as Genghis Khan's warriors. The second is the undifferentiated image of Turkic peoples and tribes of Russia represented in the Russian linguistic consciousness by sufficiently complete series of images covering the significant cultural, social, cognitive and psychological aspects of different perception of peoples united under the ethnonym "Tatars". Certainly, the connotations that were formed in the 13<sup>th</sup> – 15<sup>th</sup> centuries had their impact on the standards of perception of the ethnonym "Tatars" in the later periods as well. Representatives of Russian linguistic culture for centuries have admitted the national and cultural identity of this ethnicity and respected its representatives, and this is the basis of peaceful coexistence and cooperation of many ethnic groups in Russia.

## CONFLICT OF INTEREST

The authors confirm that the data presented do not contain conflict of interest.

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# CONCEPT “LOVE” IN AMERICAN AND TATAR FEMALE POETRY

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## ABSTRACT

*In this paper we analyze conceptual metaphors about love used in poetic texts, which are texts endowed with specificities as to their form, so the content. Metaphor, conceptual metaphor in particular, can be considered the basic image of poetic texts. The main objective of the paper is to detect structuring the concept “love” in poetic texts. Scrutinizing metaphors about love in the selected texts of contemporary Tatar (the language of Turkic people living on the Volga region, Russia) and American female poetry revealed differences in sets of “source domain – target domain” in them depending on the perception of love in the Tatar and American cultures and the role of a woman in each of them. Contemporary American female poetry tends to choose to verbalize the concept “love” in terms of such concepts that lead to a more optimistic and active image of a lover (woman), while as the terms of concepts chosen by Tatar female poetry to verbalize the concept under analysis picture a pessimistic image of a woman in love, for whom love is the sweet feeling, but making her suffer. These diversities are also reflected in linguistic characteristics of the texts of contemporary female poetry of the two peoples.*

**Key words** *Conceptual metaphor, structuring a concept, signified, source domain, target domain, female poetry.*

## INTRODUCTION

Female poetry is an indispensable source of cultural information, studying it can provide a clue to solving different problems existing in the society. The relevance of the research into the language of female poetry is closely related to the role of women in the contemporary society. Nearly in any field of human activity working teams mainly consist of women, so studying the way they see problems, contemplate them, imagine the future of their children, build relationship with their partners, spouses – everything is vital for the development of the society. Also the feeling of love, women’s imagination of love and their behavior in love are of great importance. The relevance of comparative study of female poetry in American and Tatar societies which are geographically remote from each other and culturally different becomes more obvious in the contemporary world with highest degree of integration of peoples representing different ethnic and religious cultures.

The main goal of the current paper is to study conceptual metaphor in texts of American and Tatar female poets, the way of structuring the concept “love” in them.

As the material for the research texts of poems of contemporary female poets were taken without any reference to any critical reviews. Here we give examples of analysis of two American poets and two Tatar poets texts, though the conclusions are based on the analysis of much more works including poems by Sandra Alcosser, Carolyn Kizer, Naomi Shihab Nye etc. (from American poetry), Golshat Zeyneshova, Asiya Yunusova, Lena Shagyrjan etc. (from Tatar poetry).

## METHODS

Poetic texts have been the center of attention of different scholars as 1) texts arousing different up-to-date social problems; 2) material for studying problems of theoretical discourses; 3) complicated texts consisting of various formal metric units; 4) texts with peculiar figurative language. Theoretical studies of poetic language witnessed various approaches to it. Wave tendency as a remarkable feature of American female poetry is studied in the work of Arielle Greenberg. Shira Wolosky devotes her work to problems of theoretical discourse as viewed by Bakhtin and Derrida; alongside with it she considers cultural, aesthetic and gender problems. Metaphor in poetic texts and its functions were the focus of researches of Ivan Fónagy and William Brown. Metric units as a typical feature of poetic texts and its relation to the content are scrutinized in works of Tsur Reuven and Ivan Fonagy.

Achieving the goal of the current research requires considering the works mentioned above and other papers in the field, and utilizing the following methods:

1. Method of discourse analysis, which is relevant for understanding language usage in the texts under analysis.
2. Method of semantic analysis, which enables us to figure out the meaning of linguistic input.
3. Method of structural grammatical analysis, that helps to comprehend all components of meaning a linguistic unit realizes within a definite context.
4. Descriptive method to give account for the conducted research.

## DISCUSSION AND RESULTS

### Nature of a poetic text

Poetic texts are governed by different rules concerning their form (on various levels) and content. Therefore in the process of his creative work a poet is very much restricted in the choice of words, expressions, structures. If the first restriction is bound to the type of rhyme, the second one – to rhythm. The latter is measured in so many units, that there is not a single syllable or sound which is not submissive to the image of the whole poem and its content. Fonagy wrote that even speech sounds contain information: some of them being “hard”, “dark” and “manly”, others – “soft”, “light” and “womanly”. Really talented poems prove that their authors are very particular about exploiting this characteristic of speech sounds.

The form of lining a poetic text is dependent on the flow of thoughts: whether it is even or undulatory. Broken lines are witnesses of hesitation, entropy in personage’s thoughts.

One more inherent feature of a poetic text is its semantic density, which is achieved by utilization of various types of stylistic devices, the most frequent one of them being metaphor.

### Metaphor in poetry

Metaphor does not only nominate an object, but also provides some more information about it. Such a trope has always been a subject of study of not only linguists, but also philosophers. So, Aristotle defines a metaphor as transference of nomination either from the species to the genus or from the genus to the species on the basis of their analogy. One of the

distinguished contemporary linguists P. Newmark writes: “Any word can be a metaphor, and its sense has to be teased out by matching its primary meaning against its linguistic, situational and cultural contexts”.

Nowadays Saussure’s idea about arbitrary association between a word, as a signifier, and its signified is widely acclaimed. However when a linguistic sign is used metaphorically there appears a logical association between a signifier and signified. Philosophical study of this association demonstrates three views upon metaphor. The first one – substitution view of metaphor claims that a metaphor is always used to substitute a word or word combination (linguistic sign) in its direct meaning. According to this view metaphor substitutes something equal to it. The second one is comparison view of metaphor, which claims that metaphor is based on representation of resemblance or analogy. The third view of metaphor is called interaction view. Adherents of it consider the system of associated commonplaces play the most important role in the process of comprehension of metaphor. It’s also worth mentioning about stable relationship between human experience and abstract concept discussed by Lakoff. Though sometimes being misleading these associations are too stable. To demonstrate it Max Black gives the example of turtle stably associated with the quality of being very slow no matter that some species of it can be very quick in moving from one place to another on the land.

Representatives of cognitive linguistics studying the correlations between the language and conscious, the role of language in conceptualization and categorization of the world, in cognitive processes etc. elaborated the theory of cognitive metaphor. Cognitive linguistics considers the metaphor as one of the means of comprehending the world surrounding us and forms of conceptualization. “A concise dictionary of cognitive terms” (Kratkii slovar kognitivnykh terminov) by a Russian scholar Kubryakova defines cognitive metaphor as a cognitive process denoting and forming new notions necessary for getting new knowledge. According to the cognitive theory of metaphor, metaphor emerges in the deep structures of human mind and metaphors are laid in the conceptual system of the human thought. The conceptual system itself exists subconsciously, we are not aware of it.

The cognitive theory of metaphor was first represented by J. Lakoff and M. Johnsen in their work “Metaphors we live by” in the 80<sup>th</sup> of the XX century. The authors deny the widely recognized view that metaphors are the prerogative and product of mainly artistic speech and claim that they are the inherent part of our life, i.e. they are present in the language, thought and activities of everybody. “The very systematicity that allows us to comprehend one aspect of a concept in terms of another (e.g., comprehending an aspect of arguing in terms of battle) will necessarily hide other aspects of the concept. In allowing us to focus on one aspect of a concept (e.g., the battling aspects of arguing), a metaphorical concept can keep us from focusing on other aspects of the concept that are inconsistent with that metaphor”.

According to this theory conceptual system of a human being is metaphoric. The way we think, learn something from our experience, what we do in our everyday life are metaphorical. Concepts governing our thoughts have influence on our everyday activities. These concepts include our feelings, our behaviour, our attitude to other people into a unified system.

According to G. Lakoff, M. Johnsen, conceptual metaphor is one general metaphorical transference comprising many special cases.

“Since metaphorical expressions in our language are tied to metaphorical concepts in a systematic way, we can use metaphorical linguistic expressions to study the nature of metaphorical concepts and to gain an understanding of the metaphorical nature of our activities”. The authors also use the term ‘structural metaphors’ to denote the process of metaphorical structuring one concept in terms of another.

## THE CONCEPT “LOVE” IN AMERICAN FEMALE POETRY

Women’s poetry has always been underestimated in any society, it has always been much more difficult for women to have their talent been recognized. Luckily nowadays “...women’s writing, especially as gender itself becomes a recognized parameter shaping its modes of address, representations of the self, and social, political, and cultural references and implications, emerges as a paradigm of cross-domain, relational aesthetics”. Recent female poetry demonstrates its being engaged in any problems of a contemporary society. Naturally women’s poetry gives much attention to eternal topic of poetry – love.

The author of the poem “The Lorelei Reformed” contemporary American poet Agnes Wathall pictures love as a strong feeling which can be compared with sea; that can hardly be controlled, even if you want to hide your love, your lips will give away; being dishonest in love you may have nothing but sorrows, e.g.: Don't set your will to cross the stream, my love, / when I stand opposite and waiting.

/ The thinning, thickening mists swirl from my eyes. / My lips are traitor to my words, and baiting. / Our hands seem close enough to touch, my love, / but waves ride treacherous in the narrows / and if you trick a path from rock to rock / ...I take no dark delight in drownings, love: / my song is powerless, and my spell illusion.

Utilization of the metaphors: to cross the stream, mists swirl, waves ride treacherous, trick a path from rock to rock, drownings witnesses about structuring the concept “love” with marine terms.

It’s appropriate to mention here that cognitive linguistics distinguishes two components in the structure of a metaphor: source domain and target domain. The field of source domain is more exact knowledge received by a person in the process of his activity. The field of target domain is less obvious, not exact knowledge. In the process of metaphorisation some aspects of the “target” are structured on the analogy of the “source”. As the result cognitive reflection takes place. Viewing from semiotic angle one should underscore that when used metaphorically the signified of the linguistic unit is altered.

The metaphor used by Agnes Wathall in the given text is an example of conceptual metaphor made up from various smaller metaphors, each of them having their signified. The first metaphor to cross the stream has as its signified “to commit an act for the sake of love”. The signified of the metaphor the thinning, thickening mists swirl from my eyes is “the state of being governed by the feeling of love, not by reason”. Metaphoric meaning of the word traitor here is “giving away the feeling that a person wants to hide”. The signified of the metaphor waves ride treacherous is “circumstances prevent the lovers form being together”. In the text under analysis trick a path from rock to rock has the metaphoric meaning “not to live an honest life”. The metaphor take no dark delight can be interpreted as “enjoying something making harm to other people”. Drownings in this text is used to denote “bad deeds”. The metaphors my song and my spell – “my feeling”.

Nearly all the metaphors in this text consist of more than one word, however in each of them there is a word or term referring to the concept “marine”. Obviously some of the terms used in structuring the concept “love” make up the kernel of the concept “marine”, e.g.: to cross the stream, waves ride, from rock to rock, drownings; others – periphery, e.g.: mists; third ones cannot be considered as words verbalizing the abovementioned concept, e.g.: dark delight, traitor, song, spell. However the context with appropriate number of words from the concept “marine” endows them with connotation remotely related to the concept “marine”.

The poem “Witnessing” is also written by Agnes Wathall. It is not so rich in metaphors as the previous poem, however it proves structuring the concept “love” in terms of

the concept “marine” being characteristic of this author’s poetry, e.g.: Your words slipped by quick and unobtrusive / as a salesman's foot / but the cheery rote / in which you offered me your tracts / did not match the flatness of your eyes.

The metaphor words slipped by materializes words, as if they could slip by. The meaning of it is “the words did not have any influence on the other hero or they did not impress him / her”. The cheery rote / in which you offered me your tracts / did not match the flatness of your eyes denotes “your words were different from your feelings”. The latter of the metaphors is based on the marine term rote, which refers to the terms verbalizing the core of the concept. In the given context the metaphor words slipped by is associated with the concept “marine” under the influence of the simile as a salesman's foot.

In the poem “Things Past” by the same author where the hero of the poem recalls the moments spent with his / her love, the concept “love” is structured in terms of the concept “ghost”:

The metaphor love has cast a shadow alters the signified of the word love – it becomes not an abstract notion (feeling), but material object – which happens due to the collocation with the word combination has cast a shadow. There lies on ... a subtle shade together with the metaphor given earlier make up an extended metaphor. The signified of it is “memory, remembrance”, because only they can be left from past love. One more metaphor of this text is based on materializing abstract notions lips of shadow-clung-to-shade has as its signified “one memory arouses the other”. Embrace with words is continuation of the previous metaphor and part of an extended metaphor. Its signified is “remembrances remind us of words we wanted to tell each other”. The metaphor wraith of a hand trails ...left denotes some exact moments of the past. Recalling them the personage calls himself / herself and his / her lover moony phantoms and the memory about them our lingering ghosts.

The basic terms from the concept of ghost used in structuring the concept of love here are wraith, phantoms and ghosts. The words shadow and shade can be used when verbalizing the periphery of the concept. Though embrace with words does not include any term from the concept mentioned above, in the given linguistic context it acquires connotation relating it to the concept “ghost”.

In one of the poems by a famous writer Maya Angelou called “Touched by an angel” the concept under analysis is structured in terms of the concept of war, which is realized with the help of the following metaphors: ...love leaves its high holy temple / and comes into our sight / to liberate us into life; love arrives / and in its train come ecstasies / old memories of pleasure / ancient histories of pain; ...love strikes away the chains of fear / from our souls; ...in the flush of love's light; ...it is only love / which sets us free. The signified of the first and second metaphors is “the emergence of the feeling of love”. The third and fifth metaphors are used to describe how a person can change under the influence of love. The metaphor in the flush of love's light compares this feeling to fire. The terms verbalizing the kernel of the concept “war” making up the basis of the metaphors used in the poem under consideration are comes ... to liberate, strikes away, sets us free. The terms temple, arrives in its train, old memories, ancient histories are from the periphery of the concept.

### THE CONCEPT “LOVE” IN TATAR FEMALE POETRY

Tatar female poetry is characterized by its own tendencies of choosing the terms for structuring the concept “love”. One of the prominent contemporary women poets Luiza Yansuar in her work “With my tears” utilizes terms of the concept “music” for these purposes: Onitilmas jirim la sin minem / yorek tyrleremnen agilgan (Lit.: You are my song that cannot be forgotten – The song that flows from the very heart of mine); Onytilmas jirim,

yarammi ul (Lit.: Is he my unforgettable song or wound..?). Both the metaphors are based on the same musical term song, which verbalizes the kernel of the concept “music”.

Together with this she uses personification the source domain being a birch-tree and target domain – a close friend to tell the secrets, to share issues. This trope with the birch-tree is rather ubiquitous in Tatar poetry. Though a poetic text of a definite writer is analyzed, here national ethnic mentality reveals itself, “...mentality determines consciousness and thinking of every man” and woman as we see it in the given text. Kytäre almas chakta sagishimni / kaennarga kilep sarilam (Lit.: Unable to lift the burden of my sorrows / come to embrace the birch-trees); Zarlarimni minem al yzenge, / yuat ele kaen saflandır (Lit.: Take my sorrows, / Soothe me the birch-tree); Sineng kyz yeshlereng yuar belki / ak janimnin kara taplarin. / Yafraklaring belen nazla mine, / yoregenge sengder-syendyr. (Lit.: Your tears might remove / black spots from my soul. / Let your leaves fondle me, / take me in your heart); Kyz yeshengne sortem uchym belen / min bash iyem olylygyng toep. (Lit.: I wipe your tears with my palm / and bow my head to your greatness).

In both the groups of metaphors the signified is “depressed state of mind because of unhappy love”, in the second group the heroin tells about her misfortune to the birch-tree as to her close friend.

The word *mongayu* can be considered to be a realia, because it has no equivalents in the English or any other languages. It denotes a special state of the soul when a person is depressed and he expresses his sorrows with melancholic music. From the very ancient times Tatar people have had a habit of singing such songs as a means of relief when their hearts were filled with grief. This state may be a consequence of unrequited or unhappy love. The root of the word *mongayu* is *mong* the analogue of the English words melody, music. One of the poems of the aforementioned Tatar female poet is called “*Mongayu*”. The following metaphors including terms from the concept “music” are observed in it: *Sular shundy mongsu, tyn aga* (Lit.: The water flows are so melancholic); *Akkan suga tygem bar mongym / leysen tamchilary bulip ingesen / yoregene anyng sagynyum* (Lit.: I pour my melody into the flowing water / let my longings soak in his heart / like warm summer rain); *Jyrym saklap yorsen yeraklarda* (Lit.: Let my song be his (lover’s) lifeguard in remote countries); *chulpylarym chynglar ser tygep* (Lit.: my chulpies (special accessories made of coins Tatar women wore in their hair) will jingle and give away my secrets); *bez ikebez mongly janlar la* (Lit.: You and me have souls full of melody).

All the musical terms included into the given metaphors can be used when verbalizing the kernel of the concept “music”. Only one of the terms *chynglar* (jingle) is from the periphery of the concept.

The image of a horse, which is also typical for Tatar poetry, is used to complement to these metaphors. *Atym melderep бага кызлереме / keshnevennen taular selkene* (Lit.: My horse looks at my eyes / mountains startled with its neigh); *Akbuz atta ocham hiyalyma* (Lit.: On the back of my horse I am flying to my dream). So metaphors prove to be culturally bound as Dan Ben-Amos write about it: “Societies may have dominant semantic fields that generate their metaphors”.

Structuring the concept “love” with terms of the concept “music” can be observed in many other poems by Luiza Yansuar. In the poem “Awakening” the following metaphors are used for it: *Janda byl-był avazlary gyna... / toshleremnen deshep uyata* (Lit.: There is a voice of a nightingale... / It calls me in my dream); *Kheter upkynnaryn aktarirlyk / yoreklerde nindi mong yata* (Lit.: What kind of music is laid in my heart / That delves into the depth of my memory); *Khiyalda jyr bulyp tereldeng* (Lit.: You revived as a song in my dream); *Yzem gene belem begeremne / ay nurlari nichek telgenen* (Lit.: Nobody knows what an agonizing pain / Rays of moon cause to my soul). The latter of the metaphors exemplifies the tendency



of Tatar poetry utilizing the image of moon or its rays as an evidence of happy hours of lovers.

Two out of three musical terms included in metaphors are kernel terms of the concept – only one being from periphery.

In the poem “May be” by Shamsia Jihangirova the concept of love is structured in terms of the concept “fire”. The conceptual metaphor is represented by three metaphors: Yanarga televem yeshlerche (Lit.: desire to burn as youth); kabynalmy kalyndy (Lit.: could not start burning); yanudan tuktalyp bulmy shul (Lit.: cannot stop burning). All of them are based on the same term of the source concept yanarga (to burn). The signified of all of the given tropes is “the desire of a person to love and be loved despite her / his age”.

## CONCLUSIONS

Analysis of conceptual metaphors in the works of some American and Tatar contemporary female poets witnesses that structuring the concept “love” they tend to use terms of various other concepts. In the works under consideration exemplifying American female poetry the above-mentioned concept is structured mostly in terms of the concepts “marine”, “ghost” and “war”. In the Tatar female poetry we observe the use of the concepts “music” and “fire”, the first one being undoubtedly more common than any other concepts.

Viewing metaphor as a linguistic sign we consider its signified and find out that it is notably different in American and Tatar female poetry. In the texts of American female poetry we analyzed here described love as a strong feeling which can cover a person on the whole. A person in love very often becomes helpless, because he acts not according to her / his mind, reason, but according to her / his feelings. But there is no feeling of depression or sorrow that is very typical for Tatar female poetry in describing love. Conceptual metaphors structuring “love” in the texts exemplifying Tatar female poetry mostly denote a depressed state of mind because of unhappy or unrequited love. It is also important to underscore that conceptual metaphors in which love is described in terms of the concepts “music” or “fire” are complemented with the images of a birch-tree (in the role of a close friend), a horse (also in the role of a friend) and a moon (in the role of someone who witnessed the happy moments of lovers or their promise given to each other).

Conceptual metaphors in the texts of female poetry describing love can be indispensable source of information about the character of women, their place in the society, the ethnic culture. So Tatar women as they are pictured in these texts are very patient, expressing their sorrow, pain out of unhappy love in their melancholic songs, share their grief with a birch-tree, a horse. When she badly misses her lover she looks at the moon. While as love of an American woman is noisy, strong, overwhelming and she herself is not patiently waiting for things to happen. She is active and resolute, she is free with her love.

Structuring the concept “love” in terms of other concepts American authors use not only terms verbalizing the kernel of the concept, but also the periphery and words solely the contextual meanings of which are associated with the source concept. However in Tatar female poetry mostly terms verbalizing the kernel of the source concepts are used for this purpose with few examples of words verbalizing the periphery. Utilizing contextually bound meanings of words is not observed in the texts under analysis.

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# LINGUISTIC PECULIARITIES OF THE MODERN POLITICAL DISCOURSE OF RUSSIA AND THE USA

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## ABSTRACT

*The article is dedicated to identifying the significant role of language as influential instrument of political ideology by exploring the most iterative linguistic devices used in the contemporary political discourse of two countries, namely Russia and the United States of America, thereby outlining similar and various peculiarities inherent to both countries. Recently political issues have been brought forefront. Therefore, the modern political discourse is of our main interest, namely from linguistic point of view, investigation of lexical stylistic devices used by politicians aimed at achieving specific goals, so far as this aspect has not been comprehensively analyzed yet. The methodology of this research has applied general principles of qualitative research, and it has been based on the discourse analysis of the authentic source materials published in the New York Times, American Rhetoric and RIA novosti. The research is of great value for further scientific investigations in the fields of the political linguistics. The study delineates further perspectives of the comparative investigations in the English and Russian languages and in the field of the different aspects of the political discourse and the political communication.*

**Key words** *Political discourse, linguistic manipulation, ideology, persuasion, political rhetoric.*

## INTRODUCTION

In contemporary political discourse significant percentage of politicians owing to their speechwriters and political image makers use various lexical stylistic devices to achieve actual political aims through various kinds of persuasion. While producing different texts of speeches, they include into them not only profound knowledge of the natural and social worlds (values, beliefs, assumptions) but also their knowledge of language which impact is obvious. These techniques as the simplicity of speech, namely direct appeal to ordinary people, effective image-making strategies by visual and verbal language means, the creation of effective visual products of persuasion (political advertisements and cartoons) allow them to introduce socially important and culturally oriented concepts for the purpose of keeping their power and reinforcing their serious impact on public opinion.

The literature on political discourse shows a variety of approaches. The authors are united in one belief that a successful politician is always alert to nuance and the finest shades of verbal meaning. In their speeches, they very often try to “textualize” the world in their own particular way (Fairclough, 1989). In this paper we offer that words and other linguistic expressions enter into many sorts of relationship in their speeches under self-control of a speaker or a professional guidance of a supporter making political discourse emotional, powerful, and very persuasive.

## VIEWS ON POLITICAL DISCOURSE

If we consider the notion discourse itself, this paper presents a broad term with different definitions which “integrates a whole palette of meanings”, including various branches of linguistics: sociology, philosophy and other disciplines. The most interesting approach to this issue has been proposed by Fairclough who describes the term as “the whole process of interaction of which a text is just a part” (Fairclough, 1989). As pervasive ways of experiencing the world, discourses refer to expressing oneself using words. Discourses can be used for asserting power and knowledge, and for resistance and critique.

The speaker expresses his ideological content in texts, as does the linguistic form of the text. That is, selection or choice of a linguistic form may not be a live process for the individual speaker, but the discourse will be a reproduction of that previously learned discourse. «We can assume that the worldview and personal experience of native speakers, as well as the perception of widely-known writers, can change over time and are purely a subjective point of view» (Biktagirova Z., Deputatova N., 2014).

The results obtained by Schaffner suggest that political discourse, as a sub-category of discourse in general, can be based on two criteria: functional and thematic. Political discourse is a result of politics and it is historically and culturally determined. It fulfills different functions due to different political activities (Schaffner, et.al 2006). It is thematic because its topics are primarily related to politics such as political activities, political ideas and political relations.

Although the use of language is unquestionably an important element of politics, Fairclough notes that it can “misrepresent as well as represent realities, it can weave visions and imaginaries which can be implemented to change realities and in some cases improve human well-being, but it can also rhetorically obfuscate realities, and construe them ideologically to serve unjust power relations” (Fairclough, 1989).

The objective of this article is to propose that the language is constantly changing owing to the progressive advance its society, attendant extralinguistic factors and laws of the development of the language as a system, i.e. intralinguistic factors (Sadykova A.G., Gilmudinova A.R., 2014).

The main purpose of politicians is to persuade their audience of the validity of their political claims. Political influence flows from the employment of resources that shape the beliefs and behaviours of others.

Edelman states that contemporary politician makes success by “using his or her knowledge of informal influence” (Edelman, 1977). This can be achieved through “presupposition” and “implicature”. These tools can lead the listener to make assumptions about the existence of information that is not made explicit in what is actually said, but that might be deduced from what was said. Presuppositions are background assumptions embedded within a sentence or phrase. These assumptions are taken for granted to be true regardless of whether the whole sentence is true. Such technique is particularly useful in political discourse because it can make it more difficult for the audience to identify or reject views communicated in this way, persuading people to take for granted something which is actually open to debate. Like presuppositions, implicatures lead the listener to infer something that was not explicitly asserted by the speaker. However, unlike presuppositions, these operate over more than one phrase or sentence and are much more dependent on shared knowledge between the speaker and the hearer and on the context of the discourse (Chilton, 2004).

Van Dijk notes that political situations do not simply cause political actors to speak in certain ways, instead “there is a need for a cognitive collaboration between situations and talk or text, that is a context” (Teun A. van Dijk, 2006). Such contexts define how participants

experience, interpret and represent the for-them relevant aspects of the political situation. Political discourse is not only defined with political discourse structures but also with political contexts. Thus, acting as an MP, Prime Minister, party leader, or demonstrator will typically be perceived by speakers or recipients as a relevant context category in political discourse.

### **Analysis of linguistic peculiarities used in modern political discourse**

So far as the main objective of political discourse is persuading people to take political actions, linguistic manipulation can be considered also as an inherent part of it. It has to be admitted that in order to comprehend political discourse itself, the language user has to possess both the political background, which enables him or her to assess the situational context of utterance and a high-level command of the foreign language. For instance, the usage of allusion implies the knowledge of the fact, or the awareness of the context. It stands to reason that in this case no indication of the source is offered to the listener or to the speaker. Therefore, despite the usage of such a wide range of lexical stylistic devices, all of them are dead because the main goal is to enable listeners to comprehend the idea very easily.

To start with, we should consider headlines of the articles published in mass media on the theme of politics. Allusion is especially peculiar to them; striking example may serve "Pie in the sky for nurses". Allusions play a crucial role in political discourse because first and foremost, they evoke images; they let the speaker present hidden facts that are not allowed to say aloud, but which the listener or reader can easily understand.

Considering public political speeches of American politicians, it is inevitably to notice occurrence of some personal information of a spokesperson almost in every speech. Unambiguously it prepossesses the audience. The usage of words and style are very close to ordinary people and the idea of democracy is emphasized on numerous occasions: "And all of the people of America deserve the right to speak and gather freely, and access the world's information, and participate in forums like this".

Next inherent feature of political speech is repetition, for instance "similar hopes, similar dreams, similar strengths, similar weaknesses" that again delineates the idea of democracy, the idea that all people equal is distinctly discernible.

Such enumerations as "This is not just my opinion. This is the opinion of experts, this is the opinion of many in our military" assists to reveal insights into the problem from different points of view, not just the ultimate decision of the President, but unanimous decision of an adept group of people. Moreover, the usage of the same linguistic device helps to acknowledge existing weak spots in the country: "We do have challenges with racial bias - in our communities, in our criminal justice system, in our society - the legacy of slavery and segregation".

Political discourse touches upon a wide range of global issues and is distinguished by immensity, we are able to observe generalization, such as "important role in the hemisphere and around the globe". Usage of such strong words, sometimes using exaggeration: "ongoing work" is also peculiar to political discourse. The most recurrent word nowadays that occurs in almost all articles in mass media concerning relations between Russia and the United States of America is "to lift the sanctions" translation of which is "снимать санкции".

In consideration of the most topical problem nowadays, namely terrorism, there is the common opinion in political discourse of both countries that can be summarized by the following statement: "regardless of nationality, or race, or faith, in fighting against the scourge of terrorism". Here we can observe again enumeration that makes the sentence more expressive and emphasizes the unity of the people in the face of a threat despite the all differences.

It should be mentioned the presence of historical background of the family in most of political speeches of American politicians while Russian politicians tend not to use connections with personal life. As the practice shows, the personal information is very touching plus usage of comparison strengthens this effect and when the speaker resorts to this device that is very powerful, indeed. "We do have too much money in American politics. But, in America, it's still possible for somebody like me - a child who was raised by a single mom, a child of mixed race who did not have a lot of money - to pursue and achieve the highest office in the land. That's what's possible in America". After hearing this, boundaries disappear and every person tries to represent himself in this position.

The usage of comparison "the United States and Cuba are like two brothers who've been estranged for many years, even as we share the same blood" shows amicable relationship towards Cuba and emphasizes affinity of interests.

At the same time, both American and Russian politicians tend to brevity; they try to use short clear sentences that aimed to reach to the bottom of people's heart: "A sense of patriotism and a sense of pride. A lot of pride. A profound love of family. A passion for our children, a commitment to their education".

Florid verbiage is also very peculiar to political discourse: "There's no limitation from the United States.....It's up to you. I believe voters should be able to choose their governments in free and democratic elections", especially prior to election. With reference to the President election in the USA the most recurrent words and phrases in mass media are the following: frontrunner (кандидат на пост, имеющий больше всего шансов, лидирующий кандидат), to win by a wide margin (выиграть с большим отрывом) as well as to win by a small margin (выиграть с небольшим отрывом).

Among other frequently used devices, we can distinguish anaphora that definitely makes the speech more emphatic, conveys the idea that in spite of all contradictions, differences among countries, the one thing is universal that is human rights "Not everybody agrees with me on this. Not everybody agrees with the American people on this. But I believe those human rights are universal. I believe they are the rights of the American people, the Cuban people, and people around the world".

The striking example of metaphor from Obama's speech "Address to the people of Cuba" may serve "found inspiration in the waters of these shores". The study of metaphors used in political discourse shows that a significant percentage of modern political vocabulary consists of words used in metaphorical meaning. Political language must be thoroughly censored therefore the usage of metaphors is evident; they mask to some extent certain political situations, ideologies or mindsets. For instance, metaphor "the flood of immigrants" is used to escalate down existing situation for audience, but in fact, we are aware that the situation with immigrants is disastrous.

## RESULTS

Thus, the analysis of modern political discourse brings us to the following inferences:

In modern political discourse language must be considered first and foremost as influential instrument of political ideology.

The most iterative linguistic devices used in the contemporary political discourse of two countries are allusions, repetitions, enumerations, metonymy, metaphor, comparisons, exaggerations, direct appeal to ordinary people. All of them are aimed at reinforcing ideological influence on public opinion.

Allusions evoke images; they let the speaker present hidden facts that are not allowed to say aloud, but which the listener or reader can easily understand.

Repetition delineates the idea of democracy, the idea that all people equal is distinctly discernible. Enumerations reinforce this idea of democracy, for instance the President emphasizes that it is not just his decision, but unanimous decision of an adept group of people. Moreover, the usage of the same linguistic device helps to acknowledge existing weak spots in the country. The usage of comparisons shows amicable relationship between countries and emphasizes affinity of interests. The usage of words and style are very close to ordinary people and the idea of democracy is emphasized on numerous occasions. The study of metaphors used in political discourse shows that a significant percentage of modern political vocabulary consists of words used in metaphorical meaning. They mask certain political situations, ideologies or mindsets, escalate down existing situation for audience.

Political discourse touches upon a wide range of global issues and is distinguished by immensity. In consideration of the most topical problem nowadays, namely terrorism, there is the common opinion in political discourse of both countries that unities people in the face of a threat despite the all differences.

It should be mentioned the presence of historical background of the family in most of political speeches of American politicians while Russian politicians tend not to use connections with personal life. Occurrence of some personal information of a spokesperson almost in every speech unambiguously prepossesses the audience.

Both American and Russian politicians tend to brevity; they try to use short clear sentences that aimed to reach to the bottom of people's heart. At the same time, florid verbiage is also very peculiar to political discourse. Despite some differences, there are the same iterative linguistic devices used in the contemporary political discourse of two countries because in any language political discourse pursues the main goal: to have influence on public opinion and to reach the target goal is possible with the help of language and its indispensable tools.

## CONCLUSION

The research gives a detailed analysis of the linguistic features of the political speeches in the American and Russian modern political discourse, linguistic consciousness and mentality, detects its particularities.

Both American and Russian political discourse use abundant range of linguistic devices, and the above-mentioned analysis is confirmation in our words. A lot of figurative language is used to appeal to the feelings and emotions of listeners and readers. From the point of view of composition, both written text or oral public speech are logically constructed, there are a lot of connectives which serve to link the ideas of the speaker. The message is expressed clearly with argumentative power. The simple concise sentences are peculiar for modern political discourse. The distinguishing feature of American political discourse is the emphasis the idea of democracy and usage of personal information as connection with the ordinary people.

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# ONLINE COLLABORATIVE CROSS-CULTURAL LEARNING: STUDENTS' PERSPECTIVES

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## ABSTRACT

*This article describes and analyzes students' perspective on the process of integrating online collaborative cross-cultural modules in the traditional (full-time) courses. Twenty-five US, Lithuanian and Russian students participated in a 6-week online international project The Power of Media. After the course, students completed the questionnaire that explored their learning experiences. The study showed a positive attitude of the students toward international online collaboration and illustrated beneficial impact of such cross-cultural projects on the development of linguistic and intercultural competences of learners. However, results revealed that while students learn from differences in peers' cultural and educational backgrounds, dissimilar communication and learning strategies, as well as varied ways of student-to-content and student-to-student interaction, may hinder successful learning experiences in collaborative online international learning (COIL) environments. The results speak for the need for similar cross-cultural projects to carefully plan content and activities, set clear deadlines, and use a range of online communication tools including synchronous.*

**Key words** *Internationalization, online collaborative cross-cultural learning, students' feedback, eLearning, intercultural communication, language education*

## INTRODUCTION

Recently we have witnessed a wave of interest in online collaborative learning, which reflects current trends in globalized and highly networked and interconnected world. Numerous research studies provide insights into how to structure and teach collaborative groups online as well as how to research and analyze these online processes (see, for example, Koschmann, 2002; Garrison, 2011; Shear et al., 2010). As schools and universities embrace the concept of internationalization, the questions of cross-cultural online learning and intercultural online communication also attract much scholarly attention (Sadykova, 2014; Starke-Meyerring & Wilson, 2008).

This exploratory case study examines students' learning experiences in collaborative online intercultural (cross-cultural) learning (COIL). Particularly, the research focuses on the students' perspectives on the value of such international projects that involve groups of students from different learning programs and different cultures. While some studies agree that collaborative online learning enables active student-to-student interaction that positively affects learning outcomes (McInnerney & Roberts, 2009), little is still known how students themselves assess their learning experiences and what they see as COIL advantages and shortcomings.

Collaborative learning is generally defined as a model of learning which "takes place in situations where emphasis is placed on student-to-student interaction in the learning process, and the instructor's role becomes that of a facilitator (a "guide-on-the-side")" (McInnerney & Roberts, 2009: 326). Online collaborative learning, also referred to as computer-supported collaborative learning, online cooperative learning and online group work, has also been

demonstrated as conducive of active peer-to-peer interaction that may result in co-construction of knowledge (Hiltz & Goldman, 2005). When such learning environment is infused with the concept of internationalization, one deals with collaborative online international (or cross-cultural) learning.

## METHODS

The research was designed as an exploratory case study that involved students engaged into an online collaborative project named The Power of Media. This COIL project united instructors and students from a large state university in the USA, a small private university in Lithuania and a large federal university in Russia. A 6-week online module, developed specifically for this project, was integrated into students' regular curricular (an online graduate course for US students majoring in education, a face-to-face undergraduate course for Lithuanian students majoring in media, and a face-to-face graduate course for Russian students majoring in English). While the online collaborative module engaged 49 students, only 25 students (10 – USA, 9 – Lithuania, 6 – Russia) agreed to participate in the study and completed a survey (51% response rate). Participants had English language proficiency levels from upper-intermediate students to native speakers and all activities were done in English.

The module The Power of Media was integrated into a fully online course developed in a Blackboard platform and hosted by the US university. It included three major activities:

1. an introductory discussion "Media & I" where students discussed their media habits and contemplated about how they understand their individual culture;
2. three asynchronous discussions based on video materials related to the power of media (Media & Reality, Media & Gender Issues, Media & Violence);
3. TV advertisement critiques where students selected and analyzed a TV advertisement of their choice.

At the end of the course twenty-five participants completed a questionnaire consisting of 4 close-ended and 1 open-ended questions. One of the Russian students was further interviewed by a researcher.

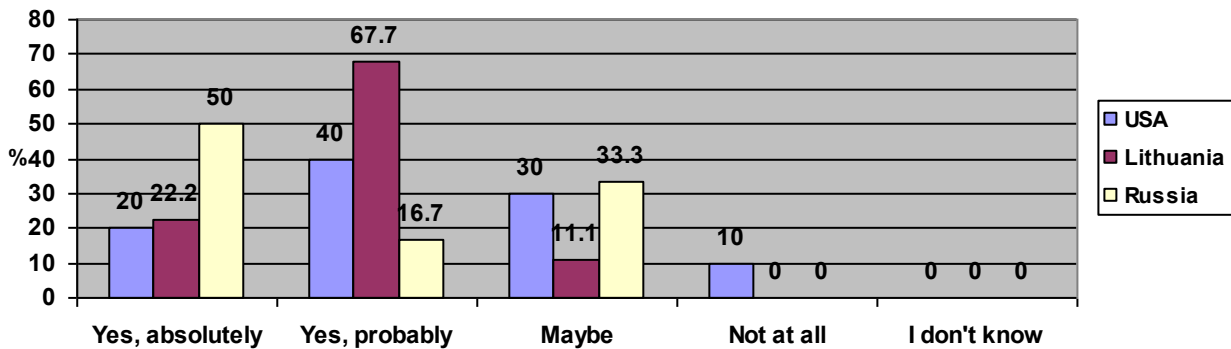
The data collected was analyzed quantitatively and qualitatively. Students' responses were visualized in graphs and compared by groups (USA, Lithuania and Russia). Responses for an open-ended question were analyzed to define themes and elicit trends.

## RESULTS

Students' responses have not demonstrated unanimity, nor were they radically different when three cohorts of students – US, Lithuanian and Russian – were compared.

In Question 1 the students were asked if they think the involvement of students from other countries helped them gain knowledge that they would not have been able to gain without their involvement (Figure 1).

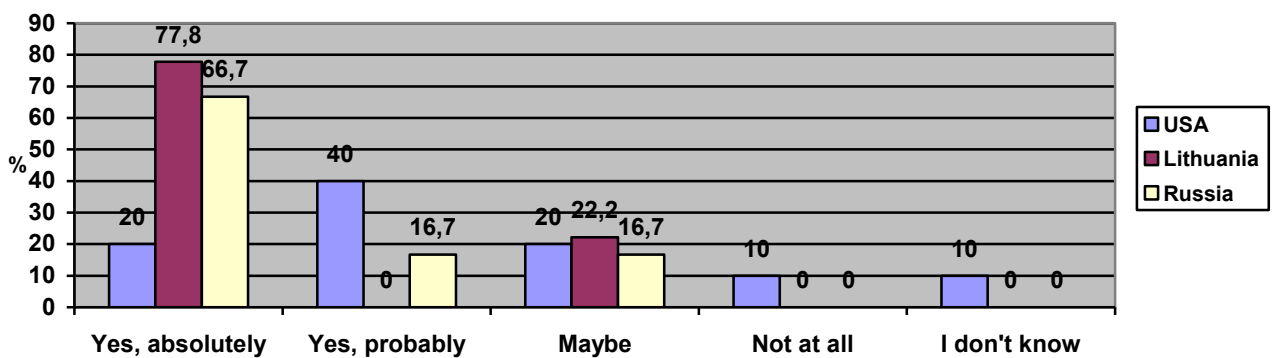
**Figure 1**  
**RESPONSE TO THE QUESTION ‘DO YOU THINK THE INVOLVEMENT OF STUDENTS FROM OTHER COUNTRIES HELPED YOU GAIN KNOWLEDGE THAT YOU WOULD NOT HAVE BEEN ABLE TO GAIN WITHOUT THEIR INVOLVEMENT?’**



Overall, the majority of students felt that there was a positive influence of cross-cultural collaboration on their knowledge acquisition. The most favourable response to the question was given by Russian students: 50% of students selected “Yes, absolutely” while only 20% of US and 22% of Lithuanian students selected the same answer. Still, over 67% of Lithuanian, 40 % of US students selected “Yes, probably”. On the other hand, 1 US student (10%) replied that the involvement of students from other countries was ineffective in knowledge building.

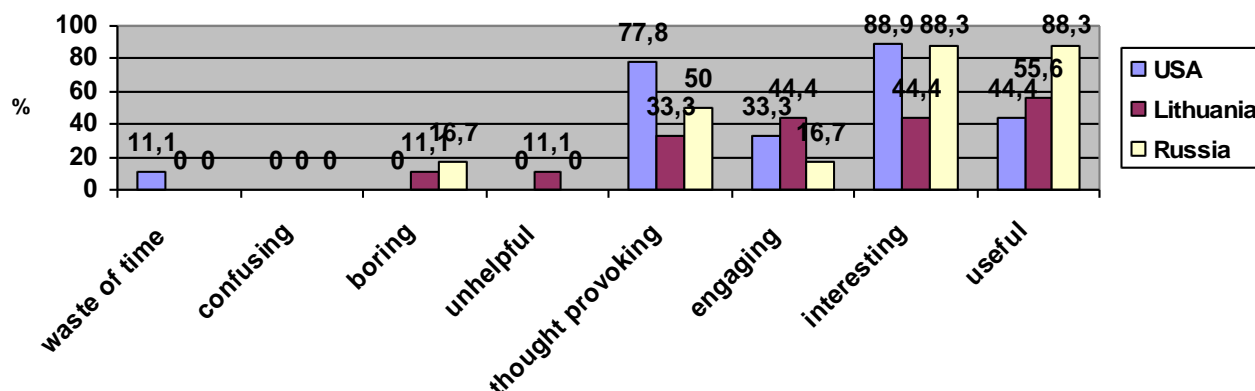
Question 2 asked the students if they would like to have similar cross-cultural collaboration in the future (Figure 2).

**Figure 2**  
**RESPONSE TO THE QUESTION ‘WOULD YOU LIKE TO HAVE SIMILAR CROSS-CULTURAL COLLABORATION IN THE FUTURE?’**



Again, most students' responses demonstrated that they saw the benefits of such a project and would participate in a similar collaboration if given a chance: 78% of Lithuanian, 83% of Russian and 60% of US students selected either “Yes, absolutely” or “Yes, probably”. Close to 20% of the participants in each group demonstrated their hesitation and selected “Maybe”. Still one student from the USA would not want to participate in a similar project, while one of her/his peers selected “I don't know”. Question 3 asked participants to describe the cross-cultural collaborative project they undertook (Picture 3).

**Figure 2**  
**RESPONSE TO THE QUESTION 'HOW WOULD YOU DESCRIBE THE CROSS-CULTURAL COLLABORATIVE PROJECT?'**



As seen in Picture 3, the majority of students found the course interesting, useful, thought provoking and (to a lesser degree) engaging. The most favourable feedback was given by students from Russia; the least favourable by students from the USA. One of US students (11%) found the project to be a waste of time, while 16,7% of Russian students described the projects as boring.

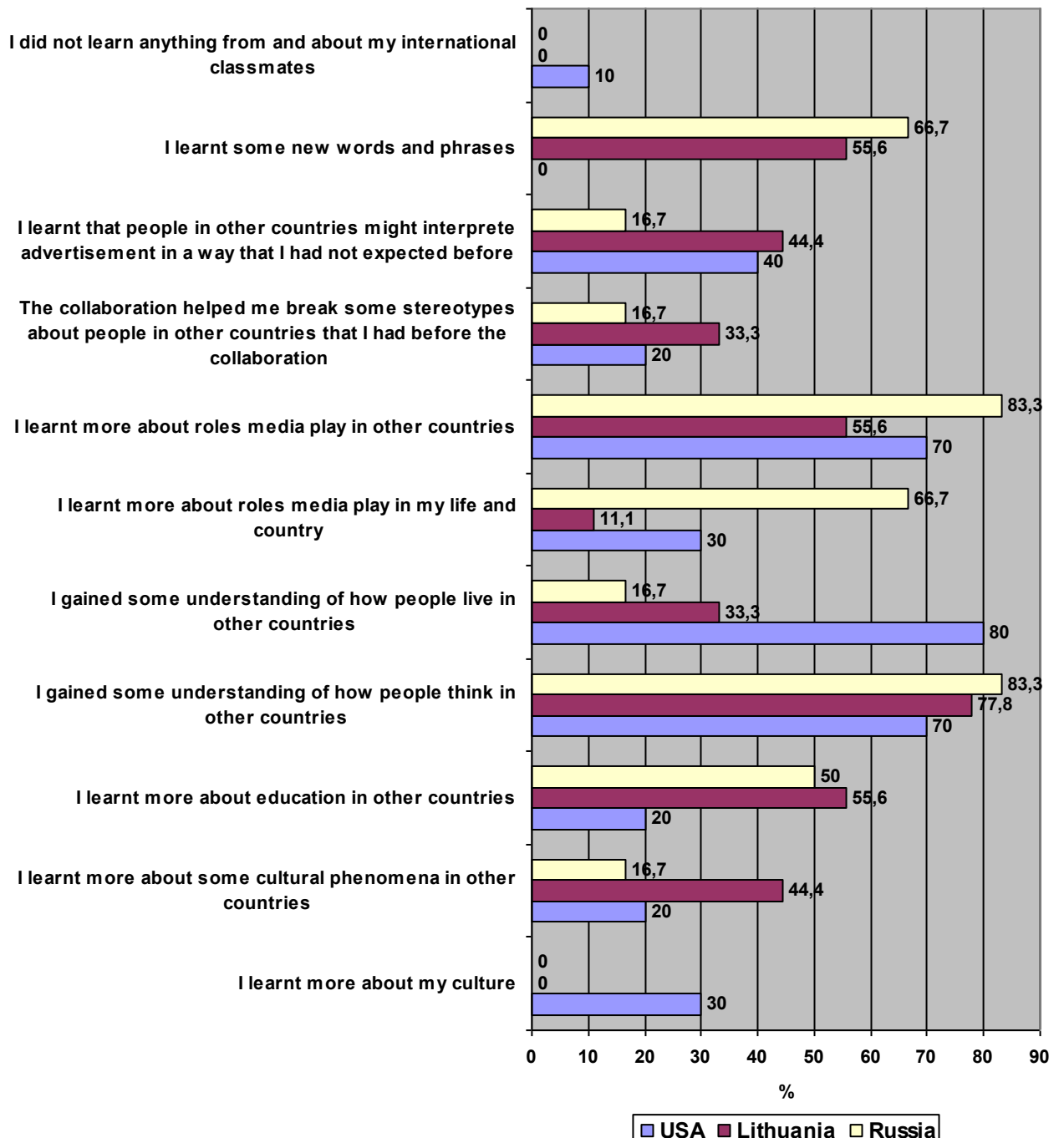
In Question 4 the students were asked how the cross-cultural collaboration enriched their knowledge and skills (Picture 4). The students could select all that apply to them from a list of 10 options.

The results showed that all the students (except one student from the USA – 10%) gained knowledge from and about international classmates. The vast majority of the respondents (more than 70%) gained some understanding of how people *think* in other countries. A large number of American respondents (80%) gained some understanding of how people *live* in other countries in comparison to fewer Russian (16,7%) and Lithuanian students (33,3%). Even so, only a third of Lithuanian, 20% of American and 16,7% of Russian respondents found the collaborative course helpful in terms of breaking stereotypes about people in other countries.

More than half of non-US students (66,7% of Russian students and 55,6% of Lithuanian students) enriched their English language vocabulary.

In addition, almost half of non-US students learnt about education in other countries in comparison to 20% of American students.

**Figure 3**  
**RESPONSE TO THE QUESTION ‘HOW DID THE CROSS-CULTURAL COLLABORATION ENRICH YOUR KNOWLEDGE AND SKILLS?’**



Question 5 was an open-ended question that asked the students what they would change in this cross-cultural project to make it more useful and interesting. The fifth question was of primary importance as using open questions allows respondents “to develop their responses in ways which the interviewer might not have foreseen” (Campbell, McNamara & Gilroy, 2004: 99).

The analysis of the narrative given by students identified four points of improvement. First of all, some students recommended modifying or adding some content material:

*Maybe I would add some educational, scientific or academic text in order to provide students with useful information for making assignment in proper way.*

*I would like more chances to hear about the different media used in other countries. I got to learn a little bit about their different social media tools, but I would've liked to learn more.*

*Some tasks should be reconsidered.*

Secondly, some participants demonstrated concerns related to deadlines. One US student was dissatisfied with peers not being prompt when replying on others' posts, which seems to have undermined the benefits of international collaborative project:

*Students ... need to post responses in a timely manner so that you can learn the most out of the discussion with them. Also, if they can check their posts and respond back to any questions that we might have about their culture*

One of Lithuanian students had difficulties meeting deadlines, while one Russian student seemed to be confused with the project's schedule:

*I were poorly informed about deadlines and work.*

*I would like this course to be more organized (from moderators side).*

Russian and Lithuanian students suggested that the use of synchronous communication tools such as Skype might have benefited the collaboration:

*Probably, it will be great to make some group tasks ... with a help of Skype conference, for example. I'd like to have some opportunity to see my peers, to talk with them through Skype or directly through the web-resource we were studying on. We could share our experience, discuss about the courses thread and so on in real time. So I'm pretty sure that I'd help to make the course more alive and memorable!*

One of US students also recommended instructors [to have] smaller groups of interaction [to] get to know each other better and... reveal even more about our cultures and habits.

To get a more in-depth understanding of the students' learning experiences, a female Russian student was interviewed by one of the researchers. In a 30-minute face-to-face interview she was asked to explain her survey answers and further reflect on her experience as a COIL course participant.

Her answers revealed that she overall enjoyed and appreciated the opportunity. She found this project useful for cross-improving her English language proficiency skills (predominantly via communication with native speakers), and for learning new information about cultures and international peers' media preferences.

On the other hand, she complained about heavy workload that the project involved and the lack of time to complete tasks. As some other survey respondents, she suggested to make use of video conferencing tools and recommended to set up small group online synchronous activities to get acquainted with and learn more about her peers.

## DISCUSSION

A majority of the students in this study appreciated cross-cultural collaboration as a means of knowledge acquisition and expressed a desire to participate in a similar project

again if given a chance. Most participants found the COIL project to be interesting, useful, and thought provoking. Moreover, it enabled them to gain intercultural competence they might not have been able to obtain without online collaborative activities integrated into their traditional curriculum. Data suggests that non-US students benefited more as besides learning the content they also acquired an insider's look onto a US online course (tasks, requirements, class dynamics, interaction) and they had a chance to practice English with native speakers. These findings correspond to Gemmel et al. (2015) research study, in which the authors found that the majority of students irrespectively of their residence feel that learning alongside students from other countries has a positive influence. In this case study that involved seventy-three graduate students majoring in public health the participants reported to benefit from studying together with international students by learning about other countries' health systems and practices, acquiring other perspectives, and reflecting on their own attitudes.

The current study also confirmed previous research that emphasized the importance of thoughtful choice of learning material and activities. As Villar-Onrubia and Rajpal (2016) suggest, online international learning is successful when activities are carefully designed in alignment with precise internationalized learning outcomes. In the case described in this study, there seemed to be no common learning outcomes, nor there were identical learning goals. This might have affected how students interacted with the content and peers and how they perceived the course workload and dynamics. However, findings demonstrate that even though students from three countries shared little in common before meeting online, all three cohorts of online learners were able to benefit from collaborative activities they conducted online.

The current study also added to the body of research that underscores the significant role of electronic learning tools for promoting active online collaboration. In the case under discussion, the instructors used only asynchronous forums to maintain communications between learners. Students' feedback, however, speaks for the need to make use of more interactive communication tools such as wikis, blogs, chats, web conferencing, social media sites, etc. that have been shown to encourage collaboration, promote intercultural awareness through online activities and benefit language development (Fakhrutdinova, Yarmak & Fakhrutdinova, 2014; Sadykova & Dautermann, 2009). As Gemmel et al. points out, the 'strategic use of a wide range of learning tools and technologies' can increase collaborative working and enhance the benefits of internationalization (Gemmel et al., 2015: 145).

## CONCLUSION

The study findings align with previous works (Guth, 2013; Sadykova & Dautermann, 2009) that suggest that while students learn from differences in peers' cultural and educational backgrounds, dissimilar communication and learning strategies, as well as varied ways of student-to-content and student-to-student interaction, may hinder successful learning experiences in COIL environments. However, in spite of all logistical, intercultural or technological difficulties that are involved in the development and implementation of online international courses, collaborative cross-cultural activities carry high potential to have positive impact on students from different cultures.

While results of this case study is limited in generalizability, it may inform practitioners and administrators who consider integrating COIL projects into their courses and programs. The online format of peer-to-peer learning has both its benefits and drawbacks but this is indeed one of the most inexpensive and logistically easy to implement learning formats that

generally requires much enthusiasm on behalf of the instructors, some assistance (or at least lack of barriers) on behalf of the administrators but little to no financial investments. Further research on instructors' views on designing and teaching online collaborative cross-cultural courses would be beneficial for triangulating study findings.

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# INTERCULTURAL CITIZENSHIP AND ENGLISH CLASSROOM LANGUAGE

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## ABSTRACT

*This article studies Intercultural Communicative Competence in EFL (English as Foreign Language) classroom in the context of students' everyday interactions. It also focuses on the challenges the teacher meets when motivating students to practice speech skills that will enable them to achieve communication objectives and gain positive intercultural experiences.*

*The authors' aim is to explore the developing intercultural communicative competence in students through classroom language. The last mentioned is considered in the article both through the prism of pedagogy-methodology and as a social event, which allows teachers to develop students' interpersonal language skills to be used in probable unpredictable situations connected with intercultural citizenship. We used the following relevant methods in our research: a data analysis based on surveys, questionnaires and the statistical method. The paper concludes that Tatarstan, as a multinational republic with different religions, traditions, customs and attitudes, provides good opportunities for developing the qualities that will ensure successful intercultural communication. The authors analyse classroom language, used in current EFL classroom practices, and suggest strategies intended to develop classroom communication in the circumstances of intercultural citizenship in a multinational environment.*

**Key words** *Intercultural communicative competence, classroom language, intercultural citizenship, multilingual classroom.*

## INTRODUCTION

Tatarstan has always been at the intersection of religions, cultures, traditions and languages. The population census of 2013 confirms that Tatarstan is one of the most multinational territories of Russia: representatives of over 173 nationalities live in the territory of the Republic of Tatarstan. Consequently, the issues of intercultural communication, ethnic tolerance and peaceful coexistence of peoples with different beliefs, behaviors and mentality have always been a relevant area of study. The question of multicultural education in our region remains vital as well [Abdrafikova A.R., 2014: 544]. Globalization and migration of workforce have made it all the more important for the solution of current everyday problems, most of which arise because of inadequate communication strategies, crucial to the development of intercultural dialogue.

Among academic subjects, which focus on oral speech skills, foreign language lessons are practically the only means of developing communicative skills required by social intercourse. However, a non-native environment is a great challenge for teachers of English as students are not motivated to use the target language in everyday interactions. The formal frame of classroom procedures in Russian educational institutions suggests formal foreign language phrases to deal with pressing issues of daily routines, while students' language is

based on their native language experience and depends on the associations with the corresponding own-language phrases in the learner's memory.

Besides, most of the English language teachers in Russia are non-native speakers and imperative sentences predominate in their classroom language, which is characteristic of Russian school practices but is hardly acceptable in intercultural communication. It is all the more true in the case of "clash of cultures" when "differences in culture between students and teachers mean that students from different cultural backgrounds may view, interpret, evaluate and react differently to what the teacher says and does in the classroom" [Bridget M.W. Palmer, 2015: 80]. "Intercultural factors therefore create the potential for numerous communication problems and intercultural conflict" [Johann Le Roux, 2002: 38].

The ESL(English as the second language)/EFL classroom is, by definition, a place where different cultures meet and interact [Theron Muller, 2007]. Foreign language learning in a multicultural class is successful if students are personally and emotionally involved in classroom activities, which happens when communicative situations are meaningful to them. As Dana-Anca Cehan puts it, classroom discourse should aim at interpersonal communication, not only pedagogic communication [Dana-Anca Cehan, 2002: 59-60]. Thus "teacher talk plays a very important role in the teaching process as an interactive device" [Liu Yanfen & Zhao Yuqin, 2010: 85]. It takes time and effort to create teaching materials that would stimulate speech of all the students from different countries and make them use target language in communicative games, role-playing, simulations, and other types of classroom activities. Teachers rely on coursebooks and other useful resources in their search for situations that might enable them to practice communication skills and help students better memorize the language covered in the lesson. But few of these resources take into account intercultural relationships in a class with students of different religious beliefs and cultural backgrounds. The teacher should adapt communicative tasks to the specific conditions of multicultural environments as real life situations are the most efficient means of developing intercultural competence and lay the foundation for a successful intercultural dialogue in and outside the classroom.

## **Literature Review**

Intercultural issues in EFL and ESL classes have been the object of numerous studies in the USA (The United States Institute of Peace, Bridget M. W. Palmer, Mary McGroarty, Ines Marquez Chisholm) and other countries (C. Kramsch, Johann Le Roux, R. Muhammad, L. Prodromou). Many researchers study cross-cultural teacher-student relationships in the situations, where students' culture is different from the culture of the teacher, usually a native English speaker (Theron Muller, Bridget M. W. Palmer).

As for classroom language, in most studies it is explored in terms of using learners' mother tongue (D. Atkinson, Baynham, M. and others), students' perception of teachers' language (Mizuka Tsukamoto); EFL classroom discourse strategies (Dana-Anca Cehan) or teacher-student interaction development trends (Chura Bahadur Thapa & Angel M. Y. Lin, Xuemei Meng & Xuesong Wang, Luu Trong Tuan & Nguyen Thi Kim Nhu and others)

## **The Features of Classroom Language**

Teachers' and learners' classroom languages are very different things: if the former is supposed to be rich in vocabulary and grammar, providing an example of authentic target language speech, the latter is based on learners' native language experience, it is usually quite simple as the initial acquisition of new words in a foreign language depends on the association of these items with corresponding own-language items in the learner's memory.

[Philip Kerr, 2015] We do not mean to say that teachers should simplify suggested phrases to the extent when they sound foreign to a native language speaker's ear, however they should not sound foreign to learners' ears either, especially if these ears are "multilingual". How to gear the classroom language to a multicultural environment in the EFL class?

The questions, we are searching the answers to, are the following:

- 1) How can multicultural/multilingual environment in an EFL classroom influence the classroom language?
- 2) How can classroom language in multicultural/multilingual classes improve students' intercultural competence?

We suggest, that the more multicultural the environment is, the greater influence it should have on the classroom language used by students belonging to different cultural backgrounds.

## **RESEARCH CONTEXT AND METHODOLOGY**

Our research took place at Leo Tolstoy Institute of Philology and Intercultural Communication of Kazan Federal University. Being a culturally diverse educational institution it offers a good opportunity for this research. Today, the Institute is one of the largest schools of KFU with about three thousand students, including over 100 international scholars and students from China, South Korea, Turkey, Japan, Iran, France, Iraq, Pakistan, Kazakhstan, Uzbekistan, and other countries.

We asked fifteen teachers and thirty students, whose double majors are either "Tatar + English" or "Russian + English", to complete these questionnaires. We did not take into account the students' level of language competence, as many students enter Kazan Universities without having mastered fundamental English skills. The class structure is the following: the teacher and the majority of students represent one of the host cultures (Russian or Tatar) and the smallest part of students is from other countries. The average number of the students in the classroom is 13-15 and the average number of foreign students is 4-6.

The demographic information of the EFL teacher respondents is the following: ten of fifteen teacher respondents are Tatar (three of them stated Russian language as native). Their average English teaching experience is 10-20 years.

A total of 30 students of 10 nationalities from 7 countries completed the questionnaire. Thirteen of them come from China, four are from Uzbekistan, four – from Turkmenia, three – from Turkey, two – from Tajikistan, two – from Kazakhstan, one – from South Korea and one – from Japan. Eighty three per cent of the students reported Islam as their religion; the rest of the students did not indicate their religion.

After the research design had been adopted the permission was obtained from the institution to administer questionnaires to the teachers and students with double majors "Tatar + English", "Russian + English". All questionnaires were administered in person, in a hard-copy format. The questionnaires asked for some biographical data from each participant in order to gather relevant information about their backgrounds.

The questionnaires asked teachers to share their opinion on seven statements about the classroom language they use in a multicultural classroom with the words "Yes", "No", "Not always". If teachers chose the last answer he or she was to complete the sentence "It depends on..."

The student questionnaires asked them to share their opinion on seven statements about the classroom language they hear and use in the multicultural classroom with the words "strongly disagree"; "tend to disagree"; "neutral"; "tend to agree"; and "strongly agree".

## SUMMARY AND CONCLUDING DISCUSSION

Table 2 provides information about teachers' awareness in terms of intercultural citizenship. As we see, the teachers admit that students with different cultural backgrounds have difficulties in communicating with each other and they realize how important classroom language is for developing students' intercultural competence. However, we should note that less than half of the respondents are sure that students feel teachers understand their culture. As a result, their instructions are not fully understood and students have problems with understanding the gestures and postures the teacher uses. That means they use different languages and their classroom language has not become a means of mutual understanding and creative collaboration. The table shows that teachers' language remains formal to a great extent.

**Table 1**  
**THE RESULTS OF TEACHERS' QUESTIONNAIRE**

#	Statements	Yes	No	Not always (It depends on...)
1.	The classroom language should be formal.	-	-	15
2.	My classroom language in multicultural class is different from the language I use in monocultural class.	2	1	11
3.	My instructions are fully understood by both the students of the same culture and the foreign students.	5	1	9
4.	I usually have problems with understanding the gestures and postures I use in my classroom language.	-	9	5
5.	In my opinion, my students feel I understand their culture.	7	2	6
6.	My students from different cultures find it difficult to communicate with one another within the class.	1	4	10
7.	In my opinion, classroom language I use in the multicultural class can greatly develop the students' intercultural competence.	14	-	1

As we see from Table 3, for every statement the third answer "Not always. It depends on..." was chosen by the teachers. All of the teacher respondents gave such an answer to the first statement and here we present the variants of their answers in the decreasing order: "It depends on the students (diversity, their temper, mood, level of knowledge)", "It depends on the learning stage (learning theme, learning aims, learning background)", "It depends on my insight (mood, relationships with the students here and now). The next three statements are commented in the same way ("It depends on the students' cultural background, (English level, and experience of learning English). As for the fifth statement ("In my opinion, my students feel I understand their culture"), six teachers (all of them are young) failed to provide full answers. We think this is due to the fact that it is difficult for them to define the factors showing if the students feel or not the teacher's attitude. The teachers, who chose the third answer for the sixth sentence, stated in no uncertain terms that smooth communication between the students within the class depends on the language they use and the level of English.

**Table 2**  
**THE RESULTS OF STUDENTS' QUESTIONNAIRE**

#	Statements	strongly disagree	tend to disagree	Neutral	tend to agree	strongly agree
1.	The classroom language should be formal.	3	7	7	6	7
2.	The classroom language the teacher uses in multicultural class should be different from the language he/she uses in monocultural class.	4	5	9	10	2
3.	Sometimes I feel confused, because of something the teacher or the students say within the class.	11	6	-	10	5
4.	Sometimes I feel confused because of gestures or postures our teacher and other students use.	15	3	10	4	-
5.	I feel that my teacher and other students understand my culture.	-	-	5	9	16
6.	I do not find it difficult to communicate with the students from other countries with other religions/ cultures within the class.	3	3	4	14	6
7.	In my opinion, classroom language used by the teacher can greatly develop our intercultural competence.	1		8	9	12

Students fail to express any definite opinion of the type of classroom language teachers should use. However, for half of them both verbal and non-verbal classroom language is confusing. Most of them are open to new knowledge, which other cultures bring to their classroom and find no difficulty in communicating with students of other cultures. They realize how important teachers' classroom language is for the development of intercultural competence.

There exists little difference between teachers' attitudes to classroom language and the way students perceive it in a multicultural classroom. Both teachers and students note that in most cases they find no difficulty in establishing contact with representatives of other cultures. However, students attach great significance to manifestations of inadequate intercultural competence on the part of their teacher. It is especially true of the cases, when students feel personally involved, and the teachers' disregard of their cultural backgrounds hurts their feelings.

We realize that within any individual experience, there are many distinct characteristics that will make a classroom language specific (to do with location, people involved, time available, preceding events, relationships, moods and many other factors). But there is no denying that cultural diversity in the classroom has great impact on classroom discourse styles and strategies.

## CONCLUSION

Teaching effectively in culturally diverse classrooms means using culturally sensitive strategies and content to ensure equitable opportunities for academic success, personal development, and individual fulfillment for all students [Ines Marquez Chisholm, 1994]. This research has shown that the appropriate nation and culture related language in the EFL classroom can greatly encourage students' intercultural competence.

## SUMMARY

Classroom language used in a multicultural classroom should be carefully thought out with respect to its form and content. In a multicultural environment, classroom language should both promote interactivity and enhance tolerance in students. Teachers should be sensitive to the differences in cultural backgrounds and cooperate with students in the elaboration of the classroom language that would cover the most frequent classroom situations, be meaningful to students and helpful in achieving communicative aims. English, which is foreign to all the students in a specific class, puts them all on the same level, when problem situations are easier to resolve. As the teacher remains the main source of information and an example to follow in traditional education, his or her classroom language should meet the criteria of intercultural citizenship, creating the environment, which ensures mutual understanding, tolerance and desire to collaborate in team work.

Cultural sensitive classroom language is useful as a strategy to enhance intercultural speaking skills. Teachers should therefore be sensitive to the potentially problematic outcomes of intercultural communication in the culturally diverse class [Johann Le Roux, 2002: 37-48]. They "need to find out whether learners have ever experienced mixed educational groupings; whether they expect male and female teachers to behave differently; and how different classroom activities, including various group configurations (pairs or small groups) or activity types (e.g., role plays or dialogue practice), might affect learners differently because of their native cultural constraints" [Mary McGroarty, 1993].

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# LINGUISTIC AND CULTURAL CHARACTERISTICS OF THE CARIBBEAN SPANISH

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## ABSTRACT

*This article dwells on the phenomenon of the Caribbean Spanish and considers the arguments that prove and that argue against its existence. The authors express their understanding of the Caribbean Spanish as a number of national variants that can be grouped together on the basis of systemic similarities at all language levels and portray the distinctive features of the variants with the emphasis on the linguistic and cultural peculiarities of the lexis. They highlight the linguistic and extralinguistic factors that influenced the formation of specific characteristics of the Spanish language in the region, such as the history and geography of the region, ethnic and political factors, as well as the linguistic situation. Finally, the authors describe the structure and content of the glossary of the Caribbean Spanish created with the purpose of systematization and classification of its lexis, as well as the potential of this glossary to become a source of updated information on the lexis of the Caribbean region.*

**Keywords** *Caribbean region, Caribbean Spanish, national variant, lexeme, lexis, glossary, indigenism, africanism*

## INTRODUCTION

The Spanish language that the conquerors brought up to Latin America evolved in different ways, depending on the region and the influence of native languages. Moreover, much depended on the level of cultural development of each particular region. For example, it is impossible to compare the area of the river La Plata with areas of Central America – home of a highly developed culture of the Maya and Aztec, or the Inca culture in the Andes.

Despite the fact that each Spanish-speaking country in Latin America has its own national variant of the Spanish language, scholars have identified several major dialect areas, including the Caribbean region. The Caribbean Sea washes the shores of eleven countries: Venezuela, Guatemala, Honduras, Dominican Republic, Colombia, Costa Rica, Cuba, Mexico, Nicaragua, Panama and Puerto Rico. Apart from geographic neighborhood and partly due to it, these countries are characterized by similar linguistic phenomena that allow classifying eleven different variants of the Spanish language into a single group.

Here, it is important to mention that the Caribbean Spanish belongs to the group of coastal Spanish, which is opposed to the mainland Spanish. One of the implications of this fact is that the Caribbean Spanish is only typical for the coastal territory of the Republic of Venezuela, Colombia, Panama, and the southeastern part of the Yucatan Peninsula, where Mexico is located.



## **Phenomenon of the Caribbean Spanish**

Specialists differ on the question of whether native speakers of these countries perceive the similarities among the variants spoken in them. According to some experts, they do while others argue that natives of each Caribbean country consider their own variant as unique and different from others.

The existence of opposite opinions is due to the fact that the same situation can be viewed from different positions: from the outside, as researchers do when they focus on similarities in the search for common patterns, and from the inside, as native speakers do hence obtaining a better vision of differences among the language variants.

Another important issue is that until recently specialists in Latin dialectology worked in silos, making it impossible to conduct comparative studies between the variants of the Spanish language due to the lack of reliable, homogeneous and balanced basis for comparison. The 1970s saw the emergence of research works in this field based on a similar methodology that allowed conducting quantitative studies in order to obtain objective data and compare language variants, including in the Caribbean region.

Some scientists doubt on the existence of the Caribbean Spanish arguing that there are significant differences in vocabulary between the variants. According to H. Lope Blanch, only Mexico can be divided into 17 regional dialects in terms of differences in lexis. Other comparative studies of vocabulary come to opposite conclusions; for instance, a research on the “human body” vocabulary held in the Antilles showed that more than 90% of lexemes were common to the Dominican Republic, Cuba and Puerto Rico.

The authors of this article share the idea that the Caribbean Spanish is not a single variant, but a number of national variants that can be grouped together on the basis of systemic similarities at all language levels. Their existence is due to a number of linguistic and extralinguistic factors.

## **Factors That Have Influenced the Formation of the Caribbean Spanish**

There are several explanations for the phenomenon of the Caribbean Spanish. The study of linguistic situation, ethnic composition and history of the Caribbean countries has proved the determining role of such factors as the origin of the first colonists, language contacts and political situation.

Presence of many indigenisms in the lexis of the Caribbean Spanish is due to the fact that before the arrival of colonizers this territory was inhabited by indigenous tribes of Arawak Indians. In the pre-colonial period over 1000 Indian languages were present in Latin American countries. The African heritage is due to the influence of African tribal languages that were spoken by slaves brought up to this region of the colonizers.

As for the origin of colonists, the Spanish conquerors that came to the Latin American continent were from different areas of the newly formed Kingdom: Hernán Cortés (Mexico) was born in Extremadura, Pedro de Heredia (Colombia) was from Madrid and Pedro Alonso Niño (Venezuela) – from Huelva in Andalusia. Among them prevailed those who came from Andalusia and the Canary Islands. The newly formed Caribbean countries adopted the Andalusian norms of the Spanish language, as opposed to the standard Madrid ones, which can be explained by the important social and political situation of Seville and trade links between the capital of the New World and the peoples of Cuba and Haiti. Today, in the Caribbean Spanish there are many lexical correspondences between the Canarian and Andalusian Spanish, from the one hand, and the Caribbean, from the other. Here are some examples of lexical contributions of the Canarian dialect: in the Venezuelan national variant – *pitar* ‘mugir’ (to moo), in the Cuban variant – *agrioso* ‘agridulce’ (sweet and sour), in the

Mexican variant – jumadera ‘borrachera’ (boose), throughout the Caribbean region – facistol ‘bromista’ (joker).

The Spanish language brought by on the newly discovered continent, mixed with local languages and dialects to form in each country a unique variant. Differences with the Iberian standard arose primarily in the conversational language, and then the most stable of them penetrated into the higher realms of communication, including in the literary language, and acquired the status of standard.

Other languages that coexist with Spanish in the Spanish-speaking America have different origins: various types of creole languages that emerged on the basis of Spanish (palenquero, papiamentu), English (languages of Central America), mixed languages (border areas of Uruguay). It also experiences the influence of other European languages (German in the south of Chile, Welsh in Argentina). During the XIX century, many Europeans came to some of the countries in the Caribbean region and left their heritage in the vocabulary (the French and the British in Colombia). We should also mention a great influence of American English and European languages in some national variants, such as Mexican, Colombian and Venezuelan.

Among political factors that influence the formation of variants is the political status of the country. For example, the lexis of the national variant of Spanish in Puerto Rico, which is an unincorporated territory of the United States, contains many anglicisms. Another extralinguistic factor of great importance is the geographical situation that has determined the existence of differences in the vocabulary of the peoples of the mountainous areas and valleys. Different historical development and migration processes have affected the topographical names, some of which are rooted in Indian and African past.

The above-mentioned factors shaped and continue shaping the uniqueness of the conceptual sphere and language picture of the world of peoples living in the Caribbean region that are reflected in the similarities in the variants of Spanish spoken by them.

### **Common Features of the National Variants of Spanish in the Caribbean Region**

Features that are common to all national variants of the Caribbean region can be traced at all language levels. Some phonetic phenomena are typical for all variants of the Spanish language in Latin America, such as “seseo”, or pronunciation of the sound [c] like [s], and “yeísmo”, or lack of difference between the sounds transmitted by graphemes “ll” and “y”. Others are specific to the Caribbean area, although can be found in other regions as well. One of the most known features of the Caribbean Spanish is the weakening of final consonants in the position after vowels ([mi'ta] ‘mitad’). This characteristic is the hallmark of the Caribbean Spanish and reflects the innovative spirit of the language of the region.

As for the grammar, there is a tendency to preserve the SVO (subject-verb-object) word order in all types of sentences. The use of personal pronouns in subject position is one of the manifestations of this trend. Among other grammatical features are the “queísmo” phenomenon, i.e. omission of the preposition “de” in certain structures, omission of preposition “a” before the direct object with the meaning of animacy and distribution of “tú - usted – ustedes” system of treatment.

The biggest differences with the standard Spanish are observed in the lexis. There are concepts in the Caribbean Spanish that are associated with the phenomena generally unknown in Spain for natural reasons, such as related to flora (Cuba: abá ‘arbusto euforbeo silvestre’ (wild bush from the Euphorbia family)), fauna (Honduras, Nicaragua: cacarico ‘camarón pequeño de río’ (small river shrimp)), material and spiritual culture (Guatemala, Mexico: tascalate ‘bebida preparada a base de maíz, cacao, achiote, azúcar y canela’ (soft drink from roasted corn flour, cocoa, sugar and cinnamon)), etc.

A general differentiating feature of national variants of the Spanish language in the Caribbean region is the presence of indigenisms and africanisms. A large number of indigenisms belongs to the thematic groups of plants and animals, household items and clothing, food and drink, religious concepts and agricultural terms. The legacy of Indian languages is less present on the morphological and syntactic levels (for example, the frequent use of diminutive and augmentative suffixes).

Although the presence of indigenisms and africanisms is characteristic of the entire Caribbean region, different variants have experienced influence of different languages, e.g., indigenous: Nahuatl in Mexico, Nicaragua, Honduras, Guatemala and Panama, Quechua in Colombia, and African: Kongo in Puerto Rico. The African component is especially evident in the national variants of Venezuela, Dominican Republic and Cuba. We should also mention that many of the indigenisms and africanisms that are present in some dictionaries are archaisms or not at all familiar to the native speakers.

### **Glossary of the Caribbean Spanish**

In order to systemize and classify the specific lexis of the national variants of Spanish in the Caribbean countries, a group of scientists of Kazan Federal University including the authors has created a glossary of nouns. For every lexeme of the glossary, the authors provide its translation into Russian, its definition in Spanish and in Russian, the country or countries where it is used, lexicographic annotations and additional cultural and linguistic information if available. In case of polysemic lexemes, all this data is provided for every meaning of the lexeme. Today, the glossary contains more than 10000 entries, where each entry corresponds to one meaning.

The main lexicographical sources for data collection were the Dictionary of Americanisms of the Association of Academies of the Spanish Language and “Spanish-Russian dictionary. Latin America”, among others. Neither of the dictionaries contains a tag that indicates the belonging of the lexeme and its meaning to the Caribbean region, which can be explained by the fact that there are significant differences in the lexis of variants, as was stated earlier in the article. However, we have observed that, as a rule, when several countries are listed as area of distribution of a lexeme and one of them is a Caribbean country, other countries also belong to this region. In many cases, countries listed in the same group are geographical neighbors, for example, 1) Dominican Republic, Cuba, Puerto Rico; 2) Honduras, Guatemala; 3) Guatemala, Mexico. In these cases, the similarity in the lexical composition can be explained by a relatively close contact between the inhabitants of these countries. However, some countries that share specific lexemes are located away from each other, for example, 1) Colombia, Mexico; 2) Venezuela, Guatemala, - and more research is needed to explain the origin of this similarity in each case.

It is also necessary to mention the discrepancy of linguistic material in different lexicographical sources. A comparison of data referring to the Caribbean region revealed numerous inconsistencies, for example, 1) dictionaries differ on lists of lexemes; 2) dictionaries give different definitions of the same lexeme; 3) dictionaries indicate different areas of use of the same lexeme and the same meaning. In order to solve these discrepancies and compile a glossary with updated information, we are currently conducting a field study, where natives of eleven countries of the Caribbean region are asked to fill in a questionnaire indicating if a lexeme and its definition is familiar to them and giving their own definitions to lexemes.

The information collected for the glossary has allowed conducting a series of studies to analyze the specific vocabulary of the Caribbean, including the description of lexis of the national variants, their semantic realia and thematic vocabulary groups such as “flora” and “fauna”, among others. Some observations have found their reflection in this article. Our future intention is to transform the glossary into an automated dictionary that will allow the search of lexemes on alphabetical, thematic and geographical basis, depending on the needs of the user.

## CONCLUSION

The similarities in the variants of Spanish in the Caribbean area prove the likeness in the mentality of their speakers and the existence of the phenomenon of the Caribbean Spanish. This is mainly due to the geographical proximity, the same geographical origin of the colonizers, the influence of indigenous languages and the similarity of the biosphere in the countries of this region.

At the same time, within the Caribbean area the language is heterogeneous and depends on the following factors: interaction with different indigenous languages, influence of geographical factors and biosphere that differ from place to place and social, historical and political factors that are characteristic of each of the countries.

Therefore, every Spanish-speaking Caribbean country along with the Castilian Spanish has its own language variant that contains dialectal elements and that has experienced the influence of the indigenous substrate. Therefore, this linguistic diversity requires systematization, being thus a research object for a group of scientists from the Kazan Federal University.

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# WHY CANNOT PEOPLE COPE WITH STRESS?

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## ABSTRACT

*One of the actual issues today is how different people with varying degrees of success cope with stressful situations. Some of them are able to adapt to changes in life, while others come down with neuroses. In order to answer the question we have had a research of peculiarities of stress handling by people suffering from neurotic disorders. To achieve the objectives of the study we used the following methods: test of anticipation consistency by V. D. Mendelevich, "Life Style Index" questionnaire by R. Plutchik, questionnaire of coping means by R. Lazarus, methodology for study of coping behavior by E. Heim. As a result we have learnt that people suffering from neuroses often use unconscious protective mechanisms of psyche to overcome stressful situations ( $p \leq 0.05$ ;  $p \leq 0.01$ ;  $p \leq 0.001$ ), some often feel confusion ( $p \leq 0.05$ ) and less visualize the future optimistically ( $p \leq 0.001$ ). Also people suffering from neuroses worse predict future difficulties ( $p \leq 0.05$ ) and less use conscious ways of coping with stress, such as defending their interests ( $p \leq 0.01$ ), taking responsibility for what is happening ( $p \leq 0.05$ ), looking at the situation from the outside ( $p \leq 0.001$ ), controlling emotions ( $p \leq 0.001$ ), planning the solution of problems ( $p \leq 0.01$ ), finding the positive side in a situation ( $p \leq 0.01$ ).*

**Keywords** Stress, handling stress, anticipation, psychological defense, neuroses

## INTRODUCTION

Since "stress" conception was introduced in psychology thesaurus by Hans Selye, a question "Why do some people cope with stress, and other don't?" concerns scientists. This issue is actual nowadays. Psychic health disorders, connected with stress, constitute the lion's share of all mental disorders. Neuroses are the main among them. V. D. Mendelevich determines neurosis as psychopathological symptoms and nonpsychotic level syndromes, which combine with vegetative dysfunction occurring by impact consequence on a person with current psychic trauma and imperfect anticipation mechanisms and psychological compensation. We decided to focus our attention on people suffering from neurotic disorder, because it can help to find the answer to the question why some people can't manage with stress. According to the definition people suffering from neurotic disorder have imperfect anticipation and compensation mechanisms. So what are compensation and anticipation mechanisms?

In psychology anticipation (in a wide sense) is ability to act and make decisions with certain spatial and temporal deflection in respect to expected, future events. Different anticipation aspects and anticipation consistency in various test groups were studied by such scientists like V. D. Mendelevich, B.F. Lomov, M. M. Solobutina, A. V. Frolova, A. F. Minnulina, A. I. Achmetzyanova. Anticipation consistency is a person's ability to anticipate stress situations in future and to predict reaction manners in these situations. A person, who prones to neurotic disorders, excludes from anticipation activity undesirable events and actions always focusing only on desirable ones. Therefore, when a person gets into the

unpredictable, unfavorable and displaced from situational script life collision, he/she finds himself/herself in temporary trouble for application controlling behavior. Even if psychological compensation system functioned normally, in prognosis discrepancy conditions and utter expressiveness emotional experiences (insult, disappointment, perplexity) connected with this prognostic mistake, a person cannot use potential opportunities to cope with the situation as a result of that comes down with neurosis.

We include psychological defense mechanisms and coping into compensation mechanisms. Psychological defense is a system of mechanisms aimed at minimizing the negative experiences which are connected with the conflicts that threaten the integrity of the personality. Such conflicts can be triggered by both conflicting settings in the personality, and the mismatch of the external information or image of the world and self concept formed in the personality. Psychological defense mechanisms were studied by such scholars as O.V. Kruzhkova, R. Plutchik, H. Kellerman, H.R. Conte, N. Haan.

R.S. Lazarus defined coping as cognitive and behavioral efforts to manage specific external and internal requirements (and conflicts between them), which are estimated to be straining or exceeding the resources of the person. Coping behavior in different social and clinical groups was studied by such scientists as R.S. Lazarus, A.G. Billings, R. Moos, M. Perrez, M. Reicherts.

The aim of our study is to find peculiarities of the overcoming the stress by people who suffer from neurotic disorders.

The subject of the study is the ways of the overcoming the stress by people who have neurotic disorders.

Hypothesis: People suffering from neurotic disorder, have more expressed mechanisms of psychological defense and less expressed coping strategies and constituents of the anticipative ability, than healthy people have.

During the study we found out that people didn't cope with stress, because while overcoming the stress situation people often use mechanisms of psychological defense, maladaptive and passive coping strategies (such as the escape-avoidance and perplexity) and also people can't always predict future difficulties.

## METHODS

The empirical base of research was made by results of diagnostics of healthy examinees of both sexes aged 30-50 years (30 people), which were compared to diagnostic data of the people who were suffering from necrotic frustration and passing treatment at the day patient department of the Republican clinical psychiatric hospital named after the academician V.M. Bechterev of Ministry of health care of the Republic of Tatarstan and at the Kazan city clinical hospital № 18 ( 71 people ).The total amount of selection was 101 people.

In the diagnostic purposes the following techniques have been applied: the anticipation consistency test by V.D. Mendelevich; "Life Style Index" questionnaire by R. Plutchik; questionnaire of coping means by R. Lazarus; methodology for study of coping behavior by E. Heim.

Examinees were asked to perform 4 questionnaires. At the beginning of the study examinees were imposed on "The questionnaire of coping means" by R. Lazarus, consisting of 50 statements describing the frequency of use of different stress coping means. It was asked to evaluate the extent of their agreement with each statement on a 4-point scale (from "never" – 0 points to "permanently" – 3 points). Then there was presented the questionnaire "The anticipation consistency test" by V.D. Mendelevich including 3 subscales which represented personal-situational, spatial and temporal components of anticipation consistency (predictive competence).

“The anticipation consistency test” by V.D. Mendelevich consists of 81 statements, each of which describes the ability to predict. Examinees were asked to evaluate the extent of their agreement with each statement on a 5-point scale (from “completely disagree” – 1 point to “totally agree” – 5 points).

Then examinees were given the questionnaire of E. Haim for study of coping-behavior composed from 3 blocks: cognitive coping-strategies (10 statements), emotional coping-strategies (8 statements) and behavior coping-strategies (8 statements). An examinee was to choose from each block only one statement the most suitable for his behavior, thoughts and trials in stress situations. In the end of the study there was given the questionnaire “Lifestyle index” by R. Plutchik, composed from 92 statements describing feelings and actions of different people and were offered to measure the level of their agreement with each one on a 2-point scale (“agree” – 1 point, “don’t agree” – 0 point). Common time of the study was 70 minutes.

All obtained data were tested on normal distribution with the help of criteria of Kolmogorov-Smirnov. It was found out that we could refer distribution of data to normal distribution. For detection of differences was used calculation of Student’s coefficient.

## RESULTS

People, who suffer from neurotic disorders, have much lower indicator values of personal-situational component of anticipation consistency and its common indicator in comparison with the data of healthy people group.

The group of patients with the neurotic disorders differs from the healthy one by the higher rate of all diagnostic types of psychological defense ( $p \leq 0.05$ ;  $p \leq 0.01$ ;  $p \leq 0.001$ ).

Nonadaptive coping-strategy “perplexity” is credibly used more often in groups, who suffer from neurotic disorder ( $p \leq 0.05$ ), then in the healthy group. Adaptive coping-strategy “optimism” is used by healthy groups more often, then by groups, who suffer from neurotic disorder ( $p \leq 0.001$ ).

Groups, who suffer from neurotic disorder, have much lower expression of coping-strategy confrontation coping ( $p \leq 0.01$ ), solution problem planning ( $p \leq 0.01$ ), positive reevaluation ( $p \leq 0.01$ ), taking responsibility ( $p \leq 0.05$ ), distancing ( $p \leq 0.001$ ), self-control ( $p \leq 0.001$ ).

## CONCLUSION

The results, which we got, using the method “The anticipation consistency test”, are coordinated with anticipation neurogenesis conception of V.D. Mendelevich. According to this conception, people, who are not able to predict acceptable conflicts and hardships, consequences of their actions, are less able to cope with stress, and have a predisposition to neurosis.

The results, which we got, about people, who suffer from neurotic disorder, differ from healthy ones with the higher expression of all diagnosed psychological defense types, have common features with R. Plutchik and co-authors investigation results, which show that, psychological defenses are more expressed in actions of mentally sick. The same results were given by A.N. Mikhailov and V.S. Rotenberg in their somatic patient investigation. During the stress situation examinees, who suffer from neurotic disorder, are not ready to it, coping-strategies don’t switch on in time and general load during the stress overcoming fall on the psychological defenses.

People, who suffer from neurotic disorder, credibly more frequently than healthy examinees, get into stressful situations, experience distraction, feeling of helplessness and rarely



optimistically look into the future than healthy examinees. People, who suffer from neurotic disorder, credibly rarely than healthy examinees take responsibility for occurrence, get into a confrontation to defend their interests, plan a problem solution, use their emotions control, find something positive in situation, make a distance in thoughts of unpleasant events.

Received results correspond with coping investigation results of people suffering from neurosis carried on under the B.D. Karvasarsky's guidance which showed that in comparison with healthy people they are characterized by passiveness in conflict and problems solving, it is common for them to have less adaptive behavior. People suffering from neurosis, for instance, more frequently react with "perplexity" (cognitive coping strategy), "emotional suppression" (emotional cognitive strategy) and "retreat" (behavioral coping strategy).

Also in the E.I. Chehlaty's study of coping behavior of neurotic patients it was found that patients, compared with healthy people, rarely use the adaptive form of the coping behavior, such as a searching of the social support, altruism, optimistic attitude to difficulties. Neurotic patients more than healthy people choose the coping behavior on the type of insulation and social alienation, avoiding problems and suppression of emotions, they easily fall into state of the hopelessness and submissiveness, they are inclined to the self-accusation.

Also the study in Japan showed that active coping strategies, oriented on the solving the problem, lead to the decrease of existing symptoms. But the avoidance and other coping strategies, directed on the reduction of emotion tension, lead to the gain of symptoms. These conclusions are correlated with our results.

Our results accord with the results of the N. Garnefski's study, which indicate that people with expressed symptoms of anxiety and depression in stress situations more use methods of the overcoming, which raise the intensity and duration of negative experiences, and also they are more inclined to form unrealistic representatives, directed on avoidance of active movements.

## DISCUSSION

Based on obtained results, we can do the next consequences:

1. People, who suffer from neurotic disease, differ from other people by low ability of predicting stress situations and more often using of unconscious mechanisms of psychological defense and maladaptive ways of reaction on stress, such as perplexity.
2. Examinees, who suffer from neurotic disorders, rarely use deliberate ways of overcoming stress, such as protection of their interests, taking responsibility, taking a detached view, control of their emotions, planning of solving problems, finding positive sides in a situation.
3. People, who suffer from neurotic disorders, are also less optimistic, than healthy people.

Answering the question, which was imposed in the title, we can say that people do not cope with stresses, because they often use unconscious defense mechanisms of psyche, fall in confused state, predict difficulties ineffectively, which can occur in future, and they seldom use different perceived techniques of overcoming difficulties.

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# GONZO JOURNALISM: FICTIONAL ELEMENTS IN H. THOMPSON'S NONFICTION

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## ABSTRACT

*Hunter Stockton Thompson (1937-2005), a famous American journalist and publicist, is a founder of Gonzo Journalism. It is a complicated literary phenomenon which is still can't be fully understood and therefore explicitly defined. In order to solve this problem we have used the complex of such methods as historical and literary, biographical, comparative and typological. We have analyzed different researchers' works and H. Thompson's texts. We have studied the connection between the publicist's works and literary nonfiction and particularly New Journalism. Though H. Thompson followed the traditions of this literary school, he developed his own style. Gonzo Journalism is a unique phenomenon based on the idea of representing different trends, styles and genres in a chaotic way. It is an original manner of writing, which tends to the fictional transformation of factual basis. As a result, these fictional elements dominate in H. Thompson's narratives. We have come to the conclusion that his main purpose is the construction of his own truth.*

**Keywords** *Gonzo Journalism, subjectivity, nonfiction, New Journalism, counterculture*

## INTRODUCTION

It should be noted that in the first place H. Thompson's personality itself attracts critics' and researchers' special attention. There are many biographies devoted to him, the most valuable ones are two books by professor W. McKeen: "Hunter S. Thompson" and "Outlaw journalist: The life and Times of Hunter S. Thompson", in which the life of Hunter Thompson is represented in the context of his work as a journalist.

The texts of the author are based on real events, notable for their urgency and importance to American political history; real people are represented in Thompson's books – famous politicians, celebrities, journalists and writers, who have played a special role in American society of 1960s-2000s.

One of the key aspects in the study of creative works of the author is his importance for New Journalism. That's why many scholars (J. Hellmann, W. McKeen, W. Stephenson and others) consider Thompson's texts in the context of this movement. H. Thompson became the only writer who is represented in the famous T. Wolfe's anthology of New Journalism by two writings at once (excerpts from the book *Hell's Angels* and the article *Derby in Kentucky Decadent and Deprived*). During all his oeuvre up to 2000-s H. Thompson followed the traditions of New Journalism. In spite of the fact that this trend outran itself at the end of 1970-s, its aesthetic principles are up to date. H. Thompson became a successor of New Journalism and in his works the author always used the techniques of this school for the realization of his own ideas.

## DISCUSSION

American professor John Hellmann writes: "By conceiving his journalism as a form of fiction, Thompson has been able to shape actual events into meaningful works of literary art" [3: 16]. He evaluates H. Thompson's writings and defines the character of H. Thompson's

writing principle very precisely: “Using a comic, mock-psychotic persona as narrator-protagonist, Thompson has freed his fictive imagination to shape his journalistic works into inventive allegories – parodistic dramatizations of an individual mind experiencing, ordering, and interpreting national events. By clearly setting the account in the mind of his self-caricature, Thompson retains his journalistic contract while acquiring an extraordinary freedom to shape and flatten public facts into private meaning” [3: 17]. J. Hellmann’s characterization of H. Thompson’s style helps to understand the nature of the writer’s texts and proves the presence of synthesis of fiction and nonfiction in H. Thompson’s books.

H. Thompson’s individual manner of writing, which is called Gonzo Journalism, distinguishes him from other New Journalists. Gonzo Journalism is a disputable phenomenon, which causes a lot of academic arguments. However in spite of its contradictory nature this concept is officially stated and relates to H. Thompson’s creative works. Conceptual definition, which reflects the essence of Gonzo Journalism, is suggested by Russian americanists O. Nesmelova and Zh. Konovalova: “...emphasized subjective manner of writing reminding separate sketches connected by the image of the author-character” [4: 255]. The role of the author is dominant, central in H. Thompson’s writings. Every detail depends on it.

American professor Greg Wright characterizes Gonzo Journalism as a “textual performativity” [5: 622]. It “is a statement of excess, of self-destruction, of frustration with the way things are, from the ultimate subjective viewpoint” [5: 622]. Steven Hoover declares: “Gonzo Journalism, and the underlying concept of “Gonzo”, have become part of our modern lexicon. “Gonzo” has come to mean that the creator is not absent from their creation. Because it adds value for the audience, the creator’s role in the story is highlighted rather than marginalized”. He also mentions “interdisciplinary nature of the topic”. The phenomenon of Gonzo Journalism can be interesting for specialists in study of literature and language as well. And it is connected with literature as well as with journalism.

Doctor Martin Hirst analyzes the phenomenon of Gonzo in a very detailed way, especially the linguistic origins of Gonzo. Summing up his research we can conclude that the term Gonzo is usually associated with H. Thompson’s works and the general meaning of this word is eccentric and extremely unusual. M. Hirst admits the presence of fictional elements in Gonzo Journalism which are put in nonfictional form. Professor William McKeen gives more precise definition: “Gonzo requires virtually no re-writing, with the reporter and the quest for information as the focal point. Notes, snatches from other articles, transcribed interviews, verbatim telephone conversations, telegrams – these are elements of a piece of gonzo journalism” [1: 36]. W. McKeen describes the process of creating such works in the style of Gonzo Journalism.

## RESULTS

We would like to highlight three factors, which are essential for Gonzo Journalism: 1) a triple agent; 2) a certain social and cultural background; 3) a provoking and shocking manner of interpreting facts and events. Considering the first point, it is necessary to clarify the meaning of the term “a triple agent” concerning H. Thompson’s texts and it defines the role of the author which can function as a biographical author and as a narrator at the same time as in his books “The Curse of Lono” (1983) or in “Hey Rube. Blood Sport, the Bush Doctrine, and the Downward Spiral of Dumbness. Modern History from the ESPN.com Sports Desk” (2004) [9], “Better than sex: Confessions of a political junkie” (1994) or a protagonist as Paul Kemp from the novel “The Rum Diary” (1998) and even Gonzo protagonist and H. Thompson’s alter ego Raoul Duke from “Fear and Loathing in Las Vegas: A Savage Journey to the Heart of the American Dream” (1971), or minor characters as L.X. Leach (“Hey Rube”

and “Kingdom of Fear: Loathsome Secrets of a Star-Crossed Child in the Final Days of the American Century” (2003) or H. Thompson’s alter ego Gene Skinner from “The Curse of Lono”. All the roles of the triple agent are interconnected and have an influence on each other creating a common image of Gonzo persona. The author’s position is always dual, on the one hand, he is an observer and witness of real events, on the other hand, and he is an active participant who shows the high degree of reflection and self-reflection.

When we speak about certain social, cultural and political background we mean first of all the immense influence of counterculture on all H. Thompson’s oeuvre, we can observe it even in his last work “Hey Rube. Blood Sport, the Bush Doctrine, and the Downward Spiral of Dumbness. Modern History from the ESPN.com Sports Desk”. In some degree the phenomenon of counterculture predetermines his outrageous style of writing. It expresses in total subjectivity, he reconstructs the seen and heard information in his own way, sometimes in the absurd one. Thus counterculture has conceptual importance, including not only social and political significance but also aesthetic one for H. Thompson’s nonfictional texts. The orientation on topicality and relevance of depicted events, written record of what is “here and now”, the expression of protest against the establishment – features of countercultural component of H. Thompson’s books. His persistent following the principles of counterculture and accented nonconformistic position are characteristic of the writer’s oeuvre. The author attracts readers’ attention to social, home and foreign policy problems of the USA, using his specific Gonzo style. The epatage of 1960-s counterculture transformed into textual epatage when there is the exaggeration of negative features of reality based on absurd descriptions and ironic interpretation of events.

H. Thompson’s works devoted to significant historical facts and events of the country do not necessarily refer to only political publicism. Political realities of America become the basis for constructing Thompson’s world, where in the titles of the books the author’s attitude to acute political events is already reflected and the domination of fictional elements over nonfictional are established. G. Wright states that “the gonzo mix is more fiction than reality, but its capacity for enactment keeps the static authorities who maintain status quo on their guard” [5: 641].

Basically Gonzo Journalism means bringing the principles of New Journalism to aesthetic extremes. We defines Gonzo Journalism as an individual author’s manner of writing: exaggeration of negative features of reality, mockery of existing realities with the help of creating absurd plot twists and images, usage of obscene words. We consider Gonzo Journalism as a kind of belletristic epatage, where one of the style forming factors is humour in its specific American understanding. We mean that traditional national humour which Mark Twain initially characterized as “wild humour”. In our opinion gonzo journalistic aesthetics may be related to the postmodern program of black humorists when such devices as play, grotesque, ironic intertextuality, caricature and author’s persona also have special importance. Doctor William Stephenson, whose main research interests include H. Thompson’s oeuvre, identifies the publicist with “one of the most significant satirists of his generation...” [14: 218]. W. Stephenson describes H. Thompson’s style as an “outrageous, drug-ridden, spontaneous, subjective” one [14: 218] and Gonzo Journalism is defined as “a self-conscious blend of fiction and reportage” [14:218].

Fictional elements have appeared in metaphoric images created by the author. In his works H. Thompson frequently used animalistic images to impress readers with vivid symbolic descriptions. He operated with new journalistic techniques such as the method of framing, “saturation reporting” (T. Wolfe’s term) [15: 32], “factography”. Dry facts turn into bright expressive narration with the help of different forms of materials’ presentation: interjections, direct address, language and author’s play. Postmodern play with documents

creates the effect of “pseudo documentation”. This play implies not only the play with words or images, but also play with reality and irreality. Fictional elements influence the structure (various epigraphs serve as frames for his writings), and the composition (the presence of dramatic scenes).

Using the established methods we have studied the historical background which had influence on H. Thompson’s style. We have paid a lot of attention to the literary background and analyzed the works which inspired H. Thompson to be a writer and lately defined his manner of writing. We have considered the biographical details of his life for better understanding of H. Thompson’s plans and intentions in his literary career. We have examined the related to Gonzo Journalism styles and movements, which coexist and tried to show their similarities and differences.

The study of H. Thompson’s creative works expands the idea of nonfictional tradition of US literature. The given scientific results help in further theoretical understanding of the phenomenon of nonfiction.

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