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## AD ALTA: JOURNAL OF INTERDISCIPLINARY RESEARCH

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## TABLE OF CONTENTS (BY BRANCH GROUPS)

### A SOCIAL SCIENCES

<b>HUMANIZATION AS A WAY TO IMPROVE THE QUALITY OF EDUCATION IN THE NEW CONDITIONS</b> SVETLANA V. IVANOVA	6
<b>THE TECHNOLOGY OF DEVELOPING THE SUMMARIZING COMPONENT OF TEXTUAL COMPETENCE BY THE FUTURE FOREIGN LANGUAGE TEACHER</b> VALENTINA N. KARTASHOVA, IRINA V. ZAITSEVA, EKATERINA V. LAVRISHCHEVA, NADEZHDA V. OSIPOVA, MARINA N. POZDNYAKOVA, TATYANA A. PARSHUTKINA	10
<b>INTELLECTUAL EMIGRATION FROM MODERN RUSSIA</b> GENNADI B. PRONCHEV, IRINA V. KUZNETSOVA, INNA V. KOLODEZNIKOVA	13
<b>QUESTION AS A MEANS OF INFLUENCE ON THE ADDRESSEE IN THE SPEECH OF POLITICIANS (ON THE MATERIAL OF THE ENGLISH LANGUAGE)</b> VALENTINA M. PRONKINA, TATYANA V. ADAMCHUK, ANDREY A. VETOSHKIN, IRINA I. KASHTANOVA, SVETLANA I. PISKUNOVA	17
<b>MOTIVATIONAL-PERSONAL READINESS OF TEACHERS TO MODEL AN INCLUSIVE EDUCATIONAL ENVIRONMENT</b> OLGA V. KARYNBAEVA, OLGA E. SHAPOVALOVA, NATALIA V. SHKLYAR, IRINA A. EMELYANOVA, ELENA A. BORISOVA	23
<b>SOCIOCULTURAL MODEL OF MULTICULTURAL LANGUAGE EDUCATION AND THE SYSTEM OF FOREIGN LANGUAGE TEACHING</b> NATALIA D. GALSKOVA, MARINA N. LEVCHENKO, VERONIKA P. SHABANOVA, NINA A. SKITINA	27
<b>SURVIVAL OF ENGINEERS` KNOWLEDGE WITHIN PRODUCTION PROCESSES DIGITALIZATION</b> IRINA S. VOLEGZHANINA, SVETLANA V. CHUSOVLYANOVA, EKATERINA S. BYKADOROVA, SNEZHANA A. VESELOVA, JULIJA V. ZHAROVA, TATIANA V. SOROKINA	31
<b>HARRY TRUMAN AND STATE REGULATION OF LABOR RELATIONS IN THE USA IN 1945-1947</b> NATALIA N. YAUSHKINA, IRINA K. KORYAKOVA, TIMOFEY D. NADKIN, NATALIA A. MILESHINA, ELENA Z. GRACHEVA	36
<b>DISCOURSE MARKER AS A MEANS OF MODELING INTERPERSONAL RELATIONS IN THE TEXT OF ANALYTICAL REPORT</b> VALENTINA V. KIKHTAN, ELENA N. KLEMENOVA, MARGARITA V. ERESHCHENKO, NADEZHDA V. KOVALCHUK, IGOR A. KUDRYASHOV	39
<b>ON THE QUESTION OF STUDENTS` COMMUNICATIVE CULTURE FORMATION AS A FACTOR OF THEIR SUCCESS IN THE PROFESSION OF A MUSIC TEACHER</b> OLGA Y. YAKOVLEVA, OLGA A. SIZOVA, TATYANA Y. MEDVEDEVA, SVETLANA M. MARKOVA, RIMMA A. ULYANOVA, POLINA E. OKUNEVA	43
<b>VOLUNTEER ACTIVITY EXPERIENCE OF YOUNG PEOPLE IN RUSSIA DURING THE FIRST WORLD WAR (1914-1916)</b> NATALIA I. GORLOVA, LARISA I. STAROVOJTOVA, TATIANA E. DEMIDOVA, ANNA G. AKHTYAN, ALEKSANDRA S. SHCHEGLOVA, ZULFIYA A. TROSKA	47
<b>PROFESSIONAL AND PERSONAL COMPETENCES OF MANAGERIAL STAFF IN THE SYSTEM OF SOCIAL SERVICES FOR THE POPULATION</b> OLGA A. ANIKEEVA, VALERIYA V. SIZIKOVA, SVETLANA N. KOZLOVSKAYA, YANINA V. SHIMANOVSKAYA, ANNA G. AKHTYAN, ELENA A. VORONTSOVA	51
<b>FOUNDATIONS OF THE FAVORABLE HUMAN LIFE PATH</b> SERGEY A. ERMAKOV, TATIANA V. SVADBINA, OLGA A. NEMOVA, VERONIKA A. KARNAUKHOVA, GALINA A. KAZANTSEVA, ALBINA A. KARPUKOVA	55
<b>CULTIVATING THE "RESPONSIBLE PARENTHOOD VALUE": EMPIRICAL ANALYSIS OF PRESCHOOL INSTITUTIONS` WORK IN NIZHNY NOVGOROD</b> OLGA A. NEMOVA, ALBINA A. CHERVOVA, OLGA A. SIZOVA, TATYANA Y. MEDVEDEVA, ANNA V. KHIZHNAYA, DMITRIY Y. VAGIN	58
<b>NETWORK EVENT AS A TOOL FOR SHAPING THE READINESS FOR PROFESSIONAL ACTIVITY OF A MUSIC TEACHER</b> TATYANA Y. MEDVEDEVA, VERA V. NIKOLINA, OLGA A. SIZOVA, SVETLANA A. TSYPLAKOVA, LYDIA P. DEPSAMES, SVETLANA I. YAKOVLEVA	61
<b>DISCOURSE AS A TOOL TO COUNTER EXTREMISM: SHAPING METHODOLOGY FOR RESEARCH</b> ANASTASIA A. ATABEKOVA, NATALIYA M. BELENKOVA, RIMMA G. GORBATENKO, IRINA I. KRUZE, NATALIA N. UDINA	64
<b>INCREASING GDP PRODUCTION IN THE RUSSIAN FEDERATION AND RAISING THE RETIREMENT AGE: IS THERE A CONNECTION?</b> TATIANA SKUFINA, SERGEY BARANOV, VERA SAMARINA, ELENA KORCHAK	69
<b>VOCATIONAL GUIDANCE OF JUNIOR SCHOOLCHILDREN ON PRACTICE-ORIENTED BASIS</b> MARINA V. ANTONOVA, TATIANA I. SHUKSHINA, IRINA B. BUYANOVA, SVETLANA N. GORSHENINA, IRINA A. NEYASOVA	73

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<b>THE STUDY OF BASIC FEATURES OF ATTENTION AMONG JUNIOR SCHOOLCHILDREN WITH INTELLECTUAL DISABILITY</b> OLGA E. SHAPOVALOVA, OLGA V. KARYNBAEVA, IRINA A. EMELYANOVA, ELENA A. BORISOVA, EKATERINA S. DUNAIEVA	77
<b>THEORETICAL AND METHODOLOGICAL CULTURE OF JOURNALISM RESEARCH IN RUSSIA</b> ZALINA F. KHUBETCOVA, SERGEY G. KORKONOSSENKO, IGOR N. BLOKHIN, NIKOLAI N. KOLODIEV, SERGEY V. KURUSHKIN	81
<b>CHARACTERISTICS OF MOTOR DEVELOPMENT IN CHILDREN AGED 7-10 YEARS WITH CEREBRAL PALSY IN THE PROCESS OF HYDRO REHABILITATION</b> ZOYA S. VARFOLOMEEVA, FELIKS M. FARBER, VLADIMIR Y. SHESTAKOV, NATALYA A. PANOVA	85
<b>CITIZENS OF CHINA AT THE MOSCOW LABOR MARKET: PROBLEMS AND PROSPECTS</b> YURI P. AVERIN, VALENTINA A. SUSHKO	89
<b>THE ROLE OF SPORTS EVENTS IN THE FORMATION OF STATE IMAGE</b> VLADIMIR V. KOCHETKOV	94
<b>PROCESS-ORIENTED APPROACH TO IDENTIFY COMPETENCES FOR LEGAL TRANSLATION: INTERDISCIPLINARY SOURCES REVIEW FOR CONCEPTUAL FRAMEWORK</b> OLGA A. SHEREMETIEVA, ANASTASIA A. ATABEKOVA, NATALIYA M. BELENKOVA, IRINA I. KRUZE, LARISA LUTSKOVSKAIA	98
<b>FORMATION OF THE ENVIRONMENTAL-ECONOMIC ORIENTATION OF THE EDUCATIONAL PROCESS IN THE MODERN RUSSIAN SCHOOL</b> EKATERINA O. AKVAZBA, VERA P. BOGDANOVA, PAVEL S. MEDVEDEV, INGA V. PATRUSHEVA	103
<b>SOCIAL ASPECTS OF GENDER DIFFERENCES IN THE VIEWS OF MODERN YOUTH ABOUT MOTHERHOOD AND FATHERHOOD</b> VALENTINA A. SUSHKO, IRINA V. VASENINA, MARIA E. LIPATOVA	107
<b>SOCIO-PSYCHOLOGICAL WORK WITH CHILDREN IN THE EDUCATIONAL ORGANIZATION</b> EKATERINA O. AKVAZBA, VERA P. BOGDANOVA, PAVEL S. MEDVEDEV, LYALYA G. SHARAFUTDINOVA	112

## **A SOCIAL SCIENCES**

AA	PHILOSOPHY AND RELIGION
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AC	ARCHAEOLOGY, ANTHROPOLOGY, ETHNOLOGY
AD	POLITICAL SCIENCES
AE	MANAGEMENT, ADMINISTRATION AND CLERICAL WORK
AF	DOCUMENTATION, LIBRARIANSHIP, WORK WITH INFORMATION
AG	LEGAL SCIENCES
AH	ECONOMICS
AI	LINGUISTICS
AJ	LITERATURE, MASS MEDIA, AUDIO-VISUAL ACTIVITIES
AK	SPORT AND LEISURE TIME ACTIVITIES
AL	ART, ARCHITECTURE, CULTURAL HERITAGE
AM	PEDAGOGY AND EDUCATION
AN	PSYCHOLOGY
AO	SOCIOLOGY, DEMOGRAPHY
AP	MUNICIPAL, REGIONAL AND TRANSPORTATION PLANNING
AQ	SAFETY AND HEALTH PROTECTION, SAFETY IN OPERATING MACHINERY

## HUMANIZATION AS A WAY TO IMPROVE THE QUALITY OF EDUCATION IN THE NEW CONDITIONS

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**Abstract:** The article highlights the issues of the educational process humanization as an essential factor in improving the quality of education in modern conditions. It should be specifically noted that modern conditions are understood as the conditions of postmodern era, post-industrial society, global world. In the paper the question of goal setting in conjunction with humanization is considered, the range of tasks being solved by the humanization of teaching-learning is determined. A holistic view on the practical realization of pedagogical conditions within humanization of the teaching-learning process is represented.

**Keywords:** humanization of education, dialogue, situation of success, differentiation of learning, variability, group work, educational technologies.

### 1 Introduction

The issue of humanization of education that has not been solved in Russian education yet, should be solved in the new conditions of postmodern era, post-industrial society, global world. The main requirement of post-industrial production to education is the requirement for its quality. The analysis of regulations, speeches of scientists and managers in the system of education demonstrates that due to the growing demand for quality, the attention to the quality control of education is increasing, and the efforts, calculated in multi-billion investments, are multiplying. However, this was the way - through control strengthening of graduate's knowledge and educational organization activities - used to relatively successfully solve the task of improving the quality of education in the modern era and in the industrial world that were preceding globalization and informatization at unregulated scales. This is a well-researched and currently regulated way. Yet, modern conditions and, moreover, the demands of the individual regarding the quality of education require different approaches to solve this issue. Control strengthening, strict regulation of the educational process, increase in the number of control measures and complication in the content of both educational material and, as a result, of control and measurement materials in modern conditions do not lead to the required educational quality.

It is evident when comparing the results of international studies with the investments into educational control events. It should also be noted that people assess the quality of education not only by their final results after graduation from the educational organization, but also by their happy or hateful memories of the school (college, university) and development of their professional career. And last but not least here is whether a person has become able to learn during all his/her life, flexibly treating his/her professional destiny and independently caring for own professionalism as it is required in the post-industrial society.

All these characteristics are manifested in a complex and indirect way and are usually distanced in time from the years of study. This time-remoted assessment can also be considered as the quality of education assessment, but it cannot be taken into account in real pedagogical and managerial practice: the quality of graduate's education and the work of educational organization should be evaluated here and now. However, in response to the challenges of the modern world related to the issue of educational quality, it is necessary to take into account those approaches and pedagogical 'tools' that directly influence a person, his/her motivational sphere, vision of the future and personal success. Humanization of education is right such an approach. It is understood by most researchers as the creation of conditions aimed at the discovery and development of person's abilities, positive self-realization based on the respect for this person and trust in him/her, defining of the aims, content, organization and means of life as well as the nature of interaction

with the surrounding people, in general - with the environment (Ivanova, 2007). The problem of humanization will be in focus of our research study.

### 2 Literature Review

The issue of humanization of education is comprehended among educational researchers, philosophers, and in public consciousness since the middle of the 20th century. It has not been solved during all this time, still being one of the global trends, despite the fact that the growth of global risks is being actively discussed not only due to the objective civilizational reasons, but also due to the moral crisis of the human community. These positions were pointed out already in the 90s of the last century by L. P. Bueva, V. I. Garadzha, V. P. Zinchenko, V. A. Lektorskiy within the round table 'Spirituality, artistic creativity, morality' (1996).

Despite the fact that humanistic strategies of the 21st century are rather fully described in the Humanist Manifesto 2000 (2001), there is no solution to this issue in the educational practice. It should be recollected that in the preamble to the Manifesto humanism is defined as ethical, scientific, and philosophical value system that changes our world. However, the world is changing drastically and not according to the humanistic principles. It is important to remember that the concept of 'humanization' has derived from the term 'humanism' having a lot of interpretations. According to the 'person-centered' definition of I. Kant (1994), humanism is a 'sense of good in relationships with others'. Strictly speaking, the researchers offer us the following interpretation: humanism is 'a historically conditioned belief system that considers a person as a self-sufficient value, sees him/her as a conscious subject of own actions, whose development according to the laws of own activities is a necessary condition for the society's development' (Panfilova, 1990, p. 113).

In the anthropocentric concept of I. A. Zimnyaya humanization of education is considered as a "semantic component of the entire educational system focusing in itself the goal, content and forms of education as a humanistic paradigm" (Zimnyaya, 1996, p. 22). Humanization, according to I. A. Zimnyaya (1996), implies a common for the whole educational environment humanistically oriented educational aim; change in the content of training in terms of its humanization; general approach to education as a person-active; perception of the learning form as an activity-task.

This position is closely connected with the cultural-historical concept of L. S. Vygotsky (1984) according to which a person, being a participant in the historical and evolutionary process, acts as a carrier of social roles and has an ability to choose a life path that allows transforming the nature, society and oneself. As stated by A. V. Brushlinsky (1995), the humanistic interpretation of a man as a subject opposes his/her perception as of a passive being, responding to external influences (stimuli) only by the reaction system, being a 'cog' of the state production machine, an element of productive forces, a product (i.e., only an object) of the society's development. Let us compare that in the traditional pedagogy it was precisely this understanding of a person (as an object) that determined the objectives and tasks of education, teaching methods and techniques being understood as an impact. Thus, N. K. Krupskaya wrote: '... the technique is organically connected with the knowledge of the object of influence, i.e. growing and developing a person who it is applied to' (Krupskaya, 1981, p. 557).

In terms of considering the humanistic paradigm, it is interesting to note the opinion of many researchers about the presence of three sources of goal-setting: a society, a student, a teacher, and it is possible to propose a more fractional division. Y. K. Babansky (1986), A. S. Belkin (1991), V. V. Serikov (1994) have offered a multi-stage construction of goals where

specifically highlighted are: a general social goal (for the society); institutional goal (for high school, school, family, etc.); functional goal (for different aspects of the teaching-learning process); situational goal (Kraevsky, 1976). This position has a right to exist, but in modern conditions it requires a new interpretation due to the increasing importance of the subject and the person in the educational process, the prevalence of individual's interests in assessing the learning outcomes and quality of education from the standpoint of the educational organization graduate's success (Ivanova, 2007). This requires a post-non-classical understanding of the world. Ultimately, any post-non-classical paradigm leads to the phenomenon of postmodernism, no matter what words are used to assess postmodernism: 'the end of history' (Fukuyama, 2007), 'the consciousness of late capitalism' (Jamison, 2019), 'the offspring of mass media civilization' (Baudrillard, 1976), 'the world as a text' (Derrida, 1990), 'the spirit of the time' (Ilyin, 2001), 'the culture closed in itself' (Kuritsyn, 1992), 'the global state of civilization of the last decades' (Veinstein, 1993) ... .. - ultimately, this is just a figurative characteristic reflecting what is happening. The understanding and characteristics of postmodernism are diverse and quite extensively covered in literature.

### 3 Research Methods

The following theoretical methods were used as the basic ones during the research: study, analysis of scientific literature (preparing a list of sources, refereeing, annotating, selecting quotes, grouping), problematic (interactive) discussion of the materials, study of legal acts, identification of major trends. The development of the list of pedagogical conditions for the humanization of education was carried out over a long period of pedagogical work in the classroom followed by the organization of a large-scale experiment in the regions of the Russian Federation. A specific description of the progress in this work has already been covered earlier (Ivanova, 2007; Ivanova & Bebenina, 2017; Ivanova & Elkina, 2017); therefore, the scientific and methodological conclusions are briefly summarized here.

### 4 Results and Discussion

The supporters of post-non-classical methodology tend to believe that classical pedagogical theories, traditional educational technologies cannot offer anything new to the new society; but it should be borne in mind that humanism is a product of classical society and classical science, the desire to solve the issue of humanization appeared in the depths of modernity, in the industrial age. The situation of post-industrial society, postmodern reconceptualization of education and the role of the individual leads to the idea that it is better to measure the quality of education by the quality of relations between the subjects of the educational process, the quality of the graduate's future life and the quality of his/her attitude to own life and achievements. Undoubtedly, to find such measurement tools is either very difficult or almost impossible as well as in the case of attempts to do pedagogical measurements of rhizomatic teaching structures (Elkina, 2016).

According to V. Kuritsyn (1992), postmodernism blurs the category of quality which is closely connected with the fate of a person. With all the attempts of postmodernism to abandon seriousness, while attracted to the game, it will not be able to cancel the ideas of most people about their happiness and future as well as to force them to abandon their serious attitude to the own personal destiny (Ivanova & Bokova, 2017). When the situation is personal, there are no refusals, interpretations and simulacrum for most people. Postmodern, 'playful' rejection of seriousness should be impossible when it comes to assessing the quality of education that is always connected with the fate of a person. But postmodern approaches to the educational process and educational content based on the principles of fluidity, changeability, duality, variability, elevation of the subjectness role by the teacher and student play their own game with the

constancy of the content necessary to evaluate the results (Ivanova & Elkina, 2017).

It may be assumed that the simulacrum is impossible when organizing the procedures of the Unified State Exam, however, the mechanism and procedure create transparency or visibility of transparency (and this is probably already a simulacrum!), but do not contribute to the truth, which lies in the content and is persistently rejected by postmodernism. For example, the constant movement towards the reduction of formal tests within a Unified State Exam in favor of person-centered detailed answers and their expert assessments is an imperative of time and the influence of modern conditions that is not realized by the testers and managers in the field of quality assessment. Where is the final point of transition from the formalized to person-centered practices? The transition to the personal manifestation of school leavers at the state certification in the form of the Unified State Exam will destroy the very principle of such a generalized formalized assessment. Following the logic of this reasoning, one may ask: if the quality of education ceases to be subject to a formalized measurement and the improvement of the quality of education becomes difficult due to the bureaucratic and technocratic forms of control, then, what will come next? How is it possible to improve the quality of education and maintain it at the decent level necessary for the well-being of the individual, society and the state? Humanization of education seems to be one of such mechanisms possible to implement in modern conditions.

Humanization as a factor of improving the quality of education:

- meets the conditions of post-non-classical pedagogy in its relation to the student as a subject of the educational process;
- creates the conditions for the development of the student's personality, taking into account individuality and personal needs;
- corresponds to the positions of postmodernism rejecting direct functionality of education as a preparation condition for the future professional and social functions;
- contributes to the transformation of learning into the developmental, creating new meanings and attitudes to the life being lived 'here and now';
- allows rejecting the straightforward understanding of the once relevant ideas about the 'social order of the society' (Kraevsky, 1976; Lerner, 1980), looking at this aspect from a different position - the formation of a happy and developed person necessary for the society and the country.
- takes into account the psychological and age characteristics of students, which affect the motivation, setting the learning goals, the choice of methods, forms and techniques.

The process of humanization of education is carried out through the creation of a number of conditions. Let us name the main ones without referring to the in-depth characteristic of these methods and techniques of pedagogical work.

The construction of learning goals is carried out on the basis of the idea that these goals are a source of learning motivation and should not be declared by the teacher as given, but accepted by the students. This means that these goals should coincide with their goals, and for this purpose they should be set up together with the teacher in the course of educational activities and become legitimate for the students. As a result, such method forms self-esteem and independence, allows a student (especially a teenager and a youngster) receiving a sense of decision-making, own importance and influence on the teaching-learning process while maintaining the former dependent (for objective reasons status) and constant inability to act on one's own (but striving for independence). The role of goal-setting for motivation to learning is extremely important, especially when considering the fact that learning activities are poly-motivated.

Starting with K. Rogers (1993) and following the ideas of postmodernists, it is possible to single out some specific conditions of the education process humanization: openness of mutual communication between the teacher and the student;

provision of the opportunities for the student's potential disclosure; learning through personal experience, mastering new in practice; individual approach focusing on the needs, interests and emotions of the student; change of the teacher's role: from the all-knowing and punishing 'guru' to the facilitator, creating a positive atmosphere of cognition and supporting the student on the way to knowledge; active role of the student, a high degree of independence in the choice of content, technologies and terms of material acquisition (Ivanova, 2007).

The nature of the ethical foundations of the humanization of teaching-learning process makes to change the word *influence* requiring the use of the term *interaction* instead when communicating in the educational process. In this case, interpersonal interaction is based on the type of subject-subject relations that forms the basis for teaching-learning humanization.

For the humanization of the teaching-learning process, a differentiated approach is important when the needs, characteristics and inclinations of students are taken into account. Programming, planning, selection of textbooks, manuals and other materials are carried out taking into account the level of knowledge, forms and training conditions. This is a difficult task at the present stage, when the requirements of state standards are put at the forefront.

Humanization of education is associated with the variability of educational content which - in its actual implementation - allows the students to be given the right of choice at various stages of educational activity. It corresponds to the personal aspirations of teenagers and young people and is highly valued by them.

Creation of the *communication situation* is the main tool when practicing humanization and building subject-subject relations. As it is known, the situation of communication is a special type of teaching-learning situation, an environment that motivates a successful knowledge and competencies acquisition that contributes to the formation of independent judgment, i.e. critical thinking. Creation of the communication situation is a special technique, rather, a special pedagogical technology, and as any technological process it has its own characteristics in structure, methods, forms, and ways of organization, however, this is a fairly extensive topic for a separate article. Here it is only worth saying that the experience of creating communication situations shows that this is a complex project matter. One needs to learn such technology and perform the steps of building, planning, preparing and distributing the educational material, preparing for the constant provision of choice to the students; it is important to be able to provide the conditions for the formation and implementation of students' own positions (Ivanova, 2007).

The most important thing is that the communication situation is realized through the *dialogue*. And here it is important not to simplify the perception of the dialogue. It is not just a way of verbal communication, but a specially organized communicative environment that contributes to the development of the personality by both the student and the teacher. Dialogue is a complex form of mutual activity of the teacher and students, it requires openness, disclosure of individualities, originality of the views and relations with the world, trust, the ability to accept the position of another, mutual respect, recognition of the right to mistake (Ivanova, 2007). The dialogue helps to solve so many pedagogical tasks that it pays off the attention to this technology of working with children. It should also be mentioned here that it is impossible to reveal all the features of this form of work within the framework of this material. We will just briefly share our observations over a decade in different classes. According to the teachers, communication in the form of a dialogue is difficult for them, but it is even more difficult for the students. The students reported that it was problematic for them to work in the form of a dialogue with a teacher, and with rare exceptions, they failed to practice a full-fledged dialogue in the classroom.

According to a number of researchers, *group work* is considered as the most productive educational activity in the communication situation that promotes an open exchange of views and

realization of creative ideas. The selection of group work in the classroom as a special pedagogical condition for the humanization of the educational process is caused by the fact that interaction in the process of group work, as stated by the psychologists, gives a rise to reflection, motivation and educational efficiency increase, teamwork skills development (Ivanova, 2007).

*Discussion* is an important continuation of group work and a special communicative skill. General discussion is based on the fact that there is one object and there are different views on it that serve the basis for the division into groups. In this case the teacher acts as a moderator. He/she should be able, on the one hand, to divide all the participants into groups according to the conceptual contradiction around the object of the discussion (issue), and, on the other hand, to coordinate different viewpoints. The success of the discussion depends on the thorough preparation of the educational material, the experience and skills of conducting discussions and the knowledge of certain rules. For positional interaction, one should choose the issues that do not have an unequivocal solution, are dialogical in the context of culture; then, each participant forms his/her own worldview and understanding of what is being discussed.

The condition for teaching-learning humanization is such *an approach to the efficiency assessment* of knowledge acquisition that also makes it possible to evaluate the ways of student's learning activities. The assessment of mastering learning methods is becoming an important efficiency criterion of the teaching-learning process since the learning methods of educational work include the motivational and operational aspects of cognitive activity, characterize individual peculiarities in the study of the educational material having different scientific content, type and form, productivity of knowledge use, i.e. competency.

In this case, not only the learning content ('what') is considered, but also the ways to assimilate it ('how'). In the course of the educational process, training is being conducted for the rational organization of the educational activities, technologies of educational work and the choice of the method for the educational material processing. Personality development is connected with the attitude to the acquisition of knowledge, cognitive activity and independence, possession of rational methods of educational activity and mental work (Ivanova & Elkina, 2017).

Humanistic orientation at the personal growth, formation of the independent intellectual activity requires evaluating the results of educational work, taking into account the search for the rational ways of solving educational tasks. The path of choice, the search for rational logical methods and self-reflection attempts do not always give immediate opportunity to achieve high results. But in terms of personality formation, self-knowledge and self-development, this path is more valuable, since the result is the student's own achievement.

## 5 Conclusion

The most significant principles, conditions and technologies of humanization of education, repeatedly approved in the practical work of the author, are indicated. However, in conclusion it is necessary to emphasize that the most important condition for the humanization of teaching-learning is the creation of *the situation of success* - at all stages of teaching-learning process. All teachers know that students have a different self-esteem: some show self-confidence, conviction in the correctness of their actions, others - fear of presenting their work, fear of failure, they are waiting for the criticism of their actions. The aim of the teacher is to find an individual approach: to teach real self-esteem, to make one believe in oneself, not to fear mistakes and ridicules, to develop tolerant relation to other people's mistakes, readiness to mutual aid and support.

The situation of success occurs when there is a joint activity of people respecting each other, interested in the views and



opinions of each other; there is a mutual trust; students get approval; there is an opportunity to see the results of own work and improve them; the tasks correspond to the desired level of complexity and allow doing the work on one's own; everyone in the group has information about activity prospects and the ways to achieve the results (Belkin, 1991).

Humanization of education creates incentives for learning with the help of skillful motivation allowing the student to realize his/her own needs and interests, helps to assist in the choice of solutions, self-set goals and tasks.

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**Primary Paper Section: A**

**Secondary Paper Section: AA, AM**

## THE TECHNOLOGY OF DEVELOPING THE SUMMARIZING COMPONENT OF TEXTUAL COMPETENCE BY THE FUTURE FOREIGN LANGUAGE TEACHER

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**Abstract:** The theme of the paper is relevant due to the understanding of the need to solve the problem of teaching students of pedagogical directions of the university to summarize a foreign language text. The objective of the paper is to present the created technology aimed at the development of the summarizing component of the text competence of a future foreign language teacher. The paper describes its main stages (introduction, analytical, orienting, productive) focused on the development of skills of semantic perception among the students (perception of language form and understanding of the content), appropriate text reading strategies, skills of presenting the primary source in a compressed form. The systematic approach is methodologically justified in the development of the technology.

**Keywords:** text competence, summarizing component, text, systematic approach, system of tasks, teacher, foreign language.

### 1 Introduction

Currently, foreign language education is intended to play a leading role in the development of professionalism of a future specialist and in expanding his educational horizons. In the process of teaching a foreign language, the socially and professionally significant information is being transferred and mastered by the students. Abstracting and summarizing are the main ways that effectively ensure the rapid exchange of new information received from various sources, including foreign ones. The essence of abstracting and summarizing is the maximum compression of the volume of the primary source of information with significant preservation of its main content. The language redundancy and the possibility of expressing thought in ambiguous forms of speech serves as a basis for this process. A secondary text created by summarizing conveys the most essential information and is free from all minor, unimportant, explaining-illustrative. The present level of development of mass communications, a fairly high saturation of information space with the various sources forces to search for new ways of developing an ability of a student to quickly orient in the flood of foreign-language information, to understand, to systematize, to select the received information, to properly create their own text based on the processed original one. It is such professionals who are able to work with foreign language texts that are more in demand in the modern labor market. Therefore, mastering the so-called foreign language text competence by students is currently an urgent task of educational organizations.

### 2 Literature Review

The peculiarity of the university stage of foreign language learning is that the text acts as a "unique educational unit" (Mazunova, 2001, pp. 70-74). "The status of the text as a universal didactic unit is confirmed by the sheer ability of the text to combine the major functions of education - educational, developmental, educational and in addition the control function deriving from the logic of the educational process and traditionally attributed to the text" (Klementsova, 2017, p. 117).

The literature analysis on the problem of the text shows that scientists do not have a single point of view on the understanding of the concept of "text". Text is the main communicative and communicative-cognitive unit (Dridze, 1984; Kolshanskiy, 2007; Chomsky, 1986), text acts as the main way of information storage and transmission (Galperin, 1981; Milan, 1991). These sciences formed understanding the text as a "direct manifestation of thought" (Bever, 1973, p. 100), the most important tool of social interaction of people (Leontiev, 1966;

Blakar, 1979) and the phenomenon of culture (Assman, 2000). The text is the main educational tool of a teacher of a foreign language (Galskova, 2000; Mazunova, 2001; Harmer, 2000; Patsy & Spada, 2013).

In this regard, the scientific community clearly recognized the fact that the foreign language text competence is part of the professional competence of a teacher. "Text competence remains one of the factors that provides the educational process, contributes to the formation of the value-semantic, general cultural, training and learning, informative, communicative and social orientation of a student" (Karpova, 2010, p. 7). N. S. Bolotnova (2001) considers that textual competence includes "a set of knowledge about the text as a form of communication", as well as "a set of knowledge, skills and abilities of the individual to carry out textual activities based on it" (Bolotnova, 2001, p. 69). In understanding of I. V. Salosina (2007), textual competence is "possessing the competencies that determine the readiness for textual activity" (p. 55-59). Textual competence is an integrative phenomenon, the structural components of which, in addition to the experience of textual activity, include knowledge about the theory of text, textual skills and emotional-value attitude to the process and the result of textual activity. Textual competence is the component of the professional competence of a foreign language teacher (Golyschkina, 2011). This is due to the fact that a foreign text acts as a subject, means and result of foreign language education. An integral part of university education is the preparation of a course project, the final qualifying work. During the classes it is necessary to teach a future teacher to use foreign language sources in these works. The created summarized foreign language texts are important for a future teacher, because these types of reporting documentation are "characterized by a larger degree of creative analytical and synthetic information processing from several sources" (Babaeva, 2011, p. 53). Therefore, one of the most important components of the textual competence is the summarizing component, which implies the ability to understand and process the original text into a secondary one. "On the basis of understanding of the text, the readiness to carry out interpretation activities is being formed, the product of which is a new text which has some components of the previous one in its structure, but takes another form" (Salosina, 2007, p. 55-59).

The scientists (Brandes, 2008; Egorova & Kamenina, 2010; Kolesnikova, 2002; Markushevskaya & Tsapaeva, 2008; Proskuryakova, 2004; Frolova, 2006; et al.) distinguish different genres of secondary text depending on the degree of processing of the primary text: abstracting, summary, paraphrase, thesis, abstract, etc. In view of the fact that in educational activities the secondary text is more focused on the extraction of information with its subsequent exchange and, therefore, is informative and exploratory in nature and also assumes the presence of the addressee, the emphasis is made on the genre of the summary, which has the above-mentioned features (Babaeva, 2011). The following classification has been developed in the scientific literature: summary-resume, scientific summary, bibliographic and scientific-educational summary-abstract, summary-resume, summary-review and summary-report.

In the Federal State Educational Standard of Higher Education of the specialization (2018) 44.03.05 Pedagogical Education (bachelor level) the universal competence (UC-4) "the ability to carry out business communication in oral and written forms in the State language of the Russian Federation and foreign language(s)" shall be formed as the requirements to the results of mastering the bachelor's programme by the graduate. In addition to the knowledge of lexical units which are most common in the field of professional communication and the basic grammatical structures of the native and foreign languages characteristic of professional speech and rules of verbal and non-verbal behavior in the professional sphere, a bachelor graduate should be able to abstract and summarize foreign language texts of professional

orientation. As a result of education, skills of application of the foreign experience borrowed from foreign language sources are formed in the professional activity. In this regard, the problem of creating the technology for the development of the summary component (abilities and skills of summarizing a foreign language text) of the text competence becomes relevant.

### 3 Research Methods

Currently, there is no single systematic approach and technology of step-by-step formation of mechanisms allowing carrying out the process of summarizing a foreign language text on the optimal parameters in the methodology of teaching foreign languages. In our opinion, separate exercises and methodological techniques, even if successful and effective, will not be able to optimally solve the problem of teaching summarizing a foreign language text, if they are not brought into the system. The process of summarizing is a complex act of speech and thought, and from the methodological point of view, the need for a system of exercises is dictated by the fact that the absence or insufficient amount of exercise leads to the fact that in the process of summarizing the consciousness of a student cannot cover the whole complex of arising difficulties. We consider it methodologically justified to use a systematic approach in the development of the technology aimed at developing the ability of the students to summarize a foreign language text. "System" - (Greek *systema* - composed of parts, united) is a set of elements that are in relationships and links between each other and form certain integrity, unity (Kimerov, 2004, p. 427). The systematic approach allows you to systematically consider the object of reality, to identify its composition and structure, to determine the functions, to single out the important ones. The technology includes the development of a system of tasks, which "should be aimed at the development of a certain model of speech activity as a kind of a complex unit, a system consisting of separate levels, each of which, in turn, is a unity subdivided into some components of its elements. The basis of the activity described by us is the process of semantic perception, which consists in the simultaneous perception of the language form and understanding of the content. In other words, perception goes on two levels at the same time: 1) unconscious perception of the language form and simultaneous processing of the text leading to its linguistic compression; 2) direct understanding of the meaning" (Kartashova & Maksimuk, 2015, p. 105). As a result, we have developed tasks of two levels, providing for the development of abilities and skills of perception of the language form and its simultaneous processing and direct understanding and semantic processing of the perceived information.

### 4 Findings and Discussion

We have created the technology of developing the summarizing component of the text competence of students. The method of working with texts is based on the principle of compression of the read text at the semantic and structural levels. In the light of the technological approach to educational interaction, it is possible to determine the main characteristics of the developed technology: systemic issue, staging, scientific issue, reproducibility, efficiency.

The developed technology includes several stages: introduction, analytical, orienting and productive. Each stage involves the development of groups of skills, appropriate strategies for reading the text, the skills of presentation of the primary source in a compressed form.

The first stage is preparation for summarizing/abstracting the text. The teacher offers tasks aimed at training on the language phenomena that cause difficulties among the students in the process of their perception and further reproduction, as well as the possibility of their compression. Tasks are reduced to the generalization of something read, for example:

- *ersetzen Sie jede der folgenden Wortgruppen durch ein generalisiertes Wort;*
- *verwenden Sie den Begriff (aus einer Gruppe von Begriffen,*

*Daten in Klammern), um jeden dieser Prozesse zu bezeichnen;*

- *finden Sie Synonyme dieser Wörter im Text.*
- The second stage is the analysis of the text on formal grounds: logic of presentation, means of communication, argumentation, concretization and proof:
- *betonen Sie in diesem Auszug alle Mittel der formellen Verbindung;*
  - *betonen Sie formale Mittel, mit denen die Ursache-Wirkungs-Beziehung in diesem Auszug ausgedrückt wird;*
  - *suchen Sie nach dem Auszug, der die Satzdaten verbindet;*
  - *suchen Sie in diesem Auszug nach Wörtern, die die Argumentationslogik des Autors widerspiegeln;*
  - *welche Ausdrücke können für die Argumentation, Konkretisierung der obengenannten Information, den Übergang zu einem neuen Unterthema dienen.*

At the third stage there is practicing skills on orientation in the text. The third stage involves completing a number of tasks aimed at determining the topic of the message, evaluating its informative value, highlighting keywords, logical connection in the presentation, selecting semantic passages, the main idea of the text and compilation of information. For example:

- *beantworten Sie Fragen zum Text;*
- *beenden Sie die basierenden auf dem Inhalt des Textes Angebotsdaten;*
- *suchen Sie im Text eine Passage, derer Inhalt der vorgeschlagenen Illustration entspricht;*
- *markieren Sie strukturelle semantische Blöcke im Text;*
- *teilen Sie den Text in semantische Passagen auf, bezeichnen Sie Sie;*
- *kombinieren Sie Material thematisch;*
- *stellen Sie Fragen an den Text in einer strengen logischen Reihenfolge;*
- *stellen Sie eine nichtlogische Sequenz in dem Text ein und ordnen Sie den Text an;*
- *wählen Sie zu jedem Teil des Textes aus einer Reihe von Diagrammen und Illustrationen die entsprechende;*
- *lesen Sie die vorgeschlagenen Struktur-semantischen Blöcke, markieren Sie die Blocknummern mit paralleler Struktur;*
- *definieren Sie die Art der prädikativen Struktur dieses Blocks;*
- *stellen Sie schematisch die Art der logischen und semantischen Struktur dieses Blocks dar;*
- *finden Sie das semantische Zentrum des Satzes;*
- *beachten Sie die Vorschläge, die die größte informative Last tragen;*
- *stellen Sie fest, ob die vorgeschlagene theoretische Position mit der Grundidee des Textes übereinstimmt;*
- *lesen Sie die Passage und wählen Sie den Titel;*
- *verallgemeinern Sie den Inhalt dieser Passage mit einem Satz;*
- *beenden Sie diese Passage mit dem endgültigen Satz.*

At the last fourth stage – the productive one– there is the creation of a secondary text. The teacher offers tasks aimed at developing the ability of critical understanding of information, creating one's own judgment about the content of the text:

- *beweisen Sie, daß diese Aussage nicht mit der Wahrheit übereinstimmt;*
- *stellen Sie den Zweck des Auszuges fest, bestimmen Sie den Grad seiner Neuheit;*
- *gruppieren Sie ähnliche Standpunkte aus der im Text angegebenen Anzahl, drücken Sie Ihre Meinung aus;*
- *welche Tatsachen sind für Sie streitbar, argumentieren Sie Ihre Schlussfolgerung.*

"After performing two series of exercises and as a result of the repeated, multiple execution of the whole series of operations, a certain scheme represented by the list of salient features and points that can serve as an external support for the future model

of speech activity is developed" (Kartashova & Maksimuk, 2015, p. 109). This scheme should necessarily be included in the abstract, the preparation of which is the final stage of teaching summarizing. Before performing this exercise, students should be acquainted with the samples of summaries taken from the summarizing journals in the specialty, as well as give them a subject scheme of the summary, that is, a list of points that must be included in the summary.

## 5 Conclusion

In conclusion, we would like to note that the work on the creation of a secondary text is carried out in the following directions:

- predicting the content of the text, extracting basic information;
- semantic-structural compression of the basic material;
- organization of secondary text based on the extracted information.

This series of structured algorithmic tasks allows to develop a certain scheme, which can serve as an external support for the future model of speech activity.

One of the ways of text structuring is a systematizer as a schematic hierarchical representation of the main ideas, facts, data, opinions, representations. The integrity of the text is represented by a system of its individual parts. Systematizer as a way of writing a secondary text reveals the semantic content of the text with the help of super-phrasal units.

As part of mastering the discipline "Foreign Language", future teachers are taught the holistic perception of educational texts and the creation of new texts containing basic information about the original text. The result of such processing is a secondary text, which presents the main optimal ideas for the perception of the primary text. In the process of mastering the skills of summarizing activity, the textual competence of students is being developed through the implementation of basic mental operations, analysis and synthesis, structuring the deductive, inductive reasoning and proof by analogy. The above-mentioned skills form the basic component of the text competence.

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## Primary Paper Section: A

## Secondary Paper Section: AI, AM

## INTELLECTUAL EMIGRATION FROM MODERN RUSSIA

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**Abstract:** Emigration is intertwined with the country's social and economic processes most tightly. Recently, Russia has seen a steady growth of emigration, mainly, for reasons of work and education. Among the emigrants, there is a great quantity of skilled people having a high education level that exceeds the average level of education both in Russia and in the receiving countries. The paper analyzes the causes of emigration of highly qualified specialists and the dynamics of the processes taking place. The empirical base of the research was made up by results of the authors' sociological surveys, the secondary data of the Russian and foreign studies, and the statistical data of the state authorities. The materials of the paper will be of interests for professionals dealing with sociology of education and migration processes.

**Keywords:** emigration, sociology of education, highly qualified specialists, intellectual migration, factors of emigration, emigration, labor resources.

### 1 Introduction

The globalization processes being underway in the recent decades have opened up new opportunities for the population to migrate (Collyer & de Haas, 2012; Crawley & Skleparis, 2018). According to the UN Department for economic and social affairs, over the years 2000 – 2017, the specific weight of migrants of the world's total population rose from 2,8% to 3,4% and currently amounts to some 258 million people (IMS, 2017). The contemporary migration processes have a tremendous impact on the economic (Kuznetsova, 2011; Sushko et al., 2016b), political (Crawley & Skleparis, 2018; Mikhailov et al., 2018) and social sphere (Chigisheva, 2015; Goncharova et al., 2017; Pronchev et al., 2018) of any state.

Population migration leads to both positive – such as replenishing of the natural depletion of the employable population (Pronchev, 2018; Tretyakova, 2018) – and negative consequences, e.g. changed structure and criminalization of the society due to insufficient socialization of migrants in the new society (Kahbulaeva, 2011).

Migration of population to another country (emigration) is generally a negative phenomenon for every country. Emigration causes the loss of labor resources, which eventually affects the country's competitive advantages (Sushko et al., 2016a).

Any country having the less developed economy is interested in education and skills of a higher quality for its citizens who emigrate for some time to a more developed country and return to work (Crescenzi et al., 2017). On the other hand, the country loses the potentially "promising" workers for its own economy in the case of the trained abroad qualified emigrants' not returning.

It is mass emigration of well-educated highly qualified specialists that has particularly dire consequences for the country.

### 2 Literature Review

In order to analyze the trends in more detail, let the problem of emigrant moods among Russians and evaluation of the preferred choice in this kind of behavior be discussed.

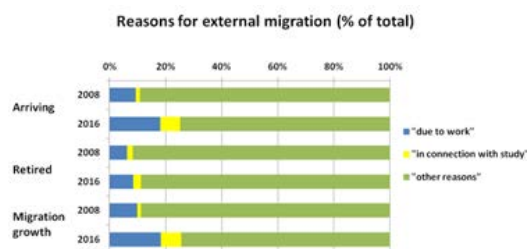
The data of monitoring that deal with studying Russians' emigrant moods presented by the All-Russian Public Opinion Research Center in July, 2018, give evidence about the percentage of those willing to leave the country in 2011 – 2018 remaining almost unchanged, ranging within 10 – 13% of all the questioned ones. In 2018, the wish of departing for permanent

residence to another country was voiced by 10% of Russians (31% among ones aged 18-24) (WCIOM, 2018).

In 2018, they started choosing the country for residence in a more thoughtful manner: taking real steps for relocation more frequently (collecting the information about the "motherland-to-be", studying a foreign language, getting advice from the acquaintances who have left the country etc.). The most attractive countries are Germany (16%), the USA (7%), and Spain (6%) (WCIOM, 2018).

Recently, a steady growth of emigration from Russia for reasons of work and education has been observed, including, certainly, skilled professionals. In Figure 1, the contribution (in % to the total) of a concise list of causes ("due to work" and "in connection with study") into the outbound migration for the Russian Federation is presented. Other causes not detailed by the authors – the environment, unfavorable political situation etc. – are covered in the line "other reasons". Figure 1 is built on the basis of statistical data from the Social bulletin issued by the Analytical Center at the RF Government "Population in Russia: trends, problems, ways of solution" (Trubin et al., 2018).

Figure 1 Causes of external migration (% to the total)



Source: Federal State Statistics Service of Russia (Rosstat), calculation of the Analytical Center (Trubin et al., 2018)

It can be seen from Figure 1 that the contribution of causes "in connection with study" and "due to work" increased in 2008 – 2016.

It should be noted that countries providing learning and retraining for foreigners get tremendous advantages. As a consequence, these countries have special measures in place for receiving such migrants. For instance, in the USA, "foreign students amount to about 5% of the total quantity of the US college students, but they contribute almost 33 billion dollars into the economy of the USA and create over 400 thousand jobs. Immigrants having first come to the USA as foreign students ... are founders of almost 25% ... of startup companies in the USA, their capitalization exceeding 1 billion dollars" (Anderson, 2016). Curiously enough, around 39% (35 of 89 people) of the American Nobel prize winners of 2000-2017 were immigrants (Anderson, 2017).

The dramatic events Russia saw in the late 20th century (Kuznetsova, 2011; Sushko et al., 2016b) associated with transformation of social and economic system have led to uncontrollability of migration-related social processes. The Russian Federation currently ranks third in the list of countries – donors of migrants (10,6 million people) (IMS, 2017). O. D. Vorobyova and A. A. Grebenyuk (2016) point out: "The data of Rosstat for 2014 on emigration from Russia to Israel are 4 times lower than those of the Ministry of Aliyah and Integration of Israel, on emigration to the USA – 4,7 times lower than the data of the US Census Bureau, on emigration to Germany – 5 times lower than the data of the Federal Statistical Office of Germany etc. So, by the most conservative estimate, one needs to keep in mind a 3-4 times upward correction on the data of Rosstat in order to get a realistic idea about the scale of emigration from Russia". Uncontrollability of emigration has led to the fact that while in 2014 "13% had the higher education and incomplete

higher education" in Russia, "over 30% did among emigrants". The following percentage of Russian citizens having left the country had the higher and incomplete higher education: 60% of those going to Australia, 59% – to Canada, and 48% – to the USA and Israel each (Vorobyova & Grebenyuk, 2016).

### 3 Methodological Framework

The objective of this research is to study emigration of well-educated skilled professionals from the Russian Federation.

The main tasks of the research are the following:

1. Analyzing the causes of Russia's population migration.
2. Analyzing the structure of emigration from Russia.
3. Studying the mutual relationship of intellectual emigration and Russia's social and economic situation.

For completing the tasks associated with the analysis of interrelation of intellectual emigration and the relevant factors, the following research methods were used: the comparative law, the systemic and structural, and the logical and semantic analysis.

The comparative law method was applied for finding out the shared and the different between the sources of law within the legal system of the RF and the system of international law according to the elements of migration processes.

The use of systemic and structural method has allowed finding out and analyzing the impact of social and economic situation on intellectual emigration more extensively.

The logical and semantic analysis was applied for the search of correct definitions.

In the work, results of the authors' sociological research and secondary data of Russian and foreign studies were used.

### 4 Results and Discussions

Generally, migration behavior of a certain person or a group of people has to be considered within the context of motifs and aspirations of various kinds the most frequently. The latter are manifested as the citizens' extent of satisfaction with the situation in which they are currently (Osipova et al., 2017).

Surveys conducted in the Faculty of Sociology of MSU demonstrated that in 2017, 56,2% of Moscow students agreed with the statement "the contemporary Russian state is in a systemic crisis condition", which is 0,5% more than in 2015 (55,7%) (Osipova et al., 2018). Studies showed that the respondents recognizing the existence of a systemic crisis of the contemporary Russian state and/or society give serious thoughts to its causes. In Table 1, distribution of the students' answers to the question "What do you think are the causes of a such crisis?" is given (Osipova et al., 2018).

Table 1 Distribution of the students' answers to the question "What do you think are the causes of such a crisis?"

Answer options	%
The mass media imposing standards of consumer society, "American way of life", cult of money and violence	53,1
A global crisis of political, social and economic, cultural spheres of life of the world community	47,2
Crisis phenomena in the economic sphere of public management	45,9
Lack of spirituality and departure from cultural traditions	44,5
The destructive actions of "the fifth column" (internal enemies, traitors) within Russia	29,4
Other causes	3,9
It is difficult for me to answer	16,7

Source: authors on the basis of Osipova et al., 2018

It follows from Table 1 that 47,2% of the respondents answered as "A global crisis of political, social and economic, cultural

spheres of life of the world community" while 45,9% opted for "Crisis phenomena in the economic sphere of public management".

In analyzing the priorities playing an important part in the students' choosing their future occupations, the material constituent was found to have the major role: the "opportunity to gain high income" is recognized as important by 64,4 % of the students. The "opportunity to fulfill one's potential as much as possible" is a priority of no less importance (51,8 % of the answers) (Osipova et al., 2018).

L. D. Gudkov (2015) notes that in the recent years, emigration intentions have been manifested among the "educated, successful young people aged under 35 living in metropolitan cities, and most importantly – those who have already achieved by their own efforts social recognition, certain property, a position in the society, and rather decent salaries. In other words, among those who are included into the market economy greater, who depend on the state less, who rely mainly on themselves, their skills and head, who have the resources of being young, competent and initiative. Here, this figure has surged up to 50%".

As has already been pointed out above, emigrants' motifs reflect the social and economic condition of the state and the society to a significant extent. In 2016, at the Faculty of Economics of MSU, surveys were conducted of the most talented and successful in terms of academic achievement bachelor degree graduates of 1994 – 2014 (so-called "best and brightest" ones). The objective of the authors was to analyze the nature of influence of social and economic factors and moods on deciding to emigrate (Glushchenko & Vartanyan, 2018).

In the research, quite a high percentage of thriving bachelor degree holders was registered: 36% of the respondents marked they completed their studies with honors. According to the researchers, with a high probability, it can give evidence about this category of respondents' possessing such personal features as commitment, ambition, and inquisitiveness, which among others have influenced their decision to participate in the survey. This category are quite in line with candidates for the status of an "educational or professional" emigrant.

Let it be noted in advance that migration moods are fairly frequently explained in terms of the "push" – "pull" model (Glushchenko & Vartanyan, 2018). Positive factors are defined as factors that draw (attract) and so they are called pull factors; in line with them, decent economic conditions are provided, including the decent level of life. However, there are so-called putting off, repelling factors that are accompanied by economic risks. They are called push factors. They are more frequently accompanied by dissatisfaction with conditions and way of life and they can create the precedent of return migration, with both favorable and unfavorable consequences possible. In this way, the two kinds of factors create some semblance of an equilibrium with mutually repelling sides, which, incredible as it may seem, create the opportunity of mutually complementing each other while keeping a "small stream" for regaining the previous condition.

In Table 2, the main hypotheses for identifying the importance of factors that influence skilled professionals' deciding on the international labor migration (ILM) are worded in the "push" – "pull" model (Glushchenko & Vartanyan, 2018).

Table 2 Hypotheses about the role of push and pull factors of the international labor migration

Repelling factors (push factors)	Drawing (attracting) (pull factors)
The lower GDP per capita in the country of origin is, the higher a graduate's motivation for ILM is.	The higher GDP per capita in the receiving country considered is, the more likely a higher education institution graduate is to select it among other options
The lower the level of economic freedom in the	The higher the level of economic freedom in the

Repelling factors (push factors)	Drawing (attracting) (pull factors)
country of origin is, the higher a graduate's motivation for ILM is.	receiving country is, the more likely a higher education institution graduate is to select it among others.
The less open for migrant laborers' incoming and outgoing in terms of law and policy the country of origin is, the lower a graduate's motivation and opportunities for ILM are.	The more open for migrant laborers' incoming and outgoing in terms of law and policy the receiving country is, the more likely a higher education institution graduate is to select it among others.
The smaller the size of the country of residence's economy is, the higher a graduate's motivation for ILM is.	The larger (in the size of its economy, population number and area) the receiving country is, the more likely a higher education institution graduate is to select it among others.
The lower the expected level of net income both in case of keeping one's speciality and occupation and in case of retraining in the country of origin is, the higher a graduate's motivation for ILM is.	The higher the expected level of net income both in case of keeping one's speciality and occupation and in case of retraining in the receiving country is, the more likely a graduate is to select it among others.
The less comfortable organization of work space and work conditions is, the higher a graduate's motivation for ILM is.	The more comfortable organization of work space and work conditions in the receiving country is, the more likely a graduate is to select it among others.
The less opportunities for fulfilling creative and professional capacities in the country of origin there are, the higher the motivation for ILM is.	The more opportunities for fulfilling creative and professional capacities in the receiving country there are, the more likely a graduate is to select it among others.
The more social links with their former compatriots abroad the graduates have, the higher their motivation for ILM is.	The larger and more consolidated the diaspora of compatriots in the receiving country is, the more likely a graduate is to select it among others.
The lower the political stability level in the country of origin is, the higher a graduate's motivation for ILM is.	The higher the political stability level in the receiving country is, the more likely a graduate is to select it among others.

Source: authors on the basis of Glushchenko & Vartanyan, 2018

All respondents were subdivided into groups: 1) graduates who never left and who remained in Russia after graduation from the university; 2) graduates having emigrated; 3) graduates having returned after emigration; 4) potential migrants that may increase the percentage of the latter unless Russia's social and economic situation essentially improves.

Under "very significant" push factors, both emigrant graduates and ones never leaving Russia listed a low level of life (42 and 38%, respectively), impossibility to fulfill their creative capacities and professional qualities (42 and 34%, respectively), political instability (40 and 28%, respectively), and a low level of economic freedom (40 and 19%, respectively) (Glushchenko & Vartanyan, 2018).

Thus, for highly qualified specialists in deciding to emigrate from the country of residence, it is not only purely economic motivation but also other, non-economic push factors that matter

quite a lot, e.g. such as the above mentioned, the opportunity for self-fulfillment and lack of comfortable work conditions.

According to the results of the in-depth interviews conducted with university-educated emigrants having left Russia after 2010 and currently residing in the developed Western countries, the major channels of emigration for Russians having the higher education are as follows (Mkrtychyan & Florinskaya, 2018): 1) departure for master's degree studying or postgraduate studies (about one third of the respondents); 2) departing for work (about one quarter), with each second of those having left for Europe in this manner obtaining the so-called Blue card for skilled professionals; 3) moving house as a family member of a foreign citizen or of a Russian having signed a work contract abroad (each fifth of the questioned ones).

The authors of the above research point out that "intellectual migration from Russia is not exactly the non-return stream" (Mkrtychyan & Florinskaya, 2018). Judging by the plans voiced by the emigrants, they may be subdivided into 3 groups: 1) approximately one third is those who know it for sure they "will never return to Russia"; 2) about 15% – ones who "keep studying the labor market in Russia and are prepared to come back in the nearest future in case there is a job offer of interest"; 3) around a half is those "not ruling out for themselves the possibility to return to Russia for permanent or temporary residence, although no certain deadline can be specified and the prospects are dim".

Another important object of emigration from Russia demanding special attention on the part of specialists is scientists (candidates and doctors of sciences).

In the Russian Academy of Sciences, they note that in the recent three years there have been observed the growth of emigration of highly qualified specialists from Russia and simultaneously the reduction in the country's population of scientists. According to the chief scientific secretary of the presidium of the RAS, N. Dolgushkin, "It is over such a short span as from 2013 to 2016 that the quantity of those having left increased ... With regard to this, at the "academic" institutes, the staff of scientists has gone down from 69,5 to 67 thousand people in the recent three years. Among the scientists, the percentage of doctors of sciences has decreased from 13,8 to 13%, and that of candidates – from 31,7 to 30%" (Zvezdina, 2018).

Table 3 presents estimated quantity of emigrants from Russia, with scientists and highly qualified specialists specified, in the years 2002 – 2015, people (Ryazantsev & Pismennaya, 2016).

Table 3 Estimated emigration from Russia, including scientists and highly qualified specialists, in the years 2002- 2015, people

Year	Total number of emigrants		Emigrants having the higher education		Emigrants holding an academic degree	
	relocating for permanent residence	departing for temporary job placement	relocating for permanent residence	departing for temporary job placement	doctors of sciences	candidates of sciences
2002	89589	49265	16479	19696	22	83
2003	79380	47241	14463	16716	14	59
2004	66759	55903	12675	14934	23	53
2005	59228	60903	12215	20882	19	52
2006	46398	65747	10798	20901	23	42
2007	40941	69866	10013	25082	9	34
2008	35439	73130	9085	24607	40	53
2009	29086	66285	8173	31517	38	38
2010	33578	70236	8595	27647	32	31
2011	36774	67549	9059	29562	35	193
2012	122751	64370	13990	26614	40	194
2013	186382	61119	19845	26908	52	225
2014	308475	58093	29164	26700	96	231
2015	353233	57138	104885	27775	227	444
2002 – 2015	1484298	866870	279439	339541	670	1732
Total	2351168		618980		2402	

Source: authors on the basis of Ryazantsev & Pismennaya, 2016

According to the authors, the main problem of the Russian science in general and of the Russian Academy of Sciences in particular consists not in emigration of individual outstanding scientists but in the loss of "scientific schools". An important

cause of that has been emigration and "ageing" of leaders and members of scientific teams. The authors of this paper used to be employed with the Russian Academy of Sciences in more recent times but due to causes discussed above they had to change their occupations and go into teaching students.

### 5 Conclusion and Recommendations

On balance, emigration is a negative phenomenon for any country. It contributes to the changing structure and loss of labor resources. Meanwhile, emigrants arriving increase the competitive advantages of the receiving country greatly.

Emigration is intertwined with social and economic processes most tightly, being the driving force behind them.

Recently, Russia has seen a steady growth of emigration, mainly, for reasons of work and education. Among the emigrants, there is a great quantity of people having a high education level and of highly qualified specialists. The education level of Russian emigrants exceeds both the average level of education in Russia and that of the receiving countries.

At the same time, a large part of highly qualified migrants are prepared to return to Russia in case there emerge certain social and economic conditions.

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## QUESTION AS A MEANS OF INFLUENCE ON THE ADDRESSEE IN THE SPEECH OF POLITICIANS (ON THE MATERIAL OF THE ENGLISH LANGUAGE)

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**Abstract:** The article is devoted to the study of the language of modern publicistic discourse, which is a complex cognitive-communicative phenomenon. Language means used by the author correlate with extralinguistic elements of publicistic discourse, allowing information to be conveyed along with its assessment and contributing to the formation of a certain world view in the public consciousness. The aim of the research is to determine the place and role of the issue in creating an impact effect on the audience in publicistic discourse on the example of speeches by politicians in English. The study is conducted with the involvement of linguistic analysis, discursive conceptual analysis, critical linguistics and cognitive analysis.

**Keywords:** political communication, language of politics, publicistic discourse, political discourse, oratorical speech, tag question, rhetorical question, question-in-the-narrative.

### 1 Introduction

The study of the language of public communication now provokes the legitimate interest of linguists within the descriptive approach connected with the study of the linguistic behaviour of political speakers. The focus is on verbal rhetoric techniques, manipulative strategies used to persuade the audience. The term "linguistic status of the language of politics" has recently been quite relevant. Terms such as "policy language", "political communication", "political discourse" are used by linguists practically at the level of interchangeable synonyms.

Publicistic discourse presupposes the presence of at least two communicants (*the author and the addressee*) and allows the transfer of information along with the assessment of its author. The dialogue of communicators, according to S. A. Chubai (2014, p. 29), conditions the choice of the best option, the most original form of expressions, feelings, attitudes. Due to their dialogue specificity, publicistic texts allow to reach a sufficiently large audience.

According to N. V. Bizyukov (2010), publicistic discourse becomes "information-manipulative" (p. 167), as the information transmitted here contributes to the formation of a political, linguistic world view in the public consciousness. The author's hypothesis about the addressee at the same time entails the choice of a certain tonality of the text in order to exert a certain influence on the reader. An important role in this case belongs to various linguistic means, in particular, to various kinds of questions (tag, rhetorical, question-in-the-narrative), which allows performing not only informative, but also expressive function. The purpose of this work is to determine the place and role of the issue in creating an impact effect on the audience in publicistic discourse.

### 2 Literature Review

Publicistic discourse has been explored by many of the scholars, in particular, N. R. Geiko (2013), T. G. Dobrosklonskaya (2014), L. T. Kasperova et al. (2016), Y. V. Klyuev et al. (2017), A. Makarychev (2013), M. I. Ptashnik (2010), T. B. Samarskaya (Samarskaya & Martirosyan, 2011). Thus, M. I. Ptashnik (2010, p. 15) defines contemporary publicistic discourse as a kind of information-oriented institutional discourse realized through

mass communication means and assuming a conscious authoritative actualizing position on the problem. N. R. Geiko (2013, p. 137) defines this phenomenon as a complex cognitive-communicative phenomenon containing, along with the message, some extralinguistic elements (personal positions of the participants, their ideological attitudes, emotional-evaluative state) that play an important role in understanding and perceiving the act of communication.

The study of the language of public communication currently attracts the linguistic interest of scientists (Dibirov et al., 2018; Mitina & Falileev, 2012; Sedina & Totskaya, 2017) within the framework of a descriptive approach related to the study of the language behavior of public speakers and politicians. The analysis of the material shows that the focus of the research of oratorical discourse most often includes speeches by leading political leaders: presidents and presidential candidates (Chernenko, 2017; Guseva, 2014; Klymenko, 2016; Polyakevich, 2017).

Scholars underline an important role played by the processes of authentication and emotionalization of the text of the speech on the lexical (Falileev & Miroshkina, 2014; Kalanzhiy, 2016; Pronkina & Sedina, 2018; Samarskaya & Martirosyan, 2011) and syntactic (Abramova, 2015; Davydova, 2009; Davydova et al., 2018; Klyuev et al., 2017; Zhuchkova & Baklanova, 2016) levels. The possibility of creating tension of the situation, increasing the emotional effect of expressing through a question is reflected in the works of linguists on the analysis of the emotional plan in literary (Abramova, 2015; Abrosimova & Trofimova, 2018; Adamchuk, 2014; Hulugurova, 2010; Vodyasova, 2015) and publicistic texts (Adamchuk & Chaldyshkina, 2017; Falileev & Miroshkina, 2014; Zhuchkova & Baklanova, 2016).

Though the question is regarded to be one of the means of emotionalization and persuasion used in publicistic texts, linguistic investigations devoted to complex analysis of different types of questions in the speech of politicians are not considerable in number (Adamchuk & Chaldyshkina, 2017).

### 3 Methods

In the present work, the following methods of studying publicistic discourse are used, pointed out as the most effective by contemporary researchers (Dobrosklonskaya, 2014; Syrina, 2014; Tarev, 2014):

1. linguistic analysis – the identification of the basic properties and characteristics of the text on the communicative-pragmatic and stylistic (using the question as a syntactic stylistic means) levels;
2. discursive conceptual analysis of discourse – the analysis of the relationship between the linguistic and extralinguistic levels of the text;
3. critical linguistics (rhetorical criticism) – revealing the hidden political and ideological component of the publicistic text;
4. cognitive analysis – the study of the conceptual level of the texts of the publicistic discourse, the identification of the correlation between reality and its media presentations.

### 4 Results and Discussion

The present study was aimed at determining the role and place of the question in political discourse.

It has been established that the function of the publicistic style, which distinguishes it markedly from other speech styles, is formulated as the effect of the message on the reader/listener, in order to convince the latter of the correctness of the statements put forward by the author of the message or to cause the desired

reaction to what was said. In this case, it is not so much a logical reasoning that is used, but rather the strength of the emotional tension of a statement, a demonstration of those features of the phenomenon that can be most effectively used to achieve the goal set by the publicist/speaker (Galperin, 2016, p. 217).

Oral variety of publicistic style, according to I. R. Galperin (2016, p. 218), in the literary language is oratorical speech, the purpose of which is to convince the audience of the correctness of the propositions put forward, to form an appropriate attitude to the stated facts and, perhaps, even to prompt for actions.

Face to face communication with the audience, that is, "live communication", has a number of advantages, as it creates favourable conditions for the combination of phonetic, lexical and syntactic features of written and spoken language. As a form of written literary speech, the oratorical speech preserves the characteristics of written speech: detailed syntactic structures, complex word combination and phrases, syntactic parallelism, lexical repetitions, enumerations, etc. The language of public speech is endowed with features typical for oral speech: short and elliptical sentences (constructions), all kinds of attachments, colloquial words, conversational phrases, a large number of questions of various types, etc. The dual nature of public speech is observed: on the one hand, the oral speech of the speaker does not differ from the characteristic features of the written type of speech; on the other hand, the oral form modifies the written speech of the speaker to a certain degree.

Publicistic speech has its own classification. Thus, the speeches of socio-political subjects are divided into parliamentary speeches (issues of foreign and domestic policy), speeches of defence and accusations in court, speeches delivered at rallies, meetings, conferences devoted to the discussion of vital issues of society. The speeches delivered from the pulpit are most often concerned with moral, ethical, and rarely socio-political issues. Linguistic and communicative-pragmatic analyzes of public speech show that the speaker has to resort to a number of techniques in order to attract the attention of the public to the content of the speech, to direct the thoughts and, possibly, the actions of the public to the course that is necessary for the speaker.

Because of the peculiarities of the speaker's communication with the audience, they have to emotionalize the speech with means typical for this style of speech and productive for achieving the goal. At the same time, the speaker should keep themselves under control, as supersaturation of speech with stylistic devices may turn out to be completely unexpected, up to the opposite effect.

In analyzing the speech of the speaker, not only extralinguistic factors were taken into account, but also pragmatic characteristics of linguistic means, their most effective combination in the framework of a separate speech by a specific speaker.

The choice turns to the study of the language behavior of public speakers and politicians. This type of behavior is created through the use of certain linguistic means, tropes, rhetorical techniques, manipulative strategies in speech in order to influence the audience and its beliefs (Dibirov et al., 2018; Mitina & Faliliev, 2012; Sedina & Totskaya, 2017). The analysis of political speech, as studies show (Quam & Ryshina-Pankova, 2016, p. 41), differs significantly from the analysis of the literary text.

The presence of characteristic features of oratory allows us to place a public speech in a special place within the framework of political discourse, which is facilitated by the possibility of the public speaking to combine the information and agitation and propaganda functions of influencing the masses in order to form a specific public consciousness. At the same time, according to the observations of researchers (Yu. V. Vardanyan, L. V. Vardanyan, 2014; et al.), emotions and beliefs evoke various patterns of audience behavior.

Situational conditionality is another feature of oral public speech as an independent functional and stylistic unit, in the texts of which verbal communication takes place in conditions of group communication. At the same time, oral public speaking texts are more likely to be pronounced, but not read, which is why the final version is created in the process of pronouncing the latter, allowing one to single out another property of public speaking – spontaneity (Rusetskaya & Yamov, 2010).

The analysis shows that, compared to written speech, oral publicistic speech reduces the volume of syntactic constructions. Complicated sentences with introductory and semi-predicative constructions (participial and adverbial participial constructions) are not characteristic for oral speech, which complicate, make the speaker's speech heavier and difficult for listeners to perceive the speech.

Public speech, as a rule, is filled with expression and dynamics, working on the implementation of the speaker's information function on the audience. One of the means of emotionalization and impact of a politician's speech on the audience is the question in all its diversity.

Questions that differ in form and structure (rhetorical, tag and questions-in-the-narrative) fit into the pragmatic dialogical context of the oratorical discourse. The question is used by speakers to create expressiveness, eloquence, and achieve accuracy. It is the question that increases the emotional tone of the performance, helps to increase the attention of the audience to the information presented. Direct appeal to the public through the question contributes to establishing closer contact with the speaker, "revives" the intonation, changes the speech pattern of the speech.

The arrangement of the oratorical discourse with interrogative sentences is stimulated by the speaker's desire to lead the audience to the only possible (correct) solution, a concrete conclusion, from the point of view of the speaker. To enhance and consolidate this effect, questions can follow one after the other, forming a kind of unity, a synonymous questionnaire series, reduced to a single answer to the questions posed: "And what about the Russian state? What about Russia? It humbly accepted the situation. This country was going through such hard times then that realistically it was incapable of protecting its interests" (Address by President of the Russian Federation Meeting, 2014).

The above fragment of the President's speech vividly illustrates the expressive power of recurring question influencing the audience (And what about the Russian state? What about Russia?), emphasizing the similarly indifferent Putin's attitude to the problem of Russia's relations with world powers.

The possibility of using interrogative sentences in atypical for them denotative meanings with additional connotations is noted by many linguists, in particular, I.V. Arnold (2012, p. 167) stresses the possibility of using the rhetorical question as an emphatic statement. Let us prove this with the following example: "But in Trump's America, when they step up to the counter, the immigration officer would ask every single person, "What is your religion?" And then what? What if someone says, "I'm a Christian," but the agent doesn't believe him. *Do they have to prove it? How would they do that?* Really, ever since the Pilgrims landed on Plymouth Rock, America has distinguished itself as a haven for people fleeing religious persecution, believing in religious freedom and religious liberty" (Hillary Clinton links Trump to 'alt-right' in Reno Clinton, 2016).

In the example, the rhetorical question reinforces the emotional effect of the statement and creates a feeling of tension in the situation, demonstrating the excessive concern of the speaker, H. Clinton, with the problem of not wanting to see D. Trump as the president of the United States. Linguistic and communicative-pragmatic analyzes of the texts of politicians' speeches show that, along with the rhetorical question, the use of other types of questions is characteristic for oratorical discourse – tag,

questions-in-the-narrative – contributing to the realization of the influential function of the publicist text on the audience. The role of the question here is the emotionalization of speech, the realization of the effect of influence on the audience.

We should not forget about the main function of the interrogative sentence – a request for information from the communication partner about something unknown. In this case, the means of expressing interrogativeness are: special interrogative intonation, interrogative words, particles (interrogative pronouns), word order. In written form, the criterion of interrogation is indicated by a question mark. With the help of the question, the speaker seeks to obtain new information about something, to confirm or reject any suggestion.

Statements in the form of a question in a dialogue bring the participants of communication closer together, rather than an exchange of opinions at the level of statements-judgments, since the dialogical context has a communicative orientation and is emotionally saturated.

So, an interrogative sentence is a syntactic category, a special structure characterized by a specific syntax, the main (but not the only) function of which is the request for information. The main function of interrogative sentences is realized, on the one hand, due to the presence in them of some uncertainty or a gap in knowledge of the problem, and, on the other hand, through prompting to remove this uncertainty, to fill the information gap. Often, interrogative sentences are used to convey shades of different meanings (irony, disapproval, threat), call to action (support action, protest), etc.

In addition to this function, it is necessary to highlight the presence of a number of secondary or indirect functions performed by the interrogative sentence in the communicative act.

Functionally, interrogative sentences are quite varied. On the one hand, they perform functions characteristic of dialogical speech (dialogue), because they have a pragmatic focus on the addressee and, like dialogic speech, require the addressee to “respond”: a verbal response (replenishment of information unknown to the addressee) or a specific action, deed. On the other hand, there are interrogative sentences addressed by the speaker to themselves, not requiring a response from the addressee which in functional terms brings them closer to a rhetorical question.

Despite the fact that the dialogue (dialogic speech) is the primary sphere of the use of interrogative constructions, in a monologue speech the question is also widely used. In this case, the question structure of the statement can be used to express the communicative intentions of the speaker: to attract the attention of participants in verbal communication rather than to get an answer (Dobrosklonskaya, 2014, p. 109). Let us turn to the publicistic text: “And in the same way, people should not be judged by their last name, or their religious faith, but by their content of their character and how they behave. Are they good citizens? Are they good people? In the United States, we embrace the motto: E Pluribus Unum. In Latin, that means, “out of many, one.” In Kenya, Harambee – “we are in this together” (Obama, 2015).

In this example, B. Obama addresses the problem of dividing people according to any grounds: religious, social, etc. Using rhetorical questions (Are they good citizens? Are they good people?) allows the politician to attract the attention of listeners and indirectly bring them to the right answer. Considering that the communicative goal is the main one, the request for unknown information, its refinement, are not the only function of interrogative sentences used in non-typical for them denotative function with additional connotations (Adamchuk & Chaldyshkina, 2017, p. 49).

Another typical question for English communication is *the tag question*, the situation with which, at first glance, seems rather simple.

According to O. V. Boguslavskaya (2006, p. 7), the tag question is a special type of interrogative dividing structure consisting of a non-interrogative non-imperative framework and a morphologically dependent interrogative tag, or a non-system interrogative tag. The presence of this kind of tag determines its communicative type of statement-impulse, for example: “I don’t know why you find this so funny, friends. “He was dressed casually, but he had style”. Sounds quite me, doesn’t it? Now I was pretty pleased with this, as you can tell, until something dawned on me: Ella was concussed” (Miliband, 2013).

The example shows that the speaker with the help of the tag question persuades the audience, this question (Sounds quite me, doesn’t it?) also states the existing fact that the subject of speech possesses a certain style. Evidence sounds in the tag *doesn’t it = True? Isn’t that right? Do you agree?*

In fact, the tag question is a very extraordinary and specific phenomenon.

First, the English tag question has a special syntactic structure and lexical content. Secondly, these units have a peculiar intonation design, in which it is much more difficult than in other forms to trace the similarities with the melodies of similar types of questions in the Russian language. However, the main difficulty in mastering this type of questions lies much deeper, since the pattern of using this type of questions by native speakers of the English language is not always clear. These facts may explain the reasons for the Russians to avoid using the tag question in the process of communication in English.

Due to its functional diversity, tag questions become the most important tool in achieving strategic goals in verbal communication. Since the tag question is one of the main lexical and grammatical units that realize maximum tact and various implicative meanings that convey the speaker’s attitude to the topic of the speech, this type of question is widely used in oratory.

A special type of tag questions, the tag of which has undergone the influence of the so-called principle of economy, are interrogative disjunctive structures, which include morphologically independent tags, such as *don’t you think?, isn’t it?, right?, eh?* When a morphosyntactically independent tag is used coordination of its basis with the subject and predicate disappears, for example: “Music, poetry, representations of life as it is and how it should be – those are the things that inspire people. Life is a combination of very practical things, right?” (Obama, 2016).

As can be seen from the example, the speaker in the person of B. Obama uses the separation question, imposing his principles, his life position. For example, using the question “Life is a combination of very practical things, right?” as if the speaker asks a question, but at the same time asserts that this is precisely so and nothing else. Tag questions in dialogic speech (in colloquial and business stylistic varieties) perform interrogative, phatic, emotive functions, the expression of the speaker’s intellectual attitudes.

Among the stylistic techniques based on non-standard use of the features of the oral type of speech, there is the use of interrogative sentences in a narrative text, or a question-in-the-narrative – an expressive means of self-inquiry. The question-in-the-narrative, unlike the dialogical question, is monologous and semi-eminently – it is set and answered directly by the author. Such questions should not be confused with rhetorical questions, although in some cases they are closely intertwined by basic characteristics and in most cases they are not easily distinguished.

The question posed tends to be answered, and the answer is expected from the person to whom the question is addressed. Therefore, the most favourable environment for the functioning of the question is the dialogue – live or conditionally live communication. The question implies the desire to ask it (the question) to get an answer. A question-in-the-narrative essentially changes the nature of the classic interrogative sentence, transforming in a monologue speech into a means of attracting the attention of the reader or listener to the statement that follows the question. The speaker asks a question, and immediately gives an answer to it. Textual analysis shows that such sentences become a means of giving an emphatic hue to the utterance: *“I cannot help asking those who have caused the situation; do you realize now what you’ve done? But I am afraid no one is going to answer that. Indeed, policies based on self-conceit and belief in one’s exceptionality and impunity have never been abandoned”. “First, they continue their policy of expanding NATO. What for? If the Warsaw Bloc stopped its existence, the Soviet Union has collapsed and, nevertheless, the NATO continues expanding as its military infrastructure”* (Read Putin’s U.N. General Assembly speech, 2015).

As one can see, the speaker uses the method of the question-in-the-narrative, trying to show that he is interested in the opinion of the audience. At the same time, he himself answers the question posed, summing up the listeners very unobtrusively to his opinion *“Do you realize now what did you do?”*. It is quite obvious that a mistake was made. In oratorical speech, such questions sometimes remain unanswered. Nevertheless, they do not go to the rank of rhetorical questions, the essence of which lies in the fact that they are not questions, but statements, only syntactically shaped according to the rules for constructing an interrogative sentence. If such questions sometimes remain unanswered, it is only because the speaker forces his audience to answer the question posed.

As you can observe in the example, the speaker leaves the question open: *“First, they continue their policy of expanding NATO. What for?”* By not answering the question asked, the president of Russia allows the audience to choose the answer options themselves.

Textual studies (Adamchuk & Erochkina, 2017; Davydova, 2009; Karnyushina & Makhina, 2017) show a close interrelation of all types of questions with other syntactic stylistic means (repetition, parallel constructions). The latter are working on the creation of rhythmization – an enhancer of the growth of the communicative-pragmatic potential of the utterance, a component of the text expressiveness (Galperin, 2013, p. 210). Thus, questions-in-the-narrative, along with rhetorical and tag questions, are also often used by speakers in their speeches to achieve goals and induce the audience to their side.

Based on the study, the following conclusions were made. Publicistic discourse exists in the joint interaction of text and subtext (context, hypertext), restoring the connection in the communicative chain “addresser – addressee”, realizing the dynamics of the text (speech). At the same time, discourse is a special feature of a publicistic text, which, according to T. B. Samarskaya (Samarskaya & Martirosyan, 2011), has the following features:

1. situational (strong relationship with the time and place of expression);
2. social orientation (initiation of a social action assumed in a given situation);
3. enhancing the relationship between the author and the audience;
4. enhancing the perception of the message by the audience (setting on the initiative response of the audience);
5. generalization (the presence of a specific installation of the author) (p. 146).

Due to the installation on the author’s goal-setting, active appeal to the context, appeal to other texts, publicistic discourse helps to maintain a dialogue between the speaker and the addressee,

correlating discursiveness with the specific properties of the publicistic text. One of the leading characteristics is anthropocentrism as the dominant principle of modern linguistics, which marks the striving of researchers to put man at the forefront (Boyarkina & Kashtanova, 2016; Davydova et al., 2018). As a unit of publicistic discourse, a publicistic text is a sphere of actualization of political, economic, environmental, national problems of society. Publicistic discourse is primarily an influencing type of discourse that realizes the intention of persuasion on its potential addressee, including through the linguistic-stylistic syntactic content of the publicistic text (rhetorical, tag types of the question, questions-in-the-narrative). A characteristic feature of the speeches of political leaders, we recall, is the wide range of lexical and syntactic tools used by speakers who work on realizing the impact of information on listeners, since the emotional impact is of great importance to the audience (Mitina & Faliliev, 2012, p. 100; Kasperova et al., 2016).

After analyzing the structural and stylistic features of the tag, rhetorical questions and question-in-the-narrative in oratory, it can be concluded that with their help, the most important communicative goals in verbal communication are achieved most effectively. Using these questions helps the speaker to find contact with the public, to achieve its location and often remove the atmosphere of tension. In turn, the public feels that the speaker wants to conduct a dialogue with them, given their own opinion. Often, however, the realization of the effect of deceived expectation occurs: the listener begins to believe the speaker, not noticing how he becomes involved in a political game-intrigue. This is also one of the forms of realization of the communicatively-pragmatic function of the question, one of the means of implementing the influential function of the speaker through an interrogative narrative context. The latter, as can be seen, quite accurately fits into the structural and informative format of the text of a political speech.

## 5 Conclusion

In the process of writing the work, 60 fragments of publicistic texts were selected, during the study of which it was found that to achieve the effect of expressiveness, accuracy and eloquence of speech in publicism, the following questions are used: rhetorical, tag and questions-in-the-narrative.

The linguistic-stylistic and communicative-pragmatic analyzes confirmed that the use of questions in the speaker’s speech is a rather effective means of achieving the communicative tasks set by him, a powerful tool for persuading and instilling the audience ideas and views of the speaker. A well-trained speaker is able to lead people to protest rallies, organize support actions, disrupt or support political or social events. The word is information, the word correctly presented and conveyed to the audience is a weapon.

The material under study proved that the use of a rhetorical question in the speech of a speaker who is confident and knows the problems and interests of the public from the inside reinforces the emotional impact on the audience. In this case, the speaker seeks to lead the audience to the only possible solution, one specific answer to the question being asked. It is noticed that for the greatest attraction of the attention of the audience, it is practiced at the same time to use a number of rhetorical questions, allowing to achieve the perlocutionary effect as quickly and efficiently as possible.

Along with rhetorical questions, in order to achieve communicative and pragmatic goals, declining the audience to the speaker’s side, a question-in-the-narrative is often used: the public doesn’t even have to make mental efforts to think about the situation – the answer is immediately heard from the speaker. This type of question is quite productive for the implementation of the so-called “brain washing” function.

The purpose of hiding the expression of personal interests of a politician without external imposing of their opinion on the

interlocutor and preserving tactics in the dialogue is traced in the use of the tag question in the oratorical English speech. A small frequency of using a tag question in its pure form in speech by politicians has been found. Interrogative constructions that use morphologically independent tags, such as “don’t you think?, don’t it? right?, eh?” are used more often.

It should be noted that in most classifications, publicistic discourse is distinguished at the level of an independent type, which is caused by the social significance of the communicative sphere representing this type of discourse: informing the mass recipient about socially significant problems and events, forming their social assessment; management of public opinion.

Publicistic discourse is the most important tool for conveying information on topical issues of our time to a large number of recipients. At the same time, the message can carry both a positive and a negative assessment of the reality taking place, even being in some conflict with the audience (Aleshina, 2017; Mala, 2016). One should not forget about the possibility of the psychological impact of information on a person’s world view with the aim of subjecting the listener to the specific interests of the speaker. Thus, publicistic discourse is an instrument by which speakers influence the minds of the audience, imposing certain ideological attitudes.

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**Primary Paper Section: A**

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## MOTIVATIONAL-PERSONAL READINESS OF TEACHERS TO MODEL AN INCLUSIVE EDUCATIONAL ENVIRONMENT

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**Abstract:** The problem is relevant due to the implementation of inclusive education and ensuring equal access to education for all students considering the diversity of special educational needs and individual opportunities. Such changes require teachers to have special training and readiness to model an inclusive educational environment. One of the factors of success of inclusive education of children with disabilities is motivational-personal readiness of teachers. In this regard, the aim of this paper to study the motivational-personal component of the readiness of teachers to model an inclusive educational environment. The leading method for the study of this problem is an experimental study that allowed determining the attitude of teachers to the introduction of inclusive education.

**Keywords:** motivational personal readiness of teachers, inclusive educational environment, children with disabilities.

### 1 Introduction

The modern system of education of the developed democratic society with the turn for the recognition of intrinsic value of the personality and its guaranteed right to freedom of choice and self-realization upcoming in public consciousness promoted emergence and implementation of inclusive education of children with disabilities.

Inclusive education involves such organization of the educational and upbringing process, in which all children, regardless of their physical, mental, intellectual and other characteristics, are involved in the general education system and are taught in accordance with their places of residence together with their peers at the same general education institutions.

The analysis of the work of specialists indicates that the lack of the readiness of teachers of general education classes and schools to implement inclusive education is a particularly difficult issue in the organization of inclusive education of children with disabilities. Numerous studies show that one of the conditions for the effectiveness of joint education is the developed level of motivational-value component of the readiness of teachers to model an inclusive educational environment. Therefore, the present research aimed at studying the level of development of the motivational-value component of the readiness of teachers for inclusive education is relevant, timely and practicable.

The novelty of the work is represented by the original diagnostic methodology and a significant amount of actual data characterizing the motivational-value component of the readiness of teachers to model an inclusive educational environment.

The experimental base of the research includes educational institutions of the city of Birobidzhan and the Jewish autonomous region. 150 teachers took part in the experiment.

### 2 Literature Review

The scientific research work of the department of correctional pedagogy, psychology and speech therapy is built in accordance with the most urgent problems of special education in the Russian Federation. We study psychological and pedagogical support of children with disabilities (Emelyanova et al., 2015), determine the speech readiness for school education of preschool children with general underdevelopment of speech (Emelyanova et al., 2018), identify the volitional qualities of children with disabilities and their attitude to education (Shapovalova et al.,

2017, 2018), study the most effective training and retraining opportunities of teachers for inclusive education (Karynbaeva et al., 2017).

One of the priorities of the department staff is to study the issues related to the implementation of inclusive education of children with disabilities in general educational institutions.

In a number of foreign studies, the concept of "inclusion" is considered in different ways:

- the recognition by society and general educational institution of the uniqueness and value of each child (Renzaglia, 1997);
- a single educational environment where children with disabilities are taught according to the same educational programme as their peers and participate in all activities held at school (Jackson, 2008);
- the process and practice of education and support of children with disabilities in educational institutions located near their residence (Shemesh, 2009);
- the possibility of full interaction between students in the process of their education and in extracurricular activities in conditions of a general education institution (Voltz, 2001);
- the process of involving children with disabilities in the educational process, their presence in the natural conditions of school, education according to a single programme, obtaining the necessary assistance and support of specialists (Ryndak, 2000).

In the Law "On Education in the Russian Federation" of December 29, 2012 N 273-FL inclusive education is defined as ensuring equal access to education for all students taking into account the diversity of special educational needs and individual opportunities.

In the situation of the implementation of different models of inclusive education in general educational institutions the problem of defining the nature of the inclusive educational environment is becoming particularly relevant.

In pedagogy it is determined that the educational environment is the result of relations between the subjects of the educational environment. The basis of interaction is the activity of all subjects. L. S. Vygotsky (2003) was one of the first to point to the trilateral active process (active teacher, active student, active environment between them).

The organization of an inclusive educational environment is considered as a type of professional activity of a pedagogue. The readiness of a pedagogue to work in conditions of an inclusive educational environment is understood as the ability to effectively organize work with students and their parents, to create conditions for the successful adaptation of children with disabilities and their constructive interaction with peers in the school educational environment (Breshkovskaya & Kuvyrtalova, 2016).

According to S.V. Alekhina (Alekhina et al., 2011), Yu.A. Gerasimenko (2015), O.V. Karynbaeva (Karynbaeva et al., 2017), O.S. Kuzmina (2016), N.N. Malofeev (2009), N.Ya. Semago (Semago et al., 2011), T.Yu. Chetverikova (2015) and other researchers, one of the important conditions for the implementation of inclusive education is the training of competent teachers who are able and ready to work with children with disabilities.

In the structure of pedagogical readiness, the motivational-value, cognitive, organizational-activity, reflexive-analytical and effective components are distinguished.

Let us consider the motivational-value component of the readiness of teachers.

Summarizing various approaches of domestic specialists to the definition of the essence of motivational-value readiness of teachers to model an inclusive educational environment, it should be noted that it consists in understanding the philosophy of inclusive education and accompanying children with disabilities, in readiness to accept children with special educational needs, in creating favorable conditions for the successful education and upbringing of children in general educational institution, in a positive focus on the implementation of pedagogical activities in these conditions, deep personal interest in the results of the work, understanding and awareness of the social significance of inclusion and in the formation of a tolerant attitude of society to children with disabilities. The works of the researchers emphasize that a pedagogue working with children with disabilities should have such personal qualities as commitment, perseverance, faith in the potential of children, empathy, tolerance, industriousness, etc.

Determining the content of the readiness of teachers for inclusive education, foreign researchers point out that one of the conditions for the success of joint education is the attitude of teachers to this process (Cagran & Schmidt, 2011), recognition of equal opportunities for all students in the right to education and satisfaction of these rights taking into account the individual needs of each child (Corbett, 1999). Particular attention is paid to the creation of a psychological climate in inclusive classes (Schmidt & Cagran, 2006) and ways to support children with disabilities (Bond & Castagnera, 2006). In the research of specialists, the role of the teacher's personality in the process of inclusive education (French & Chopra, 2006), the need to train and improve the qualifications of teachers with basic vocational education are emphasized (Pijl, 2010; De Boer et al., 2011), as well as the possibility of sharing the experience of specialists is pointed out (Brandon & Charlton, 2011).

Thus, the motivational-value readiness of a pedagogue includes the basic psychological properties and personal qualities of a pedagogue as an organizer of an inclusive educational environment.

### 3 Research Methods

The study was conducted during the 2016-2017 academic year with the help of a questionnaire and a survey developed at the department of correctional pedagogy, psychology and speech therapy of the Sholom-Aleichem Priamursky State University and tested with the active participation of teachers of general educational institutions of Birobidzhan and the Jewish autonomous region.

The questionnaire on the attitude of teachers to inclusive education of children with disabilities included 5 questions:

1. What do you understand by "inclusive education of children with disabilities"?
2. How do you feel about the implementation of inclusive education in the general education system: positive, negative? (Underline as appropriate.) Justify your answer.
3. What is the main purpose of the implementation of inclusive education in general education school?
4. What, in your opinion, are the problems of implementing joint education for children with disabilities?
5. What, in your opinion, are the benefits of inclusive education for children with disabilities?

In order to study the level of development of motivational-personal component of the readiness of teachers for modeling inclusive educational environment, we conducted a survey. The teachers were asked to choose one of three answers: always, sometimes or never.

1. I provide assistance to children with disabilities.
2. I am aware of the social importance of working with children with disabilities in conditions of general educational institution.

3. I am ready to form a tolerant attitude of society to children with disabilities.
4. I show empathy towards children with disabilities.
5. I feel the need for professional and pedagogical improvement.
6. I am aware of the insufficiency of the achieved results and wish to improve them.
7. I feel the need to achieve high results.
8. I undertake self-education.
9. I cooperate with scientific consultants.
10. I show readiness to participate in innovation processes.
11. I express the need for search, research and better understanding of patterns.
12. I exercise self-control and self-regulation of my behaviour.
13. I show pedagogical optimism in working with children with disabilities.
14. I apply creative approach to solving problems and objectives of pedagogical work.

Processing of the survey results:

Evaluation scale of motivational-personal component of the readiness of teachers: "always" - 3 points, "sometimes" - 2 points, "never" - 1 point.

The level of motivational-personal readiness for modeling the integrated educational environment was calculated by the formula:

$$C = C_{\text{fact}} / C_{\text{max}}$$

where C is the level of the readiness component of teachers;  
C<sub>fact</sub>. is the actual number of points received by a pedagogue;  
C<sub>max</sub>. is the maximum possible number of points.

The following indicators are used to assess the level of readiness:

- critical level is  $C < 0.45$ ;
- permissible level is  $0.45 < C < 0.65$ ;
- sufficient level is  $0.65 < C < 0.85$ ;
- optimal level is  $C > 0.85$ .

The optimal level is characterized by the fact that teachers are able to accept and provide assistance to children with disabilities; deep awareness of the social importance of working with children with disabilities in the system of inclusive education; the desire to form a tolerant attitude of society to children with disabilities and the need for continuous professional pedagogical improvement.

The sufficient level is marked by the fact that particular motives for the acceptance of children with disabilities prevail among teachers; they have sufficient degree of awareness of the social importance of working with children with disabilities; the desire to form a tolerant attitude of society to children with disabilities and the need for professional and pedagogical improvement are less expressed.

Permissible level: teachers have a weak motivation to accept children with disabilities; there is a fragmentary awareness of the social importance of working with children of this category; there is a weak desire to form a tolerant attitude of society to children with disabilities and the need for professional and pedagogical improvement. Teachers need advisory and methodological assistance.

Critical level: teachers have very little motivation to accept children with disabilities. They are not aware of the social importance of working with children with disabilities in the system of inclusive institution. A teacher does not always show such qualities as tolerance, empathy, does not feel the need for self-improvement and self-education, does not show readiness to participate in innovative processes. Teachers need advisory and methodological assistance.



#### 4 Findings and Discussion

The results of the questionnaire showed the awareness of respondents in determining the essence of the process of inclusive education of children with disabilities: 80% of teachers noted that this means joint education of children of different categories (children with disabilities and normally developing children) in the conditions of implementation in general education schools.

65% of the respondents answered the question reflecting the attitude of teachers to the organization of inclusive education positively and with understanding of the importance of the process. In the comments they noted the need to provide equal rights and opportunities to receive education for all children. 35% of teachers gave a negative assessment of the implementation of inclusive education in the system of general education. It should be noted that many of them found it difficult to answer, and some noted the effectiveness of inclusive education only in some cases and only for some categories of children.

When analyzing the answers to the question of what the main goal of inclusive education of children with disabilities is, respondents identified the positive and negative sides of this process.

Positive attitude was associated with the need for inclusive education as an important means of rehabilitation and integration of students into society. The teachers (75%) noted that this form of education will have a beneficial effect on communication, establishment of productive cooperation between students of the class, contribute to the development of communication skills and interpersonal relations.

Teachers noted that this experience has a positive impact not only on children with disabilities, but also on healthy peers for promoting tolerance, humane and empathic attitude to the neighbor.

Many teachers (68%) stressed that the development of the necessary skills among children with disabilities will be more effective in the natural social environment.

The negative attitude to inclusive education (79% of teachers) was justified by the lack of preparation of general education school to accept such a child, due to the lack of material conditions for professional labour training of adolescents with disabilities, as well as the lack of methodological equipment of schools.

The teachers (72%) pointed to the presence of a large number of students in the classroom, which, in turn, makes it difficult to organize the educational process and take into account the individual characteristics of the psychophysical development of children. The majority of the respondents (84%) noted that in such a situation, a huge burden is experienced by a pedagogue himself, not having sufficient personal and professional training for the process of inclusive education of students with developmental problems. Also, the teachers (65%) pointed to the lack of the readiness of parents and students to perceive children with "special needs" as equal participants of the educational process.

The results of the survey showed that 82 teachers (which amounted to 55% of all respondents) showed an acceptable level of motivational-personal readiness. Among them a weak motivation to accept children with disabilities in conditions of general educational institutions prevails. The teachers of this group do not have the sufficiently expressed desire to form a tolerant attitude of society to children with disabilities. This is due to the superficial knowledge of the processes of inclusive education and ways of forming a positive attitude. In this regard, they pointed to the need and importance of continuous professional pedagogical improvement, because without special

training it is impossible to achieve the effectiveness of inclusive education of children.

The critical level of motivational-personal readiness for the formation of the inclusive educational environment was shown by 37 teachers, which amounted to 25% of all respondents. The teachers of this group are characterized by a very weak motivation to accept children regardless of their level of psychophysical development. They do not realize the social importance of working with children of this category in conditions of general education school. The teachers do not always show empathy, they have a weak desire to form a tolerant attitude of society to people with disabilities. This shows the superficiality of understanding the problem of the introduction of inclusive education as an innovative process. Their responses also indicate a lack of the need for professional pedagogical improvement. Teachers noted that only sometimes they undertake self-education; they stressed that they do not always have a need for a better understanding of the patterns of the processes of inclusive education.

26 people showed a sufficient level of motivation and personal readiness, which amounted to 17% of all respondents. Particular motives for the acceptance of children with disabilities prevail among the teachers. They are aware of the social importance of working with such children in conditions of general education school. They have a more expressed desire to form a tolerant attitude of society to children with disabilities and the need for professional pedagogical improvement in comparison with the previous group of respondents.

5 people showed an optimal level of motivational-personal readiness, which amounted to 3% of all respondents. The teachers of this group are able to accept and render assistance to different categories of children. They are deeply aware of the social importance of working with children with disabilities, as evidenced by the survey answers. They strive to form a tolerant attitude of society to children of this category and have a need for continuous professional pedagogical improvement.

Thus, the results of the study of motivational-personal readiness of teachers of general educational institutions for inclusive education showed that teachers are not always ready to accept and render assistance to children with disabilities, not all of them have a sufficiently deep understanding of the social importance of working with children of this category in general education school. They are not sufficiently focused on carrying out work on the formation of a tolerant attitude of society to such children and do not show active interest in continuous professional pedagogical improvement. The results obtained attest to the necessity to render advisory and methodological assistance.

#### 5 Conclusion

One of the aspects of the problem of the implementation of inclusive process in education is the lack of professional readiness of teachers to work with children with disabilities.

The results of the research demonstrated the heterogeneity of teachers' positions on the organization of inclusive education. A positive attitude to this process was justified by the need for social interaction and the formation of tolerant relationship between all participants of the educational process. Pointing to the difficulties of the implementation of inclusive education, the teachers noted the weak material-technical and methodological equipment of general educational institutions, the problems of the readiness of parents for joint education of children, as well as the additional burden on teachers in conditions of insufficient professional-personal readiness. Most teachers showed acceptable (82 teachers, 55%) and critical (37 teachers, 25%) levels of motivational-personal readiness for the formation of inclusive educational environment. They have a weak desire to work on the formation of a tolerant attitude of society to children with disabilities, they are insufficiently prepared to accept such children, the need for professional and pedagogical improvement is reduced.

Thus, the research conducted confirmed the high relevance of the stated problem and the need for further, deeper development of the issues regarding the formation of professional readiness of teachers for inclusive education of children with disabilities.

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#### Primary Paper Section: A

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## SOCIOCULTURAL MODEL OF MULTICULTURAL LANGUAGE EDUCATION AND THE SYSTEM OF FOREIGN LANGUAGE TEACHING

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**Abstract:** The article describes and presents the possible sociocultural model of the multicultural language education. It includes: student's personality; individual programs of the development; student's understanding of the educational process as an individual process; teacher's capability for providing the student's motivation to learn a language and culture; development of active actions performed by the person who learns a language; pleasure and satisfaction from communicating with each other and all things which should be studied during the class. The authors of the article prove that to know a language means to be able to use it as a means of social communication in real situations of interpersonal and intercultural conversation meanwhile the mistakes made by the students aren't the obstacle for their communication.

**Keywords:** multicultural education, sociocultural model, multilingual graduate, polylogue of linguocultures, cultural code, foreign language.

### 1 Introduction

Multicultural language education is aimed at forming a multicultural competent person (Galskova, 2018; Galskova et al., 2018), who perceives his/her belonging to the native region, native culture, considering himself like a carrier of the national values, understands and accepts other cultures, knows languages of the representatives of these cultures at some level, he/she can efficiently (at certain level) speak these languages in the situations of the multicultural communication, including the conditions of global academic and multicultural educational environment (Phillips, 2000; Chigisheva, 2015; Strielkowski & Chigisheva, 2018; Nakamura, 2019).

Essential role in realizing this determination is played by such subjects as: native language, native literature, non-native languages, including foreign language (FL). They have rich didactic potential for forming students': 1) conception about the role of language in the life of a person, society, state, 2) capability for philological observations; 3) ability to communicate at different levels in oral and written forms on interpersonal and intercultural levels, 4) interest to the text, book and reading as a source of the cognition and (self) development.

However, due to the fact that the spheres of teaching native and non-native languages and spheres of their practical usage differ from each other, and each of them has its own special characteristics, they should be reviewed not only as related, but also as autonomously functioning spheres. This aspect gives a reason to use, taking into account certain formality, the terms "multicultural language education" applied to the subject field of FL, and it makes acute the necessity of elaborating and presenting a sociocultural model, which the article is dedicated to.

### 2 Literature Review

At the current stage researchers pay special attention to the problems, connected with the foreign language teaching in different educational contexts, as well in the conditions of multiculturalism (Xu, 2018; Ma, 2019), also considerable interest is visible in examining organizational peculiarities of the language education in language and non-language institutes in different countries of the world (Timkina & Khlybova, 2019; Kennedy, 2019).

However, we should emphasize that the term "multicultural language (FL) education" is broader than "FL teaching", because it shows the complex nature of the process and result of the FL teaching, as well as training and developing student's personality using FL means as an academic discipline (Galskova, 2018).

Language education is included into the sphere of linguo-educational values and meanings rather than "FL teaching", which is connected with such categories as "teaching" and "learning", "content and organization of the educational activity", "cooperation of teacher and student" in the process of transferring to the latter foreign language knowledge, skills and abilities, as well as the methods of communicative-cognitive activity in FL.

This understanding of the language education gives reason to construct sociocultural model of the language (FL) multicultural education on other foundations rather than model (system) of the FL teaching. If the latter is a "certain social systematized technology" (Serikov, 2008, p. 7) of forming students' foreign language skills and abilities, acquainting them with another culture, then sociocultural model of multicultural language (FL) education is included into the sphere of the language educational policy; it reveals interdependent integrity of the basic elements of the educational process and the methods of its formation, appropriate to the modern multilingual and multicultural society and multicultural education environment of the modern multicultural education organization.

### 3 Research Methodological Framework

The aim of the article is to substantiate the sociocultural model of the multicultural language education and analyze the advantages of its usage in the process of teaching foreign languages in the multicultural and multilingual space of the modern world.

The reliance on the sociocultural model of the modern education (Smirnova, 2001), presented in the pedagogical literature, makes it possible to point out *value*, *aim* of the multicultural education, its *content*, *type of communication* (interaction) of the subjects of the educational process, *methods* of education, *character of the involvement* of education into the system of social relations and *educational result* as basic structural elements of the model of multicultural language (FL) education. Consistent analysis and presentation of author's ideas for every of the conducted elements of the model of multicultural language (FL) education are the tasks, being performed in the article.

It should be noted that all listed elements of the model are interrelated and interdependent and have content-related specific character, determined by the peculiarities of the academic discipline FL in the context of dialogue/polylogue of linguocultures.

### 4 Results and Discussion

#### 4.1 The Value of Multicultural Language (FL) Education

The value of the multicultural language (FL) education, being the primary in the system interrelation of all aforementioned elements, plays role of so-called system parameter, whereas any education is supposed to perform its main function, i.e. to attach next generation to the system of value-semantic relations, accepted by the society at the modern historical stage of its development. This fact is one of the arguments in favor of considering the multicultural language (FL) education as sociocultural phenomenon, which exceeds the limits of student's acquisition of knowledge, speech skills and communicative abilities and which is involved into the sphere of its attitude to the obtained activity, to himself and surrounded world, native and other cultures. Such value-semantic direction of the multicultural language (FL) education and, consequently, its sociocultural model, makes actual the value of the personality in the whole "totality": as the subject of speech, subject of activity (communicative, cognitive, research), subject of culture, subject of inter(multi)cultural communication, subject of self-cognition

and surrounded multicultural world, subject of morality, aimed at saving piece and interaction between people.

The direction of this model to value-semantic priorities of the multicultural language (FL) education determines its essential aim, that is: creation of the favorable conditions for forming multiculturally competent and multilingual graduate of the multicultural school. This aim necessitates referring to such person-valuable categories as: values and meaning of the student's personality, as well as his:

- abilities to non-native language/s;
- general and key competences as constitutive personal characteristics, allowing him to interact successfully not only on the interpersonal, but also on the intercultural level within polylogue of the linguocultures and to characterize him as logically thinking, free and dynamic in his actions personality, having sociocultural perception and critical thinking;
- skills and abilities of studying and exploring multicultural and multilingual world of the country of the studied language and surrounded reality;
- need of using FL as a means of communication, cognition, self-realization and social integration;
- personal qualities of citizen, patriot of his country in understanding importance of the FL learning and other cultures in the modern world.

Consequently, sociocultural model of the language (FL) education has clear person-oriented direction, i.e. direction not only for qualitative language training of students, but also for changing their motives and personal positions and exercising significant influence on their values as the final (summary) result. This fact, in its turn, gives reason to differentiate content essence of the language (FL) multicultural education aim from the purpose, which was established earlier within communicative approach to the FL teaching, i.e. the purpose, oriented at forming student's foreign language communicative competence, being modeled according to the communicative competence of the native speaker. The aim of the language (FL) multicultural education requires forming student's ability not only to realize oral and written communication in the studied language, but also intercultural communicative competence, unlike native speaker's competence (Galskova, 2015). Moreover, it is known, that intercultural communication doesn't simulate the authentic communication of the representatives of one culture, and it is designed according to the peculiar rules, which require refusing to study foreign culture, the focus which exists the FL teaching for equal share of the cultures and better students' comprehension based on their historical-cultural origins.

#### 4.2 The Content of the Multicultural Language (FL) Education

The content of the multicultural language (FL) education is a specially selected system of elements of the linguocultural experience, including foreign language knowledge, skills and abilities, methods of cognitive activity, corresponding to the competences and personal qualities, which allow person to use studied non-native language as a means of intercultural and interpersonal communication, and means of self-development and (self) cognition within stated requirements.

The content of the multicultural language (FL) education is aimed at offering great possibilities to add new colors of other culture (cultures which are revealed through the studied language), to student's worldview, created with the help of native language. At the same time this content should develop student's ability to explain (at definite level) foreign way of life/behavior, to use non-native language as an instrument of other linguoculture cognition and extension of individual worldview due to understanding linguocultural concepts, shaped by using means of the studied language, and, consequently, better comprehension of peculiar worldview, importance and necessity of knowing native language and culture, belonging to certain ethnic group, region of living and state in whole.

Whereby the students' comprehension of being at least in two linguocultures dimensions (peculiar and one of the country of the studied language), allows:

1. based on linguoethnocultural space which is native for them, to form such personal qualities as, for example, leadership and social responsibility, creativity and social activity, perception of innovations and technological solutions, sense of dignity for the achievements of the country, culture, etc.;
2. based on foreign linguoculture (country of the studied language and multicultural educational space), to foster humanistic values among them such as tolerance and open minded to other things, empathy and ethics of the intercultural interaction, as well as such worldview positions as cultural pluralism, multilingualism and humanity as an ideal of humanism, etc.

#### 4.3 The Methods of the Multicultural Language (FL) Education

The methods of the multicultural language (FL) education should have interactive character and be characterized by creativity and improvisation. Using these features, the conditions for creative activity of all its subjects, to show their central position, should be formed within the conducted model of education. The latter statement means, for example, that students, being in educational process, have real possibility to be involved not into passive acquirement of language knowledge, speech skills, but into active communicative-cognitive, research, creative, project activity in the studied language, including electronic means. As a result, used methods of education are aimed to decrease simulation of the foreign language communication in favor of the authentic interpersonal and intercultural communication in the studied language.

Besides aforementioned, methods of the multicultural language (FL) education show the need of creating corresponding multicultural information-communicative educational environment, which offer their actors: 1) conditions for conscious usage of the received (current) foreign language knowledge, skills and abilities in practice 2) ability to work (also using electronic means) together (in collaboration) with each other in solving different problems 3) free access to the necessary information in the studied language with the aim of using it in peculiar statements, projects, researches, etc.

We should emphasize, that methods of the multicultural language (FL) education are connected in natural way with encouraging student's constructive participation in the educational process and representing the latter as a process of requiring individual linguocultural experience. If we take into account that every experience is received by person only during some activity, not in the process of its simulation, then the capability for the intercultural communication in FL can become a result of only intense cognitive activity of the student studying in this language. Herewith, it is also needed his active intellectual creativity of using strategies of independent researches and "discoveries", as well in situations of real and virtual communication with representatives of another linguoculture (international, including telecommunication, projects, teleconference with discussing difficult issues, etc., realized in the form of short-term or long-term language immersion).

#### 4.4 The Type of Communication Subjects in the Multicultural Language (FL) Education

The type of communication subjects in the multicultural language (FL) education can be characterized in the following way:

- dialogueness (in contrast with monologueness in case of leading positions of a teacher);
- interactivity, requiring to deny simulation methods and frontal forms of work for subjects' interaction;

- authenticity, connected with bridging gap between academic and authentic communication, as well using didactic possibilities of digital technologies) and required to go out from “the captivity” of language as significant means of foreign language communication into the sphere of “meaning”, “content” and “values”;
- efficiency (not reproductivity), which requires 1) independent, effective and qualitative usage of the studied language by students for solving issues concerning life based on current personal and language experience, 2) turn to real sociocultural context, 3) self realization and self-actualization;
- consciousness (reflection and self-reflection);
- creativity (creation of the conditions for creative activity of students in language and with the help of language, “discovering” new knowledge for yourself);
- to change emphasis from teacher’s activity to the student’s activity in studying language and culture (acquisition of linguoculture), i.e. to educational, communication-cognitive, research, creative activity.

In the context of the modern model of multicultural language (FL) education, its aim, content and methods produce not only new type of the subjects’ interaction, but also new type of the educational process. It is also characterized by multimodality and multisensory among others stated above characteristics of communication in the system of education (interactivity, dialogueness, creativity, authenticity, efficiency, etc.). The first feature, multimodality, shows the need of using multimedia means, e-learning, joint electronic networks in educational process, the second feature, multisensory, includes speech, cognitive and non-cognitive personal parameters, and affective qualities of schoolchild’s personality.

#### 4.5 The nature of the Involvement of the Multicultural Language (FL) Education into the System of Social Interactions

The nature of the involvement of the multicultural language (FL) education into the system of social interactions is determined by the highest possible usage of intercultural communication possibilities for forming student’s socio-valuable characteristics of consciousness and behavior. It should be emphasized that subject domain of FL is aimed at fostering young people not to be socially immature, but responsible and active. As a result, it can provide them exciting life in the modern multicultural and multilingual world. According to this point of view, within conducted model, it should be said about precise (Koryakovtseva, 2003) nature of the multicultural language (FL) education.

It is supposed to create conditions for:

- complex development of a personality, able to acquaint with common and multifaceted sociocultural worldview in the process of creating peculiar educational products in the studied language;
- changing the role of “customer” of knowledge for the role of active creative participant of the educational process, constructor (creation of peculiar educational product, construction of personal knowledge) and creator (freedom of choosing content, searching the ways of solving problem tasks within dialogue/polylogue of the linguocultures, “discovery” of something new in native language and FL, peculiar and “strange” culture).

#### 4.6 Educational Result of the Multicultural Language (FL) Education

“Complex” educational result as an important element of the model of the multicultural language (FL) education, consists not in the amount of the acquired knowledge, skills and abilities (aspect of teaching), but in student’s capability for reacting efficiently at certain level, as well in the studied non-native language, in problem situations of interpersonal and intercultural

real and virtual communication. This capability contemplates the development of the following abilities:

- to work with information, texts, to transform and interpret contained information;
- to express and prove opinion (judgement) and ask the partner’s opinion within dialogue/polylogue using oral (speaking and listening) and written speech in FL;
- to organize, using the studied language means, educational collaboration and joint working with teacher and students of the same age;
- to use consciously the speech means in accordance to the task of communication, applying not only traditional means of communication, but also electronic one;
- to search intentionally and use information resources, needed for solving professional, educational and practical tasks;
- to choose, construct and use relevant information model for expressing thoughts according to the communicative tasks;
- to solve information and communicative educational tasks (to write letters, compositions, reports, papers, to create presentations, etc.), etc.;
- to be able to realize information activity, as well in FL: to search information and choose by yourself the sources of information according to the stated aims and tasks; to systematize information due to the intended characteristics, to evaluate it in a critical way and interpret, store, protect, transfer and analyze information, convert visual information to verbal sign system and vice versa;
- to explain motives and aims of the personality, being referred to another community, where other system of values functions;
- to understand (at certain level) carrier of other language “image of the world”, typical for non-native speaker.

Along with this, educational results should be presented by the following aspects peculiar for students:

- individual worldview with its common and culture-specified features, i.e. features of the linguoethnosociocultural environment, where the student “lives”, as well as foreign language environment, inherent to the carrier of another culture;
- capability and readiness for understanding sociocultural image of the country of the studied language and native speakers;
- ethnic, racial and social tolerance, verbal tact, sociocultural observation skills and courtesy;
- aptitude for searching nonforced ways of solving conflicts (Bartosh et al., 2016, pp. 14-15).

Therefore, we tell about the competences and personal qualities of the student, which are divided into three groups: personal, metasubject and subject. The first group of results, which corresponds with emotional component of intercultural competence, - these are socio-valuable qualities, humanistic values, motives, personal positions, acquired by students in the process of understanding foreign linguoculture and better comprehending native language and culture. The competences of cognition using the studied language, self-cognition and competences development are included into the second group – metasubject; and in general this fact is connected with cognitive component of intercultural competence. In its turn, subject’s results, formed the third group of results, are expressed in the students’ competences acquisition of interpersonal and intercultural communication, which correspond with strategic component of the intercultural competence.

According to the regarded model of the multicultural language (FL) education the process of learning language and perceiving another culture by students is formed; it is controlled by specially chosen and methodically interpreted content of education in the sphere of FL in multicultural educational environment. Studying and teaching language not always mean person’s acquisition of this language. Sometimes we can be faced with the situation, when student performs learning tasks in

academic conditions well, but, having found himself in the situation of communication with native speakers (for example, during school exchange or tourism), he becomes helpless and hesitant. It means that he knows (has learnt) training material (the process of education was successful), but he didn't use it as an instrument of communication in the authentic intercultural situation. In pursuing these aims, it is necessary that each of them develop capabilities for communication using new language and cultural code as well as personal qualities, which make him intercultural competent person in the result of their own activity and the activity directed by teacher.

Due to the fact that natural component of the reviewed sociocultural model of the language education is a methodical model or system of the FL teaching, so then all special characteristics of the first one determine the peculiarities of the second one, which also got the features of multiculturalism. System-activity, communicative, intercultural and axiological approaches to the FL teaching realized at current within this system require the conversion:

- from defining the aim of the FL teaching consisting in the acquirement of language knowledge, verbal skills and communicative abilities to the of student's capability and readiness to self-organization and self-education using the means of the studied language;
- from spontaneous independent educational activity of the student to the acquirement of the experience of solving problems using FL;
- from the content, "far away from life", to training in the context of solving real tasks of multicultural and multilingual living space.

Within the methodical model, the character of participants' activity of educational process changes: from teacher, presenting information, and student, receiving it, - to the productive activity side of this process, which requires that participants/subjects collaborate with new conceptual opinion of educational activity as objective, invariant characteristic of education (Novikov, A. M. & Novikov, D. A., 2007, pp. 442-443). Students' interest in studying and communicating in FL, satisfaction from the achieved results, understanding responsibility for their learning and the results of communication in the studied language, high degree of their independent work, self-control and self-estimation are the main characteristics of the modern educational process in the multicultural educational space.

## 5 Conclusion

The conducted research shows that the FL teaching in the context of the requirements of the sociocultural model of multicultural language (FL) education should:

- be aimed at the student's personality, his real needs and motives, sociocultural, personal programs of development, multifaceted "cultural belonging";
- be perceived by students as individual process, depending on himself at the first place;
- be provided by the teacher's skills to generate student's motivation to learning language and culture, direct this motivation at the successful acquisition of this language as an instrument of interpersonal and intercultural interaction;
- have activity, cognitive and creative character;
- not follow logic and system character of the subject acquisition, but logic of the student's personality development, his subjective internal state;
- encourage appearing his activity, gladness and pleasure from the communication with each other, all of the things which they do at classes;
- take into account, foremost, personal background and conditions of education, rather than differences between the systems of native and foreign languages;
- form the student's understanding of the fact that to know language means is to be able to use it as a means of social communication in real situations of interpersonal and

intercultural communication and that mistakes made during this process are not the obstacles for communication.

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## Primary Paper Section: A

## Secondary Paper Section: AI, AM

## SURVIVAL OF ENGINEERS' KNOWLEDGE WITHIN PRODUCTION PROCESSES DIGITALIZATION

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**Abstract:** The relevance of the study is justified by referring the problem of engineers' knowledge survival within the digital transformations of leading industries at the stage of the world community transition to the knowledge economy. The paper reveals the multidimensional essence of the category "knowledge" within the digitalization; the relationship between the life cycle of knowledge and the life cycle of professional competency of an engineer is shown; the results of the development of tools providing future engineers' knowledge survival are presented; the experimental test of the developed tools efficiency in the educational process of engineering faculties of a transport university is described. This paper may be of practical interest for technical university professors and instructors.

**Keywords:** knowledge, professional competency, engineer, knowledge survival, knowledge life cycle, digitalization.

### 1 Introduction

The knowledge economy as a modern view of the economy (Toffler, 1980) states that knowledge (intellectual capital, intangible assets) is the main source of wealth and the main factor in the acquisition of competitive advantages which requires system management. Knowledge management is becoming an important activity in corporations that use modern methods of Artificial Intelligence to extract knowledge from "Big Data", methods of knowledge engineering for the formalization of expert knowledge, its representation in the forms convenient for distribution, accumulation and use in the educational process as well. Digitalization of knowledge affects industry higher educational institutions involved in the life cycle of knowledge formation of industry corporations (Volegzhanina et al., 2017). The life cycle of sectoral knowledge has an impact on the life cycle of professional competency of engineers aimed at doing their job within the digital transformation of production processes.

In this regard, the research objective is to identify the factors affecting the survival of engineers' knowledge within the context of digital transformation of industries and professional education. In order to do this, the following tasks are being solved: to identify the place of the category "knowledge" within the emerging paradigm of digital economy; to reveal the relationship between the life cycle of knowledge and the life cycle of professional competency of an engineer; to develop pedagogical tools providing the survival of future engineers' knowledge; to test their efficiency in transport universities.

### 2 Literature Review

Knowledge is considered to be a fundamental interdisciplinary category that determines the quality of sources for educational content and the mechanism of social inheritance in the context of the survival of mankind in the XXI century that should affect the traditional attitudes of pedagogical science to knowledge (Subetto, 2010). In different sciences knowledge is defined in different ways. We attempted to reveal a relation between them. In order to do this, we conducted a semantic analysis of over 40 definitions of the term "knowledge" given in the studies on

economics, education science, information technologies and cognitive linguistics. To perform the analysis, the machine text analyzer SEO Advego was used. The semantic core of this concept was formed by the following words and phrases: cognitive activity; conscious experience; information represented in a certain form; to store in a memory; an ability to develop; use in activities. On their basis, a working definition of knowledge was formulated taking into account two interrelated aspects of its nature (humanitarian and formal-logical):

*Knowledge is an information object having a structured form and existing in some environment, which is called intelligence. Intelligence can have both a natural agent (a person) and an artificial one. Since an agent is an acting entity with a purpose, knowledge is the main resource for the agent to achieve it.*

If the agent is a student, he or she is able to generate new knowledge on the basis of the existing knowledge both independently and under controlling actions including the use of digital technologies which involves the representation of knowledge in the form of logical judgments that allow implementing the mechanism of their processing and reuse (Mitsuk et al., 2016).

The highlighted aspects of knowledge are shown within the digital transformations of production processes and social life which is closely related to information technology development from computerization to internetization and intellectualization. This scale explains the main technological trend of the XXI century such as "Industry 4.0". It signifies the move to the production processes managed by artificial intelligence systems which brings together the abilities of people and computers in a "hybrid" corporate environment (Budanov et al., 2017).

In this context, the role of knowledge in the life cycle of professional competency of engineers of the new formation is better understood. In this regard, it seems necessary to highlight another aspect of the knowledge nature related to the belonging to a particular industry which is still insufficiently studied.

There are few foreign publications where the words "industry related knowledge" and "industry sector knowledge" appear (Edler, 2003; Jara-Figueroa et al., 2018; Pathirage et al., 2008). The analysis of these publications has shown that this category of knowledge contains all knowledge existing in the intellectual field of the industry which is formed by not only commercial organizations' knowledge but also all related institutions' knowledge (National Research Council of Canada, 2015), including universities (Bellucci & Pinocchio, 2006; Eraut, 2004). Depending on what they are used for, knowledge can be divided into corporate, fundamental, general professional and narrow professional knowledge related to the competences of an engineer.

The revealed multi-aspect nature of knowledge allows empowering a competence-based approach prevailing in modern professional pedagogy.

The transition of the world community from the industrial economy to the information economy (knowledge economy) leads to the speedup of a scientific and technical knowledge life cycle. This process shows the limitations of the traditional system of professional training in universities that provide training of engineering staff for the leading production industries (for example, a transport complex). A few decades ago, the life cycle of knowledge in these sectors was quite long allowing synchronization with the academic knowledge life cycle. Today, their disagreement has become so obvious that it begins to affect the level of engineers' professional competency negatively. One of the effects is the obsolescence of knowledge that students of engineering faculties of industry universities should acquire before they start their careers. This leads to a rapid loss of

professional competency of young employees. This problem requires a differentiated approach to the formation of different components of industry-related knowledge depending on the duration of their life cycle and can be solved within the framework of knowledge survival. *Knowledge survival* can be defined as the proportion of knowledge survived in the intellectual environment of a system (industry, organization, worker) from the moment of its emergence (appearance) to the moment of its elimination (disappearance) or reproduction in a new knowledge life cycle.

Thus, A.D. Nemtsev and I.N. Makhmudova (2012) calculated half-life periods of relevant knowledge for some industries. This indicator means the time after the completion of training while a loss of half of the professional competency of a person occurs due to the obsolescence of the acquired knowledge. The half-life period of a particular type of knowledge is defined on a scale where the extreme points are knowledge with a long half-life period and knowledge with a short half-life period. Based on the assumption that different types of knowledge have different half-life periods, we may get an idea about the "lifetime" of the industry-related knowledge components relating to the minimum period of formation and use of the corresponding competencies. Using data presented in this research and the results of surveys conducted at the enterprises of Russia's large production industries (transport, nuclear industry) as well, we tried to show the following distribution (table 1).

Table 1 Lifetime of the industry-related knowledge components and the related competencies of an engineer

Knowledge type / Competences	Knowledge half-life period, years	Knowledge decay period, years	Min. period of competence formation (education), years	Min. period of competence use (labour activity), years
Fundamental knowledge / General competences	30	60	9-11	10
Including: Knowledge of a foreign language for professional purposes/ Communicative competences	2	4	2-5	3
General professional knowledge / General professional competences	8	15	3-4	3.5
Narrow professional knowledge / Special professional competences	4	7.5	3-4	3.5
Including: Knowledge of innovative technologies / Innovative competences	2	3.8	2-3	2.5
Corporate knowledge / Managerial competencies	1	1.9	2-3	2.5

Source: authors based on Nemtsev & Makhmudova, 2012

Table 1 shows that fundamental knowledge remains relevant for quite a long period (up to 30 years), except the knowledge of foreign languages which need to be updated periodically (it depends on the implementation of foreign technologies and equipment, the development of international cooperation, etc.), while narrow professional knowledge and corporate knowledge exist for a much shorter time (from 1.5 to 4 years). Accordingly, the competencies based on general professional knowledge remain relevant longer (within 3.5-10 years), and the competencies based on narrow professional knowledge lose their relevance rather quickly (within 2.5-3.5 years). The rate of knowledge obsolescence also depends on a specific sector of economy. For example, in high-tech sectors the average half-life period of practically all knowledge categories is rapidly declining. In production sectors characterized by high regulation

of business processes (for example, railway transport) the decay of corporate knowledge is associated with the relevance of the rules and regulations. Their life cycle can be of 1-2 weeks and technical training classes are held with the same periodicity.

It is obvious that the assessment of engineers' knowledge survival by using this methodology is of certain complexity. This requires a significant period of time which ideally is equal to the entire career of a person in the industry. There is another way: to assess the level of retention of learning material in the long-term memory of students (a retained knowledge assessment). The results of check tests on knowledge survival by different disciplines presented in research works allow determining the limits of knowledge survival from 30 to 50 % (Koroleva, 2013; Myasnikova, 2017; Umbetalina et al., 2016; Tsybulkin, 2010). However, the time after completion of training is from two months to one and a half years. The authors also pay attention to the fact that the check tests' results depend on the current educational achievements. At the same time, it should be understood that the result of knowledge survival assessment depends on the individual characteristics of human memory, the depth of knowledge absorption, the frequency of knowledge access, the possibility of their practical application, etc.

### 3 Materials and Methods

In order to solve the defined problem and taking into account the requirements for innovative educational tools for the e-learning 3.0 paradigm (Edwards, 2015; Hussain, 2013; Volegzhantina et al., 2018), through the request of the Training and Methodology Centre for Railway Transport, the multidisciplinary team of Siberian Transport University (STU, Novosibirsk, Russia) has developed the tools that enhance knowledge survival of future engineers before the moment of its update or elimination due to technology update or corporate competencies revision or industry jobs disappearance (Annunziata & Bourgeois, 2018). The developed solutions include:

1. The multilingual e-learning environment *Onto.plus* (prototype) with ontology content organized via modules; providing the possibility to work with parallel forms of knowledge representation (linear text, hypertext, ontology, graphs); implementing the multilingualism and multimedia functions, automatic generation of frames and tests from ontologies given (Khabarov & Volegzhantina, 2018a).
2. A methodology for creating ontological content by authors who are unfamiliar with programming languages.
3. An interaction diagram for authors and developers of ontological content.
4. The technique of using *Onto.plus* in the education process (e-learning, blended learning) (Khabarov & Volegzhantina, 2018b).

In education, the students' knowledge survival is one of the ways to control quality of the content assimilation. Assessment is usually based on the results of testing (Belyaeva et al., 2018).

The experiment was conducted among the students of engineering faculties in STU from 2013 to 2017. First, the participants (147 students) were divided into two experimental and two control groups. In the experimental groups, the training was conducted using the developed tools. An experiment condition was a delayed check testing to assess knowledge survival in the first experimental (EG1) and the first control (CG1) groups 30 days after the trial training completion.

For these groups, the null hypothesis of equality of survival functions  $H_0$  was tested:  $S_1(t) = S_0(t)$  against the alternative  $H_1$ :  $S_1(t) \neq S_0(t)$ . Since the description of knowledge survival process dynamics requires a period of observation extending beyond 30 days after training completion, these assumptions were tested on a sample of students from EG1 and CG1 who had the value of an individual indicator for quality knowledge assimilation of  $Q_{\text{assim.}} \geq 0.7$  according to the results of their final tests (total 52 students). The individual indicator for quality knowledge assimilation was calculated by the formula (1):



$$Q_{assim} = \frac{B_2}{B_1} \times 100\% \quad (1),$$

where  $Q_{assim}$  is the quality of knowledge assimilation;  $B_1$  is the total number of tasks;  $B_2$  is the number of correct answers. Each correct answer was equal to one, the wrong answer was equal to zero. The total result was calculated in points and percentages (the ratio of the number of correct answers to the total number of tasks). The result was a value expressed as a percentage for each student.

From May 2017 to September 2018, the progress test on one of the topics of the discipline ("Freight Wagons") was given to students at EG1 and CG1 with intervals of 30, 90, 180, 270 and 360 days. The final test upon the trial training completion was taken as a zero mark. The data obtained were interpreted using the Kaplan-Meier method of multiplier assessment (Goel et al., 2010). The use of this method is justified by its wide application in manufacturing to assess the equipment reliability function. It may allow assessing the survival of industry-related knowledge components by means of different disciplines similarly to the survival of real objects in production cycles.

For us, the advantage of the Kaplan-Meier method is also that it is used for censored (lost) observations and the assessments do not depend on dividing the life time into intervals (loss of knowledge occurs at different times for different people). Therefore, the function of life can be estimated taking into account the decrease in the number of observed students due to the loss of knowledge. At the same time reducing the number of observations does not affect the accuracy of a survival forecast. A survival function was calculated by the formula (2):

$$\hat{s}(t) = \prod_{i=0}^t \frac{R_i - d_i}{R_i} \quad (2),$$

where  $\hat{s}(t)$  is the evaluation of survival,  $R_i$  is the number of students who have  $Q_{assim} \geq 0,7$  up to the time moment  $t_i$ , excluding the dropouts ( $Q_{assim} < 0,7$ ),  $d_i$  is the number of students whose  $Q_{assim}$  was  $\leq 0,7$  at the time moment  $t_i$ ,  $\frac{d_i}{R_i}$  is the probability of the outcome.

If the observation is censored (there was an outcome of the observed object), its value is equal to 0. If the observation is uncensored (complete), its value is equal to 1. For this case, the assessment of the accuracy of the approximation of the survival curve gives the standard error of the survival rate, which is calculated according to the Greenwood's formula (3):

$$\sigma_{\hat{s}} = \hat{s}(t) \sqrt{\sum_{i=0}^t \frac{d_i}{R_i(R_i - d_i)}} \quad (3),$$

The confidence interval of survival at the time moment  $t$  with confidence probability of  $1 - \alpha$  is determined by the formula (4):

$$\hat{S}(t) - \sigma_{\hat{s}} \Phi_{\alpha} < \hat{S}(t) < \hat{S}(t) + \sigma_{\hat{s}} \Phi_{\alpha} \quad (13),$$

where  $\Phi_{\alpha}$  is the normal distribution quantile ( $\alpha = 0,05$ ).

**4 Results and Discussion**

Tables 2 and 3 give the obtained results. They indicate smaller losses of knowledge in EG1, compared with CG1 during the period observed. Despite the partial knowledge losses by students in EG1 and CG1 (the value of  $Q_{assim}$  for all participants would be  $< 0,7$ ), EG1 demonstrates a higher number of "survivors" (the value of  $Q_{assim} \geq 0,7$ ) than CG1 has (7 students and 1 student respectively).

Table 2 Knowledge survival rate of EG1 participants (26 students, 2017-2018)

Assessment period, days	Number of assessments	Number of "dropouts"	Number of "survivors"	Survival probability	Confidence interval 95%; $\alpha = 0,05$
0	26	0	26	1.00	1.00-1.00
30	26	4	22	0.85	0.99-0.69
90	22	4	18	0.69	0.90-0.47
180	18	5	13	0.5	0.77-0.23
270	13	4	9	0.35	0.66-0.35
360	9	2	7	0.27	0.59-0.00

Source: authors

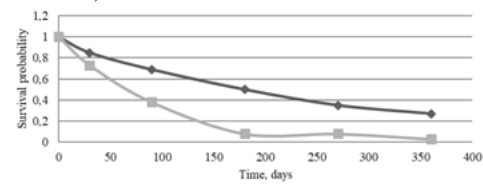
Table 3 Knowledge survival rate of EG1 participants (26 students, 2017-2018)

Assessment period, days	Number of assessments	Number of "dropouts"	Number of "survivors"	Survival probability	Confidence interval 95%; $\alpha = 0,05$
0	26	0	26	1.00	1.00-1.00
30	26	7	19	0.73	0.93-0.53
90	19	9	10	0.38	0.68-0.08
180	10	8	2	0.08	0.44-0.33
270	2	0	2	0.08	0.44-0.00
360	2	1	1	0.03	0.41-0.00

Source: authors

If we visualize the data obtained on the graph (Figure 1), the steeper curve of CG1 at the point up to 180 days indicates that the CG1 students lost their knowledge faster than the EG1 students. Unlike CG1 curve, EG1 curve is flatter, thus the survival of knowledge was higher and it took a longer period for the expected event to come (knowledge losses).

Figure 1 Knowledge survival rate in EG1 and CG1 (52 students, 2017-2018)



Source: authors

It is necessary to understand whether the difference between the actual number of outcomes and their theoretical number that can be expected in EG1 and CG1 is statistically significant under the null hypothesis validity. Since the lifetimes are not normally distributed, non-parametric criteria are used to assess the statistical significance of the differences. In our case, it is necessary to analyze the contingency table. It contains information on the frequency of the outcomes according to innovations, while the compared groups are independent. Under these conditions, it is appropriate to use the criterion  $\chi^2$ .

The calculation of the criterion  $\chi^2$  was carried out using the following formula (4):

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \frac{(O_{ij} - E_{ij})^2}{E_{ij}} \quad (4),$$

where  $i$  is the line number (from 1 to  $r$ ),  $j$  is the column number (from 1 to  $c$ ),  $O_{ij}$  is the actual number of cases in cell  $ij$ ,  $E_{ij}$  is the expected number of cases in cell  $ij$ .

As a result, we found a value of the criterion  $\chi^2$  for EG1 and CG1; it is 5.32 at a significance level of  $\alpha = 0.05$  and the number of degrees of freedom of 1 ( $f = (r - 1) \times (c - 1)$ ). The obtained value is higher than the critical value (4.0). Thus, it proves the statistical significance of the established difference.

## 5 Conclusion

The factors influencing the knowledge survival of engineers within the digital transformations are identified: the multidimensional nature of the category "knowledge"; the interrelation of the industry-related knowledge life cycle and the professional competency knowledge life cycle of an engineer; the use of didactic tools which can ensure the knowledge survival of engineers within the digitalization.

Knowledge is considered to be a fundamental interdisciplinary category which multi-aspect nature appears in a synthesis of several aspects: humanitarian (focused on the personality of a worker), formal-logical (focused on a hybrid corporate environment where a worker interacts with artificial intelligence systems) and industry-related (related to the industry intellectual field).

Industry-related knowledge is an independent category of knowledge containing all the knowledge existing in the industry intellectual field. It is formed by the knowledge of all related organizations (administration, businesses, science, industry universities). Industry-related knowledge includes fundamental, general professional, narrow professional and corporate knowledge. These industry-related knowledge components have different life cycles defining the need for their elimination or updating.

The high production processes dynamics in the Industry 4.0 has a significant impact on the industry-related knowledge life cycle. This justifies the conversion to the technique for knowledge survival of engineers at the stage of training in an industry university.

The tools providing future engineers' knowledge survival and their professional competency development via the multilingual e-learning environment Onto.plus as the core were developed. Tests automatically generated from the Onto.plus ontologies are able to assess students' knowledge survival. As ontology is a modern international standard approved by ISO/IEC (2014), Onto.plus provides synchronization with industry knowledgebases and the global knowledge resource via the English version of its ontologies.

The results of the pedagogical experiment justify the prospects of the technique for assessing knowledge survival to determine the quality of training of an engineer. Based on the testing data, survival trajectories for different industry-related knowledge components can be developed to predict the life period of competencies within the professional competency of an engineer and compensate its life cycle.

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**Primary Paper Section: A**

**Secondary Paper Section: AM, IN, JN**

## HARRY TRUMAN AND STATE REGULATION OF LABOR RELATIONS IN THE USA IN 1945-1947

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**Abstract:** The paper analyzes the policy of the U.S. President H. Truman in the field of state regulation of labor relations in 1945-1947, identifies the factors that gave rise to its nature and assesses the results of the presidential course in this area. The authors consider the position of the U.S. labor union movement on this issue. The materials of the research are the American press, including labor union publications, published speeches and speeches of President H. Truman, documents from the Memory Archive of G. Meany. The paper proves that as early as 1945-1946 H. Truman actively supported the idea of reviewing the labor legislation of the "new deal", insisting on the creation of an emergency mechanism for regulating the relationship between labor and capital.

**Keywords:** the USA, labor unions, labor legislation, government, regulation, strikes, business.

### 1 Introduction

In 1945-1947, the American business which had strengthened its economic and political positions and restored the social reputation during the years of the Second World War, developed active fight for the revision of labor legislation of the "new deal" of F. Roosevelt which had been approved in 1935. The Statute on labor relations or Wagner's law which claimed the rights of the workers to collective agreement and strike were mainly attacked by the entrepreneurs. The entrepreneurs drew ideological justification for their attack on the position of labor unions from the ideas of conservative etatism suggesting the use of the mechanism of state power to tame the labor union movement. In this struggle the success of business in the confrontation with organized workers largely depended on the position of H. Truman, the President of the country. The analysis of the policy of H. Truman in the field of state regulation of labor relations in 1945-1947, the identification of the factors contributing to its nature, the evaluation of the results of the presidential policy in this field, considering the position of the U.S. labor union movement on this issue, are the main objectives of the paper. The study of the proposed issues is undoubtedly of scientific importance, since the formation of the post-war labor course of the executive and legislative authorities of the USA actually laid the foundations of the policy of the American state in the field of labor relations for the entire subsequent period in the history of the country.

### 2 Literature Review

Despite the high scientific and political importance of this topic, there is practically no research devoted to its study in the Russian historical science. We can only highlight the work by V. I. Borisyuk (1982), in which he attempted to reveal the main directions of the formation of state regulation of labor relations in the U.S.A. in 1945-1950, touching upon the ideological and political position of the administration of H. Truman on the issue of the post-war working policy of the state.

In American historiography questions relating to the views and policy of H. Truman in the field of state regulation of labor relations are touched upon in the works of scientists such as A. McClure (1969), E. Lee (1966). However, these authors tend to use an unreasonably complementary approach to the evaluation of the position of H. Truman in the working terms, and their works lack in-depth analysis of the position of labor unions in relation to the working policy of the state.

Unfortunately, today, more than half a century later, it is difficult to find scientific research on such an important issue for the history of the U.S.A. in American historiography. This paper fills a gap in the development of this topic.

### 3 Research Methods

The materials of the research were the American press, including labor union publications, published speeches and speeches of President H. Truman, documents from the Memory Archive of G. Meany, which are today located in the library of the University of Maryland (USA) and sources from the Catholic University of America (USA). The research is based on the principle of historicism. Comparative-historical and descriptive methods were used to solve the objectives set by the authors.

### 4 Results and Discussion

The head of the American state H. Truman sufficiently clearly formulated his task in the field of labor relations in August 1945, stating the need to minimize labor conflicts and interruptions in production during the period of the reconversion, i.e. the transfer of the economy from the military to peaceful course of development. Fearing a powerful explosion of the post-war labor movement caused by the refusal of business to meet the fair demands of workers to increase wages which had been actually frozen by the state during the war (Koryakova, 2016), H. Truman (1961) thought it was necessary "to establish a mechanism for the peaceful settlement of labor disputes" (p. 220). To this end, the U.S. President artificially extended the "state of war" until December 31, 1946, in order to maintain the existence of the emergency labor relations regulation mechanism created during the war, including the Smith-Connolly Act aimed at banning strikes, which was characterized by workers as "malicious mockery of labor unions" (Address by J. A. Padway to the 65 Convention of the AFL, 1946). The law gave the President the right to take the striking enterprises under control. In this case, any assistance to the strike was declared a criminal offence. According to the provision on the duration, the Smith-Connolly Act was to remain in force for another six months after the end of the war, until July 1, 1947.

H. Truman actively used the possibilities of the emergency mechanism of labor relations regulation to restrain the strike movement in 1945-1947. Only from the moment of the end of the war to June 1946, the U.S. President authorized 9 "seizures" of striking enterprises, i.e. taking them under state control, thereby forcing workers to stop confrontation with business.

Being convinced of the need to create an anti-strike mechanism for the post-war period as well, on December 3, 1945, H. Truman approached the U.S. Congress with a special announcement, in which he proposed to develop and adopt legislation providing an appropriate mechanism for the settlement of labor conflicts. According to H. Truman, in order to repress the action strike, it was necessary to strengthen the powers of the President in the field of labor relations. H. Truman asked legislators to give him the right to establish special commissions for investigation of the causes of strike. These commissions, after reviewing the facts of labor disputes, were supposed to develop recommendations on the ways to overcome them. For the period of activity of these commissions, a 30-day "cooling period" was introduced when striking was forbidden. Thus, the parties to the conflict were obliged to agree to compulsory arbitration.

Democrats A. Ellender and M. Norton introduced the bills to the Senate and the House of Representatives on the basis of the President's proposals. H. Truman (1961) insisted the Congress should approve them as quickly as possible (p. 520).

Having put forward these legislative initiatives, H. Truman (1961) called for a revision of the fundamentals of labor legislation of the "new deal", for its review in the neoconservative spirit.

Labor unions united in both the American Federation of Labor (AFL) and the Congress of Industrial Organizations (CIO) did

not hide their resentment on the legislative initiatives of the President of the country, accusing H. Truman of betraying the "new deal", in "deviation from the policy of Roosevelt", evaluating them as definitely anti-labor (CIO News, 1945; Robinson, 1981, p. 141; Resolution of Local 1298, 1945; Minutes of the Meeting of the Executive Council American Federation of Labor, 1946, p. 3).

Despite the fact that the members of Congress did not approve the Norton-Ellender bill, relations between workers' associations and the government became even more strained in May 1946 during the labor conflict at the railway transport. Independent brotherhoods of railway workers concerned about the sharp decline in living standards after the Second World War brought reasonable demands to the railway owners for an increase in wages by an average of 30 cents per hour in July 1945. Such an increase in wages would compensate for the lag in the growth of hourly salary rates from the price increase that occurred during the war. Entrepreneurs eventually agreed to a salary increase of only 14-16 cents per hour and they clearly opposed the discussion of the problem of improving working conditions. From among 20 labor unions involved in the conflict, all but two workers' associations – conductors and drivers – agreed with the business proposals (Koryakova, 2013). They declared a strike which began on May 23, 1946, in which 250 thousand drivers and conductors participated. Almost all railway traffic in the United States was paralyzed. On May 24, only 50 passenger trains ran in the country instead of 17.5 thousand.

Enraged by the position of labor unions, H. Truman in his speech on the radio on the evening of 24 May, 1946 made unfounded accusations directed at strikers and their leaders. Speech by H. Truman actually meant the final transition of the Head of State to the position of supporters of restrictive course against labor unions. The President took a firm stance towards business.

The next day, on the morning of May 25, 1946, the heads of the railway brotherhoods Whitney and Johnston told Byrnes, the Secretary of State, reported the end of the strike. Nevertheless, knowing about the settlement of the labor conflict and the termination of the strike, which lasted only 2 days, in the second half of the day, H. Truman addressed a joint meeting of both houses of Congress harshly criticizing the strikers and urging the members of the highest legislative body of the country to approve legislation which is repressive in relation to labor unions and which provides extensive powers to intervene in labor conflicts for the Head of State. The President insisted on obtaining the right to carry out the "seizure" of enterprises (that is, to take control of the government) in the sectors of production the work of which was considered as particularly important for the maintenance of the national welfare of the country, if the labor conflict threatened to stop production. The strike was declared illegal in this case, and it was a punishable offence to hold a strike in the enterprises controlled by the government. Truman proposed to establish strict punishment for members of the union and its functionaries in case of violation of the proposed legislation – one year in prison or a fine of 5 thousand dollars, or both. Moreover, Truman demanded depriving the strikers of production experience and insisted on the right to declare the recruitment of the striking workers (Truman, 1962, p. 278).

Union members were indignant. Without exception, all the workers' associations condemned the President of the country. The head of the union of conductors of the railway transport Whitney denounced the legislative initiatives of Truman as "fascism" and promised to spend every last penny out of the treasury of his union to achieve the defeat of Truman in the elections of 1948 (Brody, 1980, p. 222). One of the prominent leaders of the CIO W. Reuther accused the Head of State of promoting a policy in the interests of "reactionary" entrepreneurs who wanted to establish a "fascist system of forced slavery" (United Automobile Worker, 1946).

Traditionally restrained in his speeches, the head of the American Federation of Labor W. Green assessed Truman's legislative initiatives as "slipping" into "fascist nationalization of production" and to "slave labor" (American Federation of Labor Weekly News Service, 1946).

Based on the ideas of Truman, the bill was not ultimately approved by Congress, and as a result, the country was "saved from the worst of proposals" (Nation, 1946, p. 680) of the Head of State.

However, in 1947 the entrepreneurs' attack on the position of the organized labor movement in the field of labor legislation continued. The American labor unions again strongly opposed any amendment to the Wagner Statute (Green, 1947; Steel Labor, 1947).

But the voice of the workers was not heard. Activities carried out by labor unions to protect the labor legislation of the "new deal" were ineffective (W. C. Hushing to W. Green, 1947; W. Green to L. Washburn, 1947). The business attack was a success. In June, Congress approved the Taft-Hartley bill, which caused sharp resentment of the organized U.S. workers (Koryakova, 2014; Address by G. Meany to the Opening Session of the 84<sup>th</sup> Annual Convention of the New York State Federation of Labor, 1947; W. Green to J. Beatty, 1947). When this bill came into force, it severely restricted the rights of workers' associations, placing significant obstacles to the unification of enterprises, limiting the possibility of strikes and prescribing bans on the political activities of labor unions. And when the June 9, 1947 the Taft-Hartley bill was sent to the President of the country for approval, the American labor unions launched a vigorous campaign to convince H. Truman not to sign the submitted bill. They sent letters and telegrams to the Head of State with a request to veto the bill (C. A. Fink to H. S. Truman, 1947; United Automobile Worker United Automobile Worker, 1947).

On June 20, 1947, H. Truman sent a message to Congress with a veto on the bill. He based his decision on the fact that the bill was "dangerous" and "non-working", as well as "discriminatory" against labor unions and if enacted, it deprived workers of real protection.

Truman's criticism of the Taft-Hartley bill was reasonable and justified, but his real desire to oppose the law's coming into force is questionable for many reasons. First, Truman fought hard for a revision of the labor legislation of the "new deal" in the neoconservative direction in 1945–1946 and did not hesitate to use harsh methods to suppress the labor movement in these years.

Second, almost for six months (January-June 1947), just when the hearings on the Taft and Hartley bills were held in Congress, the President of the country has not only remained silent on this issue, but also did not unite the democratic members of Congress to conduct a real fight against the Taft-Hartley bill in order to support its veto neither in the spring, nor in June of 1947 (Warne, 1949, p. 82).

Thirdly, as soon as the presidential veto on the Taft-Hartley bill was overcome and it finally came into force on August 22, 1947, a lot began to depend on how the Taft-Hartley Act will be implemented, and in fact, on the position of the President of the country, who received great powers to regulate labor relations (Rogulev, 1981, p. 30).

H. Truman stated that everyone should respect the new act, and that he as the President of the country will monitor its implementation (Lee, 1966, p. 103) and started to enforce it persistently and assiduously.

Undoubtedly, the main reason for the presidential veto was not the desire of H. Truman to oppose the adoption of anti-labor legislation, but his political motives. Quite rightly, the American researcher M. Dubofsky (1994) calls the presidential veto and his denunciation of the bill on the radio a "brilliant political

propaganda" (p. 205). H. Truman was rather guided by political advantage, particularly by the objective of keeping the unions within the bounds of the Roosevelt coalition on the eve of the electoral campaign of 1948. Otherwise, the Democratic Party was at risk of a cruel defeat in both the presidential and congressional elections. C. Clifford, a close political adviser to the president, made special effort to convince Truman to veto the Taft–Hartley bill (New York Times, 1947). C. Clifford had a fine political sense, understood that this step would help to bring the unions back to the coalition of the Democratic Party.

A number of American historians believe that the main goal pursued by H. Truman his in vetoing the Taft–Hartley bill was to unite the American labor unions to support his course of the "cold war". From their point of view, the Head of State was convinced that the confrontation with the Soviet Union was the central issue of that time, and that organized workers were a decisive element in supporting the policy of democratic administration (Zieger, 1995, p. 275; Dubofsky, 1994, p. 205; Gall, 1999, p. 214).

## 5 Conclusion

Therefore, a shift to the right in the working policy of President Truman, which emerged at the end of 1945 and most clearly manifested in 1946, is actually characteristic of the course he pursued in 1947. From January to June 1947, H. Truman, who was actually keeping silent on the adoption of the Taft–Hartley Act, did not unite the Democrats against its approval in Congress. The President's veto of the Taft–Hartley bill was dictated more by political motives, the main one being the desire to keep the labor unions within the Roosevelt coalition in order to win the 1948 elections. Thus, Truman undoubtedly took the position of business on the issue of state regulation of labor relations, acting as an active supporter of the revision of labor legislation of the "new deal" in the spirit of conservative etatism.

In contrast to the working policy of U.S. President F. Roosevelt in the 1930s, which was of a reformist-liberal nature, Truman's position on the labor issue was rather anti-union. Since the adoption of the Taft–Hartley Act, the state became a mechanism for supping the labor movement starting to openly play on the side of business. Further developments have clearly demonstrated that as a result, labor unions have been forced to defend the interests of workers in very unfavorable conditions for them, which undoubtedly reduced the effectiveness of their struggle to protect workers and eventually led to a crisis of the labor union movement in the U.S.A.

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## DISCOURSE MARKER AS A MEANS OF MODELING INTERPERSONAL RELATIONS IN THE TEXT OF ANALYTICAL REPORT

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Abstract: In the course of conducting this research, it was revealed that discourse markers are an essential mechanism for achieving the goals that a journalist sets himself a priori when beginning the creation of the text of an analytical report. These markers serve as components of a stable communicative system, which is modeled in the text of an analytical report for implicit reflection of the event perspective, point of view in relation to this perspective and personal attitude to it. Thus, in our publication, discourse markers are analyzed as the key (mandatory) components of generation and interpretation of the text of an analytical report. The systematic study of their functional load sheds light on the effectiveness of the text of an analytical report as a way of influencing the views of the target audience on modern socio-political reality.

Keywords: text, analytical report, pragmatics, semantics, discourse markers, interpersonal relations, journalist, reader.

### 1 Introduction

In this publication, the research focuses on the pragmatic problems of the functioning of discourse markers that project interpersonal relationships between the participants and the objects of the current communicative situation, i.e. a journalist, a reader and the text of an analytical report. According to our observations, such markers are one of the most frequent interactive tools in the texts of the Russian-language analytical reports. The repertoire of these markers is formed by lexemes that belong to different grammatical classes that, as a rule, are used in the position the absolute beginning of the statement (judgment) expressing a journalistic opinion about the subject of social and political issues (compare *without a doubt / certainly, of course / obviously*).

The markers analyzed not only act as a means of connection between the adjoining fragments of the report text, but also largely predetermine the communicative perspective of the reader's interpretation of the integral journalistic work. Basing on these markers, the author of the analytical report implicitly expresses an assessment of the facts and phenomena of the current socio-political life and the addressee of the report interprets this assessment.

In our research, the text of the analytical report is analyzed as a communicative (interactive) event, in the context of which the actual meaning of the author is created and interpreted basing on certain discourse markers. Any text exhaustively implements the intentions of the author, if the addressee is able (has the appropriate competence) to recognize these intentions and perform their optimal interpretation. In this regard, in conducting our research we use primarily a semantic-pragmatic approach to the description of the form and functions of discourse markers, which, in turn, act not only as a means of creating a coherent and holistic text of the report, but also as a constructive mechanism for communicating implicit semantic content to the reader, revealing the specifics of the author's subjective vision of socio-political reality and the personal attitude to this reality.

In the process of studying the specified personal-subjective plan of the text of an analytical report, we define discourse markers as such language indicators, the primary function of which is to model the relationship of connectivity and integrity of the text. This relationship is formed between the adjusting text segments, various aspects of the social and political situation, and this, in turn, creates a pragmatic basis for interpersonal relationships between an author and a reader and, ultimately, sets the communicative perspectives of the reader's interpretation of the text.

An objective of this research is to systematically analyze the functional load of discourse markers at two levels of the structure of the text of an analytical report, namely in the context of a single statement and a complete text fragment. It seems that the realization of such an objective makes it possible to trace the pragmatic role played by discourse markers in the process of generation and interpretation of the text of an analytical report in the Russian language.

It can be said that the study of the functional load of discourse markers in the text of an analytical report also acquires an important methodological importance, since it makes it possible to determine a range of professional competencies of a journalist required for coherent and holistic representation of the text of an analytical report and for coding implicit meaning in this text.

### 2 Literature Review

Despite the fact that discourse markers as a textual phenomenon are studied in a multidimensional manner in modern linguistics (Smirnova, 2017; Ulanova, 2018; Fraser, 1990, 1998), there is still an absence of unanimity among researchers in terms of the coverage of the issues that are associated with their direct terminological and semantic definition. In current linguistic studies, the textual phenomenon under consideration is called "discourse particles" (Katsman, 2017), "discourse (pragmatic) signals" (Vinogradova, 2011), "discourse connectors or operators" (Celle & Huart, 2007; Unger, 1996), etc.

In our research we follow the point of view of D. Schiffrin (1987) and defend the feasibility of the term "discourse markers" due to the fact that it consistently reflects the essential characteristics of the relationship of connectivity and integrity in the text of the report, as well as the semantic content of language indicators that provide these relations. On the one hand, the component of the term "discourse" systemically reflects the fact that the means we are studying are functioning at the "supra-sentential" level determined by the sphere of discourse of the personality of a journalist. On the other hand, the component of the term "marker" is broader than, in particular, the terms "particle" or "connector" in its content and it suggests a broader range of pragmatic functions performed by these means in the text of the report. We believe that the term "marker" sheds light not only on the semantic relationship between text sequences within the near and distant context, but also on the communicative intentions of the author of the text to produce implicit meaning and discourse relationships between the author and the reader of the report.

Linguists give a variety of semantic definitions to the phenomenon under research, depending on the methodological approach used, the type of the studied (monologic / dialogic) text, the repertoire of linguistic means that implement a given pragmatic load and methods of analysis of these means and their functions (Zavgorodnyaya, 2010; Shtlikhina, 2015; Schourup, 1999).

Despite the widespread use of discourse markers in the Russian analytical report and their key role in the holistic organization, generation and interpretation of the semantic content of report statements, in the linguistics of the Russian text we discovered

only two studies that analyze the problems of interaction of the language indicators that are under our research and media reports. In this case, regardless of the text of an analytical report, the research attention of the linguists is paid to specific issues of the markers of "subjective reliability" *in reality / in fact* (Isachenko, 2012) and "epistemic vigilance" as a phenomenon implemented by these markers in comparative terms on the material of the English and Russian languages (Klepikova T. A. & Klepikova I. V., 2014). In contrast to these studies, our research analyzes a different repertoire of discourse markers. These markers are interpreted as means of implicit manifestation of the author's meaning and programming the reader's perception of the text of the analytical report, i.e. a strictly defined mass media genre.

In modern studies of the language and styles of communicating relevant information, analytical report is considered to be a journalistic phenomenon, which is formed in some discourse contexts with the inevitable possibility of being perceived and realized in another context (Baran & Davis, 1995; Fairclough, 1995; Spitulnik, 1997). Journalistic discourses systematically reflected in analytical reports are analyzed by linguists not only as a product of professional activity, but rather as a creative process (MacDonald, 2003; Manovich, 2001; McQuail, 1994). In order to study analytical reports in many aspects, both modern concepts of the text and the specifics of the social environment, in which the text works are implemented, are analyzed in detail (Moores, 2005). The text acts as an immanent part of discourse processes, and therefore the problems of text and discourse are studied in parallel, in close connection with each other (Gavrilova, 2015; Perse, 2001). On reviewing the broader issues, the text of the analytical report is the product of the initiator of the relevant semantic content, a constructive resource for the readers as the target interpreters of this content.

### 3 Research Methods

The illustrative material analyzed in our work includes one hundred contexts of uses of discourse markers *without a doubt / certainly, of course / obviously* selected by a continuous sampling method from analytical reports. The texts under analysis were published in the weekly journal "Russian Reporter" No. 25-52 for the period July–December 2018. This periodical was chosen by us because of its particular popularity among the readers and the comprehensive coverage of social and political issues. At the same time, the authors of the publications under analysis recreate the modern socio-political reality, which, as a rule, is based on the discourse markers under our study, which implicitly express a subjective point of view in relation to this reality.

The pragmatic purpose of the studied texts is to exert a certain influence on the reader's interpretation of the relevant facts and events, and therefore they are characterized by an implicit personal attitude to the recreated events. Argumentative and subjective-evaluative nature of the texts of analytical reports suggests a frequent use of the discourse markers *moreover, of course, I think*. Our observations show that these markers build the arguments of the author and implicitly express the point of view of the journalist on the facts and phenomena of socio-political reality covered. The markers under our study are frequently used in the texts of analytical reports. As a result, the texts of such reports are interpreted by us as factual material which plays a constructive role in the semantic and pragmatic analysis of the functional load of discourse markers.

The starting point of the pragmatic study of discourse markers in our work is the idea that the text of an analytical report is a communicative event that is generated by the author and interpreted by the reader on an interactive basis. Being a hierarchically structured work of journalist creativity, this text implies segmentation which is based on the functional interaction between the text components which systematically reflect the pragmatic intentions and illocutionary intentions of the author.

At the first stage of the analysis, we segment the texts under our study in order to trace the boundaries of the report statement in which the discourse marker is activated. As a result, we focus our attention on such levels of the structure of the text of an analytical report as a single statement and a text fragment which is a context for this statement. The second stage of the analysis describes the semantic and pragmatic relationships that underlie the coherence of the text fragments. At the third stage of the analysis, the discourse markers which are used, on the one hand, at the beginning of the statement and, on the other hand, at the beginning of the text fragment are distinguished. In both cases, discourse markers incorporate deep semantic content inherent either in a single statement or in an autonomous fragment of the text. The description of the context in which a discourse marker is used sheds light on the specifics of the functioning of the marker in the given context.

### 4 Results and Discussion

As we have already noticed, discourse markers projecting interpersonal relationships between a journalist, a reader and a text in the context of their use in an analytical report are strongly associated with two types of functional relationships – journalistic assessment and reader's interpretation. The dominant function of such language units is to implicitly fix the types of interpersonal relationships that develop, on the one hand, between the journalist and the text of the analytical character and, on the other hand, between the journalist and the reader of the text.

A variety of discourse markers under analysis specifies the assessment content, which is implicitly manifested by a report statement. A journalistic assessment is added to the sentential value rendered by this statement. The assessment content implemented by these markers is interpreted in our study as a pragmatic effect they have on the propositional value of a report statement. Compare:

(1) *"We are passing by the yards. And finally, we go out to the garages, behind which there is a small patch for a laundry, it is behind a high fence and wire. Ideally, it will be open here from 10 am to 6 pm, and at night the staff will wash the clothes, which the Moscovites will without **doubt** donate to the homeless"* (Solovieva, 2018, p. 24).

In the fragment of the analytical report (1), a discourse marker *without a doubt* enables the reader to trace the personal attitude of a journalist to the propositional content of the report statement. The pragmatic purpose of this statement is to implicitly present the author's subjective comment to the objective fact which is made public in the proposition of the statement. In particular, a journalist expresses a strong degree of confidence that the propositional content of the statement is true and will become true in the coming future. Being based on this pragmatic content, the discourse marker activated in the text fragment (1) performs two constructive functions:

1. reflects the personal attitude of the journalist to the objective fact that constitutes the proposition of a report statement;
2. fixes the nature of the interaction which is established between the journalist and the text generated by him.

Decoding these functions of the discourse marker, a reader enters into a dialogical contact with the author of the text and gets the opportunity to initiate a positive or negative reaction to the original stimulus (i.e. he agrees or disagrees with the personal attitude of the author to the fact which is published in the report message). In the process of expressing a reactive message, the addressee establishes an interpersonal relationship with the journalist. Revealing the author's attitude to the reported objective fact, the reader fixes the orientation of the discourse marker on the psychological personality of the journalist, as this marker implements a subjective assessment to the social realities reflected in the report, and this assessment is manifested by the creator of the text.



This assessment, in turn, is considered by us as a way of subjectivation of the report narration. Tracing the specifics of the interaction which is formed between the text of the report and its creator, the reader establishes a dialogic nature of the discourse marker and its focus on the personality of the reader, as this marker stimulates the addressee of the text to come into communicative contact with the creator of the text.

In the end, the reader realizes that the proposition of the interpreted report statement should be recognized on the basis of the subjective perspective of the journalist. Discourse marker *without a doubt* builds the interaction between the journalist and the proposition realized in a report statement by using the implicit reference of the reader to how the journalist interprets this proposition. It seems that it can be said that this marker implicitly manifests a subjective assessment of the content of a report statement and a personal attitude to this content, which belongs to the journalist.

Our observations show that the entire repertoire of the markers under our study, which express a strong degree of certainty of a journalist that the proposition published in the report statement is true, has a similar functional load. The statistical analysis of the discourse markers under our study is presented in Table 1.

Table 1 Statistical analysis of the discourse markers projecting interpersonal relations between a journalist and a reader in the text of an analytical report

Discourse marker	Number of uses in the text
<i>without a doubt</i>	31
<i>certainly</i>	28
<i>of course</i>	21
<i>obviously</i>	20

Source: authors on the basis of the Journal "Russian Reporter", July-December, 2018

The discourse markers presented in Table 1 reveal a relatively similar frequency of use in the text of an analytical report (based on one hundred contexts chosen by the continuous sampling method). Their basic pragmatic purpose is to implicitly manifest the journalistic assessment of the content of the statements they introduce. Basing on these language expressions, the author of the report text shows the reader (target readership) how he initially interprets the actual social or political phenomenon from the personal point of view.

Using discourse markers which reflect a strong degree of confidence in the veracity of the proposed proposition, a journalist focuses the reader's attention on the special importance of the fact, event, phenomenon that makes up the propositional content of a report statement for the current development of social or political life. The author of the text publishes this content as an obvious objective fact, which should be recognized without preliminary critical remarks. Focusing the reader's attention on the subjective / assessment perception of the subsequent information content, the discourse markers under our study consistently reflect the pragmatic specificity of the text of the analytical report.

By implementing these markers in a report narrative, a journalist implements the communication strategy aimed to ensure that in the process of interpretation of an individual statement, the reader takes into account the peculiarities of the structure of the text organization of the report. Introducing the opinion of the author reflecting the subjective perception of the discussed event, the discourse markers implicitly indicate to the reader that the subsequent information is more important and relevant than the previous information. In other words, these language expressions serve as a constructive means of de-automatization of reader's attention in the process of perception of an analytical report as a complete text work.

The discourse markers analyzed in our study focus the attention of the reader on the specific realities of the problem discussed in

the text of an analytical report. In one way or another, they implement the text function, because they act as a means of linking the previous fragment of the report and the current author's judgment, which embodies the original thesis and its personal assessment. We believe that in this regard, all the analyzed markers can be considered as complete doublets, i.e. synonymous expressions that implement a similar pragmatic load in the text of the analytical report. At the same time, our analysis has shown that the discourse marker *of course* conveys the personal attitude of a journalist to the proposition of the statement more detailed than the other markers. Compare:

(2) "The Kuznetsovo case was high-profile and it spread around the news feed not only because of the dramatic physical confrontation between the authorities and people rushing under the excavator, but also, *of course*, due to the fact that the residents who are setting a cross in the park, at the right time glibly defend themselves in the legal field (set up a public organization, hire a group of lawyers) and busily use the figures" (Ryzhkova et al., 2018, p. 14).

As the markers *without a doubt*, *certainly*, *obviously*, a marker *of course* expresses a personal journalistic attitude, a subjective assessment of the subsequent proposition. However, the assessing personal comment, which is coded by the author in this language expression, also involves the fixation of the emotional-volitional state of the author at the time of generation of a report statement. This discourse marker more explicitly indicates that the subsequent statement should be interpreted as the author's point of view on the facts that are covered in the report.

The report statement under analysis is logically divided into two thematic blocks:

1. confrontation between the authorities and people has become the subject of numerous discussions in the media (statement of fact; discourse markers manifesting the personal attitude of a journalist to this fact are absent);
2. The residents of Kuznetsov take an active social position (the opinion of the author of the report introduced by a discourse marker *of course* and supported by lexemes with colloquial colouring: *glibly defend themselves in the legal field*, *busily use the figures*).

A discourse marker *of course*, being an element of the semantic structure of the second thematic block, forms the modal frame of the report statement: the psychological personality of a journalist and a subjectively assessed fact are manifested in the context of those social motives that are relevant to modern Russian society. A journalist as an author of the personal judgment represented by the second thematic block positions himself as a subject who is actively involved in the sphere of social relations, as a representative of modern society embodying the point of view and the emotional-volitional moods of this society.

The reader is aware of the positive emotions experienced by the journalist at the moment of generation of a report statement and interprets these emotions as a constructive way of reflective representation of the state of affairs that is relevant for the Russian society in the text of the report. We consider the report manifestation of the specified emotional-volitional state as a socially significant communicative action in the sense that this state is controlled by a journalist as a consequence of the manifestation of his professional competence based on the moral standards of discourse behavior and knowledge of the socio-cultural nature. A rationalized manifestation of the positive emotional-volitional state of a journalist in interpersonal interaction with a reader supports a socially oriented contact between the participants of interaction and the moral foundations of his discourse organization.

## 5 Conclusion

In the aspect of the study of discourse markers, in our work the texts of analytical reports are considered as such phenomena of journalistic activity, which can be empirically observed and

assessed. These markers function in the report narrative as a means of implementing the pragmatic category studied in this publication in the aspects of interpersonal interaction, which, in turn, is implemented as:

- a communicative mediation between individuals and socio-political competencies of a journalist and a reader;
- a communicative phenomenon that can potentially be transferred from one context of use to other contexts (for example, a scientific or popular science text).

In the process of journalistic coverage of the relevant social and political events and facts, the discourse markers we have studied occupy one of the strong positions in the texts of analytical reports. Focusing the reader's attention on the dynamically covered phenomena, the author of the report initiates a discourse act of representation of the subjective point of view in terms of the issues to which the text is devoted. At the same time, the discourse markers, to which the author resorts in the process of presenting his semantic position to the readership, introduce assertive speech actions, since the very expression of the subjective point of view is interpreted as its categorical statement. In this regard, in our work the discourse markers are studied as a kind of indicators of subsequent speech acts, and therefore as the central elements of these acts and constructive means of their direct verbal embodiment.

We conclude that a journalist focuses the evaluative (positive) connotative stratifications characteristic of discourse markers not so much on the unique differential properties of the events covered, but on the social or political predetermination of these events. These markers mainly reflect the correlation of the events covered with the motives and objectives of the appropriate activities of individuals, which is interpreted from the position of the social-group belonging of these individuals (cf. fragment (2) which covered the activities of the ordinary residents of one of the Moscow districts).

Serving as components of the structure of journalistic assessment, discourse markers form a modal frame of a report judgment, which consists of a person initiating the assessment and the objects being assessed, assessment elements, stereotypes and scales, which are designed to be perceived in the direct context of those ideas that are relevant for modern society. At the same time, in the context of the report narrative, a journalist who initiates the subjective assessment acts as a subject involved in the system of effective social relations, as a representative of the advanced public expressing dominant opinions or emotional-volitional moods.

The undeniable fact that report judgments including discourse markers in their structure inform the readership of the new relevant informative content and predetermine the novelty and theoretical significance of linguistic (semantic and pragmatic) analysis. The peculiarities of functioning of these markers in the media can be interpreted (which is done in our work) as a constructive mechanism for establishing and maintaining the interpersonal (dialogic) contacts between journalists and readers which are aimed at the assessing (personal) discussion of the content of the important socio-political information. We believe that the subsequent studies of discourse markers as a way of expressing a high degree of truth of the illuminated actual information content (not only in the context of analytical reports, but also other types of mass media discourses and texts) are designed to provide an analytical basis for the systematic study of the following issues:

- clarification of the research model combining such pragmatic categories as the voice of a journalist, evidentiality and epistemic modality;
- the ratio of opinions and ideas about the socio-political reality expressed by a journalist and the objects of journalistic narrative;
- manipulative possibilities of discourse manifestation of the personality of a journalist in texts.

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**Primary Paper Section: A**

**Secondary Paper Section: AI, AJ, AD, AO**

## ON THE QUESTION OF STUDENTS' COMMUNICATIVE CULTURE FORMATION AS A FACTOR OF THEIR SUCCESS IN THE PROFESSION OF A MUSIC TEACHER

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**Abstract:** The paper is devoted to the questions of formation of communicative culture of future music teachers. The relevance and the theoretical justifications of the problem are presented. The interpretation of key concepts is given. Priority qualities of the personality of a music teacher and the abilities necessary for successful communication, interaction of a music teacher with pupils are defined. Possible ways of implementation of the most effective methods, forms, tools of communication and interaction are given.

**Keywords:** communication, pedagogical communication, communicative culture, music teacher, success.

### 1 Introduction

The rapid pace of life, the expansion of borders and contacts, the new conditions of labor relations require a modern man to develop new qualities and competencies. In order to be successful and competitive, a teacher, regardless of the profile of his training, needs to be more communicatively active, socially competent and adaptive. To date, higher education in Russia is undergoing a qualitatively new stage of development, involving a change in the priorities of higher education and the promotion of the ideas of professional training of a competent, competitive specialist ready for continuous professional growth and professional creative self-realization (Medvedeva & Marik, 2015). In addition, modern approaches to the organization of the process of training are aimed at the development of the creative personality of a graduate capable of solving professional tasks. (Sizova et al., 2018a).

The relevance of the research lies in the fact that a music teacher is an organizer and an active participant in the speech environment in the educational process of music class, music lesson, club and studio work.

Basing on practical observations of modern education, we can state the negative aspects in the teaching of music at all its levels. It concerns the field of management of general, special professional and additional education, which is also undergoing a complex transformation today (Sizova et al., 2018b).

A music teacher is, first of all, the bearer of musical culture as part of the general culture represented by a set of professional competences, among which one of the leading positions is occupied by a communicative culture.

### 2 Literature Review

V. P. Konetskaya (1997) considers communication as a socially conditioned process of information transmission and perception in the conditions of interpersonal and mass communication with the help of various communicative means.

From the point of view of social psychology, B. D. Parygin (1999) refers communication to an energy-informational field.

Considering communication from pedagogical perspective, V. D. Shirshov (1994) sees it as an organic part of pedagogy reflecting the ways of educational activities on the basis of reception, processing and transmission of information. When analyzing managerial communication, A. M. Baskakov (1995) concludes that the effectiveness of communication tools depends on rapid decision-making, bringing the decisions to the executive and their execution.

The justification of the essence of communicative culture is revealed in psychological and pedagogical studies of L. S. Vygotskiy (1982), A. A. Bodalev (2002), E. V. Bondarevskaya (1995), V. A. Kan-Kalik (1987), A. A. Leontiev (1979), E. I. Rogov (2007), V. A. Slastenin (Slastenin et al., 1998) and V. A. Sukhomlinskiy (1984). The problems of formation of communicative skills of teachers are presented in the works of A. A. Verbitskiy (1999), I. A. Zimnyaya (2002), G. M. Kodzhaspirova (1994), N. V. Kuzmina (Kuzmina & Rean, 1987), A. A. Leontiev (1977), A. V. Mudrik (1974), N. D. Nikandrov (Kan-Kalik & Nikandrov, 1990), A. M. Rudenko (2013), V. A. Slastenin (Slastenin & Podymova, 1997). The structure and content of the preparation for pedagogical communication and development of communicative skills of teachers were identified by I. Ya. Zyazyun (1989), V. A. Kan-Kalik (1987). L. A. Petrovskaya (1989) developed systems of socio-psychological education and communicative training.

According to V.N. Vvedenskiy, communicative competence is:

1. a personal quality of a teacher formed in the process of development and self-development of an individual;
2. an indicator of awareness of the purposes, essence, structure, means, peculiarities of pedagogical communication;
3. desire for continuous improvement of communication activities, focus on the personality of a man as the main value, as well as the ability to perform non-standard, creative solution of problems arising in the process of pedagogical communication (Vvedenskiy, 2003).

Communication is information connection of a subject with one or another object – a person, an animal or a machine. Communication is a unidirectional process (information goes only one way), and according to the laws established by the theory of communication, the amount of information decreases during its movement from the sender to the recipient (Kagan, 1988).

In the words of the English psychologist-specialist in nonverbal intelligence J. Raven, behavior is conditioned more by motivation than by ability. Initially, motivation is determined by personal values, social and political beliefs and ideas of a man about his place in society. Further, the author argues that it makes no sense to evaluate abilities in isolation from the values. Therefore, the assessment of priorities and values should be the central task of psychological support of pedagogical practice (Raven, 2002).

The problem of success in professional activity is presented in the works of F. N. Gonobolin (1965), N. V. Kuzmina (Kuzmina & Rean, 1987) et al. Success is interpreted as a consequence of internal reasons. A successful professional is differentiated from an unsuccessful professional by three factors: self-esteem, sociability and energy.

### 3 Research Methodological Framework

In the process of studying communication as a means of professional training of a music teacher, it is possible to rely on the ideas expressed in the above given works.

The research was undertaken using general scientific methods of analysis and synthesis, induction and deduction, comparative dialectical methods and other methods allowing, first of all, to study and systematize the necessary literature on the problem.

The objective of the research is to analyze communication as a means of professional training of a music teacher.

Research objectives:

- to study and systematize the literature on the stated research topic;
- to analyze the current trends in the formation of communicative culture of students-future teachers of music.

#### 4 Findings and Discussion

Summarizing the research of the above-mentioned theorists, as well as relying on the given scientific provisions, we will try to systematize the communicative abilities according to the following complex of abilities and personal properties of a teacher:

1. *sociability* is the ability to quickly come into contact, to navigate in situations of communication, to respond to the actions of communication partners, interest in people and working with them, the presence of the needs and skills of communication;
2. *empathy* is the ability to feel compassion, emotional involvement and understanding of the other, i.e. identification is feeling the experiences of the other as one's own experiences;
3. *distribution of attention* of a teacher is the ability to see everything around and each student separately at the same time while presenting new material and analyzing the response of the students;
4. *expressive abilities* are self-expression in the process of communication and adequate transmission of one's own emotional state. Influencing the interlocutors with words, facial expressions and gestures, a teacher with the help of speech and non-verbal means expresses his attitude to the text;
5. *perceptual abilities* are the ability of a teacher to determine the emotional state of pupils by their appearance, movements, gestures, facial expressions, the ability to "read" the mood;
6. *flexibility, operational and creative thinking*, providing the ability to quickly and correctly navigate in the changing conditions of communication, quickly change the speech effects depending on the situation of communication and the individual characteristics of a teacher;
7. *the ability to control oneself*, his mental state, his body, voice, facial expressions, the ability to control the mood, thoughts, feelings and the ability to remove muscle tension;
8. *the ability to be spontaneous* (to perform unprepared communication);
9. *the ability to predict* the possible pedagogical situations, the consequences of their effects;
10. *verbal abilities*: culture, speech development, rich vocabulary, correct selection of language means;
11. *the ability to perform pedagogical improvisation*, the ability to use a variety of means of influence (persuasion, suggestion, infection, the use of various methods of influencing, "tools").

The outstanding modern methodologist E. B. Abdullin (Abdullin & Nikolaeva, 2004) refers the following to the priority qualities of a music teacher: musicality; love for children, empathy; professional thinking and self-consciousness; musical and pedagogical intuition; artistry of a teacher; personal professional position of a teacher; creativity.

All these qualities are the basis of professional and pedagogical culture. *Professional pedagogical culture* is an integral characteristic of the level of development of personality of a teacher, which is reflected in all spheres and directions of

pedagogical activity. The components of professional pedagogical culture are:

- methodological culture;
- communicative culture;
- pedagogical values;
- technological culture;
- culture of creative and professional-personal self-determination.

*Communicative culture* is the culture of pedagogical communication which provides building pedagogical interaction on the basis of humanistic principles.

Taking into account the main theoretical guidelines on the problem of formation of communicative culture of future teachers, we have developed and tested different targeted forms and methods on practical classes of a number of musical disciplines.

We will mention some of them. The discipline "Theory and Technology of Music Education" (Yakovleva, 2016). The first stage of education is a preschool stage. Currently, at this stage of education the most productive model is a personality-oriented model of the musical and pedagogical process which provides an individual approach to each child, subject interactions of children and teachers occurring in the conditions of a favorable psychological climate and emotional comfort of each child. Such interactions involve not only the excellent knowledge of the age capabilities of children and of the subject itself, but also creative abilities concerning approaches to various forms of organization of musical activity of children. In the process of education, students master various communicative methods and techniques of interaction with preschoolers through modeling, the system of creative tasks and reflection. Since game is the leading activity, the students invent various game situations, think through the stories, choose music games, including communication ones in order to create positive motivation of a music lesson and maintain interest in it. The section of the lesson "Listening to Music" is changed by the students from moralistic and boring into a non-standard one – "Music Room", "Music Philharmonic". Also, students independently develop non-standard forms of festivals - "The Competition", "The Ball", "Travelling around the World", "Time Machine", "Carnival" and folk festivals. Thinking through such forms of subjective interaction, students not only become creators themselves, but also put children in the position of experimenters, ask them activating questions and encourage them to think and speak out. At the same time, the methods of forming the experience of value orientations among children are being designed (when learning the author songs "A Good Song", "Magic Words", "Family" or when listening to plays by P.I. Chaikovskiy "Doll's Disease", etc. encourage for sharing a verbal statement from personal experience). All this is lived through feelings and emotions and successfully develops the moral and communication sphere of children. An indispensable condition for the success of the musical activity of preschool children is a musical subject-developing environment. Students are invited to develop and present a model of subject-developing spatial musical environment for a particular age group using the design method.

The next stage of education is a secondary school. Compared with the previous stage –the preschool one, the paradigm is changing. The leading type of activity is educational one. Full-fledged interlocutors – 3: Student - Music - Teacher. The meaning and specificity of musical and pedagogical communication in music lessons is to comprehend the artistic Self (the term of V.V. Medushevskiy) of a musical work, to establish spiritual and personal contact and dialogue with it (Medushevskiy, 1976).

In laboratory classes, students analyze video lessons of both methodists and young beginning teachers using a PC (Medvedeva & Marik, 2015). In the form of business games, students are given a possibility to act in different roles and this is followed by reflection. As a test work, students develop a project

of the lesson that forms universal (including the communicative) education activities of students.

For the effectiveness of the organization and realization of pedagogical process, we introduced the techniques of successful pedagogical communication proposed by A. M. Rudenko (2016). Generalized methods of successful pedagogical communication at the music lesson are presented in table No.1.

Table 1 Communicative techniques for successful pedagogical communication at the music lesson

<i>Techniques of prevention and removal of uncertainty in communication</i>	<i>Techniques of providing communication support in the process of communication</i>	<i>Techniques of enhancing cognitive activity of students</i>
<p>-commitment for a dialogue between a teacher and students aimed at promoting a creative atmosphere in the process of music lesson;</p> <p>-approval, support by giving value to the very attempt to respond, to the very fact of participation in a dialogue;</p> <p>-approval of the practice of students seeking help from a teacher or friends;</p> <p>-encouragement of oral responses on the initiative of students;</p> <p>-creating favourable conditions during the response of students with a strong communicative retardation;</p> <p>-prevention of actions on the part of classmates or groupmates suppressing the creative activity of friends during the lesson;</p> <p>-providing opportunities for students of a particular class to perform with prepared musical programmes in front of different audiences both individually and as part of an ensemble, choir or orchestra</p>	<p>-selection of musical works for creation of a special atmosphere at the lesson which creates favorable conditions for the art therapeutic effects of music on the class as a whole and on each student;</p> <p>-providing timely assistance in the selection of adequate vocabulary, in the correct construction of statements about the music listened;</p> <p>-clarification of the meaning of communicative norms in a particular situation of communication;</p> <p>-teaching communication techniques, techniques of performing on stage and communication;</p> <p>-positive criticism of student behavior in dialogue with a teacher is emphasized;</p> <p>-demonstration of interested attention to students by the verbal and non-verbal means, support of their desire to participate in a dialogue with a teacher;</p> <p>-application of individual-differentiated approach to students with higher requirements for musically gifted children and facilitated ones for children with low musical abilities</p>	<p>-building the content of the music lesson taking into account the combination of different levels of complexity of the studied musical material and the tasks offered to students;</p> <p>-commitment for a gradual and consistent raising of the interest in the rehearsal process of a musical work among students which acquires a professional nature in the course of education in accordance with their musical abilities;</p> <p>-commitment for the originality of the performing process, when each new performance brings an element of novelty for its perception and understanding;</p> <p>-direct encouragement of students to actively interact with the teacher at the lesson;</p> <p>-motivating in front of the class (group) to encourage students for the initiative taken</p>

Source: Rudenko, 2016, p. 79

*Communicative creativity* as the least studied in science characteristic of a person and a very demanded one in practice promotes leading a person to a new level of communication – creative one, when a music teacher is capable to find new, original decisions and to work non-standardly. Another component of communicative creativity is communicative potential, which is the basis for an individual to be engaged into communication, cooperation and joint activities. The development of these qualities during mastering the discipline "Choral Class and Practical Work with the Choir" in Kozma

Minin Nizhny Novgorod State Pedagogical University can serve as an example (Yakovleva, 2015).

Choir practical classes are a powerful creative laboratory, which is a visual model of a choir in a general education school and in the system of additional education. The choir is a unique system of education through the team, powerful personal growth, development of all mental processes, musical abilities, self-expression, components of the artistic culture, and much more. During the choir lessons each student has a unique opportunity to act in different roles - singer, conductor-choirmaster, composer, arranger, producer, director, active listener – critic. Students have the right to choose their own choral work and warm-ups, to independently build a repertoire for a concert of a certain theme. At the same time, the choir is a mirror of society. It is in the process of choral classes that all the necessary communicative qualities of a future music teacher are being actively formed.

In order to prevent misunderstanding between the interlocutors and the students, communicative trainings with further reflection are conducted.

We will name the following among the *communication barriers*:

- phonetic misunderstanding due to poor diction,
- semantic misunderstanding due to the ambiguity of the words used,
- stylistic misunderstandings due to the long complex sentences;
- logical misunderstanding due to differences between the mindsets of the interlocutors;
- professional, cultural and national differences.

## 5 Conclusion

Summing up the reflections, it is possible to draw conclusions.

The work on the formation of communicative culture of future music teachers was based on the following directions:

1. The mastery of the internal communicative actions of students:
  - formation of motivational and value relations, professionally and socially significant motives, personal qualities;
  - education and development of value orientations, attitudes, evaluation and cognitive characteristics, social perception, empathy and reflection;
2. The mastery of the external communication actions:
  - formation of a humane-personal type of pedagogical interaction, pedagogical, research competences;
  - teaching verbal and non-verbal means of communication, ways of behavior;
  - teaching students to set a goal of interaction, pedagogical and communicative tasks and methods of their implementation;
  - methods of organizing a class, a lesson, a subject-developing musical environment.

Therefore, the internal acceptance of the professional position of a mediator for communication of pupils with music by future music teachers contributes to the awareness of their professional capabilities in music and pedagogical creativity.

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## VOLUNTEER ACTIVITY EXPERIENCE OF YOUNG PEOPLE IN RUSSIA DURING THE FIRST WORLD WAR (1914-1916)

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**Abstract:** The paper is based on the materials of the Central State Archive of Moscow and is devoted to the characteristics of funds and documents containing information about the work of voluntary labour associations of students during the First World War. The introduction of new documentary sources stored in archival institutions into scientific circulation fills the gaps in revealing the history of the formation of the volunteer movement of young people in 1914-1916 on the territory of various guberniyas (governorate) of the Russian Empire. They are a valuable source which allows determining the key principles of the organization and formation of voluntary student squads and identify the specifics and timing of the types of the field work performed.

**Keywords:** archival documents, volunteering, historical sources, voluntary student labour squads, agricultural work, educational institutions, the First World War, the Russian Empire.

### 1 Introduction

To date, the study of the historical experience of volunteering activity among young people during the First World War is quite important for the all-Russian and regional history. The expansion of the research space and rethinking of various aspects of the historical past have greatly enriched the views of domestic researchers on many events of the early 20<sup>th</sup> century, including the role and place that were given to voluntary labour associations of students in the social movement during the First World War. The appeal to a comprehensive study of the territorial aspect of voluntary activity of young people in 1914-1916 is one of the promising scientific directions in the history of domestic voluntary practices of young people in difficult time in the life of the country. This direction allows to recreate a complete picture of the voluntary movement that unfolded throughout the Russian Empire. Voluntary work of students in difficult time in the life of the country was considered, on the one hand, as a form of mobilization of the necessary labour resources under wartime conditions, on the other hand, as a manifestation of the state youth policy. Voluntary activities under wartime conditions were considered as the highest manifestation of civic duty and were aimed at the socialization of the younger generation in the war period, the formation of patriotic consciousness of young people. For the country, the volunteer movement has become one of the ways to obtain additional human and financial resources.

### 2 Literature Review

Over the past decade, the number of publications dealing with various regional aspects of the problem has increased significantly, which contributed to the formation of a holistic picture of the development of voluntary labour associations of students in the most difficult conditions of wartime on the territory of the Russian Empire (Merkulov, 2014; Strakhov, 2014; Shamakhov, 1966). The issues of formation of student labour squads are studied in detail in the works of S. V. Bukalova (2015). The author carried out a comprehensive

analysis of the socio-economic and political processes which took place in the country during the war and which primarily determined the content and specific forms of expression of voluntary work of young students. The monograph of E. N. Polischuk "Russian Youth Movement in the Pre-revolutionary Period" (2011) is one of the studies on the problem, in which a significant place is given to the analysis of the activities of voluntary associations of students in wartime. The daily life of the participants of the student labour squads is touched upon in the works of V. V. Karpova (2015, 2016).

Regional researchers pay special attention to the problems of organizing student labour squads to help soldiers' families in the field. The most complete coverage was given to the issues related to the history and activities of voluntary student associations in Minsk (Samovich, 2015), Kursk (Tarasova, 2012), Tomsk guberniyas (Gordienko, 2008), Western Siberia (Dolidovich, 2016; Sulimov, 2011), etc. Some of the presented regional works differ in the nature of historical references; contain only a small amount of actual local history material relating to the history of youth labour associations. Thus, in the First World War the topic of student labour squads is represented in the regional historiography by few works.

### 3 Research Methodological Framework

The authors identified the main objective of this study as a comprehensive and in-depth study of the development of student voluntary movement in the conditions of the First World War, the definition of priority forms and directions of activities of volunteers in the archival materials.

The objectives of the research are related to the study of the educational process, the structure and numerical composition of student labour squads during 1914-1916 on the territory of the Russian Empire.

The historical method allows to explore the reality through the study of its history, when the essence of the phenomenon is revealed through the analysis of its state. In addition to this method, specific problem methods were used: idiographic, historical-genetic, historical-comparative and historical-typological methods, as well as content analysis and illustrative methods.

The source base of the study was made up of archival materials contained in the fund of the Committee of Her Imperial Majesty Grand Duchess Elizaveta Fedorovna on providing charitable assistance to the families of people called up for war, the Moscow Committee on Providing Charitable Assistance to the Families of People Called to War (fund 113, 246 cases during 1914-1918) of the State Budgetary Institution of Moscow "Central State Archive of Moscow" (SBI "CSA of Moscow"). In the archives, a wide array of documentary materials on the establishment and activities of voluntary student labour squads on the territory of the Russian Empire was revealed.

The analysis of the formation of voluntary student labour squads and their activities in Russia is based on the study of the materials of official case management. The main corpus of the fund sources is represented by the journals and reports of local departments of the Committee, as well as reports of heads of educational districts and it allows recreating a complete picture of the situation with the student labour squads in various guberniyas and their constituent uyezds (counties).

### 4 Findings and Discussion

The events of the First World War, in which the Russian Empire had been involved since 1914, affected the state of the sphere of volunteerism. Wartime difficulties have contributed to increased social consciousness and independent social actions of the

citizen in Russia. A significant direction of patriotic activity of students of educational institutions was labour assistance on a voluntary basis to the families of soldiers. The shortage of workers was particularly acute in rural areas, and student squads were able to partially fill the labour resource gaps there. It is the young students who become one of the strategic resources to overcome the numerous challenges in the new economic, social and political conditions created by the wartime, primarily addressing the lack of labour in agriculture.

By the circular orders of 28 July, 2 August and 9 October 1914, The General Department of Land Administration and Agriculture addressed the directors and managers of agricultural educational institutions with a proposal to consider the possibility of mobilizing young students.

In the autumn of 1914, the first labour units were arranged by the students of pedagogical educational institutions of Minsk guberniya. Organizing small groups, they went to villages and hamlets and assisted families in need. The demanding job of the students was highly appreciated by the Minsk governor, who visited the labour squad of the students of the Minsk classical gymnasium on June 5, 1914 and thanked the volunteers for such timely and necessary assistance. In order to summarize, regulate and replicate the unique experience of student labour associations, a special commission consisting of the principals of educational institutions of Minsk, members of the land administration commission, district agronomists and other persons is established by order of the Minsk governor.

The result of the work of the commission was the developed "Basic Rules of the Organization of Labour Squads of Senior Pupils of Educational Institutions of the Ministry of National Education in the Minsk Guberniya" (Central State Archive of Moscow, 1914, sheet 126). The Rules emphasized in particular the voluntary nature of the formation of labour associations of students whose participation in the squads required parental consent.

The idea of voluntary work of youth for the benefit of society was reflected in paragraph 4 of the Rules. The absence of remuneration or payment to the volunteers was compensated by the provision of housing for the squad members and giving them the peasant ration. Paragraph 5 is very interesting, as it prohibits voluntary squad member to refuse to perform all the planned types of agricultural work in peasant farms, but gave the right to "request special instructions" from the agronomic personnel.

The developed rules became a prototype for all subsequent instructions on the formation of voluntary student labour squads. Supporting the Minsk initiatives, the Ministry of Public Education sent a circular on the organization of labour squads at all educational institutions in the summer of 1915.

The next step in the development of the idea of labour assistance was the abolition of the transitional examinations for students by the General Department of Land Administration and Agriculture in 1915, which led to the changes in the curricula of summer practical classes (Labour Squads and their Organization, 1916, p. 11). In the circulars of the Department of Agriculture and the Department of Public Education, it was repeatedly stressed that the participation of students in the squads "cannot be mandatory", and certainly, they cannot be subject to coercive measures.

In April 1916, the Department of Public Education sent "The Sample Rules of Organization of Student Labour Squads" to all educational districts in order to unify and speed up the process of organizing and managing student labour squads.

Being formed on a sectoral basis, the multifaceted activities of squads reflected the division of voluntary labour.

The basic rules of organization of labour squads established by the Department of Public Education determined the key principles of formation of youth voluntary associations.

Since the beginning of the formation of voluntary squads, educational institutions had established close contacts with urban, zemstvo (system of local administration) and public institutions on organizational issues (place and time of the "labour practice" of students and accommodation during agricultural work). The costs associated with food, work clothes and shoes, as well as transportation of the squad members to the place of work were the objects of expenditure of educational institutions, local zemstvos, public and charitable institutions.

Archival materials of CSA of Moscow testify that student labour associations were created with active support of various organizational structures of local administration. Projects of the organization of voluntary student squads were repeatedly initiated by the local departments of the Committee of Grand Duchess Elizaveta Fedorovna to provide charitable assistance to the families of people called up for war.

Thus, the documents of the archive contain information about the joint work on the organization of the party of students for agricultural work in the Nizhny Novgorod guberniya, which was done by a Special Commission established on the initiative and under the supervision of A. F. Girs, the Chairman of the Nizhny Novgorod department of the Committee. The Commission included the Guberniy Zemstvo Uprava (government) and the Guberniy Land Administration Commission, local educational authorities and agronomic personnel.

The organizers considered voluntary labour, on the one hand, as a means of promoting the inclusion of students in socially useful and socially significant activities, on the other hand, as a means of educating young people (Central State Archive of Moscow, 1916, sheet 124).

In the course of work of the Commission, the basic provisions of the organization of a squad and plans of its forthcoming activities were developed. Thus, labour squads from 10 to 20 people were constituted with the students from senior classes of secondary educational institutions by a "voluntary note" of the students themselves and the consent of parents or parental representatives. In addition, there was a mandatory medical examination, certifying the suitability of volunteers to perform labour activity that is agricultural work (Central State Archive of Moscow, 1916-1917, sheets 25-26).

Curators from the teaching personnel or the local village intelligentsia were obliged to monitor the internal routine of the squad members. All agricultural work was to be carried out under the supervision of local agronomic personnel. A special training programme for students was provided.

The guberniy and uyezd county councils took the immediate administration of the case on the ground, involving their own agronomic personnel in the supervision of the work of squad members and local teachers, priests, etc. to manage the economic part of voluntary associations of students.

Documentary material provides information about the activities of the labour squads on the territory of the Russian Empire. So, in 1916 the active part of voluntary squads in the Pskov guberniya was represented by the students of the Pskov Man's Gymnasium (68 people), the Mariinskaya Women's Gymnasium (11 people) and Private Woman's Gymnasium of Safonova (22 people) (Central State Archive of Moscow, 1916, sheet 16).

In the summer of 1916, a voluntary squad of 11 students of the Vilenskaya Second Gymnasium rendered assistance in the peasant farms of the village of Vyazov Maloarkhangel'sk uyezd of Orel guberniya under the supervision of the teacher K.I. Bunin (Central State Archive of Moscow, 1916, sheet 174).

Students of Kursk Man's Gymnasium had worked in Oboyansk (Shelkovka village) and Kursk (Popovka village and Klyukva hamlet) uyezds of Kursk guberniya for two summer seasons since 1915. On average, each squad comprised 14 to 20 people



(Central State Archive of Moscow, 1916-1917, sheet 19). Every day the students went to work early in the morning and went back around 7-8 in the evening. In the evenings a briefing was held, the work for the next day was assigned. During the harvest, considerable help for 28 families in need was provided by the student squad working in the summer of 1916 in Shelkova village of Oboynsk uyezd under the supervision of the teacher P. M. Zinkovskiy of Kursk Sandomirskaya Man's Gymnasium. Moreover, in the summer of 1916, 10 squad members worked together with prisoners of war at four agricultural areas under the supervision of agronomists of zemstvo in Oboynsk uyezd of Kursk guberniya. According to the squad leader, more than 200 desyatinas (land measure equivalent to 2.7 acres) of wheat were cut with the participation of these students (Central State Archive of Moscow, 1916-1917, sheet 20).

A fairly complete picture of the labour activity of student associations can be obtained from the documentary material of the detailed reports of the Committee Departments. For example, according to the report of the Department of the Committee "On Agricultural Work Performed by the Student Squad of the Odessa Second Gymnasium in the Villages of Kurtovo Volost (district) in the Summer of 1916", 40 to 60 people worked as part of the voluntary labour association of students from June 22 to July 20 under the supervision of the gymnasium inspector V. O. Chemena and teachers A. E. Zbarashenko, P. Kh. Karayanov and I. T. Krshesh. The squad members worked in the hamlets Fersterovo, Dostanovka and Konstantinovka of Kurtovskaya volost. The squad rendered assistance to 42 peasant farms and harvested wheat from the 200 desyatinas of peasant fields in three villages (Central State Archive of Moscow, 1916, sheet 156).

The experience of training labour assistance during the war in the Petrograd guberniya, on the territory of which there were more than 30 squads in 1916, is of interest (Central State Archive of Moscow, 1916, sheet 224). According to their industry, they were represented by three types of voluntary associations: agricultural association is the most numerous group (20 squads), one squad responsible for organizing nurseries-shelters and the third group included 13 garden squads. So, garden squads worked in the gardens at the hospitals of Petrograd, Tsarskoe Selo, Kronstadt and Kolpin, and were engaged in the improvement of the surrounding area, thus they "at least partially brightened the stay of the wounded at the hospitals".

According to the place of work of the agricultural squads, they were distributed as follows: 1 squad worked in Petrograd uyezd, 8 - in Yamburg uyezd, 3 - in Tsarskoye Selo uyezd, in Novaya Ladoga uyezd and Gdov uyezd - one in each, one squad of the students of Lyuban higher primary school worked in the vicinity of Lyuban (Novgorod guberniya). Another agricultural squad worked in Pskov and Tula guberniyas (Central State Archive of Moscow, 1916, sheet 224).

As follows from the reports, on May 15, the squad members stationed in the three zemstvo schools began agricultural work. The squad members went to villages in groups and worked in the family of those in reserve in quantities which depended on the need of these families in the labour force and the amount of land placed under cultivation. At the same time, female students were distributed to families of those in reserve and took care of their children (Central State Archive of Moscow, 1916, sheet 84).

In general, the activities of the labour squads were so effective from the point of view of socio-economic impact and moral matters, that on June 28 1916 "the highest command" approved the regulations on the badge for participating in student squads in providing employment assistance to the families of people called up for the war.

In the "Case Concerning the Activities of Labour Squads and the Development of the Award Badge for Excellence in Rendering Labour Assistance" there is the Regulation on the Badge for Participation in Student Squads, approved on June 28, 1916.

According to the Regulations, the badge was established in memory of participation in student squads to render labour assistance to peasant farms in the field (Central State Archive of Moscow, 1916, sheet 71). In the materials of the case we also find a description of the badge (Central State Archive of Moscow, 1916, sheet 154).

After the publication of the regulations on the badge, numerous applications for awarding of voluntary participants of labour associations followed. Information about pedagogical personnel and students-volunteers declared to be awarded was sent to educational institutions in the local guberniyas departments of the Committee. In turn, after consideration, the guberniyas department submitted the list of the persons declared to be rewarded to the Committee of Her Imperial Highness with the request "about sending the corresponding number of badges and the established forms of certificates on the right of their carrying to the department" (Central State Archive of Moscow, 1916, sheet 176).

Kaluga Guberniya Committee appealed to the Committee of her Imperial Majesty on sending 300 pcs of badges for participating in student squads in 1916 (Central State Archive of Moscow, 1916, sheet 37). According to paragraph 3 of the regulation on the badge, the Pskov committee requested the Committee of Her Imperial Majesty "not to refuse to send 152 pcs of badges" (Central State Archive of Moscow, 1916, sheet 16).

The materials of the fund often contained general conclusions of the guberniyas departments of the Committee on the results of the activities of voluntary labour associations of students. First of all, the lack of the necessary physical training, labour skills and knowledge of student, the lack of instructor personnel for training, financial difficulties in maintaining the work of squads were noted (e.g.: (Central State Archive of Moscow, 1916, sheet 34, 76, 83). In fact, it turned out that the squad members were not sufficiently aware of the nature of the forthcoming work and the lifestyle in the village and did not expect them.

## 5 Conclusion

Therefore, on the basis of the studied material, we can state that the participation of young people in voluntary labour practices during the First World War was the result of the governmental policy, as well as — and this is the most important — a manifestation of the goodwill of the students themselves, their focusing on helping the society. Thus, voluntary student squads were one of the voluntary forms of labour assistance to the population during the First World War which were firmly and positively proven. The movement of student labour squads, which arose in 1914 and spread in 1915-1916 throughout the Russian Empire, became one of the universal ways to solve economic problems faced by the state. Labour assistance of the squad members was an important type of volunteering in a difficult period for the country. At the same time, it was marked by a special mood, solidarity and lively responsiveness of young students. The young generation of volunteers contributed to the expansion of the sphere of public assistance in wartime by their personal participation in the activities of labour squads.

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**Primary Paper Section: A**

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## PROFESSIONAL AND PERSONAL COMPETENCES OF MANAGERIAL STAFF IN THE SYSTEM OF SOCIAL SERVICES FOR THE POPULATION

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**Abstract:** Social work is a profession of a special kind, which requires special personal qualities, empathy, communication, creativity and ability for self-development. The study of the level of these qualities is carried out on the example of the managers of social service organizations in Russia in 2017-2018. Research methods: testing, expert survey, interviewing, focus groups. The results of the study allowed forming conclusions about the importance of professional and personal competencies of managerial personnel in social services. The results are important for understanding the institutionalization of social work as a profession, the formation of professional moral competencies of specialists and managers of social service organizations, designing educational programmes.

**Keywords:** social work, professional competences, personal competences, social service organizations, training for social work, manager of the social service organization.

### 1 Introduction

Social work as a profession was formed on the basis of social assistance activities in the form of care mainly for the poor. Initially, it was permeated with motives of Christian love for one's neighbour and understood as a charitable activity on a voluntary basis. In this regard, for many years there has been a discussion about the competencies that need to be formed by the specialists who provide social services and social protection of citizens. Extreme positions are observed: On the one hand, there are proponents of equating the activity of a social worker with voluntary charitable activity, when the main instrument is sympathy and empathy (Spolander et al., 2014). On the other hand, most researchers and practitioners believe that in modern conditions social work should have a highly professional basis, because experts invade the complex world of human relations and difficult life situations and should find a way out of them.

The truth lies in the space of harmonious unification of high professionalism and moral and ethical foundations of the profession. Solving these problems will allow forming training programmes, to determine the conditions of personal certification of personnel, licensing of their activities and career advancement of personnel.

The objective of the research: to study personal and professional-value attitudes in the implementation of managerial activities of the managers of the social service organization (SSO).

Research objectives: identification of a set of values in the professional activity of managers, the study of the level of their professional and personal competencies, as well as comparison of the results with the requests of employers in different spheres of life.

### 2 Literature Review

In the English language literature, profession and professionalization is understood as an increase in status through the acquisition of professional knowledge and skills (Evetts, 2003). There are differences in methodological approaches: there are Neo-Weberian (Saks, 2010) or constructivist approaches (Stoof et al., 2004). Scientists study the relationship between the activities of social workers and political and social realities (Segal, 2008; Sizikova et al., 2016). The greatest differences are observed in the study of the importance of different competencies, such as leadership and strategic decision-making skills (Thompson & Cole, 2004; Khaleelee & Woolf, 2004) and the qualities of a manager (Weinbach, 2003). It is these qualities of the manager of a social service organization that are considered dominant in the scientific literature. Big questions are observed in the study of the ratio of practical skills and theoretical knowledge (Sargeant, 2000; Dent & Whitehead, 2002). The search for new approaches resulted in theoretical work on encyclopedias and dictionaries, among which there is the Barker dictionary, which has withstood numerous reissues and which is known in many countries of the world, had received international recognition (Barker, 2008).

However, over time, there has been an increase in the requests for new empathic attitude to the profession, communication skills and soft professional skills in the profession – Soft Skills (Forrester, et al., 2008; Gerdes et al., 2011). The issues of training and social education (Kupriyanov et al., 2015), including the historical context (Marchenko et al., 2017) became a separate topic of the research.

In the Russian literature, the problems of standardization of professional and educational activities (Sizikova et al., 2015), the formation of value attitude to the profession and the personal qualities of specialists (Ivanov et al., 2018) are studied. Traditionally, the focus of Russian scientists is on the ethical issues of the profession (Medvedeva G.P., 2017; Medvedeva & Isaicheva, 2018). The reform of the social education draws attention in the context of understanding the national traditions and values in social service (Karpunina, 2016; Starovoytova, 2017), as well as to the problems of individualization of the process of professional training (Sorikhina & Fomina, 2018; Mityaeva et al., 2018; Fomina et al., 2018).

The analysis of these works revealed the most important issues: how do professional training and the formation of an ethical (empathic) attitude to the profession and to the citizens seeking social assistance correlate? What are the ways of forming the ethical and moral competence of professional's personality? What are the criteria of the level and demand for professional and personal competencies, especially of the managers of organizations in the system of social services and social protection of the population?

### 3 Research Methods

In carrying out this kind of research, the following theoretical methods are needed: comparative-historical analysis, systematic approach and comprehensive study of the essence of the profession "social work"; identification of basic theoretical approaches to the institutionalization of the profession. The methods that were used semi-formalized expert survey (N-24), interviewing and testing by the method "The Diagnostics of the Level of Partial Readiness for Professional and Pedagogical Activities. The Assessment Map of the Readiness for Self-Educational Activities" (Fetiskin, 2002) and the methods of diagnostics of propensity for a certain style of management (Ilyin, 2002) (managers of the social service organization (N-48), the method of focus groups (N-24).

The object of the research: managers of social service organizations for population, because according to the opinion of the authors, it is the managers, their professional and personal qualities that set the tone in the activity of organizations, in improving the effectiveness of their work, in creating the social environment of organizations. Being guided by the managers, the employees develop their professional and personal qualities, and the work itself is being filled with new content.

The subject of the research: the level of such professional and personal qualities as empathy, communication, creativity, ability for self-development, will and determination, as well as the assessment of their importance for the professional development of the manager, for the development of the profession "social work" as a whole.

**4 Findings and Discussion**

In 2017-2018 the empirical study was conducted on the basis of social service organizations for the population of Moscow and Voronezh.

Tentatively, the qualities and personal competencies that are most important in modern professional activities in social work, especially in the activities of the manager of the SSO were identified by the method of semi-formalized expert survey.

- love for the profession (value component in the structure of the personal foundations of managerial activity of the manager);
- desire for self-development (motivational component);
- ability to solve professional problems (competence component);
- creativity (creative component);
- ability for contact (communicative component);
- self-control and self-correction (volitional component).

The authors understand personal and professional qualities as the competencies formed in the process of professional education (theoretical level), formation of professional skills (applied level), as well as life experience and personal attitudes of the manager (emotional and moral level). Moreover, the first two components relate to those introduced from the outside (professional education and professional experience), and the third one refers to the personal qualities which are being formed in the process of socialization of the individual, mainly at a young age. Therefore, not every person who decided to receive education in the specialty "social work" can be professionally suitable.

The study of the test results allowed creating the following table based on the identification of three levels of manifestation of certain indicators (high, average and low).

Table 1 The results of the measurement of personality foundations of managerial activity of the SSO managers – the participants of the diagnostic procedure

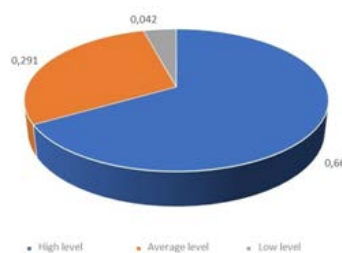
No.	Components	Indicators	Levels of development (%)
1.	Competence	Ability to solve professional problems	66.7% – high level 29.1% – average level 4.2% – low level
2.	Value	Love for the profession, awareness of its humanistic value	43.75% – high level 56.25% – average level low level is absent
3.	Motivational	Desire for self-development	58.3% – high level 37.5% – average level 4.2% – low level
4.	Creative	Creativity	39.6% – high level 43.7% – average level 16.7% – low level
5.	Communicative	Ability for contact	62.5% – high level 31.25% – average level 6.25% – low level

6.	Volitional	Self-control and self-correction	56.25% – high level 37.5% – average level 6.25% – low level
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Source: authors

Competence component "ability to solve professional problems" took the first place. This corresponds to the results of the world Economic Forum "Future of Jobs Survey" ([http://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2018.pdf](http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf)), which showed that the demand for the ability to quickly solve complex objectives is the highest in all labor markets (40% in the growing demand of promising areas). Such a manager is capable of defining and achieving objectives in management and acts as a subject of professional activity and communication, i.e. shows activity, initiative, responsibility; he is self-efficacious and capable of high achievements in the profession. However, about one-third of the managers assessed the level of this indicator as average. This makes us think about the nature of this phenomenon. Additional research in the form of an expert survey indicated a high level of bureaucratization of social service organizations in Russia, which may have caused some underestimation of the indicator, and the lack of independence of managers in decision-making. This is even more important because 4.2% of the respondents assessed this indicator as low, and therefore they assessed their professional and personal managerial qualities to be low (Fig. 1). This is an explicit request for additional education and gaining professional experience.

Figure 1 The levels of the indicator "ability to solve professional problems"

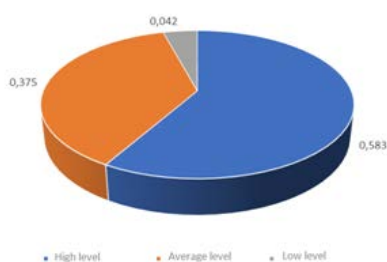


Source: authors

2. The indicator of the value component "love for the profession" in the expert survey was the second, but according to the results of the test, it went to the fifth place out of six. It is obvious that there is some discrepancy between socio-professional expectations and realities in the attitudes of managers. Additional interviewing of the managers showed that high rates are observed mainly among those who have specialized education, professional experience of less than 10 years and managerial experience of no more than 3 years. This distance in assessments makes it possible to assume that managers underestimate the role of emotional-value attitude to their profession. Characteristically, none of the respondents stated the low motivation and lack of love for the profession.

3. Desire for self-development (Fig. 2). Since in the structure of personal foundations the value component gives meaning and importance to managerial activities and largely regulates professional consciousness, behavior and professional achievements of the manager, it is subject to constant enrichment, filling with new meanings and content of the increasingly complex managerial activities. The analysis of the reasons for the low rates allows suggesting that some tested managers are faced with emotional and professional problems that exceed their capabilities. This is a situation of distress or professional unsuitability.

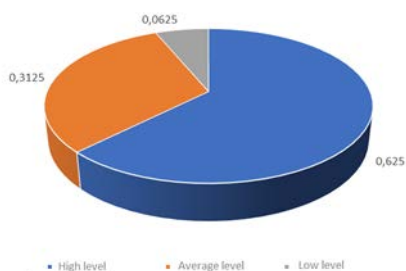
Figure 2 Levels of the indicator "desire for self-development"



Source: authors

4. The indicator "Creativity" refers to the creative component of indicators of personal foundations of managerial activity. Only a minority of the tested managers is able to produce and implement innovative ideas in management; they are ready to take reasonable risks, are capable of restructuring their own activities and making experiments. Probably, this is a wait-and-see position and the managers are waiting for the opportunity to prove themselves, and possibly for a "command from the top", which may indicate the lack of independence of the manager, the dependence on bureaucratic decisions. This indicator provides an understanding of the "growth points" in the professional training and retraining of the SSO managerial personnel.

Figure 3 Levels of formation of the indicator "ability for contact"

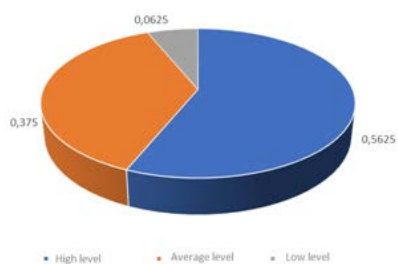


Source: authors

5. The communicative component and the indicator "ability for contact" is generally positive (Fig. 3). It characterizes the ability to establish constructive business and interpersonal relationships and the willingness to cooperate.

6. The volitional component and the indicator "self-control and self-correction" is an indicator of the compliance of management results with the set goals and requirements to the quality of managerial activities (Fig. 4). According to managers, this component is subject to continuous improvement at the level of new technologies of self-regulation and personal and professional growth. The diagnostic results indicate that, in general, the SSO managers are able to adequately assess, plan and adjust their own managerial activities.

Figure 4 Levels of the indicator "self-control and self-correction"



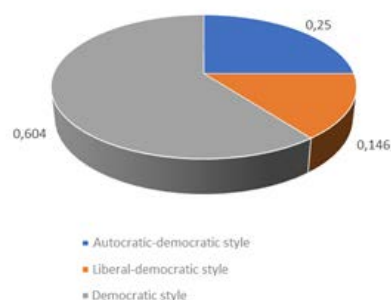
Source: authors

Thus, the diagnostic of the level of development of professional and personal foundations of managerial activity of the SSO

managers showed that the problem exists, and it requires improvement and correction. The results of the interviews with managers confirmed that many of them were not prepared to improve their competencies more effectively at the levels of operation and assessment.

Further in the logic of the research, the propensity of managers for a certain style of managerial activities was studied. The methodology allowed forming an idea of the propensity of the managers for autocratic, democratic or liberal styles of management. Most of the managers note a tendency for a democratic style. However, the high proportion of managers who gave preference to the autocratic-democratic style is alarming. This style is the least desirable in organizations of the social sphere (Fig. 5).

Figure 5 Preferred styles of management identified in the course of the research



Source: authors

The obtained results suggest that the style of managerial activity of the SSO managers requires active self-educational and professional developmental activities. On average, the level of development of personal foundations of managerial activity which is insufficient for effective professional activity was identified among half of the managers. About 90% of managers believe that continuous self-improvement is necessary, but only half of them are ready for it (for various objective and subjective reasons).

The Russian scientific literature is dominated by applied approaches to understanding the competencies of social professionals, including managers. Since 2013, practical activity is determined by the development and implementation of the standards of professional activity (Sizikova et al., 2015; Sizikova et al., 2016).

At the same time, in the Russian literature more attention is paid to professional and moral conditions and prerequisites of activity and to the correlation with historical traditions of social service (Medvedeva & Isaicheva, 2018; Starovoytova, 2017). These personality traits develop among students during receiving higher education (Mityaeva et al., 2018). To increase the involvement of students in professional activities, individual educational routes are developed (Sorikhina & Fomina, 2018), students are involved in volunteer activities, in the implementation of social projects together with students (Ivanov et al., 2016). Russian social education seeks to integrate with international education, and this expands the professional horizons of Russian students (Kupriyanov et al., 2015). In the process of preparing students for future professional activities, much attention is paid to the competent ratio of traditional and innovative technologies that they will use in their future professional activities.

## 5 Conclusion

The research showed that the formed professional and moral competencies of the managers of organizations in the social sphere have peculiarities which can help in the development of the profession, but they can also hinder its development. The

peculiarity of professions in the social sphere lies in the combination of emotional-empathic competencies, professional skills and theoretical knowledge about the upcoming activities. In Russian science and practice, no one doubts that social work is a type of professional activity which requires high theoretical training and the ability to adapt professional skills to new conditions of life. The ability to make adequate, professionally competent managerial decisions both at the level of organization and at the level of interpersonal interaction or at the level of self-management of their personal growth are the significant professional and personal competences. They need to be taught at any age in the context of continuing social education.

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#### Primary Paper Section: A

#### Secondary Paper Section: AM, AO

## FOUNDATIONS OF THE FAVORABLE HUMAN LIFE PATH

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**Abstract:** In the paper, theoretical and practical foundations of the favorable human life path are considered. With regard to this, it is pointed out that human life path is an objective and subjective reality incorporating bio-socio-spiritual principles that are in the continuous dynamics (change and development). The paper aims at searching for theoretical foundations to build one's favorable life path that is directly associated with a positive focus of one's individual being. In the paper, the authors study potential capacities for preserving and sustaining the physiological, social and spiritual performance ensuring the human existence aimed at being in the good that acts as a pillar of gaining well-being in life.

**Keywords:** human, life path, favorable path, virtue, dynamics of life, reality, objectivity, subjectivity.

### 1 Introduction

Sooner or later, everyone starts thinking over the question how to make their life favorable. This mainly happens at a mature age (30 – 50 years old) when one approaches one's life consciously (Ermakov, 2014, p. 73). Interestingly, with centuries having passed, the question has remained as important for people as it used to be. Moreover, the problems range of the meaning of life gains especial relevance, importance and topicality in the age of secularization of church, the rising philosophy of rationalism, pragmatism, and the psychology of mass consumerist society.

The escalation of suicidal behavior among adolescents is quite alarming for the public and makes them study this range of problems especially closely. What is the reason behind suicide as the top extent of self-criticism? According to the official data, since the beginning of 2019, in Russia, the quantity of suicides has amounted to some 2000 people, children and teenagers being over one third of them. This is quite a large quantity for the world of today, and a truly enormous one for the country (Nemova & Svadbina, 2013). Incredible load at school, not knowing how to solve any problems encountered, lack of understanding and psychological support on the part of adults, the increase of the Internet activity of suicidal groups (the "Blue whale") – these are but few of the causes pushing the children's fragile personalities to the decision to take their own lives (Statistics of suicides in Russia, 2019). Meanwhile, there is one reason which the authors believe to be the pivot one explaining this kind of behavior – and this is the lack of meaning of life.

In the contemporary school education, it is on the quantitative indicators that the focus is to a greater extent – i.e. children's successfulness is evaluated by their marks and any certificates of merit and ones of good conduct and progress they have. The problems of upbringing and spiritual establishment of personality landed at the periphery of the educational process. The children get overloaded intellectually but they are not taught mutual aid, mutual supportiveness, collective spirit and knowing how to be friends. As a result, what the public gets is an intellectually boosted, educated person yet completely immature in terms of emotion and prone to stresses, emotional breakdowns

and depression. Thus, the paragon of external successfulness as a life-purpose value is planted so early as in childhood, in the years of schooling (Svadbina & Nemova, 2015).

The same paragon, model to be imitated is reinforced by the present-day mass communications. Advertising, movies, ostentatious and outrageous behavior of popular media stars and politicians – all these work as a well-coordinated mechanism for sustaining the outside visual indicators of the successfulness cult. Psychology of the mass consumerist society imposes pseudo-ideals and pseudo-values for the youth the flip side of which is the feeling of continuous dissatisfaction, boredom and lack of the true meaning of life.

It is no mere chance that for centuries the research into looking for a meaning of life makes representatives of religious thought contemplate and give their answers to the question. The analysis of their works helps staking out the approaches to solving the relevant task – how can one build the favorable life path? How can one gain the meaning of one's existence? How can one find a way out of the most difficult life situation and know exactly for what life is worth living?

### 2 Literature Review

The interest in the topic of the human life path can be traced down starting from the remote ages. So, in the Old Indian philosophy represented first of all by Vedas and Upanishads, the doctrine of two paths was developed: "path of the gods" and "path of the ancestors". The Old Chinese thought made its contribution to the development of the life path doctrine too, first of all, owing to the efforts of Lao-tzu and Confucius. The Ancient Greek and Roman philosophy also gave an eye to the question of human life path. The problem was touched on by Plato, Aristotle, Seneca, Epictetus, Marcus Aurelius et al. Their achievements are so impressive that after many centuries thinkers have been addressing the heritage of the antiquity (Aristotle. Ethics, 2002).

However, it was philosophia patrum that left arguably the most pronounced imprint on studying the human life path problems. Its bright representatives – Anthony the Great, Athanasius the Great (1994), Macarius the Great (1998), Ephrem the Syrian, Gregory the Theologian, Basil the Great, Gregory of Nyssa, John Chrysostom and others – developed an original doctrine on the human life path. It was creatively conceptualized in the works of the Russian ascetics of the Orthodox faith – Ignatius Brianchaninov, Nilus of Sora, Theophan the Recluse, Seraphim of Sarov, Ambrose of Optina (Agapit (Belovidov), archimandrite (The life of Saint Ambrose, an Optina Elder, 2012), John of Kronstadt and others. The authors believe the potential of Christian anthropology goes far beyond the boundaries of a purely religious understanding of human life and has a great humanist importance.

A noteworthy contribution to studying the problem of looking for the meaning of life was made by Viktor Frankl, an Austrian psychiatrist, psychologist and neurologist, a former prisoner of Nazi concentration camp, and the founder of logotherapy as a method of existential psychoanalysis (Frankl, 1990). In his work "Man's search for meaning" Viktor Frankl gives an illustrative example of his own experience of individual's survival in inhuman conditions, testing out as a doctor and a scientist his own psychotherapeutic method of finding a meaning in the most difficult life situations. According to V. Frankl, one of the major life-purpose values is the value of love. Love can manifest itself in various qualities: love for God, for one's work, for the cause of one's life, for the close ones and relatives, for one's Motherland and so on. As the Socrates of the modern times, Viktor Frankl helped his fellows, prisoners like himself, to find the meaning of existence, i.e. for what it is worth struggling for life. The concepts and theories of the above authors are the methodological basis for this paper.

### 3 Research Methodological Framework

The objective of this paper is to find theoretical foundations for one to build one's favorable life path. In order to achieve the set objective, the following tasks have to be completed: understanding what is the individual life path of a human as a bio-socio-spiritual creature, what the favorable variant of the life path involves and how one can gain it.

Proceeding from the said, the novelty of the work consists in its making an attempt, with preliminary studies accomplished in the philosophical, religious and psychological literature borne in mind, to view the favorable human life path as a result of day-to-day action of virtuous principles on bio-socio-spiritual points of a subject's individual being.

In the work, the method of dialectics is used extensively that aims at viewing the subject in development, in interaction of all its parts and in the unity of the opposites existing. In this way, dialectics ensures unity of the historical and the logical, analysis and synthesis in studying the particularities of the human life path.

Thus, the actualization method puts "on the agenda" certain problems of the past and ways of solving them while also showing their heuristicity as applied to the present days. The said methods in their total allow comprehensively investigating the question of one building one's favorable life path.

## 4 Results and Discussion

### 4.1 What is the Individual Life Path of a Human as a Bio-Socio-Spiritual Creature?

According to the authors' understanding, the life path of a human is a reality inherent in and given to the subject, shaped by the human (and/or others) under the action of the natural, social and spiritual environment and incorporated into being (Ermakov, 2005, p. 65). It follows from this definition that the human life path is a variety of reality that is given to a human and inherent in the human only. It is this reality that one has to shape throughout the entire one's life, i.e. to change something in it according to one's mind or others' discretion, to keep or improve something. In particular, this occurs necessarily under the action of the natural, social and spiritual environment in which the human exists. With regard to this, it should be emphasized that it is far not everything one wants to change that one can change in one's life but only which is granted to one, which the conditions where one's existence takes place allow and which the opportunities open up to one. This is why, speaking about the human life path as a reality, it should be realized that it is actually a combination of objective and subjective points.

Alongside with that, it should be borne in mind that the human life does not stand still. It is always in motion, which means, changing. In other words, this is not merely a condition. This is a process, too, always. One's life is a dynamic formation (Bogatyeva, 2018, p. 151). One may know about it or not, but one's life path will always be changing. To what side and in what direction will it be changing? To a certain extent, this will depend on the very person, the person's understanding of life questions and knowing how to find solutions to any problems arising.

Meanwhile, it is especially important to keep in mind that a human is a bio-socio-spiritual creature (Berdyayev, 1995, p. 305). The human has a body which lives according to the laws of nature. The human is also born in a society which incorporates the human into its system of social relations influencing the way the human forms as a personality. Moreover, the human has consciousness ensuring the personality's spiritual development. Given all this, the human is a triune (bio-socio-spiritual) formation. Being the "measure of all things", the human adds bio-socio-spiritual points into the human's life path. Hence, in studying a person's life path, the three aspects of the person's being – bio-socio-spiritual ones – always have to be taken into

account. It is they that create a sort of the "body" of the life path. Proceeding from the above, the human life path is an objective and subjective reality incorporating the bio-socio-spiritual principles that are in dynamics at any time point.

Therefore, the human life path as a reality is a quite complicated formation. In particular, the human life path as a reality is not visible to the eye in all its manifestations. At times, all that one can see is some "markers" that "signal" any actions done by a person and that in their turn give grounds to believe that the certain person's life path has a certain focus in its flow. This is where one of the difficulties of comprehending the human life path is hidden.

### 4.2 The Favorable Life Path and How to Gain it

Proceeding from the above, it can be seen that the favorable life path is associated with a positive focus of a person's individual being. As much one will be able to keep one's body in a healthy condition, to maintain its vitality, as much one will be able to get included into the system of social relations with a possibility of reproducing them and improving one's social status oriented to being in the good – where such values as the good, beauty, faith and love are prevailing in the human feeling of the world – so much one will be able to be successful and happy (Ermakov, 2015, p. 1353). This is so-called "matrix" of the favorable human life. Yet, how to gain it? Here, much depends on the human as a subject, an active principle.

First of all, it is essential to have the knowledge of the human life path being an objective and subjective reality incorporating bio-socio-spiritual principles that are always in dynamics. This knowledge helps one pay attention exactly to the bio-socio-spiritual points of one's being taken in their unity and integrity. One must not think about one's body only, shopping for exquisite food and clothes while ignoring the social and spiritual aspects. Similarly, it is not sufficient to focus the attention on social characteristics of one's being, counting on extension of social links and neglecting the corporeal and spiritual aspects. Aspiring to spiritual values only, placing them as the objective of cognition and overlooking the corporeal and social aspects is just as unproductive. It is in paying attention to the entire total of bio-socio-spiritual aspects involved in the individual being of the human that is the fact of the matter. However, this is not sufficient, either. What is necessary is to make this knowledge "living" (Mamardashvili, 1997, p. 4), i.e. focused on its being carried out throughout the life. It is only the knowledge rooted in life that promotes improvement of the human life path.

In its turn, the "improvement" itself is impossible without relying on the positive stratum of being. And the first one needs to do is to "go away" from the negative aspects of the human life. Until people start taking care of their bodies properly (by means of nutrition, movement, sleep etc.) (Nemova et al., 2016a), until they repeatedly overcome negative trends of their social being (unsettled state of family life, problems at work and the like) (Nemova et al., 2016b), until they start taking care about their imperfection (selfishness, lack of faith, irritableness etc.) – no improvement will occur in their life path. This is why one should develop "critical thinking" (Zykova et al., 2013, p. 95). Moreover, one should fight harmful habits. For this, it is recommended to use "extinguishing" them. Unfolding this statement, Yu. M. Orlov notes that "for a habit to disappear *the scheme of extinguishing* has to be created, i.e. the situation of acquisition has to be reproduced without its essential element – the corresponding feeling" (Orlov, 1991, p. 183). It is only this kind of work done by a person that can help the person overcome the negative habits, and, therefore, create conditions for gaining the favorable life path.

Alongside with that, one should not only avoid all the negative things but also tend to all the virtuous. Touching on this side of the question, Athanasius the Great instructed: "Wherefore having already begun and set out in the way of virtue, let us strive the more that we may attain those things that are before. And let no one turn to the things behind" (Athanasius the Great, 1994,



p. 195-196). Here it is adherence to the path chosen that is important. Once a person has made for the favorable life, the person must not leave the intended path anymore. Clearly, the objective factors of negative nature will affect one's life in an undesirable way but one must continue to one's goal persistently, taking into account the situation having formed. For instance, if one decided to get the higher education but failed to enter the fulltime department, one can adjust one's plans and apply for part-time or evening studies, classroom or distance-learning. In this case, the most important is to study in order to attain the intended goal!

With regard to this, let it be emphasized as a point that one must never stop in one's movement on the path of virtue. The path of the good is a process demanding continuous inclusion of the human into the "tissue" of life. For as long one is destined to live, for so long one must make the good appear (Ermakov, 2017, p. 299). One must aspire to doing one's best of the possible. This was mentioned by Aristotle stressing that "the man who is truly good and wise, we think, bears all the chances of life becomingly and always makes the best of circumstances" (Aristotle. *Ethics*, 2002, p. 57-58). Concerning this, it is important to note that virtue is the basis of well-being. In particular, the good should be understood not only as a category of moral but also as a "tool" for building the favorable life.

Meanwhile, it has to be borne in mind at all times that "the heavenly way is forth as difficult and hilly, or rough with dreadful thorns, or entangled with stones jutting out; so that everyone must walk with the greatest labor and wearing of the feet, and with great precautions against falling" (Bychkov, 1995, p. 130). So, one has to force oneself to the good. And one cannot do without will in this question (Ermakov, 2013). Developing this statement, Macarius the Great wrote, "first he ought thus to force himself to that which is good; and though his heart be ever so much against it, to wait continually for mercy; to force himself to show compassion, to endure contempt with a courageous patience; and though he is set at nought, not to be moved with indignation" (Macarius the Great, 1998, p. 96-97). These Christian values are of the general humanist importance. Becoming the foundation of a person's behavior, they help the person overcome negative points and follow the beneficent path, and it is the latter that is the foundation of the favorable life. In this respect, the way Elder Ambrose of Optina answered the question "how should we live?" is interesting: "We should live without hypocrisy, conduct ourselves in an exemplary manner, and thus we will be on the right track, otherwise we will lose the game" (Agapit (Belovidov), archimandrite (The life of Saint Ambrose, an Optina Elder, 2012, p. 148-149).

Having the will power, confidence in one's strength and consistently bringing the intended into life – this is what one needs for improving one's life path (...) there is never a pure zero or a clean slate to start anything from" (Mamardashvili, 1997, p. 118). Developing this idea, M. Mamardashvili (1997) emphasized that people can start their movement to the best "from any point, because all points are equalized, and we can elevate ourselves from any dirt or any splendor. And, therefore, neither the dirt in itself has meaning, nor has the splendor" (p. 194). It is to start and go on moving in the direction opted for that is important (Ermakov et al., 2018).

## 5 Conclusion

The above allows concluding that the favorable life cannot be built without fulfilling the virtuous principles. With regard to this, virtue has to become the basis for bio-socio-spiritual points of the life path. Focusing on a single aspect only leads to deforming the entire life path. For instance, if a person shows the knowledge of etiquette in the professional sphere but ignores health and is indifferent to family matters, then, the person's life path is likely to not be favorable. It is only by intertwining virtue with all bio-socio-spiritual aspects of one's being that one can expect building the favorable life path. Meanwhile, it has to be realized that the favorable life path having been built will only remain such if the human is focused on avoiding the negative

and tending to the good, maintaining and enhancing it in all bio-socio-spiritual aspects from day to day. This is a great and difficult thing. Anyway, it is not beyond somebody wishing a better share for themselves and their close ones.

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**Primary Paper Section:** A

**Secondary Paper Section:** AA, AN, AO

## CULTIVATING THE “RESPONSIBLE PARENTHOOD VALUE”: EMPIRICAL ANALYSIS OF PRESCHOOL INSTITUTIONS’ WORK IN NIZHNY NOVGOROD

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**Abstract:** The paper analyzes the problems of cultivating the responsible parenthood value and highlights the problems of today's society associated with the level of responsible parenthood cultivation in the current generation. Among the tasks of "The strategy of development of upbringing in the Russian Federation for the time period of up to the year 2025", it is noted that the paramount condition is to render the necessary support for family upbringing based on promoting the parents' responsible attitude to raising the children and on improving their social, communicative and pedagogical competence. The ways and mechanisms are suggested for making use of various information resources in preschool educational organizations, including the efficient information tools to which the authors refer cloud computing.

**Keywords:** responsible parenthood, social project, upbringing, youth, cloud technologies, interacting.

### 1 Introduction

"The strategy of development of upbringing in the Russian Federation for the time period of up to the year 2025" (hereinafter the Strategy) (2015) gives the priority right to bring up the rising generations to parents and the family. In its turn, the state undertakes to pursue the policy of consolidating the family, creating favorable conditions for joining the efforts of the institutions of both the Russian society and the state for upbringing the rising generation on the basis of recognizing the determining role of the family. Among the tasks of the Strategy, it is also noted that the paramount condition is to render the necessary support for family upbringing based on promoting the parents' responsible attitude to raising the children and on improving their social, communicative and pedagogical competence.

However, a reasonable question arises: what state or social institution teaches responsible parenthood to the present-day parents? The study course "Ethics and psychology of family life" is known to have been excluded from the school curricula in the 1990s due to its being useless or a lack of foresight. Within the system of higher education, the subjects "Sociology of family", "Family studies", "Familiotics", "Fundamentals of the psychology of family and family counseling", "Organization of working with families having got into a difficult life situation", "Family conflict management" were as a rule elective courses and were not included into the basic component. Thus, the vital and pivot problem – creating a strong healthy family – was in fact left unattended, left to chance. As a result, for over a quarter of the century, Russia has had no focused training of parents-to-be for family life.

The relevance of the research is associated with the fact that the family and marriage statistics data for the latest quarter of the century give more than ample evidence about the onset of a deepest crisis in this sphere. Reduced birth rate and marriage rate, growth of alternative marriage forms and social orphanhood

are just few but quite telling for themselves indicators of the family as a social institution being in a deepest crisis.

### 2 Theoretical and Methodological Framework of the Research

With its relevance, the problem of responsible parenthood is studied by specialists of various domains of the scientific knowledge.

A significant contribution to the study of this range of problems was made by sociologists (Antonov, 1980; Borisov, 1976; Kon, 1999; Svadbina, 2000; et al.).

The problem of child-parent relations is the cornerstone one for psychologists and pedagogues. There is good reason behind the saying "we all come from childhood". The level of parental competence was studied and analyzed by the following researchers: S. Yu. Meshcheryakova (2000), Yu. V. Baskina (1992), G. Navaytis (1999), E. G. Eidemiller (Eidemiller et al., 2003), S. V. Chirkova (2008).

As the methodological basis of the empirical research, the methods of interview and questionnaire survey, observation and the secondary analysis of data were used.

The objective of the research is to analyze the results of two city festivals for reviewing the progress of working with families at preschool institutions of Nizhny Novgorod "In dialogue with family". Special attention will be paid to the way preschool institutions organize working with parents in order to cultivate the value of responsible parenthood in them.

Tasks of the research:

- analyzing the contemporary progress of the activity of preschool educational institutions of Nizhny Novgorod against the background of the information and communications constituent;
- identifying the factors having affected the development of the family and marriage institution adversely;
- outlining the key focus areas for the use of information and communications technology tools in organization of working with legal representatives of the learners.

### 3 Results and Discussion

For a long time, family has stayed "on the outskirts" of the state social and economic policy. It was only so-called socially unprotected families (ones having disabled children or parents, single mothers etc.) that received quite a small support while most families have remained out of sight of the state.

Each new generation was brought up in line with the "do as I do" principle. What the society has got as a result is the generations of families conveying defective models of family- and marriage-related behavior. And it is pseudoscientific surrogate in the form of various talk shows ("Let's get married", "House-2", "The blind one" etc.), astrological and Vedic schools that was quick to fill the information void having formed in questions of upbringing and starting a family.

In order to improve parental culture and consolidate the efforts of everyone associated with upbringing and teaching children in Nizhny Novgorod one way or another, in 2000, the City scientific and practical laboratory for problems of upbringing and family (hereinafter the Laboratory) was founded based on V. P. Chkalov Children's Creative Activity Center. Up to the present day, its permanent leader is N. N. Belik, a Honored citizen of Nizhny Novgorod region and a Honored worker of culture. It was the Department of education of Nizhny Novgorod city that acted as the founder of the Laboratory, which has both

raised the very status of the Laboratory considerably and allowed accessing directly the municipal educational institutions of Nizhny Novgorod.

One of the major tasks of the Laboratory was to create the united educational space in Nizhny Novgorod. In order to complete this task, the long-term Program of family upbringing "In favor of family and children" (hereinafter the Program) was developed. The main vehicles for bringing the Program into life were the city's municipal secondary general educational institutions. The choice was not random, as it is in schools that three or four generations of parents and children eventually interact. Since 2017, the scope of influence of the Laboratory has covered the city's municipal preschool institutions too, i.e. kindergartens of Nizhny Novgorod. The decision was dictated by realia of the time. The main peak of marital breakdowns falls for the first three years of life of the young family. The very birth of a child marks the start of the family being "challenged" with those natural difficulties that arise due to this event. It is in this time that is essential to support the family and help it cope with any natural difficulties arising in the process of bringing up children.

Creation of the united educational space implies building partnership relations between all actors of the pedagogical process: families, preschool educational institutions for children, as well as institutions of culture, the system of additional education, and public non-profit organizations. In this case, the family is viewed not as a "supplier of initial material", i.e. a child as an object for upbringing, and not as a source of obtaining further material benefits, but it is viewed as an equal partner in the process of upbringing. Thus, the relations are organized proceeding from the principles of cooperation, co-creativity and mutual understanding. Attaching a high status to family, motherhood, fatherhood is the crucial condition in building an equal dialogue between all actors of the pedagogical process.

**Here are the main focus areas of organizing the work with parents at MBPEI.**

### **1. Bridging the generation gaps as the basis for mutual understanding**

The pedagogical process is known to be a mutually conditioned one. With the example of participants of the festival, it is quite clearly seen that while teaching the parents, the pedagogical collective themselves learn a lot, too. Alongside with running compulsory pedagogy training for all young teachers in order to pass on the experience accumulated and pedagogical excellence, they organize seminars, workshops, and business games at children's preschool institutions where teachers get the opportunity to discuss complicated pedagogical situations on an equal footing. With regard to this, such events help representatives of different generations of the teaching staff learn to understand each other. When mentored by the experienced ones, the young teachers adapt to conditions of working at MBPEI more easily. As for the generation of teachers at the retirement and pre-retirement age, this is an opportunity to communicate with the youth in order to understand them better.

The point is that currently, preschool teachers mainly have to deal with parents of the late 1990s – early 2000s generation. These are the parents who participated neither in Little Octobrist, nor Pioneer, nor Young Communist League movements, i.e. they have poorly developed community and humanist values.

Digitization of consciousness is a sort of symbol of the era as well. Owing to the easily accessible information from the worldwide Web, the young parents deem themselves to be well-read and educated people who know everything. With regard to this, due to their "being online" for the greater part of their free time, they already have no time left for communicating with their own child. This is the reason why so many as up to 90% of the present-day children of preschool age have certain problems with speech and need aid of a speech therapist or a special-needs expert.

Meanwhile, no cinema or TV program, computer game or cartoon, however top-rate they may be, can replace living human communication. It is communication via joint activity, creativity, games that creates the shared language of mutual understanding, the language of verbal and non-verbal communications. An interesting observation was contributed by one of the chairmen of the parents' collective. The question "Do you feel the difference between your sons of different ages (the elder one is twenty, and the youngest one is only four)?" was answered by him to the effect that having to spend much time with the children in person, he felt no intergenerational difference at all. This is quite an illustrative phenomenon. In those families who have living human communication, joint activity and co-creativity, there is also mutual understanding.

### **2. United communication space as the major condition for efficient interaction between the parents, the MBPEI, institutions of additional education, state structures and non-profit organizations**

As organizing the high-quality and efficient communication exchange between parents, teachers and psychologists, preschool institutions for children use interactive communication forms both via websites of the municipal budget-funded preschool educational institutions (MBPEI) and by means of mailboxes installed in the group rooms specially for parents. The parents' questions are subdivided according to topics and then brought up for discussion at the parents' and pedagogical meetings or become a matter for individual advice.

Each of MBPEI participating in the festival has a parents' association, with some of them even having Councils of fathers. The parents not only assess the quality of food for children, as is conventionally the case, but they get engaged into the public life of the children's preschool educational institutions, too; they are at the forefront of organizing workshops in line with their interests. Communication between parents, their being not indifferent to upbringing of their children enables the parents to activate their creative potential, to fulfill themselves both in creativity and in public life organization.

According to the fair comment of N. N. Belik, alongside with all their functions, festivals of this kind are a personnel-focused event, too. The most capable, resourceful parents and teachers having managerial abilities, knowledge and opportunities for organizing pedagogical, educational and cultural life in the city are selected at the festivals. For instance, it is during such festivals that the leaders of the "Council of fathers", Nizhny Novgorod public movement, were chosen (A. A. Zarembo, A. N. Nikiforov, V. A. Ivanov, P. A. Razzhiving et al.) (Fathers of Nizhny Novgorod: a Glance into the Future, 2017).

As of today, the movement of fathers of Nizhny Novgorod is the flagship of All-Russian movement of fathers. A. A. Zarembo – leader of the fathers' movement – became a media figure easily recognizable in the community of Nizhny Novgorod. Meanwhile, at the beginning of all that there was quite a usual ordinary school that was looking for a family capable to take part in the "Family of the year" contest, and A. A. Zarembo, a retired military man and a father of three (two own sons and an adopted daughter), heeded this initiative. Participation in the contest, acquaintance and further communication with N. N. Belik swept the man into the whirlpool of pedagogical work – first at the city level, and at the country-wide one by now. This fact confirms the "openness" of the process, too, i.e. everyone willing can join the movement, find their niche and be useful for the society. All people are either someone's children or someone else's parents, which means, they have the right to join in the shared process of creating the united educational environment that allows developing the future generations of Russian in a harmonious way.

### **3. Information and outreach activity of MBPEI**

Regrettably, the sad fact should be recognized that from the most reading nation the Russians have degraded and transformed into

one of the most ignorant nations within less than thirty years. The generations of the young parents have almost stopped reading books and, as a consequence, going to libraries. And it is the information from pseudo-, quasi- and mock-scientific sources that was quick to fill the information void on how to raise children these days.

According to the well-known Arabic saying, if the mountain won't come to Mohammed, then Mohammad must go to the mountain. It is this idea that became the foundation for attracting the parents' attention to the professional scientific and methodological literature on upbringing and family problems. At MBPEI, thematic exhibitions of training and methodological books and issues are created for parents with the aim to raise the parental culture level. For this, libraries are engaged whose activity covers this micro-section. Thus, parents get the opportunity of access to books without having to visit the library. Given their being busy at work and with household chores, the MBPEI in their partnership with libraries enable the parents to get acquainted with the world psychology and pedagogy thought bank and to remain updated on the new trends of the psychological and pedagogical process. In these mobile bookshelves, there are also works by scientists of the Laboratory (a doctor of philosophical sciences, familist T. V. Svadbina, doctors of pedagogical sciences V. V. Nikolina and F. V. Povshednaya, a candidate of medical sciences, gynecologist O. M. Stelnikova, a candidate of historical sciences A. F. Tatarchenko et al.).

At MPEI, special booklets and memos for parents are created that contain information relevant for the age of their children. The printed media are placed in the open access both in the group room and in specially designed for this thematic corners. The parents are also provided with the relevant information on where and how one can organize weekend family leisure.

With the present-day improvement of computer technologies, as everyone has a technical device and can find any information, teachers get the opportunity of a broader coverage of the parent audience. The popular cloud technologies can become a tool for organizing the work with parents. Cloud computing involves digital data storage in the Internet which allows storing, editing and sharing the interesting files and documents with one's friends, parents and colleagues. They support communicating via laptops, PCs, smartphones, cellphones and other devices.

Cloud technologies have their own advantages, too, just like any technology. The main of them is accessibility – "clouds" are accessible to everyone and in every place where the Internet connection is available and from any device that has a browser (Shirokova 2011). There are currently numerous cloud services that can be applied in the educational process, in particular, for informing, interacting as well as raising the parents' pedagogical awareness. Alongside with that, the opportunities of cloud technologies are aimed at time optimization.

The tools offered by these technologies help teachers to vary and increase the efficiency of the forms of educational process support, as well as enhance the quality of working with the children's families.

The advantages of using the cloud technologies for interacting with the preschoolers' families consist in the following:

1. Enabling the parents to access the information at the optimum time;
2. Receiving the information promptly;
3. Enabling the teachers to demonstrate any documents, pictures, video and audio materials;
4. Providing the dialogue between specialists and parents as well as individual and group approach in working with families.

At present, cloud computing is no longer an innovation known to a relatively narrow circle of professionals – which it used to be until quite recently. These technologies are currently accessible

in one form or another to any user of the Internet, and they are becoming increasingly popular.

#### 4 Conclusion

Proceeding from the above, let it be stated that studying the problem of cultivating the responsible parenthood value with the use of the opportunities the preschool institutions system as well as the IT means offer is quite a new and relevant problem that demands further investigation by the scientific community in various domains. Using cloud technologies in conditions of working with children's parents helps boost the adults' participation in upbringing, create the atmosphere of shared interests, emotional support and mutual understanding, enhance the satisfaction from work and the efficiency of activity in child-rearing. The authors believe that positive dynamics will result from that in the process of cultivating the responsible parenthood value. Lest the mass media, like the Pied Piper, should lure children away from their parents' protection and custody, they have to show more living human care about the life of their closest and dearest ones, in order to understand them better and to keep spiritual kinship with them.

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**Primary Paper Section: A**

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## NETWORK EVENT AS A TOOL FOR SHAPING THE READINESS FOR PROFESSIONAL ACTIVITY OF A MUSIC TEACHER

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**Abstract:** The paper discusses contemporary trends of development of the educational system. The key particularities of managing the educational process and organizing the educational space are identified. Innovative methods of educational process design are described, including those of applying network technologies in the process of learning. The standpoints of scholars that deal with educational systems management are represented. Alongside with relying on scientific provisions, the paper also finds out the regulatory bases for putting into practice the educational technologies in the network form. Various scholars' points of view are discussed as for treating the definition of the "network interaction" notion. In the research, a model of a network event within organizing the music students' academic activity is described.

**Keywords:** network interaction, network event, current trends, professional readiness, professional activity, music student.

### 1 Introduction

Dynamic change of the present-day life and implementation of innovation forms and methods of performing the professional activity that are based on high-hume (nano) technologies determine the trends of social and economic development of the Russian society. In this situation, education is the vector of social development as it creates the material, technical and cultural basis for social relations, generates the country's brainpower and reproduces the personnel potential (Medvedeva & Marik, 2016). Social and economic change is a prerequisite for tailoring the innovation forms of the educational process execution. Developing the contemporary forms of learning has to take into account the competency-based approach which as of today is the basis for carrying out the academic process and it also has to correspond to the potential employers' demand for solving professional problems. The contemporary scientists define the competence of a specialist as a system of readiness for the specialist's future professional activity, i.e. mastering the knowledge, abilities and skills as well as the ways of applying these in the practical activity and professional communication. The objective of the competency-based model is shaping and developing the capacity for solving numerous professional problems in various situations (Khutorskoy, 2013).

**Relevance of the research** consists in the necessity of using the contemporary technologies of education for organizing the educational space under the current development trends of the society and education.

The transformations characterizing today's life determine the new approaches to organization of learning that would be up to the social requirements of both the labor market and the educational services consumers. The current stage of development of the society urge professionals not only to have knowledge and skills in the relevant area of work but, more importantly, to be able to use theory in direct practice and to be prepared for creative application of their knowledge and

experience under the dynamically changing conditions of the professional activity.

The outlined trends determine using the contemporary technologies of education, introducing innovation forms and methods of organization of learning and designing the educational space as the key focus area in educational process management. Thus, putting into practice the new forms of educational activity is possible on the basis of implementing the innovations, including the use of network technologies in the process of learning.

At the current stage, network organization of joint activity is deemed to be the most relevant, appropriate and efficient form of achieving the objectives of activity in any professional area, the educational one included. Network interaction implies interrelations of network partners based on equal rights and mutual interest in each other and the joint decision-making.

However, so far there has been no clear-cut understanding of what network interaction is and how this joint activity is organized, formalized and performed.

### 2 Literature Review

The content of the notion "network interaction" is defined in the works of G. V. Gradoselskaya (2014). According to her treatment, the essence of the phenomenon under study is determined by the fact that "network interaction is a way of joint activity the basis for emergence of which is a certain problem, with all subjects joining the network being interested in it". In this understanding, subjects of the interaction have autonomy in performing their main activity and they interact exclusively in solving the problem joining their own resources for that.

Network interaction in education is studied by a group of scientists under the guidance of A. I. Adamskiy (1996). From their standpoint, network interaction is a "system of horizontal and vertical links ensuring the accessibility of high-quality education for all categories of citizens, the variability of education, openness of educational organizations, and enhancement of teachers' professional competence (including the use of IC technologies)".

The basis of the notion "network interaction" is the term "network" as a particular kind of joint activity of people (organizations). The content of the notion "network" analyzed by the leading researchers in the domain determines the following understanding:

By a "network", a total of institutions can be meant that have:

- shared objectives,
- resources for achieving them, and
- a united management center.

A network can also be defined:

- as a combination of three constituents: the total of items; relations between the items, and the flows of resources (Batyghin & Gradoselskaya, 2001);
- as an association of independent individuals, social groups and/or organizations acting in a coordinated manner on a longstanding basis for achieving the agreed objectives and having the shared corporate image and corporate infrastructure (Chuchkevich, 1999).

### 3 Research Methodological Framework

The objective of the research is studying, analyzing and systemizing the information about the experience of network interaction carried out in conditions of designing the learning creative events and activities.

Tasks:

- to study and systemize the scientific literature and regulatory documents in the area of the topic declared;
- to find out and analyze the contemporary trends in the area of educational space development, by using network technologies.

Within the research, the general scientific methods are applied: analysis and synthesis of pedagogical, didactic literature, as well as the regulatory and legal framework in the sphere of organization of educational activity.

#### 4 Results and Discussion

It should be noted that under network interaction the participants keep their independence and there remain incentives for development for each of them, too, because their activity continues to be of a unique nature. Developing and putting into practice the network activity organization mean generating the opportunities for the network partners, their exclusive resources in order to bring into life a certain project which cannot be fulfilled by each of the network participants separately. Thus, creating a network in execution of some activity is able to ensure mutual compensation of drawbacks and enhancement of advantages. This also holds true for the field of managing the general, special professional, and further education which is undergoing a difficult transformation as of today (Sizova et al., 2018a).

Readiness for professional activity incorporates practical and theoretical foundations. The ways of interaction and mutual permeation of theory and practice lead to the major objective of the process of learning – the high-quality training of future specialists that are prepared to face challenges of today's profession. It is hard to overestimate the importance of practical learning, given the situation. Problems arising during practical activity are difficult to "cram" or master in theory – it is here that the necessity of actual professional experience stems from.

In the current conditions, employers set high requirements for higher education institutions as for the graduates' professional training in the sphere of their practical readiness for solving professional problems. However, the employers themselves are rarely committed to interaction in training the personnel and uniting the efforts for achieving the objective – the specialists' high-quality training. This is certainly associated with the cooperation process being a versatile and multi-aspect one and featuring the content-related and organizational constituents. Meanwhile, the students learning outside the context of the future professional activity frequently lack the interest in actively gaining knowledge and abilities and shaping the competencies – they just passively receive the knowledge offered (Popova, 2016). So, interaction with employers is a necessary process, although a complicated one. The work on attracting the employers to the future specialists' training process contains a number of stages that differ in the content and interaction organization methods.

The regulatory and legal framework for organizing the process of network interaction in conditions of educational activity is governed by Federal Law No. 273-FZ "The law on education in the RF" (chapter 2, article 15) (2012). Researcher I. N. Popova (2016) treats the text of the document as follows: "The network interaction form is viewed as a condition for fulfillment of the educational program. It is understood as building the relations of an educational organization with other educational organizations, foreign ones included, the essence of activity of which consists in using the resources of organizations of science, culture, sports and others by means of developing and bringing into life joint educational programs and curricula". The authors of this research believe that within organizing the activities using the toolkit of the field of culture, a vocal and choral activity in the network form can be held. Alongside with that, the contemporary approaches to organizing the process of training specialists are aimed at developing creative personality in a

graduate who is able to solve professional problems (Sizova et al., 2018b).

The authors realize that the task of shaping the future specialists' readiness for their professional activity in any domain cannot be accomplished without employer partners. So, in order to develop the practical competence of teaching musicians whose main sphere is further education, they have included into the curriculum a learning event organized under network cooperation with the Governorate College of Nizhny Novgorod as a festival-contest "Minin vocal and choral workshops "Gubernskie golosa" (lit. Voices of the governorate). The activity unites resources of two organizations – their personnel, creative, material and technical ones and others. This learning event involves shaping and applying the practical professional competencies in order to bridge the gap between the theoretical aspect and that expected from graduates in practice, for the future teachers to have no difficulties in organizing vocal and choral activity. This kind of organization of learning is innovative and it creates unique practice-oriented conditions for training of teaching musicians.

The objective of the learning event consists in launching a vocal and choral activity that is held in certain time periods and contributes to reviving the choral singing traditions. It meets the young people's needs of being included in art and the national culture, too. The event is aimed at participating in the social life, and it makes up conditions for individuals to express themselves in a creative process. Carrying out this approach to the design of learning will allow cultivating the young people's way of using their spare time, in terms of psychology and culturology, under the rapid pace of life and flow of information. It will also contribute to tailoring their esthetic taste and needs and developing their social initiative and creative potential.

In the present-day culture, there has emerged a trend of arranging young people's leisure in the form of entertainments. The rise of audiovisual arts results in pushing the spectators and listeners out of close involvement in the real action. And the audience consuming the artistic products without thinking and being reluctant to participate in artistic creativity can only be won with music and show that bring out the most primitive instincts, feelings and drives.

The rapid transformations in development of the society determine versatility and diversity of the contemporary human life. Anyway, however important for the present times the political, economic, social and environmental problems may be, the prospects of development of the society are but determined by consolidation of spiritual foundations of the rising generation's culture. The particularities of the modern society's spiritual life are the pursuit of the universal human values and the penchant for integrating cultural traditions and re-uniting them internally.

#### 5 Conclusion

With regard to this, the relevance of designing such activities is associated with recognizing the necessity to restore the continuity of cultural traditions while taking into account the best achievements. Engaging the youth from various educational institutions of different level has been motivated by the today's young people being keen on versatile performing phenomena, in particular, the vocal and choral ones.

The phenomenon of choir has an immense importance in the Russian culture, being one of the paramount expressions of its innermost spiritual content. Choral singing is one of the strongest and most popularly loved traditions. B. V. Asafyev (1980) considers it to be the characteristic feature of the Russians: "The relevant choral, originally valuable and rich in opportunities... use of music which for ages has been manifested in the people in an unabated inclination to singing together – with a family, a crew...". Being a collective art, vocal and choral art expresses the nature of culture in the most relevant way and hence it occupies quite a special place within its space. Choral

activity has a syncretic spiritual and practical nature. It is an engaged, practical and active attitude to the world which goes to the foreground in it, which attributes to the choir a special value within the system of arts.

The main tasks of the learning event:

- developing the vocal and choral traditions, promoting choral and vocal art;
- forming the continuity of generations; consolidating and developing the movement of singers;
- extending the creative and professional links.

The tasks are fulfilled by means of:

- shaping a favorable environment for organizing the joint creative effort on the basis of vocal and choral activity and collective success;
- creating optimum conditions for organizing presentation and concert work of a vocal and choral ensemble;
- the vocal and choral ensemble's participating in contests and festivals for sharing its achievements.

This network event is aimed at a large-scale vocal and choral movement, and it will allow attracting a wide range of young people to collective performing. Vocal and choral activity has to become an important event in shaping the youth's esthetic preferences; it will allow creating an efficient system of developing the culture of music in conditions of higher education institutions that are the moral and cultural foundations of the society, tailoring not only the country's brainpower but also its spiritual elite.

"In general, network interaction as a characteristic feature of the contemporary organizational culture within the educational environment is aimed at fulfilling the principle of social justice as for ensuring equal rights to learners, including those from socially vulnerable groups of population, and at mastering variable educational programs of all levels, types and kinds" (Popova, 2016).

The authors believe that having such an experience of practical learning during the professional training, their students will be able to secure a decent entry for configuring their future professional life.

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## DISCOURSE AS A TOOL TO COUNTER EXTREMISM: SHAPING METHODOLOGY FOR RESEARCH

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**Abstract:** In the modern world, extremism poses a threat to world values, the national and personal security. The purpose of the present study is to specify research frame work including international and national policies, legislation and other measures undertaken in the world, focusing on discourse and linguistic component, to analyze available methodology and to elaborate new approaches to use discursive practices for preventing extremism. Shaping new methodology to deal with the challenges extremism poses to society requires comprehensive studies and contextualization of discourses, discursive practices and social aspects of the phenomena. The research outlines two main areas including global trends in academic research of discourse to prevent extremism and the other targeting specific tasks, communities and outcomes.

**Keywords:** discourse, counter extremism, youth protection, language impact, typology of communication contexts, experimental methodology.

### 1 Introduction

Modern civilizations face various global threats, one of which is extremism. It impedes the progressive development of states and the international community, undermines the foundations of national and international stability.

Under the UNO Agenda 2030 diverse stakeholders at international and national levels draft policies and consider tools to foster peace and justice in the contemporary world community which considers youth generation as a top target audience for protection from all forms of violence and extremism.

The common activities to address this global challenge include international and national policies, action plans, measures and steps regarding security, public awareness raising, education, mass media engagement, fight against extremist propaganda, etc. All these areas include verbal communication issues, and human language is an integral part of the respective activities. Therefore, studies of discourse can view it as a tool to counter extremism.

This angle goes in line with the Academia contemporary perception of discourse as an instrument that could contribute to societal and business solutions, including sustainable development (Wilkins, 2003), management (Darics & Clifton 2018), claims negotiations (Guy, 2018), pedagogical dimensions (Rymes, 2015), national identity issues (Shohamy, 2013), etc.

Lately, some research papers have declared initiatives and perceptions of the need for counter-terrorism discourse (Badurdeen & Goldsmith, 2018). Furthermore, C. Mattsson and R. Säljö (2018) conducted empirical studies on ways for educators and social workers to talk to minors about extremism. However, the comprehensive desk and field studies on discourse as a tool to counter extremism have not been conducted so far, neither specific wording on such a goal or methodology has been introduced for societal or academic considerations.

However, the relevance of the above is determined by the importance of extremism prevention and the need to counter it through all available instruments, including linguistic means of communication.

Therefore, the goal of the present study is to shape a tentative methodology to study discourse as a tool to prevent and counter extremism.

The goal requires two stages of analysis. First, the data background for research methodology will be explored. This stage will cover global and national policy vision of academic research on the discourse role within the extremism challenges to the contemporary world.

Second, the methodology for the specified research area will be designed in terms of identifying particular research tasks, methods and approaches.

### 2 Data Background for Research Methodology

#### 2.1 Discourse Role within the Extremism Challenges: International and National Policy Vision

Combating extremism is one of the critical challenges to the modern multipolar world. The relevant actions are being undertaken by international and national bodies in different fields and directions. Among other issues, the international community lays particular emphasis to the need for targeted communication with society as a tool to counter extremism, that strives to use advanced communication technologies to engage different communities in the extremist networks.

Thus, the UNO Plan of Action to Prevent Violent Extremism (2016) stresses the urgent need for “community engagement strategies”, “family-based mentorship programmes”, “inclusive dialogue among the community members”, calls the UNO Member States to “promote intercultural and interfaith dialogue” (par. 51), “intergenerational dialogue and youth-adult confidence-building activities and training” (par. 52c). The document pays particular attention to the States cooperation with social media companies to foster national communications strategies, which being based on international human rights standards and tailored to local contexts would “challenge the narratives associated with violent extremism” (par. 55a).

The importance of the above activities is further underlined at the regional level. The Council of Europe Committee of the Ministers Action Plan (The Fight Against Violent Extremism and Radicalisation Leading to Terrorism, 2015) emphasizes the need to “develop a convincing counter-narrative, drawing on grassroots initiatives, spread through the communication networks”, calls for building inclusive societies, “trust among citizens across social and cultural differences”, “support for intercultural communication and skills” (pp. 3-4).

The OSCE argues for a careful use of language and terminology in communication with diverse civil society actors and recommends national governments to refine language to engage potential partners in the capacity building process (The Role of Civil Society in Preventing and Countering Violent Extremism and Radicalization that Lead to Terrorism: A Focus on South-Eastern Europe, 2018, p. 53).

National domestic laws and activities also take into account the communication issues.

Thus, the UK government delivered a special report on ways to prevent extremism and radicalization globally with a particular focus on the language used in the official media and education domains (Radicalisation: the Counter narrative and Identifying the Tipping Point, 2017, p. 6).

The State members of the Vishegrad Group (the Czech Republic, Hungary, Poland, Slovak Republic) laid particular emphasis on preventing radicalization of speech within the discussion on their countries joint policies and tools to prevent radicalization and extremism (Capabilities of the Vishegrad Group in Preventing Extremism, 2017, p. 11).



As for the Russian Federation, apart from the legislation (Law of the Russian Federation "On Countering Extremist Activity", 2002), high ranking representatives of national authorities have repeatedly identified the task "to counter the narrative of violent extremism" as one of the cornerstone activities while "addressing violent extremism when conducive to terrorism" (Statement by Mr. Vladimir Ivanovich Voronkov, 2018).

The ontological grounds for attention to communication issues within international and national policies are rooted in the fact that in the multidimensional space of modern socio-cultural communities of the 21<sup>st</sup> century (Huntington, 1993), language is one of their essential characteristics, criteria for civilizational identity and tools for its preservation and development.

The above data on the global vision of the language and communication potential to prevent extremism logically leads the society to address scholars and communication specialists the question on particular language and communication tools that can serve as proactive instruments against extremism influence. Therefore, the present research should turn to academic research framework.

## 2.2 Academia Research Areas

Two decades of the third Millennium witness a considerable amount of publications that introduce current topics within studies on extremist language.

Researchers consistently stand on integrated discourse analysis and enhance the array of its tools to explore narratives and communicative device that extremists use in their propaganda aimed at recruiting (Lorenzo-Dus et al., 2017; Macdonald, 2016). Several articles have addressed the extremism verbalization from the standpoint of semiotics (O'Regan & Betzel, 2015).

Some experts strive to distinguish particular strategies within the extremist discourse, including conventionalized impoliteness, threats, condescension and exclusion (Lorenzo-Dus & Macdonald, 2018).

Scholars use corpus-based approach and digital content analysis techniques to identify keywords and concepts, collocations and speech patterns frequency, conduct their concordance analysis to interpret the data and identify extremists' use of language to express themes of morality, social proof, inspiration and appeals to religion, etc. (Brindle, 2016a, 2016b; Prentice et al., 2012a; Rogan, 2016; Testa & Armstrong, 2009; Zeiger, 2016).

This area of studies goes beyond one language and moves to the cross-cultural language analysis. For instance, P. Baker and R. Vessey, R. (2018) implement a corpus-driven comparison of English and French Islamist extremist texts and specify standard and distinct features of messages within bilingual extremist propaganda.

Some investigation on the above topic is related to concrete security goals. Scholars explore the ways to use the corpus linguistics and statistical methods to measure the influence of the extremists' verbal messages in the social media (Marcellino et al., 2017). The corresponding data can help security authorities to enhance counter-messaging efforts against extremist group's recruitment. Moreover, scholars identify those communication tools that enhance propaganda appeal of extremist and terrorist organizations (Milton, 2018).

Researchers also focus on verbal tools that some national communities use as persuasive instruments for religion-based justification of violence against Muslims in society. Such studies have been conducted in different countries including Canada (Ghosh et al., 2017), Malaysia (Yusof et al., 2018), Pakistan (Abbas, 2015), and the UK (Brindle, 2016a, 2016b; Culpeper et al., 2017).

Scholars also focus on the speech patterns of powerful messages that denounce terrorism. Thus, S. Prentice (Prentice et al., 2012b) and her colleagues use corpus-based analysis of counter-extremist messages written by Muslims and the U.K. officials and conclude that counter extremism messages do not form a homogenous phenomenon either in terms of western values perception or in terms of language use.

Another topic that has got experts' attention concerns the role of foreign language learning in education against extremism (Davies, 2008). Scholars underline that enhancing such classes enhance could balance "extreme right political activity, inclusive notion of nationhood, challenge racism in a multicultural society" (Osler & Lybaek, 2014). Multilingual education in the community of mixed descent can enhance tolerance (Bleich, 2012), interest in other cultures with no "otherness" enforcement in society (Thomas, 2016). Researchers further turn to the concept of multiculturalist discourse to include Islam into multicultural ideology through linguistic diversity (Rissanen, 2019).

The literature review further confirms that a significant number of academic papers explore language policy issues, including the discussion of language use within the topics on extremism prevention (Thomas, 2016). Authors underline that a balance is necessary to coordinate the interests of diverse communities within the society. Specific emphasis is laid on the sensitivity of "partnership language" policy and limits for its implementation that arise due to clashes between native and new communities of mixed descent (Abbas & Awan, 2015; Benedikter, 2016). Researchers also turn to narratives in the education area and mention language role in "education for justice and equality in multicultural contexts" (Osler, 2015, pp. 12-13).

The above brief tour across scholarly research reveals that Academia needs to conduct integrated studies to assess "what works, for whom, in what circumstances, and how" (Gielen, 2017). Scholars have not provided a comprehensive description of those components that would characterize and confirm society stakeholders' collective preparedness to prevent the extremism among youth (Dryden, 2017).

## 3 Shaping Methodology to Explore Discourse as a Tool for Youth Protection against Extremism

### 3.1 Research Tasks and Their Sequence

The analysis of current trends in legislation, governance and academic research in the field of discourse – related counter extremism activities lays grounds to the identification of particular tasks, cornerstone provisions of the methodology for the analysis of discourse potential as a preventive tool against the influence and spread of extremism.

We consider it essential to design the research methodology concerning various national, institutional, sociocultural contexts, engaging all potential actors as subjects to communication on extremism issues.

The investigation of Academia current trends in the research area under study makes it possible to specify the following research tasks under the earlier specified goal.

The research will require the typology of communicative contexts related to the discussion of the problems of extremism.

Further, the identification of target audiences involved in the discussion of extremism in various sociocultural and institutional contexts should be implemented with a view to the stratification of actors of communication on extremism issues.

Next, the analysis of the discursive practices of various subjects of communication in situations verbalizing the problems of extremism is planned. It will lead to the identification of communicative peculiarities of speech of actors and addressees of communication on extremism issues.

The analysis of characteristics of language perception and impact of the phenomenon of extremism among different social communities is supposed to be the following step.

Besides, particular attention will be paid to the allocation of language means, provoking, initiating and indicating the possibility of committing acts of extremism.

The above tasks completed, the identification of communicative models that provoke the phenomena of extremism will be implemented. This will pave the way to the identification of discursive models for communication between different target audiences in order to prevent acts of extremism.

Finally, the data collected and processed through the above activities will lead to the recommendations for the conceptual actualization of language policy in order to prevent extremism in the interests of the security of the individual, the state, and the international community as a whole.

### 3.2 Research Materials

Materials for the study are supposed to accumulate official international and national legislation, institutional regulations of the bodies that are involved in the counter-extremism activities, including education, mass media, healthcare, social work, communication in the family, communication among young peers, extremist discourse, as well.

The research materials are supposed to be in several national languages from the countries across continents that have suffered for large scale extremist activities during the late 20<sup>th</sup> – earlier 21<sup>st</sup> centuries. The research will study speech practices of diverse actors as modern society sub- communities' representatives, taking into account their age, social and professional features.

### 3.3 Research Methods

The implementation of the above research activities is based on the anthropocentric paradigm, the research objectives will require a combination of quantitative and qualitative methods of analysis, which is widely practiced in modern research.

Qualitative methods are widely used in the interdisciplinary study of discourse, since they make it possible to reveal the specifics of the communicative behavior of representatives of various social groups in various social contexts.

Particular attention is paid to the case analysis method, which involves consideration of various situations (examples of oral or written speech communication) in order to identify representatives of target audiences, to study specific intentions and patterns of speech behavior of specific participants of communicative situations in relation to the stated scope of the study.

In the course of the study, content analysis of speech patterns of behavior in situations of manifestation and opposition to extremism will be conducted. Using this type of analysis, the linguistic features of the written and oral speech of the subjects of communication on the subject of extremism will be determined.

The listed methods of analysis will allow studying and analyzing documents of government and law enforcement agencies; relevant articles of national legislation; communication patterns of social and professional groups, including information in social Internet communities; narratives of representatives of various sociocultural communities, law enforcement practice on countering extremism.

Qualitative interpretation of the speech behavior of different subjects of different communicative situations in the studied area is based on data from various types of quantitative analysis. So, content analysis and cluster analysis are used to obtain quantitative characteristics regarding the dominant key topics,

subjects of communicative situations and typology of discursive practices in the studied area.

The study should also include conducting surveys in the multicultural environment in order to identify the social perception of the phenomenon of extremism in the community and among the youth representatives, in particular.

Instrumental data processing will be carried out using SPSS, ATLAS, voyant-tools and other digital technologies of textual discourse analysis.

### 3.4 Approaches to Study

The research is supposed to use a number of approaches.

The field approach involves the analysis of oral and written speech communication of subjects of communication on the problems of extremism from various ages, social and professional groups.

Based on an inductive approach, the information will be gathered from various sources, including, but not limited to, government officials, politicians, lawmakers, law enforcement officials, journalists, and other subjects of communication on extremism problems.

The cognitive approach allows the researchers to analyze speech works on the studied issues, based on the individual characteristics of mentality, to conduct the analysis of concepts and frames, mental schemes and tactics of speech behavior in the studied field.

A descriptive approach is aimed at describing and explaining discursive practices on the subject under study, exploring language means that are used by subjects of communication on the subject of extremism.

A critical approach is aimed at identifying linguistic markers in order to identify and prevent possible acts of extremism and ensure the protection of their victims.

A comparative approach involves the identification of national characteristics of perception, language representation and interpretation of topics in the framework of this study.

An interdisciplinary approach is stipulated by the need to integrate data from linguistics, theory, and practice of communication, jurisprudence, pedagogy, sociology.

## 4 Conclusions

The present study findings make it possible to conclude that research methodology for analysis of discourse as an instrument against extremism requires a combination of research on micro- (discourse of various subjects in various communicative contexts of situations on the subject of extremism among young people), macro- (discourse on the subject under study in various national-state contexts) and mega- (discourse on the subject under study at the level of international organizations and international professional associations) levels.

The proposed methodology aims to model discourse in social/national/ international communication contexts for the prevention of extremism in society with particular emphasis on youth generation.

The experimental methodology rests on interdisciplinary research paradigm nature and involves data from discourse theory, communication theory, cognitive science, psycholinguistics, pragmatics, jurisprudence, pedagogy, etc. This methodology envisages a set of interrelated phenomena as objects of research, including communicative contexts, their content, and pragmatics, communication subjects/addressees, their intentions and speech patterns, behavior in situations of verbal communication on issues of extremism.

The methodology framework specified in the present paper tends to add to the scientific novelty of discourse studies. This statement rests on the fact that the problems identified in the project have not become the subject of interdisciplinary research so far. Currently, no attempts have been made to provide an integral comparative analysis of the discursive practices of various subjects of communication on extremism, the speech models have not been studied as a tool to counter extremism in the youth environment, in the verbal communication of the participants of modern society, taking into account their age, social and professional features.

The scientific novelty of the present research angle also stems from the integrated bulk of the goal and tasks, which have no analogs so far.

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**Primary Paper Section:** A

**Secondary Paper Section:** AD, AO, AQ

## INCREASING GDP PRODUCTION IN THE RUSSIAN FEDERATION AND RAISING THE RETIREMENT AGE: IS THERE A CONNECTION?

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The study results obtained in the performance of the state task of Federal Research Centre "Kola Science Centre of the Russian Academy of Sciences" (in part of demographic forecast and method of constructing the model of GDP output) and RFBR project № 19-010-00022 (in part of problem statement, literature review, evaluation and discussion of the production of Russian GDP, taking into account the pension reform).

**Abstract:** This paper is devoted to assessing the impact of increasing the retirement age on GDP production in Russia. The research is grounded on the hypothesis that raising the retirement age is a significant factor that can significantly increase the rate of economic growth in Russia. Three objectives were solved for testing the hypothesis. The investigation of the models allowed us to establish a link between the increase in the retirement age and GDP production in Russia. The assessment showed that with the current economic model in Russia, the increase in the retirement age will lead to a slight increase in GDP relative to the old retirement scheme (on average, by 0.35 % per year). Investment in fixed capital and the number of working population were built in Russia.

**Keywords:** Russia, pension reform, raising the retirement age, modeling, economic growth, GDP production.

### 1 Introduction

The development of pension systems in almost all countries is at risk of population ageing, reinforced by the current global trends of declining productivity growth and increasing the risks of pension investments. The ways of solving the problem of population ageing from the perspective of the pension system are: raising the retirement age, reducing pension payments, increasing contributions to pension funds during working life. It is believed that raising the retirement age is the most preferred method. Therefore, raising the retirement age is a typical process in developed and developing countries.

The issues of connection between changes in the retirement age and the main macroeconomic indicators are relevant, both from a scientific and practical point of view. The importance of considering these issues from a scientific point of view is due to the fact that changes in the retirement age have different effects on the economic growth and social well-being of countries. The specificity caused by changes in pension systems affecting key macroeconomic indicators differs significantly from country to country. Therefore, the issues of determining the nature of interaction and changes in the main macroeconomic indicators in pension changes are relevant to clarify scientific ideas on the functioning of pension systems.

The practical significance of research on this topic is related not only to economic growth, but also to social stability and security. Thus, raising the retirement age, as a rule, is sharply and negatively perceived by the population. That is why, quite often, politicians are afraid to make decisions on raising the retirement age, despite the feasibility of making such decisions in accordance with the objective requirements of the economy. That is, the economic reasons for the need to solve the problem of population ageing, including the increase in the retirement age, are ignored. This pushes solving the problem into the future, shifting it to the next generation, which leads to aggravation of the problem and undermines the basis of well-being of future generations of pensioners.

In Russia, a new pension reform was approved in 2018 which gradually increases the retirement age of Russian citizens from 2019. Among the explanations for the need to increase the retirement age, the statements about the need to increase the number of the working population of Russia to ensure economic

growth prevailed. In this regard, independent assessments of the impact of pension reform on the economic development of Russia are relevant.

### 2 Literature Review

The issues of raising the retirement age are in the focus of world economic research. A huge number and variety of works generates many aspects and obtained results. Most of the studies consider the issues of retirement age from the perspective of filling the pension system of a certain country. The general tendency of ageing of the population of the developed countries of the world and the increase in life expectancy, including active life, causes an increase in the burden on the pension system. The resolution of this contradiction is either a reduction in pensions, or an increase in the retirement age, or an increase in pension contributions during employment (Orenstein, 2013).

According to Russian researchers, the Russian pension system and its development tendencies are completely within the framework of this paradigm of pension provision, which dominates in developed countries in the 20<sup>th</sup>-21<sup>st</sup> centuries (Sinyavskaya & Omelchuk, 2014; Sinyavskaya, 2017). It should be noted that Russian studies are generally consistent with the global research methodology and the basic conclusions (Baranov & Skufina, 2018; Solovyev, 2007, 2012). A certain specificity of Russian research is to consider pension benefits as factors of consolidation of the population in certain areas (Baranov et al., 2018; Samarina et al., 2018).

In world research, the risk of reduction in the amount of pension and the need to manage the problem of poverty with the help of minimum pensions is often noted (Chłoń-Domińczak & Strzelecki, 2013). Significant attention in the framework of these studies is given to the assessment of social consequences, consideration of the population's views on the planned pension changes, etc. (Adascalitei & Domonkos, 2015; Naczyk & Domonkos, 2016).

Returning to the problem of population ageing, we emphasize that the specifics of the functioning of the modern economy model of capitalism determines the popularity of the solutions to the problem of populating the pension system by increasing the retirement age (Barr & Diamond, 2009; Gurvich, 2011).

The objective possibility of increasing the period of working life of the population lies in a significant increase in the duration of active life in old age. This determined the relevance, scientific value and significant activity of the consideration of linkages between health issues and economic development (Acemoglu & Johnson, 2007; Weil, 2008). During considering these issues, the results of the studies were found to be diverse, often contradictory. Thus, it is generally recognized that there is a direct relationship between health and income of population (Preston, 2007). Communication occurs at both the intercountry and regional levels, as well as at the micro level (Andreev et al., 2002; Lorentzen et al., 2008; Regidor et al., 2003; Skufina et al., 2018). However, there is another fundamental dependence. Typical demographic features in developed countries, such as increasing life expectancy at low fertility, increase the tax burden on the working population due to the increase in budget spending on the maintenance of people of retirement age. A number of studies have shown that this has a negative impact on the economic growth of developed countries, but can have a positive impact on the economic development of poor countries (Bloom & Canning, 2000; Bloom et al., 2000). At the same time, studies show that the possibility of partial leveling of the problem by raising the retirement age is constrained for political reasons (Kalemli-Ozcan et al., 2000).

The diversity and some inconsistency of theoretical and methodological data on the possible impact on macroeconomic

indicators of the extension of the retirement age limits determine the importance of considering these issues in relation to Russia.

This paper contributes to the development of two areas of research. Firstly, there will be a contribution to scientific developments devoted to the search for links and patterns of interaction of the main macroeconomic factors in the context of the problem of raising the retirement age. Secondly, it continues a series of studies devoted to forecast of demographic development, in particular the number of the working population of Russia, taking into account the increase in the retirement age.

### 3 Research Methodological Framework

The objective of the research is to find out whether the increase in the retirement age affects the production of GDP in Russia.

Objectives:

1. to consider the current dynamics and make a forecast of a number of the working population of Russia, taking into account the increase in the retirement age (in three variants);
2. to build models of production in Russia, linking GDP, investment in fixed capital, the number of working population;
3. to quantify the impact of raising the retirement age on the production of GDP in Russia.

The research is based on the hypothesis that raising the retirement age is a significant factor that can significantly increase the rate of economic growth in Russia.

It was noted that issues that concern discussing any changes in the pension system of any country are closely related to policy. In order to level this subjective component, most of the scientific papers that address the problem of identifying the consequences of pension changes, their relationship and interdependence with macroeconomic indicators and economic growth determine the priority of quantitative assessments.

Requirements of reliability and availability of initial data defined the use of available official statistical data of Federal State Statistics Service of the Russian Federation (2019) presented on the website of this organization: demographic statistics, statistics of macroeconomic indicators, long-term macroeconomic forecast, long-term population forecast.

Achieving the objective of our research aimed at determining the impact of increasing the retirement age on GDP production in Russia requires the use of two approaches.

The first approach is to forecast the number of working population taking into account changes in the retirement age. Consideration of the forecast dynamics of the number of working population is determined by two circumstances: first, by the importance of this factor for social production, in particular, GDP production (Baranov et al., 2018; Baranov & Skufina, 2018); second, it allows us to consider the accumulated demographic problems in Russia (Vishnevsky et al., 2012).

The forecast calculations of the working population of Russia were made in three variants on the basis of demographic indicators by age groups, taking into account the new step-by-step scheme of raising the retirement age, the long-term macroeconomic forecast of the Ministry of Economic Development and the demographic forecast of the population presented on the website of the Federal State Statistics Service of the Russian Federation (2019).

The second approach is to model GDP production.

Pension reform directly regulates the number of working population. Therefore, in order to identify the impact of raising the retirement age on GDP production, it was necessary to find a link between these indicators. Relations were considered: between GDP and the working population and between

investment in fixed capital and the working population (period 1995-2017). Then, the ratio which essentially represents the production function of Cobb-Douglas (Cobb & Douglas, 1928; Felipe and Adams, 2005) was derived, and the calculation of the coefficient of elasticity, which allowed to quantify the impact of changes of the resource (in our case, the population of working age) on production (GDP production).

## 4 Findings and Discussion

### 4.1 Forecast of a Number of the Working Population

Consideration of the current dynamics of statistical indicators shows a steady decline tendency in the number of working population in the Russian Federation observed since 2006 (table 1).

Table 1 Number of working population of the Russian Federation (pers.)

Years	Number of working population (pers.)
1995	84331542
2000	87172272
2005	90098674
2010	88561160
2015	85414747
2017	83224418

Source: authors on the basis of the Federal State Statistics Service of the Russian Federation, 2019

The results of our calculations of the number of working population expected in the period up to 2036 are given in table 2.

Table 2 Forecast of the number of working population (pers.) of Russia for the old and new pension systems

Years	Forecast for the old pension system (55 years for women, 60 years for men)			Forecast for the new pension system (60 years for women, 65 for men)		
	Low	Medium	High	Low	Medium	High
2018	82186726	82239737	82274008	82186726	82239737	82274008
2023	78461732	79250407	79946885	82051969	82872363	83601680
2028	77072093	78958434	80561029	85396661	87484946	89278382
2029	77037558	79161414	80954711	85331000	87684703	89694809
2034	76117779	79480576	82130180	87789645	91656411	94795289
2036	75045715	79038856	82207835	87069960	91662393	95410391

Source: authors on the basis of the Federal State Statistics Service of the Russian Federation, 2019

While maintaining the working age of 16-54 years for women and 16-59 years for men (without raising the retirement age), further decline in the number of working population in all three options is forecasted.

The pension reform will slow down the decline in the number of working population in Russia. The value of 2006 with a high variant of the forecast will be achieved by 2029, with a medium variant – by 2032, with a low variant – the value of 2006 will not be achieved (table 2).

### 4.2 Modeling the Production of GDP of Russia

In order to establish the connection between the increase in the retirement age and the production of GDP in Russia, the ratio of GDP to the number of working population and the ratio of investments in fixed capital to the number of working population for 1995-2017 were calculated. The correlation coefficient between these values is 0.99. Consequently, there is a close linear relationship between these indicators. This means that there is a linear relationship between the logarithms of these relations. The link is of the following type:

$$\ln(Y/L) = p \cdot \ln(K/L) + a, \quad (1)$$

where  $Y$  is GDP;  $K$  is investment in fixed capital;  $L$  is the number of working population;  $p$  and  $a$  are regression parameters.

Expressing  $Y$  in terms of the ratio (1), we get

$$Y = AK^p L^q, p + q = 1 \quad (2)$$

Expression (2) is the production function (PF) of Cobb-Douglas (Cobb & Douglas, 1928; Felipe & Adams, 2005), where  $A = \exp(a)$  is neutral technical progress,  $p$  is the elasticity coefficient for labor (a number of the working population),  $q$  is the coefficient of capital elasticity (investment in fixed capital).

The elasticity coefficient determines the impact of changes of the resource used in production on the production volume. For example, if labor ( $L$ ) in (2) changes in  $x$  times, then GDP will change in  $x^p$  times. The logarithmization of the linear relationship of GDP values and fixed capital investments, which were scaled to the number of the working population, was performed for the transition to elasticities.

According to this pattern, we obtain the linear relationship between the logarithms of the ratios of GDP ( $Y$ ) to the number of employees ( $E$ ) and investments in fixed capital ( $K$ ) to the number of employees (correlation coefficient is equal to 0.98):  $\ln(Y/E) = p \cdot \ln(K/E) + a$ . Expressing  $Y$ , we get:

$$Y = AK^p E^q, p + q = 1, \quad (3)$$

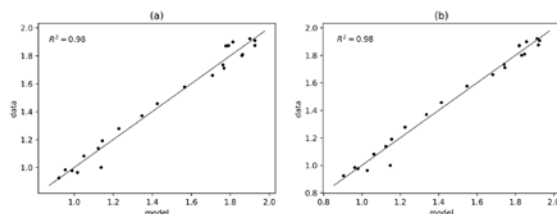
$A = \exp(a)$  is neutral technological progress,  $p$  is labor elasticity coefficient (number of employees),  $q$  is capital elasticity coefficient (investments in fixed capital). This expression is PF of Cobb-Douglas, which relates GDP, fixed capital investments and working population.

We will note that the values of the estimated parameters  $A$ ,  $p$ ,  $q$  are different in the expressions (2) and (3).

The estimation was carried out by the method of least squares according to the data for 1995-2018, the indicators were normalized to the volume indices with regard to 1995.

The models have a high coefficient of determination  $R^2 = 0.98$ , which indicates a good compliance of the models with the initial data (fig. 1). The estimated labor ( $p$ ) and capital ( $q$ ) elasticities for models (2) and (3) are within the range of 0 to 1 (table 3). This indicates the following: 1) GDP output grows with the increase in resources (capital and labor); 2) the output growth slows down with the growth of resources. The values of  $p$  and  $q$  show that GDP production is determined by the number of working population by 48.7% (42.8%) and by investments in fixed capital by 51.3% (57.2%).

Figure 1 Comparison of actual and model values of the GRP volume index for 1995-2018 with regard to 1995 (a) – model (2) was used, (b) – model (3) was used.  $R^2$  is determination coefficient. The black line is the straight line of the best correlation



Source: authors

### 4.3 Evaluation of the GDP Production, Taking into Account the Pension Reform

We introduce the following notations. Let us assume that  $L_r$  is the ratio of forecast of the working population for the new and the old (women – 16-54 years, men – 16-59 years) retirement schemes;  $q_2 = 0.428 \pm 0.041$ , which is the elasticity estimate for the working population obtained by the model (2);  $q_3 = 0.487 \pm 0.044$ , which is the elasticity value estimated by the model (3) for the number of employed (table 3). Then, the expected change

in GDP as a result of the pension reform is  $Y_r = L_r^{q_2}$ , and the expected change in employment is  $E_r = L_r^{q_2/q_3}$

Calculations show the following (table 3). The  $L_r$  ratios are the same for low, medium, and high forecast variants. By 2036,  $L_r$  will increase by 16% compared to 2018; the average growth rate of  $L_r$  will be 0.83% per year. By 2036,  $Y_r$  will increase by 6.5% compared to 2018; the average growth rate  $Y_r$  will be 0.35% per year. To ensure GDP growth by 2036,  $E_r$  will increase by 14% compared to 2018; the average growth rate of  $E_r$  will be 0.73% per year.

Table 3 The ratio of the working population ( $L_r$ ), GDP ( $Y_r$ ) and employment ( $E_r$ ) which were calculated taking into account the increase in the retirement age in relation to the corresponding values under the old retirement scheme (women – 16-54 years, men 16-59 years).

Year	$L_r$	$Y_r$	$E_r$
2018	1	1	1
2023	1.046	1.019	1.040
2028	1.108	1.045	1.094
2033	1.138	1.057	1.121
2036	1.160	1.065	1.139

Source: authors

Thus, quantitative estimates show that an increase in the retirement age will lead to a slight increase in GDP (an average of 0.35% per year) relative to the old retirement scheme.

## 5 Conclusion

The calculations of the number of working population of Russia confirmed the importance of the problem of population aging. The steady decline tendency in the number of working population in Russia is observed since 2006. Our calculations show that the increase in the retirement age will not allow to break this tendency. Thus, according to the obtained estimates, further decline in the number of working population in all three variants of the forecast is predicted. Pension reform will only slow the speed of this decline. The greatest risks in the labor market are caused by the low variant of the forecast of Russian demographic development. It should be noted that in this scenario, the pension reform will not allow to reach the number of working population of 2006 (let us remind that 2006 is the beginning of the reduction). In the case of a high and medium variant of the forecast, the value of the working population of 2006 will be reached by 2029 and by 2032 (respectively).

The built models of GDP production in Russia demonstrate good compliance with the initial data (determination coefficient  $R^2 = 0.98$ ). The investigation of the models showed that GDP production is determined by the number of working population by 48.7% (42.8%) and by investments in fixed capital by 51.3% (57.2%).

The built models allowed us to establish a link between the increase in the retirement age and GDP production in Russia. However, the quantitative estimates showed that with the current economic model in Russia, the increase in the retirement age will lead to a slight increase in GDP relative to the old retirement scheme (on average, by 0.35% per year).

This disproved our hypothesis that raising the retirement age is a significant factor that can significantly increase the rate of economic growth in Russia.

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**Primary Paper Section: A**

**Secondary Paper Section: AD, AH, AO**



## VOCATIONAL GUIDANCE OF JUNIOR SCHOOLCHILDREN ON PRACTICE-ORIENTED BASIS

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**Abstract:** The article reveals key aspects of the vocational guidance organization of junior schoolchildren on practice-oriented basis, the need of its review and evaluation of effectiveness is determined by the implementation of new federal program-target documents and regulations, aimed at providing early vocational guidance of children. Experimental check of the effectiveness of using practice-oriented means of professional choice propaedeutics is conducted based on evaluating the degree of propaedeutic readiness to carry out professional self-determination tasks. The results of the study prove that introduction of practice-oriented content of the vocational guidance of junior schoolchildren contributes to forming their readiness for professional self-determination.

**Keywords:** vocational guidance, vocational guidance work, junior schoolchild, professional self-determination, practice-oriented means.

### 1 Introduction

Reference points of modern system of Russian education determine new requirements to the vocational guidance organization of students. One of the essential tasks of the national project "Education" is early vocational guidance of children, expecting results of which consist in the fact that by the end of 2024, 12 million of children will have taken part in on-line classes, being conducted based on the experience of a series of open classes "Proektoria" (National project "Education", 2018).

In the conditions of innovative transformations, the strategy of preparing children for conscious choice of profession changes, that leads to the qualitative transformations in the content and organization of the vocational guidance work in school. One of the directions concerning modernization of the vocational guidance system is to create new practice-oriented models of the vocational guidance work in modern school, to shift the age aspect from the teenage to the junior school one in starting this activity. The need of innovative approach to the career guidance organization in primary school is defined by implementation of new federal program-target documents and regulations, aimed at providing early vocational guidance of children.

It should be mentioned that the vocational guidance work of junior schoolchild is a basic component in the system of pedagogical support of a student and it is a foundation of personality's professional self-determination. Consequently, professional self-determination is a result of the vocational guidance (Chistyakova et al., 2016). Propaedeutic stage of professional self-determination, concerning junior school age, assures readiness of the subject for professional self-determination. It makes actual the process of values formation in choosing profession in primary school already, it proves the need of management and systematic character of this work (Antonova, 2018). Analysis of modern approaches to the vocational guidance maintenance of primary, basic general and secondary school children shows, that they focus principally on providing content readiness for professional self-determination (Gurtov & Khoteeva, 2018; Zhurkina et al., 2016). Meanwhile, being the basis of realization of federal state educational standard of primary general education, the system-activity approach shows the need of adding practice-oriented character to this study, which is aimed at acquiring experience of valuable vocational guidance activity. This aspect determines actual character of the vocational organization of junior schoolchildren on practice-oriented basis.

In modern researches practice-oriented approach to the vocational guidance of students is regarded as entering into the reality of professions through the complex of tests or practical tasks, which simulate elements of concrete types of professional activity and have completed form (Chistyakova et al., 2014).

### 2 Literature Review

Referring to the problem of the vocational guidance of schoolchildren isn't a new aspect in psycho-pedagogical literature.

Literature analysis affirms that only general and methodical issues are presented in publications: content and organization of the vocational guidance work in school (Romanova, 2013; Welde et al., 2016; Knight, 2015); analysis of structure and functions of the vocational guidance (Chumakov et al., 2019; Welde et al., 2016; Palladino Schultheiss, 2008); different aspects of vocational education and formation of junior schoolchildren's interest to vocational activity (Howard et al., 2017; Patton, 2017; Pulliam & Bartek, 2017).

Modern researchers regard professional self-determination formation of a personality as a long-term process of development within future professional activity (Pryazhnikov, 1996; Chistyakova et al., 2016; Andrienko, 2018).

M. V. Antonova (2018), V. A. Pedan (2016), Howard, K. A. S. and Walsh, M. E. (2011) reveal a number of problems, connected with pedagogical support of professional self-determination of students: to explain the sense of the term "maintenance of professional self-determination of schoolchildren", to define the organization and pedagogical conditions of this process, to elaborate and substantiate the system foundations of organizing the process of pedagogical support of junior school children's professional self-determination, to design and realize the models of pedagogical support of high school children, etc.

In recent publications the issues, connected with the realization of innovative approaches to career the vocational organization, become actual, considering that it is necessary to train competent graduates able to choose profession consciously and reasonably. In this context special attention is given to the studies of T. M. Tregubova, L. A. Shibankova and Yu. O. Tigina (2017, 2018), where the issues of developing the vocational guidance practice in the conditions of scientific and educational sphere are regarded. In the works of I. Yu. Viryaskina (2017) and N. V. Sviridova (2017), the attention is concentrated on designing new models of early vocational guidance and foundations of professional training of schoolchildren in the conditions of the movement JuniorSkills.

Taking into account aforementioned, the importance of continuing to research stated issue should be emphasized, due to its poor elaboration, eclectic character of studying problems in this sphere.

### 3 Research Methods

The aim of the research is to determine efficiency of the vocational guidance organization of junior schoolchildren on practice-oriented basis. The tasks of the study are to generalize theoretical foundations of the vocational guidance organization of junior schoolchildren; to substantiate the necessity of using practice-oriented means in the vocational guidance organization of junior schoolchildren; to check experimentally the efficiency of realizing practice-oriented means of the vocational guidance with the aim of increasing level of the propaedeutic readiness to solve tasks for professional self-determination of junior schoolchildren.

While carrying out the research, theoretical methods were used, the most essential of them are analysis of the scientific literature, comparison, arrangement of material concerning the problem of the vocational guidance organization of junior schoolchildren. To perform the research tasks, empirical methods were used such as: pedagogical experiment, method of expert evaluation.

The experiment was held from 2016 to 2018. The experimental base of the research included 10 schools of Mordovia. Pedagogical experiment has covered 23 classes, 645 primary school children.

## 4 Results and Discussion

### 4.1 Content Aspect of the Vocational Guidance Organization of Junior Schoolchildren on Practice-Oriented Basis

To explain the organization of efficient practice-oriented vocational guidance of junior schoolchildren, it is necessary to refer to the review of designing its content. Content of the practice-oriented approach to the vocational guidance organization is elaborated based on the system-activity approach considering the requirements of federal state educational standard of primary general education (Federal State Educational Standard of Primary General Education, 2019). In practice it is realized in the form of the personal-activity content, developing during realization of the design works, game professional tests, solution of situational tasks, joint creative work. Introduction of the practice-oriented content of the vocational guidance of junior schoolchildren helps to form not only the very readiness for professional self-determination, but also the complex of common educational actions, stated by FSES PGE (2019). Basic unit of designing the content of the work concerning the vocational guidance in primary school is practice-oriented pedagogical means. Practice-oriented means of professional choice propaedeutics are used for including junior schoolchild into practical activity, the result of which is creation of the product, evaluated in subjective and objective ways as efficient and, by this reason, able to become the foundation for the professional choice. We can also add the method of projects, the vocational guidance expeditions, game professional tests to those means, which are ideal for the work with junior schoolchildren (Chistyakova et al., 2014).

The vocational guidance project is an educational technology, the basic component in designing the content of the vocational guidance, it has two-level goal: pedagogical, aimed at forming and developing certain vocational guidance competences among schoolchildren and practical aim with expected result in the form of the vocational guidance development of important product. It is the efficiency, i.e. existence of practical result, appropriate to every level of realizing the vocational guidance project, allows characterizing it as practice-oriented means. The vocational guidance projects, realized in modern primary school, are diversified according to the directions of activity, character of designing changes, peculiarities, scale, realization period, level of elaboration and thematic direction. In pedagogical literature the technology of such vocational guidance projects as "Virtual museum of professions", "We build our house", "Take care of the nature", "Travel across the ocean of unknown professions" was described.

The vocational guidance project is realized outside of vocational technological process (otherwise it will be professional test).

Professional test is "a professional trial, modeling elements of concrete type of professional activity, the finished process of which helps to do conscious and reasonable choice of profession" (Chistyakova et al., 2014, p. 34). Researchers note that professional test can be reviewed as a project which is practice-oriented due to the form and personal-oriented due to the meaning, the product of this project corresponds more or less to the product of testing professional activity. According to the quality of this product we can judge how successful the test was performed, and what it means for professional product.

The goods or services, being the interim or final outcome of the certain type of professional activity, the implementation of which is available for junior schoolchildren, serve as the product of professional test. In the case of impossibility of product production, the subject of professional test can be this or that professional task, typical for this type of activity.

S.N. Chistyakova (Chistyakova et al., 2014), pointing out technological, situational and functional components in the structure of professional test, notes their special character for junior schoolchildren. Technological component realization of professional test in junior school age is connected with the child's desire to be like an adult and he is seeking to get the evaluation of his activity from an adult. Situational and functional components of professional test are aimed at satisfying the needs in an independent activity, having desire to reform the surrounded world, to do something by your own hands.

The main conditions of effective usage of professional tests method with junior schoolchildren are:

- to have special tasks with special training before that, as well as specially equipped work places;
- to organize the series of professional tests, that allows to create the situation of educational choice by looking through some interesting variants;
- to have open result: the result of this or that test can be negative, that is the necessary moment, permitting the very possibility of the choice. Wherefore the particular importance is attached to self-esteem and external assessment of every test results.

The aim of every test, which is included into the series, is to create the conditions for forming schoolchild's long-termed, perspective and predicted motivation to the professional activity in this sphere. The practical achievement of this aim consists in combination of three situations: success achievement, connected with the result achievement (resolution of the practice-oriented task, being the basis of test and/or product production); satisfaction from process of work; satisfaction from "you - working".

The principal type of professional test for junior schoolchildren is game tests based on the role-plays with a plot. This practice-oriented means is aimed at defining some the most convenient spheres of professional activity beforehand.

The vocational guidance expedition is the practice-oriented method of close acquaintance with professional context through becoming an investigator during visiting enterprises. It differs from the excursion by stating research tasks by your own, elaborating the route and collecting information. During the vocational guidance expedition, the methods of scientific analysis are used (observation, photo and video record, interviewing, questionnaire survey of workers, documentation analysis, visit of enterprise museum, modeling of production processes, etc.). In this sense, the vocational guidance expedition can be considered as a variant of group vocational guidance project which has research character. While choosing the objects for the vocational guidance expedition it is necessary to take into account the following criteria: existence of professional staff with high level of qualification; high level of technological production process; samples of work actions demonstration, which are needed to schoolchildren to perform practice-oriented tasks.

In the process of using before stated means, junior schoolchild does different types of practice-oriented tasks, the goals of which are required by the content of concrete program of the vocational guidance. Whereby, the content of tasks system is extending and complicating from class to class depending on solving aims and tasks, education stage, level of junior schoolchildren's training. The tasks have different objectives and content.

While designing concrete practice-oriented tasks within the vocational guidance work of junior schoolchildren, the realization of the variation principle of content and forms choice of students' activity should be envisaged. On the one hand, this aspect takes into account individual possibilities, sustains students' interests and demands in professional self-determination, on the other hand – it shows standard realization of the vocational guidance program and formation of necessary competences and general educational actions.

In the process of results evaluation of using different practice-oriented means, it is important to combine pedagogical control, collective analysis of students' activity and their self-control, self-analysis.

#### 4.2 Experimental Check of the Effectiveness of the Vocational Organization of Junior Schoolchildren on Practice-Oriented Basis

Experimental check of the effectiveness of the vocational guidance organization of junior schoolchildren was conducted on the basis of testing regional integrated model of the pedagogical support organization of professional self-determination of junior schoolchildren. One of the directions of the work became the studying of how effective the use of practice-oriented means of professional choice propaedeutics was. Testing the vocational guidance organization of junior schoolchildren on practice-oriented basis was conducted in 10 schools of Mordovia. Pedagogical experiment has covered 23 classes, 645 learners of primary school children.

The subject of evaluation was the degree of propaedeutic readiness to solve the tasks of professional self-determination, the information about which was received due to studying external behavioral features and constructive and important vocational guidance products created by the learners.

During 2016-2018 students of the experimental group were proposed to take part in the vocational guidance projects such as "People of rare professions", "Profession of my parents", to plan and complete the route of the vocational guidance expedition, to test separate elements of professional activity through play. Tasks, performed by junior schoolchildren in the course of experiment, should have helped to form the abilities of defining the aim and tasks of professional activity taking into account tasks conditions, to choose and apply convenient methods of solution according to the stated tasks, to plan and predict, to realize goal-setting and self-control of your own activity, to develop professional motivation.

High, medium and low levels served as indicators of degree evaluation of propaedeutic readiness for solving the tasks of professional self-determination:

- high level of propaedeutic readiness for solving the tasks of professional self-determination shows that students understand that labor should bring benefit to people and sense of self-satisfaction. It is characterized by the fact that student has certain professional interests;
- medium level of propaedeutic readiness for solving the tasks of professional self-determination shows that student represents working practice as a way of achieving material wealth. Student has certain professional interests.
- low level of propaedeutic readiness for solving the tasks of professional self-determination shows that student has no idea what the labor is meant for him and he doesn't have any conscious professional interests.

The research results of propaedeutic readiness for solving the tasks of professional self-determination within career guidance organization of junior schoolchildren on the practice-oriented basis are presented in the table compiled by authors of the article.

Table 1 The research results of the level of propaedeutic readiness for solving the tasks of professional self-determination of primary school children

Level	High		Medium		Low	
	Beginning of experiment	End of experiment	Beginning of experiment	End of experiment	Beginning of experiment	End of experiment
Experimental group	15,67	28,81	56,23	58,56	28,1	12,63
Control group	15,86	18,62	55,8	53,75	28,34	27,63

Source: authors

According to the table, there is positive dynamics of the level of propaedeutic readiness for solving the tasks of professional self-determination of primary school children

#### 5 Conclusion

Testing different practice-oriented means of the vocational guidance of junior schoolchildren is aimed at forming propaedeutic readiness for solving the tasks of professional self-determination. Efficiency of practice-oriented means is provided with help of innovative character of content and procedural aspect. Achievement of positive results in increasing propaedeutic readiness for solving the tasks of professional self-determination of junior schoolchildren was exercised with the help of: realizing variation principle of content and forms choice of students' activity; organizing project and research activity; using the method of professional tests. The practice-oriented means of professional choice propaedeutics are used for including junior schoolchild into practical activity, the result of which is creation of product, evaluated as successful in subjective and objective ways, and by this reason it can become the basis for professional choice.

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## THE STUDY OF BASIC FEATURES OF ATTENTION AMONG JUNIOR SCHOOLCHILDREN WITH INTELLECTUAL DISABILITY

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**Abstract:** The relevance of the research is determined by the need of providing children with intellectual disabilities (mentally retarded) with socially appropriate qualitative education, that is connected directly with the work on developing the basic features of attention, the study of which the article is dedicated to. Leading research methods are observation and experiment, allowing pointing out the level of development and attention peculiarities of mentally retarded junior schoolchildren. The article reveals the characteristics of span, capacity, switch and division of students' attention with intellectual disability; it also shows the interaction with other mental functions. The materials of the research can be successfully used in organizing educational process in special (correctional) schools.

**Keywords:** mental retardation, schoolchildren, features of attention, span, capacity, division.

### 1 Introduction

Psychological and pedagogical support of the children with limited opportunities of health in the educational process is regarded as a priority of national importance at current time. Teachers of the correctional pedagogy, psychology and speech therapy department also pay special attention to this problem. Every child, regardless of the type of his development, deserves the conditions, fostering integration into the society in the best way possible. (Emelyanova et al., 2015, 2018; Karynbaeva et al., 2017).

Schoolchildren with intellectual disability (mentally retarded) are the biggest category of the children with limited opportunities of health. Mental retardation is regarded as steady decrease of cognitive activity based on organic lesion of central nervous system. According to the works of I.M. Bgazhnokova (1987), A.D. Vinogradova (1985), D. N. Isaeva (2003) and V.G. Petrova (2007), mental retardation is characterized by defective memory, speech and thinking delay, that makes difficult to realize the process of education and acquire the social experience in whole. By this reason, education and training of the children with mild and moderate degrees of intellectual decrease are realized in special (correctional) schools according to the particular educational program, which differs from the ordinary school one by the scope, content, as well as the methods of implementation.

Characterizing cognitive activity of the mentally retarded children, experts attach particular importance to the attention. As in normal state, it is included into all types of activity of the schoolchild, and defines mainly their effectiveness. But the attention of the children with intellectual disability isn't so clear, as the one of normally developed children of the same age and it differs by a number of peculiarities, few of which are studied well.

As a result, the problem of our research lied in more detailed study of basic features of the attention among mentally retarded children. Its relevance is determined by the need of providing socially appropriate quality of education for the people with intellectual disability, and the novelty of the study is shown by considerable scope of facts, completing significantly the conception of the attention development in case of mental retardation existing in science.

### 2 Literature Review

Attention is a concentration of the mind on the certain objects or activity. It doesn't refer to the cognitive processes, because it doesn't have its own content. Being included into all mental processes and types of activity, attention provides their efficiency and it is filled up with their content.

Influence of the intellectual disorder of the attention development was studied by I. L. Baskakova (1982), S. D. Zabramnaya and I. Yu. Levchenko (2007), N. H. Hugenin (1997), K. M. Antshel et al. (2006), V. E. Fee et al. (1994). Their researches show that the attention disorder, while not explaining all peculiarities of mentally retarded child's mentality, but should be reviewed among basic symptoms of mental retardation. It is also emphasized in the works of M. G. Aman et al. (2002), A. de Bildt et al. (2003), K. Courtenay (2001), R. S. Martinez and M. Semrud-Clikeman (2004). It was found out that the attention of the children with intellectual disability is attracted hardly to the required sides of the object and is concentrated badly. Any sudden noise diverts children's attention from the educational work, or another activity, which requires focus and concentration.

There are three types of the attention: voluntary, involuntary and postvoluntary. In case of mental retardation, the voluntary attention suffers the most. It is studied more than other types and differs by difficulty of attraction, impossibility of long concentration, fast and easy distractibility, instability and absence of mind. L. S. Vygotsky (2003) explains the weakness of the voluntary attention by the immaturity of the mentally retarded child, underdevelopment of will and self-control. As our research showed, even in high school, volitional qualities of the personality of the children with intellectual disability are developed on the low level. It complicates considerably their concentration on performing this or that task (Shapovalova et al., 2018).

The involuntary attention of such schoolchildren is safer, because it depends less on the conscious. But it also differs from the norm, because it is connected with interests, and their scope is poor enough in case of mental retardation. Therefore, the number of objects is limited, which could attract schoolchildren's attention.

The postvoluntary attention in case of mental retardation wasn't studied intentionally. The condition of its appearing is acceptable level of voluntary attention, which the most of such children don't have. But it was found out, that the postvoluntary attention usually appears in those types of activity which express lively interest for them (Groshekov, 2002; Myrsky, 1990; Pinsky, 1985). Unfortunately, the lack of conscious attitude of the children with intellectual disability toward learning, practically excludes the possibility of appearing postvoluntary attention in educational activity (Shapovalova et al., 2017).

It was turned out that the basic features of the attention depend on the peculiarities of schoolchildren's neurodynamics (Liepinya, 1977). Nervous schoolchildren are active, mischievous, and distractible. Illogical changes from one decision to another are inherent to them. But according to the indicators of the attention capacity they are getting behind normally developed children of the same age less than retarded students.

Schoolchildren with prevailing process of retardation are assiduous; they have relatively stable attention that allows them not diverting from performing basic tasks. But because of the serious attention capacity disorders and pace of mental activity, efficiency of their work remains low.

Other features of the attention are also broken. It switches badly over changing mental activity, as well as inside of one and the same activity, if it requires changing the objects of attention. The ability of dividing attention between different types of activity weakened. Most schoolchildren cannot perform simultaneously even the simplest motor actions, moreover distribute attention between two types of cognitive activity. Therefore, the attention in case of mental retardation is characterized by the series of disorders, concerning practically all their features.

### 3 Research Methodological Framework

This research was held during 2017-2018 academic year in the city of Birobidzhan on the basis of municipal budget educational institution "Special (correctional) school". 16 schoolchildren of the second and third forms took part in it.

The aim of the research is to study basic features of the attention of the mentally retarded junior schoolchildren. The tasks were aimed at pointing out the level of development and peculiarities of showing attention stability, capacity and division by the junior schoolchildren. The aim and tasks of the investigation came from the need of using methods applied in psychology "Correctional test", "Spot 10 differences" and "Vice versa". The work was held in an individual form. Participants' interest to the tasks was stimulated with the help of small prizes for successful work. To clarify the experimental data, we were observing the behavior of participants at classes during the academic term. The units of observation became the expression of basic features of their attention while carrying out training tasks.

In our version of the correctional test, the letterform was used (15 lines, 25 capital letters, located at random in every line). Schoolchildren should attentively look through line after line, CROSS OUT all letters "A" and ENCIRCLE all letters "K". Using sample (zero) line, children were explained the instruction and shown how to perform the task within 2 minutes. While evaluating we took into account the number of mistakes and peculiarities of schoolchildren' behavior during the work, but in the first place we were interested in the lines without mistakes, which we evaluated by 1 point each:

- 0 – 5 points - low level of task fulfillment;
- 6 – 10 points - medium level;
- 11 – 15 points - high level.

The method "Vice versa" resembles a funny game. Children one-by-one read true and false statements and they should answer "no" if the statement is true, and if it is a false one, they should say "yes":

- Every person has a name;
- Soup is poured into the hat;
- All cats can fly;
- Wild animals live in the forest;
- The grass is green;
- Dog has four tails;
- Milk is made of paper;
- Schoolchildren have holidays in summer;
- The sun shines at night;
- Pig is a piece of furniture;
- Smoking is bad for health;
- Moscow is the capital of Russia;
- Autumn comes after winter;
- Sugar is sweet;
- Exercise books should be kept in the fridge.

Every right answer, received on the first try, was evaluated by 1 point, on the second try - 0,5 point. If there were more than two tries, the answer wasn't evaluated. While evaluating the number of mistakes and total amount of points were taken into account:

- 0 – 5 points - low level of tasks fulfillment;
- 5,5 – 10 points - medium level;
- 10,5 – 15 points- high level.

While implementing the method "Spot 10 differences", children one-by-one were shown 3 bright cards, where fairy-tale characters were painted twice (Farther Frost, Snow Maiden, and Witch Baba Yaga). There were 10 differences in each picture, which participants should have found. The time of work wasn't limited, but it was taken into account in evaluating as well as the number of differences found in the pictures:

- 0 – 10 differences - low level of pointing out basic features of attention;
- 11 – 20 differences - medium level;
- 21 – 30 differences - high level.

### 4 Results and Discussion

It should be mentioned that we didn't find out considerable difference in the work of the children of the 2d and 3d forms, that is why we present the generalized results. It was found out that the method "Correctional test" was the most difficult for the schoolchildren. Some of the children were hurrying, others were working at an easy pace, but all of them performed this task on the low level, although they got it in time, and some of them even completed for 1-1,5 minutes. Nobody could carry out more than three lines without mistakes, and the results of seven schoolchildren reduced to zero.

According to S. Ya. Rubinshtein (1999), if the mistakes, made by the children with intellectual disability, have permanent character, then they are connected with misunderstanding. And those mistakes, which are caused by inattention, they make only in certain period of time, when there was a lack of concentration on the object of activity. Our participants understood the instruction, repeated it with confidence and called correctly the way of marking letters "A" and "K". Having begun the work, they almost immediately got confused, because they couldn't concentrate their attention both ways (crossing out and encircling). Many of them began using only one way from the 1st-2d lines, omitting the necessary ones, and marking the odd letters. Children didn't react the comments, didn't show interest, but they kept asking if they won the prize. Thus, before the work, the student asked if there was another game for him. He started the task unwillingly, began getting distracted from the first line. He kept asking about the prize promised by the teacher, and when he would receive it, meanwhile he was crossing out the letters at random. He was hurrying, "jumping" over the lines and getting angry, when the expert asked to come back to the omitted one. As a result, we evaluated his work by zero point. His classmate tried to be attentive. During the first minute of the work she looked through 4,5 lines and 2 of them were right, then she began getting distracted. She asked how long she would work, if there were other games, if she received the prize. She began encircling all letters one after another. The last line she crossed out with horizontal line and said that she performed the task fast and well.

The method "Vice versa" was realized successfully by junior schoolchildren, although the medium level was shown only by 4 children. The work of the rest 12 students was implemented at the low level. If normally developed children are asked to deny well-known facts and confirm glaring falsehood, they are laughing. Our participants were absolutely indifferent, they didn't think that the task was interesting and funny, and answering "vice versa" wasn't humorous for them. In the process of the work they often "got stuck" on some statements, kept repeating "yes" or "no". Many of them diverted from the instruction, which they understood well, and tried to answer in other words. For example, responding to the statement "All cats can fly" the student smiled uncertainly, then said: "No, they jump...yes...no... yes...or no?". The next statement "Wild animals live in the forest" made him enumerating wild animals: "Rabbits, wolves, cats...also run...wild". We see that cats were included into the list of the previous statement; this fact also confirms the distracted attention.

The method "Spot 10 differences" was realized by 8 participants at the medium and low levels. The experiment was held

expecting the New Year holidays, and Father Frost, Snow Maiden, Witch Baba Yaga are the main characters in holiday matinees. By these reasons schoolchildren were looking at the pictures gladly and searching and finding differences with pleasure. But even while performing such an interesting task, children's attention was perfunctory, unstable, distractible, and its basic features were pointed out weakly. Children didn't enumerate the differences sequentially, for example, top down, but jumped from one picture to another. They had troubles connected with the comparison of similar features:

- "Father Frost has a blue scarf, here (at another picture) we can see snow boots";
- "This Snow Maiden smiles, this one has a magic wand";
- "Witch Baba Yaga wears a kerchief, another doesn't have slippers", etc.

Children didn't pay attention to many bright details (the color of headwear; existence-absence of buttons, scarf, gloves, jewels; hairstyle; length of clothes, etc.), although they called different nonexistent features:

- "This Father Frost has a bigger bag", - "Really?", - "Bigger bag, more presents";
- "This Snow Maiden is rosy", - "And another?", - "This one has frozen";
- "Hooked nose" (Witch Baba Yaga has), - "And in another picture?", - "Also long", etc.

The observation confirmed sustained interrelation between the attention peculiarities inherent to the junior schoolchildren with intellectual disability and their cognitive activity. If they listened attentively to the teacher, they understood the instruction well, and many of them even remembered it till the end of the task. If they were not distracted during the work, they made fewer mistakes. But it was found out that to make conclusions about the level of pointing out basic features of attention of our participants according to the external expression of their face and gestures isn't often rational. We observed many times how the boy and the girl, as if listening attentively to the teacher, cannot repeat that thing which was said by the teacher and he or she even didn't react at the reference at once.

We saw how difficult it was to provide satisfactory concentrating level of such schoolchildren's attention, especially at the last classes. Regardless of the competent interchange of different types of activity, physical activity breaks and numerous ways of attraction and capture of the attention, children often got distracted, couldn't concentrate on the work for a long time and as a result they carried out it badly. According to A. R. Luria (2000) it means that when the children's attention weakens, further work is implemented at the low level of activity that reflects considerably in the results. The additional stimulation is needed, but it is not always effective as well. The attention, which a child devoted to the motivation made by the teacher (encouragement, competitive ground, advance confidence, strong request) doesn't mean that the child will switch over to the intended work.

As the observation showed, junior schoolchildren with intellectual disability switch over training task to the entertainment easily enough, for example, physical activity break. But the attention of such children to appropriate objects and types of activity was hardly attracted, that reveals its bad mobility and weakness of voluntary regulation.

## 5 Conclusion

As a result, psychological and pedagogical researches show, and correctional-pedagogical practice confirms, that in the structure of cognitive activity of mentally retarded children, there is a number of the attention disorders, concerning practically all the features. The capacity and voluntary regulation of the attention decreased, attention span, switch and division differ from the norm, and external expression does not always say about goal-aimed activity. All these disorders determine the special

character of learning educational material and complicate the process of socialization. Meanwhile, it was found out that appropriate psychological and pedagogical support of the educational process in the special school for children with intellectual disability fosters the correction of their attention disorders, development of cognitive activity and personality in general.

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**Primary Paper Section: A**

**Secondary Paper Section: AM, AN, AQ**



## THEORETICAL AND METHODOLOGICAL CULTURE OF JOURNALISM RESEARCH IN RUSSIA

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**Abstract:** The authors present the theoretical and methodological culture of journalism research as a holistic phenomenon and its correlation with the practice of scientific work. The generalization of data and scientific ideas is performed in relation to the analysis of journalism. A comprehensive description of this culture is formed. The authors consider the development of world and domestic theoretical thought in the field of study, focusing on Russian traditions, experience and needs. At the empirical level, the method of content analysis of scientific papers prepared by young Russian researchers is used. The authors conclude that there is a noticeable gap between the academic ideas about the theoretical and methodological culture of journalism research and the quality of published scientific products.

**Keywords:** research culture, journalism, methodology, Russian experience, history.

### 1 Introduction

The question of theoretical and methodological culture in the research of journalism allows us to consider the relationship of tendencies and problems characteristic of the discipline, the qualification requirements for authors of scientific works and the level of manifestation of qualification in published works. It is clear that the results of activities depend on the work culture, both in the practice of individual scientists and in the scientific industry as a whole. Meanwhile, attention to this characteristic of a researcher cannot be considered to be sufficient. Russian literature has made occasional attempts to present it in a comprehensive manner (Prokhorov, 2006), although relevant training courses are included in university programmes for journalists. According to our hypothesis, the consequence of this state of affairs is a decrease in the quality of publications and the reliability of the results. The objective of this paper is to present the culture of journalism research as a multidimensional and holistic phenomenon and to correlate this view with the quality of scientific publications. In the empirical section of the paper, we are interested in the works of young authors, as they clearly express the results of the academic training received, and the future of the national research tradition is seen in their totality.

### 2 Literature Review

In international practice, comprehensive works, in which the experience of different regions of the world is evaluated, are devoted to the methodology and theoretical foundations of the journalism research (Loffelholz & Weaver, 2008; Wahl-Jorgensen & Hanitzsch, 2009). But in these works, theoretical and methodological culture does not become a special subject of analysis. For our topic, attempts to evaluate a set of approaches to journalism, including the historical retrospect (Erjavec & Zajc, 2011) are valuable, especially taking into account the Russian context (Bykov, 2015).

However, in recent years, the interest is paid not so much to the methodology as a comprehensive set of components, but to its changes under the influence of the expansion of digital technologies. According to some analysts, "The emergence of the Web has to a degree de-institutionalised journalism ... A journalist ... can in theory be anyone" (Russian et al., 2015, p. 301). Digital innovations "have created a need to rethink what journalism is and consequently to reassess theories of journalism" (Steenen & Ahva, 2015, p. 4). Fundamental monographs are devoted to the dynamics of theories in the digital age (Karlsson & Sjovaag, 2017). Some Russian authors support a radical update of scientific approaches, believing that "a number of processes taking place in the media industry make

media scholars formulate a new theory and new conceptions" (Dunas, 2013, p. 90).

The question of the theoretical-conceptual basis is central in the consideration of the research culture, because its solution determines the point of view on the material, the choice of tools and the data interpretation. But this area is far from consensus. The view is expressed that representatives of individual Western countries are responding to their situation by spreading "calls for 'rebuilding', 'reconsidering', 'remaking', 'reconstructing', 'rethinking' and 'reinventing' journalism ... and even for 'rethinking again'", and that "studying journalism from a non-Western perspective should be more than just a sideline journalism research" (Hanitzsch, 2019, p. 216). Thus, the thesis of national-cultural conditionality of research culture is supported. Other authors insist on distinguishing between journalism studies, in which the representatives of all disciplines are engaged, and journalism theories as an independent branch of science. The latter has the task of developing its methodologies, "that are consistent with the perception of journalism as a profession, as a scientific object, or as a specialized field of education" (Machado, 2005, p. 14).

The stated points of view are consistent with the tendency towards De-Westernization of the theory, the transition from unipolar to polycentric relationships (Goodman & Steyn, 2017; Oller Alonso & Barredo, 2013; Thussu, 2009), the use of theoretical and methodological tools adequate to national models of journalism. This is particularly important when unique practices (other than "normative" Anglo-Saxon ones) are being studied.

### 3 Research Methods

The authors of the paper set the following objectives:

- to justify the specificity of Russian journalism as an object of research;
- to characterize the research culture as a set of interrelated components;
- to consider the manifestation of research culture on the material of scientific publications.

As a method, the generalization of the data and the scientific notions about structure and properties of theoretical-methodological culture of journalism researchers is used. The authors turn to the world and domestic research experience, focusing on Russian traditions and needs. The conceptual conclusions are related to the publication practice. Empirical testing of the hypothesis is performed by the method of content analysis of scientific works.

### 4 Results and Discussion

Russian journalism is a specific object of analysis. The formation of the model of journalism in Russia and its historical conditionality are studied in detail (Esin, 2000). In recent years, the development of journalism in the countries of the former socialist camp (Hannah, 2013, 2019; Jirak & Kopplova, 2012; Toepfl, 2013), the influence of the Soviet model on journalism in China (Zhang Quixi, 2005), leadership of the Russian scientific-pedagogical schools (Korkonosenko, 2018; Korkonosenko et al., 2018; Khubetsova, 2018) have been actively explored.

The history of the Russian model of journalism formation "passed under the sign of responsible intellectual analyticity" (Artemov, 2016, p. 57). Its viability and effectiveness are the result of the systematic and purposeful way in which the issues of organization, education and study were developed. Before the USSR, the development of journalism was not regarded as a task of national importance anywhere in the world; scientists were not instructed to develop a theory of journalism anywhere, as it was done in the 1970s. On the basis of such significant

experience, domestic scientists draw their conclusions about the culture of journalism research in Russia, which are proposed below.

Theoretical and methodological culture of journalism research includes both universal and specific approaches, principles, methods and techniques. The fundamental qualification requirement for the researcher is the assimilation and practical testing of the logic of scientific work. This algorithm consists in the sequential implementation of the following actions: choice of theory, research organization, information collection, data and information processing and, possibly, participation in the implementation of the results. The following principles of research, or scientific criteria, are universal: objectivity, rationality, reliability, verifiability, logical consistency, reproducibility, consistency with the results of other studies, growth of new knowledge. The ways of structuring software are also universal. They include justification of the research problem, setting an objective, defining of the object and subject of study, generating hypotheses, formulating objectives, relying on a theoretical basis, creating an empirical corpus and developing the methodology.

The choice of theory is often ignored as the initial stage of research because of the author's weak connection with a certain scientific school, which should be understood as a methodological limitation that draws the attention of specialists (Manheim & Rich, 1995). Domestic and foreign practice allows us to identify three main *approaches* that set the basic paradigms, a specific set of categories, methodological and methodical techniques. The first approach was formed as a functional one within the framework of the methodology of system analysis. Journalism is understood as a social institution with a developed organizational structure, a set of functions and relationships, a stable form of social practice, which is supported by social norms. As an institution, journalism is part of the social system, performing its functions at the levels of society as a whole, its subsystems, social groups and audience communities, a separate individual. Institute of journalism realizes itself through a system of organizations: media, trade unions and associations, educational institutions.

The origins of the second – structural-semiotic – approach are in the philological sciences which denote journalism in the space of texts of works, discourses, and media spheres as semantic fields of mass communications. Journalism takes the properties of the product of interactions of communication structures and participates in the creation and development of media spheres. The basic paradigm of the research is based on the methodological principles of linguistic, semiotic and discursive types of analysis. The central object of the studied structures is the text in its content and formal (genre) manifestations. Journalistic text (wider – media text), in turn, organizes the space of communication of the author, recipients and social reality.

The third approach is based on a set of communication theories – interpersonal, intercultural, political, business, etc. Journalism acts as a space of relationships between actors. The unit of analysis is a communicative action aimed at achieving mutual understanding and correlation of role expectations. The basic paradigm for the communicative approach is based on the principles of hermeneutics, symbolic interactionism, ethnomethodology, methodology of practices. In the analysis of communication processes, the emphasis is placed on mutual relations and actions that form force fields and flows in the media space.

The principles and methods of organization of research are acting as *standards* in the complex of culture. The principles are expressed in the division of methods into quantitative and qualitative. Quantitative methods are based on positivist attitudes of perception of social reality as objective and external to the researcher. Qualitative methods are conditioned by interpretative notions of reality formed by human actions. Methods of research organization depend on the specifics of the objects of study,

concretized in the empirical base. In the study of journalism, monographic methods (case-study) are used in the forms of analysis of individual media, biographical study of the journalist-author, event analysis of media events in its time span etc. In studies of homogeneous groups of objects (media systems, media holdings, editorial offices, professional cultures, etc.), comparative methods of organization in the forms of comparative, comparative-historical and typological methods are used. When processing large amounts of information either selective methods or software are used for analyzing large data.

*Skills* as a part of professional qualification are formed at the stages of information collection and processing and are expressed in the methods of performing research procedures. Methods of information collection are differentiated depending on the type of its sources. The main source is represented by media materials belonging to the group of documentary information carriers. In their study, the methods of content analysis, informal analysis of texts, structural and stylistic analysis, media portrait, intent analysis etc. are used. When working with people, survey methods of interviewing and questioning, methods of expert evaluation, focus groups, hall-tests and experiments are used. The analysis of situations encourages turning to methods of observation. The skills of processing research information suggest the possession of modeling techniques, ranking, scaling, correlation, factor and cluster data analysis.

The result of education of comprehensive theoretical-methodological culture is expressed in the ability of self-organization of scientific thinking and action in order to optimize professional activity. To identify the degree of development of the elements of research culture and the peculiarities of their interpretation by young scientists, we conducted a content analysis of 116 works by novice authors, the sample is continuous. Scientific texts by undergraduate, graduate and postgraduate students who were the best speakers of the international conferences "Media in the Modern World. Young Researchers" held in Saint Petersburg from 2014 to 2018 were selected as an empirical material. The papers are published in four collections issued by the Institute "School of Journalism and Mass Communications" of Saint Petersburg State University: 1. Modern Media Environment: Creativity and Technology. View of Young Researchers. No. 14, 2014; 2. Modern Media Environment: Traditions, Relevant Practices and Tendencies. View of Young Researchers. No. 16, 2016; 3. Modern Media Environment: Traditions, Relevant Practices and Tendencies. View of Young Researchers: Inter-university Collection. No. 17, 2017; 4. Modern Media Environment: Traditions, Relevant Practices and Tendencies. View of Young Researchers. No. 18, 2018.

Content analysis showed that young researchers avoid choosing a certain research methodology. In particular, they do not indicate the branches of knowledge, scientific directions, schools or concepts in line with which their research is carried out. If the names of Russian or foreign authors are mentioned in the texts, they are mentioned either in the historiographical aspect, or to justify the choice of a special term. Young scientists are most successful in using those elements of the research culture that can be conditionally designated as "sampling" and "terminology" (these elements are found, respectively, in 74% and 57% of all the studied works), and the least used one is "aim" (present in 41% of cases).

The comparison of the frequency of the presence of individual elements (Table 1) suggests a positive dynamics of the development of using the element "methods" by young scientists (growth from 2014 to 2018 from 48% to 59%).

Table 1 Frequency of research culture elements in the papers of young researchers (% of the number of publications in the collection)

Elements	Publication date			
	2014	2016	2017	2018
Relevance	52	58	55	56
Aim	32	46	39	48
Methods	48	50	53	59
Sample	64	77	74	81
Terminology	52	62	58	56

Source: authors

A more detailed consideration allows us to note the qualitative features of the interpretation of the elements of the research culture. It was found out that aim-setting (implicitly or explicitly presented in the text), being the least developed element, is often replaced by the indication of the process ("analysis of the practice of using special techniques..."). In some texts, research task is articulated instead of the aim: "The task of our research is to identify the methods of forming an opinion...". A common drawback in the formulation of aim-setting is also the fact that the aim is described not specifically, but blurry and vaguely.

The analysis of articulation of another important element of research culture, which is the relevance of the work (present in 55% of texts), suggests that the authors do not fully understand its essence: when linking the topic of work with contemporary realities, they do not single out the problem dictated by these realities. It happens that the problem is formulated implicitly, and the author leaves the reader the opportunity to figure it out himself: "The relevance of the study of the means and ways of expression of individual speech image is determined by the fact that each author has his own individual view..."

Indicative is the situation with the research methods (present in 53% of the texts). In very rare cases, the authors describe the methodology of the research, limited by listing the methods; for example, in 2016, only two works justified the choice of method and described the methodology, and in 2018 it was described in four works. Sometimes novice researchers confuse the methods of collecting empirical material with methods of its analysis: "In the course of the research, the following methods were used: content analysis, monitoring, comparison, analogy, deduction, induction, semantic-stylistic and statistical methods".

The high frequency of mentioning the sample is probably due to the simplicity of its designation and justification; the sample is justified and described more often than the method: in 2016 it was present in nine works, and in 2018 it was found in ten works. However, sometimes problems arise with the justification itself: "In the research, the text of the fairy tale, opening each number... is primarily under analysis...". The following questions arise: what does "primarily" mean, why are the texts in the fairy tale genre chosen, how many texts are selected?

Sampling is an empirically-oriented element of the research culture. Perhaps, there is a need to solve the problem of correlation of theoretical and empirical components in the works of students-journalists. The texts we have considered can often be called empirical-oriented due to the practical orientation of journalistic education. This orientation is useful for future journalists, but only if it does not harm the theoretical component of the research culture. The data we have obtained suggest otherwise. The empirical nature of the research by young authors is manifested in the choice of research methods: the most common one is content analysis.

Working with terminology is the most heterogeneous characteristic of publications. Often, the authors offer definitions of borrowed neologisms – hashtag, crowdsourcing and some controversial, unsettled terms (media fake as "an unreliable, distorting the real meaning of the fact... a message in the media, fabricated with certain intent or published accidentally").

Thus, the following problems associated with the research culture of young authors are highlighted:

1. works badly fit the scientific field, they are detached from the existing scientific concepts;
2. aim-setting is poorly developed, often there is no clarity about the reasons of conducting the research;
3. the authors indistinctly articulate the relevance of their work or inadequately perceive this criterion;
4. little attention is paid to the methods of work, not always the stated methods are used in the work;
5. the authors tend to use empirical analysis, and therefore the theoretical component of the research culture is weakened.

## 5 Conclusion

The analysis allows us to conclude that, firstly, the theoretical and methodological culture of a researcher of journalism is a relevant and not fully known object of scientific reflection. The complex of components includes theoretical approaches, standards of research organization and skills of performing operations with the leading role of theoretical attitudes. Secondly, in Russia it has strong national and cultural features and this should be considered in light of the tendency towards De-Westernization of the journalism science. Thirdly, in support of the generated hypothesis, there is a noticeable gap between academic ideas about research culture and the quality of scientific products, which leads to a decrease in their quality. The publications of young scientists clearly demonstrate this discrepancy, especially in the conceptual part; hence there is the need to intensify their preparation for independent research at the appropriate qualification level.

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**Primary Paper Section: A**

**Secondary Paper Section: AJ, AM**

## CHARACTERISTICS OF MOTOR DEVELOPMENT IN CHILDREN AGED 7-10 YEARS WITH CEREBRAL PALSY IN THE PROCESS OF HYDRO REHABILITATION

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**Abstract:** The paper describes the progress and results of the research aimed at identifying the characteristics of motor development of children aged 7-10 years with cerebral palsy in the process of hydro rehabilitation. Empirical research methods included the analysis of medical records, observation, expert assessments, calculation of the reliability of differences using the Mann-Whitney U-test. High efficiency of the hydro rehabilitation course for the formation of motor skills in the water in children with different forms of cerebral palsy was observed. Its efficiency for the correction of motor disorders was proved only in the group of children with spastic diplegia of the lower and upper extremities. The positive effect of the course on the reduction of spasticity of the underdeveloped extremities was not confirmed statistically.

**Keywords:** infantile cerebral palsy, motor dysfunction, motor skills, muscle spasticity, physical rehabilitation.

### 1 Introduction

Official data show that cerebral palsy (cerebral palsy) is one of the leading chronic diseases of children worldwide, including developed countries, and that it leads to long-term disability. The incidence of cerebral palsy remains a difficult problem for the foreseeable future (Hutchinson & Graham, 2008), which determines the continuing relevance of the search for effective methods of rehabilitation and social adaptation of persons in this nosological group.

The pathophysiological mechanisms of motor and cognitive dysfunction in cerebral palsy continue to be the focus of medical science (Himmelmann & Uvebrant, 2011; Qin et al., 2018). A further search for technologies for the treatment of spasticity in cerebral palsy is being carried out. At the same time, the need for using a multidisciplinary approach (Shamsoddini et al., 2014) and a wide range of modern recovery tools (Bach et al., 2003) is emphasized. At the same time, although the existing methods of medical and surgical treatment described in the medical literature (Flett, 2003; Graham et al., 2000; Labaf et al., 2015) are effective, they often significantly increase the cost of rehabilitation services (Kim et al., 2018), which forces the use of more affordable methods and tools. These, admittedly, include physical exercise, which can be applied not only in the framework of the physical rehabilitation programme, but also in the conditions of inclusive education of children with cerebral palsy (Hilderley & Rhind, 2012). In general, it is considered to be a proven effectiveness of motor activity in the development of both muscle and brain activity (Damiano, 2013), but not all aspects of the impact of exercise on the motor development of children with cerebral palsy are fully considered in the scientific literature, which specified the problem of the research.

### 2 Literature Review

It was found that for children with cerebral palsy, the main problem is motor dysfunction, which causes difficulties in solving functional tasks (Labaf et al., 2015; Machado et al., 2019). The scientific literature shows the effectiveness of physical exercise for improving walking while maintaining static and enhancing the dynamic balance of children of primary school age with cerebral palsy (Bar-Haim et al., 2013). The possibility of qualitative changes in the functional activity of hands in children with cerebral palsy was demonstrated even after the first course of adequate rehabilitation (Tinderholt Myrhaug et al., 2014). The use of instrumental methods based on biofeedback allows enhancing the positive effect of rehabilitation of children with neurological problems on their motor development (Vorobiev et al., 2016).

It is known that hydro rehabilitation is based on the use of magneto hydrodynamic mechanism of curative effect of the aquatic environment on a man, which reflects the consequences of physical and social laws (Ageevets & Mosunov, 2015). Assessing the effectiveness of hydro-kinesiotherapy, the authors note that during the session in the water, the patient has muscle relaxation, decreased muscle tone, increased amount of active movements in the joints of the extremities (Ghaffari, 2017; Korolev & Suslova, 2012), which leads, in particular, to improved walking function (Safina et al., 2009), body position control (Konovalova & Yaremchuk, 2017). Even sports swimming techniques are available for children with cerebral palsy (Petrunina et al., 2018).

The basics of methods of swimming lessons for children with cerebral palsy are described in the literature on adaptive physical culture. Its most characteristic features include the widespread use of various support tools, the separating method of training and the use of exercises aimed at holding the breath (Konovalova & Yaremchuk, 2017). The maintenance of an optimal temperature mode is important in the hydro rehabilitation process: the water temperature should be maintained at 30-32°C, the air temperature should be on average 28-30°C.

The experts emphasize the importance of further transfer of motor skills obtained in the water to the normal environment (Yalovenko & Gilev, 2018), so that in general, it would contribute to the motor development of a child.

### 3 Research Methodological Framework

The aim of the research was to identify the characteristics of motor development in children aged 7-10 years with cerebral palsy in the process of hydro rehabilitation. The research was conducted from September 2017 to May 2018 on the basis of the rehabilitation center for children and adolescents with disabilities "Preodolenie" (Cherepovets, Russia) and suggested that the following objectives should have been solved: 1) to assess the initial level of motor development of children with cerebral palsy in the beginning of the hydro rehabilitation course; 2) to conduct the re-assessment of the level of motor development of children according to the results of the course and to identify the characteristics of the dynamics of the values of its indicators in children with cerebral palsy; 3) to reveal the peculiarities of motor development in children aged 7-10 years with various forms of cerebral palsy in the process of hydro rehabilitation. A set of empirical methods for the solution of research objectives included analysis of medical records, observation, and the method of expert assessments and calculation of the reliability of differences using the Mann-Whitney U-test.

20 children were under study, among which there were 8 boys and 12 girls with an average age of 8.2±1.22 years at the start of the study. According to the form of cerebral palsy, the sample was not homogeneous and included children with different variants of the disease: spastic diplegia, tetraparesis (n=7), right-sided hemiparesis (n=6), left-sided hemiparesis (n=4), spastic diplegia of the lower and upper extremities (n=3). In several cases, cerebral palsy was accompanied by mental retardation (n=6).

In general, in this group of children, disorders of the upper and lower extremities of varying degrees, spasticity and rigidity of muscles, paresises, secondary changes in the course of the disease – the formation of contractures and joint distortions – were recorded. All children under study had various possibilities of motor activity: some of them did not have the ability to walk independently, the consistency of purposeful movements; there were restrictions in voluntary movements, violations of coordination of movements.

As indicators of motor development of children with cerebral palsy, the following indicators were selected for expert assessment: the level of formation of motor skills in the water (walking, swimming and diving from the surface of the water), the degree of manifestation of motor disorders, as well as the level of spasticity of the extremities underdeveloped in motor function.

The assessment of the formation of motor skills in the water was carried out using a diagnostic map developed by the authors (Varfolomeeva et al., 2017). To determine the manifestation of motor disorders, we used the scale of significance of clinical indicators in cerebral palsy, developed in the Research Institute of Traumatology and Orthopedics n.a. G.I. Turner, Saint-Petersburg (Shapkova, 2004), which was adapted to meet the objectives of the research. The assessment of spasticity of the extremities underdeveloped in motor function was carried out by using the Ashworth scale (Bulekbaeva et al., 2010). In general, all indicators of motor development of children were assessed on the basis of non-parametric scale of ranks, the assessment results were measured in points.

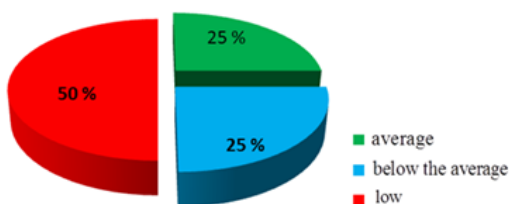
During this period, this group was engaged in the hydro rehabilitation programme twice a week with 30-minute duration of one session. The formed groups consisted of 5 people each. It is important to emphasize that within the framework of individual rehabilitation programmes, children underwent other rehabilitation courses, such as therapeutic gymnastics, full-body massage, and physiotherapy. It should also be noted that 5 children from among those under study were rehabilitated after surgical treatment for the main disease in the framework of this research.

In addition to the traditional method of training in the pool with children with cerebral palsy, we have proposed and applied the method of directed stimulation of movements of the underdeveloped extremity. When using this technique, the corresponding extremity of child was marked by a flicker – a flexible slap bracelet. The task of the child at the session was to show the bracelet from the water and get points, thus competing with other children. In total, 75 sessions were conducted according to this method.

**4 Results and Discussion**

The results of medical-pedagogical assessment of motor development of children in the experimental sample at the stage of ascertaining slice (September 2017) are presented in figures 1-3.

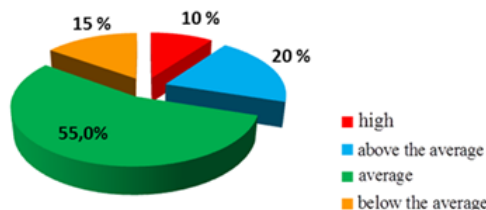
Figure 1 The distribution of the results of the assessment of the level of development of motor abilities in the water of children aged 7-10 with cerebral palsy



Source: authors

As can be seen from figure 1, before the beginning of the hydro rehabilitation course, half of the children had a low level of motor skills in the water, while the high level and the level above the average were not presented at this stage of study.

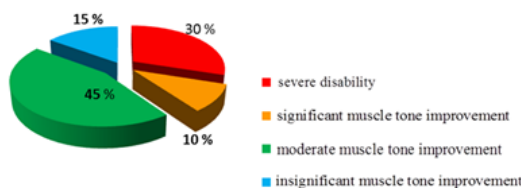
Figure 2 Distribution of the results of assessment of the degree of the manifestation of motor disorders in children aged 7-10 years with cerebral palsy



Source: authors

Figure 2 shows that at the beginning of the study, more than half of the children had an average degree of manifestation of violations.

Figure 3 The distribution of the results of the assessment of spasticity of the extremities underdeveloped in motor function in children aged 7-10 with cerebral palsy



Source: authors

As seen in figure 3, at the beginning of the hydro rehabilitation course, the results of the assessment of the level of spasticity of the children's extremities underdeveloped in motor function indicate that at the time of study, the majority of children had a moderate level of muscle spasticity. At the same time, none of the subjects had a low level of muscle spasticity. At the end of the hydro rehabilitation course, the expert re-assessment of the motor development of the children in this group was conducted, and its results were subjected to mathematical-statistical processing. Its results are presented in tables 1-4.

Table 1 The results of the calculation of the reliability of differences of averages of assessment of motor development in children of the experimental group in the process of hydro rehabilitation

Motor development indicator	$U_{critical}$	$U_{empirical}$	p
Level of formation of motor skills in the water	114	68.5	p<0.01
The degree of motor disorders` manifestation	138	138	p=0.05
The level of spasticity of the extremities underdeveloped in motor function	138	163.5	p>0.05

Source: authors

From table 1 it is seen that in general, the hydro rehabilitation course influenced the indicators of motor development of children in varying degrees in the group of children with cerebral palsy. The most pronounced positive effect was observed in the indicator of development of motor abilities in the water. For a more differentiated assessment, the results were processed for groups of children with different forms of cerebral palsy.

Table 2 The dynamics of the median values of assessment of development of motor abilities in the water

Form of cerebral palsy	$Me_1$ , points	$Me_2$ , points	$U_{emp}$	Statistical inference
Spastic diplegia,	5	11	6.5	The differences

tetraparesis (n=7)				are significant at $p \leq 0.05$
Right-sided hemiparesis (n=6)	22.5	40	1	The differences are reliable at $p \leq 0.01$
Left-sided hemiparesis (n=4)	9	18.5	0	The differences are reliable at $p \leq 0.01$
Spastic diplegia of the lower and upper extremities (n=3)	13	29	0	The differences are reliable at $p \leq 0.01$

Source: authors

Table 2 shows that despite the variability of motor disorders, the dynamics of the result of assessment of motor skills in the water are significantly positive in all groups, although they are less pronounced in the group of children diagnosed with "spastic diplegia, tetraparesis".

Table 3 The dynamics of the median values of the assessment of the degree of the manifestation of motor disorders (Varfolomeeva, Farber, Shestakov & Panova)

Form of cerebral palsy	$Me_1$	$Me_2$	$U_{empirical}$	Statistical inference
Spastic diplegia, tetraparesis (n=7)	32	25	14.5	The differences are unreliable, $p > 0.05$
Right-sided hemiparesis (n=6)	17	13	11.5	The differences are unreliable, $p > 0.05$
Left-sided hemiparesis (n=4)	23.5	20.5	4.5	The differences are unreliable, $p > 0.05$
Spastic diplegia of the lower and upper extremities (n=3)	19	16	0	The differences are reliable at $p \leq 0.01$

Source: authors

As can be seen in table 3, although the dynamics of median values are positive in all groups, the differences were statistically confirmed only in the group of children diagnosed with spastic diplegia of the lower and upper extremities. At the same time, it is possible that the positive result is due to the influence of other factors, such as surgical treatment before the study and other rehabilitation measures.

Table 4 The dynamics of median values of the assessment of the level of spasticity of extremities underdeveloped in motor function

Form of cerebral palsy	$Me_1$	$Me_2$	$U_{empirical}$	Statistical inference
Spastic diplegia, tetraparesis (n=7)	5	4	19.5	The differences are unreliable, $p > 0.05$
Right-sided hemiparesis (n=6)	2.5	2	12	The differences are unreliable, $p > 0.05$

Form of cerebral palsy	$Me_1$	$Me_2$	$U_{empirical}$	Statistical inference
Left-sided hemiparesis (n=4)	4	3.5	6	The differences are unreliable, $p > 0.05$
Spastic diplegia of the lower and upper extremities (n=3)	3	3	2	The differences are unreliable, $p > 0.05$

Source: authors

The analysis of the dynamics of the individual results of the assessment of motor development in terms of the spasticity of underdeveloped extremities showed that the positive changes as a result of the hydro rehabilitation course occurred only nine times out of twenty. Table 4 shows that these shifts are not statistically significant in any of the groups. This is probably due to the fact that muscle spasticity is the most permanent disability of motor functions of children with cerebral palsy. Therefore, it is no coincidence that the methods of correction of spastic muscle hypertension in cerebral palsy have occupied an important place in practical neurology and neurorehabilitation for many years.

## 5 Conclusions

The research allows us to conclude that in general, a series of sessions based on the use of hydro rehabilitation has a positive effect on the annual dynamics of the values of motor development indicators of children aged 7-10 years with cerebral palsy under the condition of directed stimulation of movements of the underdeveloped extremity. However, in this case, only changes in motor development related to the formation of motor skills in the water are reliable, the changed related to the indicator of the manifestation of motor disorders are reliable to a lesser extent. At the same time, the hydro rehabilitation course, even in combination with other methods of physical rehabilitation, is not sufficient to ensure a statistically significant positive change in the level of spasticity of the extremities underdeveloped in motor function of children with cerebral palsy.

The authors believe that the presented results reflect only the following tendency: each child with cerebral palsy is unique in the manifestations of motor analyzer disorders and its combinations with other diseases, so in some cases – with mild motor disorders, the absence of related diseases, the presence of intelligence – the effect of hydro rehabilitation on motor development can be quite effective.

The conducted research opens up prospects for a more in-depth study of the effectiveness of the use of the means of physical rehabilitation and their combinations in the correction of motor development of children with different forms of cerebral palsy.

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**Primary Paper Section: A**

**Secondary Paper Section: AK, AM, FG, FH**



## CITIZENS OF CHINA AT THE MOSCOW LABOR MARKET: PROBLEMS AND PROSPECTS

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**Abstract:** The article considers the basic parameters of social inequality, social problems, current state, dynamics and main tendencies of attraction and use of labor migrants from China at the Moscow labor market. The authors analyzed the problems of adaptation of labor migrants from China to living conditions, quality of their lives and mechanisms of regulation of existing problems. The sociological analysis of the state, reasons, and practices of labor force usage at the labor market was conducted. The work also reveals the actual problems of the presence of Chinese labor migrants in the Russian Federation, mediating successful adaptation of the latter in the areas of immigration.

**Keywords:** labor market in Russia, employment opportunities, social adaptation, labor migration, problems of employment, quality of life, economic and labor sphere of the labor market.

### 1 Introduction

Most migrants did not hurry to leave the Russian Federation, preferring to stay in the country waiting for a revival of the economy (a tactic that received the name "wait and see" in Western literature) (Migration and the Economic Crisis in the European Union, 2010). Thus, according to the data, in the summer months, the Russian labor market employs up to 7 million external migrants (Russia Facing Demographic Challenges, 2008).

It has been established that migratory flows are an indicator of the attractiveness of Russian regions for non-residents. Nowadays, the main migration load falls on the major Russian cities and, above all, on Moscow, where the number of foreign workers remains consistently high. This trend is evident even in presence of the mechanism of migration quotas allocation, as well as reducing the share of foreigners employed in the capital economy mediated by the crisis of 2008 (3.2% in 2016 against 5.1% and 3.9% in 2009 and 2010 respectively) (The number of foreign workers in Moscow declined, 2019).

According to the statement of G. Borjas (2001), international labor migration contributes to improving the efficiency of the labor market and brings an impressive benefit to the economy as a whole.

Moreover, in some cases, labor migration allows avoiding the job cuts (Stalker, 2000).

Meanwhile, the general attitude towards labor immigrants in Russia (and in the metropolitan area in particular) is very ambiguous. For this reason, their presence in the country is matched with the emergence of a large number of socio-economic, organizational and legal problems. In addition, this is not accidental because along with the undeniable positive effects, the external labor migration in Russia raises serious risks of social, economic, socio-cultural and ethnocultural character, which, in full compliance with the world practice, prove out in places of primary concentration of foreign labor force, including Moscow. For example, the problems of qualitative composition of labor migrants remain relevant in the capital. Their "shift" to the poor part of the social spectrum, the increase of cultural distance, the rapid change in the ethnic structure of citizens and the consequent decline of tolerance of people living together in the city are also quite challenging. Hence, the address to the migration experience of Moscow in the field of detection and resolution of problems, optimization of the processes of attracting and using foreign labor, etc. is significant. Analysis of these features can become the basis of improvement of the organizational and administrative structure of regulation and arrangement of migration processes at the federal level.

It all actualizes the issues of developing an integrated approach to the formation of a system of legal, social, socio-cultural,

political measures contributing to qualitative improvement of the situation in the field of external labor migration in Russia, improving the practices of attracting and using foreign labor in the Russian labor market, overcoming the actual problems of the presence of labor immigrants in Russia, which would be in the interests of ensuring national security of the host society as a whole and the social and economic interests of the labor migrants involved in its economy (Dykusarova et al., 2017).

### 2 Literature Review

The fundamentals of the sociological approach to the study of migration processes are described in the works of M. Weber, K. Marx, T. Parsons and others (Yudina, 2006). Investigating the migration processes, a number of authors use provisions of the structural theory or the pull/push concept in the sociology for analysis. According to these conceptions, migration factors are divided into negative ("pushing") and positive ("pulling") (Lee, 1966, p. 121) and migration system of relations (networks) and assimilatory theory, cultural and ethno-sociological directions.

The peculiarity of the Russian scientific knowledge is the fact of insufficient research of migration problems from the perspective of sociological science. The majority of works of the national authors in the given area represents works of socio-demographic, socio-economic, as well as socio and labor character. T.I. Zaslavskaya gave rise to the study of migration processes in the context of migratory behavior, which allows identifying and analyzing the causes of migration, to consider the subjective factors mediating the decision to change the place of residence, etc. (Moiseenko, 2004).

As for the identification of the peculiarity of the presence in the territory of Russia, the greatest interest of researchers is currently attracted by the Chinese expat community, as evidenced by the works of V.G. Gelbras (2004). Famous Russian sinologist A. G. Larin (2009) predicts in his book that "the number of illegal migrant workers from China is among the total number of Chinese migrants in Russia (not more than 400 – 500 thousand people) and is approximately half of it". Analyzing the cases of deportation of Chinese illegal migrant workers, Chinese expert Qiang Xiaoyun (2010), studying the problems of population migration from China to Russia, concluded that the number of illegal migrants from China in Russia is small in absolute and relative figures. At the same time, it should be noted that in modern Russian sociology there are almost no works with a complex analysis of the peculiarities of the situation and the role played by the citizens of China on the Russian and regional (including Moscow) markets of the foreign labor force.

The analysis of the state of the study of international labor migration problems and its influence on the Russian (regional) labor markets shows that there is no unity of opinions among the researchers on many key issues of the considered subjects. In particular, there is no clear interpretation of the content of certain categories of the subject area, as well as of the consequences of the stay of international migrant workers in the territory of Russia and measures to be taken in the interests and purposes of improvement of Russian migration policy. There is no comprehensive study of approaches to the research of peculiarities of labor migration from China to Russia, adaptation processes in the specified group of migrants in the situation of their interaction with the host community in Moscow.

According to the data of this organization, in 2014, more than 185 million people migrated in search of work (more than 90% of all international migrants) (Migration in an Interconnected World, 2015).

The main information base used to analyze trends and prospects for international migration is the United Nations Global Migration Database, supported by the Population Division of the

United Nations Department of Economic and Social Affairs and containing the most comprehensive form of official information on the number of international migrants in countries and regions of the world and their distribution by country of origin, gender and age. The updated version of the 2012 revision base, which includes information on international migrants in 1960-2010 for 212 countries and territories of the world and in 1990-2010 for 230 countries and territories of the world, was presented in July 2014 (Trends in international migration according to the United Nations revision of 2008, 2008).

China is among the countries, citizens of which traditionally have a high share in the overall structure of external migration in the Russian Federation. The establishment of cooperation between the two countries has led to a sharp increase in the number of Chinese students and postgraduates, some of whom stay in the country for permanent residence.

Chinese immigrants are mainly trade-oriented. So the peak of their trading activity fell on the period of perestroika (restructuring): using the acute shortage of consumer goods, the possibility of illegal import, liberal regime of foreign trade and customs clearance, imperfection of Russian legislation and weak state control, creating an extensive retail chain, Chinese traders have formed their own national niche in the Russian market and were able to meet the demand of the poorest population for elementary products. Today people from China began to develop other kinds of business along with the successful trading - sphere of services, industrial production, real estate and construction, making business more civilized and corresponding Russian laws. The large Chinese enterprises operating in Russia are creating new jobs, which employ Russian citizens, which makes them an integral part of the modern Russian economy. Experts also note such an important qualitative modification of Chinese private business in Russia as a transition from the export of labor force to the export of capital and technology.

According to the census of 2010, at the beginning of XXI century, more than 26 thousand Chinese people lived in Russia; 23 thousand of them had Chinese citizenship. According to unofficial information of the Ministry of Internal Affairs of the Russian Federation, the number of Chinese migrants was about 80 thousand people at that time; 30 thousand of them were in Moscow and the Moscow region. In 2010, a little less than 42 thousand citizens of China legally worked in our country (more than 9% of the total number of foreign workers performing legal work activity in the territory of the Russian Federation). In 2015, their number was 55.5 thousand people (or about 8% of the total number of foreign workers employed in Russia). Despite the increase in the number of Chinese immigrants employed in the Russian economy compared to 2010, their share in the total mass of foreign workers in the Russian Federation slightly decreased (Information materials on the final results of the All-Russian Population Census, 2010).

The strengthening of China's position in the system of international economic relations, expressed in a stable increase in GDP, the expansion of exports and imports of goods and services, is due to the active influx of foreign direct investment in various branches of economy, and reforming and improvement of structure of national economy of the country. The pace of foreign trade also evidences the growth of China's integration into the world economy (Zhang Xiuyin, 2010).

However, there are other evaluations. Thus, according to V.I. Mukomel, at the beginning of the new century, there were 100 thousand Chinese migrants in Russia, while L.L. Rybakovskiy (2009) confirms that in the first half of 1990's about 200 thousand Chinese people, who were not going to come home, lived only in the Far East.

The reference to the data of official statistics gives the reason to assert that for a number of years Moscow - the city that concentrated the main organizations of the Chinese immigrants arriving at the Russian Federation (trade houses, publishers, public associations, institutions providing services, etc.) - is the

main "center of attraction" of foreign labor force from China. At the same time, the obvious trend can be considered the reduction of the number of Chinese people officially occupied in the capital economy, caused, among other things, by the ban on the participation of foreigners in retail trade in the markets operating in Russia since 2007. It largely undercut the position of the "Chinese" markets and left many Chinese immigrants unemployed. However, as it will be shown further, the latter do not hurry to leave the Russian Federation massively and finally. It can be explained by the fact that, despite toughening of positions of the Russian (Moscow) authorities, a considerable proportion of Chinese migrants continues to operate in the country illegally, switching, for example, to sewing clothes in underground shops, owned by the citizens of Russia (Bulletin "Population and migration of the population of the Russian Federation in 2015", 2015).

Experts note a low degree of research of Chinese communities in Russia, caused by a number of factors: peculiarities of the national character of the Chinese people; their wary and secrecy with the official authorities; low tolerance of Russian people (and especially Moscow residents) to them, caused by the negative phenomena (sale of poor quality goods, violation of passport and visa regime, bribery of officials and other scams, insupportable in everyday life) accompanying their life and commercial activity; absence of practice of compact resettlement (the main mass (70-75%) of Chinese live in hotels, hostels, premises of their companies, rooms or apartments rented or purchased from Russians), leading to concentration of Chinese migrants through the territory of cities in small enclaves they manage to ensure safe living conditions, to maintain their own customs and culture, and to provide each other with the necessary mutual assistance (Official site of the Territorial Body of the Federal State Statistics Service in Moscow, 2019). Ignorance of the problems of Chinese immigration, their participation in the national economy of Russia, prospects of integration into the life of Russian society leads to the fact that these problems are neither reflected in the foreign and national policy of the Russian Federation, nor taken into account in the practice of developing official relations with China.

### 3 Research Methodological Framework

The purpose of the study was to identify the nature of organizational, legal, social, psychological problems of the presence of migrant workers from China in Moscow.

The source of the initial empirical research data was the citizens of China working in Moscow. The main reasons of activation of migration processes of export of labor force from China are exceptionally acute but quite natural for fast developing and densely populated country problems of demographic balance, employment, material stratification, territorial distribution of population, etc.

Analysis of some aspects of the life of migrant workers from China in Moscow makes it possible to identify the signs peculiar to the foreign labor force in the Russian Federation as a whole, as well as the characteristics specific to the representatives of the Chinese community employed in the Moscow economy. The first category includes, in particular: the lack of accurate data on the number of people from China working in the territory of Russia (its capital); the prevalence of people in the most able-bodied age (from 20 to 50 years) among the representatives of Chinese communities; low level of education and professional preparation of Chinese migrants, etc.

The study was conducted at the Faculty of Sociology of Lomonosov Moscow State University. Authors developed a questionnaire for conducting the survey, and the study population was chosen. The questionnaire contained closed and open questions. 500 citizens of China, who lived and worked in Moscow at the time of the survey, were interviewed personally. The survey was conducted in 2018. The combination of the interviewed people was formed using quota sample approach. Sampling error is within  $\pm 5\%$ .

In the course of the empirical analysis of the research results, several tasks were solved. Firstly, the state of life quality parameters of Chinese citizens in modern Russia was determined. Secondly, the state and nature of the affirmative influence of relatives and social and organizational environment on the nature of their motives, interests, and behavior during their stay in Moscow were revealed. Third, the ability of the developed conceptual model of empirical research to explain the results was tested.

#### 4 Results and Discussion

It is noteworthy that the difficulties in estimating the total number of people in the extremely cohesive Chinese community in Moscow are also felt by its representatives - their opinions on this matter are different. The results of the targeted survey of Chinese migrants living in Moscow and Moscow region showed that 43% of respondents could not answer the question about the number of Chinese people in Moscow, while the answers of others ranged from "Less than 10 thousand" to "100 thousand people". The most popular (52% of respondents) was the answer, according to which from 30 to 60 thousand Chinese people live in Moscow, which is comparable to the number of Chinese communities in the major cities of the United States - Washington and New York.

External labor migration to Russia has a clear "masculine" character. At the end of 2009, this trend was characterized by the fact that the main part of the Chinese who came to Russia (up to 70%) were men.

Among the interviewed representatives of the Chinese community, women had a slight numerical superiority - 52% against 48%. The increase in the involvement of women in migration processes can be caused by the high rate of development of the service sector interested in the female labor force, as well as with the modern features of the application of Chinese labor force in the Moscow economy, most of which work in the field of trade and consumer services.

In Russia, as in many other host countries, migrants are actively used to implement non-prestigious and unpaid semi-skilled or unskilled jobs unclaimed by national workers for these reasons. In this regard, it is interesting to note that, in terms of the use of the labor force of migrants, the Chinese community in Moscow is characterized by the presence of traits that distinguish it in the total composition of foreign labor force coming to Moscow. In particular, answering the question about the sphere of the professional activity, the overwhelming (more than 74% of the total number of respondents) majority of respondents called trade and consumer services. More than 9% of respondents were engaged in consumer goods manufacturing and food industry; 1.4% are in the mass media; 0.5% are in health care. 9% of Chinese residents defined the scope of their activity as "work in the administrative bodies", implying the work in the institutions providing development of bilateral Russian-Chinese relations. At the same time, about 6.1% of respondents were not able to determine the sphere of their activity.

Only 58% of the surveyed representatives of the Chinese expat community in Moscow had the professional training of a certain level.

A significant proportion of the surveyed Chinese migrants linked their visit to Russia with problems of purely economic (bad economic conditions at homeland, loss of work or lack of stable employment, low earnings) or socio-economic character (so, the reluctance to live in their country or inability to provide children with a decent level of education may be due to the problems of unemployment, low incomes, etc.).

It is not surprising that for the most respondents (81%) representing the Moscow and the Moscow region Chinese expat community the personal purpose of stay in Russia is earnings. At the same time, the desire to earn is peculiar not only for low-income citizens of China but also for those who had no material

problems at homeland. 34.5% of residents stated that the purpose of their presence in the Russian Federation was related to education. A little less than 2% were going to marry. The same number could not determine the personal purpose of staying in the Russian territory. At the same time, none of the respondents called their stay in Moscow as tourism, obtaining Russian citizenship or transit to other countries as a purpose.

An additional explanation of the reasons for the arrival of Chinese migrants in the Russian Federation is provided by the analysis of their main activities at homeland. According to the survey, only 25% of them had a permanent job there, 6% had their own business. The other residents needed employment. Temporary and casual work was provided to 30% of the Chinese citizens who arrived in Russia, 3% did not have work at all (unemployed, housewives), 36% of respondents were students. The conducted survey allows to assert that before arrival in Russia the financial situation of respondents was characterized as (in descending order):

- average (42.7%), i.e., the income sufficed for everything necessary for a normal life;
- bad (24.1%), i.e., the income sufficed only for the most necessary;
- good (21%), allowing not only to spend but also to make savings;
- very good (7.7%);
- very bad (4.5%), i.e., the level of income did not allow to buy even the most necessary goods.

Like other foreign citizens and persons without citizenship arriving in Russia for work, Chinese migrants face a complex of various problems of psychological, legal, cultural, social and Economic character that can complicate their lives and processes of adaptation to the new place of residence. The interviewed the Chinese people in Moscow and the Moscow region put the following problems in the first place: difficulties of organizational and legal character, caused, on the one hand, by the action of the Russian legislation in the sphere of labor migration, and, on the other, peculiarities of behavior of representatives of the Russian law-enforcement, controlling and other administrative bodies - the first Russians with whom foreigners have to deal arriving in Russia.

The main problems faced by foreign migrants in the socio-economic and, in particular, the labor sector are due to the practice of illegal employment (absence of employment record books, contracts, and agreements), the use of various forms of violence and forced labor, refusal to provide social benefits, unfair pay (especially relevant because migrants work weekly on average 15-20 hours more than Russian citizens, and, as a result, their working week is 55-60 hours long, and for more than a third of migrants it is even 70 and more hours long); unregulated working day; poor working conditions as well as housing difficulties.

Absolute majority (85%) of the working migrants we interviewed in the capital and its region stated that they had an official work permit. 15% of respondents did not have such permission. It is peculiar that out of 250 Chinese migrants who had a permit to work in the Russian Federation on the day of the survey, 100 persons were registered at the working places officially (i.e., with employment record book, agreement, contract). About 30 people worked informally, explaining this by the policy of the employer, their own reluctance to initiate the formal registration procedure or other reasons. Thus, the obtained data sharply contrast with the indicator approved by numerous studies, according to which less than a quarter of migrants work on the basis of a written labor or civil contract with the employer. The reason for that may be a certain vigilance of the Chinese and the resulting desire to hide the true state of affairs from the interviewer.

The companies and organizations acting as employers of the interviewed representatives of the Chinese expat community of Moscow and the Moscow region differ from each other by

belonging to the sectors of the economy, the form of ownership, as well as a number of other options. Thus, less than 1% of the number of the employed surveyed Chinese worked at Russian state enterprises; 80% were employed in enterprises created with the participation of foreign (including Russian) capital; about 13% worked in enterprises, owned or co-owned by Chinese citizens.

Analyzing the degree of social security of the Chinese people working in Moscow, we asked them the question: "For which of the following social benefits can you count at your workplace?" It is peculiar that the above-mentioned problems, arising in the labor sphere, concern people who are in Russia illegally, as well as those who work without formal employment contracts - by verbal agreement with employers. The latter often experience difficulties caused by conflicts with criminal elements, including conflicts of ethnic origin.

Among other problems of socio-economic character, complicating the process of adaptation of Chinese migrants in Russia, are noted the following:

- expensive life in Moscow,
- which intermediates the possibility to buy real estate and durable goods;
- economic risks;
- excessive taxes;
- high rent.

The latter leads to the fact that often Chinese, as well as all foreign migrants falling into the category of the least desirable and potentially dangerous candidates for the living, have to rent housing jointly. For this reason, a large number of people live in one dwelling. Only about 15% of the relatively wealthy Chinese live in their own flats, the majority of which falls on Moscow and St. Petersburg.

To what extent did the Chinese citizens who arrived in Russia adapted to the life in it? According to the received data, 21% of respondents have fully adapted to the Russian conditions. More than half (61%) have adapted to life in Russia partially. Another 11% could not give a definite answer concerning the degree of their familiarizing with the Russian conditions, and the "small" share (7%) said that could not adapt to life in Russia at all. Table 2 provides a more detailed picture of the degree of satisfaction of Chinese migrants living in Moscow with various aspects of their residence.

Responding to Moscow's current issue of the relationship between Chinese migrants and the local population, 24% of respondents considered them "completely" and "rather satisfactory", while 29% called them "rather" and "quite unsatisfactory". At the same time, almost a quarter of the interviewed Chinese citizens could not evaluate them, and 23% could not give a definite answer to this question. Thus, just under half of the Chinese migrants living in Moscow are not yet able to assess the quality of their relations with Moscow residents, as well as the degree of satisfaction with them.

In our opinion, this also confirms generally established and widespread opinion about the isolation of the Chinese communities in Russia.

Another confirmation of the indicated point of view, as well as the evidence of the above-mentioned seeking of foreign workers arriving in the Russian Federation for assistance and support to informal social (migrant) networks is the distribution of answers to the question: "Who (in case of any problems) do you contact first?"

It should be noted that 31% of the migrants we interviewed had already had to apply for help in a foreign country. At the same time, in 57% of cases, the assistance was received from close relatives, 18% - from friends and acquaintances among compatriots. In 4% of problem situations, State structures of the Russian Federation provided support and only for 16% the

support was offered by local inhabitants. 7% relied only on themselves in such cases. Moreover, despite the harassment from the local population (10% of respondents faced that), almost a quarter (24%) of Chinese migrants estimates their relationships with citizens of the Russian Federation as "completely" (5%) and "rather" (19%) satisfactory. It is not surprising that about 60% of Chinese migrants living in Moscow feel themselves a part of the local community, the city where they live. However, more than 45% of respondents (especially those who limit their communication exclusively to representatives of the Chinese community in the capital) have a lack of communication, while a quarter (27.4%) of respondents complains about its deficiency.

The results of the survey showed that among the problems that seriously complicate the processes of adaptation of immigrants from China to the Russian conditions are: problems with law enforcement authorities; problems in communicating with the locals; problems with employment; problems with officials and administration; difficulties in obtaining social guarantees, benefits, etc. Slightly more than 19% of respondents noted that they faced other difficulties in Russia, but did not specify them. At the same time, none of the respondents called problems of communicating with employers or difficulties with the education of children as the issues complicating their life in Moscow.

Despite the abundance and severity of problems in the Russian capital, foreign migrant workers expect their trips to be stable (47.5%). Another 23.7% seek to move to Moscow for permanent work. A similar situation is observed in the case of people from China represented in the Moscow labor market: the above-mentioned unresolved problems of their stay in Russia does not motivate them to leave the Capital community.

The general socio-psychological mood of the Chinese surveyed by us and their readiness to continue working in Russia can be evaluated, in particular, based on the answers to the question about their plans for the near future. For example, 42% of respondents believed that their situation would not change in the near future and that they would be able to maintain the same status as today. The intention to leave the country was declared by 12% of the surveyed migrants. Almost a quarter of Chinese citizens seek to legitimize their stay in Russia and work here: 19.5% declared their desire to get a temporary registration, whereas 23% would like to get a work permit. 8.5% of respondents reported about their plans to settle in Russia for a long-term by issuing Russian citizenship or obtaining a permanent residence permit. 16% were unable to determine their own plans for staying in the Russian Federation.

## 5 Conclusion

Summing up, it should be noted that in the total amount of issues arising for the migrants from China in the process of residing and working in Russia, the following types of problems could be distinguished:

- problems caused directly by the action of Russian legislation;
- problems mediated by illegal conduct of law enforcement officials, corruption among officials;
- problems in the economic and labor spheres;
- problems in the field of social adaptation and communication;
- psychological problems, including those related to the biased attitude of representatives of administrative bodies and the local population towards migrants.

The first of the above-mentioned groups do not have a clear territorial specificity but the others are obviously characterized by the existence of such problems. Combined with the peculiarities of the general state and migration policy carried out by the Russian Federation, they keep bilateral cooperation between Russia and China in the field of export and import of labor force.

Formed a long time ago, having obtained the status of an important part of the social and economic life of Russia, creating favorable conditions for attracting and accepting new immigrants, the Chinese expat community faces today a lot of complex problems and issues related to the residence and work of Chinese migrants in the territory of the Russian Federation and its capital. So far, many Chinese do not have basic civil rights, are experiencing serious difficulties in everyday life and business.

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**Primary Paper Section:** A

**Secondary Paper Section:** AD, AH, AO

## THE ROLE OF SPORTS EVENTS IN THE FORMATION OF STATE IMAGE

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**Abstract:** The article touches upon the role of the FIFA World Cup in forming the image of the Russian Federation. According to this aim the basic theoretical and methodical approaches to the understanding of the categories "image", "concept" and "brand" were analyzed. The features of international image of the state and the ways of its formation were reviewed. The technologies of creating the image of the state were studied. The input of large sports events of international scope into the image of the state was regarded. The main attention is focused on the role of significant sports events, organized on the territory of the Russian Federation, in forming the image of Russia. The results of the conducted content-analysis of the foreign Mass Media allowed to make a conclusion about the positive role of the 2018 FIFA World Cup in the formation of state image.

**Keywords:** image of the state, 2018 FIFA World Cup, content-analysis, Mass Media, stereotypes.

### 1 Introduction

International image of the state is a form through which the ongoing situation in the country is perceived in a definite way. If the state has a negative image abroad, all information about what is going on in the country will be transferred in terms of this concept. On the contrary, if the state has a positive image at the international scene, the ongoing moments will be shown without misrepresentation or in favor of the state. Creation of the positive image of Russia is very important for providing information and communication policy of the state. Prosperous communication field allows the state to promote its interests at the international scene. Consequently, the favorable conditions for the economic development, realization of the national interests and national security of the state are created (Kochetkov, 2017a). The process of forming the image of the state is based on the objective characteristics, for example, political structure or national economy development. The image of the state strikes a balance between the real state of things and public perception, connected with its expectations. Moreover, the image of the state is characterized by the dynamics, that is dependence on the external, internal factors of development of the state and world scene.

The task of forming the international image of Russia is formalized in the article 84 of the National Security Strategy of the Russian Federation until 2020 as a task solution of providing national security in the cultural sphere. The FIFA World Cup, held in 2018, attracted close attention to Russia among many states and Mass Media, and by this reason it became a significant ground for forming image of Russia.

This article analyzes the role of the 2018 FIFA World Cup as one of the factors of forming positive international image of Russia.

### 2 Literature Review

Currently such Russian researchers as E. A. Galumov (2003, 2004), I. A. Vasilenko (2012), E. N. Davyborets and I. V. Radikov (2015), A. A. Graver (2012) explore the international image of the state. The investigations dedicated to the image of the state have interdisciplinary character: it is studied from the perspective of political psychology, communication and cultural approaches, marketing and economy positions, sociological approach (Graver, 2012).

Etymology of the word "image" has English origins. There are several variants of translating this word into Russian: a concept, shape, picture, presentation, reflection (Muller, 1995). Concerning diverse interpretations within Russian research field, it is hard to differentiate the terms "concept", "brand" and "image" of the state.

*The concept of the state.* This term is studied profoundly by B. Shestopal (2008), who notes that political concept includes the reflection of real characteristics of the object perception and expectations representation of perception subject. Stereotypes and attitudes of collective consciousness influence the perception of the political concept.

*The image of the state.* This term was studied by such scientists as E. V. Anokhin (2014) and E. A. Galumov (2003). E. V. Anokhin (2014) and may be defined as the image of the state as developed in collective consciousness with stereotype nature, complex of practical and emotional conceptions about the country, formed among people based on the personal experience and existing information, received from different resources. This understanding of the country's image is close to the comprehension of the state concept belonging to other researchers. E. A. Galumov (2003) notes that the image of the country is a complex of objective interrelated characteristics of the state system (economic, geographical, national, demographic, etc.), formed in the process of evolutionary development of statehood as complicated multifaceted subsystem of global structure, the efficiency of its units' interaction is determined by the tendencies of socio-economic, public-political, national-confessional and other processes. The novelty of the image definition, made by this scientist, consists in emphasizing the characteristics inherent to the state, reference to the people's conception about state is omitted.

*The brand of the state.* This term, studied by such scientists as O. A. Vasilieva (2015), A. N. Chumakov, M. P. Bocharov (2006). O. A. Vasilieva (2015), characterizes the need for the strengthening of the national brand from the position of "Anholt's hexagon" for representing the state from the best side. Designing the successful brand allows the state to realize national interests, increase the volume of export, attract additional investments and unify the population of the country. A. N. Chumikov and M. P. Bocharov (2006) investigate the branding of the territories: cities, regions, states. Here state is regarded from the position of attracting future consumers: citizens, investors, tourists. Designing the brand of the territory includes the analysis of existing characteristics, problems and advantages of the state. Further the emphasis is placed on the positive features and their visualization, and also it is often presented in the form of slogan. Creation of the state brand is characterized by considerable efforts rather than formation of the city brand, by this reason, states create brand taking into account only one of directions.

This study is focused on the international image of the state as a set of historical, geographical, cultural, political, economic and social characteristics of the state, valuable for its perception at the international scene (Kochetkov, 2019a, 2019b).

The general image of the Russian Federation is composed of many elements of the society spheres: economic, social, political and cultural. Basic components of Russia's image can be relatively divided into positive and transitional.

*Positive components* include: wealth of natural resources, image of the national leader, power of the Russian Federation Armed Forces, information and communication policy. The wealth of natural resources includes a big territory of the country and large raw materials deposits. The Russian Federation is a leader in the ranking of the countries according to the size of the occupied territory; it is at the second place according to the natural gas production and coal deposits. Regardless of the negative assessment of selling raw materials in foreign countries, omitting the stages of processing, the resource potential of the state is enormous and it fosters image of the state.

Successful communication at the international scene depends on the concept and manner of behavior of the national leader. Moreover, every year world top lists of trust are made, where the

position of the leader of the state plays a significant role in the understanding of the state. V. V. Putin regularly occupies strong positions in a number of rankings: he received the second place after Chinese leader Xi Jinping in the ranking of the most influential people according to Forbes in 2018 (Forbes, 2018) and was included into Top-100 of the most influential people (The World's 100 Most Influential People, 2019).

The power of the Armed Forces of the Russian Federation contributes to perceiving the state as a powerful commonwealth, able to defend citizens from the enemies' attacks, consequently, having the possibility to maintain its interests at the international scene. According to the data of the Military Strength Ranking-2019, Russia occupies the second position after the USA (Military Strength Ranking, 2019).

Concerning young Russian statehood, the identity of Russia is at the formation stage, for this reason it cannot be the resource of positive image of the state. After the Soviet time the new spiritual bonds of Russian people haven't formed yet.

The state of Russian economy along with the military sphere plays an important role in the possibility of the state to defend its positions. At this moment we cannot call Russian economy as an advantage of the state, however the positive tendency is seen, although it is a slow, but positive pace of growth.

It is also too soon to consider the state of Russia's social policy as a strong element of the state image. The Russian Federation is a social state where certain social benefits for population exist, however the content and quality of these benefits should be improved (Kochetkov, 2015b).

Holding sports events of the international level in the state surely influences its image. It occurs, in particular, because long before the sports events, world Mass Media attentively observe all ongoing in the country. Besides, long enough after the end of sports event world information field is ready to receive the statements about the occurred event. This aspect can be used as a naturally created information platform for forming the positive image of the state (Kochetkov, 2015a).

Furthermore, state-organizer of the international sports event can deal with the tourists using "soft power": with the help of traditional cuisines, objects of historical heritage, and peculiarities of citizens' everyday life - everything that can be attractive for foreigners. Help in the organization of the event assembles foreign sponsors, who can make significant investments into the economy of the country in the future (Kochetkov, 2019b).

The Russian Federation as an heiress of the USSR received substantial part of the soviet sports glory, that determines its more favorable position comparing to those countries that form the image of their country "from scratch" (Kochetkov, 2017b). From the beginning of the new millennium Russia has organized about 20 great sports events of the world level, among which Summer Universiade (2013), Winter Olympic Games (2014), Formula 1 Russian Gran Prix (annually from 2014), FIFA World Cup (2018) and Winter Universiade (2019) are of particular interest.

The experience of Winter Olympic Games in Sochi showed that Russia managed to organize such a great event. This fact is confirmed not only by the words of the president of Russia, but also by the political analysts: "In practice Olympic games became the instrument of rebranding Russia, which was very often considered in the world as a retarded and archaic country, regardless of the success in the XX century", - O. Gaman-Golutvina confirms (RIA News, 2014). British newspaper The Telegraph emphasizes that Russians were really joyful during the closing ceremony: the owners organized the event of great importance and difficulty and turned it into reality (Chadband, 2014).

### 3 Methodological Framework

The aim of this research was to study the role of the 2018 FIFA World Cup in forming the international image of Russia.

The main tasks of the investigation are:

1. To reveal the main themes of publications, dedicated to the FIFA World Cup.
2. To determine information priorities of foreign Mass Media.
3. To observe the dynamics of publications mood, dedicated to the FIFA World Cup.
4. To find out how Russia's image has changed in the publications of foreign Mass Media after having organized the FIFA World Cup.

The main research method is content-analysis of publications in foreign Mass Media.

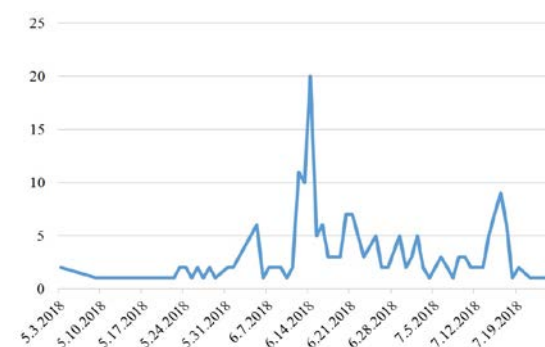
Such foreign Mass Media as The New York Times, The Washington Post, People's Daily, BBC, USA Today, China Daily, CNN, Fox News, Hindustan Times and New Indian Express were chosen for the research. Searching the texts for the analysis was done in English with the help of Google during the period of May 1, 2018 to August 1, 2018. The articles should include the words "Russia" and "World Cup" at the same time. In general, the web search query looked like this website: [the website of the publication] Russia and World cup. The most popular articles according to the Google queries were included into the sample.

### 4 Results and Discussions

In February of 2019 the students under my scientific supervision explored 200 publications in foreign newspapers in English and the text columns of the news on television and radio over the period of May 1, 2018 to August 1, 2018, where the 2018 FIFA World Cup and Russia were mentioned (Mahova, 2019).

Based on the sample, the dynamics of publications was studied. If to review the increase of topicality of the FIFA World Cup in the information data, we can notice that the period of peak is attributed to the official opening of this sports event - that is the June 14, 2018 (see Figure 1).

Figure 1 Dynamics of publications in foreign Mass Media from 01.05.2018 to 01.08.2018, number of publications



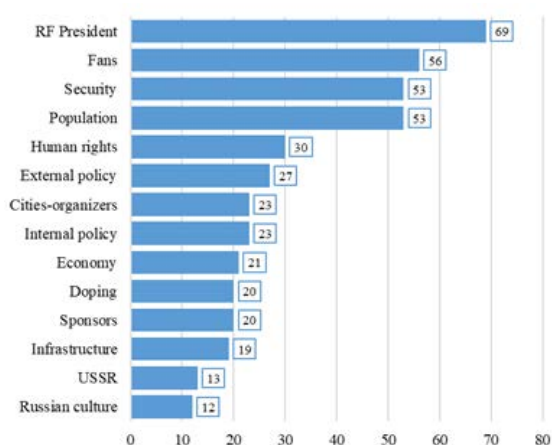
Source: author

This statement is clear, close attention of the world community was attracted particularly to the Opening Ceremony of the international sports event. However, it is interesting that the second significant peak in publications was the next day after the closing ceremony of the FIFA World Cup - that is July 16, 2018, and it is explained by summing up the results of the conducted event.

The peculiarities of perceiving the 2018 FIFA World Cup by foreign Mass Media show the number of mentioning of certain categories (see Figure 2). The personality of the president is the

most important, then fans, security and impression of the events, which also play a role in the successful organization of the 2018 FIFA World Cup. The third position is occupied by the category "Security". It should be noted that this category included not only the security of the fans as such, but also their separate categories, in particular, LGBT-community representatives. Interest to the Russian people from the side of foreign Mass Media consisted in referring to the international policy of Russia, in particular, what life is expected by the Russians after the FIFA World Cup. Human rights complete Top-5, the issues of tolerance and security of LGBT-community representatives were the most popular. Anxiety was caused by the Russians' attitude to them because of the adherence to the traditional values and the existence of the law banning gay propaganda.

Figure 2 Categories mentioned in the publications of foreign Mass Media from 01.05.2018 to 01.08.2018, number of articles



Source: author

Russian culture wasn't so interesting for Mass Media. It may be connected with the prevalence of foreign sponsors in the FIFA World Cup and little possibility to know national cuisine in the places where fans stay. Mentioning the USSR shows that foreigners remember Soviet history and the connection with contemporary history of Russia.

The FIFA World Cup became one of the greatest sports events of 2018. Football matches were held in 11 Russian cities. According to the data of the Ministry of Digital Development, Communications and Mass Media, 1,83 million of FAN IDs were issued. Russia occupies a leading position (987 thous.) on the number of fans, it is explained by a rare chance to see international teams at the territory of their country.

Regardless of the fact that Chinese team didn't pass the qualification stage to get into the 2018 FIFA World Cup, Chinese occupied the second place according to the number of FAN ID users after Russians (68 thous.). The People's Republic of China was included into top 10-ranking of the countries-record holder according to the tickets bought, this aspect can be explained by the close collaboration of Russia and China, as well as the increased economic possibilities of Tianxia citizens (FIFA: 100,000 Chinese fans attend Russia World Cup, 2018).

Besides that, among the countries, whose citizens bought the largest number of tickets, we can point out the USA (52 thous.), Mexico (44 thous.), Argentina (37 thous.), Brazil (35 thous.), Great Britain (31 thous.), Columbia (31 thous.), Germany (30 thous.) and Peru (27 thous.). It is a significant moment that despite of the implemented sanctions in relation to Russia, the number of fans from the countries that initiated them (the USA, Great Britain and Germany) was the largest at the 2018 FIFA World Cup.

According to the data of the Russian public opinion research center (VCIOM), 83% of the Russians support the organization of sports events, like the 2018 FIFA World Cup, on the territory of the country. Answering the question if this event brought to Russia more benefit or harm, 71% of the respondents chose the variant "more benefit", 9% of the citizens chose the variant "more harm", 15% of the surveyed decided that "nothing has changed", other participants found it difficult to answer.

Among the reasons of choosing the variant "more benefit", 60% of the Russians mentioned the improvement of Russia's image, 16% of the surveyed said about a great number of tourists and development of tourism, 14% of the respondents thought that it was a big financial flow from the tourists. Those who chose the variant "more harm" mentioned the following reasons: 49% of the surveyed think that much money was spent, wastes are not compensated; 31% of the respondents suppose that money which was wasted for the 2018 FIFA World Cup or profit could be spent for the needs of the country; 19% of the citizens are sure that the FIFA World Cup was used to divert people from real problems. In particular, it could be the result of implementing pension reform right before the opening of the FIFA World Cup which produced sharp public reaction.

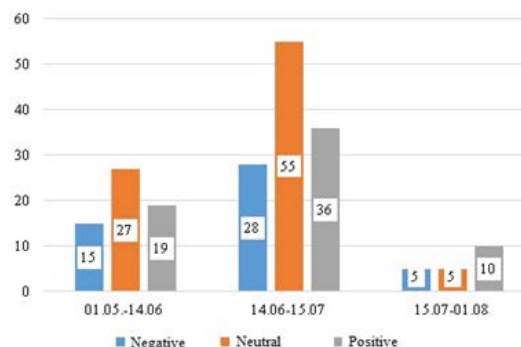
The respondents were also suggested to choose the statement that they agree. 60% of the surveyed think that much money was spent, but the FIFA World Cup was worth it, meanwhile, 34% of the citizens consider that it is very good that this sports event took place in Russia, but wasted money could have been used for other needs.

Answering the question how will change the attitude of other countries to Russia after the 2018 FIFA World Cup, 72% of the respondents chose the variant "will improve", 22% of the surveyed said that "won't change", 1% of the citizens chose the variant "will become worse", the rest of the people found it difficult to answer.

According to the research data of S. Anholt (2010), after having organized the FIFA World Cup Russia saved its 23 position in the world ranking of national brands, meanwhile Southern Korea, after the organization of the 2018 Winter Olympic Games, raised over three positions in the general ranking. However, the Russian ranking has increased on separate indicators such as "People" and "Tourism". It should be noted that any ranking is a measurement in accordance with the definite set of selective indicators, specifically developed by the authors; due to this reason these indicators shouldn't neutralize the role of the FIFA World Cup for the image of Russia.

The international image of Russia can be reviewed from the point of view of hostile rhetoric in the publications of foreign Mass Media.

Figure 3 Dynamics of hostile rhetoric in foreign Mass Media from 01.05.2018 to 01.08.2018, number of publications



Source: author

As Figure 3 shows, at the preliminary stage of the FIFA World Cup (01.05-14.06), as well as at the realization stage (14.06-



15.07), the articles with neutral rhetoric prevailed. In Mass Media critical attitude to the FIFA World Cup was demonstrated, although the number of articles with a positive opinion increased. After having held the FIFA World Cup (15.07-01.08) the articles with positive rhetoric prevailed. The number of articles with a negative position, reached its peak during the FIFA World Cup (14.06-15.07) and decreased significantly at the results analysis stage of the FIFA World Cup (15.07-01.08).

## 5 Conclusion and Recommendations

The results of this analysis affirm the positive role of the FIFA World Cup in forming the image of the Russian Federation. According to the objective indicators, 2018 FIFA World Cup was organized at the high level that was confirmed by the official representatives of the FIFA Council. Information priorities of different foreign Mass Media are diverse. For the American and British Mass Media it is important to respect human rights in Russia, for the Chinese Mass Media - to increase the profit by supplying their goods. Russia's image of Russia in different countries will vary. However, after having finished the FIFA World Cup, a negative position was changed into the positive one, it shows that the Russian Federation got well with the stated organizational purpose and the whole world had a great chance to compare foreign stereotypes with the Russian reality.

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## PROCESS-ORIENTED APPROACH TO IDENTIFY COMPETENCES FOR LEGAL TRANSLATION: INTERDISCIPLINARY SOURCES REVIEW FOR CONCEPTUAL FRAMEWORK

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**Abstract:** The paper aims to substantiate the need for a process-oriented approach to the professional competences identification in the field of legal translation as part to language and culture mediation activities on the whole. The above attempt stands on the interdisciplinary approach in relation to the governance and management in the society as a whole. This perspective allows the authors to identify the essence and sub-competences for Legal Translation Competences on the grounds of interdisciplinary sources review. The paper also reveals benefits of the desk field research with regard to the interdisciplinary sources review and specifies prospective ways form further studies. The overall results lay conceptual grounds for further empirical studies about procedural skills for Legal Translation.

**Keywords:** process-oriented approach, competence, legal translation, interdisciplinary studies.

### 1 Introduction

The period of 2018-2019 has witnessed an interdisciplinary breakthrough in the field of competence-based analysis with regard to mediation and translation issues in general.

Within the academic world the mediation is not just simply indicated as it was in old Common European Framework of References (CEFR, 2003). Today it is represented by a system of level descriptors for determining levels of proficiency in language and culture mediation based on the studied and native languages at A2-C1 levels (CEFR, 2018).

In addition, starting from 2014, international standards of translation and interpreting have been developed and approved (ISO 17100:2014, ISO 20228: 2019). A big step forward has been made in the development of international academic standards for the definition and description of the professional competence of an interpreter not only a multi-component, but also a multi-level phenomenon (EMT, 2017, PACTE, 2018, QUALETRA, 2014).

In academic studies the task has been verbalized with regard to developing a process-oriented approach to the translators' training (Roig-Sanz & Meylaerts, 2018).

For two and a half decades, a number of studies have been carried out to study the requirements for the content of the training of legal translators (QUALETRA, 2014).

Special attention to the professional competence of translators in the legal sphere is associated with the special role of legal and medical translation in modern society, which relates to ensuring fundamental human rights (legal translation), including the rights to health and protection of human life (medical translation).

Taking into account the above process-oriented approach to determining the essence of the competencies of a specialist in the field of translation in the legal sphere is timely.

The relevance of language mediation skills for specialists of any profile, on the one hand (CEFR, 2018), and the relevance for international professional and educational standards for legal translators and interpreters training and service provision

requirements, on the other (ISO 17100, 2014, ISO 18 841, 2018, ISO 20228, 2019) is confirmed.

Such an interfiled view seems reasonable in connection with the dominant process approach to management in modern society as a whole, in education, in particular.

*The present paper goal* is two-fold and aims to map sub-competence for Legal Translation Competences on grounds of interdisciplinary sources review for building further research conceptual framework.

The above goal requires *a number of tasks to be implemented*, including the following ones:

- The search for and analysis of sources that lead to the present paper argument and reasoning on process-oriented approach to the society governance and management
- The search for and analysis of sources that focus on the present paper argument for process-oriented approach to education and translation studies
- The search for and analysis of sources that focus on focus on the present paper argument for the process-oriented approach to identifying competences for translation in legal domain.

*The research methodology* has stood on the interdisciplinary sources review.

*The research materials* have integrated the Translation Academia and Industry white papers, research papers on process-oriented approach to translation in general, and to legal translation studies, in particular.

### 2 Process-Oriented Approach to Society Governance and Management

The process-approach to the development of society and organizations has a long history and dates back to the statement of ancient Greek philosopher Heraclitus and his maxim "Everything flows" (Chisholm, 1911). Scholars acknowledge that K. Marx consistently applied this approach to studies of society (Roseberry, 1997).

A. Whitehead (1924) in his works theoretically substantiated the methodology of the process-oriented approach. Previously, for almost two centuries, a functional management approach was sufficient (Taylor, 1911; Weber, 2013). Under that vision, the organization and its activities were viewed as a system within which certain functions were defined, distributed and implemented for each department. This approach did not allow the employees of the enterprise to see the extent of their participation in the overall production process, did not stimulate inter-structural interaction between departments, did not concentrate the attention of employees of various departments on the final consumer of the product, etc.

In terms of society requirements (Mosse, 1998) regarding the consumer, the production processes integration, other management concepts were required (Foster & Suddaby, 2015; Miebach, 2015).

A process-oriented approach to the management of the organization's activities was developed. Its essence lies in the continuous nature of managing the interaction of departments in the course of their activities, coordinating the vertical and horizontal processes, the continuity of organization management with regard to individual processes, greater focus in the organization's activities in favor of end users (Dale, 2000; Maier & Remus, 2003).

Special emphasis is laid on a process-oriented study of stakeholders (Vandenbussche et al., 2018).

Modern specialists (Bea & Haas, 2016; Davenport, 2015; Mendling et al., 2018) in the framework of the process-oriented approach highlight such key principles as the integration of procedures, the possibility of collaborations of specialists of various specializations, the use of diverse sources of information from different areas, the responsibility of the process coordinator at each stage.

Experts also note that the process-oriented approach provides control over the observance of quality management and production (Stracke, 2006; Urban & Krawczyk-Dembicka, 2018), horizontal quality control of the result of the previous step at each subsequent stage of the whole process chain.

These characteristics seem to us relevant for the implementation of process-oriented approach to mediation and translation in the legal sphere.

The principles of process management are applicable to planning the stages of work on a translation project, for a multidirectional search for various information sources, a comprehensive analysis of language units, their actualization in the process of translation transformations and the subsequent editing of translation.

In addition, the principles of the process-oriented approach can be used to form a translator's conscious responsibility for the entire process of organizing translation, the quality of making translation decisions and their control. In this case, the quality of the translation procedures performed at a particular stage is confirmed or refuted at the next stage of the process chain (the principle of horizontal control).

### 3 Process-Oriented Approach to Education and Translation Studies

Scholars apply process-oriented analysis to explore change in higher education (Ballis, 2018; Barth, 2013; Brake, 2018), and vocational training (Howe & Staden, 2015).

Researchers identify benefits of process-oriented instruction in learning and thinking strategies (Vermunt, 1995), underlines the prospective of process-oriented approach to whole schooling (Santamaria & Thousand, 2004; Littlewood, 2008).

Contemporary education theory also explores process-oriented potential in various areas, including teacher training (Hoogveld et al., 2005), construction management specialists' professional development (Wang & Leite, 2014), training of culturally competent health practitioners (Duke et al., 2009), engineering education (Machado-Toledo et al., 2018), foreign language learning, etc.

Practitioners use process-oriented approach within different training formats, including e-learning (Massey, 2005), and social media environment (Kimmerle et al., 2015).

The approach under study is implemented with regard to different learning methods and styles, including guided-inquiry learning (Brown, 2010), reasoning (Schmidt & Mamede, 2015), researched-led activities (Böttcher & Thiel, 2018), students' self-studies (Vishnumolakala et al., 2017).

Specifically, scholars confirm the relevance of a process-oriented approach to assessment in educational settings (Jeltova et al., 2007; Schreiber et al., 2016).

As far as Translation Studies are concerned, W. Lörcher (1992) seems to be one of the first scholars who implicitly mentioned a process-oriented approach by emphasizing the importance of exploring the problems that the translator faces in the translation process, oriented towards the transfer of meaning.

Process-oriented approach to translators' training was explicitly formulated in the most general way by D. Gilles (2009). The author considered the process of translation as a sequence of two stages, namely understanding and reformulation. However, the author did not proceed further to the stage of translation editing. Thus, orientation to the needs of translation product end user (client) was not considered. This situation was due to the period of the monograph publication as questions of the translation quality and client's needs appeared on the agenda later).

The last quarter of the twentieth and first decade of the twenty-first century witnessed a significant amount of research papers on mental processes that take place directly in the course of translation (Jääskeläinen, 1987; Königs 1996). Such studies were carried out from the standpoint of psycholinguistics and cognitive research (Lee-Jahnke, 2005; Alvstad et al., 2011). Special attention is paid to the translator's cognitive activity at the stage of the source text perception (Lacruz, 2017), search for adequate resources for creating the translation text (O'Brien, 2015).

There is a constantly evolving list of papers on the tools to study the translation process including comments, diaries, questionnaires, interviews with professional and novice translators (Jääskeläinen, 1999). Retrospective and introspective methods of analyzing the translation process are the subject of special attention (Boito & Caetano, 2018; Hansen-Schirra et al., 2017).

In recent years, special attention has been paid to the conditionality of cognitive practices in translation in diverse social and institutional contexts (Ehrensberger-Dow & Englund-Dimitrova, 2018).

Researchers also study specific resources that can be used to teach students reflection and analysis of their translation activities as a process (Fox, 2000).

As for academic efforts regarding process-oriented approach to mediation and translation in legal domain, the research of Geneva University professor Pierto Ramos (2011) deserves particular emphasis. The scholar has succeeded to describe a number of stages that are specific to legal translation. The first stage involves macro-contextualization. This stage involves a set of operational actions, including the identification of the communicative situation and purpose of translation, the legal system within which the source text for the translation is drafted, the industry within which the translation is carried out, and the definition of applicable legal sources and basic legal concepts related to the translation. Next, the researcher identifies the stage of a legal text typology in accordance with the discursive situation (legislative, judicial, administrative, etc.). Then the process of transferring the content of the source text in the target language is carried out. At this stage problems of terminological and conceptual nature are solved, language conventions of the source and translation texts are balanced, and translation transformations are carried out. The last step involves editing the translation text to ensure its quality (Pierto Ramos, 2011, pp. 14-17).

However, the research findings do not expand to the consideration of competencies that seem critical for the above process. Nonetheless, the mentioned description can hardly be underestimated in terms of a structured vision of the stages of legal translation. Moreover, the present paper rests on this concept in an attempt to further identify the competences that might be required for process-oriented approach to written language and culture mediation in the legal sphere. Such angle of studies has not been research subject so far.

It should be mentioned that recent studies have put on the agenda the issue of documenting and gauging intercultural competence in translation (Angelone, 2016).

#### 4 Process-oriented Approach to Identify Competences for Translation in Legal Domain

The attempts to consider legal translation competences from a process-oriented angle are rooted in the values and needs of the 21st century pedagogy. It considers the task to train creative professionals who are able to successfully adapt and tailor their professional abilities to a rapidly changing world, to implement their awareness of specialists' social responsibilities in the course of professional activities (Vilariño, 2017; Zajda, 2018).

Therefore, specialists' education in the field of legal translation is supposed to go beyond the students' awareness of the humanitarian role of legal translation as a tool to ensure human rights within global multilingual legal settings. The training is expected to enhance and foster students' procedural abilities to integrate and use diverse specific instruments to serve the society, industry, clients' needs in terms of language support (García Méndez, 2016).

First, traditionally Academia and Industry related to Translation and Interpreting activities underline the core importance of native and foreign languages mastery. The respective bilingual sub-competence includes knowledge and skills covering language structure and its use in the course of communication in line with the target language conventions (EMT, 2018). Regarding the legal domain scholars consider the essence of translators' competence as the awareness of legal terminology and discourse conventions in morphology, syntax, phraseology, punctuation, abbreviations in the working legal languages working pair. This list forms the essence of declarative knowledge.

However, on grounds of personal experience and that of the colleagues (legal translators) the authors of the present paper consider it critical to underline the need for training procedural knowledge that would allow professional translators to implement up-to date linguistic decisions in the course of their professional activities.

This vision correlates with the process-oriented approach to legal translator's bilingual competence. The approach under study allows Academia and Industry to consider the bilingual competence as translators' ability to update and adapt the earlier mentioned declarative knowledge to a particular context within legal domain. This adaptation means specialists' turn to procedural skills. They allow translators to identify and choose concrete steps, to further tailor their sequence to particular communicative situation requirements with regards to pragmatic and sociolinguistic-, textual, discursive conventions within the field of bilingual legal domain.

Second, Academia and Industry related to Translation and Interpreting traditionally consider the intercultural sub-competence. It concerns the translator's awareness of cultures that form the conceptual background for the working languages pair. However, as far as intercultural competence is considered with reference to the legal domain, we consider that it requires declarative knowledge of specific language units that identify institutions and procedures, operational activities regarding national jurisdictions, agencies associated with legal domain, levels and field of jurisdiction.

Next, we consider it timely to underline the need for development of legal translators' procedural knowledge. It covers procedural skills regarding search for and comparison of language units that would balance similar formats of governance, institutions and agencies, procedures and steps related different jurisdictions.

The training of the above skills reveals the essence of the process-oriented approach to the legal translator's intercultural competence. Further, the process-oriented approach to legal translator's intercultural competence is supposed to lead to a consistent development of bilingual training materials that would fit particular settings, specified for cross language

communication in the legal domain. The list includes (but not limits to) -trial-investigation, judicial settings with regard to criminal, civil, administrative, international proceedings, legal matters requiring a notary, legal matters within business activities, settings involving children, victims or other vulnerable persons in the settings involving medical, psychological or psychiatric examination for judicial purposes (ISO, 2019).

Third, both Academia and Industry focus on the pure translation sub-competence. According to internationally respected actors (ISO, 2014, 2018; EMT, 2017; Qualetra, 2014; PACTE, 2018), it implies the ability to translate legal texts of various genres in various professional contexts. Both academic research and industry analytics traditionally focus on the need for relevant skills and abilities to identify and implement strategy, tactics and tools to achieve functional equivalence and adequacy of the source and target texts. However, no consistent attention is paid to the reflection process that the translator needs to constantly engage in along with the translation activities, including proofreading and editing stages. Meanwhile, some scholars underline the importance of embedding reflection in the curriculum for translator training (Berthaud & Mason, 2018; Angelone, 2016; Muñoz Martín, 2014; Norberg, 2014). We consider this should extend to legal translators' training, as well. The present paper considers that process-oriented approach to the essence of the legal translators' pure translation subcompetence includes the specialists' procedural skills to check the relevance of already selected tools in the course of translation from the point of a wider context that is supposed to cover extra linguistic factors, related to legal domain and client's needs.

Further, we turn to the sub-competence in the provision of translation services that is highlighted in international standards for the provision of translation services (ISO 17100, ISO 20228, 2019), in international academic standards for translators' training (EMT, 2017), in academic studies (PACTE, 2018). The above sources focus on the specialist's need for particular knowledge on the service provision key aspects that include quality assurance standards, communication with the customer, interpersonal communication issues budget issues, translation project management, translator's legal liability for the service provision, etc. The above implies the specialist' declarative knowledge in the mentioned areas. The respective procedural knowledge relates to ways to implement communicative, managerial, administrative, financial activities that are part of the process of translation service provision. Scholars mention the current importance of respective skills for translation graduates' success in the Industry (Scarpa & Orlando, 2017). It is important to mention that legal translation is subject to specific international and national regulations in terms of the respective service provision. Thus, it is reasonable to argue that it is the process-oriented approach would allow Academia to consider procedural skills related to the implementation of the above mentioned activities in the legal domain as specific components of the competence in legal translation.

Finally, the above mentioned contemporary international standards for the provision of translation services, international academic standards for translators' training, and academic studies on the topic pay consistent attention to the information and technological sub-competence that implies knowledge and skills related to bilingual information search and processing (Álvarez & Osorio, 2018; Guzmán, 2018). Apart from the traditional list of sources (digital dictionaries, encyclopedias, terminological bases, glossaries, expert systems, multilingual corpora, etc.) it seems to be relevant to mention a number of specific issues regarding the issue of competence in digitally supported legal translation.

On general terms, it is a process-oriented approach to identifying the components of the competence in legal translation that allows Academia and Industry to raise questions on digital sources evaluation, including their reliability and legality with reference to national, regional and international jurisdictions.

Regarding specific issues, it is process-oriented approach that lays grounds for digital database of national and international court decisions to be subject of legal translator's particular attention and consistent analysis.

## 5 Conclusion

The paper has made an attempt to specify the conceptual framework for specific sub-competences in the field of Legal Translation activities by taking into account the materials available in international standards for academic training and service provision.

The process-oriented approach to legal translation field offered in the present paper goes in line with the view of legal translation as an activity with a string interdisciplinary focus (García Méndez, 2016).

The process-oriented approach moves further the discussion on the criteria for classroom evaluation of legal translation assignments quality (Pontrandolfo, 2016).

The proposed angle of the theoretical research considers the language-based details of the fundamental legal translation studies conducted until 2018 and takes into account that the issue of the integrated concept of legal translation competence vision was not discussed so far.

The desk-field analysis of the educational and service provision standards on legal translators' training should focus on a wider vision that covers procedural skills activities before and after the pure translation process.

The above approach specifies the importance of abilities for pre-translation process stage that relates to communication with the client on the overall amount, costs of the required service and payment scheme.

Further analysis will include legal translator's trainers opinions (questionnaires) on the specified topic.

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#### Primary Paper Section: A

#### Secondary Paper Section: AI, AM, AG

## FORMATION OF THE ENVIRONMENTAL-ECONOMIC ORIENTATION OF THE EDUCATIONAL PROCESS IN THE MODERN RUSSIAN SCHOOL

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**Abstract:** The younger generation will have to start an independent life and labour activity in an environment with stringent requirements and they have to face problems not only of the right career and employment choice but also environmental-economic problems directly related to their well-being and health which determines the school graduates' readiness to be socially mobile, initiative, be able to easily and flexibly respond to changing conditions and find adequate ways of self-determination and self-realization. The aim of empirical-experimental work was the adaptation of the developed and tested system of environmental-economic education of schoolchildren aimed at developing students' ability to adapt to society. As a result, objective and subjective factors determining social adaptation and its formation were identified.

**Keywords:** environmental-economic orientation, adaptation, adaptability, social order, educational process, student's environmental-economic culture.

### 1 Introduction

The problem of increasing the adaptedness of schoolchildren to the social environment changing conditions and the use of environmental and economic knowledge for this purpose has already attracted the attention of modern researchers. Environmental-economic knowledge is not considered as a single integrative whole which is confirmed by the absence of a single, universally recognized concept of environmental-economic education (Bibikova, 2018). In foreign countries there is a tradition of environmental education (Bierle & Singletary, 2008). For example, in the U.S.A. environmental education tends to focus on information about environmental problems and topics such as endangered species, global climate change or water quality in local streams and rivers (Smith & Williams, 1999). The search for new approaches to the teaching system does not stop today (Globalization 2.0., 2017). However, in Russia the current socio-political, economic and environmental situation requires not only the renewal of the society structure, but also changes in the Russians themselves and, above all, in those who start independent life (Bogdanova, 2015). At the moment, a modern school does not efficiently perform its socializing function (Goryacheva, 2015). Today, socially useful activities which have previously acted as the means of a successful solution of many schoolchildren's social adaptation problems were almost terminated (Aleksandrova & Kozhakina, 2016). Significant socializing, educational potential of environmental-economic knowledge is not fully used. Scientists began to speak about the active role of a pedagogue in the formation of the environmental world picture in the 1970s (Celine, 2013). In particular, the definition of "environmental education" first appeared in Educational Digest in March 1970 and was authored by William Stapp (Stapp et al., 1970). Later, Stapp became the first UNESCO environmental education director and then the director of the international network Global Rivers. Sometimes environmental education is correlated with outdoor education (Tan & So, 2018).

Environmental-economic data reported in the process of teaching basic disciplines in Russian schools are fragmentary; environmental problems are considered without their economic justification, and economic problems — without taking into account the decisions' environmental consequences (Filippovskaya, 2014). Social experience of schoolchildren is truncated: it poorly represents environmental-economic

component without which it is very problematic to quickly adapt to the conditions of market relations and survive in an economically unfavorable environment. This is especially true in the context of world globalization processes (Irani & Noruzi, 2011, Chigisheva, 2011).

### 2 Literature Review

The analysis of scientific sources investigating the relationship between the individual and the social environment shows that most of the works devoted to the problem of socialization of the individual define the essence of the basic socialization concept as a process and result of assimilation and active reproduction of social experience which is carried out in communication and activity by the individual (Golovin, 1997).

Adaptation to society considered to be one of its most important components and one of its socio-psychological mechanisms is studied mainly within the framework of school socialization most often on the examples of children with behavioural disorders and children with disabilities including the disabled and is associated with another side of socialization which is social rehabilitation (Socialization of Children with Disabilities within Integrative and Inclusive Education: From the Experience of the Participants of the Federal Internship Platform, 2015). However, the study of the specifics of preparing children for independent life in school is of no less scientific and practical importance.

Education as one of the social institutions should take into account the changing social conditions and develop students' qualities necessary for their self-determination and engaging in socially significant activities in the global context (Zapata-Barrero & Triandafyllidou, 2012).

In social psychology, social adaptation is characterized in line with the interiorization theory as the formation of internal structures of the human psyche through the assimilation of the system of norms, values, ways to achieve them and other social environment components. The resulting subjective experience is a unique synthesis of individually internally refracted various kinds of knowledge and skills, ways of activity, thinking and behaviour, value orientations and social attitudes, obtained sensations and experiences, the formation of tolerant-oriented consciousness (Dobbernack & Modood, 2012).

With the accumulation and enrichment of subjective experience, a person gradually moves from the position of the object of social influence to the position of the subject actively building himself, his own life and interacting creatively with the social environment (Arkatova, 2016).

The interaction of a person and social environment is based on the unity of the individual's engagement in social life and becoming independent. This interaction's dynamics source lies in the inevitable contradictions between the person's intentions and their embodiment, the person's intentions and actions, his actions and their results but most importantly between his self-esteem, claims, opportunities and the real social environment (Sinyakova, 2011).

Adaptability — a quality that has been studied in detail by a number of researchers — is the most generalized result and indicator of personal adaptation that reflects the degree of his involvement in the social environment and the nature of the relationship with it.

We consider a person adapted to the changing life in society as a mature person. Social adaptation manifests itself: in the person's social activity, his creative initiative, social responsibility, communication skills, ability for self-regulation, personal

reflection, adequate perception of himself and his social ties (Allport, 2002).

We used generic term "adaptability" for the individual personal properties by analogy with the terms "learnability" and "educability" already included in the scientific and practical terminology (Akvazba, 2013). Individual features of adaptability manifest themselves in the use of personality adaptive mechanisms — identification, imitation emulation, conformity, etc.

The main way to give the desired orientation to the school education content is the inclusion of planned innovations in the basic disciplines. The developed concept of enrichment of the state standard of the school education content with environmental-economic knowledge was based on the ideas of continuity of environmental-economic education and its correlation with general education (Bogdanova, 2000).

We consider education of environmental-economic orientation as a variant of the school educational content which implements the tasks of economic and environmental education of students in addition to the goals of general secondary education (Ryabova, 2012). In environmental-economic orientation of school education, a socially adaptive role of environmental-economic knowledge and its interdisciplinary and integrative nature are reflected (Akvazba & Gavrilyuk, 2016). This education is designed: to engage students in the modern environmental-economic culture, to form functional environmental-economic literacy; to orient students to a conscious career choice. All this meets international standards and education policy (Van Driel et al., 2016).

### 3 Materials and Methods

At the initial stages, the research experimental base was the general educational organization of Noyabrsk (secondary school No. 9 of Noyabrsk of the Yamal-Nenets Autonomous Okrug of the Tyumen region in the period 1994-2000), then there was an update of the results of pedagogical research based on other educational organizations of Noyabrsk (2000-2015). 753 students (from the 1st to the 11th grade) and 48 pedagogues from Noyabrsk participated in the empirical-experimental work.

The object of the research was the educational process in secondary school as a social adaptation base. The content, methods and forms of the educational process providing the formation of environmental-economic orientation of students, criteria and methods for assessing the students' adaptation to the social environment were the subject of the research.

The research aim was to develop a system of environmental-economic education of schoolchildren ensuring the development of their ability to social adaptation.

In accordance with the aim and objectives of the research, the methods of theoretical and empirical levels were used: comparative analysis of philosophical, psychological and pedagogical sources on the problem studied, synthesis of theoretical and empirical information, systematization, modeling, sociological survey, assessment and self-assessment, psychological testing, study of school experience, empirical-experimental work.

The research was conducted in several stages: in the first stage (1994-1995), the philosophical, psychological and pedagogical works on the problem were studied and reflected upon; the asserting experiment was conducted to determine the students' environmental-economic knowledge and understanding of their importance under the present circumstances; in the second stage (1995-2000), the experimental work was carried out the essence of which was to test the effect of the educational standard of general education content enriched with environmental-economic information and methods of activities on the success of students' adaptation to the realities of the socio-economic life; the third stage (1999-2000) included the processing, analysis and

interpretation of the experimental work results, the assessment of the efficiency of the implemented system of continuous environmental-economic education, the formulation of theoretical conclusions; the fourth stage (2000-2015) included work on the dissemination and enrichment of practical and theoretical research materials.

Empirical-experimental work during which the influence of environmental-economic orientation of the education content on students' adaptation to the changing social environment was tested was carried out in two experimental classes and one control class selected on the principle of a single difference. Its programme was a combination of forming experiment with empirical-search work. The logic of the implementation of environmental-economic education programmes was built in accordance with the main components of school education.

The assessment of the statistical reliability level was carried out using a non-parametric Rosenbaum Q criterion which is a method that enables to "weigh" the difference of the units measured (compared) (Glass & Stanley, 1976).

### 4 Results and Discussion

The implementation of the environmental-economic education orientation concept was related to the practical implementation of modern productive pedagogical ideas: personal-oriented approach to education, preservation and development of individual identity of each student, providing students with subjectivity positions throughout their school education, cooperation of children and adults as well as developmental and problem-based education. They are reflected in the educational programmes processed and modified, the educational information selection, the design of training and education technologies, the newly developed didactic materials and special courses.

One of them was the integrated practice-oriented course "Economic Environment" the center of the content field of which was the environmental-economic approach and the conceptual idea of which was the consistency of environmental and economic components in the system "nature - man - society-labour-production".

The conceptual idea of the course is the idea of maintaining a stable balance of nature and its economic support by a man.

Continuous environmental-economic education is a strategy of school pedagogical activity aimed at creating favorable conditions for the development of students' readiness to solve problems related to self-realization and professional self-determination and especially environmental-economic problems. The tactics of the school activity is the socio-humanistic orientation of students, education of their environmental-economic consciousness, social feelings and socially oriented actions, experience of creative interaction with the changed social environment, which were contributed by pedagogical mechanisms embedded in the environmental-economic knowledge and activity methods aimed at the reproduction of the student's social experience and its enrichment: the reproduction of standard samples of environmental-economic behaviour, imitation modeling, democratic discussion of environmental-economic problems, search and research activity, professional role-playing games, engaging students in real life environmental-economic situations and search for the optimum solution ways, reproduction of choice situations.

Environmental-economic education at the primary level (grades 1-4) was carried out through the inclusion of environmental-economic knowledge of propaedeutic nature in general education subjects, in the content of extracurricular activities and additional education.

In the process of environmental-economic education at the middle level (grades 5-7), the objectives of expanding environmental-economic knowledge and experience of



environmental-economic relations, development of value attitude to the nature and products of human labour were solved.

Environmental-economic education of senior schoolchildren (grades 8-9) solved the problem of deepening and systematization of environmental-economic knowledge, the formation of environmental-economic thinking, creating conditions for personal professional self-determination. For example, students worked at the school research and production environmental-economic center, city forest service, subsidiary economy, industrial, social and natural sites of the city.

For students in grades 10-11, environmental-economic education was carried out through an integrated special course. Here the objectives of deepening and further expansion of environmental-economic knowledge about the social consequences of the environmental management process, organizational entrepreneurship forms and interpersonal relations ethics were solved.

As a result of the experimental work conducted, statistically reliable changes in the redistribution of schoolchildren by levels of their adaptability to the changing social environment were revealed as reflected in the table "Results (in %) of Experimental Work on the Level of Schoolchildren's Adaptedness to the Social Environment".

Table 1 Results (in %) of the Empirical-Experimental Work on the Level of Schoolchildren's Adaptedness to the Social Environment

Class index Adaptedness level	5B->10B (experimental)		5V->10V (experimental)		5A->10A (control)	
	2010	2013	2010	2013	2010	2013
High	-	38	-	40	-	15
Average	34	62	33	60	35	44
Low	66	0	67	0	65	41

Source: Bogdanova, 2015

The assessment of the statistical reliability level was carried out using a non-parametric Rosenbaum Q criterion which is a method that enables to "weigh" the difference of the units measured (compared) (Glass & Stanley, 1976). The high level of statistical reliability (P = 99%) gives grounds to consider the results obtained to be objective and significant.

Individual manifestation of social adaptedness of a person is his adaptability, i.e. a property that reflects the individual characteristics of perception, evaluation and acceptance of social attitudes, emotional experience of emerging contradictions and conflict situations, search, selection and use of means of self-assertion, self-determination and self-realization resulting from the individual psychological characteristics of his temperament, character, cognitive, need-motivational and emotional-volitional personal spheres.

Practically implemented concept of environmental-economic education was productive according to the empirical-experimental research results. The social adaptation level has increased, which was manifested in the fact that students began to focus more on cooperation, on generally accepted norms and values, the majority have a stable sense of social responsibility and initiative, the functional environmental-economic literacy has significantly increased. The social activity level has increased: there have been more students engaged in socially useful activities of transformative and creative nature.

The pedagogues, the experiment implementers, combined students' social practice with students' self-education. They oriented the students on developing qualities that ensure the success of any activity: benevolence, perseverance, activity, evaluation of one's own activities, intelligence, initiative and social responsibility.

## 5 Conclusion

The positive results of the research are the basis for the following authors' conclusions.

First of all, giving the environmental-economic orientation to the school education content is an important condition for the successful students' adaptation to social and natural changes in their lives which is necessary in view of the changing conditions of the world community functioning taking into account the globalization processes (Sheffield et al., 2013).

The efficiency of environmental-economic orientation of education is provided by: its continuous nature; integration of environmental-economic and general educational content at the levels of convergence (synchronization), interaction and interference (synthesis); organization of students' social practice, in the process of which their social experience is reproduced and its environmental-economic component is enriched; combination of developing social and adaptive qualities in schoolchildren and their self-education; absence of the negative consequences of the additional educational material introduced for children's health.

The following components have a positive effect on the enrichment of the subjective social experience of students: organization of emotional experiencing of important and understandable environmental-economic situations; the degree of their involvement in the environmental-economic problems of adults; awareness of the scope and social significance of these problems; subjectivity of their position in socially oriented practice; solving environmental-economic issues as part of their activities.

The success of the development of students' adaptedness depends on pedagogues taking into account the specifics of individual characteristics of their adaptation to the changing living conditions and that is their adaptability.

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**Primary Paper Section: A**

**Secondary Paper Section: AH, AM, AO**

## SOCIAL ASPECTS OF GENDER DIFFERENCES IN THE VIEWS OF MODERN YOUTH ABOUT MOTHERHOOD AND FATHERHOOD

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**Abstract:** The problem-focused investigation of the attitudes of young people to motherhood and fatherhood, parental mindsets and expectations remains open in terms of science. In the article, we considered the study of the concept of parenthood along with the attitude of the modern youth toward it. A questionnaire survey was used as a method of empirical research. Based on the analysis of empirical data, the nature of changes in the value paradigm of family and marriage, depending on the degree of religiosity, and the role of internal and external factors of the social environment are shown. The mechanism of their influence is revealed. The significance of religiousness of youth as a factor of formation of attitude to family and marriage is defined, and the probability model of its formation is developed.

**Keywords:** family values, motives and norms of behavior, motherhood, fatherhood, family values, religious values, installation, standby.

### 1 Introduction

The modern world is conditioned by constant change and improvement. The things that seemed familiar and undeniable in the past, may be subject to doubts and rethinking today. Thus, gender stereotypes ("sustainable perceptions that put women at a disadvantage in society compared to men in terms of achieving status, power, and access to resources") are also changing. These perceptions concern all spheres of life, the most common of which are those according to which the home and children are a traditionally female sphere, and the work is a traditionally male field. It is worth noting that gender stereotypes are fairly stable, but at the same time, under the influence of modernization and emancipation of modern society, they gradually change, as well as real practices related to parenting. In this regard, the problem of choosing the type of role interaction in a family is becoming increasingly stronger for men and women. Changes are also taking place in the value priorities of men and women. The value of career and self-esteem step forward, the value of the family goes to the background. There is a change in the attitudes of women to have children. All these aspects contribute to the emergence of new views on the family and the distribution of gender roles. In this regard, the change of life values and attitudes of modern men and women to the family, the birth of children and the distribution of gender roles in the family becomes a topical issue of our time.

The study of these aspects of perceptions of the family and parental roles is of particular importance in the historical context, since gender policy had a huge impact on the basic areas of life, including the family. With the advent of market relations and the absence of rigid gender policy in the field of family relations, the ideas about motherhood and fatherhood change mainly among the younger generation. The study of the perceptions of the younger generation is relevant due to some circumstances. The end of the XX century is associated with the appearance of the so-called Y generation: people born and brought-up in new socio-political conditions.

At present, values of young people are changing, which is typical of a moral crisis. This is promoted by the lifestyle of modern society: belittling of the importance of motherhood and fatherhood in comparison with career success leads to the fact that the creation of a family and the birth of a child is not a happy planned stage of people's lives. For young people, family is one of the tools to overcome the moral crisis. Relying on them, young men form a special system of values where the family and marriage play an important role (Vasenina & Sushko, 2018, pp. 451-459).

### 2 Literature Review

An empirical study of gender differences in the views of modern youth on motherhood and fatherhood implies the determination of theoretical approaches and a system of concepts that allow describing and explaining, based on the results, what reasons form the ideas about the distribution of father and mother roles in modern families.

In Russian and foreign sociology, there is a sufficient theoretical base in the field of research of gender and the distribution of gender roles in the family. The distribution of roles in the family between husband and wife, between father and mother is studied from the point of view of several theoretical and methodological approaches.

Family values, and the family as a whole, have passed a long way in historical evolution and had their own special characteristics at different times.

From the second half of the XIX century, holistic theories began to appear on the problems of family and marriage, where values that hold together family members were concerned.

One of the first special works in the field of family and marriage relations was the research of J. J. Bachofen "Mother Right" (1861). He proposed the concept of heterism as an evolutionary state of society through which all nations passed towards monogamous marriage and family, based on the high position of women in society (mother right).

Gender roles as constructs created by actors in everyday reality were considered by representatives of the constructivist paradigm - P. Berger, T. Luckmann (1995, pp. 50-60), E. Goffman (1976). The very notion of gender is considered by sociologist Voronina (2000, p. 12) from the point of view of three approaches: theories of social construction of gender, gender as a stratification category and gender as a cultural metaphor. Representatives of the unifying paradigm, P. Bourdieu (2005, p. 528), A. Giddens (1984), R. Connell (1995) integrated the provisions of structural-functional and constructivist theories with regard to the study of the distribution of gender roles. Thus, for example, R. Connell's "unifying paradigm" combines "social construction of gender and gender composition" (Zdravomyslova & Temkina, 2000, pp. 20-21).

Based on this theory, it is possible to analyze gender relations in Russia. R. Connell (1995) builds a structural-constructivist approach on the interaction of the agent and the social structure, where the structure is stated historically, and the agent performs the practices, creating the identity of masculinity and femininity within a given structure.

Practices of femininity and masculinity, created in institutions, reproduce or transform the structure. Consequently, changes in everyday interactions ultimately lead to the transformation of gender composition. The structural-constructivist approach allows us to understand that the general ideas about parenthood also change under the influence of various practices implemented in the context of modern Russian society.

In Soviet sociology, the process of distribution of roles in the family was studied from functional positions in the context of the contradiction between work and everyday duties assigned to women (Kharchev, 1960, p. 121; Yankova, 1969, pp. 76-87).

E. A. Zdravomyslova and A. A. Temkina in their work "History and Modernity: gender order in Russia" (2006) consider how "patterns of femininity and masculinity, which are often considered natural or biologically given, were created by Soviet state policy and various organizations, and then underwent changes in the course of post-Soviet reforms" (p. 57). They note

that in Russia a gender order has been created, for which a clear distribution of roles in the family into male and female is characteristic, namely, men are assigned the role of head of the family, and the woman reserves the organization of life, which includes taking care of children and implementation of main household responsibilities. Due to the constant dynamics of society, gender roles are changing. The authors draw attention to the fact that female roles change much more slowly than male roles. The features of the existing post-Soviet gender relations are analyzed in the work of I. N. Tartakovskaya "Gender Sociology" (2005). Among them: the preservation of male dominance in the public sphere, in the labor market and the asymmetric distribution of responsibilities in the family; the sustainability of patterns that emerged during the Soviet gender order; problems of men and women in the implementation of roles: combining the role of a professional in the workplace and the family breadwinner for men and combining work and family for women in the absence of institutional support (p. 133).

Within the framework of the theory of structural functionalism, the transformation process of the family institution and its consequences are analyzed by A.I. Antonov, V.M. Medkov (1996, p. 304).

According to scientists, the family institution is in a state of crisis, the patriarchal model of the distribution of gender roles is a condition for the stable functioning of the family institution. Within the framework of foreign and Russian sociological researches, typologies were developed for ways to distribute gender roles in families.

American researcher A. Hochschild (Hochschild & Machung, 1989) identifies three types of gender roles, based on the distribution of housework between spouses: traditional (a woman is responsible for housework, a man keeps a family), egalitarian (equal division of responsibilities for family and child care), mixed (demonstration of traditional roles in practice, but following egalitarian views).

German researcher B. Pfau-Effinger (2000) identifies six types of gender roles, depending on the combination of paid and domestic work by spouses: 'the gender model of the family economy, the model of a male breadwinner and a housewife, the model of male breadwinner and a part housewife, the two breadwinners model with state childcare, the two breadwinners / two housewives model, the two breadwinners / hired woman-housewife model" (pp. 27-28).

Russian sociologists E.A. Zdravomyslova, A.A. Temkina (2002) use the concept of a "gender contract" to describe the methods of assigning gender roles. They distinguish contracts of "housewives", "working mother", "career-oriented woman", "sponsor", "equal statuses".

In general, the concept of parenting is analyzed in the works of such researchers as L. L. Shpakovskaya and J. Chernova (2013), who define the concept of "parenthood" from the point of view of sociology, and also highlight the models of parenthood: parenthood as reproduction, as proof of a gender-normative role, as a duty, as one of the vital projects, as self-realization (p. 15). Parenthood as an integral psychological education of the individual is considered by R.V. Ovcharova (2008), who highlights the stages of the formation of parenthood: theoretical (before marriage) and practical (birth of a child) (pp. 45-50).

In more detail the phenomena of motherhood and fatherhood were studied by such sociologists as Olga Isupova and Igor Kon, who presented the collaborative work "Motherhood and Fatherhood: sociological essay" (2009, p. 124). They also note the changes taking place in the institution of motherhood and fatherhood in modern society.

The father is associated as the breadwinner, discipline holder, role model, mentor of sons. He is a symbol of power and discipline, both for children and for his wife. But gradually there is a reorientation from the authority of the father to his influence.

The importance moves from the display of restraint towards the child to the preservation of his image in the memory of children, mostly boys.

Based on foreign studies, primarily German, the emergence of new fathers is analyzed in the work of the Russian sociologist E. Yu. Rozhdestvenskaya (2010, pp. 75-89). In her article "From Father to Dad: the liberal trend?", she identifies three types of post-patriarchal father that exist today.

There are also studies in Russia that note a tendency towards transformation of the institution of motherhood and fatherhood in recent decades: studies conducted by A. V. Avdeeva (2012), Turetskaya (2001, p. 68). So, A. V. Avdeeva (2012) notes the trend of greater participation of fathers in the upbringing of children. It shows that there is dissonance of trends in gender relations in Russia: new practices and traditional patterns and stereotypes are facing each other. In addition, she identifies 2 types of new fathers: fathers-executors and fathers-managers. O.N. Bezrukova (2013) identifies 4 types of fathers, depending on the practices of support, resources, and identity: active rejecting, passive rejecting, passive accepting, and active accepting (pp. 118-130). G. V. Turetskaya (2001) identifies three types of combining work and motherhood by women: "forced", "professional" and "innovative". Important components that stand out among the ideas of parenthood are values (p. 68).

### 3 Research Methodological Framework

The aim of the study was to identify gender differences in the views of modern youth about motherhood and fatherhood. The objectives of the study were as follows: first, to determine the ideas of modern youth about motherhood and fatherhood, the role of the father in the family, the role of the mother in the family, readiness for a family and the birth of children; secondly, to determine what differences exist and what views among young men and women about the role of father and mother in the family take place; thirdly, to build a probability model of formation of the attitude of modern youth towards family and marriage.

The study was conducted at the Faculty of Sociology of Lomonosov Moscow State University. A survey questionnaire was developed, as well as the sample of the survey. The survey was conducted in 2018. The combination of the interviewed people was formed using quota sample approach. Sampling error is within  $\pm 5\%$ . The source of the initial empirical research data was young people living in Moscow, aged 18-30, unmarried, without children at the time of the survey. The online questionnaire survey was used as a method for collecting primary empirical data. The questionnaire used closed and open questions. 476 persons were interviewed by the method of personal questionnaire. The totality of the respondents was formed using the method of targeted sampling using the "snowball effect". The main condition for the construction of the sample was compliance with quotas by sex, and it was necessary to interview 51.1% of women aged 18-30 years and 48.9% of men aged 18-30 years. Quotas by gender were met in the sample. As a result, 51.1% of women (141 people) and 48.9% of men (135 people) were among the respondents, which correspond to the data of the general population of this category of respondents.

### 4 Results and Discussion

First of all, it was necessary to determine the readiness to enter into an official marriage. More than half of respondents are ready to marry in the future (57.2%). A tenth of the respondents (10.5%) plan to marry, but cannot do it for certain circumstances. A quarter of respondents (25%) is not ready to marry at the moment, but this is possible in the future. 7.2% of respondents have not yet decided or are not ready to marry. The majority of respondents (42.4%) plan to enter into marriage at the age of 26-30. Approximately one-fifth of the respondents believe that age is not the most important issue in this matter (19.2%), and the same number is ready to marry before the age

of 25 (22.8%). A slightly smaller proportion of respondents (12.3%) are ready to marry at age of 31-35. 3.2% of respondents will be ready to marry after the age of 36.

Thus, the majority of respondents are ready to enter into an official marriage at the age of 26-30. In addition, they plan to have children in the family at the same age when they create a family. For respondents, the ideal model in terms of children is a family with two children and in their future family young men and women want to have two children.

Generally speaking, the majority of young men and women (84.4%) plan to have children in the future. 10.9% have not yet decided, and 4.7% do not plan to have children in the future.

From the point of view of the preferred (desired) number of children in the family, 38.8% of respondents answered "it doesn't matter, as luck would have it." That is, for most young men and women the number of children in a family is not very important since probably they consider the birth of children not a matter of planning, but rather of nature. Among the respondents who indicated a specific number of children, the majority (49.1%) consider a family with two children an ideal model in terms of children. In the second place, there is a large family with three children and more. 32.5% chose the answer option "three children" and 7.7% chose the answer option "even more". A smaller proportion of respondents (10.7%) believe that a family should have only one child. Thus, among the young men and women, the family model with 2 children prevails and the youth is oriented, both from the point of view of the ideal family model and from the point of view of adjusted attitudes on the number of children in a family, on a family with 2 children. Also, the majority of respondents do not indicate a specific number of children in a family, since they believe that there will be as many children as possible. A smaller proportion of respondents prefer single-child and large families.

Since the study included a gender aspect, it was necessary to analyze the relationship between gender and indicators of the object of study. According to the results of the analysis, significant differences at the level of the confidence probability are observed in 95% of cases to test the relationship between the respondent's gender and the following variables: age of marriage, preferred number of children, age for childbirth. For the remaining indicators, the significance of the Pearson's chi-squared test exceeds the significance level of 5%, which indicates the absence of a statistically significant relationship.

Among those who are willing to marry before the age of 25, women are more common than men. Among those who are ready to marry at the age of 31-35 years, there are much more men than women. Men and women are represented approximately equally among those who are ready to enter into marriage at the age of 26-30, over 36, and among those who believe that age is not the main thing.

Among all the representatives of the younger generation who are ready to marry up to 25 years, there is a statistical "overrun" of women and a "shortage" of men. Among all respondents willing to marry at the age of 31-35 years, there are significantly more men than women. A standardized residue value of approximately equal or greater than  $\pm 2$  indicates a statistically significant difference. Among those who are ready for the birth of a child under the age of 25 years and from 26 to 30 years, as well as among those who believe that age is not the main thing, men and women are represented approximately equally. Among those who are ready for the birth of a child over the age of 31, men are more common than women.

Thus, men are more ready than women to enter into marriage at the age of 31-35, and women are much more likely than men to enter into marriage at a younger age of 25. That is, men are ready to marry at a later age than women. Among those who believe that there should be as many children in the family as possible, much more women than men. Among those who believe that the family should have one child, two children, three

or more, men and women are represented equally. This means that men and women have a different understanding of the ideal family model in terms of children. Summarizing the differences in attitudes to marriage and the birth of children, we can say that women are more likely than men to enter into marriage before the age of 25, men are more ready to marry after 30 years. With regard to the number of children in the family, no significant differences in number have been identified, but it is noted that much more women than men indicate that there should be as many children in the family as possible. Also, men are ready to have children at a later age than women. Men are more willing to have children after the age of 30 than women.

One of the important points is to determine the significance of family values for respondents. Respondents rated the importance of each value according to a scale from 1 (not important at all) to 5 (extremely important). In general, it is worth noting that all family values are assessed as important for respondents. Such values as taking care of a husband/wife and children, mutual understanding, marital fidelity, the ability to rely on a spouse in a difficult life situation, mutual trust are evaluated by the majority of respondents as extremely important. At the same time, the share of people evaluating these values as "not important at all" or "rather not important" is extremely small. It can be said that young people consider it extremely important in family life to show concern and understanding towards each other in the family. That is, those values that relate to harmonious, trusting relationships between partners.

As for such values as patience for the husband's/wife's shortcomings, regularity of sexual relations, spending a lot of time in the family, raising children together, feeling confident in the future, mutual assistance in performing household duties, respondents considered them as important, but comparing with the values mentioned above, respondents also choose the answer option "absolutely unimportant". That is, respondents do not consider these values as clearly extremely important.

For such values as patience for the shortcomings of the husband/wife, regularity of sexual relations, spending a lot of time in the family the majority of respondents chose the answer option "important, but not the most significant". The proportion of such respondents is higher than those who rated these values as extremely important.

It can be concluded on the basis of this that such values as patience for the husband's/wife's shortcomings, regularity of sexual relations, spending a lot of time with the family are considered not very important for respondents.

Thus, the values of raising children together, care and attention to the spouse are essential for young people. The values of joint leisure in the family, sharing responsibilities in the family, regularity of sexual relations, patience for the disadvantages of the spouse and a sense of confidence in the future are less important.

The focus of the study is on young people's ideas about the distribution of roles between father and mother both in their future family and their ideas about the traditional roles of father and mother. The main task is not only to answer the question of how gender stereotypes are expressed about the father's and mother's roles in the family in the youth's perceptions, and how young people transfer these stereotypes to the distribution of roles in their future family, but it is also important to consider gender differences in these ideas. To measure gender stereotypes about the traditional distribution of roles, respondents were asked to choose who should, according to the traditional distribution of roles in the family, fulfill certain responsibilities: mother, father or parents together.

Most respondents believe that parents should perform all duties together. The duty to walk with the child, attend cultural events is considered to be performed by both parents by 93.5% of respondents. For such duties as "accompanying the child to/from an educational institution, doing homework with the child,

choosing an educational institution for the child, teaching the child the rules of behavior, punishing for wrong actions" about 80-90% of respondents chose the option of joint implementation by both parents. As for childcare, homework and family material security, less than 70% of respondents chose the option "together".

Since it is important for us to identify the severity of gender stereotypes about parental roles in the perceptions of young people, it is worth paying attention to the ratio of the "mother" and "father" answers options for each duty. This will make it possible to conclude which duties are perceived as exclusively "feminine" and exclusively "masculine". If the share of respondents who chose the "mother" option is greater than the share who chose the "father" option, then the duty is perceived as "female". And vice versa. In the perceptions of young people, all household duties and childcare are on the shoulders of both parents.

So, purely "male" duties are: the obligation to bring income to the family (39.1% chose the answer "father", 0.7% chose the answer "mother"), punish the child for wrong actions (10.9% chose the answer "father", 3.3% - "mother"), teach the child the rules of behavior (5.4% chose "father" 4.7% chose "mother"). The remaining duties "to do household chores, care for the child, organize leisure activities with the child, accompany the child to kindergarten, school, choose a kindergarten/school/additional education for the child, do homework with the child/read/play" are recognized as "female".

Thus, it can be concluded that in the perceptions of the majority of young people about the proper distribution of roles in the family, we can note a tendency towards the dominance of egalitarian views, where mother and father must jointly fulfill all the duties of care and upbringing of children, as well as housework. It is also worth noting that the responsibilities of material support for the family and teaching the child discipline are traditionally male. The rest of the responsibilities for the care of the child, upbringing and housework are performed by the mother. That is, youth mostly have egalitarian views on the distribution of roles in the family. However, there are also expressed views on traditional roles in the family, where the mother performs housework and raises children, and the father supports the family financially and teaches the child discipline. Now let us turn to the ideas of young people about the distribution of roles in their future family.

At the first stage, we will conduct a descriptive analysis of the respondents' answers to the question of who will perform the duties in their future family. Since the respondents were asked this question specifically for young men and women, we first turn to the distribution of answers separately for young men and separately for young women. It is worth noting that the majority of boys and girls believe that in their family all duties should be performed by mother and father together. But as it was noted earlier, it is important to trace how gender stereotypes are expressed about the distribution of roles in the family in the perception of roles in their future family. Therefore, it is important to analyze the ratio of the proportion of young men who believe that the husband should perform the responsibility and the proportion of young men who believe that the wife should fulfill the responsibility. The same ratio should be considered for girls. From the point of view of young men, such duties as how to bring income to the family, punish the child for wrong actions, teach the child the rules of behavior, do homework/read/play with the child, should be done by the man to a greater extent, not by the woman. The remaining responsibilities for raising a child and performing household work, to a greater extent, in the opinion of the young men, must be performed by the wife. Thus, the young men mostly have traditional views on the distribution of roles in the family; however, they undertake a small role in the upbringing and development of the child.

From the young women's point of view, such responsibilities as housework, care for the child, organize leisure activities with the

child should be performed by women in full. In this case, the husband is not considered responsible for these activities (0% of the women chose the answer "my husband" for each responsibility). The young women completely give the obligation to bring income to the family to their future spouses. They also believe that men should punish a child for wrong actions more than a mother (7.1% of girls chose the answer "my husband" vs. 2.1% who chose the option "I"). Regarding other duties, girls assume a greater role for women than for men. Thus, traditional views of the family prevail for girls, because they believe that the father's responsibility is to provide material support for the family and discipline the child, and the woman should take care, educate the child, and keep the household.

Thus, the analysis of young people's perceptions of the traditional roles of the father and mother in the family was carried out, and modern ideas about the distribution of roles in the family were revealed. But since it is important to analyze gender differences in these perceptions and the degree to which young people follow gender stereotypes in their perceptions of the future family, it is necessary to identify the relationship between the respondent's gender and the ideas about the distribution of roles in the future family, and between perceptions of traditional roles of father and mother and roles of father and mother in the future family.

In order to check the relation between gender and young people's ideas about the roles of father and mother in the future family, it is necessary to construct contingency tables and, using Pearson's chi-squared test, to find out whether there is a statistically significant relationship between variables.

Since the performance of duties in the future family was considered separately for men and women, it is necessary to recode the variables that will be measured in the nominal scale with the answer options "mother", "father", "together". Thus, today's youth aged 18 to 30 plans to create a family between the ages of 26 and 30 in the near future. Also, young men and women are planning to have children. The ideal family model in terms of children is a family with two children. Young women and men want to have the same number of children in the future. The most important family values are mutual trust and support of spouses and the joint upbringing of children in the family.

In the perceptions of young people, there are gender stereotypes on the distribution of roles in the family: a man must bring income to the family and teach the child discipline, a woman must keep the house and raise children.

The ideas of young people about the distribution of parental roles in their future family are egalitarian as a whole, which implies an equal division of roles between father and mother. At the same time, gender stereotypes are firmly rooted in the minds of young people, as they are reflected in their ideas about their future role as father or mother. For those who specifically attributed duties to the mother or father, it is typical to follow gender stereotypes: childcare and participation in a child's development fall on the mother's shoulders, and the material support of the family falls on the father's shoulders.

Gender differences are reflected in ideas about the future distribution of roles in the family and in attitudes to marriage and the birth of children. So, men are ready to marry and have children at a later age than women. Women are ready to marry and have a child under the age of 25; men are ready for this after 30 years.

For men, the birth of a child is a planned question; for women, it is rather not important how many children there are, the presence of children is important.

There are also differences between men and women in ideas about the future distribution of roles.

Men have more traditional ideas about the distribution of roles in the family, at the same time, there is a desire of men to

participate in the process of child development (to do homework with him/play/read). Women have more egalitarian ideas about the distribution of roles in the family. They believe that many of the duties that were previously gender-oriented can now be performed jointly by both spouses.

## 5 Conclusion

In our view, the main problem of youth, regardless of religious preferences, is that young people do not have a proper understanding of the normal, spiritually healthy family and value system (Vasenina & Sushko, 2018, pp. 451-459).

The aim of the study was to identify gender differences in the views of modern youth about motherhood and fatherhood. The most significant values within the framework of family values are the demonstration of care and attention of spouses to each other and the desire to raise children together. The values of joint leisure in the family, sharing responsibilities in the family, regularity of sexual relations, tolerance towards the disadvantages of the spouse and a feeling of confidence in the future are less important for young people. Gender differences are reflected in ideas about the future distribution of roles in the family and in attitudes to marriage and the birth of children. So, men are ready to marry and have children at a later age than women. Women are ready to marry and have a child under the age of 25; men are ready for this after 30 years.

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The young men mostly have the traditional view of the gender distribution of roles in the family. That is, they believe that the obligation to bring income to the family is the father's duty, and child care, the obligation to accompany the child to the kindergarten or school are women's responsibilities. At the same time, there is a desire of men to take part in the development of the child, to play with the child, to read for the child. As for women, they mostly have egalitarian views on the distribution of roles in the family. They consider gender-specific duties as gender-neutral, that is, performed by both spouses, more often than young men do.

The data obtained as a result of a sociological survey can be used to develop social policy measures to support families who have a first child between the ages of 26-30. In particular, measures can be developed to help both spouses combine the role of a parent and employee, to provide the possibility to use maternity leave not only for mothers, but also fathers, to create all conditions to successfully fulfill the role of father and mother in the family, make more efficient use of parents' time, to adapt the activities of public institutions for more effective fulfillment of the role of each parent in raising children.

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## Primary Paper Section: A

## Secondary Paper Section: AM, AN, AO

## SOCIO-PSYCHOLOGICAL WORK WITH CHILDREN IN THE EDUCATIONAL ORGANIZATION

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**Abstract:** The aim of the empirical research was to study the specifics of the process of socio-psychological adaptation of young children in preschool educational institutions. The empirical base of the research is represented by the results of the psychodiagnostic and experimental research on the basis of a specific preschool educational institution, the main methods were psychodiagnostics and questioning of parents (legal representatives of children). As a result, the features of the socio-psychological adaptation process, the risk factors that prevent successful socialization and adaptation were identified, a programme for the adaptation of children with low adaptive level was developed, practical recommendations for the parents were offered taking into account the specifics of the child's personality and possibilities of the institution.

**Keywords:** preschool educational organization, socio-psychological adaptation, maladaptation, psychological correction, adaptation group, socialization.

### 1 Introduction

Preschool educational institution is the institute of children's socialization at its first stage and a group of peers is a society microform where a preschool child is getting to know the social norms, acquires certain social skills of interaction with society (Sosnina, 2008). In preschool age, the identification of the adaptive reserves' individual characteristics is very important since the potential of compensatory opportunities of the forming child's personality is still great (Akhmetova, 2014), there is an opportunity to prevent the formation of persistent pathological manifestations, to promote socio-psychological adaptation at subsequent stages of psychological and social personality development (Palagina, 2005).

In scientific discourse, there is a variety of interpretations of the adaptation concept: in a broad sense, it means the correspondence between a living system and external conditions and adaptation is both a process and a result that is a certain organization. From the physiological point of view, adaptation is the restructuring of the internal dynamic stereotype depending on changes in external conditions (Sokolovskaya, 2013).

Adaptation (adjustment) is the process of active interaction of the organism with the environment. However, unlike animals a person should have the ability to adapt to social conditions because any social environment requires adequate forms of behaviour (work, leisure, family). In addition to biological adaptation, a person is capable of social adaptation (Aisina et al., 2003).

The basic component of the content of the adaptation term is the universal nature of the tendency to establish a balance between the components of real systems. According to J. Piaget (2003), adaptation (from Latin adaptatio - adjustment) provides a balance between the organism's impact on the environment and the reverse impact of the environment on the balance in the interaction of the subject and the object that is the same.

In the Russian tradition, the adaptation theory is further developed in the works of A.N. Leontiev (1965). In his opinion, the process of human adaptation to reality occurs under the control of consciousness. Each person has individual adaptive mechanisms by virtue of his individual psychological characteristics (nervous system type, life experience) and therefore his own adaptation type.

Mental adaptation can be defined as the process of establishing the optimal correspondence of a person and environment in the course of human activities which (process) allows a person to meet the actual needs and implement the related significant goals while ensuring compliance with the maximum human activity, his behaviour, the environmental requirements (Sosnina, 2010).

As a result of adaptation processes, the main motivational, instrumental (preferred means of achieving the corresponding goals, meeting the actual needs) and stylistic personality traits (associated with temperament, character, ways of behaviour, manners) are formed in childhood (Issues of Psychology of a Preschool-Age Child, 2011).

There are several approaches to the interpretation of the concept of adaptation: neo-behavioural approach - state and process (Jovichich, 2011); psychoanalytical approach (Hartmann & Rapaport, 1958) studies the varieties of adaptation as conditioned within mental and environmental factors and also makes a distinction between adaptation and adjustment; sociological and socio-psychological theory of I. Goffman (1963) - the stigmatization theory also addresses to the analysis of adaptive mechanisms.

### 2 Literature Review

We support the following understanding of social adaptation: it is the result of the process of changes in social, socio-psychological, moral-psychological, economic and demographic relations between people, the adjustment to the social environment. Each process of overcoming problem situations can be considered a process of a person's socio-mental adaptation in which a person uses the skills and mechanisms of behaviour acquired in the previous stages of his development and socialization or discovers new ways of behaviour and problem solving, new programmes and plans within the mental processes. Personal components, will and temperament contribute to adaptive activities (Brisset et al., 2010).

Socio-mental adaptedness can be characterized as a state of relationship between a person and a group when a person productively performs his leading activities, satisfies his basic sociogenic needs, fully meets the role expectations of the reference group, experiences the states of self-affirmation and free expression of his creative abilities without long-term external and internal conflicts (Basin et al., 2015). Adaptation is a socio-psychological process that under favourable conditions leads a person to the state of adaptedness.

The central place in the role analysis of socio-psychological aspects of a healthy person is taken by to T. Parsons (Parsons & Bales, 1955). In problem situations not related to facing obstacles to achieving the goal, adaptation is carried out by means of constructive mechanisms (cognitive processes, goal formation, goal-setting, conformal behaviour).

From the socio-psychological point of view, the judgements about the person's state are the varieties of social stereotypes that allow to identify oneself and others. The stereotypes' properties include: consistency and societal consensus (Tajfel, 1981), schematism and simplicity, emotional-evaluative tension (Fiske, 1991), inaccuracy (Allport, 1964).

In addition to the adaptation itself, deviant and pathological adaptation are distinguished. The adaptation process involves adjustment to cultural norms as well but when comparing the process's cultural aspects, a person must refrain from making value judgements (Fukuyama, 1995).

There are two main criteria for successful adaptation: internal comfort (emotional satisfaction) and external behaviour adequacy (ability to easily and accurately fulfill the environmental requirements). In determining the person's



adaptive capacity, it is important to focus on the dynamics of personal potential (Sorokin, 1927).

We consider adaptation within a preschool institution as the process of child's entering into new environment and painful adjustment to its conditions.

Adaptation difficulties arise in cases when a child meets misunderstanding, others try to involve him in communication the content of which does not meet his interests and desires. A child should be ready for the level of communication that is set by the kindergarten atmosphere. According to the child psychologists' experience, children do not always have the necessary communication skills for a particular group of kindergarten (General Psychology Workshop: Observation Method, 1985).

Failure to comply with the basic pedagogical rules in the children upbringing leads to violations of the intellectual, physical child's development, the emergence of negative behaviour forms.

Practice shows that the main causes of difficult adaptation to the conditions of preschool educational institutions are the following (Okhotnikova, 2011): absence of a regime in the family that coincides with the preschool institution regime, presence of peculiar habits in a child, inability to keep himself busy with a toy, lack of basic cultural-hygienic skills, lack of skills of communication with strangers.

### 3 Materials and Methods

The object of our research is the socio-psychological adaptation of preschool-age children. The subject is the individual characteristics of children's social and psychological adaptation in preschool educational institutions.

The study of the process of socio-psychological adaptation of preschool-age children was based on one of the municipal autonomous preschool educational institutions of Tyumen. The control group was represented by heterosexual children (60 % - girls, 40 % - boys) aged 2-3 years who entered this institution in 2017.

The research aim was to reveal the individual characteristics of socio-psychological adaptation of children within preschool educational institution.

The main research objectives set by our authors' collective are the study of theoretical-methodological approaches to the problem of socio-psychological adaptation in modern psychological practice; the description of psychological characteristics of children of early (preschool) age; the identification of characteristics of socio-psychological adaptation of young children to the conditions of preschool educational institution (kindergarten); conducting the study aimed at identifying the conditions for successful child's adaptation to preschool educational institution (kindergarten).

Conducting a diagnostic research of young children's adaptation to kindergarten conditions was necessary to develop a programme of socio-psychological adaptation of young preschoolers to pedagogical conditions.

The experimental research was carried out in several stages: at the first (ascertaining) stage, the diagnostics of the level of social and psychological adaptation and children's readiness for visiting preschool institution was carried out. At the second (forming) stage, work on improving the children's adaptation to the conditions of kindergarten was carried out. At the third (control) stage, the effectiveness of the forming stage of the experiment was assessed.

The following psychodiagnostic techniques were used in the research: survey of children's parents in order to identify the features of their children's interaction with peers (questionnaire),

the technique "The Child's Readiness to Enter Kindergarten" (K. L. Pechora), the technique "Map of Observations of a Child in the Adaptation Period".

### 4 Results and Discussion

The study of children was carried out in the process of their activities in kindergarten: in the usual situation - painting, music class, physical education class, speech development; free play activities; regime moments (washing, eating, dressing, walking). The survey of children's parents was conducted in the following blocks to identify the characteristics of their children's interaction with their peers: biographical data, assessment of the family development situation, interests and hobbies of a child, education difficulties, character peculiarities of a child, expectations from the child's stay in kindergarten.

Technique "Child's Readiness to Enter Kindergarten".

Based on the analysis of the answers to the questionnaire, we can draw conclusions about the level of child's readiness for entering preschool educational institution. The maximum score for this questionnaire is 55 points and it can indicate a successful adaptation of a child to the conditions of preschool educational institution. The minimum score is 16.

Map of Observations of a Child in the Adaptation Period: allows to assess the dynamics of the adaptation period by the following indicators: mood, self-service skills, initiative in the game, initiative in relationships with adults, the effectiveness of actions, independence in the game, contact with adults, contact with children, the reaction to the separation from the mother. The first part of the observation is carried out at the beginning of the adaptation period, the second part of the observation is conducted at the end of the adaptation period (Okhotnikova, 2011).

As a result of the diagnostic research, it was found that most of the children are ready for admission to preschool institution: 57.1% of the children are characterized by a high readiness level, 28.6% are conditionally ready, the unreadiness for entering preschool institution was identified in 14.3%.

A survey of parents showed that in the first days, young children with a high readiness level were a little confused, looked around and were careful with their peers. There were moments when they thought about their mother and cried, but they were distracted quickly. Within 7 days, the emotional state began to improve, they began to play with peers more. They easily engaged in active games. They began to show independence in game and to share toys. They tried to get dressed independently after sleep. These children are prepared for kindergarten by their parents at home (Sevostyanova, 2009). During classes they try to engage in the game process.

Having received the results of the Map of Observations of Children in the Adaptation Period, we concluded that the conditions correspond to the age and individual characteristics of preschool-age children. The preschool children have a sufficient mental development level and they are ready to attend kindergarten. In individual conversations with parents, the conditions of life of each child in the family, his health, habits, character traits, regime, the relationship between adult family members were revealed; parents were acquainted with kindergarten staff who would work with children; they were told about the regime of children's day in kindergarten.

Special attention was paid to the use of visual information for parents.

In the presence of parents, the children's adaptation period lasts up to 2 weeks gradually reducing the degree of their participation in child's activities while monitoring the competency and adequacy of the educator's actions.

The results of the ascertaining experiment showed that the conditions for the organization of the process of children's adaptation to kindergarten were created but they should be updated and expanded with the use of new forms and methods of work with children, parents and pedagogues of preschool educational institutions.

In kindergarten, the attempts to solve the adaptation problem are mainly reduced to recommending parents to make the regime of the child's day as similar to the preschool institution regime as possible. In addition, some educators have a simplified view of the emotional reactions of children who first came to kindergarten. They believe that crying and naughtiness are the result of pamperedness and susceptibility in the family. This opinion may be a consequence of the child's negative attitude to kindergarten. The duration and nature of adaptation are particularly influenced by social, emotional and psychological factors.

At the ascertaining stage of the experiment, children were selected for whom a visit to the adaptation group was recommended, they accounted for 14.3% of the total number of children admitted to kindergarten.

As a result of empirical-experimental work, a social and psychological adaptation programme was developed for children and an adaptation group was created.

At the control stage of the experiment, the following results were obtained: 92.9% of children have fully adapted to preschool conditions; 7.1% continue to experience adaptation difficulties. Recommendations for the child's family were formulated and work with the parents and the child was carried out. No children who had not fully adapted to the preschool educational institution were identified.

## 5 Conclusion

Today great importance is attached to social adaptation in the modern special literature on personal psychology. In particular, the representative of the psychoanalytic direction H. Hartmann (Hartmann & Rapaport, 1958) pays attention to the fact that a person faces the task of adaptation to other people from his birth day. He also adapts to the social environment which is partly the result of the activity of previous generations and himself. A person not only participates in the social life but also actively creates the conditions to which he should adapt. A man increasingly creates his own environment. The society structure, the labour division process and the place of man in society together determine the possibilities of adaptation as well as (partially) the development of the Self. The society structure determines which behavioural forms are more likely to provide adaptation partly through training and education. H. Hartmann (Hartmann & Rapaport, 1958) introduces the concept of "social compliance" to define the phenomenon when the social environment corrects the adaptation violations of in such a way that behavioural forms unacceptable in some social conditions become acceptable in others.

The possibilities for meeting the needs and development provided by society to adults and children are different and have different impacts on them. Social compliance is manifested primarily in relation to children.

Based on this fact, H. Hartmann (Hartmann & Rapaport, 1958) considers the human adaptation process to be multi-layered and the idea of the adaptation level underlies the concept of human health.

In general, the psychoanalytic human adaptation theory is currently the most developed one. Psychoanalysts have created a broad system of concepts and discovered a number of processes by which a person adapts to the social environment.

In the third year of life children become more independent. Substantive activities, situational-substantive communication of

a child and an adult continue to be developed; perception, speech, the initial form of exploratory behaviour, play, visual-active thinking are improved.

In the course of joint substantive activity with adults, the speech understanding continues to develop. Children continue to learn the names of the surrounding objects, learn to perform simple verbal requests of adults within the visible real situation. The number of words understood increases significantly. The behaviour regulation is improved as a result of adults' communicating to the child who begins to understand not only an instruction, but also a story of adults.

In communication with adults, such personal qualities of a child as initiative, perseverance and goodwill are developed. In fact, a child needs a fair assessment of his actions. The absence of assessment or constant disapproval contribute to child's getting praise by any means, boasting and inventing imaginary achievements.

The research revealed the need to develop recommendations for parents to prepare children to attend preschool institution.

We believe and we experimentally confirmed that the socio-psychological adaptation of young children to kindergarten will be successful within the constructive cooperation of pedagogues and parents taking into account the age and individual characteristics of children. The research data suggest that in view of the diversity of adaptation period psychological effects on a child when entering a preschool institution, it is important to support any parent's focus on increasing his educational potential. At the same time, the competent professional pedagogue's communication with parents is manifested in the ability to provide high quality communication space according to the style and strategy chosen, content relevance and skillful combination of a variety of cooperation forms and parents' activation techniques.

The developed programme of young preschoolers' psychological adaptation within preschool educational institutions solves the problem of young preschool-age children's adaptation period and it can be used by educators and psychologists of preschool educational institution in working with children and their parents.

Children's education in families is significantly different from education in kindergarten, therefore, the children's period of adaptation to new living conditions can be long. In the social adaptation, a professional pedagogue who is able to provide operational assistance in solving child's individual problems should help a child.

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