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EDITORIAL:

A missão da Revista Gênero e Direito (G&D) destina-se a informar a comunidade acadêmica sobre os desafios e perspectivas que revestem a discussão interdisciplinar do gênero. O objetivo da G&D é estimular o debate e produção científica com o propósito de produzir conhecimentos e atuar como transformador social e instrumento de reflexão para uma isonomia entre os indivíduos. O público-alvo de nossa revista é pós-doutores, doutores, mestres e estudantes de pós-graduação. Dessa maneira os autores devem possuir alguma titulação citada ou cursar algum curso de pós-graduação. Além disso, a G&D aceitará a participação em coautoria. A Revista possui um conjunto de Seções para recebimento de trabalhos científicos, como:

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- **Multiculturalismo, religião, gênero:** direitos sexuais e reprodutivos, religião e filosofia, estruturas sociais, choque cultural, etnocentrismo, feminismo, direitos homoafetivos, violência de gênero, relativismo cultural e direitos humanos.
- **Aborígine, gênero, inclusão social:** discriminação, cultura aborígine, políticas públicas, feminismo, infanticídio, práticas nômades, patriarcalismo e identidade.
- **Imigração, Emigração, gênero:** problemas sociais, zonas migratórias, tráfico de pessoas, exploração sexual, guerras, ditadura, deportação, expulsão, vulnerabilidade social e feminismo.
- **Gênero, história, Espanha:** movimento feminista, direitos civis e políticos, história da dominação, micro história, discurso social, reformas políticas

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ON THE CULTURE OF PHILOSOPHICAL DIALOGUE

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Abstract: The article is devoted to intra-philosophical dialogue and those obstacles that threaten it. One of these obstacles seems to be the self-reflection of philosophers that philosophy itself is an insult and is only possible as an insult. They argue that philosophy, challenging the opinion of authorities or the majority, thereby carries an intellectual insult. In the course of the conceptual analysis of “insult” concept, we show that this point of view is wrong, since insulting requires unfair motivation. Nevertheless, the intellectual insult is present in philosophy in a different form. It is expressed in the disqualification of the opponent as a “non-genuine” philosopher. Such an intellectual attitude, when a certain philosophical position is declared genuine (authentic), and all others are not authentic, is called philosophical chauvinism. Four main forms of intellectual chauvinism in

philosophy (and, accordingly, four types of intellectual discrimination) are distinguished: interdisciplinary, intradisciplinary, interschool, and intraschool. Overcoming of intellectual discrimination within philosophy is associated with the need to criticize intellectual arrogance and intellectual snobbery and the development of international and intra-national dialogue in philosophy.

Keywords: philosophical dialogue, insult, virtue epistemology, intellectual snobbism, intellectual chauvinism, ISUD.

Introduction

This article touches on such field of research as comparative philosophy. By comparative philosophy, we mean comparative studies of intercultural (and intracultural) relations

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and connections between philosophers. A similar problem is most relevant for philosophy, since there is more or less uniformity in science, even in humanities, on what is considered the standard of scientific and academic in this discipline. Philosophers, on the other hand, disagree even on the question of what is considered the subject of philosophy and what its methodology should be. Due to such fundamental disagreements between philosophers, a misunderstanding arises and sometimes an insulting attitude towards each other. This problem is compounded by the fact that there has been a fragmentation of philosophical research field. This circumstance has both positive and negative consequences. As a positive point is that there is freedom of philosophical research in Russia, probably, as nowhere else. In the United States, Great Britain and continental Europe, there are quite strict philosophizing frameworks that put the researcher into the politics of magazines and publishing houses. The relationship between philosophers within this fragmented reality needs serious transformation. It is primarily about the need to establish a culture of dialogue

and respectful attitude within philosophy itself.

One of the obstacles to this is the self-reflection of some philosophers, which is expressed in the fact that such a dialogue and respectful attitude are not at all regarded as something desirable or positive, but even vice versa. We believe that such self-reflection of philosophers deserves serious criticism. An example in this regard is the article by K. Martynov, “Philosophy as an insult” [1]. Two theses are put forward in it. The first thesis is that philosophy is built as an insult. The second thesis arising from the first is that philosophy is possible only as an insult. To demonstrate these theses, the author gives various examples from the history of philosophy, when philosophers showed disrespectful or insulting attitude to the public or to each other. In the main part, we will show that despite the fact that the article talks about a really serious problem, one cannot agree with its general conclusion that philosophy can exist only as an insult.

Methods

As a methodology, the article uses the conceptual analysis method, characteristic of modern analytical

philosophy. The article also relies on the methodology of virtue epistemology, in which the apparatus of normative ethics categories is used to characterize cognitive attitudes. An example of this article are the concept of intellectual snobbery, intellectual humility, intellectual chauvinism, etc.

Results and Discussion

What is an insult? K. Brinev states that “in linguistic expertology, the problem of insult qualification is perhaps one of the most obscure problems” [2]. In Russian, “to insult” and “feeling an insult” means “insulting”, i.e. to sadden, to upset. Aristotle in "Rhetoric" defines insult as anger accompanied by pain. The English word “insult” means “attack”, “assault”, “type of damage” (cf. Russian “stroke”). In Latin, “insultare” literally means “Jump on something”, i.e. contains the semantics of humiliation and affirmation of its superiority and dominance. Thus, the semantics of the term “insult” includes 1) an attack that is aimed to cause 2) a state of grief, sorrow and 3) to unify him, to assert one’s superiority over him. An important component of the pragmatics of insult is its perlocutionary aspect: to insult means

to perform some action or cause a certain state.¹

Can truth be offensive? J. Nou believes that the answer to this question depends on who and in what form it is presented [3, pp. 17-18]. Suppose that someone tells an overweight person (above the medical norm) that he is fat. Is this the truth? Yes. Will this be an insult? It depends on who says it and under what circumstances. Obviously, the call “Hey fat!” on the street from a stranger will be considered an insult. On the other hand, if a loved one tactfully informs him that he is overweight and worried about his health, advises him to go on a diet or go to the gym, then such an appeal will most likely not be taken as an insult. Truth does not have to be offensive, but for this it must be presented by the right person in the right context with the right motivation. And here it is necessary to turn to intellectual ethics, which has recently been actively developed in the framework of such a trend as the epistemology of virtues.

First of all, what motivation can underlie insult? Firstly, since we are talking about philosophy, we are interested in a special case of insult, namely, intellectual insult. It can be

carried out in two varieties: 1) direct humiliation through the denial of the subject's rationality, understanding, mental fullness, etc. and 2) indirectly through appropriation of the right to testify to the Truth uniquely.

Philosophers show intellectual courage, challenging authorities or the majority opinion. This quality can only be attributed to the list of intellectual virtues of its owner. In our dissertation we define intellectual courage as “overcoming not any fear, but only one that interferes with 1) the achievement of specifically cognitive goals; 2) in a specifically cognitive sense ... In this sense, Giordano Bruno, for example, is a double example - both of courage in the moral and in the intellectual sense. On the one hand, his position threatened his personal safety and life itself and in this regard required moral courage. On the other hand, it challenged the established intellectual tradition, the prevailing opinion and threatened his intellectual status, and therefore demanded intellectual courage” [5, pp. 312-313]. The motivation of intellectual courage does not carry insults, because, as we have defined above, it does not carry the desire for intellectual humiliation of an

opponent or the assertion of one's own intellectual superiority.

Yet in what sense is philosophy really offensive? What is the intellectual insult in philosophy?

K. Martynov writes: “A philosopher who wants to offend another philosopher uses cunning tactics. The philosopher should argue that the other philosopher is not a real philosopher, because he thinks irrationally, and therefore, his philosophical project is not intelligible” [1]. It is important to distinguish this form from direct insult to the individual (*argumentum ad personam*). Here, rather, there is a well-known sophisticated method of “poisoning a well”, a form of disqualification of an opponent. Instead of substantively criticizing the views of this or that philosopher, he is simply declared as a fake, not genuine philosopher.

I believe that such a move in argumentation is a manifestation of intellectual arrogance and snobbery. Arrogance can be defined as the following attitude: I am superior to others in some ways, and this gives me the right to treat them without respect: “I am above you, therefore, I have the

right." Arrogance becomes intellectual if the rights that a person ascribes to himself come from his intellectual abilities and relate to cognitive activity.

I suggest calling any statement of the form philosophical chauvinism: x - is a genuine (real, true) philosophy or x - is a true (genuine, real) philosopher.

There are four main forms of philosophical chauvinism: 1) disciplinary; 2) interdisciplinary; 3) interschool; 4) intraschool.

By disciplinary chauvinism, we mean a view that believes that only a certain philosophical discipline is a "genuine", "real" philosophy. In Western European philosophy, metaphysics (ontology) has long been considered such a discipline, a "philosophical prototype". G. Mayorov expresses this opinion when he writes: "We consider a philosophy that corresponds to its original idea, discovered by Pythagoras, developed by Socrates and finally clarified and implemented by Plato. In this sense, any genuine philosophy is Platonism" [6, p. 68]. He calls the great metaphysicians from Plato to Hegel the exponents of this main, or "sophia" line in philosophy. Moreover, according to Mayorov,

Aristotle is already a departure from this "original" line, since he was interested not in sophia, but in the episteme, i.e. the nature of accurate, scientific knowledge. Therefore, he is not considered as "true philosopher". In modern philosophy, such discrimination is manifested in the denial of "philosophical" discipline status such as gender philosophy, media philosophy and even social philosophy.

The second form of intellectual chauvinism in philosophy is intradisciplinary chauvinism. Within the framework of a discipline, it is asserted what can be considered this discipline and what not. For example, metaphysics claims to be true metaphysics and not; in epistemology - what is real epistemology and what is not, etc. For example, Popper actually denies belonging of such authors as Descartes, Kant, or Russell to epistemology, since they did not share his subjectless understanding of knowledge. In the work "Objective knowledge", Popper contemptuously called Descartes, Locke, Berkeley, Kant and Russell "the philosophers of opinion" (belief) for the fact that the latter "were engaged in research of our subjective opinions, their foundations and origin" [7, p. 109]. He declares the

only scientific epistemology to be epistemology without a subject of knowledge, and epistemology with a subject of knowledge is forced out into the field of psychology, etc.

The third and most common form of intellectual chauvinism is interscholastic chauvinism. Some philosophical school is declared "true philosophy", and all other areas are deprived of this status. An example here is the mutual rejection between modern continental and analytical philosophy. Continental philosophers accuse analysts of logical-linguistic scholasticism, the "cowboy" style of philosophizing, when opponents "shoot" each other with endless arguments and counterarguments. Analytical philosophers blame the continental for the lack of clarity, the misuse of scientific terminology. N. Chomsky called French philosophy "cheap and corrupt" [8, p. 310.]. An open letter from leading analytical philosophers against Derrida being awarded the degree of Honorary Doctor of the University of Cambridge because his philosophy does not meet the standards of "clarity and rigor" [9] became famous.

The fourth type of intellectual discrimination that we propose to highlight is intra-school chauvinism. The point is that within a certain philosophical current or the teachings of a particular philosopher, a certain canon is established, which all supporters of this trend or interpreters of this philosopher should follow. Russian philosophers are well aware of the controversy over which Max is authentic: the Marx of the period of the "Economic and Philosophical Manuscripts of 1844" or the late Marx? Wittgenstein's followers argue about whether his interpretation is more authentic: positivistic or mystical-metaphysical. Of course, these disputes will continue until the philosophy continues. But philosophers must realize when their position becomes intellectually chauvinistic, arrogant, snobbish and discriminatory in relation to other philosophical points of view. The fact is that philosophers should have shown much more intellectual modesty and intellectual humility in their discussions.

Conclusions

The semantics of the term “insult” are quite rich. At least four different phenomena can be distinguished: 1) challenge the opinion of the majority, or the opinion of power and authority; 2) a direct attack on a person, i.e. argumentum ad personam; 3) disqualification of an opponent, i.e. also a variety of argumentum ad hominem, which is called “well poisoning”; and 4) “pro and con,” or “black or white,” when the opponent’s position must be either completely rejected or fully accepted. All these different types of insults require special analysis in relation to the practice of philosophical discussion. The provisions of this article are the following. Firstly, the thesis that philosophy is an insult is ambiguous. The second thesis that philosophy is only possible as an insult is equally ambiguous. In some sense, yes, in other senses, no. Secondly, a really noteworthy problem has been raised. It is the issue of an opponent disqualification as a technique in philosophical discussion. In our opinion, it is the disqualification of the opponent that is the main obstacle to philosophical dialogue. We have analyzed the main forms in which this disqualification is carried out in modern

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philosophy. We put forward the normative thesis that the development of philosophical dialogue requires overcoming intellectual chauvinism in philosophy, i.e. discrimination in relation to various cultural, theoretical and methodological trends within philosophy.

Summary

The problem of philosophical dialogue culture, in contrast to the scientific one, is that philosophers are usually in a state of deep disagreement among themselves. From the point of view of the theory of argumentation, all disagreements can be conditionally divided into two groups [10,16,17]. The first group includes those types of disagreements that can be relatively easily resolved by a specific fact indication. Another type of disagreement concerns not facts, but the methods of establishing facts, and accordingly, beliefs about facts that are established by such methods. Researchers call the latter type “deep disagreement”. The problem with the deep disagreement is that due to the fact that the opponents cannot find a common criterion to resolve a dispute, they resort to insults, disqualification of

an opponent and other violations of argumentative ethics. This is precisely the fundamental basis for the culture of abuse in philosophy, which we discuss in this article. The way out of this situation should be a broader discussion of argumentative ethics quality. Even the fact that we refer to some epistemic attitude as intellectually virtuous or intellectually vicious (snobbish, chauvinistic) is already the first step towards creation the possibility of a philosophical dialogue between different traditions and trends. What are the ways to foster a culture of philosophical dialogue? This issue deserves special discussion. It seems that philosophers should set an example of philosophical dialogue culture. In modern philosophy, such an example is the activity of the International Society for International Dialogue (ISID) [11,14,15], which, together with the Polish Academy of Sciences, is also a co-founder of the journal *Dialogue and Universalism* [12,13]. ISID is an international philosophical community that regularly holds international congresses aimed to develop an international philosophical dialogue. The idea is to bring together philosophers from different countries

(USA, Europe, Asia, Africa) representing various philosophical traditions and philosophical movements in order to try to put this philosophical dialogue into practice. Since the author of this article has repeatedly participated in congresses held under the auspices of ISID, I would like to say responsibly that the meetings with representatives of philosophical thought from different countries and continents in the framework of such major philosophical forums can qualitatively reduce the degree of philosophical chauvinism and improve the culture of philosophical dialogue in modern world.

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Read [4] on the perlocutionary effects of discourse in social practice

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LEGAL REGULATION OF ACTIVITY OF SELF-EMPLOYED CITIZENS IN THE RUSSIAN FEDERATION

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Abstract: This paper is devoted to the analysis of legal regulation issues concerning self-employed citizens in the Russian Federation as part of an experiment in certain regions of Russia on the legalization of self-employed people's activities. The way out of the shadow of the self-employed people is one of the most discussed issues not only in Russia, but also in many countries of the world. The unwillingness to officially register their activities is explained, first of all, by the fact that the payment of taxes, as a rule, is incommensurable with the income of the self-employed people. At the same time, without registering their business, self-employed citizens are left without their social protection from the state, and without the opportunity to receive development loans, etc. The state should encourage self-employment people, as it

contributes to solving the problem of unemployment. In the EU and the USA, the self-employed population provides business, social, real estate, intermediary services, as well as provides counselling, advertising, retail, franchising and other activities (over 400 types of activities). At the same time, a self-employed citizen can provide paid services to various organizations on a certain range of issues, demonstrating their professional qualities, either with the prospect of possible employment in these organizations as a specialist, consultant or contractor, or remaining a specialist in a free profession [1]. For most countries, the issue of how to legitimize the activities of the self-employment people is relevant, so that on the one hand, the budget is replenished, and on the other, social guarantees are established [2]. In the

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course of the study of the stated problems, the authors come to the conclusion that today the Russian Federation needs to build a social security system for self-employed citizens. At the same time, the tax on professional income should remain unchanged.

Keywords: self-employed citizens, state, professional income tax, social security.

1. Introduction

Self-employed people are individual entrepreneurs, heads and members of peasant (farm) enterprises, lawyers, arbitration managers, notaries and other private practitioners who are not individual entrepreneurs. From January 1, 2019, this category includes persons applying the special tax regime “Professional income tax” (paying professional tax).

The paper will discuss current legal regulation issues concerning activities of only those self-employed citizens who pay professional tax in connection with the adoption of Federal Law dated 11.28.2018 No. 422-FZ [3] (hereinafter, Law No. 422-FZ).

2. Methods

The main methods that were used during the writing of this work are: a comparative legal method, a complex analysis method, an interpretation method, a sociological method, a system analysis method and an intersectoral approach.

3. Results and discussion

There is no legal definition of a self-employment citizen in the Russian legislation.

Self-employment is a form of atypical employment. The main task of the state today is to bring self-employed citizens out of the shadows. This should be facilitated by the experiment, which since January 1, 2019 is held in some constituent entities of the Russian Federation – in the city of Moscow, in the Moscow and Kaluga regions, as well as in Republic of Tatarstan.

The problem of identifying and legalizing self-employed citizens is characteristic not only of Russia, but also of most foreign countries [4].

The legalization of the activities of self-employed citizens in Russia within the framework of the above experiment suggests the following.

Self-employed citizens without registration as an individual entrepreneur can apply a special tax regime, i.e. professional income tax (PIT). In particular, citizens who provide services to individuals for personal, household and other similar needs can switch to this special regime.

Conditions under which a person may apply this special tax regime:

- Income of a self-employed person should be from the sale of goods (work, services, property rights), with the exception of income specified in part 2 of article 5 of the Law No. 422-FZ;

- Income of a self-employed person during a calendar year should not exceed 2.4 million roubles;

- It is necessary to be registered with the tax authority as a taxpayer (paragraph 6, clause 2, article 18 of the Tax Code of the Russian Federation; p. 1 article 1, parts 1, 6, 7 of Art. 2, Art. 4, part 1, article 5, part 2, article 6, article 16 of the Law No. 422-FZ dated November 27, 2018).

The use of a special tax regime, i.e. a tax on professional income, will exempt certain categories of citizens (taxi drivers, freelancers, plumbers,

electricians, artisans, bloggers, etc.) from paying personal income tax (PIT).

In accordance with Article 10 of Law No. 422-FZ, the tax rate on professional income of self-employed persons depends on whom the service is provided for, and amounts to: 4% in relation to income received by taxpayers from the sale of goods (work, services, property rights) to individuals; 6% in relation to income received by taxpayers from the sale of goods (works, services, property rights) to individual entrepreneurs for use in entrepreneurial activities and legal entities.

The undoubted advantages of this experiment are:

- “Painless” legalization of self-employed citizens;

- A simplified tax registration system, in particular, through the use of the My Tax mobile application;

- Low tax rate;

- The absence of the need to submit a tax declaration to tax authorities;

- Lack of taxes in the absence of profit,

- There is no need for a current account - a self-employed person can

accept money in cash or in non-cash form on bank card,

- Checks are issued in electronic form via the My Tax mobile application,

- Until December 31, 2028, no changes will be made to Law No. 422-FZ regarding the increase in tax rates and (or) the reduction of the maximum income,

- Tax deduction in the amount of 10,000 roubles.

With all the positive aspects of the experiment, one should not forget about the social vulnerability of self-employed citizens, and about a decrease in social guarantees.

In the first two months of 2019, more than 33,000 people were registered as self-employed [5]. However, there are not so many people who want to legalize their activities. This is due, in our opinion, to the lack of a system of social guarantees.

Currently, the activities of self-employed citizens are not regulated by labour legislation. Accordingly, self-employed persons will not be able to rely on various types of guarantees provided for workers.

When paying a professional tax, the self-employed will not be able to rely

on certain types of benefits, such as temporary disability benefits, maternity benefits and others, provided for working citizens.

Therefore, in our opinion, it is necessary to supplement Part 3, Art. 2 of the Federal Law dated December 29, 2006 No. 255-FZ “On Compulsory Social Insurance for the Case of Temporary Disability and in Connection with Maternity”, including self-employed citizens as subjects entitled to voluntarily enter into relations on compulsory social insurance for the case of temporary disability and in connection with maternity.

Persons paying professional tax are also not payers of insurance contributions for compulsory pension insurance (Art. 419 of the Tax Code of the Russian Federation). The pension rights of these persons arise only in the event of entering into voluntary legal relations on compulsory pension insurance and payment of insurance premiums in accordance with Art. 29 of the Federal Law dated December 15, 2001 No. 167-FZ “On Compulsory Pension Insurance in the Russian Federation”.

Voluntary pension contributions allow an insurance pension and seniority to create. The amount of voluntary contributions to the Pension Fund of the Russian Federation in 2019 is 29,354 roubles for a full year, in 2020 - 32,448 roubles for a full year. The amount of pension contributions is quite impressive for the self-employed citizens. Self-employed citizens will most likely not voluntarily enter into these relations.

Turning to the experience of the United States, we note that self-employed persons, as well as in Canada, [6] pay income tax (from 10% to 39.6%, depending on the amount of profit), as well as “self-employment tax”, which includes compulsory insurance contributions for social and health insurance (15.3% of profit) [7].

In the UK, national self-employed insurance premiums are a fixed amount of GBP 3 per week. It is charged only if the annual profit of “self-employed persons” is 6 365 pounds or more. National insurance premiums are levied only if the annual profit is 8 632 pounds or more. They accrue at the rate of nine per cent of profit between GBP 8,632 and 50,000 and two per cent of

profit which is more than GBP 50,000 [8].

The experience of Kazakhstan is interesting, where, in order to simplify the registration and legalization of the activities of informally employed people, relevant changes to the law have been prepared [9]. Namely, a new legal regime has been developed here, the Unified Comprehensive Payment (UCP), for payers of which lower tax and social payment rates are determined, the payment of which will allow registering and participating in the system of compulsory medical and social insurance, as well as pension benefits. The size of the UCP is \$ 6.5 per month for the urban population or \$ 3.25 per month for the rural population. The following payments are included in a single aggregate payment:

- 40% - compulsory social health insurance;
 - 30% - pension contributions;
 - 20% - compulsory social insurance;
 - 10% - tax (budget revenue)
- [10,11,12,13,14].

The experience of Kazakhstan can be adopted in the Russian Federation in view of the fact that, despite the low

tax rates, the state has provided a complete social security system for the self-employed population.

4. Summary

The authors believe that the social security system for the self-employed population in Russia should become mandatory. Thus, the tax on professional income must include the appropriate insurance contributions for social, medical and pension benefits. This will allow the Pension Fund of the Russian Federation, the Compulsory Medical Insurance Funds of the Russian Federation, and the Social Insurance Fund of the Russian Federation to replenish their budget, and the self-employed - to have minimal, but reliable social guarantees: appropriate social benefits, medical care and treatment, as well as the right to old-age insurance pension.

5. Conclusion

The issues we have outlined in the legal regulation of the activities of self-employed persons in the Russian Federation are extremely relevant.

Come out of the shadow for a self-employed population is a great

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responsibility for the state. The costs of social payments to the Pension Fund and to compulsory health insurance and social insurance funds will increase significantly. But, only by competently building a social security system for self-employed citizens, and without increasing tax rates, the state will be able to fully fulfil its social obligations to citizens.

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THE ISSUE OF THE TERM «SECT» JURIDICAL DEFINITIONAnatolij K. Pogasij¹Elena V. Kuzmina²

Abstract: This article is devoted to the problem of the concept "sect" determination in religious studies and legal discourses. The paper presents the analysis of the etymology and use of the term "sect" in the history of philosophical, theological and religious thought. The authors advocate the position that there is no clear and consistent definition of the concept "sect" in modern religious science. The authors also express doubts about the possibility of an unambiguous definition of this concept development. The article expresses concern that an attempt to give and legislate a legal definition of the concept of "sect" (including "totalitarian sect" and "destructive cult") may lead to the practice of unfair enforcement and other negative consequences in the context of Russian reality.

Keywords: sect, totalitarian sect, destructive cult, sect studies, legal religious studies.

Introduction

On July 30, 2018, the Office of the State Duma of the Russian Federation posted a notice on the State procurement website about an open tender for the provision of expert analysis on the following topic: "Legislative regulation improvement for citizen right protection from illegal actions of sects and extremist religious organizations" [1]. The terms of reference include: "The assessment of the appropriateness of "sect", and "destructive cult" concept incorporation into the legislation [2].

The next day, July 31, the chairman of the commission for public associations and religious organizations of the Moscow City Duma A. Paleev said that he had prepared a proposal to the State Duma on the possibility of considering the introduction of the concept of "sect" in the legislation. According to him, "in our modern world, a sect is not only a religious organization,

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as was thought at the beginning and middle of the twentieth century. Many famous philosophers defined sects, but everything is already outdated, because now modern science has such universal tools that help to get to human consciousness. (...) Sects should include not only religious organizations, but also supposedly scientific, educational and commercial organizations” [3].

At the highest level, they talked about the “sect problem” several years ago. The senator Elena Mizulina stated the need to draft a bill aimed at “destructive public associations and religious sect” prevention, as well as to record the term “destructive sect” legislatively (2016) [4]. For this purpose, a working group (32 people) was created, consisting of officials of various levels and departments, lawyers, security officials, doctors, one religious scholar, several so-called “sectologists”, including the “main sectologist” A. Dvorkin (this is a self-name, because The “sect” has not yet been defined, but there are already sectologists!), the representatives of faiths (again, out of at least thirty faiths operating in Russia, only Orthodox Christians were included in the working group).

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A closer look at the composition of the group gives the feeling of a certain predetermination of its work results: in March 2017, journalists asked one of the members of the group, A. E. Vayts, what criteria will the group be guided by during legislation development in the field of religion? The latter answered: “Everything that destroys a person must be destroyed!”. And when he was asked who will determine how and what destroys a man, he explained: “These are passions: the lust of flesh, the lust of eyes and the pride of life. And the one who condones this is the one who destroys!” Restless journalists asked how these criteria (lust, etc.) will be revealed. Weitz assured that the “customer” of the future bill “is capable of feeling spiritual danger from the sects” [5]. It seems that with such “scientific” criteria, one can speak not about prejudice, but rather about doom ... Especially when you find out that the project budget is 4 million rubles, i.e. the order will be exactly executed, because you need to report for the money.

At first glance it seems that there is nothing strange here. There is a demand, there is a proposal, there is a contractor who will fulfill the order and

receive his money without much difficulty.

In fact, the problem is much more complicated. Only a list of literature, which to one degree or another touches on the issues related to the origin, use, criticism of the term "sect", not to mention the sources where this word is used in various meanings, will take more than a dozen pages. The "sect" in various variations is used so widely and uncontrollably that, apparently, it becomes a threat to the stability of inter-confessional and interethnic relations.

Despite the absence of this term in the legislation, it penetrated both the judicial practice¹ and the vocabulary of public servants, who often use it to identify any confessions not traditional for Russia.

The purpose of this article is to draw the reader's attention to another attempt by the Russian authorities to give a legal definition of the word "sect" (and even more so - "totalitarian sect" and "destructive cult") and to predict the consequences of this dubious initiative in the context of Russian reality.

Methods

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Taking into account the task we set to analyze the multiple approaches to the definition of the concept "sect," the article used such general scientific methods as the method of historical and logical unity in cognition, a systematic approach, as well as general logical research methods: analysis, synthesis, comparison and generalization.

Results and Discussion

Even in antiquity, the term "sect" was used in several meanings:

- lifestyle, mode of action, way of thinking [6, p. 242];

- school, path, teaching, trend [7, p. 969];

- a group separated from any major current (including religious), professing a new idea or following a new leader [8, p. 316];

- a political group [9, p. 523];

- and even a robber gang [10, p. 108].

The etymology of the word is also ambiguous. Some believe that it came from the Latin *secta*, the derivative from *sequor* - "follow someone" [11, p. 1677]. Others associate it with the word *secāre* - to cut, cut off [12, p. 842], [13,

p. 674], i.e. in its most general form, “sect” can mean “a part of the whole”.

The Greek word heresy (αἵρεσις) was also translated into Latin by the term *secta* and simply meant direction, school, teaching. Later, these concepts were divided: a sect began to mean a community that accepted a doctrine, new or contrary to the one from which it was separated, and heresy - the content of the doctrine itself.

In early antiquity, this word had no negative meaning and was perceived neutrally in the original linguistic context. It acquired a predominantly religious connotation, possibly after Pliny the Younger and Cornelius Tacitus, at the end of the 1st – beginning of the 2nd centuries, who called the first Christians as the sect [14, p. 194]. And Christians themselves at first called themselves a sect (in the sense of a philosophical school). For example, Tertullian in his “Apologies” repeatedly called Christians “the divine sect”, “the Christian sect” and “our sect” [15].

And the same Christians added here a certain negative nuance, which subsequently played a cruel joke with them during the New and Recent History, when the “sect” was fixed as a

term that carries an absolutely negative meaning. Lactantius, a Christian apologist at the beginning of the 4th century, used it in the composition of the Seven Books of Divine Establishments as a word for schisms in the Christian church itself: First of all, you need to know that the Savior and the apostles predicted that there would be sects and heresies that would destroy the unity of believers ...” [16].

The Reformation Churches, which the Catholics naturally referred to as sects, also used this word to refer to other believers. For example, Martin Luther often used it in his polemic with opponents: “I warn you about this so seriously, in view of the danger that numerous misconceptions and sects - Arians, Eunomians, Macedonians and other heretics - harm the churches with their cunning.” Luther included his contemporaries to these sects - Anabaptists and other radical movements of the Reformation, which he called “fanatics” [17, p. 28, 34, 52.].

All the subsequent time, up to now, the “sect” in folk speech (and among educated people) is perceived not by its basic meaning, but by its uniquely negative connotation.

In the twentieth century, sociologists and Protestant theologians attempted to use the word "sect" in its original, neutral sense, i.e. as a breakaway part of some structure or a religious neoplasm that has adopted a different doctrine. This, for example, is the definition of "sect" proposed by E. Trölcz and M. Weber, as a community of believers, distinguished from the church by less stability in time and space, defined by isolation and focused not on the people, country or culture, but on a specific person [18,25], [19, 24]. Or the definition by R. Niebuhr, who represented the sect as an initial religious formation, which could either disintegrate or evolve into the next type of religious association over time - denomination (in the typology of Niebuhr) and further into the highest association level - the church.

Some religious scholars have adopted such definitions, but the majority of the population of Russia (figuratively speaking, the main "consumer" of the word "sect") has not even paid attention to the findings of scientists and continues to perceive it in the usual, negative sense. Moreover, in the 90-ies of the twentieth century some

"sectarian scholars" added the adjective "totalitarian" to it. Russians know about totalitarianism "first hand" and the use of this word causes them quite specific negative associations with the atheistic ideology and punitive system that existed in the USSR.

Thus, the "sect", reinforced by the word "totalitarian", continues to be distributed through print media, television programs, official documents, moreover, most often in relation to any religious communities (and even centralized organizations with tens of thousands of members²) that are not traditional.

The experts began to use the term "sect" in the Russian language from the 17th-18th centuries, and this word and its derivatives are in regular use only by the middle of the 19th century. Moreover, in dictionaries it unambiguously takes on a negative meaning, and in language communication it is used in the vast majority to express a negative assessment of a religious experience alien to a person. The reason for this is probably rooted in the subjective perception of the word "sect." We noted above that one of its meanings is the

“breakaway part” (secãre - to cut, to cut off), i.e. in a religious context, this is juxtaposed as part and whole and is already perceived as a kind of contrast between personal and social, individualism and collectivism. Therefore, according to some scholars, “behind the rejection of “sectarianism” as the right to religious dissent, the preference of the public to the private, collective values to the individual, is rooted which is characteristic of the eastern mentality” [21,22,23].

However, the most important and dangerous, in our opinion, is the fact that the “sect” is characterized by the extreme relativity of the definition criteria. Comparison of this term definitions in different dictionaries shows that, firstly, they often differ greatly among themselves and, secondly, some concepts are given without taking into account historical and geopolitical conditions. For example, in the encyclopedic dictionary “Christianity” it is said: “A sect is an organized society of people who disagree with the dominant church, but who agree with each other religiously” [22, p. 533]. The dominant church in the Russian Empire really existed, but in the Russian Federation the

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Constitution does not provide such a status for any religious organization. And if we talk about Catholic or Lutheran countries, then the Orthodox communities, being small in number, can have all the signs of a sect. Therefore, in such a situation, the above definition loses its meaning and misleads the reader.

In addition, under the influence of the media, the propaganda activities of anti-cultists, and the general religious illiteracy of the population the “sectarian” has established itself as an alien, focused on other socio-cultural values in the modern consciousness of the average Russian; a fanatic who is hostile to traditional religions, a hallmark of which is a low cultural level and social isolationism.

Of course, all these signs cannot be taken as the basis for the scientific definition of “sectarianism,” since they do not reflect the general laws of these religious movements existence and development. Rather, they are manifested in the personal religiosity of some believers of almost all faiths. Nevertheless, extending the above qualities precisely to “sectarians”, the philistine mind seems to convince itself

of their unreliability and potential danger to society. And if such a person belongs to an indigenous nation, the cultural tradition of which is any particular religion, he becomes not only a religious dissident, but also a “traitor to the nation”, etc.

Summary

Thus, summarizing, it can be stated that there is no clear and adequate definition of the concept “sect” in modern religious science, which, most likely, cannot be worked out due to the lack of objective criteria for it.

The existing definitions ultimately do not meet the criteria of scientific nature — truth, objectivity, and system, for they reflect either confessional views or value judgments.

If we talk about legal definition, then, for the same reasons, any wording will turn out to be erroneous and make the term “sect” a tool for dishonest law enforcement, since, being legislatively fixed, it can be applied to any religious community. And the consequences will be the same as in the case with the amendment to the Federal Law “On Freedom of Conscience and Religious Associations” introduced by the

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notorious “Spring Law”: initially adopted to combat Islamic extremism, it did not allow any ISIS recruiter to be held accountable, however, about 400 administrative cases were instituted (and continue to be instituted) in relation to other religious denominations that have nothing to do with extremism.

The legal definition of this term will ultimately inevitably lead to the fact that they will not be held accountable for a specific offense, but for belonging to a religious association recognized as a “sect.” Alas, this is not a hyperbole: history knows similar times, beginning with the first Christians who were punished and even killed for belonging to the “sect”, Montanists in the 2nd century, Cathars in the 12th century, Anabaptists in the 16th century, and Pentecostals in the 20th century.

Conclusions

Unfortunately, it is our human property to concentrate all the negative feelings (not knowledge!) that we get through the media and “kitchen” conversations in one word “sect”. It got to the point that one only has to say “sectarian,” to form the image of the real enemy, even if everyone knows him as

an honest, respectable, and law-abiding person and citizen.

I would like to recommend to lawmakers, and especially law enforcers, not to respond to a word whose meaning has not been scientifically defined in the last two thousand years (and probably will not be), but to illegal actions of specific individuals and legal entities, regardless of religious affiliation. And already the state has enough methods of influencing the violators of the law without such very reckless innovations.

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¹See, for example: Decision of
the Kalinin District Court of
Chelyabinsk dated on October 2, 2000
No. 2-263/2000; The decision of the
Moscow Arbitration Court on October
20, 2006 (case No. A-40-156939 / 06-
146-149); the Decision of the Federal
Antimonopoly Service of the Moscow
District dated on January 31, 2007,
February 7, 2007 No. KA-A40 / 13939-

06 on the case No. A40-15693 / 06-146-149; The ruling of the Moscow City Court on March 12, 2012 for the case No. 33-7562.

²For example, the head of the Center for Religious Studies named after the holy martyr Irenaeus of Lyons, Alexander Dvorkin, the same “main sectologist,” consider Pentecostals as sects: “The largest and most influential sects in Russia: the Pentecostal (Russian United Union of Christians of the Gospel Faith)”. The members of ROSHVE are 29 associations uniting about 2000 communities [20].

OBJECTIVATION OF THE INTROVERT TYPE OF A PERSONALITY IN THE NOVEL "TICKET TO THE STARS" BY V. AKSYONOV

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Abstract: The current research is executed in the mainstream of psycholinguistics within which the theory of psychological types has been developing in the last decades. The analysis of an introspective psychological type is carried out in the article on the basis of an art discourse viewing which we are guided by the theory of the identity of K.G. Jung. On the material of the story by V.P. Aksyonov "Ticket to the stars" the introspective type of the personality is being investigated for the first time; it is represented by the personage of the graduate student Victor, the elder brother of the main character of the story – of Dimka. In general, being stereotypic, the analyzed character has a number of the individual traits latently pointing to his professional activity. For the description

of structure of the core of a psychological type the typified and individual signs are revealed; the share of these signs in the formation of the studied psychological type is defined. The analysis was carried out with the application of the methods of synthesis and generalization.

Keywords: literary text, psychological type, introvert, individuality, personality

Introduction

A person as a personality is a unit in the system of public relations, a real carrier of these relations. This is the positive core of the point of view which claims that the concept of the personality is a public, but not a psychological category. It does not exclude, however, that the personality as a reality, as a piece

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of reality, possessing diverse properties – natural, not only public, – is a subject of studying of different sciences, each of which studies it in the specific communications and relations. Psychology is necessarily among these sciences because there is no personality without mentality, moreover — without consciousness. At the same time the mental aspect of the personality is not located with the others; the mental phenomena are integrally interwoven into the complete life of the personality as the main vital function of all mental phenomena and processes consists in the regulation of activity of people. Being caused by external influences, mental processes cause behavior, mediating dependence of behavior of the subject on objective conditions [Gippenreiter 1982: 28].

A person is a personality owing to the presence of special, single and unique properties; the person is a personality owing to the fact that he consciously defines the relation to the surrounding. The person is a personality as he has a look of his own. The person is a personality in the maximum measure when there is a minimum of neutrality, indifference, disinterest, and a maximum

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of "party membership" in relation to all socially significant in him. Therefore for a person as a personality consciousness has such a fundamental value not only as knowledge, but also as attitude. Without consciousness, without ability to take a certain position consciously there is no personality [Gippenreiter 1982: 30].

Emphasizing the role of consciousness, it is necessary at the same time to consider the diversity of the mental and the proceeding of mental processes at different levels. One-dimensional, plane approach to the mentality of the personality is always a superficial approach even if at the same time any "deep layer" is undertaken. At this diversity the integrity of a mental habit of mind of a person is preserved owing to the interrelation of all sometimes contradictory properties and trends [Boduen de Kurtene 2010: 17].

Methods

The methods of research are defined by the goal and are of a complex nature. The work used a descriptive method with its methods of observation, generalization and classification of the material being compared; structural-semantic method; method of contextual

interpretation; comparative method; structural-functional method; method of cognitive analysis as the study of a system of signs that play a role in the representation and in the transformation of information; contrastive approach.

The main method of research is the method of language material observation. This method includes the study of factual material, synthesis, interpretation and classification.

Results and Discussion

Many writers, as we know, are excellent psychologists. Being very observant, they have ability to get into the inner world of a person; furthermore their literary gift helps to vest the things they have seen and apprehended with a fine language shape. Not abstract arguments, but concrete images of people with their thoughts, feelings and deeds are presented [Kouznetsov 2000: Murasheva, et al 2018. When perceiving the hero in the literary text we are capable to define, following the author, his behavior, temperament type and psychological type of the personality. Quite often writers describe the internal state of mind of the heroes appearing as a reaction to these or those events. Such

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description, as a rule, is emotional, and readers are deeply touched by the fate of literary heroes. Considering the development of a plot under the "internal" point of view, the writer can reduce the actual events to only one frame into which the basic — thoughts, desires and feelings of a person — are as if inserted. [Kouznetsov 2000: Ameen, et al 2018].

The interpretation of a literary text, the identification of keywords, and the reflection of an individual author's worldview have all repeatedly become the subject of study by researchers [Matveeva , Fatkhutdinova 2016; Murzina + etal 2016; Nurullina, Usmanova 2016; Akhmadeeva, Hayrutdinova 2017; Yaparova + etal 2018].

This article is devoted to the consideration of the introspective type of the personality in the story by Aksyonov "Ticket to the stars". Classification of psychological type of the personality offered by us is based on the theory of K.G. Jung who divided people into introverts and extroverts. He considered that it is always possible to see the existence of these two psychological types of the personality — opposite and

supplementing each other at the same time.

The mechanism of fiction perception is always difficult and various. The person does not just read the text, but lives it, analyzes, looks for associations, gives his own emotional, sensitive coloration to the text and resting on the picture of the world he assumes further actions and deeds of the heroes.

The mental condition, world perception, behavior, thinking and qualities of will of the personality help to disclose his identity in an artistic image. V.P. Aksyonov, describing sincere life of Victor in the story "Ticket to the stars", addresses the description of deep feelings, shows experiences and joy of the character. Their purpose is to cause sincere sympathy for him, thanks to it the reader has an opportunity to feel the hero, to feel his emotions, to look at the world through a prism of his sight.

Victor, the character of the story "Ticket to the stars" by V. Aksyonov, is characterized as the introvert personality (according to K.G. Jung); this fact assumes the address of attention first of all on the internal world of the character, not the external. In "The big explanatory

dictionary of the Russian language" the introvert is interpreted "as the person whose mental habit of mind is characterized by the focus on the inner world, appealing to himself, isolation, contemplation" [Karaulov 2014; Ulandari, et al 2019]. His Universe is his feelings, senses, thoughts, experiences; periodic leaving into the internal spiritual space helps him to be rehabilitated after interaction with the outside world.

Unknown subjects and objects arouse introvert's fear and mistrust as though they bear the hidden danger: "*Parni smotrelí na menya, slovno prikidyvali, na chto ya sposoben. Potom oni poskuchneli ie ravnodushno otvernulis*" [Aksyonov 2014; Dominguez, et al 2018].

Each person interprets events and behavior of people in his own way. Perhaps, the extrovert just would not pay attention to them, or perhaps he would even like to get acquainted and communicate to understand their intentions. Victor being the introvert type of the personality avoids contacts and interprets their behavior as dangerous. "*Ya ponimayu strakh i rasteryannost priyeshikh na etih*

ulitsakh”, – Victor says. Only the introvert can understand it because the normal extroverts like the movement, they like to be in a stream of constant communication.

His own inner world for Victor is a shelter; he appreciates it and cares for it very much. Old, habitual objects are emotionally tied to his soul: *"Mne khochetsya predatsya luobimomu zanyatiyu: lech spinoi na podokonnik, polozhit rouki pod golovu; ni o chem ne doumat i sozertsat etot prodolgovatyi chetyrekhugolnik, pokhozhyi svoimi proportsiyami na zheleznodorozhnyi bilet. Bilet, probityi zvezdnym komposterom. Kazhetsya, eto yest v kakikh-to stikhah. Nikto ne znayet pro etot moi bilet. Ya nikomu ne govoru pro nego. Dazhe ne znayu, kogda ya yego zametil, no vot uzhe mnogo let, kogda mne byvayet sovsem nevmogotu, ya lozhus na podokonnik I smotru na svoi zvezdnyi bilet"*. For Victor as for the introvert it is very valuable to be alone with himself, with his thoughts. And here his anchor helps him – a star figure in the sky which he called the ticket to the stars. This anchor saves Victor from negative experiences, relieves his mental strain.

Victor is sure that this anchor belongs only to him.

An introvert is forced to focus his attention on the society in order to interact with it effectively. Any changes seem a direct danger, cause a disturbing state as he thinks that these changes are not accidental at all and can result in danger: *"Ya ne khochu, choby ty nazyval menya Shurochoi. Nazyvai Sashei, Sashkoi, Aleksandroi, Shurkoi, no tolko ne Shurochkoi.*

- *Pochemu? Bozhe moi, pochemu?*

- *Potomu chto my s toboi uzhe dva goda khodim v park, I ty katayeshsya na "Blokhe", I plesh chyornoye pivo, I biesh molotkom po silomeru, I nazyvayesh menya Shurochkoi.*

- *Ved ty loubila khodit v park?*

- *A teper ne loublyu*".

"V etot moment ya vizhu vsyo kak-to po-novomu; slovno mne rasskazali chuzhuyu istoriyu, I ya mogu sostavit o nei sviyo mneniye". This fragment shows a condition of Victor's frustration: he got used to stability, got used just to go down the stream. He is struck with new Shurochka's character; even Shurochka turned out to be more

flexible than he, ready to changes, and the sense of fear sits in him.

Introverts are less initiative in the society, moreover they are passive, and have a feeling of alarm caused by the fact that it is necessary to make decisions after all; they will check each step continuously to be sure in its correctness. With a great pleasure Victor would retire to some beautiful place where nobody would disturb him and he will be able to enjoy loneliness: *"Kogda zvonit zvonok, menya nachinayet mutit ot strakha, I, vmesto togo choby idti v zal, ya begu v bufet"*. Such behavior of Victor once again emphasizes his introvertiveness which first of all is expressed in his aspiration for the privacy. It may be because Victor has many fears concerning his personality; he feels the uncertainty though he understands that it is necessary to fight it.

An introvert is strict in the conclusions, inflexible, he is a good strategist and considers that he sees a situation much more deeply: *"Ya znayu, chto moya rabota protivorechit mnogim solidnym troudam I, mozhет byt, dazhe ranit chie-to samolubiye. No ya schitayu – i dumayu, chto so mnoi soglasyatsya vse, - chto vo imya novogo my dolzhny*

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nauchitsya prinosit zhertvy". It is evident that Victor sincerely wants to be useful, in the statement given above his positive intention is shown distinctly. At the same time he understands that it looks cruelly in relation to his teachers.

Sometimes he feels in the way, feels that nobody reckons with his opinion, they neglect him: *"Dimka vzyal i plunul na moi primer"*.

Victor likes to think of the creation of the ideal world where, according to his opinion, it is possible to protect himself from the excessive power of people, but in fact the isolation and fearfulness are inherent to him therefore his imaginations do not become real. It is very difficult to introvert to win someone over; especially it is almost unreal if the personality is above him on the status.

Summary

In achievement of the purposes the introvert personality is mostly stubborn and is not responsive to the social influence. Strange contrast to that fact is his suggestibility from the younger brother: *"Ekh, Dimka, brodyaga, privesti by tebya souda! Kak ty smeyesh govorit, chto ya vsou zhizn zhil po tchuzhoi ukazke? Byl by ty*

postarshe, ya by udaril tebya togda. Trepach! Vse vy trepachi!”. Victor shows anger, and it means that he is already dependent on his younger brother’s influence. This very influence in the subsequent also helped Victor to become stronger and more free.

Psychologically it is unlikely imaginable that proper and obedient Victor decided to stem the tide of the whole dissertation council and of his chief: *“Kak ya smogu zaschitit dissertatsiyu, yesli uznayu segodnya, chto vyvody ne pravilnyye?”*; *“Plevat yak hotel na sarkazm sheaf i na vse fetishi na svete. S etogo dhya ya sovershenno samostoyatelen v svoikh postupkakh. Ya vam ne pribor kakoi-nibud”*. But it is real in this story: Victor found force to go against all system in him. Of course, this did not happen without indirect influence of the younger brother. Dimka opened to Victor as more free, charismatic teenager who was capable to make mad deeds, capable of the mad ideas. Victor wanted this freedom as well and could afford it.

Conclusions

Thus, our analysis showed that Vasily Aksyonov authentically reflected

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introvert psychological type of the identity of Victor with the thinnest shades of his character that allowed the reader to feel realness of the hero, to look on the world through his eyes.

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**STRUCTURAL AND WORD-FORMATIVE FEATURES OF VERBS
OF BEHAVIOR IN THE TATAR LANGUAGE**Firuza R. Sibgaeva¹Ruzilya R. Salakhova²Mahira N. Huseynova³

Abstract: The articles are devoted to the study of one of the lexico-semantic groups of verbs in the Tatar language – behavioral verbs, which mean the action and actions of a person who has received one or another social coloring: This group of verbs differs from the verbs of other lexico-semantic groups by specific features: they represent the principles of human behavior in society. The relevance of the topic lies in the fact that the Tatar language does not study the structural-word-and-phraseological features of the verbs of behavior that would contribute to a complete and comprehensive analysis of the lexical structure of the grammar. In the article, the derivational possibilities of the Tatar language verbs at the level of the word-derivative paradigm are determined. In

particular, the structural specificity of this verbal vocabulary was revealed, word-derivative values of suffixes forming behavioral verbs were revealed, as well as a number of auxiliary and modifying participles were also demonstrated. The analysis of structural and word-formative possibilities of verbs of behavior allows to reveal the specificity of relations between derivational and semantic segments of verbs of this group, and will also serve as a material for the study of the semantic relationship between motivating and motivated words.

Keywords: Tatar language; semantics; a verb; verbs of behavior; word formation.

Vvedenie Introduction

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Verbs in the Tatar language are the most interesting and the most difficult part of speech. Many of its categories have been studied deeply enough, but some questions of a grammatical character remain unexplored. These include the issues of verbal spelling of lexico-semantic groups of verbs in general and the spelling of verbs in general.

As linguists point out, lexico-semantic groups combine words according to the proximity of lexical values [M.M. Keruly, et. al, 2018]. A lot of lexico-semantic groups is a measure of the wealth of the semantic system of language vocabulary. Vibrants of the Tatar language, where the thematic groups are widely represented, are a striking example. Based on the general semantic content of the verbs, F.A. Ganiev divides them into 11 categories, which have the following subgroups: movement verbs, action verbs, process verbs, state verbs, behavioral verbs, playing verbs, playing verbs, playing them.

As was noted above, the object of study in our researching are Tatar language verbs of behavior. This group of verbs was reflected in the monograph

of R.K. Ishtanova [R.K. Ishtanova, 2002], where the lexico-semantic groups of Tatar language verbs are examined in detail.

Of particular interest is the monograph by A.M. Aydarova, where structural and semantic features of the verbs of behavior are studied in Russian, Tatar and English [A.M. Aydarova, 2016].

The object of this study is the derivative verbs of the Tatar language that arose as a result of the word-formation process.

The purpose of this article is to study the semantic and structurally verbal-expressive features of the verbs of behavior in the Tatar language.

Materials and Methods

The main material for scientific analysis is extracted from universal dictionaries and reference books, a lexical corpus is composed in the amount of 147 units. Examples are drawn from the works of the classic of Tatar literature, one of the most respected authors of the twentieth century of Amirkhan Enika. Based on a wealth of factual material, an exhaustive analysis of the verbs of behavior is carried out,

and their structural and word-formation features are described.

The theoretical and methodological basis of the research was the scientific works of turkologists and Tatar linguists on lexicology and word formation, as well as explanatory dictionaries of the Tatar language.

The study used the following methods: semantic and structural, as well as word-formation analysis of lexical units, statistical method.

Results and discussion

Having examined the structure of behavioral verbs in the Tatar language, synthetic (non-derivative, suffixive) and analytic verbs (complex, compound, paired) were identified. To synthetic verbs after F.A. Ganievym [F.A. Ganiev et. al, 2005] we carry non-derivative verbs (*qabaru`to pyzhitsya'*, *qarishu`to be obstinate'*, *jarau`to ugozhdat'* and so forth) and suffixal (*irencheklenu`to lenitsya'*, *qiyulanu`to khrabritsya'*, *shaulashu`to shumet'* and so on). The latter are common among the verbs of behavior.

The suffix **-lan/-len** in the modern Tatar language is one of the most productive and multi-valued. Many

Turkologists attribute it to the return security suffix. Some linguists do not distinguish it as a special suffix. After the appearance of the works of E.V. Sevortyan on the verbal word-formation, he began to consider it as an independent word-forming affix. It consists of two elements – **-la** and **-n** and will join such parts of the speech, as nouns, adjectives, numerals.

This suffix in the formation of behavioral verbs has the following meanings:

1) "to perform an action that is characteristic of a person or an animal expressed as a producing base" [Tatar grammar, 1993]: *majmillanu`to monkey'*, *kejelenu`to lock up'*. *Hezer nishliseñ inde, barmyjm dip keçelene bashlasañ, abzykaj je tuzyp kiter, anyñ talkany hervakytta kory bula* [A. Eniki, 2002]. *But now you'll have to go, you'll lock up - you'll only drive the uncle away, but he doesn't like to go to church* [A. Enikeev, 1988].

2) "acquire the characteristic of a person or animal or become what is designated as the producing basis" [Tatar grammar, 1993] *ushenlenu / jaukaulanu`become / become lazy'*; *Mine de vakyt-vakyt joky basyp kitkelede, lekin kulda*

dilbege bulgach, bireshmedem, kundugaipun kuelle gene chynlavyn, yulendagy chikertkelernen yalkaulanyp chyryldaganyn tynlap, uz ujlaryma jotylyp bara birdem [A. Eniki, 2002]. *I, too, was falling asleep, but I fastened and, listening to the ringing of the bell, to the unhurried sound of the blacksmiths, thought of myself* [A. Enikeev, 1988].

3) "to show the property, quality or characteristic designated by the producing basis" [Tatar grammar, 1993] *ersezlenu 'to show shamelessness, to be impudent', edepsezlenu 'to behave indecently, rudely', unaysizlanu 'to be shy, embarrassed'. Shulaj kyzaryp, uñajsyzlanyp kyna min, koda babaj, kodagyj ebi, Hobejdulla koda belen kureshtem, emma kodachalarga kul suzarga kochem açitmede* [A. Eniki, 2002]. *I myself, too, and from this shyness, was even more so, I half-quarreled with the old people, with my brother-in-law Khobaybulla, but giving my young sister-in-law's hands was beyond my power* [A. Enikeev, 1988].

4) "acquire that quality, property or attribute that is expressed by the producing basis" [Tatar grammar, 1993]: *rekhimsezlenu 'become / become*

merciless'; qomarlanu 'become / become greedy', kirelenu, tiskerelenu 'become obstinate become / become stubborn'. - Nishlim min anda? , - didem min tiskerelenep [A. Eniki, 2002]. *- What I didn't see there? - I straightened up* [A. Enikeev, 1988].

5) "to perform an action related to the content of the producing base" [Tatar grammar, 1993]: *qarulanu 'to protest', kaprizlanu 'to act up', tavishlanu 'to make noise', havalanu 'to show up. Ul bashka deeply Uzeçe tue Kesha, Andy vakyt osteçe yaça in de Kiem tekterep sorrows, ezrek klyça akcha also one kyskazy, Bernice kon ditch Kinect usep kitchen, Khurshed-dash malajlarnyñ kuzlere yandirip the aeration bireseñ jori* [A. Eniki, 2002]. *Yes, needless to say, the wedding of a loved one – something quite different: then you dressed up to the nines, even give money, go so important, boys from the street, of course, n you know, I do not notice a burning envy eyes* [A. Enikeev, 1988].

As can be seen from the examples, some derivative verbs of behavior with the affix **-lan** have metaphorical meanings. For example,

the verb *hawalanu* (*hawa* - 'the sky') 'arrogant'.

Thus, verbs, derivative verbs with a given word-forming affix, express the following meaning: "to be similar to someone or something expressed by a derivative basis, which is a kind of similarity to people.

Let us also consider another word-forming affix, which forms the verbs of behavior in the Tatar language, but is inferior to the previous one in productivity - the suffix *-la / -le*. It is an ancient Turkic word-forming suffix. In modern Tatar language, it is considered one of the most productive and multi-meaning suffixes. In the formation of behavior verbs, the generating bases are mainly nouns. So, the noun *-la* model expresses the following meanings:

1) "to put someone or something the act or ritual that expressed the basis of" [Tatar grammar, 1993] *jeberleu* 'to offend', *miscella* 'insult', *meshereleu* 'mock', *gazaplau* 'to torment'; *Mene shushy bilgesezlek mine borchyp, urtep, apomu gazaplap tora ide shikelle* [A. Eniki, 2002]. *And the very fact that I was worried constantly drove me away, imagined, tormented my soul* [A. Enikeev, 1988; Zhampeisov, 2018].

2) "to manifest that property, quality, or relationship that is called the producing basis" [Tatar grammar, 1993]: *cadrerel* 'appreciate', *khormetle* 'adorn', *taplau, qaralau* 'stain, slander'; *Sin yalghan suz sojlep, minem isememne taplagansyñ, emma minem Merfugaga barmak belen de kagylganym bulmady* [A. Eniki, 2002]. *You fell upon me, stained my name, although I didn't touch Marfugu* [A. Enikeev, 1988].

3) "to subvert someone to an action called the producing basis" [Tatar grammar, 1993]: *jezala* "punish", *jeberle* "oppress", *tenqytle* "criticize", *meskherele* "insult". *Kartlar kajda da ber iken: tenkyjt'legenne, açeberlegenne yaratmyjlar* [A. Eniki, 2002]. *Old men, it turns out that they are the same everywhere, they don't like it, when they criticize them, they numb it* [A. Enikeev, 1988].

The research material showed that in their structure, analytic verbs of behavior are divided into the following types:

- 1) actually complex (*khiyenet itu* 'change');
- 3) paired (*borgalanu-sirgalanu* 'flirt');

4) composite (*aptirap qalu* 'grow up').

Actually-complex verbs are derived from the names of the essential words-forming auxiliary verbs *itu*, *bulu*, *kylu*, *kilu*, *yasau*, and also less productive *biru*. The semantic and functional features of the above verbs have common features with the suffixive behavior verbs *-la / -le*. For example: *khormetleu - khormet itu* 'to be respected', *meskhereleu - meskhere itu* 'to humiliate'. As can be seen from the examples, the different-structured derivative verbs of behavior express the same meaning and are included in a single synonymous series, thereby enriching the lexical composition of the language.

One of the most productive among complex behavior verbs is word-forming constructions with an auxiliary verb *itu*, and the first component can be paired words, for example, such as: and loans: *meskhere itu* 'to disgrace; insult', *misqil itu* 'humiliate', *khur itu* 'humiliate', *khiyenet itu* 'mutilate'; and suffix derivative words such as *usalliq itu* 'to atrocity', *shuqliq itu* 'to play pranks.' *Selime ire tapkan malny jçiqel erem-sherem ituche hatyn tugel* [A. Eniki,

2002; Mnunguli & Kisangiri 2018]. *Salima is not one of those who easily distributes the earnings earned by her husband* [A. Enikeev, 1988].

At the second place in terms of productivity, constructions with the verb *kylu*, which in the works of L.M. Akhmetzyanova marked *maloproductivnymi* in modern Tatar language in connection with its transition to the archaic form [L.M. Akhmetzyanova et. al, 2018; Rezaei & Nemati 2017]. Actually, in modern Tatar literary language there is a limited number of constructions with the verb *kilu*, however they have stylistic features. Consider them: *gonah qilu* 'sin', *zalimlek qilu* 'tyranny', *zina qilu* 'change', *meshere qilu* 'to disgrace; insult', *khiyenet qilu* 'change'. - *Min ber gonah ta kylmady, min bary tik Hobejbullany kisetmekche gene buldym, - dip aklandy Meftuha* [A. Eniki, 2002]. "I am not to blame for anything, I just wanted to warn Khubaybulla," *Maftuha denied* [A. Enikeev, 1988; Metsämuuronen, 2018].

Paired verbs are formed only according to one type - "verb + verb". Their values are often not reducible to the values of their components - *it*

presents some generalization, sometimes even abstraction. This sign is how and once creates a paired verb. For example, *bogelu-sigilu* 'flirting'; *yalinu-yalvaru* 'plead'; *oyalu-kizaru*, *oyalu-uñajsyzlanu* 'shy, embarrassed'. *Lekin Badretdin uze tynych ide, herhelde, oyalu-uñajsyzlanu kebek bernerse de sizdermi ide. However, we noticed that Badretdin himself was not at all embarrassed.*

Paired verbs of behavior of this type of education in the language have several types. Sometimes it is very difficult to determine whether a given verb is a paired verb or is it just a complex verb form of the corresponding stem. Questions arise when determining paired adverbs, therefore, it is necessary to possess information about word-building types and models of derivative words. For example, the word-formation type “verb + verb” and the model “participle in *-p* + participle in *-p*” form paired adverbs: *yelap-syktap* 'with tears', *tyryshyp-tyrmashyp* 'diligently'. These models cannot be considered as paired verb forms, because the language does not have paired verbs *yelau-syktau*, *tyryshu-tyrmashu*. As a rule, they are not used in finite forms: *yelady-syktady*, *tyryshy-tyrmashy*, since derived

behavior verbs do not have such a derivational type.

Composite verbs – “these are words that consist of at least two components, which are relatively stable combinations and are in homonymous relations with free phrases” [K. Sheramaymayti et. al, 2018]. These are complex constructions, the second element of which are word-forming desemantized verbs. The most productive (de-semantized) modifying verbs in the formation of compound verbs of behavior are *beteru*, *joru*, *kitu*, *kalu*, *toru*, *toshu*, *yatu* [G.N. Khusnullina et. al, 2017]. Thus, for example, the verb *beteru* means the following: “manifestation of the action to the fullest extent” (*tinteretep beteru* 'torment'). The word-forming verb *kitu* expresses the acquisition of any quality, property, or acquisition of any quality to a greater extent (*usallanip kitu* 'get angry', *batilanip / gayretlenep kitu* 'get unshaven'). The verb *kalu* means action, the whole subject is covered (*aptirap qalu* 'get embarrassed', *kurqip qalu* 'get scared'). *Tutash aptirap qaldy. The young lady was dispersed.* The same meaning is also expressed by the *toshu* verb (*aptiriy toshu* 'spread out'). *Eget*

beraz aptyryj toshte. The Guy a bit flustered.

Summary

In this way, in the word-formation plan, the productive way of forming the verbs of behavior is the suffix and phrase.

In the course of the study, the structural specificity of this verbal vocabulary was revealed, word-derivative values of suffixes that form behavioral verbs (suffixes *-la/-le, -na/-ne, lan/-len*) and modifying (*beteru, joru, kitu, kalu, toru, toshu, yatu*) verbs that take an active part in the formation of the composite verbs of the group under study.

The semantics of most analytic verbs of behavior derived from non-verbs are regular (63%); some may have an individual value (28%); verbs of behavior also occur with a figurative meaning (9%).

From the point of view of genesis, the first components in most cases are Tatar words (56%). A certain layer of the first components of complex verbs of behavior is represented by Arabic-Persian borrowings (31%). Borrowings from and through Russian

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can also be the first components of compound verbs of behavior (13%).

Summing up, it should be noted that analytical (compound, complex, paired) verbs of behavior, as one of the specific lexical-semantic groups of the verb, should take their place in all types of dictionaries.

Conclusion

The results of this study, the factual materials and analyzes given, can be used in lexicographic activity, the development of special courses on the semantics and structure of the verb, in classes on the culture of speech. Actual material can become the basis of exercises for word formation, vocabulary and speech development in methodological manuals, textbooks for students of the Tatar language. It is not ruled out that the data obtained for the development of questions of identifying word-formation features of derived verbs and the creation of vocabulary dictionaries can be used.

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CULTURAL SPECIFICS OF FICTION TEXTS: THE CASE OF RUSSIAN LITERATURE

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Abstract. Authors have considered a special stage in the life and its reflection on the works of the world-famous Russian poet, novelist, and the Nobel Prize winner in literature Boris Pasternak in his three year evacuation period during the World War II in Chistopol – a small town on the Kama River. During that time Boris Pasternak was mostly translating. The study is focused on the cultural specifics of fiction texts, i.e. texts translated or created by B. Pasternak. Within the first two months staying in Chistopol the poet translated the play ‘Romeo and Juliet’ by Shakespeare, and then the great cycle of poems by Juliusz Slowacki, poems and the tragedy ‘Mary Stuart’ written by Shiller. At the same time he implements a great idea he had planned long before –

he translates ‘Antony and Cleopatra’. The study highlights cultural peculiarities of Pasternak’s translations and his own style reflected in fiction. The research states the ambiguous attitude of critics to Pasternak’s translations. He was both considered as the brilliant translator and criticized for liberty, inadequacy and excessive individuality.

Keywords: fiction texts, Boris Pasternak, translations, Russian language.

1. Introduction

The analysis of B. Pasternak’s fiction works and translations written during the World War II may help to explain controversial and complex views

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on his works, which may be still currently considered as a research niche. During this period Pasternak was mostly involved in translations. ‘Personal creativity is over. I proceed with the translations’, – Pasternak wrote about this time many years later.

The beginning of the XX century was the peak of translation studies. During that time new horizons were marked, new views on translation intertwined with traditional ones, the richest practical experience was obtained, and new ideas about the language and the translated texts were formed.

As the state controlled entire publishing at those times, translations rested on the principles of equivalence and equilinearity. Given principles were implemented to make translation as accurate as possible. Therefore language was too ‘heavy’ and had little artistic value.

Translations which broke official dogmas were the best ones for this period. These are translations of Marshak, Pasternak, Lozinsky and others. M. Lozinsky prioritized identification of systemic

correspondences in the languages of translation.

The poetic translations of S. Marshak represent various adaptations of the verse and changes in the social and cultural aspects of the text. Boris Pasternak did not follow the official concept of translation. He managed to combine accurate poetic form and modernization, which involved individual poetic language in translation. Pasternak is known as both poet and translator.

An extensive translation work of Boris Pasternak – the world-famous poet, novelist, the Nobel prize winner in literature received scientific regards. However, many aspects of such a complex creative work have been only covered in fragments.

2. Methods

The issue under study is researched by literature review of works of the Russian and foreign linguists and critics who analysed translations of B. Pasternak in the XX century. Method of comparison rested on historical and biographical aspects and analysed basic stages of Pasternak’s work in Chistopol during the Great Patriotic War.

Sociological methods allowed to study literature traditions, cultural ones in particular, followed during war times in the Soviet Union.

3. Results and discussion

The translations of fiction and translations of B. Pasternak, in particular, were researched within literature, philology, linguistics and philosophy in the XX century.

Linguists studied the poetics of translations of Pasternak, Marshak, Lozinsky [1, 2, 3, 4] and other works which aimed at conveying cultural, stylistic, metrical, phonetic peculiarities of source texts within development of Russian poetry in XX century.

The translations of fiction works are also mostly studied within works on philosophy [5], literature, philology, linguistics [6, 7, 8, 9]. At present, studies focus on the attitude of B. Pasternak towards his own works. Thus, Dobronravova et al. argue that Pasternak developed his own view on literary translation [7]. He believed translation to be an independent work of art, to strive for the artistic and to convey the subject matter.

Views on translations of B.

Pasternak

There are controversial opinions on Pasternak's translations, despite common positive public attitude. It is due to the fact that the tragedies of Shakespeare have always received polar interpretations. Some people criticized Pasternak for the liberty, inadequacy and inconsistency of the era, others disapproved excessive individuality, oddity and incomprehensibility of his works which did not correspond to the ideology of the time.

Maurice Fridberg, one of the pioneers of historical and cultural research of translation in Russia, argues that professional translators depended on the party ideology. Following the view on literary translations and the nature of creative writing peculiar for the Stalin era there should be the ideological and political context of the formation of the Soviet society. Thus, translations, poetry in particular, were mainly deprived of creativity. All spheres of culture and translations in particular were affected by Soviet censorship and dominant ideology of the Communist party [10].

Susanna Witt, associate Professor at Uppsala University

(Sweden), argues that the ‘accurate’ translation was rejected in the Soviet official discourse in the Stalin era due to the ideologization of translation standards [11]. The doctrine of the Soviet theory of translation was introduced at the ‘first all-Union conference of translators’, held in early January in 1936 in Moscow. It was predetermined by the following essential, but different approaches to translation, ‘accuracy’ and ‘liberty, ‘letters’ and ‘spirit’. Pasternak was a member of the conference Presidium. The following translation method was justified – the principle of ‘liberty as a conscious deviation from the ‘rules’ and a violation of the convention pertains to the collective project of Soviet culture, only the Soviet team can either approve or disapprove the quality of translation’ [12].

Pasternak provided theoretical groundings for his principles of translation and tasks of the translator in numerous researches and correspondence with relatives and friends sharing his thoughts on translations [13].

A. Navrozov, a writer, translator and journalist argued that

despite judgmental issues regarding the works of Pasternak, he had still pursued a deep study of a unique style of his own works and translations. Navrozov admired works of Pasternak, in particular his huge unpredictable lexicon and cultural specifics reflected in translations: ‘... the rhyme lies not only in the spirit of Pasternak, but in his writing style’ [14]. Max Hayward, a British teacher and translator of Russian literature, states that it was due to perfect Russian language that Pasternak managed to brighten and bring sensuality to his translations, poetry and novels: ‘It was quite simple for a poet of Pasternak’s temperament to operate such a ‘plastic’ language as Russian and to be obsessed with sensual pleasures achieved through works’ processing’ [15]. An American writer Gifford argues that Pasternak was an outstanding translator. He translated well known foreign works from about twelve languages and, thus, introduced them to his Soviet readers [16].

‘Provincial pages of Boris Pasternak’s biography’

In 2005 the creative team of Kazan innovative University named

after V. G. Timiryasov conducted a study on the Chistopol period of Boris Pasternak works during the Great Patriotic War. A research and literary book ‘Provincial pages of Boris Pasternak’s biography’ [17] was written with respect to the obtained results. The book highlights creativity in history of the Soviet literature during the Great Patriotic War and crucial stages in life and creativity of Boris Pasternak during his evacuation period in Chistopol. The research revealed the ambiguous attitude of critics to the translations of Pasternak during three years of evacuation in Chistopol.

The Chistopol Period in Boris Pasternak’s Life

Pasternak was translating in a small provincial town Chistopol located on the Kama river during his evacuation period of the World War II. ‘Personal creativity is over. I proceed with the translations’, – Pasternak wrote about this time many years later. Primarily, it was for personal reasons – works of Pasternak were banned from publishing as he refused to proclaim collective creativity. Only his translations were published, with much effort though.

During the war, for some reasons, the city of Chistopol hosted over two hundred refuges, namely, workers of culture, literature, art, and their families. Boris Pasternak had gained a special value in the military and literary epos of Chistopol.

Boris Pasternak translated a lot in Chistopol during the evacuation times of the Great Patriotic War. In this town he was translating two significant works: ‘Romeo and Juliet’ and a collection of poems of the Polish romantic poet Juliusz Slovak. At the same time, he was implementing a brilliant idea planned long before the evacuation to Chistopol – he translated ‘Antonia and Cleopatra’ by Shakespeare, which was requested by the Small art theater.

The text specifics studied in a number of research works [18, 19,27,28] contributed to the analysis of Pasternak’s translations as well as fiction works.

Galimova et al. suggest that Pasternak’s translations are of high artistic quality, he managed to capture and reflect the inner strength of the action [8]. He brought new colors and combinations into the texts of Shakespeare. Probably, the translations were influenced by Pasternak’s life in

Chistopol, as this provincial city was free from the hustle and ambitions of the country's capital. The environment introduced 'exceptional simplicity' and cultural value into his work. When translating Shakespeare's tragedies, Pasternak aimed to convey them to every reader and, thus, made translation clear for everyone. The language of Shakespeare may be a little pompous and embellished, whereas in the translations Pasternak mainly uses simple 'provincial' language which reflects the national and ethnic mentality, involves a lot of colloquial expressions of lower register.

The style of Pasternak's translations maintains the spirit and culture of Russian poetry and strictly follows the source text at the same time. The creative belief of Pasternak as a translator was as follows 'Like the source text, the translation should reflect life, not literature' ('Notes to the translations from Shakespeare').

Pasternak's translations of Shakespeare are widely known. He was accused of 'hiding behind Shakespeare' form tragic war reality. Martynov I. states: 'Of course I don't want to accuse Pasternak. I have always loved his

works. He is an outstanding and true poet... Present days are quite angry, long and hard for Romeo, and Russian literature is not rich enough'. Pasternak was dreaming of writing a true book – real prose, when staying in Chistopol. 'I dream of creating real drama in prose, and quite mundane one, within the war...' (extracts from letters to Gladkov). He managed to implement his dream after the Great Patriotic war in 1945, when he began writing the novel 'Doctor Zhivago' – the top of his work. Pasternak has been working on it for about 10 years.

4. Summary

Boris Pasternak managed to follow his inner freedom, he maintained and secured his moral beliefs. Unlike many evacuated writers Pasternak regarded the provincial imprisonment not as punishment, but as poetry: 'Here we are all much closer to the truth than in Moscow. Morally, we all refused buskin, removed the masks and looked much younger, but physically, we are exhausted ...'. This statement reminds of his mission, i.e. to serve the truth, not to be obliging [20,22,23,24].

The special stage in life and creative work of Pasternak was marked by the years of the Great Patriotic War and the three-year evacuation period in Chistopol, in a small provincial town on the Kama river. Pasternak was staying in Chistopol in autumn and winter of 1941, almost whole year in 1942 (he went to Moscow in winter 1942, but soon returned). He left the town in summer of 1943. From that moment Pasternak decided to cease translating. He believed that his true vocation was his own works, not translations – he did find an ‘inner freedom, which was ‘impossible’ during those times’ [16,21,25,26]. As a member of writers’ team B. Pasternak joined the army. He reflected ‘horrible war-time reality’ in the ‘Battle-field diaries’ (1943). The war-time poems, ‘Zarevo’ (Fire reflection on the sky) in particular, represent authors’ determination to write the novel ‘Doctor Zhivago’.

5. Conclusions

Despite constant constructive criticism, Boris Pasternak was a genius writer and outstanding translator. His works and translations did not meet the Soviet ideology as he followed his own concept of fiction translations, which in

particular rested on cultural specifics of Russian texts. Pasternak did not retell Shakespeare and did not create so-called ‘romantic’ style which might be assigned to works by Shakespeare. Pasternak argued that translation is an independent work of fiction that deeply reflects the reality. The translations of Pasternak rest on a specific approach to source text: primarily, translator aims at text interpreting and adaptation to readers’ national and cultural specifics, but not giving word-for-word calques. For this reason many literature critics consider Pasternak’s translations as his own texts.

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EFFICIENCY OF DEVELOPMENT OF THE REGIONAL HIGHER SCHOOL

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Abstract: The article reveals methodological approaches to assessing the effectiveness of the regional system of higher education. Based on the methods of rating of national systems of higher education, some higher education institutions developed an algorithm that allows to determine the effectiveness of its development at the meso level, on the basis of the construction of individual sub-indexes, characterizing the relevant functional directions of development of higher education in the region. The implemented approach forms the basis for not only a comparative analysis of the development of regional higher education of the Russian Federation, but also can serve as the basis for the development of state regional policy in the field of higher education. Approbation of the proposed methods is

implemented on the basis of the regions of the Volga Federal district. The results of the research allowed to identify, based on the proposed tools, the regions focused on leadership in higher education and science and the regions that need to stimulate the development of the higher school system in the identified areas. An important aspect of the work is a multicomponent dynamic analysis of the development of the regional system of higher education for 2018. The implementation of this stage of the study allowed to determine the main trends of the phenomena and processes studied in the work.

Keywords: regional higher school, Universities, efficiency, state regulation, interregional analysis, Volga Federal district.

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1. Introduction

In the context of globalization, the growth of the competitive environment at the interregional, national levels in the field of innovation increases the role of higher education as the main source of human resources and the formation of the innovation environment. The low level of development of higher education deprives the region of a certain independence, placing it in additional dependence on other systems - regional, national, economic, etc. In this regard, the study of trends in the development of higher education at the interregional level is an extremely urgent task, the solution of which will provide a process of monitoring and forecasting the prospects for the development of socio-economic systems in the medium and long term.

In accordance with the above, it can be argued that within a wide range of regional economic systems there is a transformation of higher education in the dominant factor of economic development, which is reflected in the formation of the innovative mechanisms, specific for a particular region of the country.

The national regional system of higher education is a set of structures and mechanisms that ensure the acquisition, accumulation of scientific and technical knowledge in the region and the conditions for their use for scientific, technical and socio-economic progress. Currently, there are two groups that meet the two main types of models of development of regional higher education:

- 1) regions, focused on leadership in higher education and science, the implementation of large-scale targeted projects covering all stages of the scientific, production and educational cycle, as a rule, with a significant share of scientific and innovative potential in the defense sector (for example, the Republic of Tatarstan, Samara region, Moscow);

- 2) regions, focused mainly on the development of the educational environment with a weak level of development of the research component of higher education.

Differences in the regional systems of higher education determine the unequal role played by the state regulation of innovation processes. There are a number of features that form

the specifics of the model of state regulation of higher education - a combination of direct and indirect methods, the inclusion of innovative programs in the overall economic strategy or the development of special projects, the formation of specialized state structures, the degree of independence of economic entities in matters of innovative development, mechanisms of interaction between Federal and local authorities, etc.

It is important to note that the mechanisms of state regulation should strictly correspond to the problems and opportunities that arise and are generated within the framework of the functioning of regional higher education systems. In this regard, it is important to understand and unambiguously identify the key parameters and effectiveness of the development of regional higher education. Despite the wide range of scientific works devoted to the problem, there is still no unity in the field of formal evaluation of the effectiveness of the development of regional systems of higher education in the scientific space. At the moment, we can distinguish a number of methodological approaches, aimed at a comprehensive assessment of

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the effectiveness of the development of higher education [1]. It should be noted that all of them are aimed more at assessing the rating of a particular University through the prism of a very wide range of factors, that characterize such functional areas of University development as resources, results of activities (Outputs), environment and the ability to interact (Connectivity). These international University rankings include: Quacquarelli Symonds Rankings (QS) [1], Academic ranking of world universities (ARWU) [2], Times Higher Education World University Rankings (THE) [3]. There is no doubt that their list is not exhaustive. There are at least 10 most popular and in-demand international rankings of competitiveness of Universities [4, 5, 6].

At the same time, along with the assessment of the rating of a particular higher education institution, a very important task is the development of methodological tools that form the basis for a systematic analysis of the development of higher education at the regional/national level as a whole. It allows to understand the General trajectories of development of the region in the considered sphere and to supply

understanding of prospects of its long-term development in the conditions of intensively developing processes of growth of the interregional competitive environment. However, in this context, the study of the problem of studying the effectiveness of the development of higher education, it is made only a few attempts to develop methodological tools. These include the work of the German consulting Agency Centrum fur Hochschulentwicklung (CHE) [6,14], ratings 1) Lisbon Council Ranking, (2) QS Higher Education System Strength Ranking, (3) universities 21 Ranking of National Higher Education System, (4) Affordability and Accessibility Ranking [7, 8,11,12,13]. Meanwhile, they are all focused on cross-country analysis. It should be noted that their orientation is primarily aimed at the identification of indicators and their comparative analysis both vertically (in dynamics over the years) and horizontally (interregional comparative analysis).

2. Methods

Unfortunately, it should be noted that the situation is exacerbated by a small number of works, if not their absence, revealing the features of the

development of higher education at the regional level. There is still no consensus on the definition of both the concept of "effectiveness of regional higher education" and the indicators that determine its level. An important methodological problem is also the fact that the "scientific field", forming the basis for an indicative study of the parameters and trends in the development of higher education at the meso level, is poorly developed and structured. In this regard, we consider it expedient and relevant to carry out scientific research that contributes to the partial filling of these "gaps". To a large extent, this study also actualizes the fact that it is aimed at a comparative analysis of the higher school of Russia in the interregional context. Such works, unfortunately, are not often found in the scientific space of Russian research. Meanwhile, their importance is difficult to underestimate against the background of the above-mentioned processes of globalization and innovation of economic systems, the growth of inter-country and inter-regional competition.

In our opinion, it is possible to solve the problem of interregional analysis of the effectiveness of the

development of higher education through the prism of indicative, integrated assessment of individual functional components that characterize the effectiveness of the development of higher school of the territory. At the same time, the indicators used by international rankings in the evaluation of a particular University can serve as a basis for the indicators used in the calculations.

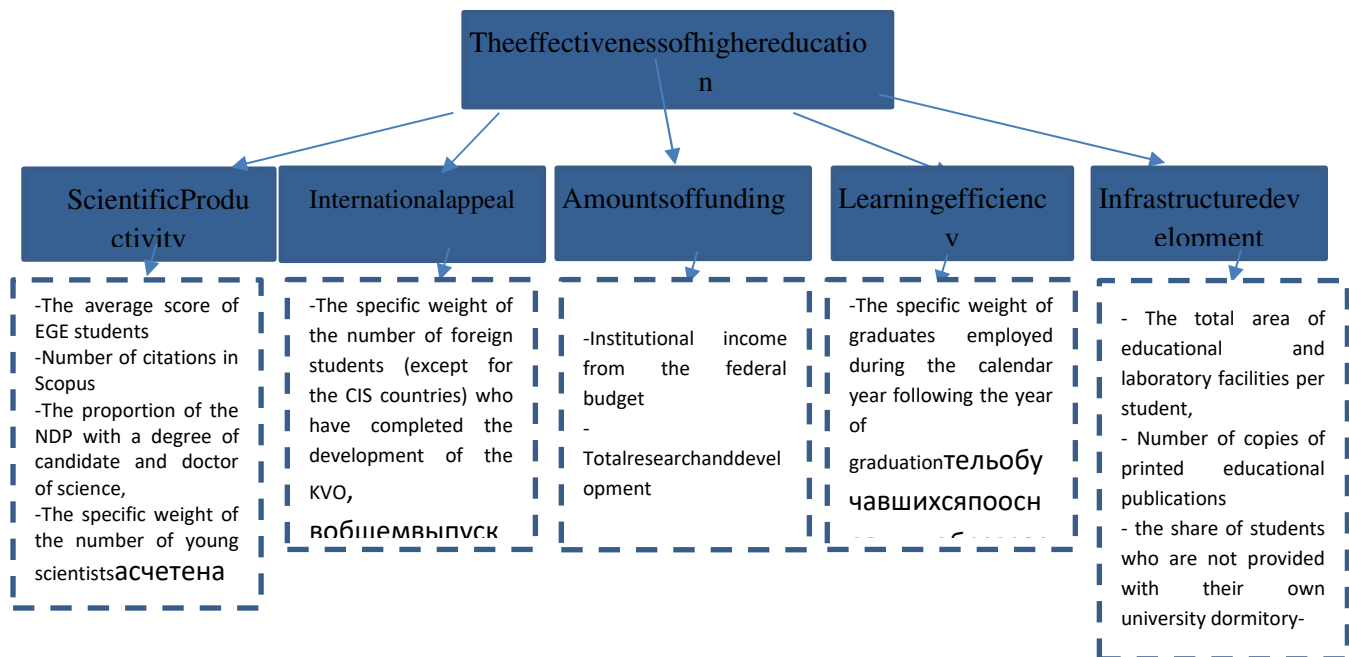
The above system of indicators is formed on the basis of the current world practice used in assessing the effectiveness of the functioning of higher education institutions, which is reflected in the various ratings. The most popular and popular of them include QS, THE, ARWU, Webometrics, etc.

The peculiarity of this study is that the aggregated values of indicators

for each subject of the Russian Federation are determined on the basis of the sum of their values for each University in the region. This step is due to the fact that in some cases the statistical system does not have the necessary data in the regional context.

The most important methodological aspect of the study is the process of aggregation of indicators into general functional groups, in a concentrated form, characterizing the effectiveness of the individual components of the regional higher school. Guided by the practice of international ratings of Universities, we have included the following groups (sub-indexes), determined on the basis of the corresponding base of indicators (table 1).

The effectiveness of higher education



Picture 1 – key sub-indexes that form the potential of regional high schools

The sum of the normalized values of these sub-indexes determines the summary (integral) index of efficiency of development of higher education in the region.

In a concentrated form, the process of aggregation and indicative analysis of the effectiveness of the development of regional higher education is presented below and includes 5 main stages of the study.

Stage 1. Data selection. It is carried out on the basis of monitoring the effectiveness of educational institutions of higher education.

[<http://indicators.miccedu.ru/monitoring/>]

Stage 2. Time series analysis.

Stage 3. Standardization of indicators.

For comparability of data, standardization of baseline indicators (normalization) was carried out.

For indicators-stimulants, i.e. indicators, the growth of the values of which leads to the improvement of the state of the region in the indicated direction, the following formula is applied:

where

$$xi=(xi-x_{min})/(x_{max}-x_{min}),$$

where

x_i - the current value of the time series,

x_{max} - the maximum value of a number,

x_{min} - minimum value.

For indicators of destimulation, whose growth, on the contrary, leads to deterioration of the general condition were calculated according to the formula:

$$xi=(x_{max}-xi)/(x_{max}-x_{min}),$$

where

x_i - the current value of the time series,

x_{max} - the maximum value of a number,

x_{min} - minimum value.

In this study, the indicator "the Proportion of students who are not provided with their own hostel of the University, in the number of students in need of a hostel" is a disincentive.

Stage 4. The calculation of sub-indices,

The total value of each sub-index is calculated by the following formula:

$$I_j=(\sum S_{ij})/n,$$

where I_j - is the sub-index value,

$\sum S_{ij}$ - is the sum of the values of these

n - is the number of sub-factors.

Stage 5. Calculation of the final value of the index.

The index is calculated as the weighted sum of the five underlying sub-indexes .

The final evaluation was carried out using the integral criterion:

$$I_{he}=I_{sp}+I_{ia}+I_{vf}+I_{infrast}+I_{et}$$

where

I_{he} - total value index "the Effectiveness of regional high schools»,

I_{sp} - value sub-index "Scientific productivity»,

I_{ia} - value sub-index "international appeal»,

I_{vf} - value sub-index "funding»,

$I_{infrast}$ - value sub-index "of infrastructure»,

I_{et} - value sub-index "Efficiency of training".

3. Results and discussion

Guided by the above methodological approaches, on the

example of the regions of the Volga Federal district of the Russian Federation, the calculated estimates that determine the effectiveness of the

development of higher education are presented, in the context of individual indicators for 2018. (table 2, picture 2).

Table 2 – Values of sub-indexes that form the overall assessment of the value of the integral index "Efficiency of regional higher education»

	S	Int	L	Inf	F	E
	cientific Productiv ity	ernational appeal	earning efficienc y	rastructure	inance	fficiency index
N izhny Novgoro d Region	0 ,68	1, 00	0 ,83	0,3 5	0 ,63	3 ,49
S aratov region	0 ,74	0, 22	0 ,60	0,50	0 ,64	2 ,71
U dmurtia	0 ,27	0, 13	0 ,90	0,9 4	0 ,41	2 ,65
R epublic of Tatarstan	0 ,49	0, 18	0 ,37	0,6 9	0 ,79	2 ,53
T he Republic of Mordovia	0 ,71	0, 09	0 ,50	0,3 6	0 ,49	2 ,17

erm region	P	0	0,	0	0,4	0	2
		,48	15	,48	3	,58	,12
irov region	K	0	0,	1	0,2	0	2
		,45	16	,00	3	,23	,07
epublic of Bashkort ostan	R	0	0,	0	0,1	0	2
		,45	15	,73	4	,55	,01

Ulyanovsk region 0,45 0,29 0,60 0,16 0,49 1,98

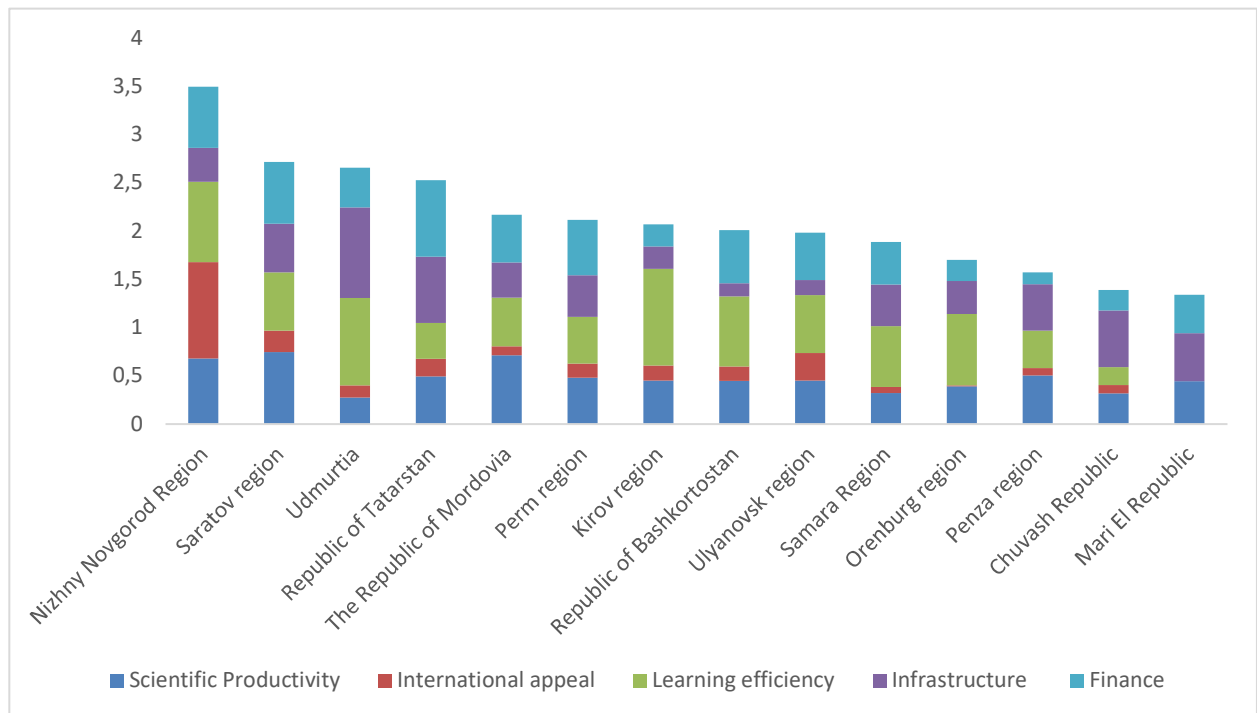
Samara Region 0,32 0,06 0,63 0,43 0,44 1,88

Orenburg region 0,39 0,01 0,74 0,34 0,22 1,70

Penza region 0,50 0,08 0,39 0,48 0,12 1,57

Chuvash Republic 0,32 0,09 0,18 0,59 0,21 1,39

Mari El Republic 0,44 0,00 0,00 0,50 0,40 1,34



Picture 2 – Integrated assessment of the effectiveness of higher education development in the regions of the Volga Federal district, 2018.

4. Summary

Implemented estimates largely indicate a fairly differentiated nature of the effectiveness of the development of higher education in the framework of the considered set of regions. First, as can be seen in picture 2, the ranking of regions, defined as the sum of sub-index values, can vary by an order of magnitude. So, if for the leader of the VFD for the development of higher education – Nizhny Novgorod region, the aggregated rating value was 3.5 points, for the Republic of Mari El – only 1.33.

Second, the marked differentiation of the development of regional high schools is also recorded in the result of a different kind of effectiveness of development of its individual functional areas. Understanding this process forms the basis for determining the strategic objectives and mechanisms for the development of higher education in the regions.

It is important to note that the interpretation of the results contributes to the understanding of the prospects of

strategic regional development in the context of the prospects of global/interregional competition. Taking into account that higher education in general and its individual functional areas form the quality of human capital, the effectiveness of the development of the innovative environment, acting at the present stage of development, as a priority factor in the competitiveness of territories, the fundamental and structural analysis of its effectiveness can largely indicate the long-term prospects of socio-economic development of the region[9, 10]. The developed tools make it possible to very effectively identify weak and strong regional positions in the system of higher education development and to develop on this basis appropriate corrective measures at the state level.

5. Conclusions

In conclusion, it should be noted that the activities of regional government agencies in the framework of research on the use of higher education as a regional resource should be in the formation of the "vector" of scientific activity of the region and ensure the most rapid development of

regional higher education in a given direction.

Planning the development of the regional system implies the need for the formation of the trajectory of the transition of the regional system from the "current" system state to the "desired" with the existing restrictions on the regional resources used in the process of this "transition". It is obvious that certain trajectories of "system movement" of both extensive and intensive (innovative) nature will be formed as solutions to this problem. Of course, for any system, an intensive development path is more preferable, which, in turn, is not always possible for the system, since the resource of knowledge that the region has, and the mechanisms for its use are not always sufficient to form such a path of development. The resolution of this problem implies the active participation of regional authorities in the development of the higher education system, as well as more intensive implementation of the results of scientific and educational activities of higher education in the social and economic life of the region.

The weak development of higher education or its complete absence,

in fact, deprive the region of a certain independence, placing it in additional dependence on other systems - regional, national, economic, etc. At the same time, the necessary condition is also the involvement of Federal state bodies, the coordinating role of which should be to form a balanced development of all regional systems of the country.

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**ISSUES OF JUDICIAL ORGANIZATION AND JURISDICTION OF
COURTS OF FIRST INSTANCE IN THE REPUBLIC OF ESTONIA**Rinat. R. Akhmetzakirov¹Idris M. Gilmanov²Muhamat M. Gilmanov³

Abstract: The United Nations obliges the national legislator to pay particular attention to issues of jurisdiction through the International Documents. These obligations are specified in clause 1 of Article 14 of the Covenant on Civil and Political Rights and in clause 1 of Article 6 of the Convention for the Protection of Human Rights and Fundamental Freedoms. It is the duty of states to guarantee rights to a fair public hearing by a competent court without delay. Jurisdiction issues, i.e. competencies of criminal courts in the Russian Federation, are regulated by Article 31 of the Criminal Procedure Code of the Russian Federation. The rules of this article are of great importance. Thus, the fulfillment of the requirements of Article 31 of the Criminal Procedure Code of the Russian Federation consists in the fact

that if the rules of this article are violated, this automatically leads to the sentence cancellation and the re-examination of the criminal case. Similar serious attention is paid to the legislator of the Republic of Estonia. The legal system of this country is part of the Romano-German legal family, having peculiar differences. In order to alleviate the workload of the courts of first instance, offenses were singled out in the Criminal Code as an independent form of punishment, and the simplified (summary) proceedings were also stipulated for application.

Keywords: composition of crimes, jurisdiction of the magistrate, simplified (summary) production, simplified (accelerated) proceedings, maximum sanctions.

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Introduction

Russian legislation prevailed in this country in the field of criminal law and process. In 1889, the judicial statutes of Russia were extended to the Baltic states, i.e. the 1864 Charter. In November 1940, the Soviet Union enacted the legislation of the USSR on the territory of Estonia: criminal, criminal procedure, civil procedure, etc. However, we should note that Estonia had only its own codes by the beginning of the 1960s.

Now it is necessary to pay attention to the criminal procedure legislation of Russia. Thus, with the adoption of the new Criminal Procedure Code in late 2001, the maximum sentence that a magistrate could impose was increased from 2 to 3 years in prison. As a result, not only minor crimes, for which they were created, but also a part of the composition of crime of medium gravity, passed to the jurisdiction of the magistrates of Russia. In the subsequent, the maximum penalty for committing crimes of minor gravity was also increased from 2 to 3 years in prison in Article 15 of the Criminal Code of the Russian Federation by the Federal Law No. 420-FZ dated December 7, 2011. In

our opinion, these changes were intended to reduce the burden of not just the judges of federal courts, but the magistrates.

Materials and methods

This scientific article was written using comparative procedural research methods as applied to the regulatory legal acts of the Russian Federation, its brief analysis is set out taking into account all previously adopted procedural laws.

Jurisdiction of the courts in criminal matters of the Russian Federation is regulated by Article 31 of the Criminal Procedure Code [1, p. 28-29]. This Code provides a list of compositions of crimes from the Criminal Code of the Russian Federation, the sanctions of which are not more than 3 years in prison [2]. From 2000 to July 1, 2002, the upper limit was 2 years [3, p. 21, 205]. However, since December 7, 2011, Article 15 of the Criminal Code was changed, and the maximum punishment for committing crimes of minor gravity was increased from two to three years in prison [4, p. 14-19]. It should be noted that the requirements of this article are essential.

A gross violation of the jurisdiction rules in criminal cases leads to an automatic cancellation of the sentence, re-examination of the criminal case, and doubled cash costs.

In the course of this study, we used general scientific and special methods of the science - observation, historical, integrative methods, comparative, structural and forensic, systemic-structural and other research methods.

Results and discussion

As mentioned earlier, Estonian criminal and criminal procedural legislation was based on the relevant Russian legislation. The judicial statutes of Russia of 1864 were extended to the Baltic states since 1889. In November 1940, the Presidium of the Supreme Soviet of the USSR introduced the legislation of the USSR on the territory of Estonia: criminal, criminal procedure, etc. As mentioned above, this country started having its own codes only in the early 1960s. That is why we will compare the criminal, criminal procedure legislation of Russia.

It is important to note that the Estonian legal system has rapidly

transformed from the Soviet to the classical Romano-German law in the last decade.

The Constitution of the Republic of Estonia dated June 28, 1992 is in force as amended on October 5, 2003 [5,13,16]. In courts, the criminal cases are heard according to §5 of Chapter 1 of the Constitution and Article 10 of the Criminal Procedure Code of the Republic of Estonia, in the state language of Estonia, i.e. in Estonian.

Turning to the criminal legislation of this country, we should note that from March 1, 2002, the Penal Code (hereinafter - the Criminal Code, for convenience), adopted by the legislator on June 6, 2001, came into force in Estonia. It replaced the Criminal Code of 1961, which acquired a new edition in 1992. For example, Article 10 shows the ages from which criminal liability arises - it is 15 years for committing all types of crimes, and 13 years - for committing serious crimes.

Article 4 of the Criminal Code "Severity of Crime" stipulates only two degrees of severity of crimes, although three degrees were earlier provided under the same name in Article 7.2 of the previous Criminal Code of 1961. Crimes

of the first degree include crimes for the commission of which a court may sentence to more than five years in prison or life imprisonment; for the commission of crimes of the second degree - imprisonment for up to five years or a pecuniary punishment, i.e. fine (according to Article 47 of the Criminal Code, from 3 to 300 fine units, the base unit is 4 euros).

Let us present three degrees of crimes of the previous Criminal Code. Thus, the first degree included intentional or reckless acts, for the commission of which the Code stipulated punishment of more than eight years in prison or life imprisonment; second degree - up to 8 years in prison; third degree - a fine (according to Article 28 of the Criminal Code, up to nine hundred daily rates), deprivation of the right to occupy certain positions or being engaged in certain activities, or arrest (according to Article 23.2 of the Criminal Code, up to 3 months).

Section 2 of the Criminal Code provides penalties for committing an offense. Firstly, this is a fine (Article 47 of the Criminal Code, starting from 4 euros); secondly, arrest (Article 48 of the Criminal Code) up to 30 days

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(previously it was up to 3 months), thirdly, deprivation of the right to drive vehicles for up to 2 years. The specified allocation of offenses as an independent form of punishment is a feature of the approach of the national legislator to the categories of crimes. A similar proposal has been discussed by the scientists and practitioners in Russia in recent years. In our opinion, this is a completely correct proposal, which shall be specified, supported and introduced into the current legislation.

On February 12, 2003, the Criminal Procedure Code was adopted in Estonia, which entered into force on July 1, 2004. This document is in force from September 26, 2013 [6], it replaced the Criminal Procedure Code of 1961. Thus, Article 18 of the Criminal Procedure Code provides that the county and city courts composed of the presiding judge and two people's judges consider criminal cases on crimes of the first degree (according to Article 4 of the Criminal Code, more than 5 years in prison or life imprisonment). Criminal cases of the second degree (up to 5 years in prison) and criminal cases in the simplified proceedings are examined by a judge alone. Moreover, the preliminary

hearing of the cases is also carried out by the judge alone. According to the requirements of Article 21 of the Criminal Procedure Code, the preliminary investigation judge, i.e. one of the judges of a county or city court, also performs these functions alone.

There is an executive judge in the staff of a county or city court (Article 22 of the Criminal Procedure Code), whose functions include sole enforcement of court decisions. Article 24 of the Criminal Procedure Code gives general jurisdiction, which is limited only to the relevant territory of the district.

For comparison, let us cite the example of a united Germany, in which, as in the Republic of Austria, district courts function as the lowest level of the judicial system [7]. The jurisdiction of district courts is regulated by the Federal Law on the Judicial System [8]. To some extent, we can find the district judges in Germany similar to the magistrates of Russia, since the functioning of the latter is also organized on a territorial basis (judicial sections).

Let us return to the Criminal Procedure Code of the Republic of Estonia. According to Article 31 of the

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Criminal Procedure Code “Classification of Investigative Bodies”, the Investigative Bodies primarily include the Police Department, as well as other bodies, in particular, the Central Criminal Police, the Security Police Department, the Tax and Customs Board, etc.

Chapter 8 of the Criminal Procedure Code is devoted to questions of pre-trial proceedings - Articles 193-210. In addition, we should note the requirements of Article 212 of the Criminal Procedure Code, which is called “Jurisdiction”, and it states that the pre-trial proceedings are conducted by the Police Department, as well as the relevant authorities listed above.

The simplified proceedings, which are discussed in Chapter 9 of the same name, are of particular interest. Simplified proceedings has 3 varieties: 1) shortened proceedings, 2) conciliation proceedings, and 3) proceedings by judicial order. Thus, Section 1 sets out the provisions of shortened proceedings - Article 233-238 of the Criminal Procedure Code. The grounds for applying shortened proceedings are as follows: 1) presence of petition of the accused person and 2) consent of the

prosecutor. In this case, the court, on the basis of Article 233 of the Criminal Procedure Code, can consider a criminal case, based only on the case files, and without calling witnesses and experts. Article 234 of the Criminal Procedure Code provides restrictions on the use of shortened proceedings. Thus, these conditions cannot be applied in the criminal cases on crimes for the commission of which the Criminal (Penitentiary) Code stipulated life imprisonment; in criminal cases in respect of several accused persons, if at least one of them does not agree with the application of these proceedings. At the same time, the legislator indicated that the shortened proceedings are carried out according to the rules of Chapter 10 of the Criminal Procedure Code.

The appeal instances were introduced as a result of the reform of the criminal process in Estonia. This instance did not exist in the country, as in Russia, where it was also introduced two years ago. It is important to note that these norms were not included in the Criminal Procedure Code, but in a separate Code of Appeal and Cassation Proceedings in Criminal Cases of 1993 in Estonia. Moreover, this approach of

the legislator diverges from the pan-European one. It should be noted that there are two district courts in the Estonian territory: Tallinn and Tartu County Courts of Appeal. Based on this, all decisions of judges of the county courts are appealed to these courts.

Analyzing the lower courts, it should be noted that four county courts operate in the country: Viru, Pärnu, Tartu and Harju County Courts. These courts have serf departments that register the land register on property rights to real estate, and register departments that maintain a commercial register of entrepreneurs and organizations. Their activities can be attributed to the notarial acts. It should be noted that the functions are performed by the department of payment orders for expedited consideration of applications in the Pärnu County Court [9, p. 9]. This approach, aimed at using accelerated proceedings to relieve the workload of first instance courts, deserves serious attention. The Tort Procedure Code, which entered into force on May 22, 2002, deserves similar attention. The Code is currently in force as amended on June 19, 2013 and is also of particular

interest, the analysis of which can be given in another work [10,14,15].

Conclusions

This article is based on a comparative analysis of the jurisdiction of the courts of first instance of the Republic of Estonia, Russia and individual European countries. The gross violations of the rules of jurisdiction and the re-examination of cases lead to increased cash costs from the budget. Such severe financial consequences for the state budgets are completely unprofitable. In addition, national procedural legislation that meets the requirements of international documents shall have grounds for applying expedited (summary) proceedings, usually up to 5 years in prison.

Summary

The above comparative analysis of the jurisdiction of the courts of first instance of the Republic of Estonia and Russia shows that the regulation of jurisdiction between the courts of first instance, as well as legislatively thought-out rules of simplified (expedited) proceedings, which were successfully chosen by the legislator, make it possible

to solve the problems of public access to justice. In addition, while avoiding violations of the jurisdiction rules, a positive consequence for the states is represented by a reduction in budget expenditures.

The successful use of simplified (accelerated) proceedings in the national laws will allow solving the problem of congestion of the courts of first instance of both the Republic of Estonia and other states, which should be taken into service.

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TATAR LANGUAGE: TENDENCIES OF CONSERVATION AND DEVELOPMENT IN POLYETHNIC SOCIETY (CASE STUDY OF RUSSIA AND KAZAKHSTAN)

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Abstract: Conservation and development of minority languages in countries unique in the ethno-linguistic aspect, such as Russia and Kazakhstan, are highly relevant. Wide linguistic diversity, on the one hand, and dominance of the official Russian in Russia and the official Kazakh and Russian languages in the socio-communicative system of society in Kazakhstan, on the other hand, determine the linguistic landscape and peculiarities of multilingualism in these states. Research interest in linguistic contacts of a modern multiethnic society has determined the choice of the processes of linguistic and ethnic

identification, related issues of conservation and using the native language and culture by representatives of various ethnic groups living in Russia and Kazakhstan, as well as the specifics of their interaction and mutual influence under new geopolitical conditions as the object of the study.

Keywords: ethnos, minority language, language consciousness, conservation, Tatar language, multicultural society, Russia, Kazakhstan

Introduction

Development of a rational and appropriate language policy in a modern multicultural and multilingual

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society turns out to be a challenge. One of the main conditions for a successful language policy is in-depth consideration of two opposing trends: on the one hand, maintaining the official language, and on the other hand, supporting and developing others, including languages of minorities.

Kazakhstan and Russia are historically multiethnic, multilingual and multicultural states. The uniqueness of their ethno-lingual environment is based on wide linguistic diversity: dominance of the official Kazakh and Russian languages in the social and communicative system of Kazakh society; dominance of the Russian language on the territory of the Russian Federation.

All aforementioned makes quite obvious the relevance of the case study of minority languages interaction in multicultural societies (Kazakhstan and Russia); identifying factors of language conservation and features of functioning, as well as co-functioning with the dominant languages (Kazakh and Russian) in social and communicative environment of these countries; linguistic and ethnic identification in a polyethnic language landscape.

According to Federal State Statistics Service of the Russian Federation, the total population of Russia as of January 1, 2019, is 146,781,095 people [1]. As of the 2010 National Census, the number of Tatars is 5,310,649 people that is 3.72% of the Russian population.

The Republic of Tatarstan is one of the most multinational regions of Russia. Its inhabitants are mainly Tatars (over 2 million or 53.2% of the total population of the Republic) followed by Russians (over 1.5 million or 39.7%) and Chuvashes (116.2 thousand or 3.1%) [2].

As of January 1, 2019, the population of Kazakhstan is 18,395,567 people, including the following ethnic groups: Kazakhs who make up the majority of the population - 12,505,251 (67.98%), Russians - 3,553,232 (19.32%), Uzbeks (3.21%), Ukrainians (1.47%), Uighurs (1.47%), Tatars - 201,492 (1.10%), etc. [3,13, 14].

According to the 2009 Census, 104.2 thousand Tatars (51.1%) indicated Tatar as their mother tongue, about 100 thousand (48.9%) mentioned other languages [4,11,12]. These data correlate with the results of two large-scale studies conducted under the supervision of Prof.

E.D. Suleymenova (INTAS project "New language identity in transforming societies: Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan" (2005) and the project of the Committee on Language Development and Socio-Political Work of the Ministry of Culture and Sport of the Republic of Kazakhstan "Ethno-Linguistic Landscape in the Republic of Kazakhstan: the Present and the Future" (2009)). As follows from the projects, comparison of the data obtained within a five-year interval (2005 and 2009) demonstrate a correlation between the ethnic and linguistic identity of the Tatar respondents: an ethnic language – 70% → 40%; the Kazakh language – 13% → 40%; the Russian language – 9% → 0%; the ethnic language + Russian – 1% → 20%; other languages – 5% → 0%. The revealed relation of linguistic identity and linguistic competence also indicates the presence of a language shift [5, p. 284]. Researchers from Kazan Federal University investigated the language situation in Tatar diasporas of different countries [6-10].

Methods

The study is based on experimental setup (a survey, an

association experiment and interviewing of various ethnic groups representatives). The article presents the results of the survey conducted among Tatar respondents in the Russian Federation (100 people; Moscow, Kazan, Nizhny Novgorod region, etc., 2017-2018) and in Kazakhstan (100 people; Astana, Almaty, Semey, Pavlodar, etc., 2016-2017).

200 people took part in the survey. Mathematical data processing was performed by SPSS Statistics program.

The survey is aimed at studying the processes of ethnic and linguistic identification, specific national features of the world perception, interaction of minority languages with Kazakh, Russian and other languages, engagement and mutual influence of the language consciousness of ethnic groups in a multicultural and multilingual Russian and Kazakh societies.

Results and discussion

The following statements were used to evaluate passive language skills: *b) I understand speech but I cannot communicate, c) I understand speech and I can produce some basic phrases.*

The statements to measure the level of active proficiency were as follows: *d) I understand speech, speak and read fluently but I cannot write; e) I understand, speak, read and write fluently.* It was possible to indicate the ignorance of the language through an

option *a) I do not have a command of the language.*

The obtained results on the level of language competence of Tatar respondents from Russia and Kazakhstan are shown in Table 1.

Table 1–Language competence of respondents-Tatars (%)

Levels of proficiency	Respondents – Russian Federation citizens		Respondents – Kazakhstan citizens		
	Tatar language	Russian language	Tatar language	Kazakh language	Russian language
I do not have a command of the language	–	–	12,0	6	–
Can understand speech but cannot communicate	2,0	–	14,0	23,0	–
Can understand speech and can produce basic phrases	13,0	1,3	25,0	33,0	1,0
Can understand speech; speak and read fluently; cannot write	16,0	3,7	24,0	14,0	3,0
Can understand speech; speak, read and write fluently	69,0	93,0	25,0	24,0	96,0

In general, command of the Tatar language among Tatar respondents living in Russia is quite good: the index of active proficiency in the ethnic language is 85%; 69% are fluent speakers. Moreover, the “zero” level (ignorance) of the ethnic language among the Tatars from Russia was not revealed. Tatar respondents from Kazakhstan have demonstrated lower results: active command of the ethnic language is 49%; the level of fluency is 25%. 39% respondents indicated passive language skills. Ignorance of the ethnic language was also noted (12%).

The findings of the study emerge dominance of bilingual Tatars (as in the case with the threshold index “I can understand speech and produce basic

phrases”): in Russia 99% respondents have different levels of proficiency in the ethnic language and 96% are fluent in Russian; in Kazakhstan 74% respondents are proficient in Tatar, 71% respondents have different levels of proficiency in the official Kazakh language, 93% are fluent in Russian.

Distribution of the Tatar language in public communication can be characterized by identifying the qualitative level of social functions. Findings on the use of Tatar, Russian and Kazakh languages in various fields of activity by respondents-Tatars living in Russia and Kazakhstan indicate dominance of the Russian language in almost all spheres of their life (Table 2).

Table 2 – The use of Tatar, Russian and Kazakh languages in various communication areas by respondents-Tatars (%)

Languages	Respondents – Russian Federation citizens			
	At work (for academic purposes)	In the family	In the street	Mass media
Tatar language	28%	41%	11%	20%
Russian language	72%	44%	96%	87%

	Respondents – Kazakhstan citizens			
Tatar language	5%	34%	2%	17%
Russian language	89%	87%	93%	86%
Kazakh language	42,0	15,0	40,0	27,0

According to the results of the survey, 25% Tatars from Russia use the language of their ethnic group in all communicative situations while Russian is used by 75% respondents. Tatar language is used at work (for academic purposes) by 28% although the majority of respondents study at academic institutions with Tatar as a language of instruction. Russian is also dominant when choosing the language for information sourcing (cf.: 87% - Russian, 20% - Tatar).

Values of the active use (*always, often*) of the Tatar language by respondents from Kazakhstan are presented in descending order: in the family - 34%, mass media - 17%; at work, for academic purposes - 5.0%, in the street and at transport – 2.0%. Domains of active use of the official language are the following: at work (for academic purposes) - 42%; in the street

and at transport - 40%; mass media - 27%; in the family - 15%.

Therefore, family relations are a sphere where Tatar as a minority language is preserved to the utmost in multicultural societies of Russia and Kazakhstan.

In this regard, the results of the free association experiment on the *family hearth* stimulus conducted among Tatars of Kazakhstan and Russia, divided into three age groups, are of great interest. The concept of family hearth is one of the key culture concepts, a pillar of the national identity. The most important notions of the material and spiritual world of the ethnos are concentrated in vocabulary representing this concept.

The conducted association experiment highlights six significant characteristics of the word-stimulus *family hearth*: 1. housing; 2. fire; 3.

family relationships; 4. home; 5. homeland; 6. mode of life.

Let us consider the responses to the *family hearth* stimulus given by an ethno-cultural group of Tatars from Kazakhstan. The associations are divided into groups of common, significant associations for all three age groups and specific ones that have occurred due to various cultural and social reasons (Table 3).

Family hearth is associated primarily with family, home, parents and comfort. In addition, respondents from the second age group demonstrate a

sense of responsibility towards the family in the series of their associations.

Family hearth implies that responsibilities are already assigned to each member of the social group. The answers also show generic relations (parents, father, mother, wife, children) since the family hearth is, first of all, a generic bond that is held together with common blood and a common surname (in this case, *the Sitdinovs*). The lexeme *dastarkhan* (from Kazakh *meals, treat*) is of particular importance. It characterizes the attitude towards the state the respondent lives in.

Table 3 – Associations of Tatar respondents living in Kazakhstan on the word stimulus *family hearth*

1 st age group	2 nd age group	3 rd age group
family (7), home (5), comfort (5), mother (3), <i>abi (grandmother in Tatar)</i> (2), parents (2), warmth (2), fireplace, fire, food, happy family, <i>babay (grandfather in Tatar)</i> , Homeland, father.	comfort (5), family (4), mother (3), home (3), warmth (2), wife (2), children (2), love, the <i>Sitdinovs</i> , parents, circle, kept by a woman, joy, fireplace, responsibilities, evenness.	family (6), comfort (4), love (2), mother, children, home, table, welfare, roof over the warm corner, happiness, wife, togetherness, corner, mutual understanding, <i>dastarkhan (meals and treats in Kazakh)</i> .

The observed association of *homeland* can be connected with both the new homeland (Kazakhstan) and the historical homeland (Tatarstan) by a complex system of relations, which leads to the conceptualization of concepts. Homeland for the respondent begins with a family hearth, kinship and comfort. Proximity to the historical homeland and to the native language is also manifested through associations in the Tatar language, although they are of a single character: *abi* (*grandmother* in

Tatar), *babay* (*grandfather* in Tatar). They further emphasize ethnic identity and the desire for preserving the native language. It is important to note that native speakers of the Tatar language in Kazakhstan today are mostly the older generation. Representatives of the first and second age groups practically do not have a command of Tatar. The answers of the Tatar respondents, citizens of the Russian Federation are different (Table 4).

Table 4 – Associations of Tatar respondents living in Russia on the word stimulus *family hearth*

1 st age group	2 nd age group	3 rd age group
<p>Abi <i>(grandmother in Tatar)</i> (11), home comfort (6), loyalty (4), warmth (4), nearest and dearest (3), coziness (3), children (2), happiness (2), fireplace, parents, love, mother, sadness, marriage, tea, get-togethers around the fireplace.</p>	<p>Abi (<i>grandmother in Tatar</i>) (14), family (6), warmth (5), support (2), comfort (2), happiness (2), fidelity, mutual understanding; it unites the family; harmony.</p>	<p>Warmth (4), respect (3), mutual understanding (3), stove (3), care (2), comfort (2), parents, kinship, home, love, children, a large family.</p>

In general, responses to the word-stimulus are represented by the same categories as the responses of Kazakhstan respondents. Particularly, they are family relationships and home atmosphere. As a matter of interest, the reaction *mother* was not presented, but its Tatar equivalent *abi* had a high frequency. Particularly significant associations are mutual understanding, love, family unity, a large family, etc. – notably, the values that characterize the traditions and mentality of the ethnic group. We also observe a specific response *fire* which was presented not as the flame but indirectly - *the stove, the fireplace, get-togethers around the fireplace*. This appears to witness the state of comfort.

The study showed that the stereotypical nature of the analyzed stimulus word *family hearth* in Kazakhstan is more vividly expressed than in Russia. Our conclusions are based on the number of core signs of the concepts, their brightness index as well

as the capacity of the near peripheral zones.

Summary

Indexes of language competence on active and passive language skills were identified based on a comparative analysis of experimental findings on the level of proficiency in Kazakh, Russian and ethnic languages among the Tatars living in Kazakhstan and Russia. First of all, the high level of Russian language competence and dominance of the Russian language in almost all areas of activity of Tatars should be noted: the level of fluency in Russian among Tatar respondents from Russia is 96%, from Kazakhstan - 93%. 38% of the interviewed Tatars in Kazakhstan indicated an active command of the official Kazakh language.

The level of proficiency in the ethnic language by respondents from Russia - citizens of the Republic of Tatarstan is higher than among respondents from Kazakhstan, which can be adequately explained. The index of active command of the Tatar language among Tatar respondents from Russia is 85%, including 69% fluent speakers. The

corresponding index among Tatar respondents from Kazakhstan is 49%, with only 25% of the fluent speakers.

Functional capabilities of the ethnic language are demonstrated by the data on its use in significant areas of communication. Despite the relatively high level of ethnic linguistic competence of Tatar respondents from Russia, the Tatar language is most frequently used in the family (41%). The results of the survey of Tatars from Kazakhstan indicate that the sphere of the most frequent use of the Tatar language is also the family (34%).

The findings on command and use of the official Kazakh language demonstrate an increase in the Kazakh language competence of Tatar respondents (in the street, at transport - 40%; at work, for academic purposes - 42%; mass media - 27%).

As shown by the results of the survey, conceptualization and stereotyping of concepts are influenced by historical and cultural characteristics of ethnic groups. Macro-ethnos (Kazakhs) has significant influence on the content of the concept sphere of Kazakhstan citizens. It is manifested in

the use of vocabulary that presents special basic concepts of Kazakh culture.

Changes in the language consciousness of the Tatar respondents in Russia are also associated with the influence of macro-ethnos (Russians) on the minority (Tatars), since the respondents scarcely used associations typical for Tatar culture. Their reactions included categories similar in meaning to the ones of Russian language consciousness. Few reactions of the bilingual worldview from representatives of the Tatar nationality living in Russia were associations of the genetic and mental level: *abi, babay*. These changes are reflected only in the peripheral zones of the concept structure, the core components remain intact.

Conclusions

The study findings confirm that, despite the emerging trends of the language shift, the respondents demonstrate a desire for defining their own ethnicity and the role of the native language as the most important symbol of an ethnos. The state provides all-round support for it.

The study of the processes of ethnic and language identification in the

context of the new language policy is highly relevant, since it provides an opportunity to identify a range of problematic issues caused both by previous periods in the country's history and by the socio-political and economic challenges of our time. The solution of these problems is crucial for sustainable development of countries, further implementation of peaceful coexistence of minorities living in Russia and Kazakhstan, conservation and development of their languages.

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CORPUS OF TITLE UNITS OF RUSSIAN-FOREIGN LANGUAGE**REFERENCE BOOKS**Li Junying¹Rezeda N. Karimullina²Gao Rongguo³

Abstract: The object of research is linguistic informativity of the macrostructure of language reference books. The research material is bilingual (Russian-Tatar and Russian-Chinese) dictionaries of various types of the end of the 20th – beginning of the 21st cc. The paper presents the classification including various features of the existing bilingual dictionaries. Bilingual linguography comprises various types of language reference books. Most of the language reference books analyzed in this paper are monoscopal, with one source language and one target language. One of the key notions of linguography, as well as the essential component of a language reference book, is the vocabulary. One has to admit that in the modern linguography there is still no distinct objective criterion for selecting words for a language reference book.

When composing a vocabulary, subjective factors play a great role. When researching the Russian-foreign language reference books, we revealed a number of mistakes and drawbacks referring to the vocabulary: a) unjustified inclusion of units into the vocabulary, b) unjustified absence of units in the vocabulary, c) orthographic mistakes, d) incorrect use of illustrative material (pictures, photos, etc.). There is no single established opinion as to what information a learner's dictionary should include. It is important to remember that inclusion of specific information depends on the dictionary's addressee and purpose.

Keywords: bilingual linguography, vocabulary, dictionary, macrostructure, Russian language

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Introduction

In the epoch of active introduction of information technologies into scientific research, the role of dictionary compilation is hard to overestimate. A dictionary helps to comprehend the cultural heritage of a nation. One may say that all knowledge accumulated by the humanity are transformed into a dictionary form.

For centuries, dictionary compilation had purely applied, auxiliary character, but, with the increase of newsworthy events, the necessity occurred to develop a theoretical basis of dictionary description. Thus, theoretical linguography appeared, which until now solves the issues of typology of language reference books, their macro- and microstructure. Linguography is a branch of linguistics studying the theory and practice of compiling language reference books (dictionaries); the subdivisions of linguography are lexicography, phraseography, morphemography, etc. [1: 4-9].

The issues of modern linguography were studied in the works by V.P. Berkov, V.V. Dubichinskiy,

V.V. Morkovkin, M. Klotz, Th. Herbst, L. Zgusta and many others.

One of the most ancient types of linguography, but more and more topical today, is bilingual linguography. It is well known that the first dictionaries surviving until today were bilingual. Up to now, the humanity produced thousands of bilingual dictionaries, but this activity remains important and necessary (see [2, 3, 4] and others).

Linguographic research is carried out at Kazan Federal University too, where Kazan Linguographic Fund is currently functioning, comprising a) dictionaries of the Russian and Tatar languages developed at University, and b) publications devoted to various issues of linguography [5, 6, 7, 8] and others.

Methods

The research is based on the methods of linguistic description, comparative method, contrastive method, and quantitative method.

Results and discussion

The object of research is linguistic informativity of the macrostructure of language reference books. The research material is bilingual

(Russian-Tatar and Russian-Chinese) dictionaries of various types of the end of the 20th – beginning of the 21st cc.

In bilingual linguography, an important factor is the addressee of the dictionary. A language reference book having a single addressee is called monodirectional. This is characteristic for the analyzed Russian-Chinese dictionaries, which are aimed at the speakers of Chinese studying the Russian language. In these linguographic sources, the main components of the macrostructure are given in the Chinese language. However, for the practical purposes, most of the bilingual dictionaries have two addressees, thus being bidirectional.

Most of the language reference books analyzed in this paper are monoscopal, with one source language and one target language. For example, in the Tatar linguography of the second half of the 20th – beginning of the 21st cc, there are 189 bilingual dictionaries (137 of them Russian-Tatar), and 33 multilingual dictionaries [9].

In the recent years, it became popular to publish biscopal dictionaries, especially in the field of academic linguography.

By volume, the dictionaries are traditionally divided into brief (describing up to 8000 units), middle-sized (from 8000 to 21000 units), and large. It is obvious that this division is conditional.

In this paper, we analyze both brief and large language reference books.

Bilingual dictionaries are divided into general language (or general) dictionaries, comprising the whole corpus of the language, and special dictionaries. The special dictionaries traditionally include terminological (branch) reference books. By the data given in the bibliographic reference books [9], of the total number of Russian-Tatar dictionaries, 59% (81 dictionaries) are terminological dictionaries.

Some lexicographers, in particular, V.P.Berkov, consider specialized dictionaries those describing non-terminological units: phraseological, quotation dictionaries [10].

Macrostructure of a language reference book comprises the following sections of a linguographic source: foreword, introduction, the list of abbreviations, appendices, selection and

character of the vocabulary, the principle of arrangement of entries.

There are three types of arrangement of the language material in the analyzed linguographic sources:

A) initial-alphabetic (or direct alphabetic); most of the dictionaries are structured in this way;

B) alphabetic-cluster;

C) thematic (units are grouped by notions or meanings).

One of the key notions in of linguography, as well as the essential component of a language reference book, is the vocabulary. It comprises “all units forming the sphere of description of the dictionary”, arranged by a certain system and serving as “entries into the dictionary” [11, 14, 15].

In theoretical lexicography, vocabulary is understood as “a set of the units described in the dictionary, including title and in-entry units” [1: 38].

Many lexicographers quite relevantly mark that the quality of vocabulary determines the quality of a dictionary. When developing vocabulary, a strict and systematic selection is necessary. One has to admit that in the modern linguography there is still no distinct objective criterion for

selecting words for a language reference book. When composing a vocabulary, subjective factors play a great role, as a result of which, the influence of idiolectal factor cannot be excluded. It is rather difficult to assign to a compiler, which words should be included into a vocabulary. However, there are a number of requirements to inclusion/exclusion of closed lexical groups, less frequent words, etc. (in more detail see [12,16, 17]).

The vocabulary mistakes and inaccuracies, revealed by the analysis of language reference books, can be classified as follows.

- Unjustified (or poorly justified) inclusion of unit into the vocabulary.

Such drawbacks are rather frequent in the analyzed linguographic sources. For example, in the foreword to the Chinese Linguistic-Culturological Dictionary (2005) the compilers mark that the dictionary comprises words reflecting the Russian culture, but doubts arise about inclusion of such words as *кислород*, *негры* and some others; or such units as *аборт*, *ауди*, *порше*, *гомик*, *гомосексуализм*, *Шерлок Холмс*, etc. in the Russian-Chinese

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It is doubtful whether the Russian-Tatar Dictionary of Technical Terms (2000) should contain such units as *печень, психиатр, похмелье*, and the Russian-Tatar Dictionary of Hygienic Terms (1999) – *ветер мартеповский, газобетон*.

Our analysis revealed the cases of inclusion into “The Russian-Chinese Learner’s Dictionary” of the words uncommon (or lacking) in the Russian language; for example, *частнопрактикующий* – in Grand Thesaurus of the Russian Language [13] this unit is not found, while in the Russian National Corpus there are only 5 entries; *магазин-квартира, спортсменка-балерина, спутник-шпион, фотокосмический, химчисточный, хлопки-насмешки, хоббист* – these collocations are not registered in any dictionary of the Russian language, nor in the Russian National Corpus.

In our opinion, in the learner’s dictionaries it is inexpedient to register and describe the objects and phenomena, uncharacteristic for the relevant region; for example, *маис, нарта, тутовник* –

in the “School Russian-Tatar Dictionary” (1989).

- The next group is unjustified absence of words in the dictionary.

When selecting the vocabulary of a logistic reference book, the content of appropriate linguographic classes are not always taken into account, sometimes even minimal, two-component ones (for example, of antonymic character). In the above-mentioned “School Russian-Tatar Dictionary” there is no *отчим*, though there is *мачеха*, there are terms *морфология, синтаксис, грамматика, орфография, омоним, синоним*, but not *фонетика, антоним*.

In “The Russian-Tatar Pocket Dictionary” (1997) there is *минус* but not *плюс*, there is *жених*, but not *невеста*, there are *курятина, телятина, свинина*, but not *говядина, баранина*, there is *библия*, but not *коран*, there are *албанец, бельгиец, болгарин, румын*, but not *татарин (!)*; there are *западный, северный, южный*, but not *восточный*.

“The Russian-Chinese learner's dictionary” (2010) gives as a separate entry *двухсотый, трехсотый, пятисотый, шестисотый, семисотый, восьмисотый*, but not

четырёхсотый, девятисотый; есть ярко-красный, but not other colors, like *ярко-синий, ярко-зеленый*. By the way, in the Russian National Corpus, *ярко-зеленый* has 62 entries, *ярко-синий* – 54 entries, while *ярко-красный* – only 3 entries.

Linguistic-culturological and linguistic-cultural dictionaries often lack the units inherent in the Russian culture. For example, the Chinese Linguistic-Culturological Dictionary (2005) lacks words *гречиха, морковь, пшеница, рожь*, while there are *капуста, картофель (картошка), репа*. In the theme “Musical instruments” there are words referring to national and international musical instruments – *балалайка, барабан, скрипка*, etc., but such Russian folk musical instruments as *баян, гармонь, гусли* are not included. In the theme “Dwelling and place of residence” there is *хрущёвка*, but not *сталинка*.

When analyzing the Russian-Chinese Linguistic-Cultural Dictionary (2000), one marks the absence of the entry *П.И.Чайковский*, while there are entries *М.И.Глинка, С.В.Рахманинов*, and *А.К.Глазунов*, the latter often called a creative successor of P.I. Tchaikovsky;

of the Russian artists of the 19th – 20th cc, there are entries for *И.Левитан, И.Репин, А.Саврасов*, but surprisingly, in our opinion, no information about *И.Айвазовский*.

- The next group of drawbacks which one may notice is orthographic mistakes.

It is unacceptable for a dictionary, whatever type it belongs to, to have orthographic mistakes.

For example, “The Thematic Dictionary of French Borrowings in the Tatar Language” (2001) gives the following Russian words with erroneous spelling: *афёра* (orthoepic dictionaries give this form with a mark *colloq.*, while literary norm is *афера*), *беф-Строгановф* (instead of *бефстроганов*), *кашмир* (instead of *кашемир*), *компромис* (instead of *компромисс*).

“The Russian-Chinese Learner’s Dictionary” (2010), pitifully, sometimes gives erroneous spelling of the element *мини-*: *миниавтобус, миникомпьютер, миниюбка*. Although the same reference book gives the correct spelling as well: *мини-автомобиль, мини-грузовик, мини-книга, мини-футбол* etc.

In some bilingual dictionaries, the meaning of a word is demonstrated with visual means (pictures, photos, etc.). Sometimes, elements of an illustrative, or picture, dictionary are introduced into a usual language reference book, as in some cases only an illustration may vividly show how, for example, national costume looks, like *косоворотка, чувяки* etc., or various household objects. For example, the monidirectional “Russian-Chinese Learner’s Dictionary” quite logically gives pictures for such title units as *домбра, плуг, собор, телега, тройка* (in the meaning of ‘three horses in one relay’), *ушанка, ушат*. To use picture dictionaries in learning effectively, the visuals and the illustrative examples must be closely connected.

Sometimes a picture carries no sense, an illustration is incomprehensible: see pictures to the entries *дуб, горох, земляника, клубника, кукушка, лён, малина, мандарин, овёс, стопка* (in the meaning of ‘a small wine glass’), *фасоль*, and many others.

Still more questions arise due to the lack of illustrations for some title units; for example, *форменка,*

фуфайка, черетица, юрта, etc., while there are pictures for such units as: *бокал, дорога, души, жираф, лампа, лодка, лопата, полка, пылесос, плоскогубцы, попугай, рояль, сумка, тумбочка*, etc.

In the bidirectional “Russian-Tatar Dictionary of Military Terms” (2000) pictures (photos, etc.) are given to the entries *арбалет, бумеранг, копье, тесак, шапка* and others, and are not given to the entries *баллиста, дага, кинжал, колчан, шпага*; there is an illustration to the word *меч*, while there is no such unit in the dictionary.

Summary

Within our research, we analyzed one of the main components of a dictionary macrostructure – selection and character of the vocabulary, the principle of arrangement of dictionary entries.

During the research of the Russian-foreign language reference books, a number of mistakes and drawbacks referring to the vocabulary were revealed: a) unjustified inclusion of units into the vocabulary, b) unjustified absence of units in the vocabulary, c) orthographic mistakes, d) incorrect use

of illustrative material (pictures, photos, etc.).

Conclusions

The paper presents the classification including various features of the existing bilingual dictionaries. Bilingual linguography comprises various types of language reference books.

Compiling the vocabulary, decision to include a specific unit into the dictionary is often made subjectively nowadays. Analysis of the bilingual dictionaries of various types reveals two most common groups of drawbacks – unjustified inclusion of units into the vocabulary and unjustified absence of units in the vocabulary.

There is no single established opinion as to what information a learner's dictionary should include. When compiling a dictionary, each author (compiler) decides independently which zones to include/exclude, what words to take as the basis for vocabulary construction. It is important to remember that inclusion of specific information depends on the dictionary's addressee and purpose.

Linguographic activity

develops in this direction but there are still problems and tasks of varied character, which should be solved; among them: to develop new types of dictionaries, thus enriching the vocabulary base; to strive for greater objectivity when forming the vocabulary of a language reference book; to improve dictionaries' compilation, taking into account that its main objective is to satisfy the needs of the addressees.

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EXPRESSIVE SYNTACTIC STRUCTURES IN M.E. SALTYKOV-SHCHEDRIN'S ARTISTIC DISCOURSEOlga A. Chupryakova¹Svetlana S. Safonova²Mukhit T. Abikenov³

Abstract: The article is dedicated to the research of expressive syntactic structures in M.E. Saltykov-Shchedrin's artistic discourse that received major or minor types and phraseological statuses. By strikingly combining and synthesizing real and fictional things, writer reaches the heights of satirical imagery. It should be noted that, judging by the satirical nature of his works, the intensity semantics (exaggeration or hyperbole) carries a strong importance, while the wide specter of hypotaxis-based sentences is used as a means of its realization. Syntactic units of idiomatic structure that express intensity-consequential, concession-amplification, temporal-concession and other relations are differentiated by their semantic diversity, merging of informative and connotative meanings, combination of

real and surreal contents, combination of stable and variable components. The expressions created by the *tak/takoj/nastol'ko/do togo/do takoj stepeni...chto; slishkom/chereschur...chtoby; chto (by) ni/kak (by) ni...a; uz na chto...a; ne uspeet...a (kak); eshche ne..., a uz* scheme are related to the phrase models mentioned above. They are formed on the base of constant components that make up sentence's carcass, which provides free lexical filling. Meanwhile, the sphere of relational meanings is complicated by the modus-expressive meanings. Semantics of contrast, unusualness, suddenness (subjective hyperbolization that does not match the objective state of affairs, combining of incompatible, shift of moral orientations, combination of real and potential plans

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etc.) contributes to the appearance of the comical or sarcastic effect. In the functional and textual aspect, the analyzed phrase models become the leading means of presenting speaker's position in the comprehension of world's moral picture.

Keywords: M.E. Saltykov-Shchedrin's idiomatic style, expressive syntax, hypotaxis, intensity, phrase model, modus meaning, relational meaning.

Introduction

A series of special researches [Akimova 1990, Skovorodnikov 1992] were dedicated to the questions of expressive syntax in the linguistics of the late 20th – early 21st centuries. Nevertheless, the stylistic status and expressive parameters of complex sentences are still insufficiently studied. The studying of expressive abilities in the hypotaxis in the artistic part of work is stimulated by the idiomatic style of the writer [Nurullina + et al 2017, Nurullina, Usmanova 2016], their world vision and artistic manner, which implies the satirical coloring, all of which is common in the language of M.E. Saltykov-Shchedrin's works.

Taken into account separate memories of his contemporaries and philologists' researches of the writer's language and creativity, we can note several characteristics of his unique creative nature and his equally unique artistic manner. First of all, the remarks of his associates G.Z. Eliseev and A.M. Skabichevsky that "he was writing when the thought itself laid under the feather" [Saltykov-Shchedrin 1975: 12] and that "he is one of those rare writers that speak as they write, and when you listen to him speaking, you get the same expression as if you were reading his works..." [Saltykov-Shchedrin 1975: 83] are quite important for linguists. Furthermore, the memories play quite an important role, such as S.N. Krivenko's memories: "He could not relate to meaningless, shameless, fake, arrogant, cynical things with calm and composure – things that resented his feelings and could not put up with his logic..." and "...he had often begrudged and resented the subject of indignation, but at the same time imagined different situations for it, one more comical than other, denouncing it by making it as absurd as possible" [Saltykov-Shchedrin 1975: 33–34], thus creating "sort of a satirical encyclopedia

of Russian life” [Ruskiye 1990: 213]. Moreover, it is important to note what exactly the author emphasized in his works – realistic basis of author’s exaggeration: “They usually speak of caricature and exaggerations, but one has only to look around to see all accusations fade away...” [Ruskiye 1990: 213].

By strikingly combining and synthesizing real and fictional things, M.E. Saltykov-Shchedrin reaches the heights of satirical imagery. “I agree, - he was writing, - it is true that Feden’ka didn’t do or say a lot of things I forced him to do and say, but I can affirm you that he, without a doubt, had thought about those things and, therefore, would do or say them, if he could or would dare...” [Ruskiye 1990: 210].

Finally, it is important to note such characteristic of his writing manner as preference to stories and reasoning. Meanwhile, there is an opinion that states that if the story is considered the most optimal form of narration, then reasoning can be considered as a less successful form. The latter one is true if the topic of discussion is the elements of hints, allegories, deep meaning that complicates reading. However, judging by the strength and deepness of mind, by

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its passion, social sharpness and philosophical wisdom, M.E. Saltykov-Shchedrin’s reasoning has a timeless character. At the same time, he truly tried to ease the speech forms. Thus in “*Ot avtora*” (From author) preamble he states that he “chose this form of narration because it is clearer. Dry, abstract reasoning is barely available to young people who got their education in the artificial mineral water establishment and should be seem as obnoxious for them anyway” [Saltykov-Shchedrin 1972, 9: 5].

Methods

In the process of this research, we referenced the existing experience of analyzing the language units in the artistic and publicistic discourses in the semantic-stylistic and emotional-expressive, communicative and linguoculturological aspects [Wierzbicka 1997, Nacicsione 2001, Langoltz 2006, Shkurko + et al 2017, Faizullina, Fattahova 2016]. Over 200 units sampled from M.E. Saltykov-Shchedrin’s works – “Pompadours and Pompadouresses” and “Letters to Auntie” – have been used as an empirical basis of this research. The underlined in

this study problem can be identified as a cardinal theoretical problem of references and communications, as well as of integral phraseological and syntactic semantic coverage. The completion of theoretical and practical tasks requires such methods as observation and linguistic description, transformation and elements of component and distribution analysis.

Results and discussion

If, relying on the foregoing, we try to comprehend the specifics of M.E. Saltykov-Shchedrin's works language in the syntactic aspect, then the sentences-statements of informal character, which receive major or minor typed and phraseological statuses, are getting into our field of view. As stated by M.A. Unkovsky, "the speech of Saltykov himself was soaked with common folk phrases, which is explained by the fact that he spent his childhood in the village, surrounded by peasants and later on, due to his service, had to deal with common folks" [Efimov 1954: Nuriyev, et al 2018].

If we proceed from the satirical nature of his works, the intensity semantics (exaggeration or hyperbole)

carries a strong importance, while the wide specter of hypotaxis-based sentences is used as a means of its realization.

The intensity category, which stands in the same row with such categories as evaluation, imagery and emotionality, can be a sign of expressive speech. Semantic components 'in the high degree', 'in the supreme degree' (as well as in the lowest) have the tone of norm deviancy, inconsistency with it, unusualness of traditional views about quantitative characteristics of certain features. Quantitative semantics in its intensive form finds its embodiment in the means of different language levels. On the hypotaxis level it is realized by, first of all, phrase models with pronominal correlates *tak, nastol'ko, stol', do togo, do takoj stepeni* etc., which are quite often used in the language of M.E. Saltykov-Shchedrin's works: *Nakonec, tretij gradonachal'nik imel stol' malyj rost, chto ne mog vmeshchat' prostrannyh zakonov i ot natugi umer. Zhena ego tol'ko i delala, chto s utra do vechera ela pechatnye pryanyki. Eto zrelishe do takoj stepeni istyazalo ego, chto on s gorya chut'-chut' ne pogruzilsya v chtenie nedoimnyh reestrov.* [Saltykov-Shchedrin 1972: 60]

It is interesting to mention that A. Wierzbicka notes the proximity between superlative forms, such as *sladkij, kak med; gluhoj kak pen'* and gradational-consequential sentences like “so (that) slim, so thin, that the clothes hang on him like on a hanger” and points out that they “seem similar in the sphere of language facts, which usually associate with hyperbole definition” [Wierzbicka 1990: 141]. Hyperbolicity is realized by the introducing phrase: “*Govorili, budto*”, as well as by the obvious fiction of the received information, where consequence carries the absurdity status: *Govorili, budto, zanimayas' rybovodstvom, on doshel do togo, chto skrestil nalima s leshchom i chto ot etogo proizoshla ryba, soedinivshaya maslyanistuyu teshku leshcha s nalim'ej pechenkoyu* [Saltykov-Shchedrin 1972: 224].

Quite often the hyperbolic assumption like “*hot' lozhis' i umiraj*” ([you can] even lie and die), which proclaims serious consequences due to the things mentioned in the main part, is used: *Legkomyslennye priyateli do togo nadoeli, chto prosto hot' doma ne pokazyvajsya* [Saltykov-Shchedrin 1972: 332] <...> *i togda izmennikov hot' golymi*

rukami hvataj. [Saltykov-Shchedrin 1972: 400] Semantics of excessiveness, redundancy is expressed by models with elements *slishkom / chereschur...chtoby: ...No i eto nedorazumenie bylo ulazhenno polozhitel'nym udostovereniem, chto kushaniya nagotovleno slishkom dovol'no, chtoby mogli imet' mesto podobnogo roda opaseniya*. [Saltykov-Shchedrin 1972: García-Santillán, et al 2018].

It is interesting to note that semantics of feature's high degree, which defies and embraces textual space, also covers cases where lexeme that names predicative or attributive characteristic does not differentiate by semantic solidarity with quantitative meanings and does not stimulate them: *Kak by to ni bylo, no staryj Pompadur uekhal, do takoj stepeni uekhal, chto samyj sled ego ekipazha v tu zhe noch' zaneslo snegom...* [Saltykov-Shchedrin 1972: 42]

Speeches of both author and their characters are rich in intensity semantics, which is represented in the improperly direct speech: *Doshlo do togo, chto on (Feden'ka) dazhe ee odnazhdy upreknul v tajnom sodejstvii intrige. Ee, kotoraya... Ah!..* [Saltykov-Shchedrin 1972: 199] Superlative

semantics covers a row of other structures that are often located on the periphery of hypotaxis. These are, firstly, the constructions of concession-amplification type and sustained formations, which ascend to them: *Chto ni govori, kak ni vertis', kak by to ni bylo etc. Models similar to the uzh na chto, a... are close to them: ...No ved' kak ni govori, a rabij yazyk est' rabij yazyk, i nichego bol'she.* [Saltykov-Shchedrin 1972: 42] *Uzh na chto ya k Anne Ivanovne privyazan, a tozhe, byvalo, zavidish' etakuyu pompadurshu – chaj, pommish'?* [Saltykov-Shchedrin 1972: 29]

Intensified author's remarks, which include components 'more than anything' or 'more', that perform metatextual functions of separate fragments of text-statement emphasis are also formed: *No chto vsego bolee volnovalo ego, tak eto to, chto on eshche nichem ne uspel provinit'sya, kak uzhe vstretil protivodejstvie. I chto vsego obidnee: ne slyhat' dazhe, chtob kto-nibud' premudrym ego nazyval.* [Premudryj peskar'].

Intensity semantics interacts with the "graduality" semantics (E. Sepir). The latter boils down, first of

all, to the phaseness - transformation from fair, ordinary feature degree to the increasing one and, finally, the highest one (*naibolee; bol'she, chem*) - and, moreover, to the binary contrast of features with emphasis on the second one. In the "Pompadours and Pompadouresses" work, the narration is gradually carried out, with phrase model *doshlo do togo...chto...* concluding it: *Eta zhenshchina, vseгда stol' skromnaya, myagkaya i dazhe slabaya, vdrug doshla do takogo isstupleniya, chto Pompadur nachal opasat'sya, chtob s nej ne sdelalas' na ulice isterika.* [Saltykov-Shchedrin 1972: Pakdel & Talebbeydokhti, 2018]

Phrase models with temporal-concession semantics, complicated by the modus meaning of suddenness, are also used as a method of expressive storytelling and transmission of negative specter of meanings, suddenness, arbitrariness of what is happening: *Pridet nachal'nik, ne uspeet k «blagim nachinaniyam» vplotnuyu pristupit' – glyad' – ego uzh smenili, novogo shlyut.* [Saltykov-Shchedrin 1972: 199] Untimeliness, undesirability of action in the second part is sent through the models similar to the *eshche ne..., a uzh; chut' chto...* etc.: *Eshche vse po gorlo*

syty byli, a my uzh krichali na vsekh perekrestkah, golosili: Golod! Golod! Nu i dokrichalis'. [Saltykov-Shchedrin 1972: 250] Quite often the semantics of exposure is used, for example, of passivity and not simply of minimality of time interval or suddenness: – *Mnogo on na svoem veku ovec pererezal, i vse oni kakie-to ravnodushnye byli. Ne uspeet ee volk uhvatit', a ona uzh i glaza zazhmurila, lezhit, ne shelohnetsya...* [Bednyj volk]

Overall, the hypotaxis modus-evaluative pool includes sentences with conditionality semantics, usually with complex character, as well as with semantics of uncertainty, obscurity, which leads to uneasiness, panic, feeling of instability that receives generalized character: ...*Chto sluchilos'?* *Chto oznachaet eto dergan'e?* *Predveshchaet li ono dvizhenie ili ostanovku na meste?* *Priekhali li my kuda-nibud' hot' ne tuda, kuda ekhali, a tuda, otkuda vyekhali?* [Saltykov-Shchedrin 1972: Gutiérrez-Artacho, & Olvera-Lobo 2017]

Finally, let us note that, by making organic synthesis of artistic-fictional and publicistic styles (A. I. Efimov) and by being the unsurpassed master of sarcastic poetry, M. E.

Saltykov-Shchedrin anticipates the function tendencies of Russian language in terms of bureaucratic apparatus rule, as well as in terms of unusual, critical and extreme situations in lives of society and individual, which appear due to the stereotypes changes, reevaluation of values. This is not simply a desire to get used to the new word or phrase, “to look at a good word, adopt it” (for example, with the “sodejstvie” [assistance] word), not simply a streamlined manner of speaking – “you do not really need to lie, but more like explain yourself in such way, so no one can understand you” ... and mixture of meanings from the point of positive-negative relation – “Bastard, but on a right path”, from the points of real and fictional views etc.

Constructions similar to those presented in the language of M.E. Saltykov-Shchedrin’s works are actively used in modern publicistic, as well as in the artistic and artistic documentary proses. Combination of incompatible, choosing the best option out of worst, crossing of real and surreal are used in these examples: *Hot' i gnusnyj kompromiss, no vse-taki ne samyj gnusnyj*. [V. Aksenov. *Novyj sladostnyj stil'*]; *Svoloch', konechno, no chto-to v*

nem est'. [V. Aksenov. Novyj sladostnyj stil'] What was once considered weird, strange, puzzling becomes normal, usual, while the causal relationship receives the unexpected, irregular, opposing status and borders between causality itself and concession shift: *Tak kak nashe proizvodstvo ne rabotaet, odety my prilichno*. (M. Zhvaneckij)

Summary

In conclusion, the expressive content, which includes different syntactic constructions that more or less realize intensity semantics, contributes to the creation of the metaphorical meaning – exaggeration – hyperbole, which is usual for M. E. Saltykov-Shchedryn's works. Hyperbolic meanings are usually transmitted by the integration of grammar and lexical indicators. Semantics of contrast, unusualness, suddenness - subjective hyperbolization that does not match the objective state of affairs, combining of incompatible, shift of moral orientations, combination of real and potential plans etc. - contributes to the appearance of the comical or sarcastic effect.

Conclusions

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The reviewed syntactic models and, most importantly, phrase models, where informative and connotative meanings are closely related to each other and merged, make up peripheral-transitional zone in the system of hypotaxis in the process of crossing it with parataxis, as well as in the process of moving it towards modal-introductory units and cliché phrases. In the functional and textual aspect, such structures become the leading means of presenting speaker's position in the comprehension of world's moral picture.

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**SEMANTIC WORD FORMATION OF DIALECT VERBS:
LINGUOCULTUROLOGICAL AND COGNITIVE ASPECTS**Olga A. Chupryakova¹Svetlana S. Safonova²Gulnat T. Abikenova³

Abstract: The article is dedicated to the research of semantic word formation of verbs in the language space of Russian subdialects. From the point of cognitive linguistics, the semantic verb derivatives are observed in the system of subdialects. The analysis of several word-formative models is given and structural-semantic and paradigmatic relations between derivatives and inflections in the sphere of different dialect verb groups are described in this research. It is proven that, in the reviewed semantically derived dialect verbs, the subjective-evaluative connotation, usually of the negative nature, is present – from the cognitive aspect it is represented as one of the main features of derivative verb units. It is noted that such factors as the abilities to think and feel prompt the dialect carrier to create new words: dialect carrier's

ability to create new words signals about their language sense and constructive thinking. Semantic derivation enriches the dialect language not only with new lexemes, but also with new word-formative relations. Realization of such powerful potential of Russian dialects shows the independence of derivative processes in the dialectic word production. It is proven that the research of dialect vocabulary provides a great opportunity to generalize word-formative processes, including semantic verb derivation and a Russian national language on different evolution stages. Moreover, derivative processes are equally important for construction and understanding of language picture of the world as lexical-phraseological or stylistic phenomena.

Keywords: subdialect, dialect, derivation, semantic derivation, word

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formation, word-formative model, cognitive linguistics.

Introduction

The language picture of the world may seem to the subdialect carriers as unordinary and versatile. While researching the language picture of the world of Russian dialect carrier, it is important to note main language functions in order to track methods of their implementation in the relation to the linguistic awareness, way of thinking and objective reality, where the speech activity of the subdialect carrier is used. Linguists note the following: “Language is often defined as a form of consciousness, a method of communication and learning, a way of storing existing knowledge. Thinking (cognitive) and communicative-informative aspects of the language are recognized as inseparable from each other by the language’s functions, without preference for one or another in any possible pragmatic aspirations” [Kolesov 2002: 10, Wierzbicka 1997, Galiullina et al 2016, Erofeeva et al 2018; Sazesh, & Siadat, 2018; da Costa, et al 2017; Chahine, 2018]. In this relation, dialect word formation creates a

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great opportunity for the researchers, since the oral form of living is the sole form for the dialect and it determines many of its typological features: increased expressiveness, absence of external normalizing factors, word usage approximation, high number of occasional formations etc.

Derivative processes take one of the most important places in the process of studying the world through the units of natural language, since “word formation should be considered as a system of addressing the needs for emphasizing and fixating unique knowledge structures, of objectification and exteriorization of interiorized conceptual structures (mental representation of person’s experience and knowledge), or, in other words, their “packaging” in the language forms that meets certain formal and substantive requirements” [Materialy 1907: 393, Fatkhutdinova 2014, Erofeeva 2018; Saurykova, et al 2018].

When describing systems of dialect word formation, the dialect carrier’s perception of language units itself, features of their worldview, way of thinking and emotional and expressive background, where the derivation

process is proceeding, are important to note. As E.S. Kubryakova states, “word formation competence includes its participation in the language picture of the world formation, in the categorization acts, in cognitive processing of receiving information” [Kubryakova 2004: 394]. Word formation in subdialects presents itself as extremely interesting to the researcher exactly from the point of learning, since the oral form of dialect living, freedom of word formation let the dialect carrier create new units, which are noteworthy from both the semantic and the derived word structure points of view.

In this regard, the research of separate models of semantic verb derivation in Russian subdialects of Volga-Sviyazhsk interfluves is of our interest. The “derivation” term was introduced to the scientific community by J. Kuryłowicz in the 1930^s in order to characterize word-formative processes. When talking about semantic derivation or semantic word formation, it is important to mention that V.V. Vinogradov in 1952 already noted the need for holistic review of semantic word formation processes, although he did not mention the semantic word

production: his works are exclusively dedicated to the lexeme polysemy.

At the present stage of development linguistics, as known, demonstrates the intense attention to the semantic aspects of word-formative processes. The period of structure analysis changed to the period of analysis of meanings, which are sent through structure. However, despite the ongoing transition from “linguistics of what” to “linguistics of how”, the developing theory of word formation, with new tendencies taken into account, reproduces old contradictive narratives, although the latest researches recognize semantic derivation as one of the methods of new word formations.

Methods

United historic and genetic base of subdialects and literature language causes the existence of united models of semantic word production: “to affect the object – to create smth new as a result” (*kopat' yamu – kopat' kotlovan, vyskoblit' skovorodku – vyskoblit' bukvy na matovom stekle*) [to dig a hole – to dig a foundation hole, to scrape a pan – to scrape letters on a frosted glass], “to treat with smth – to eliminate with smth”

(*vytirat'* glaza – *vytirat'* pot) [to *wipe* your eyes – to *wipe* the sweat], “to treat with smth – to remove it with smth” (*vydoit'* korovu – *vydoit'* moloko) [to *milk* the cow – to *milk* the milk]; meaning of actions, which are similar to the actions of the motivating verb (*operet'sya* na trost' – *operet'sya* na fakty, *shchebetat'* (o ptice) – *shchebetat'* (o rebenke)) [to *lean* on a cane – to *lean* on facts, to *chirp* (birds) – to *chirp* (toddlers)]. However, semantization of dialect words overall and dialect verb in particular has some specific features that differentiate it from the semantization of words from literature language. In the semantic word formation of dialect word, the regional and cultural originality of all dialect word components is reflected.

Therefore, the purpose of this article - the research of the unique features of semantic derivations in the field of dialect verb vocabulary – assumes the completion of next research tasks: find the semantic derivatives in the dialectal dictionaries by the continuous sampling method; analyze the derivatives in the semantic, functional and word-formative aspects; classify the collected language material.

Different methods of linguistic research, the descriptive, statistical and interpretative methods in particular, were used for the realization of the goals and tasks, as well as semantic, word-formative and conceptual analyses.

Results and discussion

In this article, only several models of semantic word production, which in our opinion showcase the constructive thinking of dialect carrier the best, are enough to consider for the research.

The verb *gunut'* with the meaning “to suddenly shout loudly” is built by the word-formative model “to make sounds (animal or inanimate object) > to speak a certain way (person)” [Slovar' 1997, 1: 102]. The dictionary then gives the following statement as an example: “Kak *gunet* na vsyu ulicu, my ispugalis' vse!” [“How [they] *shouted* for the whole street to hear, we all got scared!”] [Dictionary 1997, 1: 102]. Dahl's Explanatory Dictionary gives this verb the meaning of “to go off, thunder, bang suddenly and with force” [Dal' 1996, 1: 408]. It is obvious that the reason for such semantic transfer was the similarities in terms of

both negative emotional evaluation of loud, sudden, unmotivated sounds, which come from artifacts, and human speech. The verb *balakat'* with the meaning “to speak unclear” is also built by the “to make sounds (animal or inanimate object) > to speak a certain way (person)” model [Slovar' 1997, 1: 31]. As an example, the dictionary gives the following statement: “Synochek moj *balyakat'* nachinaet malen'ko” [“My baby is starting to *mumble* a little bit”] [Slovar' 1997, 1: 31]. It is obvious that this semantization is motivated by the similarity of the derived and inflected verbs in terms of inarticulate sounds, absence of any meaning in their flow.

These semantically derived verbs usually have subjective-evaluative connotation of generally negative nature – from the cognitive positions this is considered as one of the main features of derived verb units. It is obvious that emotional-evaluative component of the meaning of such derivatives includes semes, which reflect the accepted perception of one or the other action in the dialect collective: unmotivated, inarticulate speaking is evaluated negatively, since it does not perform many functions of verbal

communication (informative, situative etc.).

The verb *dyshat'* with the meaning “to be in good health” is built by the word-formative model “subject existence – quality state” [Materialy 1907: 44]. As an example, which illustrates the appearance of new meaning, the following statement is given: “*Dyshit* li mamen'ka tvoya?” [“Does your mamma still breathe?”] [Materialy 1907: 44]. In Dahl's Explanatory Dictionary, this homonymous verb functions with the meaning of “to inhale, exhale the air” [Dal' 1996, 1: 507]. The semantic transformation is based on one of the main principles: movement from more specific to more abstract meaning, and in this case, it is motivated by the causal relation of breathing and existing, of person's ability to live thanks to the act of breathing.

In our opinion, in terms of strong impact of sociocultural processes on dialect word production, the model “to make physical action > to be in a socially unaccepted condition” is especially indicative. One example of the verb built by the model described above is the verb *naveshat'sya* with the

meaning “to live at someone’s expense” [Slovar' 1997, 2: 86]. As an example, the dictionary gives the following statement: “*Naveshalsya okolo menya, vtoroj god kormitsya!*” [“[He] *has hung around* me, feeds off me for the second year!”] [Slovar' 1997, 2: 86]. The semantization of the verb *naveshat'sya* with the meaning “to be hung around in any quantity” [Dal' 1996, 2: 189] is based on the similarities of the named actions in terms of subject of action dependency to the object, on which it is based in terms of action. Semantic derivative acquires the negative emotional painting caused by the perception of the dependent way of life.

By the word-formative model “to start doing smth – to travel somehow”, the verb *zakapat'* with the meaning “to disappear, to hide” is made. It appears in the following statement: “*I kuda eto on zakapal tak bystro?*” [“And where did he *wash away* so fast?”] [Materialy 1907: 75]. In Dahl's Explanatory Dictionary, this verb has a meaning of “to start dripping, to splash” [Dal' 1996, 1: 582]. As a result of semantization, the nature of action is rethought, the common characterizing seme of “movement” is absent and the

transfer is based on the component, which is contained in the structure of initial and derivative meanings (in other words, it is based on the living association).

By the word-formative model “to be in a physiological state – to be in an emotional state”, the verb *nasopet'sya* with the meaning “to loudly cry” is made. It appears in the following statement: “*Nasopelas' moya devka, ele ulozhila*” [“Oh how my girl *was sniffing*, barely made her lay down”] [Materialy 1907: 145]. This lexeme is absent in modern Russian literature language. Homonymous verbs with the same meanings are found in Perm and Sverdlov oblasts. In this case, the semantic transformation is caused by the causal relation of person’s expression of emotions through crying and body conditions while crying, i.e. sniffing.

By the word-formative model “to affect an inanimate object – to affect a person”, the verb *vygnut'* with the meaning “to try to get smth, to press for” is made [Materialy 1907: 40]. The dictionary gives the following statement as an example: “*Sumel ya vygnut' iz nego dolg vse-taki*” [“I could finally *arch* his debt out of him”] [Materialy 1907:

40]. In Dahl's Explanatory Dictionary, the homonymous verb has a meaning of “to arch, to create a bulge and hollowness” [Dal' 1996, 1: 284]. In this case, the semantic transformation is caused by the common sense of “impact”. However, if the producing word calls the impact on the inanimate object physical, then the derivative gets a psychological impact in order to receive some profit. Let us note that the derivative word, as a result, gets an ability to merge with the name of a living being.

Summary

The existing language system (however rich it may be) cannot always satisfy expression needs due to the absence of means of non-trivial content transmission in it. In our opinion, dialect carrier is forced to create new words due to their ability to think and feel: dialect carrier's ability to create new words signals about their language sense and constructive thinking.

From the point of cognitive linguistics, the unusual diversity of word-formative models can be explained with the fact that “while using one of the considered row units, [a person] can

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always specify the role of speaking subject, their empathy, their choice of unique perspective or point of view regarding the occurrence and, thus, the known non-randomness of their preferred or newly created denotation” [Kubryakova 2004: 436].

Dialect word formation is an important composite part of the word-formative system of Russian language. It is important to note that it is considered a specific part, since such sides of language system, which are not explicated in the literature language, are created by it. Semantic derivation enriches dialect language not only with new lexemes, but also with new word-formative relations. Realization of such powerful potential of Russian dialects shows the independence of derivative processes in the dialectic word production.

CONCLUSIONS

the research of dialect vocabulary provides a great opportunity to generalize word-formative processes, including semantic verb derivation, and a Russian national language on different evolution stages. We can assert with full conviction that derivative processes are equally important for construction and

understanding of language picture of the world as lexical-phraseological or stylistic phenomena.

Moreover, we are inclined to think that dialect features of derivational level can be used as one of the criteria of Russian subdialects typology and can provide extensive material for the characterization of evolution of Russian people mentality from the point of word learning as a unit of natural language, its representation in usual aspect, which is as peculiar as dialect language.

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WORLD ENGLISHES: REFLECTION ON TEXT COMPLEXITY PROSPECTIVE STUDIES

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Abstract: The following study aims at highlighting new directions of text complexity studies, giving way to more advanced and varied research in the area. It has become the tradition in Russian linguistics as well as foreign one to assess predominantly the complexity of educational texts, thus allowing the learners to boost text comprehension and better material recognition [1], [2], [3], [4]. Text complexity studies can be directed at other types of texts (fiction or newspaper articles) in order to raise the level of awareness and desire to read in general. Bearing in mind that newspaper articles in English can be written by native and non-native speakers, and both types of newspapers can be used in educational purposes, there is urgent

need, as we perceive it, to distinguish the features of authentic and Russian English newspaper texts. The research question of upcoming studies can be accomplished as follows: Are English-language newspapers written by Russian speakers of English as ELF comparable with the texts of authentic publications? The results of this study will be interesting in terms of studying the Russian version of the English language as one of the World Englishes in order to demonstrate whether the differences between the English variants are significant. For this purpose, two tools of computational linguistic analysis can be applied: Coh-Metrix, a computational tool that produces indices of the [linguistic](#) and [discourse](#) representations

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(developed by [Arthur C. Graesser](#) and [Danielle McNamara](#)), and L2 Syntactical Complexity Analyzer (L2SCA) developed by [Xiaofei Lu](#) at [Pennsylvania State University](#) (a [computational](#) tool which produces [syntactic complexity](#) indices of written English language texts).

Keywords: text complexity, assessment, World Englishes, L2, computational analysis

1 Introduction

According to D. Crystal, the number of people who speak English in the world is more than 1 billion 100 million people, and only one quarter of them recognize it as their native language [5]. Due to the fact that at the moment the number of people who speak English at one level or another is three times higher than the number of "native speakers", the globalization process involves not only the spread of English and, above all, English-speaking culture throughout the world, but also changes in the English language influenced by other cultures.

Many people around the world use English as a lingua franca (ELF), i.e. a tool for communication between

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people. According to the "Linguistic Encyclopedic Dictionary" by V.V. Vinogradov, lingua franca (*from Italian: Lingua franca - Frankish language*) is a functional type of language, which is an instrument of interethnic communication in certain areas of social contacts. Initially, the term "lingua franca" meant a specific language, more precisely, a form of language that appeared in the Middle Ages in the Mediterranean region in the Levant and represents a mixture of Italian and French vocabulary. The lingua franca of that time predominantly served as a linguistic means of trade between Arabs and Europeans, which in the Levant were called Franks, after whom the language got its name [6].

It should be noted that at different historical stages and in different territories the role of lingua franca was performed by different international languages. Thus, the ancient Greek was the international language of antiquity [7]. Then, for a long time, the dominant language of the Mediterranean and western Europe was Latin, which was used in all spheres of human activity. At the time of the Arab Caliphate in the vast territory - from India in the east to

Portugal in the west - the Arabic language performed a similar function. Later, beginning with the Enlightenment (18th century), French became the dominant language in Europe. In the 19th century, thanks to the outstanding activities of German scientists, German language acquired great importance. But none of the above-mentioned languages had such a wide distribution and influence throughout the world as English has nowadays.

The concept of ELF itself does not imply a single standard of English. ELF researchers do not even consider the possibility of the existence of a single monolithic form of language either at the present moment or sometime in the future. And although participants of intercultural communication should possess common phonetic and lexical-grammatical structures of the English language for productive communication with all users, ELF researchers allow the use of local variations of the English language in various communicative situations [8].

Despite the lack of consensus among the linguists on the status of ELF, this phenomenon is gradually gaining recognition from social linguists, but the

validity of using ELF in language teaching is still controversial, since until now its features have not been formalized anywhere [8].

As a result of such linguistic processes, new variants of the English language appeared, called World Englishes, or New Englishes. The term World Englishes means new national variants of English in countries where English is not the first language. The term was first mentioned by American linguist B. Kachru in “Standards, codification and sociolinguistic realism: the English language in the outer circle” in 1985. According to Kachru, English was “nativized” in India, Singapore, Nigeria and other countries. Along with this term, such terms as “nativised English”, “indigenized English”, “institutionalized English”, and also “New Englishes” [9] are equally used. At present, all these terms are widely used in their works by British linguists E. Erling and T. MacArthur [10], [11].

2 Methods

Newspapers in English can be divided into those that are produced in Russia and abroad. Foreign newspapers in English are divided into newspapers

written for native speakers and for those who learn English as a second language (ESL learners). Newspapers published in the United States or Great Britain are in one way or another the standard for non-native speakers, since the texts of such newspapers have lexical and grammatical characteristics inherent in authentic texts. The research question of upcoming studies can be accomplished as follows: Are English-language newspapers written by Russian speakers of English as ELF (Russian newspapers: The Moscow News, The Moscow Times, The St.Petersburg Times) comparable with the texts of authentic publications such as The New York Times, The Wall Street Journal, The Washington Post, Los Angeles Times (American newspapers) or Financial Times, Times, Telegraph, the Guardian (British newspapers)? The results of this study will be interesting in terms of studying the Russian version of the English language as one of the World Englishes in order to demonstrate whether the differences between the English variants are significant.

Coh-Matrix is a computational tool that produces indices of the [linguistic](#) and [discourse](#) representations

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of a text. Developed by [Arthur C. Graesser](#) and [Danielle McNamara](#), Coh-Matrix calculates the [coherence](#) of texts on many different measures.

Coh-Matrix can be used in many different ways to investigate the cohesion of the explicit text and the coherence of the [mental representation](#) of the text. "The definition of [cohesion](#) consists of characteristics of the explicit text that play some role in helping the reader mentally connect ideas in the text" [12]. The definition of coherence is the subject of much debate. Theoretically, the coherence of a text is defined by the interaction between linguistic representations and knowledge representations. While coherence can be defined as characteristics of the text (i.e., aspects of cohesion) that are likely to contribute to the coherence of the mental representation, Coh-Matrix measurements provide indices of these cohesion characteristics.

L2 Syntactical Complexity Analyzer (L2SCA) developed by [Xiaofei Lu](#) at the [Pennsylvania State University](#), is a [computational](#) tool which produces [syntactic complexity](#) indices of written English language texts. Along with [Coh-Matrix](#), the L2SCA is one of

the most extensively used computational tools to compute indices of [second language writing](#) development. The L2SCA has been used in numerous studies in the field of second language writing development to compute indices of syntactic complexity (syntactic structures, length of production units, [amounts of coordination](#), [amounts of subordination](#), overall sentence complexity, phrasal sophistication) [13], [14], [15].

3 Results and discussion

One of the pioneers in the study of new variants of the English language is B. Kachru, who, in the book “Indexing of English” (1983), initiated the tradition of describing varieties of English in areas where it is not native [16].

New Englishes have certain formal properties (lexical, phonological, grammatical) that distinguish them from British or American English standards. Most of the adaptations in the new versions of the English language are related to vocabulary in the form of new words, word formations, phrases and idiomatic expressions. In the process of new language structures creation, users of English believe they are adapting the

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language for meeting new communication needs” [17].

Such a variety of changes in local language versions led to the fact that the mistakes made were considered the norm, and the native speakers of the language lost the ability to control changes in the language.

The New Englishes distinguish the following characteristics [18]:

1. New Englishes develop through the education system (perhaps even as a means of learning at a certain level), and not as the first language of the region;
2. New Englishes develop in regions where the majority of the population do not speak English as their mother tongue;
3. New Englishes are used to perform a variety of functions (for example, writing letters, government messages, literature, like lingua franca in the country and in formal contexts);

However, the term New Englishes does not include dialect forms of the language of the British Isles (Scottish, Celtic variants), does not refer to the language of immigrants in English-speaking countries, as well as pidgin on the basis of English [19,24].

The term New Englishes itself is controversial. For example, some linguists, criticizing this term, argue that the choice of such a category as New Englishes itself is meaningless, because each generation makes its own changes to all variants of the English language, which leads to the impossibility of defining one or another variant as new [20,25].

New Englishes are often characterized by the fact that the countries in which these options are represented were not colonies of the British Empire, but use English as a necessary international language. This category includes such countries as Russia, Japan, China, Indonesia, Thailand, etc. [16,26,27].

According to B. Kachru, English in Russia is one of the new language variants, which is used mainly for narrow purposes, such as business, tourism, Internet communication, and also professional communication, requiring functional language proficiency [17].

However, many other researchers insist that Russian English cannot be defined as a full-fledged version for two main reasons. The first

reason is that the English language in Russia is not used in intra-ethnic communication and does not have the linguistic environment for its development as a new option. The second reason is that in teaching English the peculiarities of both British and American variants of English are taken into account in Russia and, therefore, the resulting characteristics of Russian English as a result of mixing two options are perceived as errors and not as features of a separate version.

4 Summary

The peculiarities of the Russian version of the English language are presented in the works of such Russian researchers as A. A. Ionin, A. A. Rivlin [21], however, the most complete classification of such changes is presented in the work by Z. Proshina “English as a Lingua Franca in Russia” (2008). Prof. Proshina identifies the most typical changes in the English language in Russia at all language levels [22].

At the phonetic level:

1. changes in intonation patterns (raising the tone in special and alternative questions);
2. lack of aspiration;

3. stunning voiced consonants at the end of words;

4. no difference in pronouncing long and short vowels.

At the morphological level:

1. using Past Simple time instead of Present Perfect;

2. Absence or incorrect use of articles.

At the syntactic level:

1. preference patterns with the preposition *of* (“the form of the 19th century” instead of the “the 19th century form”);

2. wrong word order in phrases (“the problem “generation gap ” instead of “the generation gap problem”);

3. the absence of a verb-link, especially in present tense (at the moment the main subject I’m responsible for <is> American Culture), due to the absence of a verb-link in the present tense in Russian;

4. changing the order of words in sentences depending on the distribution of semantic load (“This book I have read already”);

5. reordering words in gerund constructions (“birth giving” instead of “giving birth”).

At the lexical semantic level:

1. expressions created by tracing expressions of the Russian language: home task (“home assignment”), to enter the university (“to be admitted to the university”), foreign passport (“a passport issued to Russian going abroad”), Candidate of Philology (academic degree in literature or linguistics, approximately the corresponding PhD in the foreign education system);

2. misuse of prepositions

3. changes in the meaning of concepts in the English language with the intervention of Russian realities in the English language (“unpaid work” or “social service”).

As well as pragmatic deviations, which are the most persistent, since they are connected with the culture of the native language:

1. the masculine nature of the language, which is not entirely politically correct for English (using the word “man” instead of “human being” in a neutral context);

2. excessive verbalization (obtained by rearranging sentences from one language to another);

3. the degree to which orders and requests are categorical, expressed

by an imperative (the Russian expression of the imperative sounds too categorical: “I think I can not do that” instead of “I don’t think I can do that”).

5 Conclusions

As a rule, the above-mentioned changes are considered to be errors with respect to international standards of the English language [23]. Such deviations from the norms of the standard made by Russian-speaking users of English are still not fixed, so they cannot be considered innovations of the Russian version of the English language just as they cannot be considered acceptable for this regional version as a result of the nationalization of the English language due to the needs of contextual, formal or logical correspondence. Words borrowed from English to describe a new cultural phenomenon, on the contrary, can be considered innovative. At the same time, the deviations described above are only a trend in the use of educated Russian-speaking people, something like a “linguistic price” for integrating the English language into new cultural realities [13].

However, despite the not quite definite status of Russian English, one

cannot deny the fact that the above-mentioned features of the use of English by Russian-speaking people are essential and deserve further study on the basis of the new linguistic material.

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CERTAIN FORMS OF EXPRESSION OF JUDICIAL PRECEDENTAydar R. Gubaydullin¹Valeriya V. Kurnosova²

Abstract: The relevance of the studied issues is associated with the increased interaction of the legal systems of our time. The research methodology is based on the dialectic and the systematic approach that follows from it. The article authors take into account the pluralism of the concepts involved in the study. The classic case law is applied to the Anglo-Saxon legal family. The terms judicial precedent and judicial practice are understood synonymously, but only if the judicial practice is created by the highest judicial instances.

Keywords: judicial precedent, judicial practice, law.

Introduction

The development of the legal system of society is inextricably linked with the evolution of the judicial system, the result of which is the creation of judicial practice that takes on various

forms and content in different legal families of modern times. In particular, there are judicial precedents in the Anglo-Saxon legal family, relating to the leading sources of law of this legal family. In the Romano-Germanic legal family, the role of judicial practice is expressed differently; it is an additional source of law.

All these features are described in the theoretical legal and comparative legal literature. At the same time, the answer to the question about the forms of judicial precedent has not received adequate coverage yet. The activity of judicial system, especially the highest judicial instances, is connected with law-making, legal regulation, interpretation of law. Therefore, taking into account the peculiarities of the development and interaction of modern legal systems, it is necessary to turn again to the study of this problem.

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Special attention is paid to the peculiarities of judicial practice in the Russian legal system. An extensive palette of the sources of law, the complexity of legal regulation mechanism implies an appeal to the Russian legal experience. The presented article is of a theoretical and legal nature, it can be considered as a basis for carrying out scientific research in other areas of legal science. The research results raise again the question of the relationship between different sources of law.

Methodology

The theoretical basis of the study consisted of works on comparative law, general theory of law. The methodology of studying the stated problems allows us considering the internal systemic links of a judicial precedent in the context of its structure and content, as well as their external expression, embodied in the forms of judicial precedent.

The purpose, objectives and methodology of the study involve the use of various methods and techniques of scientific knowledge. Analysis, synthesis, analogy provide an

opportunity to explore the structure and content of the judicial precedent. Their complex interaction is carried out within the framework of the implementation of structural-functional method. The study of legislation and other sources of law involves the use of formal legal method. Comparison of legal experience in different countries necessitates the use of comparative method of studying legal reality.

Results and discussion

Understanding the judicial precedent is difficult, as researchers need to take into account the peculiarities of its existence in various legal families of modern times. Here an approach is possible, according to which a general definition of the concept under consideration is proposed, and then its individual features are refined with reference to various legal spaces.

Judicial precedent is a legal text that includes part of the court decision in a particular case, containing information about the rule created by the court, which is interpreted as a generally binding norm of behavior [Arkhipov, Polyakov and Timoshyna, 2012]. From here you can highlight some common signs.

Firstly, we are talking about an appropriately legalized legal text with a certain structure and content. Secondly, not all the court decision contains information about the general rules of conduct. Thirdly, we are talking not so much about the rule as about the information associated with it. The fact is that, unlike the law, which is immediately created for general legal regulation, a judicial precedent arises as a decision in a particular case, and only later it becomes generally binding. Therefore, fourthly, the judicial precedent contains an implied rule of behavior that may not be explicitly outlined. Its interpretation is a complex logical operation that can be handled by other courts.

Currently, there are various criteria for distinguishing the classification of judicial precedents. However, the most meaningful should be the criterion of their division according to legal force and content, since they reflect the very essence of the judicial precedent. In addition, it is important to make a distinction based on the models of legal systems within which there is a judicial precedent.

Judicial precedent in the Anglo-American legal family encompasses three mandatory principles, namely: *stare decisis* - principle according to which the observance of precedents is mandatory; *ratio decidendi* - legal position of the judge, which became the legal basis for a decision; *obiter dictum*-auxiliary arguments, referred to as also incidentally said. Thus, at the stage of selecting and analyzing the applicable precedent in the case, the judge, in the course of the law-enforcement process, should distinguish precisely the essence of the decision, separating it from the incidentally said, since the latter does not have binding force. The *obiter dictum* (incidentally said) may refer to the position of judges in relation to the facts considered on the way in the course of the case, but not relevant to the case on the merits or not having real significance; the position of judges in relation to unacceptable facts; special opinions of judges [Ferencz, 1983].

In addition, judicial precedents are usually classified into creative precedents (original precedent) and interpretation precedents (declaratory precedent) [Shreuer, 1981] in the Anglo-American legal family. The main

difference between these two forms is that creative precedents create a fundamentally new rule of law, while interpretative precedents are essentially an act of law enforcement of an existing precedent or charter. In this regard, some authors do not attribute the precedents of interpretation to judicial precedents in their pure form [Bellinger, 2012].

According to the criterion of compliance of the applicable precedent with the files of a particular case, there is binding precedent - it is used if there are no fundamental differences between the precedent and the case under consideration, and applied precedent - it is used when there are significant differences between the precedent and the case, but still used in resolving this dispute [Bradley, 2008]. In addition, correct and incorrect judicial precedents are distinguished. The correct are the judicial precedents formulated by the highest court and the court agrees that the precedent use is correct. The wrong includes judicial precedents, where the court corrects the erroneous application of the rule of law of the previous court. It is believed that in this case the court decision has not become the rule of law

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[Bankowski., MacCormick., Mo-rawski and Miguel, 1997].

Turning to the continental legal family, it is important to establish that there is no precedent in the understanding of the Anglo-American legal family, but there are independent and distinctive forms of its manifestation.

There are the following forms of judicial precedent in the continental legal family: judicial practice, legal position of the court, explanatory act, act of prejudice [Sinyukov, 2010].

The term judicial practice in modern science is viewed from different angles: as a unity of judicial activity, as a judicial activity in general, as an indicator of the interrelation of legal practice and legal theory. This is due to the fact that judicial practice is a complex and multifaceted phenomenon in its essence.

In this study, the judicial practice is considered as legal provisions and definitions developed during the operation of courts that have a certain commonality and universality, which causes a certain degree of their binding nature.

Thus, judicial practice is a form of judicial precedent, reflecting the experience of applying the legislation expressed in judicial acts of various levels and being of fundamental importance for similar cases.

The uniformity of judicial practice is an important guarantor of ensuring the stability of legal regulation of public relations and a guarantee for the implementation of the main function of judicial law enforcement - the function of justice.

Based on the objectivity of the legal provisions that constitute the judicial practice, it is necessary to note the current and governing judicial practice.

The current judicial practice is a synthesis of judicial acts of a particular court on a specific issue for a certain (actual) time period.

The leading practice includes the practice of consideration of cases by higher courts, including a review of the current judicial practice of lower courts. The leading practice of the highest judicial instances is formed, among other things, at the meetings of the scientific advisory councils of the highest judicial

instances with the participation of judges and legal scholars.

Referring to the example of Russian experience, it is important to note that the violation of the uniformity of judicial practice is the basis for the cancellation or amendment of judicial decisions, which is stipulated by the individual legal acts.

The legal position of the court is considered to be a systematic statement of judgments and opinions of the court instance or court on the motives for the application of a particular legal norm. The legal positions of the court can also be classified by subject, formulating a particular position, and method of its expression.

Regarding the first classification - by subject, formulating the position - we can allocate the following types:

- The individual position of the court. It contains a reasoned justification for the application of a certain rule of law by a judge in a particular case. In addition, we consider it possible to relate the judge's special opinion to the individual position of the court, since it also reflects the judge's opinion on the

application of a certain rule of law to a specific legal relationship.

- Established positions of the courts. These include such court decisions in which it is possible to single out a systematic, similar assessment of the circumstances of the case and the choice of the applicable rule of law by the courts. It is important to note that even in the territory of one state, it is possible to meet the established positions of the courts that conflict with each other, due to different approaches of the courts to the legal assessment of the actual circumstances of the case. In fact, such a heterogeneous legal assessment of similar legal facts is a negative process, since it gives rise to conflicting legal practice.

In addition, it is important to note the legal positions of the Constitutional Court, which are a source of law in their essence.

According to the form of expression of the court's legal position, the decision (sentence, ruling, resolution) of the court, the decision of the court presidium, the information letters of the court presidiums, the scientific and practical commentary of

the court practice, the reviews and other forms are distinguished.

Legal acts are issued by the highest judicial authority based on the analysis of current judicial practice on a particular issue and the established judicial statistics. It should be noted the practical importance of law-enforcement acts as a tool for overcoming legal gaps, ambiguities and legal conflicts, since such acts are an efficient and effective response tool for the purpose of normative regulation within the dynamic social relations. Due to their compulsory compliance by lower courts (as opposed to legal positions that are advisory in nature), this form of judicial precedent causes a lot of discussion about whether such acts are in fact legislative acts or not. Therefore, the law-explaining acts of the highest judicial instances are often referred to as precedents of interpretation. In addition, the explanatory acts can be divided into interpretive acts, which define the understanding of the formal, permanent feature of phenomenon and substantive explanatory acts, which disclose evaluative concepts (conscientiousness, credibility, respectability, etc.).

In this context, it is important to point out Article 126 of the Constitution of the Russian Federation, as well as Article 19 of the Federal Constitutional Law dated December 31, 1996 On the Judicial System of the Russian Federation, which gives the authority to clarify judicial practice issues to the Russian Supreme Court.

The acts of prejudice include court decisions that have entered into legal force, establishing certain facts and circumstances that do not require proof in the future and are accepted by all judicial bodies as an axiom. As a rule, the acts of prejudice consider such circumstances as the assessment of a regulatory legal act, the competence and status of a state body, the area of legal relations regulated by a specific regulatory legal act, the conformity of regulatory legal acts [Bankowski., MacCormick., Mo-rawski and Miguel, 1997].

In Russian legislation, the status of these acts is reflected in a number of regulatory acts (for example, Article 69 of the Arbitration Procedure Code of the Russian Federation, Article 61 of the Civil Procedure Code of the Russian Federation) as a circumstance precluding

proof in a case. We can also note the Resolution of the Plenum of the Supreme Court of the Russian Federation No. 23 dated December 19, 2003 On the Court Decision, which states that the circumstances established by the court decision that have entered into legal force in a previously reviewed case are binding to the court.

The significance of these acts of prejudice is determined by the fact that their absence would give rise to the presence of two contradictory judicial acts for the same legal relations and, accordingly, would give rise to possible risks of revising the same circumstances [Charyev, 2002].

Conclusions

A comparison of judicial precedent in various legal systems suggests that the features of its manifestation are largely determined by the development and functional role of the phenomenon under study in various legal systems.

Case law has dominated the English legal system for centuries, but the role of legislation began to be strengthened in the XIX century. Judicial precedents were involved in the

implementation of the regulatory function of the legal system. The law has largely evolved through the activities of legal practitioners [Gubaydullin, 2017].

In the family of civil law, the law was the leading source of law; the judicial practice was related to the interpretation of legislation. However, the recent time was marked by the increasing role of judicial practice.

In modern legal systems, judicial precedent can manifest itself in various forms, which is caused by a significant number of judicial instances at both the international and domestic levels, the expansion of functions of judicial law enforcement, the rapid development of public relations.

As a result, it is seen similarity in the manifestation of individual forms of judicial precedents. There are not only creative precedents, but also interpretation precedents in the family of common law. There are explanatory acts in the continental legal family, in addition to judicial practice. Obviously, these forms have similar features. Legal systems converge, interact, they often have common goals and development objectives. All this causes the similarity of some forms of judicial precedent.

It becomes obvious that consideration of judicial precedent exclusively as an element of the Anglo-American legal family is incorrect in modern conditions, since special forms of judicial precedent occur in the continental legal family. Its manifestations such as judicial practice, legal position of the court, legal-explanatory act, act of prejudice are found mainly in the countries of the Romano-Germanic legal family and are important and effective means in the mechanism of legal regulation of social relations.

Summing up, it should be said that the system of legal regulation means created by the variety of manifestations of judicial precedent essentially creates a system of judicial law. The convergence of legal systems, the intensive development of public relations, the expansion of judicial powers make the judicial precedent in its various forms an important source of legal regulation both in the common law system and in the continental legal system.

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DIFFERENTIATION OF RESPONSIBILITY AS AN EXPRESSION OF THE PRINCIPLE OF JUSTICE

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Abstract: The proposed article studies the differentiation of criminal responsibility from the standpoint of implementing the principle of justice. The authors point out, along with positive decisions of the legislator, to the imperfection of the regulation in the Criminal Code of the Russian Federation of differentiation of criminal responsibility from the standpoint of the principle of justice.

Keywords: criminal law; criminal liability; differentiation.

Introduction

Differentiation of criminal responsibility is one of the main directions of development of modern criminal law policy of Russia, as well as of many other states. This is a kind of key to the fairness of the norms of criminal law and its

practice. The literature often focuses on the appropriateness and fairness of imprisonment [Cornel, 2010], while it is noted that in some states, when differentiating punishment, the role of imprisonment is overestimated (for example, in the US), and in others (FRG) it is largely limited [Albrecht, 2015], and sometimes differentiation is reduced to the individualization of punishment [Berar, 2014].

Despite some differences of opinion in both Russian and foreign literature, the fundamental importance of differentiating criminal responsibility (punishment) for the implementation of the principle of justice is emphasized. In terms of further improvement of the criminal law, it seems necessary to disclose the influence mechanism of the

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differentiation of responsibility on the election of fair measures of a criminal law nature, which have often a high punitive potential.

In the context of the stated problem, attention should also be paid to the systematization of criteria for differentiation and justice of punishment and other criminal legal measures.

Materials and methods

The work is based on the provisions of Articles 2, 5, 6, 43 regulating the tasks of the Criminal Code, principles of equality and fairness, purpose of punishment, Article 15 of the Criminal Code of the Russian Federation, establishing the categories of crimes, Articles 104¹, 104², 104³ of the Criminal Code of the Russian Federation, regulating confiscation of property, Article 44 of the Criminal Code of the Republic of Belarus, Article 16 of the Criminal Code of the Republic of Uzbekistan, Article 137 of the Criminal Procedure Code of France, clauses 64 and 66 of the Criminal Code of Germany.

The reliability of results obtained is ensured on the basis of the analysis of significant and necessary array of legislative norms, statistical data on the application of criminal law norms, as well as use of various research methods of legal establishments: logical, historical-legal, comparative jurisprudence, system-structural, etc.

Results and discussion

Differentiation of criminal responsibility as a result of the activity of legislative body is a system of differentials, that is, differences in its content, limits, grounds and forms of implementation stipulated in the criminal law based on socially significant, typical properties of a crime and the perpetrator's identity.

Since the criminal law stipulates responsibility for the various, in their nature, dangers, degree of guilt, motives and objectives of the crime, its differentiation seems inevitable. On the basis of consolidating the system of differentials of criminal responsibility, the legislator determines priorities in the

criminal law, and subsequently the criminal-executive policy of the state, it is intended to streamline the law enforcement practice and ensure its uniformity.

Differentiation of criminal responsibility is mainly aimed at the implementation of the principles of justice and equality of citizens before the law. It is known that the fairness of a punishment imposed by a court or another measure of a criminal law nature is predetermined primarily by the validity of sanctions stipulated in the Criminal Code of the Russian Federation. Already in the establishment of penal sanctions, the legislator determines the possible limits of justice depending mainly on the nature of crime committed (let us say, a sentence of imprisonment for a term of 6 to 15 years for murder without qualifying signs (Part 1 of Article 105 of the Criminal Code of the Russian Federation) and this type of punishment for up to 2 years for deliberately false denunciation (Part 1 of Article 306 of the Criminal Code of the Russian Federation), as well as on the typical degree of its public danger (for

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example, Part 3 of Article 106 of the Criminal Code of the Russian Federation stipulates an imprisonment up to 4 years for causing death by negligence to two or more persons, but Part 2 of Article 105 of the Criminal Code of the Russian Federation stipulates the same punishment for the murder of two or more persons), an imprisonment for a period of 8 to 20 years, or life imprisonment, or death penalty. As can be seen, such a typical feature as a form of guilt significantly affects the degree of public danger of a crime and, accordingly, the regulation of criminal responsibility limits in the law.

The nature and degree of public danger of a crime only predetermine the limits of criminal responsibility and its fairness, since the punishment chosen by the court or some other measure of criminal law nature shall correspond, moreover, to the circumstances of its commission and the perpetrator's identity. Such criminal law measures that, although formally appointed within the sanction limits, ignore these circumstances and the perpetrator's identity, cannot be recognized as fair. Therefore, the

requirement of justice is not fully implemented by the legislative regulation of the differentiation of criminal responsibility, since it involves taking into account both the typical circumstances of the accompanying crime, the typical personality traits, and their individual diversity.

I would like to draw attention to the fact that the full punishment differentiation does not exhaust the differentiation of criminal responsibility. Although it cannot be argued that these processes are not interrelated; differentiation of the latter means differentiation of punishment, which, in turn, is a component of the differentiation of this responsibility.

However, this clarification also does not fully answers to the question of elements that undergo differentiation. It is known that the Criminal Code of the Russian Federation does not contain the definition of criminal responsibility, in contrast to punishment. In theory, very different explanations are offered for the concept, content, structure, and forms of its implementation. Despite the fact that

criminal responsibility is a universal and fundamental category in the criminal law, there is no certainty in the law and theory as to its essence and content. In particular, it is widely believed that criminal responsibility is the responsibility of the perpetrator to undergo the appropriate legal restrictions and deprivations arising from his/her conviction on behalf of the state [Karpushin., & Kurlyandskiy, 1984]. The content of criminal responsibility also includes the state's duty to limit the legal status of a person, who has committed the crime, that is, to impose the burden and deprivation upon him/her [Santalov, 1982]. Some authors identify criminal responsibility with guilt [Chistyakov, 2020], with censure in the form of state condemnation of the perpetrator and the crime committed by him/her, with the actual acceptance of coercive measures by the perpetrator [Piontkovsky, 1962]. I.S. Retyunskih considers it inappropriate to divide criminal responsibility and its implementation, since there is no objective imposition of responsibility and subjective experience of the consequences of committing a crime in this case

[Retunskih, 1989]. According to B.V. Sidorov, the definition of criminal responsibility as a duty not to commit a crime, and when it is committed - the person's duty to be responsible to the state, supplemented by the implementation of this duty in the state-coercive measures of a criminal law nature, enables to agree with those who do not see the contradiction between its interpretation as a person's responsibility to be subjected to these coercive measures for the crime committed and to understand it as the actual application of these measures [pravo Rossii, 2013].

According to A.V. Naumov, the criminal liability should be understood as all the measures of criminal law impact, which are applied to persons, who have committed crimes. In some cases, it is exhausted by the fact of the person's conviction, that is, the decision of implying conviction without sentencing, in others - not only by condemnation, but also the application of punishment to it. [Naumov, 2016] A definition of criminal responsibility close to this understanding is given in Part 1 of Article 44 of the

Criminal Code of the Republic of Belarus, which states that it is expressed in conviction on behalf of the state upon the court's verdict for a person, who has committed the crime and the application of conviction or other criminal liability on the basis of conviction. In the Criminal Code of the Republic of Uzbekistan (Article 16), responsibility for a crime is defined as a legal consequence of a socially dangerous act, expressed in condemnation, application of punishment or other measures of criminal law influence by the court to the person guilty of the crime.

It seems to us that in the static aspect a criminal responsibility is expressed in some cases only in conviction (reprimand) of a person, who has committed a crime, expressed in the court conviction, and in others - along with this condemnation and punishment or another measure of criminal liability, in other words - another measure of a criminal law nature, and in the dynamic aspect - it (criminal liability) consists in the subjective enduring of negative consequences of committing a crime. In

this aspect of criminal liability, it is actually about its implementation.

The definition of criminal responsibility similar to the interpretation of punishment given by the legislator in Part 1 of Article of the Criminal Code of the Russian Federation seems fruitful. Criminal liability, as a more general concept, also acts as a measure of state coercion, as defined in a court conviction. It, like punishment, is applied to a person convicted of a crime. The difference between them can be seen only in the content and targets, they depend on the implementation forms of criminal responsibility, that is, all or only some of its elements are implemented. Criminal responsibility is a universal and comprehensive criminal law measure, it covers all its more specific measures with its content - punishment, confiscation of property, conditional conviction, suspension of sentence, compulsory educational measures, compulsory medical measures, combined with the punishment execution, etc.

Taking into account the requirements of justice, the differentiation

of criminal responsibility is carried out on the basis of various means (grounds) and in its various forms, in particular, on the basis of 1) the nature of public danger of crimes in sanctions for the acts with the main elements of crimes; 2) the regulation of qualified offenses and the establishment of new punishability limits, taking into account the typical properties of the degree of public danger of crime; 3) the regulation of sanctions for crimes with particularly qualifying features; 4) the regulation of notes to a number of articles of the Special Section of the Criminal Code of the Russian Federation, which stipulates exemption from criminal liability due to active repentance after committing a single crime (see, for example, a note to Article 126 of the Criminal Code of the Russian Federation) and bringing to justice in those situations when the perpetrator's actions contain the signs of different *corpus delicti*.

The main form of differentiation of criminal responsibility is carried out by the legislative regulation of sanctions, that is, the punishability limits in the norms of the Special Part of the Criminal Code of

the Russian Federation by establishing in them: 1) different types of punishments; 2) the main and additional types of punishment; 3) the timing and size of punishments; 4) the differentiation of sanctions for acts with the main qualified and specially qualified compositions; 5) the regulation of compositions with a special subject of the crime.

A not smaller circle of differentiating means is stipulated in the norms of the General Part of the Criminal Code of the Russian Federation by: 1) establishing a system of types of punishment; 2) regulating the minimum and maximum limits on the timing and size of certain types of penalties; 3) regulating the ban on the appointment of certain types of punishment to certain categories of persons who have committed the crimes; 4) features of the use of penalties in the form of deprivation of the right to hold certain positions or being engaged in certain activities (Part 3 of Article 47 of the Criminal Code of the Russian Federation) and deprivation of a special, military or honorary title, class rank and state awards (Article 48 of the Criminal Code of the

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Russian Federation); 5) punishability features of minors (Article 88 of the Criminal Code of the Russian Federation); 6) establishment of new punishment limits (as compared with the sanctions of Articles of the Special Part) in the presence of: a) mitigating circumstances stipulated in clauses “i”, “k” of Part 1 of Article 61 of the Criminal Code of the Russian Federation (Part 1 of Article 62 of the Criminal Code of the Russian Federation); b) at the conclusion of a pre-trial agreement on cooperation (Part 2, 3, 4 of Article 62 of the Criminal Code of the Russian Federation); c) consideration of the criminal case in accordance with the procedure established by Chapter 40 of the Criminal Procedure Code of the Russian Federation (Part 5 of Article 62 of the Criminal Code of the Russian Federation); d) the purpose of punishment at the jury's verdict of condescension (Article 65 of the Criminal Code of the Russian Federation); e) sentencing for an unfinished crime (Article 66 of the Criminal Code of the Russian Federation); e) punishment appointment for the recurrence of crimes (Article 68 of the Criminal Code of the

Russian Federation); g) sentencing on cumulative crimes (Article 69 of the Criminal Code of the Russian Federation); h) sentencing on cumulative sentences (Article 70 of the Criminal Code of the Russian Federation); i) punishment appointment to a person recognized as sick with drug addiction (Article 72¹ of the Criminal Code of the Russian Federation); j) application of conditional conviction (Articles 73, 74 of the Criminal Code of the Russian Federation); k) deferment of serving the sentence (Articles 82, 82¹ of the Criminal Code of the Russian Federation); m) replacing the unserved part of sentence with a milder one (Article 80 of the Criminal Code of the Russian Federation); m) replacement of certain types of punishment in case of threatening evasion from serving them (Articles 49, 50, 53 of the Criminal Code of the Russian Federation) or in case of evasion (that is, if there is no sign of maliciousness - Article 531 of the Criminal Code of the Russian Federation or when evading fine execution (Article 47 of the Criminal Code of the Russian Federation);) o) exemption from punishment in connection with a disease

(Article 81 of the Criminal Code of the Russian Federation); o) exemption from serving a sentence in connection with the expiration of the statute of limitations for a court conviction (Article 83 of the Criminal Code of the Russian Federation); p) commutation according to amnesty and pardon, etc.

The above means of differentiation of criminal responsibility can be viewed through the prism of their systematic construction. Firstly, the legislator regulates the system of punishments, the terms or amounts of certain types of punishments, determines the categories of persons who cannot be given certain types of punishments, as well as the replacement of certain types of punishments with other punishments when a court makes a sentence (Articles 51, 55 of the Criminal Code of the Russian Federation) or malicious evasion from serving or executing a punishment imposed by a court. Subsequently, this differentiation is carried out through the regulation of sanctions in the norms of the Special Part of the Criminal Code, in particular, through a combination of the

main types of punishments and their combination with additional penalties, the definition of their terms (sizes). The next level of differentiation of criminal responsibility is the differentiation of the limits of punishments stipulated in connection with certain features of the commission of certain crimes, as well as the perpetrator's identity (Articles 62, 631, 65-70, 72¹ of the Criminal Code of the Russian Federation). And its final level in the application of punishment is carried out in the process of its execution, and it is implemented by means of mitigating or aggravating the punishment.

In addition to punishment, the differentiation of criminal responsibility is carried out by regulating other measures of a criminal law nature - conditional conviction, postponement of punishment, compulsory measures of educational influence, confiscation of property, etc. It is in this case about the criminal law impact, deprived of punitive nature. The presence of non-punitive means and, moreover, their prevalence is a feature inherent in modern criminal law.

The system-structural, multi-level and dualistic (punitive and non-punitive measures) construction of the differentiation means of criminal responsibility in the Criminal Code of the Russian Federation allows ensuring the comprehensive implementation of the principle of justice, applying the most individualized and expedient punishment in each particular case of conviction for a crime.

The legislation of some modern states (Article 137 of the Criminal Procedure Code of France, § 64, 66 of the Criminal Code of Germany, etc.) stipulates preventive measures, which in fact act as a means of executing criminal responsibility and, accordingly, differentiating it. As some French authors point out, personal security measures are designed to eliminate certain criminal tendencies regarding, for example, alcoholics [Conte, 1998]. However, it seems to us that such preventive measures cannot be applied outside the commission of a crime. Although the very idea of a preventive effect on persons with criminal or semi-

criminal "tendencies" deserves the attention of the Russian legislator.

In the Criminal Code of the Russian Federation, a definition of criminal responsibility should be given, which would allow it to be correlated with other criminal law categories - its basis, punishment, other criminal law measures, goals of this responsibility and goals of punishment, etc.

Conclusions

In our opinion, some of the innovations in the current Criminal Code of the Russian Federation do not meet the requirements of justice, in particular, giving the court the right to change the crime category to a less serious one; it can therefore, for example, change the category of a particularly serious crime to a serious crime, and meanwhile, sufficiently long terms of imprisonment and even life imprisonment are stipulated for committing these crimes or criminal acts, since they are characterized by an extremely high degree of social danger. In a general procedure, it is hardly advisable to provide for such mitigation, moreover,

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there are other forms of it that are individual and stimulating in nature - imposing a milder punishment than those stipulated for this crime (Article 64 of the Criminal Code of the Russian Federation), conditional early release from serving the sentence (Article 79 of the Criminal Code of the Russian Federation), etc.

From the point of view of the interests of differentiation of criminal responsibility and the appointment of fair penalties, it is impossible to recognize the refusal of indications of the minimum limits of imprisonment and some other types of punishment in the sanctions of the norms of the Special Part of the Criminal Code of the Russian Federation as justified. In our opinion, the differentiation of criminal responsibility should be not less based on gradation and minimum limits of punishment. The refusal to fix the minimum limits leads to the fact that the court may determine the term of imprisonment from two months to fifteen years for committing certain crimes (for example, Part 4 of Article 111 of the Criminal Code of the Russian Federation). As we see it, the law should establish the

contours of justice punishment. Moreover, such an approach cannot exclude the abuse of excessively broad judicial discretion.

In our opinion, the exclusion of property confiscation from the system of punishment types in 2003 also does not meet the requirements of justice. Although three years later it was again settled in the Criminal Code of the Russian Federation, however, it was in some capacity - as a different measure of criminal law. As a result, its application was limited to a number of conditions and reservations, which reduced its appointment to individual cases. And all these “innovations” were undertaken by the legislator in an atmosphere of unacceptably high levels of corruption, abuse and theft. Therefore, it would be fair to stipulated the confiscation of all the property, the acquisition of which cannot be explained by a person, who has committed a crime.

As a result, we note that the differentiation of criminal responsibility is key in establishing and implementing fair measures of criminal law response to the facts of committing crimes. A fair

differentiation of responsibility predetermines the social effect of criminal law in general. It does not exclude the use of punishments with a high punitive potential, including the death penalty for particularly cruel facts of numerous murders, confiscation of property not only of those guilty of a crime, but also of their family members, who have been living together for five years before their conviction. From these positions, it also seems reasonable and fair to increase the minimum sentence of imprisonment for committing grave and especially grave crimes.

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DIGITAL EVIDENCE IN JUDICIAL PRACTICE EVIDENCIA**DIGITAL EN LA PRÁCTICA JUDICIAL**Guzel A. Valeeva¹Nikita N. Makolkin,²

Abstract: In this study, the authors consider digital evidence through the prism of implementing the idea of e-justice. The authors suggest that there is a need to regulate by law the rules for determining the admissibility and reliability of evidence, as well as to determine the range of possible actions and powers of the court and participants in the process when studying digital evidence.

Keywords: evidence, digital evidence, written evidence

Introduction

Administering law in the form of the civil, arbitration and administrative proceedings today involves the study of evidence, including digital, using advanced information technology for this purpose in the manner prescribed by law.

At the same time, both in legal doctrine and in law-enforcement practice, an aura of disputes and discussions arose around the legal nature and the very essence of digital evidence. It is important to note that in legislation, in periodicals, and in international practice there is no single concept describing the essence of this type of evidence. This state of affairs leads to the fact that the idea that they are separate and independent in a number of means of proof becomes more widespread, and, accordingly, the need for special legal regulation arises.

Taking into account the presence of this uncertainty, this work is aimed at studying how digital evidence is regulated in the jurisdictions of some states in the sphere of the judicial process.

Methods

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Comparative legal, deductive and inductive methods were chosen as the main tools for research of the issues under consideration.

Results and discussion

The rules for the use of digital evidence in the courts at the international level are somewhat incompletely regulated and vague, which makes it difficult to exchange information that affects the proof and enforcement of court orders.

Considering international legislation, it is necessary to mention the UN Convention on the Use of Electronic Communications in International Contracts dated November 23, 2005 [Mason and Rasmussen, 2016]. It was adopted by Russia in the Resolution of the Government of the Russian Federation on October 24, 2013, No. 940. It should be noted that this act does not include in its scope of regulation the contracts concluded for personal use and transactions in the regulated stock market. The main ideas of the Convention are the provisions aimed at regulating the effects of electronic contracts.

Of great interest among the acts regulating the activity in question, are acts of the European Parliament and the Council of the EU, which are declarative in nature: 1) Directive 1999/93 / EC dated December 13, 1999 "On the legal framework of the European Community for using digital signatures" [Manes, Downing, Watson., & Thrutchley, 2007]; 2) Directive 2000/31 / EC dated 8.06.2000 "On e-commerce" [Kutsenko, 2016]. The main goal of these documents is the regulation of private law relations in correlation with the peculiarities of national law. Thus, specific requirements for the recognition of digital signatures are imposed on certification service providers, including the recovery of damages from them when they are issued to an indefinite number of persons and the revocation of qualified certificates of electronic digital signatures. At the same time, the courts are obliged to take into account the documents as evidence, even when there is doubt about the authenticity of a digital signature. The same state of affairs is due to the fact that the question of authenticity is to be established within a trial.

After more than 5 years, in 2016, the European Committee for Legal Cooperation conducted an international study on the introduction of digital evidence into the procedural laws of different countries. Respondents were asked 14 questions about the procedure for obtaining digital documents and the requirements established for such documents, etc. Also, the list included a question about the place of digital evidence within the system of evidence, as well as what evidence is considered reliable and whether other types are recognized as invalid. [Laevskaya, 2017] From the research it follows that digital evidence is often referred to as written (France, Italy, Germany, Latvia, etc.), while there are exceptions: for example, in England, Russia and Hungary it is possible to study digital evidence as to both written and physical evidence. The research results indicate that in a number of European states, with the presence of a special law on electronic documents, the relations in question remain insufficiently regulated in the procedural codes, which gives rise to negative phenomena in the

process of bringing judicial practice into uniformity.

At the same time, if we look at the overseas experience, it can be noted that in the United States since June 1, 1975, the rules of evidence established at the federal level are applied. These rules are currently being widely reformed through amendments affecting the standards for obtaining, processing and researching digital evidence in court proceedings. One of the latest amendments is to simplify the authentication of data obtained from electronic sources (dated December 1, 2017). Among other things, according to the provisions of the US Law on Digital signatures in World and National Trade, a digital signature can be an analogue of a handwritten signature, either a sound or a symbol, or any other action expressing the intention to sign an electronic document [Mason and Rasmussen, 2016].

In turn, in Canada, in addition to the Evidence Act, some courts form their own recommendations on the use of digital evidence in civil litigations [Manes, Downing, Watson., & Thutchley, 2007].

The situation in the Russian Federation is similar; the issue of determining the procedural status of digital evidence in the system of evidence is quite acute. This leads to a number of problems:

1) The need for differentiating the sources of information obtained from digital evidence and electronic sources which are carriers of such information;

2) Identification of specific types of digital evidence affecting the procedure for their obtaining, providing, presenting, and researching them, including their authentication;

3) Optimization of the evidentiary rules included in the Code of Civil Procedure of the Russian Federation and the Arbitration Procedure Code of the Russian Federation regarding digital evidence.

Russian civil procedural legislation does not allocate digital evidence as a full-fledged means of evidence, nor does it apply and does not give a definition to the named term. At the same time, a number of regulatory legal acts contain a legal definition for an

electronic document, which is presented by the legislator as information expressed in electronic form and transmitted via communication channels.

It is important to focus on the fact that the three procedural codes (Code of Civil Procedure of the Russian Federation, code of administrative court procedure of the Russian Federation and Arbitration Procedure Code of the Russian Federation) include digital evidence as written evidence with one difference: the Code of Civil Procedure of the Russian Federation and code of administrative court procedure of the Russian Federation speak of electronic documents and other materials executed in digital form and received using special technical means of communication, and in the Arbitration Procedure Code of the Russian Federation this list is narrowed down to electronic documents and other documents executed in this way.

Among other things, the Supreme Court of the Russian Federation in the Resolution of its Plenum speaks only of an electronic document and an electronic image of a document differing them from

each other only in the method of their making. An electronic document is created in electronic form and signed with a digital signature, and an electronic image of a document is created by scanning the paper media and transferring it into electronic form.

Today, virtually everything can be electronic: documents, messages, correspondence, records of judicial and administrative bodies, technical information carriers, flash drives, Internet services, websites, archives, accounts, audio and video recordings, metadata, etc. At the same time, it would be incorrect to attribute all of them to one means of judicial proof being written evidence, or to unite judicial evidence into a separate group, calling it digital evidence. We believe that there is no need to deviate from the traditional division of evidence into types [Kutsenko, 2016] only on the basis of the special technical component of digital evidence. If, as a result of proving a specific fact, or group of facts, it is required to obtain information only about the production, quantitative and qualitative data of the corresponding

digital device or object of the information environment, then such digital evidence is real. If it is required to investigate and evaluate images, voice, movements, action (inaction), plot recorded on it using a digital device then this is nothing more than an audio or video recording. Digital evidence as written evidence should be considered taking into account all its information characteristics that express the thoughts and behavior of a particular subject of the relationship, as well as the material carrier of such information in order to establish its authentication and identification (i.e., obtaining additional information about the appearance of digital evidence, its modification, fixation and methods of transfer to other persons). In this regard, we consider it possible to disagree with the opinion of M.A. Mitrofanova that in this case only the information, regardless of its electronic carrier, has evidentiary value [Mitrofanova, 2013].

Summary

Written digital evidence can be of various kinds, but the most typical of them

are electronic documents, messages and correspondence, screenshots of Internet sites and other sources of electronic information in the form of electronic images. In turn, all of them can be signed with a digital signature or not. Of course, the procedure for examining such evidence should be regulated by procedural law. Due to the lack of regulatory rules in judicial practice, especially arbitration, where electronic circulation is most common, we have formed a number of conclusions. Pay attention to some of them:

1) The equivalence of an electronic document signed not only by an enhanced digital signature, but also by a simple or non-qualified digital signature, and a paper document signed by a handwritten signature, if the parties specifically stipulate this in an agreement or contract [Mitrofanova, 2013];

2) the use of digital signature by companies when signing an agreement is a direct proof of its conclusion, provided that the key certificate is valid at the time of signing the document [Bonner, 2013], while the burden of proving the invalidity

of the digital signature rests on the person denying the existence of disputable legal relations [Manes, Downing, Watson., & Thutchley, 2007];

3) electronic correspondence (communication) as written digital evidence is used by the parties quite often, but the courts are critical of this type of evidence if it is informal (it is believed that in this case, it is not legally relevant). Email addresses where official correspondence is sent should always be agreed upon by the parties. Otherwise, it is necessary to apply to a notary for inspection letters and attached files or to prove that the parties had a well-established practice of sending each other messages to the appropriate address or on the website there was set a publicly available controversial e-mail address. However, there is another approach, according to which the fact of labour relations with a plaintiff in a claim for confirmation of labour relations in the absence of a written employment contract can be confirmed by a set of circumstantial evidence and, in particular, by electronic correspondence and SMS messages.

Moreover, the addresses do not have to be agreed, since an employee is the weak side of labour relationships [Mitrofanova, 2013];

4) Screenshots of sites are not always recognized as adequate evidence for several reasons: the site address, the date of receiving the screenshot, the authorized person's signature, and a party has the technical ability to change the content, are not indicated [Mason and Rasmussen, 2016];

5) Sending of confidential information by a responsible person to a personal e-mail (or other mail) is assessed by the courts as its disclosure to third parties [Laevskaya, 2017].

The above findings of judicial practice deserve the attention of the legislator and contribute to the further conceptual development of the institution of judicial evidence.

Conclusions

The development of e-justice in Russia is taking on a wide scale; therefore, a comprehensive and integrated approach is needed to study not so many common

concepts and global perspectives as elementary but significant institutions, without which procedural actions would be difficult. In particular, we believe that the widespread use of digital evidence in court proceedings will inevitably and in the near future become a key element of the entire legal process. Obviously, there are not enough valid standards. Digital evidence as a form of written physical evidence or audio and video recordings should not be vulnerable; on the contrary, their presence in the case should serve as a guarantor of the court making a correct and lawful decision.

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**LEGAL PERSONALITY OF INCORPORATED ENTITIES IN
RUSSIAN LEGISLATION AND TNC**Marat R. Suleymanov¹Guzel A. Valeeva²

Abstract: The goal of any branch of law is the effective regulation of public relations in any area with the goal of streamlining them. For this, it is necessary that the content of legal norms, as in a mirror, reflects the modern development of society and its ties. The past century and the current century have brought a lot to the modern world, and many of these innovations are associated primarily with the process of globalization. The consequence of this was the spread of integration processes, both between states and between business structures. Transnationalism and transnational corporations are natural consequences of the development of the world; they reflect the desire of mankind to unify goods and services. We note right away that by a transnational corporation we mean a complex union of legal and non-legal entities with the ability to combine their resources, experience and knowledge on

a global scale, between which there are stable internal economic ties, consisting of one or more parent companies and separate, but dependent subsidiaries units located in more than two states. This article compares the legal personality of a legal entity under the civil law of the Russian Federation with the legal personality of transnational corporations.

Keywords: transnational corporations, TNC's, globalization, legal entity, private law.

Introduction

The essence of the phenomenon of a transnational corporation in the context of private international law is determined by the place this type of corporation occupies in the specified field of law.

In view of the peculiarities of the rules of private international law,

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which we will discuss later in this article, the category of “legal personality” should be considered, first of all, from the standpoint of civil law, which is the basis for private law relations on an international plane.

Persons with the ability to be carriers of subjective legal rights and obligations are in different positions relative to each other. The legal status of these persons, the scope of their rights and obligations, is determined by their legal personality. It is traditionally understood as a special legal quality, which is established by law and allows a person to be a subject of law.

Also in the legal doctrine, the following definitions of legal personality are found: designation of the subject of law in relation to individual legal relations, the social and legal possibility of the subject to be a party to legal relations, the prerequisite for legal relations; social and legal property recognized by the state for citizens and other subjects of law, allowing them to enter into legal relations [1].

Methods

The concept of “legal personality” appeared in science at the

beginning of the XX century, it is contained in Art. 6 of the Universal Declaration of Human Rights adopted by the UN General Assembly on December 10, 1948. In accordance with paragraph 1 of Art. 2 of the Civil Code of the Russian Federation, the legislation determines the legal status of participants in civil turnover, the grounds for their occurrence and the procedure for exercising their respective rights, that is, it regulates the legal personality of participants in legal relations.

The content of legal personality is a debatable issue. Some scholars consider legal capacity (the ability of a person to have subjective rights and legal duties) and legal capacity (independently, by their personal, conscious actions to exercise their rights) the parts that constitute legal personality. This point of view is shared by O.S. Joffe, S.S. Alekseev, N.V. Vitruk [2]. Scientists such as S.N. Bratus, A.V. Benedictes identify the concept of legal personality with legal capacity, and legal capacity is considered as a special type of the latter [3].

Passive dispositive capacity - the ability of a person to bear legal responsibility for the offenses committed

- is also considered by some researchers as part of legal capacity, while others distinguish it as an independent element of legal personality.

At the same time, supporters of all the above points of view agree that legal personality is a feature of the subject of law. Firstly, a participant in public relations should be able to have subjective rights and bear the obligations established by law. This feature is the basis of the legal determination of legal capacity in Russian civil law (paragraph 1 of article 17, paragraph 1 of paragraph 1 of article 49 of the Civil Code of the Russian Federation). In order for a person to be a subject of law, it must be: externally separate (for legal entities - a feature of organizational unity and the availability of separate property); personified (availability of means of individualization).

Secondly, in order to be a subject of law, a person must be able to develop, express and implement a personified will. Legal personality does not depend on the desires and will of individuals, but arises only with the help of objective law and cannot be limited or expanded, for example, by agreement or will.

Thus, for the purposes of this article, by legal personality we will understand - the unity of the legal capacity of a person, as well as his name (name), place of residence (location), which are mandatory conditions for participation in legal relations.

According to Russian civil law, the subjects of which are citizens and legal entities, the legal capacity of a citizen arises at the time of his birth and ceases his death (paragraph 2 of article 17 of the Civil Code of the Russian Federation), and legal capacity, which is understood as the citizen's ability to acquire and exercise civil rights through his actions to create civil duties for themselves and to fulfill them, arises in full from the age of majority (Clause 1, Article 21 of the Civil Code of the Russian Federation).

The distinctive characteristic of civil law is that in it the subjects of market relations - business companies and their associations, institutions, public organizations - are in an equal position and are abided by the "single economic law of the market." Therefore, in the paradigm of private law, they are all united under a single category of "legal entity".

In accordance with paragraph 1 of Art. 48 of the Civil Code of the Russian Federation, a legal entity is an organization that has separate property and is liable for it under its obligations, can acquire and exercise civil rights and bear civil obligations on its own behalf, be a plaintiff and defendant in court. Thus, the Civil Code of the Russian Federation puts an equal sign between the concepts of “legal entity” and “organization”.

One of the unconditional signs of the organizational unity of a legal entity is the presence of any constituent document, which would establish the goals of the activity, legal form, structure of the legal entity and other aspects of its activities.

The property of a legal entity must be separated from the property of its founders and others, so that such a person can independently bear civil obligations and responsibilities.

The continental system of law identifies the following features of a legal entity: the presence of a community of persons, voluntariness of creation, commonality of purpose, making and sharing of contributions.

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Outstanding Russian pre-revolutionary jurist G.F. Shershenevich regarding the concept of a legal entity noted: “the legal idea of the subject is caused by the needs of legal technology, which, in turn, are caused by the need to distinguish interests. From this point of view, attacks on the use of fiction by the science of law seem completely groundless. Of course, fiction does not correspond to reality and is not able to explain it, but this is a scientific device that helps to realize the vital task of delimiting interests” [4].

Results and discussion

All theories of legal entities can be divided into two categories:

- theories centered on the phenomenon of fiction (the existence of a real subject is denied);
- theories that recognize the real existence of the subject.

Theory of the collective (A.V. Venediktov) - the collective of a legal entity manages and disposes of its property. Director's theory (Y. Tolstoy) - the essence of a legal entity is expressed in the person making the most important decisions of the parent body / senior officer of the corporation. The theory of

social reality (DM Genkin) - the essence of a state legal entity should be justified: by what objective reasons cause the need for the existence of a legal entity and its use [5].

In development of the theory of fiction K.F. Savigny was developed:

- target property theory (A. Brinz): each legal entity is formed and exists in order to achieve a specific goal. This property serves a well-known purpose [6].

- The theory of collective property (Planiol): in order to simplify the management of collective property, a fictitious person is introduced [7].

I.A. Mankovsky in his article “Theories of the essence of a legal entity: a history of development and modern scientific approaches” emphasizes that the theory of fiction by Carl von Savigny is the most convincing. In addition to many other arguments, he refers to the definitions of a legal entity given in textbooks of Soviet law and concludes that “from 1958 to the present, almost all definitions of a legal entity used by legal science and practical jurisprudence are reduced to listing the main his attributes, which were first formulated in the theory of fiction. These include: organizational

unity; ability to independently act in civil circulation; property isolation, expressed in the ability of a legal entity to own property that is separate from the founders; limiting the liability of participants of a legal entity for its obligations” [8].

Each entity that has these characteristics is endowed with legal personality in accordance with state law.

Moreover, their legal personality is independent of the legal personality of other legal entities. But this definition emphasizes the contradictions between the legal form and the economic nature of the corporation, which may consist of many legal entities. The researchers noted that the design of the legal entity focused on issues, contradictions and trends in the development of legal personality.

According to the theory of an “independent legal entity” (legal entity theory), organizations included in the structure of a corporation are recognized as independent entities of law. Moreover, regulation is carried out at the domestic level, which enables corporations to evade responsibility for the actions of companies included in their structure.

This contradiction was reflected in the preamble of the EU Regulation No. 2157/2001 “On the Statute of the European Company (EC)” of October 8, 2001: “The legal regime for entrepreneurial activity in the Community is still mainly based on national law and therefore it does not correspond to the economic conditions in which such a regime should develop...” [9].

In a situation where, for example, a business company operates in more than two jurisdictions, it is forced to encounter different regulatory procedures, that is, conflict of laws rules. It should be noted that in modern conditions the number of such enterprises is constantly increasing. In a diversified market, entrepreneurs decide that in one state it is more profitable to place one production process, since, for example, this type of work there can be carried out most efficiently or cheaper. Another part of the production is located in the second country, where, for example, there are the best components. The best packaging is made in a third country, etc. This is how international monopolies, giant enterprises, which are

also called transnational corporations, are formed [10].

Thus, the reasons why companies embark on the path of "transnationalization" may seem obvious: the glut of existing markets, the need to enter new markets; search for a market with less or no competition at all; the need to develop unused production capacities; the demand for the product in the foreign market, while in the domestic market the demand for it has finally fallen; the search for ways to diversify production, which helps strengthen the company's position in a crisis; investing in the economy of foreign countries, in production.

Next, we will identify the correlation of the legal personality of legal entities with the legal personality of transnational corporations, as well as disclose the sources on the basis of which we can talk about the legal personality of transnational corporations,

There are different points of view on the structure of a multinational corporation. L.A. Lunts, G.M. Velyaminov suggests that the parent company itself, which has many dependent subsidiaries abroad, is called

a transnational corporation. V.M. Tolstoy believes that such corporations are nothing more than legal entities within the meaning of national law [11].

The Convention on Transnational Corporations, concluded between the CIS countries in Moscow on March 6, 1998, in which Russia does not participate, refers to the category "transnational corporation" as a legal entity (a set of legal entities) formed by two or more parties to the Convention and registered as a corporation [12]. In this case, the legal personality of such a corporation will not differ from the legal personality of a legal entity under international private law, and the set of its rights and obligations will be determined in accordance with personal law. Consequently, the feature of determining the legal personality of transnational corporations in this case is leveled [13].

According to another point of view, which is shared by many jurists and economists, as well as the United Nations Conference on Trade and Development (UNCTAD), a transnational corporation is a combination of legal and non-legal entities. And when looking from this

position, the question arises - does the procedure for determining the legal personality of a legal entity under international private law coincide with the procedure for determining the legal personality of a transnational corporation, and if not, what are the differences?

In order to resolve this issue, it is necessary to determine whether a multinational corporation is a legal entity. In order to answer this question, we must compare whether this type of corporation falls under the characteristics of the legal entity that we examined above.

Summary

If a transnational corporation as a single entity is not registered in any special register, does not have a single legal registration and a single constituent document, and is a combination of different legal forms and mechanisms, then it does not have the organizational and legal unity, unlike a legal entity [fourteen]. Indeed, if we turn to article 1202 of the Civil Code of the Russian Federation, then the characteristics of a legal entity indicated in them, such as, for example, the presence of a certain

organizational and legal form, functioning strictly in accordance with the constituent document, are completely unusual for a multinational corporation consisting of many legal and non-legal entities around the world. Consequently, only constituent parts, divisions of a corporation can and will have legal personality, while a transnational corporation as a whole, which is not a legal entity, as we have just noted, will not have legal personality.

In a sense, we have an unbalanced, distorted picture: despite the fact that the structural parts of the corporation are united, ultimately, by a single goal of activity - maximizing profit - they are not a single subject of private international law. This caused many difficulties in the legal regulation of transnational corporations.

Conclusions

Legal personality in international private law can be defined as the ability of a person to be a bearer of legal rights and obligations in the field of private law, his ability to independently acquire and exercise his rights in the private law sphere with the participation of a foreign element, as well as the

ability to bear responsibility for the offenses committed by him in this domain.

In order for a transnational corporation to have legal personality in private international law, it as a whole must fall under the definition of a legal entity, meet its characteristics. Otherwise, the corporation as a whole does not have legal personality under international private law, but since the companies included in its structure are legal entities, then, therefore, a multinational corporation has the ability to conduct its business without legal personality. This is the contradiction between the legal form and the economic content of a transnational corporation.

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THE IDENTITY OF THE PERPETRATOR OF THE CRIME AS AN INDIVIDUALIZATION OF PUNISHMENT

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Abstract: The article examines the phenomenon of the identity of the perpetrator of a crime in the mechanism of individualization of criminal punishment. It is pointed out that although the criminal act acts as the main dimension of the identity of the perpetrator of a crime, it is of fundamental importance in the punishment individualization mechanism to take into account the individual diversity inherent in any perpetrator's personality that may be reflected in the crime or not characterize it.

Keywords: crime; criminal law; criminal liability.

Introduction

Individualization is a derived concept from the word "individual", which, in turn, characterizes a person as a separate identity. The basis of the

individualization of social phenomena, including criminal punishment, is the person. The individualization of punishment can be likened to a medicine intended to treat a social disease. When individualizing punishment, the whole variety of properties and manifestations of the perpetrator's identity, including the individual signs of a crime, the circumstances of its commission, are taken into account, and all this makes it possible to choose a fair and reasonable punishment in each particular case. The individualization of punishment, along with its differentiation in the law, is a kind of "key" to justice and its social effectiveness. Therefore, the importance of taking into account the perpetrator's identity in this very complex mechanism is difficult to overestimate.

Materials and methods

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This article is based on the following materials: provisions of Articles 2, 4, 6, 15, 20, 60, 61, 62, 63, 64, 68, 73, 75, 76, 82, 89 of the Criminal Code of the Russian Federation, § 46, 49, 50 of the Criminal Code of the Federal Republic of Germany, Articles 62, 63 of the Criminal Code of the Republic of Belarus, Article 52 of the Criminal Code of the Republic of Kazakhstan, Article 53 of the Criminal Code of Poland, regulating personal circumstances in the system of individualization means concerning punishment.

The reliability of the results obtained is stipulated on the basis of the analysis of significant array of legislation, materials of judicial practice, statistical data on the use of punishments, as well as the use of various methods of studying legal phenomena: logical, system-structural, historical-legal, comparative-legal, etc.

Results and discussion

The identity of the perpetrator of a crime serves simultaneously as a criterion for the individualization of punishment and its addressee. And at the same time, it is a kind of toolkit of justice punishment since, all other things being

equal, a guilty person who is characterized by a negative attitude should be assigned a more severe punishment than a person with a rather positive characterization of pre-criminal behavior. The basis of punishment individualization is the idea of coordinating the punishment (implementation of the punishment) and the correction of the convict. As S. Berard reasonably notes, the individualization of punishment implies a balance between the gravity of the crime and the personality of the criminal, on the one hand, and the punishment to be applied, on the other hand. [Berard, 2018]

At the same time, the individualization of punishment shows practical significance with a corresponding differentiation of criminal responsibility, the limits of which should allow imposing punishment, taking into account the individual signs of crime and the perpetrator's identity, but on the other hand, it is impossible to individualize punishment indefinitely, thereby violating the principle of equality by law. In other words, it should be carried out taking into account the socially significant personal features of the

perpetrator and in the interests of achieving the goals of punishment. In both domestic and foreign literature, the practice of clearly excessive prison sentences in the US [Suess, 2013] is criticized, and this phenomenon, in our opinion, is due to the prevalence of differentiation over the individualization of criminal punishment in this country.

The core of individualization is the punishment specification, taking into account the perpetrator's identity. Many of the provisions of the Criminal Code of the Russian Federation are saturated with personal potential, starting with exemption from criminal liability to conditional early release from serving a life sentence.

The criminal law of Russia does not implement a purely formal approach to the interpretation of a crime and the assessment of the perpetrator's identity, the degree of public danger of which is not always fully correlated with the nature and public danger of the crime committed. The study of judicial practice shows that the persons guilty of committing crimes have different ways, the same crimes are committed under different circumstances, have different psychological content, there is also an

ambiguous relationship to their criminal acts.

The main social dimension of a guilty person is a crime in criminal law, it usually expresses its antisocial charge or direction, and at the same time, when the punishment is individualized, it is important to take into account the individual features of the person guilty, which can be reflected in a particular way or not to characterize it. The fundamental importance of the perpetrator's identity in criminal law is also manifested in the goal setting of punishment; Part 2 of Article 43 of the Criminal Code prescribes for the courts to impose punishment in each particular case, taking into account the possibility of correcting the convicted person and the achievement of other purposes of punishment. Without taking into account the socio-legal assessment of his/her identity, the achievement of such a result is impossible. Although it should be noted that there are many contradictions in its objectives regarding justice and expediency, utility for the society or only for the convicted person, humanism regarding the guilty or the victim as in the punishment [Sundurov and Talan, 2015].

The literature suggests various definitions of the person in general and the guilty person (offender). Thus, Yu.M. Antonyan, V.N. Kudryavtsev and V.E. Eminov define personality as a set of socially significant negative properties integrated into it, formed in the process of diverse and systematic interactions with other people. The identity of the perpetrator of a crime, writes L.L. Kruglikov, is a collective concept, encompassing the social nature of human, his/her psychological and biological features. In the literature, personality is also understood as a feature of a socially disintegrated person, consisting of a set of negative properties that influence the commission of a crime in combination with the situational circumstances [Antonyan, Kudryavtsev and Eminov, 2004]. It is defined as both the “social face of the person who has committed the crime” and “the carrier of specific motives”. The perpetrator's identity in criminal law is a type of human personality, and moreover, it is not some kind of conglomeration of properties, features, but a certain system-structural formation of those properties, manifestations that have criminal law significance.

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Personality is an interdisciplinary concept; it is the object of research in philosophy, sociology, general and social psychology, psychiatry, and jurisprudence. In the field of jurisprudence, it is studied from the standpoint of various branches of law - criminology, victimology, deviantology, etc. In each of the branches of science, personality is studied on the basis of their inherent tools and in accordance with their tasks. For example, in criminology, the perpetrator's identity should be interpreted from the point of view of clarifying the etiology, mechanism of criminal behavior, identifying the causes and conditions causing it; in the penal law - from the standpoint of the effectiveness of the correction of convicted person, warning him/her of new crimes; in the criminal law - it should be studied those parts or signs that have criminal-legal value, in particular, when dealing with issues such as criminal prosecution or descent from it, differentiation and individualization of the implementation forms of this responsibility or just punishment, exemption from serving the sentence, application of other (besides

punishment) measures of a criminal law nature, etc. On this basis, the perpetrator's identity in criminal law can be defined as a specific system of socially significant, criminal-legal value properties of a person, who commits or has already committed a crime, whose interaction with the environment has led to the commission of a crime. The features of the perpetrator's identity different in nature have different criminally-legal significance: mental (limited responsibility), individual psychological (affect, repentance), social psychological (behavior in family, public places), sociological (committing a crime in a public disaster), criminological (the relationship of the perpetrator with the victim), and criminal law (recidivism). They can be antisocial (criminogenic), socially useful or neutral.

As the main and universal criterion, the perpetrator's identity imparts individualization not only of punishment, but also of criminal responsibility, purposeful in terms of the criminal law impact on it. Individualization in this sense is not an end in itself, it should be carried out in the interests of achieving the correction

of the convicted person and other goals of punishment, preventing the guilty from committing new crimes. Therefore, the implementation of the personal potential of all the provisions of criminal law has its addressee in the form of the perpetrator's identity, and the more consistently it is implemented, the more effective its norms become.

The personality features of the guilty person predetermine the specific nature of the punitive or non-punitive influence on him/her, including the fact of bringing to criminal responsibility. Thus, according to Part 3 of Article 20 of the Criminal Code of the Russian Federation, if a minor has reached the age of bringing to criminal responsibility, but he/she could not fully understand the actual nature and social danger of his/her actions (inaction) or lead them due to a lag in his/her psychological development unrelated to mental disorder, while committing a socially dangerous act, he/she is not subject to criminal liability. According to the Criminal Code of the Republic of Belarus, in cases stipulated by the Special Part of the Code, criminal responsibility for a crime that does not pose a great public danger comes, if the

act was committed within a year after the imposition of an administrative or disciplinary penalty for the same violation. [Bluvshtein, 1978] The Russian legislator, in our opinion, “hurried” with the refusal of administrative prejudice, although later it actually admitted its mistake when introducing it into the edition, for example, Part 1 of Article 282 of the Criminal Code of the Russian Federation, which stipulates responsibility for inciting hatred or hostility, as well as for the humiliation of the honor and dignity of the individual.

When exempt from criminal liability in the presence of active repentance, reconciliation with the victim, as well as in the commission of criminal acts in the field of economic activity, the norms stipulating this exemption are directly addressed to the perpetrator of the crime. In Articles 75 and 76 of the Criminal Code of the Russian Federation, the legislator limits the exemption from criminal liability to only one objective circumstance - the commission of a minor or moderate crime; and in Article 761 of the Criminal Code of the Russian Federation - the commission of only those crimes

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stipulated in Articles 198-199¹, 199² and 199³ of the Criminal Code of the Russian Federation. The resolution of the issue of exemption from criminal liability essentially depends entirely on the assessment by the court or law enforcement authority of the guilty person. We also note that it applies only when the criminal justice tasks can be accomplished and the corresponding goals are achieved for the perpetrator of the crime. Practice in Russia, as well as in other states, has shown that a greater social effect can be achieved not through the use of punitive measures, but with exemption from criminal responsibility or only punishment in certain and quite a few cases [Balafendiyev, 2017]. The use of punitive or non-punitive criminal-legal measures to persons who have committed not serious crimes for the first time, should mainly be determined by the personality features of the perpetrator, the level of his/her antisocial contamination.

Personality features as an addressee of individualization of criminal punishment should be taken into account when determining not only the term or size, but also the type of punishment. As you know, the sanctions

of the norms of the Special Part of the Criminal Code of the Russian Federation and many other states are alternative, they stipulate several types of punishment, and cumulative, combining basic and additional types of punishment. In addition, there are relatively defined terms and sizes of punishments in all sanctions. Features of the regulation of punishments in the articles of the Special Section of the Criminal Code of the Russian Federation create preconditions for the individualization of punishment and increase in their targeting, the appointment of such penalties that would ensure positive results in achieving the goals of punishment. At the same time, the implementation of repression saving principle, which is based on the requirement to take into account the perpetrator's identity in sentencing, is of no small importance. As stipulated in Part 1 of Article 30 of the Criminal Code, the stricter type of punishment stipulated for the crime committed can be imposed only if a less severe type of punishment cannot ensure the achievement of punishment objectives.

And especially the paramount importance of taking into account the

perpetrator's identity is attached to the regulation of the purpose of punishment by the court, when it is individualized. As one of the general principles, that is, the fundamental and universal rules for appointment, the requirement to take into account the perpetrator's identity is recognized, along with the nature and degree of public danger of the crime committed (Part 3 of Article 60 of the Criminal Code of the Russian Federation). Although, in our opinion, the main criterion for the justice of punishment is the severity of offense, but without taking into account the perpetrator's identity, it is also not possible to impose a fair and expedient punishment at the same time. The fact that it is addressed to the guilty person follows from Part 3 of Article 60 of the Criminal Code of the Russian Federation, according to which, when sentencing, the court shall take into account its influence on the correction of the convict and the living conditions of his/her family (by the way, this is also his/her personal feature).

Given the universal nature of this common beginning, personal accounting is required when imposing

punishment for the commission of any crime and every guilty person.

It is fully justified to specify the perpetrator's identity when taking on additional punishments in the form of deprivation of a special, military or honorary title, class rank and state awards (Article 48 of the Criminal Code of the Russian Federation), deprivation of the right to hold certain positions or being engaged in certain activities (Article 47 of the Criminal Code of the Russian Federation), as well as in the regulation of sentencing in the presence of mitigating circumstances (Article 62 of the Criminal Code of the Russian Federation), appointment of a milder punishment than those stipulated by law (Article 64 of the Criminal Code of the Russian Federation), implying punishment in case of relapse crimes (Article 68 of the Criminal Code of the Russian Federation).

The orientation on the targeted nature of the punishment is also seen in the fact that not only punishment is defined as the corresponding set of legal restrictions and (or) deprivation in the same Article of the Criminal Code of the Russian Federation (Article 43), but it also sets out its goals directly related to

the convicted person. This indicates that the perpetrator's identity of the crime is the main addressee of punishment.

The significant potential for the individualization of punishment lies in the circumstances mitigating and aggravating it, since the legislator identifies the most essential circumstances during their regulation, which substantively characterize the perpetrator's identity, as well as his/her crime. At the same time, it is impossible not to draw attention to the fact that, in regulating the mitigating circumstances, preference over aggravating factors is given to a particular personality trait of the perpetrator. In this regard, it seems to us unreasonable that the legislator's refuses to recognize a slander of a knowingly innocent person as those who has committed a crime or as a person who has previously committed a crime as an aggravating circumstance, as envisaged in the last Soviet Criminal Code (1960). It is thought that not only a relapse, but repeated commission of intentional crimes should aggravate punishment before the conviction. It also seems fair to recognize as a mitigating circumstance a sincere repentance, the presence of which essentially indicates a

“premature” correction of the repentant person.

Personal mitigating and aggravating circumstances make it possible to give a correct and more substantive assessment of the perpetrator's identity and, with its consideration, to appoint an expedient punishment, the implementation of which would contribute to the achievement of its goals.

More attention is paid to the regulation of the circumstances characterizing the perpetrator's identity in the Criminal Code of Germany. Part 3 § 46 states that when imposing a punishment, the motives and goals of a person who has committed the crime, the way of thinking, revealed in the criminal act committed by him/her, and the will shown in its commission, his/her behavior after the act, the previous life of the offender, his/her personal and material conditions should be taken into account. More fully, these circumstances are set out in Article 53 of the Criminal Code of Poland; the court, in particular, is instructed to take into account the precautionary and educational goals, motivation, personal features and conditions of life of the perpetrator, way

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of life before committing the crime, and behavior after it has been taken.

The increased attention to the regulation of the circumstances characterizing the perpetrator's identity is not an accidental phenomenon, since they allow giving the most correct assessment of the punishment to the guilty person, being optimal in terms of achieving relevant goals.

Conclusions

As a result, we should note that the basis for the individualization of criminal punishment is the variety of circumstances that characterize both a specific crime and the perpetrator's identity. The individuality and uniqueness of crimes and the perpetrator's identity necessitate the individualization of punishment.

The perpetrator's or the offender's identity is a universal and comprehensive criterion for the individualization of punishment, since it is not only a crime, and the circumstances of its commission are crucially determined by the peculiarities of his/her personality. A more consistent regulation of the circumstances characterizing the perpetrator's identity

will increase the focus of the criminal law measures applied. From these positions, it seems expedient to expand the aggravating circumstances characterizing the perpetrator's identity in the Criminal Code of the Russian Federation, for example, to admit as such a slander of a knowingly innocent person, commission by a person of two or more intentional crimes before conviction, commission of a crime with mercenary or other base motives, etc.; and as mitigating - sincere repentance, commission of a crime by an elderly person, fulfillment of a special task of preventing or disclosing criminal activity.

Summary

Thus, it can be concluded that individualization should predetermine the application of fair and expedient punishment. It is based on taking into account the individual signs of a crime and the perpetrator's identity. Since the perpetrator's identity performs two interrelated functions, that is, it serves as a criterion and addressee of individualization of punishment, therefore the implementation of the first function should predetermine the

implementation of the second, and they shall ensure the successful achievement of the goals of punishment together.

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CREATING ELECTRONIC RESOURCE ETHNO-LINGUISTIC MATERIALS OF THE TATAR LANGUAGE

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Abstract: We analyze the steps of electronic dictionary creation, built on the basis of ethnolinguistic expeditions of the Institute of Language, Literature and Art Academy of Sciences of the Republic of Tatarstan. Materials were collecting in respect of ethno-cultural archaic dialect zones of Siberia, the Urals region, the Middle and Lower Volga region, densely inhabited by Tatar population. It contains the terminology (ethno-linguistic) dictionary with large amounts of live examples of the Tatar speech, collected in the expeditions. In addition, the created dictionary is associated with the electronic atlas maps of the Tatar folk dialects

Keywords: ethno-linguistics, electronic ethnolinguistic dictionary, tatar language

Introduction

The task of preserving national languages includes in-depth analysis of the layers of the culture of peoples living

in different, often quite distant from each other geographical territories. At the same time, the most important source of information about the spiritual culture of the people is the materials of living dialect speech and folk cultural tradition. The collection and preservation of such data is an important task that unites the efforts of a large army of ethnographers, linguists, and mathematicians. This project aims to create the first electronic ethno-linguistic dictionary of the Tatar language. character, features

Methods

Since the end of 50s of the twentieth century at the G. Ibragimovs Institute of Language, Literature and Art of the Academy of Sciences of the Republic of Tatarstan (IJALI) has been working to collect ethno-linguistic materials on dialects and sub-dialects of Tatars living in the Republic of Tatarstan and other regions of Russia. On the basis

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of the analysis and systematization of the collected ethno-linguistic materials, the staff of the IJALI has published over 20 monographs and about 300 scientific articles in different years. The materials were collected in the ethno-culturally archaic dialect regions of Siberia, the regions of the Urals and the Middle and Lower Volga, where the Tatar population lives compactly. In 2012, at the Institute of Applied Semiotics of the Academy of Sciences of the Republic of Tatarstan, work was completed on creating an electronic atlas of Tatar folk dialects (URL: <http://atlas.antat.ru>), in which 215 maps reflect patterns and features of the spread of dialect phenomena for the Tatar language in 28 regions of the Russian Federation [Salimov and Salimov, 2016]. The publication of the electronic atlas was the first experience in the problems of interpretation and presentation on the Internet of a large number of scientific results published by IJALI on dialects of the Tatar language. In the course of work on the electronic version of the atlas, the materials of the printed version were supplemented with data collected after 1989 in Siberian regions, as well as a library of parameterized queries, which

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together allow for a multilateral analysis of the available material with references of language phenomena to geographical coordinates.

This article describes the second joint project of two institutes of the Academy of Sciences of the Republic of Tatarstan to create an electronic ethno-linguistic dictionary, which includes in a structured form information extracted from the main scientific publications on the results of ethno-linguistic expeditions of the Institute of Language and Literature of the Academy of Sciences of the Republic of Tatarstan.

Results

The main difference of the created ethno-linguistic dictionary from the existing dialectological dictionaries of the Tatar language [Tumasheva, 1992] is that all the terms included in the dictionary are taken from the real Tatar population and are collected in scientific linguistic expeditions. Voluminous fundamental F.S. Bayazitova's scientific works [Bayazitova, 2011 Bayazitova, 2012 Bayazitova, 2015] constituting a kind of family cycle were selected as the information sources for the dictionary. The themes of these books include a

description of the vocabulary, customs, rituals associated with the birth of a child, wedding ceremony, death and burial. Content Bayazitova's books is the richest ethno-linguistic source in which the terminology associated with the daily life of a person is analyzed from the perspective of various dialects of the Tatar language. All books was published in Tatar language and have a similar structure. Their content is built on the thematic-nesting principle; semantic description is given for most of the described terms. Particular value is the collection of samples of live speech of Tatars collected in expeditions, which includes numerous examples of the practical use of described terms in the dialect speech of the Tatars.

Bayazitova's books have a certain structure: any book consists of numerous thematic groups (nests), each of which explores and systematizes a some set of terms relating to the section of the disclosed topic. Depending on the subject of the book, the content of the nest describes certain customs and rituals associated either with the birth of a child, or with a wedding ceremony, or burial; description of persons participating in the rite; description of items that are used

when performing ceremonial actions; ritual acts themselves; beliefs, wedding rituals, characteristics of the characters taking part in the ceremonies, etc. Each such group occupies a specific fragment in the text of the book. In this often, the boundaries of the corresponding fragments are sometimes strongly blurred and clearly not highlighted. The main task of analyzing the text of the book was to identify a system of signs characterizing various types of text fragments with further automatic definition of the boundaries fragments of the text relating to a particular term. When analyzing the text, the term itself, its semantic description, references to dialects and subdialects in which this term is used and also isolated examples of the use of the term in various dialects stood out.

The description of the semantics of the terms given in the Bayazitova's books is a rather difficult task even for experienced linguists. It is known that in ethno-linguistic terms a certain "picture of the world" is reflected, which is formed in an ethnos; in terms, the connection of language with elements of popular culture, of all its genres and forms is traced. The

connection of language with elements of folk culture all its genres and forms is deduced in terms. Therefore, the content of a term can only be defined in the context of certain phenomena and events. In the framework of the project, due to the large amount of material being analyzed, an attempt to automatically process the existing texts in order to highlight text fragments placed in the dictionary database was made. A procedure for segmentation of the text with the allocation of key terms, fragments describing the semantics of the term, examples of the use of the term in various dialects was created. When splitting text into fragments the procedure focused mainly on the format of the design of the corresponding parts of the source text, with additional analysis of the material for the presence of certain keywords given in reference books. In addition to the main vocabulary of terms, a dictionary of dialectisms was built that are not included in the basic vocabulary, but are found in the text of the books and are necessary to understand the contents of the examples cited.

As a result of the work, a database of terminological vocabulary

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was created, which included ethno-linguistic terms (of which 571 are weddings, 661 relate to the birth of a child, 1725 to funeral topics), their descriptions, numerous examples of the use of terms in live speech of Tatars with an indication of dialects in which they occur (7465 examples for 62 sub-dialects of the Tatar language). The dictionary was supplemented with information on the phonetic transcription of dialectisms, in addition for a part of the dictionary terms that relate to the birthing and wedding topics, the semantics were translated into Russian. In addition, the database includes data on localities where information was collected, a vast bibliography on the dialects of the Tatar language (more than 1,300 titles). A connection was also established between the dialects of terms of the constructed dictionary and the maps of the atlas of Tatar folk dialects.

Since the main task of the ethno-linguistic dictionary is to present semantic material for the reconstruction of elements of the ancient Tatar folk culture, the areal characteristic of the facts interpreted in the dictionary acquires great importance. Such a reconstruction can be made only taking

into account all the territorial varieties of each element or fragment of culture within the Tatar world. It is known how great the role of geographic indicators is in deciding the question of the origin and history of any linguistic phenomenon, the isolation of archaisms and innovations, original and borrowed. Unfortunately, in the books of Bayazitova there is no description of the distribution areas of the investigated term, but there is a link to the dialects in which the given term occurs. Therefore, when creating the dictionary, it was decided to show the distribution area of the selected sub-dialect on geographical maps of Russia, which creates an approximate idea of the territory of distribution of the corresponding ethno-linguistic term. The user highlighting the talk in which one or another term occurs in the illustrative example can go to maps of the atlas of Tatar folk dialects with visualization of the distribution area of the corresponding dialect. At the same time using the tools, you can change the filter by adding or deleting the dialects of the Tatar language and explore their respective areas in the online mode.

The program is available on the Internet at <http://ethnoling.antat.ru>. The

core of the program is a basic vocabulary of terms selected from three source books written by F.S. Bayazitova. Unlike book versions, the electronic presentation of data is distinguished by the flexibility of choosing various options for visualizing the same information. You can use the various possibilities of structuring the available data, describing certain relationships between the resulting objects and visualizing them on the monitor screen. The user can dynamically change source books, which in real time is reflected in the composition of active (user-accessible) terms.

The terms included in the dictionary can be viewed in one of three modes that are selected by the user:

1. The view, which is determined by the tab "Content";
2. Representation of dictionary elements in alphabetical order
3. A representation that is formed within a user-selectable semantic filter.

In the "Content" mode, terms within the source selected by the user are divided into sections according to a thematic attribute. The splitting is agreed upon by thematic splitting of the source

in the author's interpretation of F.S. Bayazitova. The content of the selected book is shown on the left side of the screen in the form of a hierarchical list, which can be turned or collapsed by the user, changing the grouping level of the dictionary elements.

Information on the set of terms that included in the corresponding group is shown in the right (main) part of the screen. The following information is associated with each term on the screen: the term itself, the dialect in which the term is used, the semantic description of the term, a set of examples of the use of the term within the specified dialect or the sub-dialect. The dictionary in the text fragments actively uses the tool of hyperlinks to other objects of the dictionary, allowing the user to change the mode of operation with the dictionary, to obtain additional information on the studied term. In particular, highlighting a hyperlink associated with a certain term puts the system into an alphabetical index mode, in which one can get additional information on this term (its phonetic transcription, Russian-language translation of the semantic description). The dictionary also contains a list of

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dialectisms that are deciphered in subscripts in books and are necessary for understanding the main text. In the electronic version of the dictionary, these terms are highlighted in green, the term is decoded when the corresponding object is selected with the mouse.

The user can also activate a pointer to the dialect. In this case the dialect (subdialect) is connected with the maps of the atlas of Tatar folk dialects. The screen generates a map of settlements associated with the selected dialect. The dialectal division of the Tatar language is shown in the version of Ramazanova D. B. Since the dictionary can be in one of the various states, and the user has the ability to navigate through the hyperlinks to choose related terms in a certain sequence, it becomes necessary to quickly return to some intermediate states that were activated during the work on the dictionary.

In the program has implemented a local stack that monitors the sequence of user actions, and if necessary, allows him to return to the specific state of the program. The stack operation mode is determined by two function keys located in the upper left corner of the screen form.

Alphabetical index mode allows user to alphabetically browse all the terms (part of the terms) of the dictionary. A set of sources that determines the composition of the available terms is selected by the user of the system. To simplify the work, all terms are divided into groups by the first character of the alphabet, and the user has the opportunity to choose terms that begin with a specific character of the alphabet. In this mode, the user has access to one selected term. For each term at the bottom of the screen one can see its phonetic transcription in the MFA format. The semantic description of a part of terms (relate to birth and wedding) has been translated into Russian. The need for this step is due to the desire to create access to the database for a wider range of users (in particular, those who are not fluent in the Tatar language) for various comparative studies of birth and wedding terminology.

The “semantic filter” mode allows the user to independently break up many terms into equivalence classes with some fixed semantics. A semantic filter is constructed as a markup of all (or part of) database terms according to a

pre-selected template. It is a partition of a set of terms into equivalence classes with a similar semantic meaning. These classes can be combined to form new classes. In addition, there is a mechanism for selecting and viewing terms within one class in the dictionary. This allows the user to work not with the entire database, but only with its part associated with the selected semantics. At the same time, there are two possible modes for enabling a semantic filter:

1. For an arbitrary element of the database (term), the value of the semantic filter is calculated, and if necessary, the set of all visible terms is narrowed down to the corresponding equivalence class;

2. The user himself selects and adjusts the value of the semantic filter.

The program builds a projection of the data set onto the selected filter value. In the current version of the dictionary the filter by wedding terms is built with a breakdown into three thematic areas: items used at wedding celebrations; wedding customs and rituals; active participants. The vector actually constructed answers the questions: What? When? Where? Then,

according to certain values of each selected element the partitioning of the set of wedding terms is built (in particular, only part of the set can participate in the division) into clusters, and then the intersection of these partitions is constructed at the vector level. Category customs and rite of passage may include ceremonies associated with children, ceremonies associated with mythology, ceremonies associated with treating the opposite side, ceremonies associated with money associated with horses, opening the face of the bride, etc. The active participants may be considered the bridegroom, bride, parents, matchmakers, relatives on each side, the bridegroom's friends and the bride's friends, attendants, etc.

Conclusions

The electronic ethno-linguistic dictionary of Tatar language terms has been created. The terms that make up the content of the dictionary were collected during the long-term linguistic expeditions of Institute of Language, Literature and Art of the Academy of Sciences of the Republic of Tatarstan. The dictionary entry contains a transcription of the term, a semantic

description, the indication of the dialects in which the term is used, examples of the use of the term in the dialect speech of the Tatar language. The ethnolinguistic dictionary can be a valuable database used to analyze and conduct new research on the Tatar language.

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DEFINITION OF NON-LETHAL WEAPON IN INTERNATIONAL LAW

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Abstract: This paper examines the terminology, reveals the definition of non-lethal weapon, provides a detailed analysis of the criteria for lethality of weapons, distinguishes between the concepts of non-lethal and lethal weapons, and non-lethal weapons are also separated from other items used as weapons. The international legal science also lacks the universally accepted definition of the non-lethal weapon concept. That is why the authors have paid attention to the question of terminology in relation to this weapon, as well as to the criteria on the basis of which it can be distinguished from other types.

Keywords: non-lethal weapons, conventional weapons

Introduction

The definition of non-lethal weapons is a cornerstone in the study of

this topic. The term non-lethal weapons is absent in international documents, and that is not surprising since phenomenon as non-lethal weapons was considered only in the 1960s. At this point, perhaps the most famous of all the definitions are given by directive No.3000.3 of the United States [Susan, Joseph and Rutigliano, 2015]. Non-lethal weapons are designed and used to minimize the possibility of causing death, excessive (serious) and permanent damage [Stephen, 2015].

Methods

In the process of research, the authors used general and special methods of scientific knowledge. The main research methods used in writing this paper were the dialectical method, the method of generalization, complex and system analysis, synthesis, etc. Special methods were also used: formal

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legal, comparative legal, logical, historical, etc.

Results and discussion

The term non-lethal weapons is very controversial since the unlimited scope of hard law provides authors who study the nature of these weapons with complete freedom in choosing name.

Thus, the following terms can be used to define non-lethal weapons:

- Disabling/neutralizing weapons (soft-kill weapon);
- Sub-lethal / close to a mortal weapon etc. [David, 1999]

The versions sounded above show that even in the original language the term does not sound very successful (for example, less-than-lethal is literally as less than deadly. This definition raises many questions: what is a deadly weapon? To what extent does a non-lethal weapon differ from a deadly weapon etc.

To define the concept of a weapon that does not cause serious damage to human life and health, the authors generally still use the term non-lethal weapon. the term non-lethal weapons is used to describe weapons, the damage from which has a temporary,

reversible effect, less compared to using other types of weapons.

Some experts consider the term oxymoron. Others believe that this name is misleading people, as these weapons can cause damage, and, accordingly, this damage can be fatal. The third, and, in our opinion, the most logical point of view is that the term non-lethal is contrasted with the notion of conventional (lethal), which means its main characteristic is emphasized: this weapon was not created to destroy or kill, but in order to disable the enemy [Bryan, 2010].

However, all these definitions have a similar problem: a weapon, by its very nature, leaves the possibility of a lethal outcome, even if it is theoretical.

Summary

To isolate this weapon as a specific type of weapon, it is necessary to draw a distinction between it and other weapons. In our opinion, such a distinction should be made in two categories:

1. First, we need to find out what are the differences between non-lethal weapons and lethal weapons.

In different situations, the same weapon can be used in completely different ways and, accordingly, its use may have different consequences. In one case, it will not cause any harm to a person, and in another situation, it can take life. Therefore, it seems to us that the distinction between non-lethal and lethal weapons should be made according to the purposes and methods of their use.

As for the purpose of using weapons, there are international treaties (conventions) that restrict and prohibit a specific type of weapon. Such weapons are called conventional. The purpose of these documents is not just to prohibit/restrict the use of weapons, but to exclude the most undesirable results of their use: the inevitability of death, excessive damage and unnecessary suffering, damage to protected categories of people. However, international treaties prohibiting or limiting weapons do not exclude the possibility of death in principle, they only try to regulate that death will not be inevitable, and the damage caused by the weapon will not cause unnecessary suffering.

However, the use of non-lethal weapons does not exclude the negative consequences. It can also be indiscriminate, and cause unnecessary suffering; it is enough to cite the statistics of victims during the operation to liberate the theater complex in Dubrovka (Moscow) in 2002 (Nord-Ost) (despite the fact that the European Court of Human Rights.

Between the objectives of using both types of weapons, there is a very fine line, which really can be found only at the time of planning the use of weapons. If, in the case of the use of a lethal weapon, the death of the enemy is undesirable, but this is the normal state of affairs and avoiding death by a person during a battle is a positively perceived fact, but rather an exception to the rule, in the case of using non-lethal weapons, on the contrary, it is individual's death will be an exception, some kind of system failure. This is an abnormal and unexpected result of the use of such weapons, and this may mean that they are used either incorrectly or not in accordance with their intended purpose, and therefore, most likely, illegally.

The second important criterion for distinguishing is the method of using

weapons. Here, much depends on the circumstances of the use of weapons, the reasons, the intentions of those who use weapons, etc.

Thus, a striking example of the improper use of weapons is the storming of a theatrical complex in Dubrovka during an operation to free hostages. After three days of the siege of the theatre, October 26, at about 5.00 - 5.30, sleeping gas began to penetrate through the ventilation.

However, the circumstances were such that:

- First, the actions of the numerous rescue services which were on the scene of the terrorist act were not coordinated. The operation involved the Center for Emergency Medicine, the doctors of the ambulance brigades, the doctors of the city hospitals, the rescue service, and each unit had its own management layer, communications, activity protocols, etc. The result of the lack of interaction was that when providing help, doctors did not know what type of treatment the victims had received, and perhaps some of the victims received injections in double size, and some did not receive them at all.

- Secondly, the medical staff was not warned that a chemical substance would be used during the operation. The doctors were preparing to work at the site of the explosion and, therefore, the rescue teams mainly consisted of surgeons, not toxicologists. Moreover, assisting the victims, the doctors did not know what kind of substance was applied to them).

- Thirdly, the mass evacuation of hostages was difficult. Heavy trucks and bulldozers placed nearby prevented the normal movement of ambulances etc.

A similar situation occurred during the hostage-taking in Peru in 1997. However, the Peruvian authorities sought the opinion of American experts on the safety and feasibility of using phytanyl in the assault. Since it turned out to be impossible to organize mass medical care, the Peruvian authorities decided not to use the gas.

Another example is the use of stun guns and Taser by police officers towards detainees. For example, from 2001 to 2012 in the United States, about 500 people died in places of detention and custody, being attacked by Taser. However, inadequate use of Taser by police does not make them potentially

dangerous weapons requiring immediate restrictions controlled by international law.

Any use of force, regardless of whether it was carried out with the help of lethal or non-lethal weapons, must be justified by a certain level of damage that followed after the use of weapons. Pepper sprays and shock batons are not always automatically applied just because they are classified as non-lethal weapons. Instead of relying on broad characteristics, we must evaluate the nature of the situation to which force must be applied.

Is it possible to say that a weapon that was initially used as a non-lethal one changes its status in the application process depending on the circumstances and the method it was applied? We tend to think that the first criterion - the purpose - is the main one and determines the second one. In the case when the use of weapons entails victims and serious losses, this does not mean that at this moment the weapon changes its status. This means that in such a situation there is incorrect or illegal use of non-lethal weapons.

2. In what aspects non-lethal weapons differ from items that are not

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weapons, but which can be used as weapons in certain circumstances?

During the period of work on this topic, the authors periodically were asked the question: what is the difference between non-lethal weapons and objects that, while not being such by their very nature, can nevertheless serve as weapons?

Moreover, there is a point of view among experts that the devices described above are not a weapon. Proponents of this idea call them special non-lethal agents and believe that they do not belong to the weapon, arguing that in this case two incompatible concepts are combined. In support of this position, one can cite the fact that a weapon, unlike the special agents, is subject to registration; also there is different responsibility for the possession and use of weapons and special equipment (criminal and administrative, respectively); in most countries, possession, carrying and use of special agents (such as a traumatic gun, aerosol cans with irritant means, and electroshock devices) for personal protection is not prohibited etc.

However, we incline to believe that non-lethal weapons as a type of weapons do exist and require regulation.

First, there is the opinion of the ICRC on this issue. According to Article 36 of Additional Protocol I of 1977, if there are doubts whether a device or a system is a weapon, it is necessary to seek advice from the authority that carries out the weapon review. Such body is usually a committee established on the basis of the Ministry of Defense or another similar institution. It includes lawyers, military personnel, as well as representatives of other departments (military doctors, specialists responsible for planning and logistics, military engineers) and external experts.

Secondly, in the national legislation of most countries, there are certain lists of weapons. For example, in the Russian legislation, there is Weapons Act which contains the definition of the concept of weapons, the Order of the Government of the Russian Federation dated August 3, 1996, N 1207-p List of service and civilian weapons and ammunition and civilian weapons. There is no specific notion of non-lethal weapon, but, on the other hand, it does not say that the list is closed.

Thirdly, in the works of specialists, there are often approximate lists of weapons that are constantly used by the authors in compiling classifications. Such lists are in the works of S. Casey-Maslen, S. Wright and others. So, in many studies there is a similar thesis that there are chemical non-lethal (sleeping gas), biological (defoliants, herbicides), acoustic (sound cannons and special acoustic devices) etc. The works of eminent scientists are an optional source of international law in accordance with the statute of the International Court of Justice. Accordingly, a study with a list of weapons established in it may subsequently receive a doctrinal expression.

Conclusions

So, despite the fact that the status, rules of application and even the definition of the concept of non-lethal weapons are grey area of international law, this phenomenon exists in our life. In each specific situation, non-lethal weapons show themselves in different ways, which is why it is not yet possible to form a definite opinion about them. However, undoubtedly, the use of non-

lethal weapons is an interesting and urgent issue that will force the scientific world to talk about it many times.

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**THE ARTISTIC EMBODIMENT OF THE IMAGE OF ENGLAND
IN THE «LETTERS TO ANOTHER ROOM» BY RAVIL
BUKHARAYEV**

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Abstract: The problem of the writer's self-identification, especially of such a multifaceted one as Ravil Bukharayev, is closely connected with one of the topical problems of modern literary criticism and cultural studies – the problem of the Other. Ravil Raisovich Bukharayev (1951 - 2012) – a Tatar poet, writer, philosopher who wrote in Russian, lived for more than 20 years in England. In his work he demonstrates a new cultural situation, the ability to seamlessly apprehend the universal art culture, literature and worldview ideas from ancient times to the present day at the same time preserving his national and religious identity. The poetry by R. R. Bukharayev has repeatedly become the object of scientific research while the

philosophical prose by R. R. Bukharayev is still waiting for his researcher. This article represents the experience of a scientific study of the artistic world of RR Bukharayev's prose based on the example of his novel *Letters to Another Room* [1]. The results of our study suggest the following conclusions: The novel by R. R. Bukharayev "Letters to Another Room" presents the perception of England through the Other's vision of it. R. R. Bukharayev representing himself as the Other in relation to the English tradition upends the preconceived idea of the English "gentleman" as the only bearer of the English literary and cultural tradition. Irony and self-irony help the narrator to isolate himself from Englishness of the

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created text: 1)The image of England in the novel by R. R. Bukharayev is ambiguous: on the one hand, the narrator found a real House with a wonderful garden, a place of rest and creativity in it, on the other – the author is far from idealizing English society. He seeks maximum objectivity in the artistic presentation of the image of England in his novel. 2)A distinctive feature of R. R. Bukharayev's narrative is an integration of Russian and English realities in the text, which is manifested in comparisons of English everyday realities with memories of Russian life. In the minds of the author the images and associations connected with English and Russian literature and culture organically coexist.

Keywords: Ravil Bukharaev, Russian-language literature, the Other in literature and culture, the image of England in literature, artistic reception

Introduction

Ravil Bukharayev is a multicultural poet, writer, publicist, philosopher who synthesizes many cultures in his work: Russian, Tatar, English. R.R. Bukharayev traveled extensively around the world. He is a

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scholar, his prose and poetry are suffused with many associations. He carries on a dialogue that goes into a polylogue with the reader, with his beloved woman, with his friends and fellow-thinkers, with modern and ancient writers, poets, composers, musicians, philosophers and thinkers of all time.

All of the above can be attributed to *Letters to Another Room. The Mirror of Silence* by R.R. Bukharayev, written in March – August 2001 and included in *The Book of Confessions* of the five-volume collected works by R. Bukharayev [1]. These letters are dedicated to his wife and friend, the muse of the poet-philosopher – the poetess Lydia Grigoriyeva. The novel is in the form of a mental monologue addressed to Her, in which throughout the narrative the similarities and differences between the author-narrator and his companion in the perception of literature, culture, the world in general, and England in particular are clearly traced. Here we observe, on the one hand, the binary opposition of the women's and men's views of the world, and on the other hand, the search for the ways to overcome it in mutual understanding. In

the narrative R.R. Bukharaev's characters, while retaining recognizable biographical features, are simultaneously typified, turning into the subjects of dialogue – polylogue that He and She hold.

In the first chapter of the novel *Letters to Another Room*, R. Bukharayev, foreseeing a comparison of himself with the long-held belief of English “gentleman” as a bearer of the English literary and cultural tradition, clearly indicates his position of the Other with respect to the Englishness of the text he creates. Irony and self-irony come to the narrator's aid: “В Англии наконец происходит весна: так ли нечто должно всегда происходить и свершаться в душе?”, – меланхолично записал бы я золотым паркеровским пером на белоснежной манжете, будь я в то раздумчивое мгновение марта безупречно одетым вечерним джентльменом хоть бы и из старинного лондонского клуба “Атениум” – словом, если б я был человеческим существованием из тех, что ритуально препровождают положенное время в глубоких зеленокожаных креслах, в них же пьют принесенный белофрачным

официантом, но отвратительно заваренный, желтоватый и еле теплый грушевый чай и в промежутках между беседами листают газеты” ” [1: p. 13] (Spring has finally come in England: should something always happen in the soul?”, I would write in a melancholic way with a golden Parker pen on a snow-white cuff if in that thoughtful moment of March I were an impeccably dressed evening gentleman even from an old London club “Athenium”- In a word if I were a human being of those who ritually spend the appointed time in capacious green-skinned chairs, in them they also drink disgustingly brewing, yellowish and slightly warm pear tea brought by a white-haired waiter, looking through newspapers in the intervals between conversations).

The narrator carefully shrugs off English aristocracy, emphasizing his otherness, primarily ethnic: “... а галстучными бабочками и теми единственными золотыми запонками, на которых печатка с татарским гербом, щеголяю крайне редко...” [1: p. 13]. (and I make an extremely rare parade of a bow-tie and

the only gold collar buttons on which a signet with the Tatar coat of arms)

Thus, by listing the external attributes of an English gentleman: a Parker pen, snow-white cuffs, bow-ties, membership in the old London club *Atenium*, deep green-skinned armchairs, pear tea and reading newspapers – the narrator contrasts them with one thing that is external – a signet with the Tatar coat of arms, which indicates his Tatar origin.

Methods

Comparative literary criticism traditionally considers the problem of inter-literary reception. The works by A.N. Veselovsky, M.P. Alekseyev, V.M. Zhirmunsky, I.G. Neupokoyeva, D. Dyurishin study the basic theoretical principles of Russian comparative literature [2 – 4]. The application of the comparative method to the literary correlation of Russian literature with English literature in our investigation involves the identification of genetically contact literary relations such as direct and indirect, external and internal, influences and borrowings.

When studying the specifics of manifestation of the Other category in

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modern literature and culture (of the ethnocultural, the existential) and the features of the artistic presentation of the image of England in Russian literature, we mainly focused on the works by modern scholars: E.N. Shapinskaya, L.F. Khabibullina, T.N. Breyeva, V.R. Amineva, V.N. Krylov, Z.R. Zinnatullina, R.F. Bekmetov, E.F. Nagumanova, A. M. Sayapovo, V.B. Shamina [5 – 14].

Thus, the methodological basis of our study was comparative historical, comparative functional, thematic, mythological and comparative typological methods that allowed us to identify the specifics of the artistic presentation of the image of England in the novel of the modern Russian-speaking Tatar writer – R. R. Bukharayev.

Results and discussion

Letters to Another Room. The Mirror of Silence by R. Bukharayev comprehends the category “Other” in the very title of the work, that is, it is placed in a strong position of the text. In the course of the analysis we determined that in the novel *Letters to Another Room* R. Bukharayev enters into a dialogue with

the representatives of English literature in order to more clearly explain his original stand in life. Thus, in the first chapter there is a quote from Oscar Wilde into the narrator's reflections on the essence of a true English gentleman: *“Хватает пока и скоротечной памяти, в которой среди прочего засел и филигранный экспромт некогда главного здесь законодателя мод и мыслей, ирландца Оскара Уайльда: «все мы сидим в канаве, но некоторые из нас при этом глядят в небеса”* ” [1: p. 14] (There will be a fleeting memory enough, in which, among other things, the filigree impromptu of formerly main setter of trends and thoughts, Irishman Oscar Wilde, has stuck: “we are all sitting in a ditch, but some of us are looking to the skies). Then R. Bukharayev, sweeping away the mask of a gentleman that readers and researchers could ascribe to him summarizes, “It is also believed that in order not simply to look like, namely, to be a first-rate gentleman, one must be born in a three-piece suit with a bow-tie and to settle in a suit from an early age, otherwise another masquerade will turn out: for all the worldly need for this, completely alien masks misfit my face

and slide off easily, especially since the most difficult thing, as it turned out, is to be who you are and not fear the consequences.” [1: p.14].

The text of R.R. Bukharayev's novel is distinguished by intertextuality, an abundance of quotes, author's digressions and inset stories. Standing upon his right to an original judgment, which is different from that generally accepted in English society, the narrator argues that the most difficult task of an individual is to maintain his integrity.

R. Bukharayev's novel begins with a description of the morning in the country house of two Poets, two personalities in keeping with the spirit of traditional English novels: a fortress house, an English house surrounded by a beautiful garden, harmony between Man and Nature reigns in everything. The storyteller enjoys contemplating nature.

The idea of the House and its surrounding garden in R. Bukharayev's narrative is gradually given among various discussions about path of life, about honesty, about the imaginary and the real, about the process of cognition and attainment of Truth. In the description by R.R. Bukharayev House appears in the best traditions of Victorian

novels: “Сам дом, на пороге которого расточались минуты молчания, наш каменный дом на вершине холма, окруженный с севера всходящим по склону истомившимся в озябших почках действенным лесом, а с юга – завитым вездесущим плющом кирпичным забором и маленьким, созданным твоими трудами садом в нарциссах, крокусах и гиацинтах ...” [1: p. 26] *The very house, on the threshold of which minutes of silence were dissipated, our stone house on the top of the hill, surrounded from the north by powerful forest, languishing in the quenched buds, descending along the slope, and from the south by a brick fence enwrapped in the omnipresent ivy and a small garden full of daffodils, crocus and hyacinths created with your efforts....*

The architecture of the house emphasizes the self-sustainability of the worlds of two creative personalities living in it: “две рабочие комнаты, два нетождественных мира, где в надобности могут укрыться полезное чтение и письменный труд, сопряжены для нас единой стеною ...” [1: p. 27] *two work rooms, two non-identical worlds, where useful reading*

and writing can take shelter, are connected for us with a single wall ... The architecture of the house also corresponds to the inner spiritual attitude of its inhabitants. He is a Muslim, she is an Orthodox Christian, he is an early riser, she is a late riser, but it is not in the way of their love and understanding, the unity of their thoughts. There are many such comparisons and contrasts of the two main characters on the pages of the novel: “Так же многообразны порой и наши верованья и стремленья, и все ж тем яснее проникают пространство крова и мира обоюдные связи, сцепляя существованья в обоих мирах, и все различья и разницы здесь пребывают в единстве, а благодати взаимных безмолвий порой проникают осязаемую реальность, как острие молодого листка проникает древесную почку, а слеза проникает житейскую косность лица” [1: p. 27] *(Our beliefs and aspirations are also sometimes different, and reciprocal ties permeate through the space of shelter and peace more clearly, linking existence in both worlds, and all the differentiations and differences here are in unity, and the graces of mutual silence*

sometimes penetrate tangible reality like a sharp point a new leaf penetrates the tree bud, and a tear penetrates the everyday inertia of the face)

Summary

In *Letters to Another Room* by R. Bukharayev an important marker of Englishness in the literary text formed in English literature of the 19th century emerges full blown. As noted by L.F. Khabibullina, “a bourgeois rural or urban house is the space of the family, or social space, the house in this variety is present in the whole realistic novel of the 19th century” [15: p. 283]. At the same time, according to a modern Russian scholar: “Such a house is a sphere of realization of the idea of the English as an orderly nation, adhering to a strict hierarchy and strict morals. This type of house is found in an English realistic novel from Jane Austen’s to John Galsworthy’s ...” [15: p. 283].

So, the description of the House with a garden fits into the English literary tradition. The narration by R.R. Bukharayev is a mental journey that dates back to the 18th-century English philosophical novels; it is not by chance that Lorentz Stern’s *Sentimental Journey*

through England and France, is several times mentioned, which has marked the beginning of the European novel-journey.

The rejection of the official business life of London is reflected in the composition of the novel: the first chapter describes in detail every minute of the storyteller performing morning prayer, enjoying the contemplation of an awakening garden and strong coffee, dressed “in a winter Tashkent green quilted robe without pockets and buttons”, reflecting on the vicissitudes of life and outlining creative plans [1: p. 26]. The last eighth chapter of R. Bukharayev’s novel *Crying* ends with the part entitled *Postscript*. It contains not only the events of daily workdays but the events of summer and early autumn. Everyday vanity in the Russian BBC department is succinctly characterized: «Вот и не знаю, возвращаюсь я восвояси или уйду прочь, поднимаясь каждый вечер сквозь закатный Далический лес на вершину Сиденамского холма после смены на Бибиси, проведенной в неистовой гонке за последними новостями планеты. Ведь и вправду всякий день в мире случаются громкие, – и чем

страшнее, тем громче, – вещи и происшествия, и весь радио-мир по расписаниям сеток вещанья как о чем-то единственно важном

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о вещах, о которых назавтра уже никто и не вспомнит, кроме тех людей, с кем они на беду приключились» [1: p. 273]. I don't know whether I'm going back home or going away, rising every evening through the sunset Dalichsky forest to the top of Sydenamsky hill after the shift to BBC, held in a frantic race for the latest news on the planet. Indeed, every day in the world publicized things happen – and the worse, the more famous things and incidents are, and the whole radio world according to the schedules of broadcasting networks as something unique speaks, speaks, speaks, speaks, speaks, speaks about the things that tomorrow no one will remember, except for those people with whom they had unfortunately happened

A six-fold repetition of the word “speaks”, reinforced by means of a graphic accentuation similar to the famous “ladder” of V. Mayakovsky expressively demonstrates the attitude of the narrator to his work, emphasizing its routine and futility.

On the contrary, the events that took place during the summer – autumn in the garden surrounding the fortress house are more significant for the author, therefore they are described circumstantially: “Пока, прерываемое *большими* (Bukharayev's italics – A.G.) событиями мира, о которых исправно вещал я невидимым людям, как бы и сами собою писались эти долгие письма, незаметно свершилась весна, и вот оказалось, что уже завершается август. Между тем и в нашем саду, который и нынче застаю я уже в загустевающей тьме, были за лето собственные происшествия” [1: p. 273] (So far, interrupted by large events of the world, about which I properly broadcast to invisible people, as if these long letters were being obviously written, the spring came, and it turned out that August is already ending. Meanwhile, in our garden, which I still find now in thickening darkness, there

happened my own incidents over the summer).

Among the events significant for the storyteller are the flowering of the jasmine bush, the behavior of the squirrels that lived on the garden maple, the hunt of the beloved cat of the inhabitants of the house – Mumzika, “who once found a huge and absolutely living common stag-beetle in the crevice of an old stump. I saved a beetle from the cat ...” [1: p. 274]. В неспешном повествовании важна каждая деталь и даже жизнь случайно спасенного жука приобретает смысл, поэтому целый абзац посвящается его описанию In a deliberate narrative, every detail is important and even the life of a randomly saved beetle makes sense, so the whole paragraph deals with its description: «Сей жуцище, Licanus cervus, рогач в подвижно сочлененном панцире, с лапками в сильных зубцах, хищными оружейными челюстями и сложными своими глазами...» This bug, Licanus cervus, a stag in a movably articulated carapace, with paws in strong teeth, predatory arms jaws and complex eyes ... [1: p. 274]. In fact, the description of the beetle is a poem in prose, the evidence of

importance of each living creature for the universe and worthy of our attention on a level with reflections on Being and the latest news.

Descriptions of the garden crown the author’s thoughts on the Unity of all that exist. In R. Bukharayev’s narrative, reflections on complex philosophical categories are interspersed with everyday details and etymological information: thus, the description of the August garden smoothly proceeds to forecasts for early autumn, which has different names for different peoples: Russians call it “Old Wives’ Summer”, “it is “Indian” in English. This name came from America (...), and earlier, before the dominance from across the pond, Indian summer was called here (in England – noted by A. G.) “St. Luke’s summer” or “St. Martin’s summer”, or even All Saints Summer, All-Hallowen summer [1: p. 275]. In confirmation of his words, R. Bukharayev quotes from Shakespeare, thereby again referring to the English literary source, thereby returning the story to a high philosophical stream: ““Farewell, thou latter spring; farewell, All-Hallowen summer!” –William Shakespeare exclaimed in an exalted syllable saying

goodbye to the spring and Old Wives' Summer, who, perhaps, was not there, nor will we, but will there be at least one line from us in the coming silence?" [1: p. 275].

Conclusions

Concluding the results of our investigation, we note that R.R. Bukharayev, having lived in England for about 20 years, did not feel like an emigrant, he often came to Kazan, successfully integrated into Tatar public life. Via his verses and poems, proses and dramatic works, he artistically comprehended the pressing issues of the present in the context of the historical past of the Tatars, Russia and in the global historical and literary context.

At the same time, in R.R. Bukharayev's work we observe the tendencies inherent in modern literary and cultural process: in his work, there prevail synthesis, harmonious unity and adoption of Western, specifically English and generally English literature and culture along with traditional binary oppositions such as "East / West", "Christian / Muslim". He was open to new knowledge, he was omniscient, therefore, throughout the pages of his

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works of literature, regardless of a genre variation, well-known philosophers, writers, composers of all times and peoples often enter into dialogue. This tendency in modern culture is indicated by E.N. Shapinskaya [5 – 6].

We accept M.I. Ibragimov's viewpoint that "one can talk about multiple identities in relation to R. Bukharaev's work. Images of world culture and literature, numerous allusions and reminiscences form the space of his poetry as a space of dialogue. Bukharaev's personage is included in many topoi, he is a man of the world, prehensive to different cultures and languages" [16: p.85-86].

As is well known, the problem of the writer's self-identification, especially of such a multifaceted one as Ravil Bukharayev, is closely connected with the problem of the Other. As noted by E.N. Shapinskaya, "in cultural texts ... there is an appropriation of the Other, which can also be of a double nature: enduing it with "own" qualities and recognizing "friendliness" without accompanying hostility" [5: p. 52]. In the case of R.R. Bukharayev, in our opinion, the latter is observed.

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MANIFESTATION OF SATANISM IN RUSSIA

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Abstract: The article discusses the representation of satanic thematic communities on VKontakte and analyzes their numbers. The lack of sociological data on the number of followers of Satanic movements determines the study of the field ideas are broadcast in. The study identified groups that cover the audience of more than 54,000 people, of which more than 23,000 indicated their residence in the Russian Federation. The consolidation of supporters of satanic ideas in the virtual space implies their further manifestation in real life. The destructive manifestation of the activity of satanic groups or persons who consider themselves to be Satanism is represented by judicial acts, which were distributed according to the classification of V.A. Martinovich into two groups youth and rationalistic Satanism. The presented judicial acts are dominated by youth Satanism, which clearly shows the challenges society

faces in modern Russia. The popularity of satanic ideas is enhanced, among other things, by media content where Satan is considered from an alternative point of view and thus the romanticization of his image can be formed. Critical media content about the activities of satanic groups can also form the attractiveness of such groups in the teenage milieu as a form of protest.

Keywords: satanism, NSD, sect, social networks, destructive trends.

1 Introduction

One of the controversial phenomena in the religious life of the Russian Federation is Satanism, which is represented by religious groups and thematic communities. Having deep occult roots, Satanism as an independent structured religious movement was established only at the end of the XIX century in the USA (Nosachev, 2017)

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and penetrated the territory of Russia, where it is perceived and regarded as a radical ideology of aggression and violence. The peak of Satanism in Russia occurred in the 90s of the XX century. In these years, domestic media regularly discussed incidents related to teenage animal abuse. Satanic symbols and attributes in this period were used by numerous subcultural and countercultural communities.

Modern Russian historiography has no single universally accepted classification of Satanism in the scientific community. So, one can meet the division of Satanists into “orthodox devil worshipers”, “Luciferian” and “reformed devil worshipers (followers of LaVey)” or division into “separate few adherent family groups”, “satanic groups”, “demon worship groups”, “separately practicing sorcerers and witches”, “some currents of shamanism”, “some secret societies” and “occult groups”. The Satanists themselves also derive different classifications of Satanism; some divide it into “atheistic” and “theistic” (with many variations), others distinguish between “true Satanists” (moderate individualists) and “calling themselves

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Satanists” (devil worshipers, “metalworkers”, laveists and others). In our opinion, it is advisable to use the classification of Satanism proposed by V.A. Martinovich, which distinguishes two types of Satanism: “youth” and “rationalistic” Satanism. Youth Satanism “is practiced by people aged from 13 to 25 years and is understood as a symbol of rebellion against any government. It is youth Satanism that is responsible for setting fire to churches, desecrating cemeteries, and killing animals and people” (Martinovich, 2018). In the second, “The God of rational Satanism is the Satanist himself, who does not recognize any other authorities except itself” (Martinovich, 2018).

2 Methods

The empirical basis of the study is the results of the analysis and generalization of the materials of the satanic communities on VKontakte and criminal cases in the public domain. The systematization of judicial acts in which the Satanists appeared was presented according to the classification of V.A. Martinovich. As part of the study, the Internet is considered as a global social and communication network. Social

networks have anthropocentric characteristics despite their technogenic origin.

3 Results and discussion

The problem of studying Satanism in the Russian Federation is the fact that, due to the lack of sociological research, the approximate or indicative figures of the followers of this trend are unavailable to us. The society's rejection of the existence of religious organizations openly declaring their satanic orientation and engaged in active "missionary" activities led to the shift of attention of satanic activists to social networks. The most popular social networks in the Russian Federation are Odnoklassniki and VKontakte. The first is focused on users over 30 years old, the second – youth under 25 years old. VKontakte was launched in October 2006 and was introduced as a social network for students and graduates of Russian universities. The VKontakte interface is completely Russian-language, and the network itself is adapted for the exchange of visual information - text, video or photo.

As part of a study conducted in February 2019, we tracked the number

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and dynamics of subscribers of ten satanic communities on VKontakte.

1. The AVE SATAN community - total 54,553 users. Users who indicate their residence in the Russian Federation - 23,754.

2. The Satanism community - total 34,857 users. Users who indicate their residence in the Russian Federation - 15,285.

3. The Satanist community - total 28,045 users. Users who indicate their residence in the Russian Federation - 10,076.

4. The Lucifer Rising community - total 25,515 users. Users who indicate their residence in the Russian Federation - 10,976.

5. The Bible of Satan community - total 13,404 users. Users who indicate their residence in the Russian Federation - 5448.

6. The Devil - Satan community - total 12,189 users. Users who indicate their residence in the Russian Federation - 4924.

7. The ORDER OF SATAN community - total 7049 users. Users who indicate their residence in the Russian Federation - 2858.

8. The †_†_† Cult of Lucifer †_†_† community - total 5587 users. Users who indicate their residence in the Russian Federation - 2317.

9. The Satanic Church of the Russian Federation community - total 4044 users. Users who indicate their residence in the Russian Federation - 1847.

10. The Lucifer-Luciferianism-Satan-Satanism community - total 2805 people. Users who indicate their residence in the Russian Federation - 1201.

Most of these show to have a steady increase in the number of subscribers. On average, the total number of participants in satanic communities who indicated Ukraine, Belarus or Kazakhstan as their place of residence, in relation to the indicated RF, is about 30%. At the same time, not less than a third of the participants in the considered communities indicate the place of residence of the 5 most populated cities of the Russian Federation, the official total population of which does not exceed 16% of the total number of citizens of the Russian Federation, which indicates a high degree of urbanization of modern

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Satanism. Anyway, it should be understood that a person who has joined a community of a satanic orientation does not necessarily share a satanic worldview. However, given the voluntary nature of subscription, it is necessary to note the growing interest of the population in the satanic communities. A comparison of the results of a content analysis study of two satanic communities allows us to draw a number of conclusions. In addition to the obvious difference in the design of community materials (in form) and the number of subscribers, the communities differ from each other in the content that is paramount for the functioning and classification of religious communities, such as the presence of esoteric and occult materials, as well as the presence of prayers and descriptions of cult practices. In the existing series of differences, we single out the most striking ones: literature published by communities and the number of reposts from other groups (as an indicator of intergroup coordination of the satanic community). It should also be noted materials in communities devoted to criticism of representatives of other faiths and religiosity as such. The

presented groups clearly show that in terms of the number of users, thematic satanic communities prevail over communities representing specific satanic religious groups or organizations.

The decisions of the courts of the Russian Federation show a slightly different trend. According to Article 28 of the Constitution of the Russian Federation and Article 3 of the Federal Law “On Freedom of Conscience and on Religious Associations,” believers (of authorized denominations) are free to hold meetings without any organization at all, exercising their right approved in, and also to create and unite to religious groups that do not require mandatory state registration. Note that the cult practice of even registered religious organizations can consciously or unconsciously contain rituals, rituals, prayers and other components of Satanism, especially given the high variability of the latter.

Since July 1, 2010, Federal Law of December 22, 2008 N 262-Φ3 “On ensuring access to information on the activities of courts in the Russian Federation” came into force, which provides for the provision of information on the activities of courts, including in

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the form of an electronic document [3]. However, part 2 of article 5 of this Federal Law states that “Access to information on the activities of courts is limited if the information is referred in the manner established by federal law to information constituting state or other secrets protected by law”. Other secrets include, among others, the attitude of a particular person to religion and the mystery of confession. Part 5 of Article 15 of this Federal Law defines the range of judicial acts not to be posted on the Internet. These include the texts of judicial acts issued in cases concerning, inter alia, state security, sexual integrity, the citizen's legal capacity - crimes that followers of Satanism are often accused of.

Next, we list judicial acts against satanic groups in the public domain. The first group includes judicial acts in the text of which two or more persons are mentioned who share a satanic worldview:

1. Case No. 58-007-95, two persons committed murder with particular cruelty, on the basis of satanic teachings, FULL NAME1 is convicted under Art. 105 p. 2 p.p. "д, ж" of the Criminal Code R of the Russian

Federation (Criminal Code), FULL NAME2 - p. “д, ж” part 2 of article 105 of the Criminal Code of the Russian Federation and p.p. 5 Article. 33 of the Criminal Code of the Russian Federation [4].

2. Case No. 3-11 / 2010, the religious group “The Noble Order of the Devil” is recognized as an extremist organization, its activities are prohibited. FULL NAME1 was found guilty of committing crimes under Part 1 of Art. 239 and Art. 135 of the Criminal Code of the Russian Federation, FULL NAME2 - under Part 2 of Art. 239 of the Criminal Code of the Russian Federation [5].

3. Case No. 1-168 / 2011, according to the sentence, FULL NAME1 testified that he was a member of the informal group of "Satanists". FULL NAME1 was found guilty of crimes (abuse of the burial places of the deceased), provided for by paragraph "a" of Part 2 of Art. 244 of the Criminal Code of the Russian Federation and paragraph "c" of Part 2 of Art. 158 of the Criminal Code of the Russian Federation [6].

4. Case No. 33-1667, refers to a group of 7 Satanists who were convicted by a verdict of the Tula Regional Court

on February 11, 1999 for committing a ritual murder [7].

5. Case No. 22-1740/2014 refers to a person in a satanic group who is found guilty of an offense (murder) under Part 1 of Art. 105 of the Criminal Code of the Russian Federation [8].

6. Case No. 22-5855/2018, a person made a human sacrifice to Satan, convicted under part 5 of Article 33, p. "A", part 2, Article 105 of the Criminal Code of the Russian Federation [9].

It should be noted that there are a number of crimes universally recognized by members of satanic religious groups, but not mentioned here because of the lack of open access to texts of judicial acts on these crimes. These include, at a minimum, the killing of Karina Buduchyan [10] and the ritual murder in Yaroslavl of 2008.

The second group includes judicial acts, the text of which contains information about individuals who share a satanic worldview or who associate themselves with a minister of Satan.

1 Case No. 22-210/2012, a person convicted of murder under Part 1 of Art. 105 of the Criminal Code of the Russian Federation, claimed that at the

time of the murder he obeyed the Devil [11].

2. Case No. 22-406 / 2014, a person convicted of murder was convicted under Part 1 of Art. 105 of the Criminal Code, the material mentions a note in which a person requests a meeting with Satan [12].

3. Case No. 1-31/2014, a person convicted of fraud, part 2 of article 159 of the Criminal Code, during rituals at the cemetery stated that he acts with the support of Satan [13].

4. Case No. 1-142/2016, a person who participated in a household brawl, previously talked about the Devil [14].

5. Case No. 2-2566/2016, a person convicted of murder under Part 1 of Art. 105 and p. 1 Article 167 of the Criminal Code, the case materials mention that he called himself a Satanist [15].

We should note that the participants in the above judicial acts, due to ideological or other reasons, related themselves to Satanism or service to Satan. In most judicial acts, which text mentions Satan (under different names) and Satanism, the worldview of the satanic attitude of the participants in the

trial is difficult to identify but it can also reflect the spread of satanic ideas through the media (thematic films, series, music, communities). Such judicial acts include those in which the court revealed a psychological disorder in individuals.

1. Case No. 1-361/2011, a person suffered from paranoid schizophrenia [16]

2. Case No. 2-3344/2011, the person suffered from paranoid schizophrenia, and called himself the Devil [17]

3. Case No. 2-2566/2016, a person suffered from paranoid schizophrenia, and called himself the Satan [18].

The presence of such persons with similar views can be both a reflection of traditional Christian views with established demonology, and the influence of modern mass media content in which the image of Satan or Satanic communities is romanticized.

4 Summary

The activity of satanic groups and satanic ideology is a certain challenge for the Russian Federation. On the one hand, there are constant attempts

by Satanic groups or organizations to legalize themselves in the legal field, on the other hand, a number of criminal cases related to the activities of such groups and the radical ideology within these groups exclude this possibility. Lack of understanding of the involvement of the population in satanic groups makes it difficult to develop the correct methods of responding to new challenges. In this connection, A.V. Savvin's remark on that "the lack of objective information about the number and activities of Satanists, the real danger of occult ritual practices for the life and health of citizens leads to the escalation of tension in society" remains relevant (Savvin, 1999).

5 Conclusions

The presented study clearly shows that satanic ideas and a satanic worldview in the Russian Federation are broadcast to a fairly wide audience. Some thematic groups comprise more than 23,000 users who have indicated their citizenship in the Russian Federation. The activities of such communities can contribute to the self-organization of satanic groups in different cities and the transformation of

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their activities from virtual to real. The presented criminal cases show the development lines of such groups and their destructive potential.

Our analysis of groups in a social network shows that Satanism is predominantly urbanized, this phenomenon is confirmed by the defendants in criminal cases. It should be noted that representatives of "youth Satanism" most often become actors of judicial practice in the Russian Federation.

It should be noted that the popularity of satanic ideas in modern Russian society is caused not only by actively thematic communities in social networks. The popularity of these ideas is influenced by media content in which Satan is viewed from an alternative point of view and thus the romanticization of his image can be formed (Partridge, 2004). In modern films, series, computer games, the image of Lucifer is presented as an unjustly punished and expelled angel (or son of God), which by all available means protects humanity from creatures really wanting to destroy this humanity. Critical media content about the activities of satanic groups can also form a certain appeal among adolescents

as a form of protest against the existing way of life, culture and state system.

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ELECTRONIC LEARNING TOOLS AS A MEANS OF INCREASING THE EFFECTIVENESS OF INCLUSIVE EDUCATION

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Abstract: Today, the education of young people with disabilities is given special attention. Therefore, inclusive education becomes the main focus of teaching such children. It is based on the use of learning technologies allowing for all children to obtain knowledge in ordinary schools, taking into account the peculiarities of their development. This opportunity is provided by the active use of electronic learning tools. Therefore, there is a need to create and implement integrated electronic educational resources that will have the focus of tasks on a specific subject for the purpose of teaching children with special needs. The authors indicate a

comparative analysis of thematic sites as one of the leading methods in the study of this problem; the limitedness of use of electronic educational resources in inclusive education was revealed on the basis of this method. The main results of the study include the development of an electronic educational resource on the topic "Number Systems" and methodological recommendations on the organization of the educational process with its use in inclusive education. Their significance lies in the fact that they can be recommended for use by teachers, and can also become a tool for self-study of this topic. The results of the research fill in the existing gaps in the theory of

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general education, contribute to the solution of questions about the motivation of teaching computer science to special needs children.

Keywords: e-learning modalities, e-learning resource, inclusive education.

Introduction

In modern society, the teaching process in inclusive education is structured so that the same education is provided to all children by place of residence, regardless of their characteristics, in the same educational institutions that have all the conditions for children and provide individual support to each pupil [3].

The success of classes in an inclusive class depends on certain conditions, the observance of which is fully vested in a teacher: the presence of a clear algorithm for each lesson; the materials to facilitate its understanding should be as clear as possible; each task must meet a specific action algorithm; various activities should be used to avoid satiation of children with monotonous work on the lesson.

Electronic learning tools actively used by teachers help children successfully master learning material

and motivate their learning activities [1].

The use of computer-based training programs in the classroom contributes to the acquisition of deeper and higher-quality knowledge by pupils, the development of their creative potential, and the development of pupils' motivational readiness to apply their knowledge in real life [2], [8], [10], [11]. Thanks to research in the field of the theory and practice of professional education by such scholars as V.P. Bespalko, P.I. Halperin, T.I. Gergey, as well as works on general pedagogical problems of improving education [7], [9], it made possible to develop issues of computerization in education, which is a logical continuation of the introduction of computer-based training programs into the educational process.

There are special requirements for e-learning modalities intended for teaching children with disabilities: didactic, specific, methodical, and also ergonomic requirements.

The following types of lessons using e-learning modalities are specified: training programs serving as visual aids; a “Diagonal scheme” which implies the availability of several computers and is based on group work;

practical training based on independent work; and the lessons based on the individual work of a pupil with a training program.

The authors analyzed three different electronic educational

resources [4], [5], [6] intended to teach children with disabilities, in order to identify their strengths and weaknesses.

The results of the analysis are presented in table 1.

Table 1

Resource name	Federal Institute of Pedagogical Measurements	Federal Center for Information and Education Resources	Center for Inclusive and Distance Education
URL resource on the web	http://www.fipi.ru/	http://fcior.edu.ru	http://cde.sipkro.ru/moodle/
<u>Description</u>	This resource is characterized by open access to the necessary materials (regulatory documents, illustrative materials, guidelines, task bank).	This resource is characterized by the availability of a catalogue and storage of electronic educational resources for an open multimedia environment.	This resource is characterized by the availability of a virtual classroom with training courses for children with special needs.
<u>Advantages</u>	A variety of tasks in all academic subjects, the presence of training collections of	The availability of digital materials on the site. The ability to search in sections and in	A variety of training courses for children with special needs.

	examination tasks for special needs children. A separate version of the site is developed for the visually impaired children.	subjects, taking into account the age category. Uniform format of educational modules.	
Disadvantages	Pupils are not able to verify the correctness of their solution to a particular task. Tasks are arranged randomly and are repeated in several sections.	There is a need to install special software. The training material is located randomly.	There is no version for the visually impaired pupils and no access to most courses.

Thus, the advantages include the content of various topics and sections, the colourful design, the availability of tasks in abilities and materials for children with disabilities. The main disadvantage is the fact that there are no tasks oriented to a specific discipline of teaching children with special needs.

We took into account the analysis carried out above in the process of creating an electronic educational resource on the topic “Number Systems”

and developing methodological recommendations for it.

Methods

The following main stages can be distinguished when developing an electronic educational resource on the topic “Number Systems”:

1. Analysis of electronic educational resources that implement the inclusive education principle.

At the first stage, the authors identified the advantages and

disadvantages of such sites based on the analysis of various electronic educational resources with a view to further understanding them while further implementing the remaining stages of developing an electronic educational resource.

2. Goal setting.

The authors identified the main objectives for the implementation of electronic educational resources, the main criteria and means of their evaluation.

3. Determining the structure of the course.

This stage is characterized by the selection of methodological material, developing a detailed structure of the course, learning trajectories, determining ways of interacting with the teacher, and means of learning achievements monitoring.

4. The choice of design.

The choice of design of an electronic educational resource on the topic “Numbering Systems” (window marking, location of the main windows, electronic educational resource navigation, and colour gamut) depends on the imagination and preferences of the resource developer.

5. Selection of tools.

When developing the course, the authors selected the tools for implementing an electronic educational resource, taking into account technical requirements, their own work opportunities on technical equipment and the necessary equipment.

6. Implementation of an electronic educational resource.

Taking into account the above, an electronic educational resource on the topic “Number Systems” is created at the last stage.

Results

The educational resource developed by us on the topic “Number Systems” includes the following structural elements: main page; theory (theoretical material for studying this topic, as well as a glossary), tasks (practical tasks for sections of the topic), tests (instructions for passing the test and four options for testing pupils’ knowledge), a version for the visually impaired pupils (this function converts the appearance of the site so that pupils with special needs find it easier to perceive information).

This electronic educational resource can not only be used by a computer science teacher at a school to teach children with special needs but can also become a tool for self-study of the topic by children with disabilities. For its use, we have developed guidelines for the organization of the educational process.

Discussion

The use of this electronic educational resource by a teacher is possible at any type of lessons.

1. A lesson with learning new material. For a teacher, it is necessary to organize the initial consolidation of the material, so in the first part of the lesson, the teacher explains to everyone the new topic, using clarity tools. Then, together with the children, the teacher solves several tasks from the set of practical tasks from the educational resource on the topic “Number Systems”.

In the second part of the lesson, to consolidate the knowledge of “ordinary” pupils, they independently solve individual practical tasks from the educational resource on the topic “Number Systems”, and the teacher explains the content of a new topic to

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“special needs” pupils. After that, “special needs” children solve individual tasks, and “ordinary” children check the completed tasks.

The last third part of the lesson involves conducting a final test of tasks and summing up. The teacher clarifies the tasks for homework (it is necessary to read these sections of the resource, to solve the specified practical tasks of the educational resource on this topic). For the “special needs” children, the homework is explained individually by the teacher.

2 The lesson for the formation and consolidation of knowledge and skills. It is conducted to assess the level of knowledge of pupils, and also for making changes in the educational process.

The first part of the lesson involves the repetition of the materials studied: “ordinary” pupils are engaged in a studying the resource (theoretical material, practical tasks of an educational resource on the topic “Number Systems”); and “special needs” children recall the basic concepts of the previous lesson.

In the second part of the lesson, the class is divided into three groups

according to the ability of pupils (good, mid-level and weak pupils). Each group performs a ten-minute independent task of working with an electronic educational resource. The first group of pupils solves tasks on computers, other groups work with paper textbooks and handouts. The teacher monitors the course of task execution, helps in the event of any difficulties in their solving. The pupils from the first group are replaced by pupils from the second group, who, in turn, are replaced by representatives of the third group.

The final test of completed tasks and summarizing can be attributed to the third part of this lesson. Additional time is devoted to clarifying the homework (it is necessary to read the paragraphs on the studied topic in the electronic educational resource and to solve the proposed practical tasks). It is necessary to individually say to each “special need” child what he/she must perform independently.

3. Knowledge control lesson. Each pupil independently passes his or her own test version of the educational resource on the “Number System” topic. The test option is chosen by the teacher, taking into account the pupil’s

capabilities. The teacher monitors the process of testing pupils, advising them in case of questions, and speaks individually to each of the pupils on all the errors and methods of their elimination.

Summary

In this paper, the authors justify the feasibility of using electronic learning modalities in inclusive education. Also, methodological recommendations were developed for the use of electronic educational resources on the topic “Number Systems” for presenting new material, building and securing a system of knowledge and skills, exercising knowledge control, and also for pupils to work independently within the framework of inclusive education.

Conclusion

In conclusion, we would like to note that the learning process of a particular pupil requires the teacher to use forms and techniques that are appropriate for the child’s capabilities, ensuring the preservation and strengthening of his or her psychophysical health and emotional

stability. It is only when such conditions are created for a child one can say that differentiated and individual approaches for their learning are carried out.

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TOTAL QUALITY ZERO WASTE MANAGEMENT SYSTEM

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Abstract: Framed by Total Quality Management Principles derived from the ISO 9001:2000 standard, The Total Quality Zero Waste Management System is macro research managing (4) four micro researches using Principle of Total Quality Management. The entire researches sought to address the solid waste in Misamis Oriental General Comprehensive High School. The system begins with (Lorejo et al) entitled Micro-Segregation System: Redesigning Traditional Garbage Bins for Specificity, Purpose and Functionality. It aimed to restructure the traditional paradigm of waste segregation bins and its design. The next phase was on micro waste processing system. Each bins and type of waste were distributed to different solid waste processing facilities.

The paper type (paper and paper cups) is framed by the research of (Permites et al) entitled Paper Type Waste Treatment Facility: Processing Paper Type Waste in MOGCHS to other Potential Outcomes. Similar to this is the study of (Lim et al) Leaves and Perishable Waste Treatment Facility: Processing leaves and Perishable Waste in MOGCHS for Composting Organic Fertilizer. Another researches from (Ranalan et al) entitled Endothermic Construction material made from recycled plastic bottles fused with ethylene Glycol. These sub researches are managed by this main research Total Quality Zero Waste Management System. The study sought to answer the following questions 1. What is the evaluation of degree of application of each Total Quality

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Management Principles derived from the ISO 9001:2000 standard in the project management of the Total Quality Zero Waste Management System 2. What is the evaluation of the sub researchers toward the head researchers application and use of Total Quality Management Principles derived from the ISO 9001:2000 standard. The study found out that the principles in Total Quality Management was an effective management model as used in project management and delivery. Specifically, the researches met and tried to go beyond the standard set by Local Ordinance No. 13130-2016 is in line with Section 166 of Republic Act 9003, the Ecological Solid Waste Management Act of 2000. Leadership demands were carried out through weekly meeting. During these times purpose, direction and other content that needs to be communicated were delivered. Students and teachers were involved in the project. They were also oriented on the project and how they can participate and make contribution for the success of the project. PDCA (PLAN, DO, CHECK and ACT) tool kit was used in the study. Total Quality Zero Waste Management System follows a system approach. Each different research is a part of the whole which is this

research. Each research is independent from other research, however there is a consequential connection between each research to the other. The results of the research of each researcher influence the other research. Total Quality Zero Waste Management System has a bottom up feedback/evaluation mechanism. This research and each researches made use of statistical procedure to evaluate the implementation of the program, the innovation and the facility. Descriptive statistics, percentage, frequency and frequency distribution, mean and standard deviation were used in the study. All of these statistical results were used to evaluate and present the project, and the processes within the project. The statistical results were also used as basis for future improvements. In some cases, immediate but minor augmentation and corrective procedure of the facility, program and processes within the project to ensure quality implementation and delivery of the system. Communicating a shared value of quality to the suppliers of the facilities, the users of the facilities and the contributors of the project was one of the most challenging endeavor that this research encountered. It was already a challenge

imparting and owning that shared value of quality amongst researchers, much more sharing, communicating, imparting and owning that value to others. It is recommended to use Total Quality Management Principles as framework for the development and delivery of a project. It is recommended that each institution, private or government, local or national to adopt and implement the Total Quality Zero Waste Management System with its corresponding facility.

Keywords: Total Quality Management, Zero Waste Management, Segregation

I. Introduction

In an online article entitled Strict Implementation of Waste Segregation, Change.org (2019) it was mentioned that the global community is aware that Solid Waste Management is an issue that needs serious attention. Developing countries like the Philippines aggressive pursuit for economic growth has resulted in the manufacture, distribution and use of products. This consequentially results in the generation of wastes that contributes to destruction environmental and global climate change. Frequent and intense floods the country is a

result of the destruction of the environment. The country experiences devastating typhoons which may be due to climate change due to excessive and improper waste processing and disposal.

Poor solid waste management in the Philippines is still prevalent despite government efforts. In addition open and controlled dumps in the country poses great threats on the country's environment and public health.

The concept of poor solid waste management is raised in a national-wide practice. This can be elucidated in this scenario. There are currently three (3) recycle bins. Biodegradable, Non-biodegradable and recyclable. The concept itself is confusing, considering that people don't have the time to discern or take time to discern when throwing waste. It is then all futile because even after the thorough segregation of Biodegradable, Non-biodegradable and recyclable it is then collected by one garbage truck that basically place everything together.

If collected separately, the current practices of segregating recyclables, non-recyclables and bio-degradable will eventually go through another process of separating paper, plastic, metal, leaves and

perishables after segregation if treatment is pursued. Thus, it is inevitable to segregate the three types of recyclables so that it will go directly to the process of treatment.

The micro-segregation system, challenges the paradigm of traditional recyclables, non-recyclables and biodegradable embodying three relevant concept of Specificity, Purpose and Functionality. This research proposes that there should be 5 (five) bins, fabricated from size 4 PVC pipes to serve as micro bins. The five (5) bins have specific function and role. One bin is for paper type (paper, paper cups, paper board). Second bin is for plastic type (Polyethylene, polypropylene, plastic cups, cellophanes). Third bin is for leaves and biodegradable including food scraps. Fourth, is for foil type wrappers, candy wrappers and the likes. The fifth bin is for direct trash, this may include feminine pads, broken glass, and the likes.

Notice, that there are no bins for metals, glasses, and containers, simply because as a school those types of waste are very rare. And it has direct sales, usually directly sold to junk shops. As a school and as the venue for this research those type of waste are very minimal. If it does exist, it can

either be sold directly to junk shops or it can be gathered by the school dump truck.

The challenge is providing a management model to facilitate zero-waste in MOGCHS. Thus, the main research is formulated.

II. Methods

Mixed methods were used in the study. Mixed methods combine qualitative and quantitative methods in ways that evidently bridge their differences in addressing a research question.

Creswell (2003) described six somewhat overlapping mixed methods research designs, referred to as strategies of inquiry, that guide the construction of specific features of a mixed methods study. The second mixed methods approach as used in the study is the sequential exploratory design, is essentially the reverse of the sequential explanatory design, with quantitative data used to enhance and complement qualitative results. This approach is especially useful when the researcher's interest is in enhancing generalizability, and it may or may not be guided by a theoretical perspective. The quantitative results are then used to enhance,

complement, and possibly extend the earlier pilot results.

As a mixed method, specifically sequential exploratory design, the study made use first of qualitative design in a form an evaluation research method. An evaluation research is an applied research that is designed to assess the implementation of program goals and objectives of demonstration programs. As the primary purpose of sequential exploratory design that quantitative data used to enhance and

complement qualitative results. Thus, this study made use of Quantitative descriptive research method was used in the study. According to Best (2006), descriptive research is considered to be the most appropriate in studying the situations that have occurred or existed. It is concerned with the conditions that exist, practices that prevail, beliefs that are held, and processes that are going on, effects that are being felt or trends that are developing.

III. Product Design



Figure 1 Micro Bins Complimenting Existing Innovation Globe Plastic Bottle Harvester



Figure 2 Treatment Facility

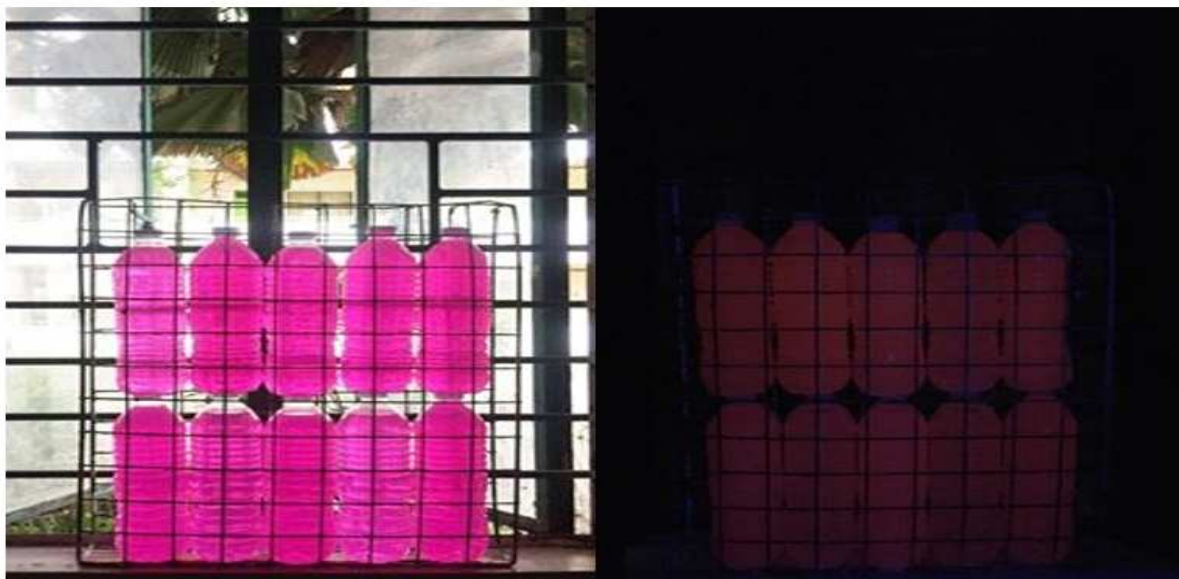


Figure 3 Empty Bottles filled with endothermic compound Infused with Ethylene Glycol. The chemical absorbs heat as temperature goes up, and releases a glow/light as temperature goes down

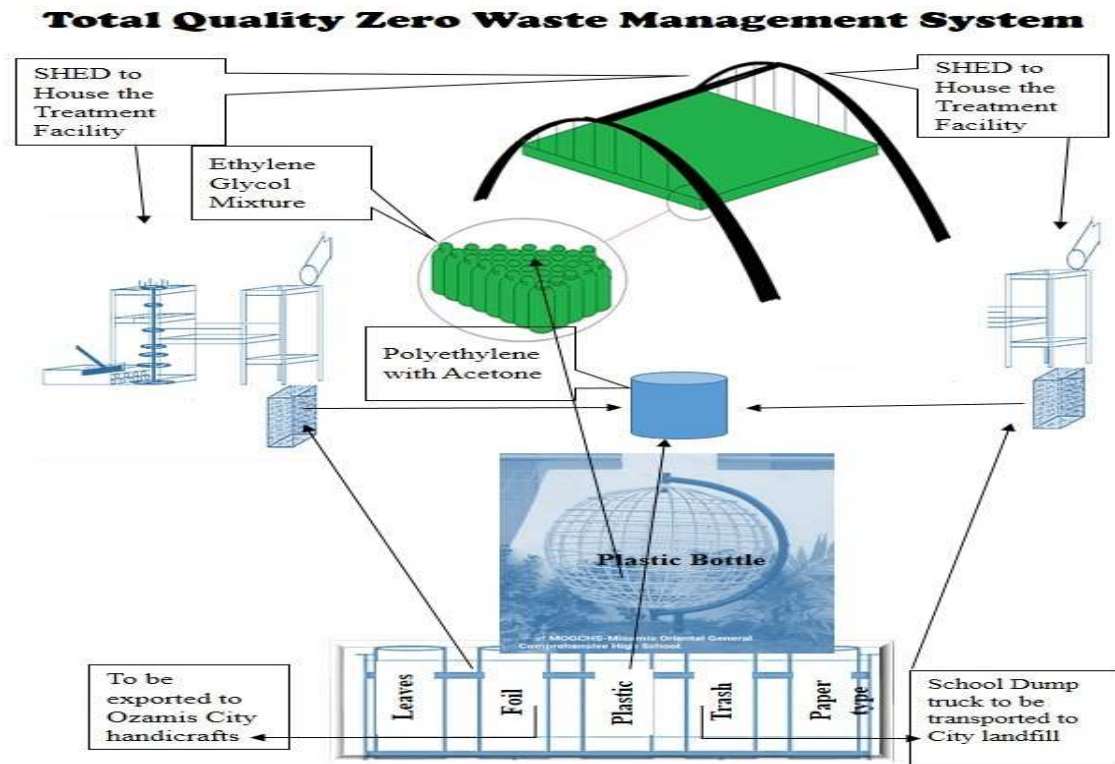


Figure 4 Process Flow

IV. Results and Discussion

In this part of the paper the results of the data analysis are presented. The data were collected and then processed in response to the problems posed in Action Research Questions of this paper.

Problem 1. What is the degree of application of each Total Quality Management Principles derived from

the ISO 9001:2000 standard in the project management of the Total Quality Zero Waste Management System in terms of:

PRINCIPLE 1: Customer focus: Management should understand (and anticipate) the customers' needs and

requirements, and strive to exceed customer expectations in meeting them.

Customer can be defined as recipient of product and services. Since the research project is about waste management, the recipient of our product and services is basically the city itself. All the waste, if unprocessed goes to Cagayan de Oro City landfill. With 10,000 students and 400 personnel's, the institution itself provides substantial waste to Cagayan de Oro.

In terms of customer-based standards, City Ordinance As what was endorsed by the City Solid Waste Management Board (CSWMB), the 2014-2024 Solid Waste Management Plan has now been approved with the effect of the Ordinance No. 13130-2016 enacted by the City Council headed by Vice Mayor Raineir Joaquin V. Uy. With this, the city of Cagayan de Oro now has its own 10-year Solid Waste Management Plan. The said plan is in line with Section 166 of Republic Act 9003, the Ecological Solid Waste Management Act of 2000, which stated that the city shall prepare the plan to ensure the efficient management of solid waste



emphasizing on the reuse, recycling and composting program with landfill identification for residual waste. Providing efficient and sustainable system that ensures the protection of the environment and of the public health, importantly the reduction of the amount of generated solid waste which requires disposal via increased source reduction, recycling, composting and utilization of resource recovery technologies and deal with the solid waste with adequate disposal capacity in a fair and environmentally protective system, undeviating with the statutory solid waste hierarchy, are just some of what the Solid Waste Management is aiming for. Furthermore, it is targeting to build community awareness and encourage greater stakeholder's involvement of the need to reduce the generation of waste and disposable practices. In addition the NO SEGREGATION, NO COLLECTION Policy will soon be implemented in Cagayan de Oro. Garbage collectors will

no longer take mixed non-biodegradable and biodegradable waste that is not properly segregated by residences and businesses in the city. The City Local Environment and Natural Resources (CLENRO) will start their campaign on all barangays this January, and will officially enforce the ‘no segregation, no collection policy on July 1, 2019.

Thus, this research, is in compliance to current customer-based standards demands of the city government of Cagayan de Oro City. This research aims not only to satisfy the needs and requirement of the local government in terms of segregation, but also to enhance it. These researches aims to process solid waste so that the only type of waste that goes to the local landfill were residuals. The rest of the waste were recycled, processed and made useful.

PRINCIPLE 2 Leadership: Management should establish unity of purpose and direction, and create and maintain an environment in which everyone can participate in achieving the organization’s objectives

To start with, creating an organization was one of the most difficult part of the project. It was very difficult to recruit researchers who would like to participate in the endeavor. But looking for a researcher to participate is just one concern. We also have to find the right person, for the right topic. However, through referrals and recommendations we were able to gather and organize the research project.

Leadership requires leverage. Leverage means motivation. Thus theory of motivation can be used. One salient, feature that basically initiated the project was the concept of promotion and requirement. This was considered personal purpose, personal direction from the researcher who joined the research. Aspiring Master Teachers need Action Research for promotion, and Master Teachers were required to have an action research. This action of the Department of Education has been a great help for ensuring participation, in a form of motivation. It has facilitated immensely in creating a research environment in the bureau. However, it was not consequential. We encountered rejections and promises

but with no participation. However, we were able to find teachers who were willing to participate, with this we conducted a meeting.

In terms of motivation the promotion for aspiring Master Teachers need action research, this will give them an edge during the ranking. Master Teachers are also required to have an action research. This are considered perhaps hygiene factors, in a theoretical perspective, in reference to Herzberg's Two-Factor Theory of Motivation.

According to Prachi (2015) Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction but if these factors are absent it leads to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job. It pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. This includes Pay - The pay or salary structure is appropriate and reasonable. The salary is equal and competitive to those in the same industry. Hygiene factors includes company and administrative policies, Fringe benefits,

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Physical Working conditions, Status, Interpersonal relations and Job Security.

On the other hand there are Motivational factors. According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include Recognition, Sense of achievement, Growth and promotional opportunities, Responsibility, Meaningfulness of the work.



Since the Department of Education has already provided the Hygiene factors, as head researcher, the focus now is on motivational factors. Responsibility and Meaningfulness of the

work were key components of motivation for the realization of the project. A calling to contribute and to make a difference in this world was highlighted during meetings. The idea, that the world might be influenced by our research is in itself a motivation that brings out passion to work from the researchers. The idea, that the world will be different, and it started in MOGCHS, and them being part of it, is essentially as important as other motivational schemes and incentives. In addition, someone helping them with their action research is something we consider an incentive. They participated because someone will help them.

The challenge was letting their purpose evolve from personal purpose of promotion or job requirement, to something bigger than themselves. This demands “leadership”, not just concepts or theories of motivation. Leadership is a critical word. In theoretical perspective of leadership, leadership trait theory believe that people inherit certain qualities and trait that make them better suited to leadership. Reinforced by Thomas Carlyle who stated that to suggest that leaders do not enter the world with extraordinary endowment is to

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imply that people enter the world with equal abilities and equal talents. In contrast a professor in Illinois states that that it is 30/70 split, 30% of leadership qualities are genetic, 70% are due to the demands of environment. And Peter Brucker stated that plans are only good intentions unless they immediately degenerate into hard work. Despite this debate whether leaders were born or made, the demand for leadership was inevitable.

With this debate, whether leader were born or made, how to lead, what motivates are open ended questions. But the evolution of purpose, which is self-directed such as promotion can only be redesigned to a purpose which is not just direct to self, but also to others. That itself, is another set of leadership framework which is metaphysical, or perhaps spiritual. Simple concept of leadership that is selfish not just of the leader but also of the people against an anti-thesis of a simple concept of leadership that is selfless not just of the leader but also of the people is in itself an intriguing paper. However, in this research it was highlighted that the purpose, which is self-directed such as promotion is invited and challenged to a purpose which is not

just direct to self, but also to others. It was highlighted during every meeting. It was reiterated in every communication.

PRINCIPLE 3 Involvement of people: Management should involve all people at all levels so that they willingly contribute their abilities in achieving the organization's goals;

Vijayavel J. et al, 2014 in the International Journal of Pharmaceutical Sciences and Business Management, Vol.2 Issue. 9, September- 2014, pg. 36-41 entitled “Principle of Total Quality Management (TQM) governing automotive industries with reference to skill enhancement and addition capacity. On page 40 the author said that TQM places a great deal of responsibility on all workers. If employees are to identify and correct quality problems, they need proper training. Thus, there was a need to launch the project, and involve the teachers and the



students about Total Quality Zero Waste Management System.

The author (Vijayavel J. et al, 2014) further adds that the impact of human resources in the organization depends on the kind of empowerment given to them. In TQM, the role of employees is very different from what it was in traditional systems. Similar to our study, researcher were empowered to make decisions relative to quality in the production process and information dissemination. They are considered a vital element of the effort to achieve high quality. Their contributions are highly valued, and their suggestions are implemented. In order to perform this function, employees are given continual and extensive training in quality measurement tools. In light of our research, during the launching, students were informed of the processes of micro segregation and processing. What to do and where to go.



The author (De Leon, P.C. 2017) in his study that the importance of



leadership in the implementation of TQM/ISO 9001. He cited an example where local chief executives and department heads were the drivers of TQM/ISO 9001. Their desire to accelerate the development of frontline service standards and achieve



customer satisfaction without sacrificing regulatory requirements motivated them to adopt TQM/ISO 9001. The author set the framework, perhaps the step by step procedure on how things should be. The author sets the technical aspects on how the people are involved in the development of frontline servicing which is the people. Each researcher contributed to ideas on how students will be educated about the program and widespread dissemination of



243 information, technical knowledge on the operation of the system.

In addition, it is perhaps hard to consider the application of

Total Quality Management Principles considering diverse culture and practices. Crucial principles on Total Quality Management is principle number 2, Leadership: Management should establish unity of purpose and direction, and create and maintain an environment in which everyone can participate in achieving the organization's objectives. And principle 3 Involvement of people: Management should involve all people at all levels so that they willingly contribute their abilities in achieving the organization's goals. Because of the information drive, launching of the project, all levels were involved, from teachers to students. There is a great link that connects the organizational goal and the people involved, and that is leadership. The

direction of the organization and how it is communicated to all requires leadership.

Both principles presuppose that the leader has the competence to establish unity of purpose and direction, at the same time have the capacity to achieve the involvement of people. The literature underscores diverse culture and practices, which make the movement of the leader together with the people, is not as easy as said and done.

The leader may have the capacity to frame a purpose and direction that is united. The leader may have control of both stimulus; hygiene and motivators as stated in Herzberg two factor theory. The leader can redesign the direction of the stimulus from not only self but to others as well, highlighting concepts of responsibility and meaningfulness. But at the end of it all, the movement of the organization or program is not solely dependent to the leader alone, but of the involvement of the people, which according to (Vijayavel J. et al, 2014) is diverse. Answering that diversity seems like a dead end or a great adversity. But fundamentally what a leader can do is to provide an environment which the people, despite the diversity are able to participate in achieving organizational goals. Thus, with

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the help of 25 researchers we were able to launch the program. The activity was very successful. In fact, though one of the research which was not included in the funding, but was completed in statistical and data analysis stage found out that the post-awareness was significantly greater than the pre-awareness on segregation and the effects to the environment. This means that after the launching of the program, the post-awareness of students significantly increased from their pre-awareness before the program was launched (Orapa et al, 2019)

Principle 4 Process approach: Management should recognize that an objective is achieved more efficiently when activities and associated resources are managed together as a process;

The next principle In Total Quality management is process approach. Management should recognize that an objective is achieved more efficiently when activities and associated resources are managed together as a process. This process approach is not as simple as stating that the operations in the organization

undergo a process. It has to go through PDCA Plan, Do, Check and Act.

To elucidate further according to International Organization for Standardization BIBC II, Chemin de Blandonnet 8 , CP 401, 1214 Vernier, Geneva , Switzerland in a paper entitled THE PROCESS APPROACH IN ISO 9001:2015 that a process is a set of interrelated or interacting activities that use inputs to deliver an intended result. The process approach includes establishing the organization's processes to operate as an integrated and complete system. One, the management system integrates processes and measures to meet objectives. Two, processes define interrelated activities and checks, to deliver intended outputs. Three, detailed planning and controls can be defined and documented as needed, depending on the organization's context. These three concepts together form an integral part of the ISO 9001:2015 standard. Risks that may impact on objectives and results must be addressed by the management system. Risk-based thinking is used throughout the process approach to: One, decide how risk (positive or negative) is addressed in establishing the

processes to improve process outputs and prevent undesirable results. Two, define the extent of process planning and controls needed (based on risk). Three, improve the effectiveness of the quality management system. Four, maintain and manage a system that inherently addresses risk and meets objectives. In page two of the paper, ISO came up with PDCA, it is a tool that can be used to manage processes and systems. PDCA stands for: P Plan: set the objectives of the system and processes to deliver results (“What to do” and “how to do it”) D Do: implement and control what was planned C Check: monitor and measure processes and results against policies, objectives and requirements and report results A Act: take actions to improve the performance of processes.

ISO outlines series of activities that a organization can take using PDCA. In accordance with the requirements of ISO 9001 the following sequence of actions provides examples of how an organization may choose to build and control the processes of its quality management system. Performance can be managed and improved by applying the Plan-Do-Check Act (PDCA) cycle. This applies equally to

the system as a whole, to individual processes and to operational activities.

Plan-Do-Check Act (PDCA) ANALYSIS

PLAN		
Define the context of the organization	The organization should identify its responsibilities, the relevant interested parties and their relevant requirements, needs and expectations to define the organization's intended purpose.	Region X Division of Misamis Oriental MOGCHS Research participants and their action research under Total Quality Zero Waste Management Systems
Define the scope, objectives and policies of the organization	Based on the analysis of the requirements, needs and expectations establish the scope, objectives and policies that are relevant for the organization's quality management system	Action Researches under Total Quality Zero Waste Management Systems
Determine the processes in the organization	Determine the processes needed to meet the objectives and policies and to produce the intended outputs.	Figure 4
Determine the sequence of the processes	Determine how the processes flow in sequence and interaction.	Figure 4
Define people or remits who take process ownership and accountability	Assign responsibility and authority for each process	Researchers under Total Quality Zero Waste Management System

Define the need for documented information	Determine those processes that need to be formally defined and how they are to be documented	Documented and submitted Action Research of each Research Group under Total Quality Zero Waste Management System
Define the interfaces, risks and activities within the process	Determine the activities needed to achieve the intended outputs of the process and risks of unintended outputs.	Individual Action Research of each Research Group under Total Quality Zero Waste Management System
Define the monitoring and measurement requirements	Determine where and how monitoring and measuring should be applied. This should be both for control and improvement of the processes and the intended process outputs. Determine the need for recording results	Quantitative data analysis of Individual Action Research under Total Quality Zero Waste Management System
DO		
Implement	Implement actions necessary to achieve planned activities and results.	Implementation Plan of Individual Action Research Under Total Quality Zero Waste Management System
Define the resources needed	Determine the resources needed for the effective operation of each process.	Implementation Plan of Individual Action Research under Total Quality Zero Waste Management System
CHECK		

Verify the process against its planned objectives	Confirm that the process is effective and that the characteristics of the processes are consistent with the purpose of the organization.	Quantitative data analysis of Individual Action Research under Total Quality Zero Waste Management System
ACT		
Improvement	Change the processes to ensure that they continue to deliver the intended outputs	Quantitative data analysis and evaluation of Individual Action Research under Total Quality Zero Waste Management System

Principle 5 Systems approach: Management should recognize that identifying and understanding interrelated processes, and managing them as a system, is more efficient and effective in achieving the organization's objectives;

Another principle in Total Quality Management is Systems Approach Management should recognize that identifying and understanding interrelated processes, and managing them as a system, is more efficient and effective in achieving the organization's objectives. Chikere and Nwoka in an article International Journal of Scientific and Research Publications, Volume 5, Issue 9, September 2015 cited

Flood and Jackson who defined a system as a complex and highly interlinked network of parts exhibiting synergistic properties- the whole is greater than the sum of its parts. It is a collection of interrelated parts acting together to achieve some goal which exists in the environment. Also, system is defined as a set of objects together with relationships between the objects and between their attributes related to each other and to the environment so as to create or form a whole. With respect to management, system simply refers to a set of different independent parts working together in interrelated manner to accomplish a whole. It is with this essence that synergism appears. For instance, an

organization is formed by different departments, sections, and units composed of individuals and groups which are independent, but working together to achieve a common goal with the aim of turning organizational vision into reality.

In relation to the literature stated above, this research Total Quality Zero Waste Management System follows a system approach. Each different research is a part of the whole which is this research. Each research is independent from other research. however there is a consequential connection between each researches to the other. The results of the research of each researcher influence the other research. By

If there is no improvement in awareness of students, it would basically mean there is no improvement in behaviors in terms of segregation. Thus, the facility that process each waste specifically, might not function in its optimal performance, because it will have back logs such as re-segregation, clearing procedures, before it can undergo full treatment.

Originally, there were 9 different researches that was managed by this research, however due to funding, not all were able push through. However, those

independent it means, a research under the Total Quality Zero Waste Management System, can or should operate alone. It has its own objectives and methodologies. However, the results of one research may influence the other research. For example the research on Awareness of students in MOGCHS on segregation, and the effect of Micro Segregation is successful. By consequence, the application of micro segregation as it is processed in the different waste treatment facility is also a success. But if not, then it would be affected. It can be elucidated in this scenario. Since there

necessary actions, despite the absence of funding were still accomplished, within the limits of financial capacity and its inevitability.

Chikere and Nwoka (2015) in page 4 of the article The Systems Theory of Management in Modern Day Organizations also cites Gibson et al who stated that, the concept of the organization as a system that is related to a larger system, introduces the importance of feedback. Organizations depend on the environment not only for its inputs, but for

the acceptance of outputs. Consequently, they must develop means for adjusting to environmental demands. Simply put, feedback refers to information that reflects the outcomes of an act or series of acts by an individual, group or organization.

Feedback is important in system approach; each research has its feedback mechanism that evaluates the innovation. And there is also a feedback mechanism that evaluates as a whole the application of Total Quality Management Principles as Implemented by the head researcher.

Principle 6 Continual improvement: Management should aim at steady, incremental improvement in the organization's overall performance as a permanent objective;

(Cahill 2015) in an article entitled In ISO 9001:2015 Continual Improvement, written Kelmac International USA stated that the specific actions required for Continual Improvement (CI), is on the risk register as a key input to any preventive action. Cahill, an ISO consultant and auditor have outlined in a previous article the process of risk analysis. Regulatory and

client sensitive issues naturally receive more focus. For Continual Improvement, opportunities are lost when each of the lower risks items are not each considered. Very often other opportunities are also lost because the top management does not engage with the little issues that staff are having and the simple savings that can be made.

The author clarified the concept by narrating a situation. It was once asked to support a production process in a non-regulated environment and the planner for the process regarding change control that the planner had to execute. The planner had executed multiple change controls during the busy periods for several years, and was very experienced and knowledgeable. While discussing the change control, the author observed the pile of manufacturing orders in their hands. The planner began to handwrite the change control onto each manufacturing order. The paperwork was the first batch, out of hundreds for that busy period. When the auditor queried the handwritten changes and the extent of the work that was involved, the planner expressed the frustration that the planner frequently experienced every day when

these changes occurred. Cahill asked the planner had anyone ever looked at this issue as it was clear that this could be simplified. Two days later the planner introduced a simple (self-adhesive) Postal Label, where the planner typed one change and then printed off multiple copies of the same change and applied the planner to the applicable manufacturing orders. This rather obvious solution had a big impact in the daily life of the planner. It was an easy inexpensive solution, quick to implement, and directly made the planners work environment easier.

In this case, the head research should stand back and look at our own organization, and look at Continual Improvement from the bottom up as much as from the top down. By approaching it from the bottom up, the application of the researches can be directly improved. They see direct benefits and are more willing to get involved in other solutions.

Based on the given literature, it is more benefit to have a bottom up communication system, other than top to bottom, feedback from front liners in this team research is important. The key concept for continual improvement is not

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just the idea proclaimed by top management or leader to improve continuously. It is not enough for top management to inspire bottom employees to perform, work and act. It is not enough that the leader can lead. Feedback is essential, but not always from top to bottom, Solution from bottom to top is more relevant than solutions from top to bottom.

In a common setting, after project implementation. The leader talks about the success or the failure of the project, setbacks, lapses and areas of improvement. Things to be improved, and how to improve it. The leader can even inspire the worker/employees to work better. But based on the stated literature from an ISO consultant and auditor Cahill (2015). It is not always that the top management has the say for continual improvement. Bottom employees, workers and in this case researchers under the Total Quality Zero Waste Management System can provide significant inputs for continual improvement. Different researchers are front liners. They have firsthand experience with the project. Their experiences are real and practical. Thus,

they may give real and practical solution for continuous and sustainable improvement. Which the head researcher in this organization should always consider, when the principle of Total Quality Management, continual improvements comes to mind.

In an applied perspective, most researches under Total Quality Zero Waste Management System has a bottom up feedback/evaluation mechanism. Specifically, all the waste treatment facilities as well as the plastic bottle harvester and Micro-bins were evaluated by the users. The results were quantified and went through statistical procedure. Qualitative data were also gathered from the users, for areas of improvement of the plastic bottle harvester, micro bins and different waste treatment facility.

PRINCIPLE 7 Factual approach to decision making: Management should base its decisions solely on the analysis of data and information;

In a paper of Marta Kucerova M and Skurkova K(2013) from research papers faculty of materials science and technology

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in Trnava Slovak University of Technology in Bratislava, Volume 21 entitled Factual Approach in decision making- the prerequisite of Success in Quality Management. In Page one the author states that Application of the factual approach principle in decision making in business practice leads to the implementation of the measurements and collection of the data and information needed to achieve that objective. It ensures that the data and information are sufficiently accurate, reliable and accessible; it leads to the data and information analysis, to the application of decisions and taking actions as a result of logical analysis based on experience and intuition.

In addition on page 4 Marta Kucerova M and Skurkova K(2013) states that in accordance with the principle of factual approach in decision making, the organization has to define, plan and implement the measuring and monitoring activities that are necessary to ensure conformity and improvements. This includes the identification of needs and use of appropriate methods including statistical techniques. An organization has to perform

these activities to make sure that the monitoring and measuring activities necessary to ensure compliance and improvements are defined, planned and applied. The current requirements on QMS also insist on the application of new measurement processes which are rather of systemic than technical character; that means they indicate the state of QMS. The measurement process is extended by the activities of measuring and monitoring which are related to the efficiency of the QMS, performance processes, customer satisfaction, employee and other stakeholder satisfaction, the costs in quality management

In order to achieve the principle of factual approach in decision making implies that effective decisions are based on the analysis of data and information. To meet this principle successfully, it is necessary to perform the following tasks in organization to collect accurate and reliable data from various processes in organization. The organization should use appropriate statistical methods for data collection and analysis, train people to use statistical methods in data collection and analysis, encourage managers to use the

analyzed data in decision making, ensure accessibility of the data analysis results for the company employees, as much as possible.

In an applied perspective, this research and each research made use of statistical procedure to evaluate the implementation of the program, the innovation and the facility. Descriptive statistics, percentage, frequency and frequency distribution, mean and standard deviation were used in the study. All of these statistical results are used to evaluate and present the program, and the processes within the program. The statistical results were also used as basis for future improvements. In some cases, immediate but minor augmentation and corrective procedure of the facility, program and processes within the program to ensure quality implementation and delivery of the system.

PRINCIPLE 8 Mutually beneficial supplier relationships: Management should enhance the interdependent relationship with its suppliers for mutual benefit and in creation of value.

According to isoTracker Solutions Ltd. (2019) in an online article entitled Mutually Beneficial Supplier Relationships and Quality Management, that one of the most important aspects of quality management within an organization is developing and maintaining a mutually beneficial relationship with suppliers. It is one of the 8 principles set out by ISO standards, which aims to present organizations with guidelines to enhance quality within the organization according to universal quality management standards. ISO defines the principle of mutually beneficial supplier relationships as follows: “An organization and its suppliers are interdependent, and a mutually beneficial relationship enhances the ability of both to create value.”

In addition, the article points out the Primary benefits of Mutually Beneficial Supplier Relationships & Quality. One, Increased capacity to create value for both suppliers and the organization. Two, Flexibility and faster joint responses to changing market conditions or customer requirements and expectations. And three, Optimized costs and resources across the board.

In order to achieve the principle 7 Steps to Improve Supplier Performance & Quality Management where indicated in the online article isoTracker Solutions Ltd. (2019) that to ensure a greater level of commitment to quality management within the organization, the following steps can be taken to apply the mutually beneficial supplier relationships principle: 1. Identify and select key suppliers, who should be selected for the value that they add to the organization as well as their approach to the supply chain. 2. Develop supplier relationships that address both short-term advantages with long-term concerns for the organization and ensure a greater level of commitment to quality across the supplier and organization’s operations. 3. Develop clear an open communications to ensure that there is a greater level of transparency and accountability among suppliers and the organization. 4. Initiate cooperative development and enhancement of products and processes, to ensure the best level of quality for the organization as well as the supplier. 5. Mutually create a clear understanding of customer needs in regards to the organization, to ensure that suppliers are able to comprehend these needs to

deliver the best level of service. 6. Share information and forthcoming goals and targets, so that both the supplier and the organization can work together to achieve these goals. 7. Identify and recognize supplier improvements and achievements, to maintain positive relationships and motivate suppliers to continue to strive for improved quality.

In terms of this research, the supplier are the producers of the different facilities, Globe Plastics Bottle Harvested, Micro-segregation bins, Waste treatment facility for organic (leaves and food scraps) and paper type waste. Communicating the shared value of quality to the suppliers of the facilities, the users of the facilities and the contributors of the project was one of the most challenging endeavor that this research encountered. It was already a challenge imparting and owning that shared value of quality amongst researchers or the organization, much more sharing, communicating, imparting and owning that value to others.

However, this was address with a strategy of a word that is already stated in the principle, which is benefit. Emphasizing and reiterating that the

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system would benefit everybody; the environment, the surroundings, the administration, the students, the teachers, and basically the world which includes the suppliers/producers of the different facility. Thus, the quality of their efforts, basically comes back to all of us.

The ecological movement across the world to zero waste is in fact a result on how the citizens of 21st century has destroyed the environment, from which destruction of the environment resulted to climate change, flash floods, extreme changes in temperature, and decrease of food supply and demand ratio. Fundamentally, what we do comes back to us. This concept of mutual benefit between people's action and environment, is used as a leverage, or concept for discussion with the supplier, that quality is a value that we all should share, because at the end of it all, the results of our endeavor is for our environment. Our environment will just reciprocate whatever we do to it.

Problem 2. What is the evaluation of the researchers towards application of the (Project manager/Head researcher) of Total Quality Management Principles

derived from the ISO 9001:2000 standard?

Table 1 evaluation of the researchers towards application of the Project manager/Head researcher of Total Quality Management Principles derived from the ISO 9001:2000 standard

Description	Range	Frequency	Percentage Distribution
Very Good	3.70- 4.00	10	76.92%
Good	2.80- 3.69	3	23.08%
Poor	1.90- 2.79	0	0.00%
Very Poor	1.00 - 1.89	0	0.00%

Mean 3.85

Standard Deviation 0.28

The data shows that majority seventy seven percent 77% of the researchers evaluated head researchers application of principle of total quality management as very good. The over-all rating is also very good

(mean= 3.85). The standard deviation of 0.28 indicates that the researchers' evaluation of the head researcher's application of principle of total quality management is similar or close to each other.

The Project Manager/Head researcher of Total Quality Zero Waste Management System followed the following principle	Disagree	Strongly	agree	Strongly	Mean	Standard Deviation
(1) Customer focus: Management should understand (and anticipate) the customers' needs and requirements, and strive to exceed customer expectations in meeting them;				1	.85	.38
(2) Leadership: Management should establish unity of purpose and direction, and create and maintain an environment in which everyone can participate in achieving the organization's objectives;				1	.85	.38
(3) Involvement of people: Management should involve all people at all levels so that they willingly contribute their abilities in achieving the organization's goals;				3	.00	.00
(4) Process approach: Management should recognize that an objective is achieved more efficiently when activities and associated resources are managed together as a process;				2	.92	.28
(5) Systems approach: Management should recognize that identifying and understanding interrelated processes, and managing them as a system, is more efficient and effective in achieving the organization's objectives;				0	.77	.44
(6) Continual improvement: Management should aim at steady, incremental improvement in the				1	.85	.38

organization's overall performance as a permanent objective;						
(7) Factual approach to decision making: Management should base its decisions solely on the analysis of data and information;					.69	.48
(8) Mutually beneficial supplier relationships: Management should enhance the interdependent relationship with its suppliers for mutual benefit and in creation of value.				1	.85	.38

Problem 3. What other significant principles, values, skills that the (Project manager/Head researcher) possess that constituted to the success of the project.

The qualitative results were enlightening. It basically highlight qualitatively and specifically from each researches perspective on the traits of head researcher that constituted to the success of the research. Competence was a common response from the researchers. Similar responses that the head researcher is highly skilled in research paper writing as well as in statistical procedure. This also includes competence in financial management and control, and leadership. The head researcher made sure that he was able to get the best out of each researcher, but most importantly, making the working experience a positive one. It was also mentioned that the head researcher had good communication skills and people management skills.

Another trait that the researchers indicated is on Commitment. The head researcher valued the need of the school and the community. The project will benefit everybody. Thus is was

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supported by everybody. It was also mentioned that the head researcher have enthusiasm about research and very supportive towards researchers.

V. Findings, Recommendation and Conclusion

Findings

The principles in Total Quality Management was an effective management model as used in project management and delivery, specifically;

Principle 1: Customer focus: Management should understand (and anticipate) the customers' needs and requirements, and strive to exceed customer expectations in meeting them. The research meets and tries to go beyond the standard set by Local Ordinance No. 13130-2016 is in line with Section 166 of Republic Act 9003, the Ecological Solid Waste Management Act of 2000.

Principle 2 Leadership: Management should establish unity of purpose and direction, and create and maintain an environment in which everyone can participate in achieving the organization's objectives. This was carried out through weekly meeting every Tuesday of the week, from 1:30

PM. To 2:30. During this time, purpose, direction and other content that needs to be communicated were delivered.

Principle 3 Involvement of people: Management should involve all people at all levels so that they willingly contribute their abilities in achieving the organization's goals. Students and teachers were involved in the project. They were also oriented on the project and how they can participate and make contribution for the success of the project.

Principle 4 Process approach: Management should recognize that an objective is achieved more efficiently when activities and associated resources are managed together as a process. ISO outlines series of activities that an organization can take using PDCA (PLAN, DO, CHECK and ACT) tool kit. And this was used in the study.

Principle 5 Systems approach: Management should recognize that identifying and understanding interrelated processes, and managing them as a system, is more efficient and effective in achieving the organization's objectives. Total Quality Zero Waste Management System follows a system approach. Each different research is a

part of the whole which is this research. Each research is independent from other research, however there is a consequential connection between each researches to the other. The results of the research of each researcher influence the other research.

Principle 6 Continual improvement: Management should aim at steady, incremental improvement in the organization's overall performance as a permanent objective. Total Quality Zero Waste Management System has a bottom up feedback/evaluation mechanism. Specifically, all the waste treatment facilities as well as the plastic bottle harvester and Micro-bins were evaluated by the users.

Principle 7 Factual approach to decision making: Management should base its decisions solely on the analysis of data and information. This research and each research made use of statistical procedure to evaluate the implementation of the program, the innovation and the facility. Descriptive statistics were used in the study. All of this statistical results were used to evaluate and present the program, and the processes within the program. The statistical results were also used as basis

for future improvements. In some cases, immediate but minor augmentation and corrective procedure of the facility, program and processes within the program to ensure quality implementation and delivery of the system.

Principle 8 Mutually beneficial supplier relationships: Management should enhance the interdependent relationship with its suppliers for mutual benefit and in creation of value. Communicating the shared value of quality to the suppliers of the facilities, the users of the facilities and the contributors of the project was one of the most challenging endeavor that this research encountered. It was already a challenge imparting and owning that shared value of quality amongst researchers, much more sharing, communicating, imparting and owning that value to others.

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head researcher's application of principle of total quality management is similar or close to each other.

The researchers believed that the traits of head researcher that constituted to the success of the research were competence and commitment. Most researchers said that the head researcher is highly skilled in research paper writing as well as in statistical procedure. This also includes competence in communication, financial management, and leadership. The head researcher made sure that he was able to get the best out of each researcher, but most importantly, making the working experience a positive one. The head researcher is also described as prompt and digital native. In terms of commitment the head researcher valued the need of the school and the community. The project will benefit everybody. Thus is was supported by everybody.

Recommendation

It is therefore recommended to use Total Quality Management Principles as framework for the development and delivery of a project. It is recommended that each institution,

private or government, local or national to adopt and implement the Total Quality Zero Waste Management System. Making each institution more responsible for their own waste and exponentially reducing waste that goes to the local landfill. It is also recommended to innovate, aspire for continual improvement. Continual improvement on the specifications of the facilities, models and framework of management.

Conclusion

Total Quality Zero Waste Management System provides a framework specifically on the process, on the operations, on the facilities and on the principles necessary to manage the process, the operations and the facilities. There are two critical principles in Total Quality Management. One is Leadership. Second is shared value. The leader must be competent and committed. The competencies of a leader highlight the following; content competence, analytic competence, communicative competence and financial competence. In addition to these competencies, a leadership should have the encouraging competence, with

attitudes and values worth emulating. Above all the capacity to work with people making the working experience a positive one. The Second critical principle in Total Quality Management is shared value, though it is just a clause in principle number 8 mutually beneficial supplier relationships. Management should enhance the interdependent relationship with its suppliers for mutual benefit and in creation of value. The creation of value, sharing this value challenges the system to evolve to a culture. The organization, the system values quality. Cascading that value of quality from the organization/system to the producers, suppliers, users, basically to the people is challenging a culture to share the value of quality. In view thereof, a competent leader is needed again to share the value of quality, not just to the organization/system but to the people/culture.

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THE FUNCTIONING OF MEMORY AS THE BASIS OF LITERARY CREATION

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Abstract: The aim of the study is broadening the scientific understanding and also changing the traditional research paradigm regarding role of memory in the process of literary creativity. The article attempts to summarize the main results of an experimental study of regulatory memory in the process of literary creativity of preteens. Regulatory functions are defined as a specific aspect of memory manifestation, which is the construction and regulation of activities performed, as opposed to the cognitive functions that provide for storing, transforming, preserving and updating information in the form of reproduction and recognition, which forms the traditional aspect of studying memory. It is established that the regulatory functions in the process of literary creativity is to organize the structural components of this process. The specifics of memory functioning in the

structure of the author's and readers' literary creation of schoolchildren are analyzed. As the ways of activating the literary creativity are determined the formation of skills of processing verbal information with a mnemonic purpose, mastering algorithms of logical operations, enriching the active vocabulary, assimilation of the structure of texts of different types. The study provides a theoretical and methodological basis for creating of new development programs for children of all ages.

Keywords: memory, regulative functions of memory, activation of literary creation

Introduction.

Modern society, which is actively developing new fields of knowledge, needs creative personalities. Only a

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creative personality is able to develop new theories, offer new directions of development, find original ways of getting out of difficult situations. Therefore, one of the most important tasks of psychological science at the present stage of its development is to solve the problem of developing a creative way of thinking. New conditions and prospects for the development of society, general tendencies of scientific, technical and economic progress place new demands on the education of the younger generation.

In the search for ways of forming a creative personality, we have chosen one specific aspect – the role of memory in the literary creativity of preteens. Modern psychology considers the functioning of memory as the most important condition for the effectiveness of purposeful human activity. A specific aspect of memory manifestation, which is the construction and regulation of the activity being performed, is defined as a regulatory memory functions, in contrast to the cognitive functions that store, transform and update information in the form of reproduction and recognition, which is the traditional aspect of studying memory. Our basic assumption

was that memory is included as a necessary element in the course of all other mental processes in the structure of literary creativity. Memory performs not only the function of storage, but also the function of selection and active transformation of human-perceived information, and regulates this activity. Regulatory memory functions are emerging as a result of optimizing her work and contribute to improving the literary and creative activities of teenagers through the organization of its structural elements and control the process of information processing. The purpose of the article is to expand the scientific and practical understanding of the role of memory in the literary creative activity of preteens.

Literature Review

Our research was organized on the basis of the modern systematic approach, according to which memory as the basic substructure of any activity, including creative, largely determines both its course and its result. Of particular importance to memory among other mental functions of a person, according to researchers, is that no

function can be performed without the participation of memory.

In modern memory theories, the focus is predominantly on the representation of cognitive memory models (J. R. Anderson (1980/2002), A. Budley (2011), P. Lindsay and D. Norman (1974/2008), etc.). Ukrainian and Russian Psychology focuses on the study of the role of memory in the organization and regulation of cognitive processes and activity in general (S. Bocharova (2007), M. Kuznetsov (2005), G. Sereda (2010), etc.). In modern studies (V. Zinchenko (1961/2010), T. Zinchenko (2002), L. Cheremoshkina (2002), etc.), memory is represented as an active process that performs not only the function of storage but also the function of selection and active conversion of information. These studies are important preconditions for the development of clearer ideas about the regulatory functions of memory, past experience in human creative activity.

Traditionally, the studies of the creative process focused on identifying and describing the psychological mechanisms of creativity, the driving forces, and components of the creative process (S. Gruzenberg (1924/2010), Y.

Ponomarev (1976/2008), P. Engelmayer (1910/2010), etc.). However, the vast majority of research on the creative process has been done from the standpoint of the psychology of creativity and does not take into account the achievements of memory psychology.

Many researchers have paid attention to various aspects of the development of children's literary creativity. The Ukrainian scientist T. Khomulenko (1990) has found that the logical memory plays an important role in the development of children's ability to analyze a text. Memory functioning has been found to be important for understanding a text (V. Nishanov (1990), for the perception of literary image (G. Shakirova (1990), for emotional involvement in the content of a literary text (Y. Kulutkin and G. Sukhobskaya (1971), etc.), for the successful literary activity (M. Kanevskaya and L. Firsova (1990), etc.), for expanding the children's vocabulary (L. Ermolaeva-Tomina (2005), etc.). However, theoretical analysis showed that the role of memory in the structure of literary creative activity is not well understood at present in psychology.

Requires also special study of the possibility of activating the literary creativity of children by optimizing memory.

Methodology.

The subject, purpose and objectives of the study have determined the usage of the complex of theoretical and empirical methods, which include:

1) Theoretical analysis of scientific publications by leading experts in the field of memory psychology and psychology of creativity without any time constraints;

2) methods of empirical data collection:

- ascertaining experiment - to study the features of functioning of memory of children in different types of literary creative activity;

- formative experiment - to evaluate the dynamics of memory development and the success of performing literary creative tasks in the process of learning by ordinary and experimental programs;

- expert evaluation of the products of literary and creative activity of children - to identify the regulatory

influence of the mnemonic system on the success of performing literary creative tasks;

3) methods of mathematical and statistical processing of the obtained data: correlation analysis, variance analysis, analysis of differences.

Discussion

The study has involved 140 children aged from 10 to 12 years, including 38% of 10 year-old, 49% of 11 year-old and 13% of 12 year-old children; 63 boys and 77 girls.

The purpose of the ascertaining study was to identify relationships between indicators of literary development, memory functioning, and creativity. This made it possible to predict the development of regulatory memory functions in the process of teaching of children to literature in school.

The study used G. Kudina's technique to assess the level of literary competence of children. To evaluate the mnemonic abilities, we used a subtest to determine the mnemonic abilities of the test of the structure of intelligence (TSI) of R. Amthauer. To evaluate the ability to mediate remembering, the method of

pairwise associations in P. Zinchenko's modification was used. To determine the remembering coefficient of the prose fragment, we used the method of retained members. As a supportive technique, we used an own questionnaire to assess emotional intelligence. The level of creativity of the studied was determined using the following methods: verbal and imaginative creativity were determined using the test of E. Torrens in the modification of O. Tunic and remote association test (RAT) by S. Mednik. Personal creativity was determined using the express method of D. Johnson. There was also offered a self-assessment of creativity using the test of personal creativity O. Tunic to research participants. Expert evaluation of the products of literary creativity of preteens was used to determine the success of their literary creative activity in the process of researching regulatory memory functions. The Spearman correlation coefficient was used to identify the relationship between the different indicators. The Mann–Whitney U-test was used to evaluate the differences between two independent group by one parameter.

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Analysis of the results of preteens' reading activity on the reproduction of the author's position in the lyric work according to the method of G. Kudina showed that the level of literary development not only depends on the amount of previous experience, but also reflects the ability of the subjects to reproduce, integrate and use it in solving problems. Understanding the lyrics is impossible without actualization in the memory of the reader of the necessary vocabulary, a sufficient range of knowledge and life experiences, relevant reading experience and experience of the author's work, versatile emotional activity. A relationship between the ability to identify the emotional tone of the text and an indicators of mnemonic abilities by R. Amthauer substest ($r = 0.21$; $p \leq 0.05$) was discovered. This correlation is mediated by semantic processing of verbal material.

The analysis of the results of the preteens' writing of the texts of different types (such as, narration, essay and description) has shown that the memory functioning is an internal precondition for the successful creative activity. A positive correlation between the

manifestation of mnemonic abilities and the quality of the narration- ($r = 0.27$; $p \leq 0.01$) and essay-type ($r = 0.17$; $p \leq 0.05$) texts has been found. This connection is determined by the efficiency of the arbitrary logical memory activated when writing the narration- and essay-type texts, as well as when accomplishing the tasks of R. Amthauer's mnemonic subtest. The lack of correlation between the remembering index with the quality of the description-type text ($r = 0.09$) is determined by the specifics of the operating structure of the preteens' activity when writing the description-type text. To write such a text it has been necessary to activate, first of all, the figurative memory. It has also been found that the level of indirect remembering under P. Zinchenko's method of pair associations correlates with the quality of the narration- ($r = 0.23$; $p \leq 0.05$) and essay-type ($r = 0.27$; $p \leq 0.01$) texts.

Analysis of the results of reproduction of texts of different types: a narrative text, a narrative text with elements of essay and a narrative text with elements of description – showed that memory in the structure of this type of creative activity operates at all stages

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of work with the text. Memory organizes the logical processing of text in the process of understanding and memorizing the sequence of its elements and regulates the quality of text reproduction. Significant positive correlations were found between memory performance and creative performance of preteens. The demonstration of mnemonic abilities is connected with the estimates of the reproduction of the narrative text ($r = 0.39$; $p \leq 0.001$), the narrative text with essay elements ($r = 0.37$; $p \leq 0.001$) and the narrative text with description elements ($r = 0.39$; $p \leq 0.001$). These correlations are determined by the presence of skills for the semantic processing of information. The indirect remembering ability is also associated with the quality of exposition of the narrative text ($r = 0.17$; $p \leq 0.05$) and the narrative text with essay elements ($r = 0.19$; $p \leq 0.05$).

In the course of the study we found significant positive correlations between estimates of imaginative creativity and quality of text-description creation, due to the level of development of imaginative memory. The observed relationship between estimates of

personal creativity and success creating all types of texts are caused by the volume of previous experience and the degree of systematization. It ensures the readiness of the memory to reproduce, integrate and use previous experience into creative activity. The correlations found between the level of verbal creativity and the quality of the creation of essay, the reproduction of narrative text and narrative text with elements of essay can be explained by the range of linguistic experience and the effectiveness of the overall mechanism of association. The relationship between emotional intelligence scores and the quality of text-narration, text-description, and reproduction of all types of text is due to the presence of some emotional experiences in the subjects. he revealed connections made it possible to conclude that children who received higher marks of creativity are more capable to rationally organize the work of their memory due to the skills of semantic processing, generalization and systematization of information. It gives them speed, flexibility and originality in performing creative tasks.

In the course of the study we found the gender specificity of memory

functioning in the literary and creative activity of preteens. Girls, compared to boys, were found to have a higher level of created texts of all types. Girls have a higher level of literary development in terms of determining the emotional tone of the text, mnemonic abilities and ability to mediated memorization, and also higher estimates of personal creativity. The findings indicate that girls have an advantage in developing semantic memory, language abilities, and in the processing of emotional information, which can be explained by the peculiarities of language development and upbringing of girls and boys according to their gender role.

The differences between the results obtained by groups of fifth-graders and sixth-graders are also revealed. Sixth-graders have significantly higher personal creativity scores than fifth-graders. This is due to the presence of sixth-graders greater student and communicative experience, which in their behavior provides greater flexibility, ingenuity, agility and is evaluated by the expert in the observation process as signs of creativity. Sixth-graders have a higher level of verbal creativity due to a greater

volume of vocabulary. Sixth graders have a higher coefficient of mediated remembering, which indicates a higher rate of associations building, the ability to purposeful association. This can be seen as a result of the spontaneous development of memory in the learning process.

We compared preteens with high and low ability to produce texts. The results of the comparison have allowed us to conclude that the preteens with a high text writing ability have a higher individual creativity ($U = 84.5$; $p \leq 0.001$). They feature a higher level of the literary competence: thus, they can better identify the lyrical hero ($U = 202.0$; $p \leq 0.05$) and emotional tone ($U = 194.5$; $p \leq 0.05$). These preteens have a higher level of the emotional intelligence ($U = 172.5$; $p \leq 0.01$). The preteens with a high text writing ability can better reproduce the texts of the following types: narration ($U = 67.0$; $p \leq 0.001$), narration with essay elements ($U = 96.5$; $p \leq 0.001$) and narration with description elements ($U = 52.0$; $p \leq 0.001$). This group of children also feature a higher level of the mnemonic abilities ($U = 181.5$; $p \leq 0.05$) and indirect remembering ($U = 170.5$; $p \leq 0.01$). The obtained

results allow us to define as conditions of successful execution of creative works by preteens a high level of personal creativity, the presence of reading experience and emotional experience, the presence of mnemonic abilities and ability to mediated remembering.

An analysis of the differences between the results obtained in the groups of preteens with high and low ability to mediated remembering showed that more developed mediated remembering is associated with a higher level of development of verbal creativity. More developed mediated remembering is associated with a higher level of development of mnemonic abilities that provide speed, accuracy and durability of remembering information. There is also a relationship between the level of mediated remembering and the level of execution of creative tasks of different types, which is ensured by the readiness of the memory to reproduce and use the previous experience in connection with the task.

Comparing the test results of preteens with high and low personal creativity scores showed that teenagers with high creativity scores have a higher level of literary development. This is due

to the volume, degree of generalization and systematization of previous experience, which ensures the adequacy of interpretation of the reading text. This group of children has higher emotional intelligence. This lets them to choose of the most appropriate way of behaving in situations of social interaction, which often turn into creative tasks that do not have an unambiguous solution. They also have a higher level of mnemonic abilities ($U = 474.0$; $p \leq 0.05$), which is due to the developed skills of semantic systematization of information. Semantic systematization is a condition for further successful reproduction of information and its use as a means of solving the task by transferring it to new conditions. Semantic systematization is also a prerequisite for building new ideas on this basis. This confirms the higher level of performance of literary creative tasks of all types by preteens with high level of personal creativity.

We have studied the peculiarities of literary development, creativity and functioning of the mnemonic system of preteens, depending on the manifestation of mnemonic abilities. The study found that preteens with high levels of mnemonic

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ability also have a higher rate of mediated memory compared with peers with low levels of mnemonic abilities: the words reproduction coefficient in an arbitrary order ($U = 202.0$; $p \leq 0.01$) and the coefficient of reproduction of word-objects when experimenter is reading the words-supports ($U = 218.0$; $p \leq 0.01$). They have higher levels of verbal creativity ($U = 198.5$; $p \leq 0.01$) and emotional intelligence ($U = 263.0$; $p \leq 0.05$). These children better define the emotional tone of the text ($U = 276.0$; $p \leq 0.05$). The preteens with a high level of mnemonic ability demonstrate a higher quality of reproduction of texts of different types: text-narration ($U = 155.0$; $p \leq 0.001$), text-narration with elements of essay ($U = 190.5$; $p \leq 0.001$), text-narration with description elements ($U = 165.5$; $p \leq 0.001$).

Testing techniques applied allowed us to evaluate the literary development, development of memory and creativity of teenagers under study and to identify certain patterns of functioning of the mnemonic system in the process of literary creativity. Children who have sufficient information base for creativity and adequate interpretation of literary works

have achieved high results in literary and creative activity. They have developed skills of semantic information processing. These children are also capable of applying rational methods of mnemonic activity.

The results of the ascertaining experiment have led us to suppose that by optimizing the memory work in the process of studying literature at school, it is possible to activate literary creative and to improve the quality of children's creative work. A development program has been developed to test this assumption. During the implementation of this program, the following tasks were planned: increasing the level of logical memory culture; developing skills of mnemonic processing of verbal information; enriching the children's vocabulary; developing the ability to work with text; assistance the production original ideas and unexpected associations.

Checking the effectiveness of the development program involved assessing the dynamics of the following indicators: the literary competence on the example of independent interpretation of the lyrics (the ability to reproduce the image of the lyrical hero,

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the identification of a lyrical plot and lyrical modality of the text); the successful writings of various types; memory performance. The criterion for the development of regulatory memory functions in the process of literary creative activity was considered to be an increase in the level of success of performing literary creative tasks.

Participants in the formative experiment were 65 sixth-graders, including 36 girls, 29 boys. The experimental group included 34 participants, the control group - 31 participants. To clarify the absence of significant differences between the experimental and control groups, all participants were tested prior to the experiment. We used the following techniques: a subtest for determining the mnemonic abilities of the R. Amthauer intelligence structure test (TSI), the retained members method for the study of prose fragment remembering, and method of G. Kudina to determine the level of literary competence. An expert evaluation of the success of children's creative work was also carried out. By all indicators, no significant differences were found between the two groups, which confirmed the same initial

experimental conditions for all participants (Table 1). The formative experiment lasted four months.

Compared to the beginning of the academic year, after the end of the semester in the control group significantly increased the remembering coefficient of the prose fragment (T = 90.5; $p \leq 0.001$), mnemonic abilities (T = 77.5; $p \leq 0.05$) and quality of the

identification of a lyrical hero (T = 4.0; $p \leq 0.001$). Such changes in the control group can be explained by the influence of the normal educational process. However, no significant differences were found in the control group in the quality of the creative work and in the quality of defining the lyrical plot and interpretation of the emotional tone of the text.

Table 1

Indicators of the level of memory development, the quality of creative work and the literary competence in experimental and control groups before the forming experiment (in points)

Indicators	Groups of tested pupils		U
	Control (N=31)	Experimental (N=34)	
The coefficient of remembering of a prose fragment	31.2	33.7	419.0
Mnemonic abilities	55.0	59.7	439.5
The text-narration	74	7.9	428.0
The text-description	71	7.6	446.0
The text- essay	71	7.3	499.5

The identification of a lyrical hero	3	3.2	5	
	.1		11.0	
The identification of a lyrical plot	2	3.0	5	
	.9		00.5	
The identification of a lyrical modality of the text	2	2.6	4	
	.6		74.5	

Comparison of the data obtained in the ascertainment and control measurements in the experimental group revealed confirmed statistically positive dynamics of practically all indicators except for the quality of definition of lyrical plot and interpretation of emotional tone of the text. By our

assumption, these changes occurred under the influence of the development program, but, taking into account some changes that occurred in the control group, an objective conclusion could be made only on the basis of comparison of indicators of the two groups after the experiment (Table 2).

Table 2

Indicators of the level of memory development, the quality of creative work and the literary competence in the experimental and control groups after the forming experiment (in points)

Indicators	Groups of tested pupils			
	Control (N=31)	Experimental (N=34)		
The coefficient of remembering of a prose fragment	35.1	41.0	85.0	
Mnemonic abilities	59.7	74.0	25.0	.001

The text-narration	7.5	8.4	61.5	.05
The text-description	7.2	8.1	60.0	.05
The text- essay	7.3	7.8	28.0	
The identification of a lyrical hero	3.9	4.4	02.0	
The identification of a lyrical plot	2.9	3.4	60.0	.05
The identification of a lyrical modality of the text	2.4	3.0	91.5	

According to the data presented in table 2, the mnemonic abilities in the experimental group is significantly higher than in the control group. It indicates a more developed ability of preteens of the experimental group to consciously apply methods of logical processing of verbal information for mnemonic purpose. The experimental group of tested pupils demonstrates a higher quality of creative work: the creation of narrative type texts and descriptive texts. These data confirm that in the course of training in our development program preteens learn certain semantic structures and operations for their transformation, which become the standards of long-

term memory, act as regulators of creative activity for the creation of literary texts and provide a more competent realization of their own ideas. The experimental group of tested pupils demonstrated a higher quality of lyrical plot definition than the control group. It testifies to the learning by the children of the algorithms of logical operations, establishing the relations and connections between the elements of the text, generalization. The development program also helped to develop the skills of using these algorithms in working with literary text.

Therefore, in the process of implementation of the development program, the participants of the

experimental group have acquired the skills of processing verbal information with a mnemonic purpose. This has affected memory performance by providing more complete, coherent and logical sequencing reproduction of texts. Learning the algorithms of logical operations by children provides them with a literary activity - the ability to analyze textual information, generalize, draw conclusions. Mastering algorithms of logical operations provides in the author's literary activity coherence, logic and consistency of the created texts, ability to independently evaluate the quality of their own works.

Regular exercises for development of active vocabulary contributed to the accuracy of the use of words and the development of the ability to understand the expressive possibilities of linguistic units in literary text. The mastering of children as standards of structural diagrams of texts of different types, their genre and stylistic peculiarities, as well as operations of creative imagination, provided higher quality of creative works. The findings confirm the assumption that regulatory memory functions are a consequence of

optimizing her work and contribute to improving the literary and creative activities of children through the organization of its structural elements and management of information processing.

Conclusions and Future Study

Our study provides a theoretical generalization and new solution to a topical scientific problem, which is manifested in determining the features of the regulatory functioning of the mnemonic system in different types of literary creativity of preteens. Our task was also to find ways to activate literary creative activity by optimizing memory. On the basis of the obtained results the following conclusions are made:

1. Summarizing the data of theoretical analysis allows us to argue that the functioning of memory is an internal condition and mechanism of literary creativity. Elements of memory, in one form or another, are included in the work of every mental process in the structure of literary and creative activity, which makes the realization of their functions, as well as the relationship between them impossible without the participation of memory. In the reader

activity, memory processes provide an understanding of the literary text, emotional involvement of the reader in the content of the work. Memory is an information base of creative activity that preserves for a long time the person's acquired knowledge, emotional experiences, abilities and skills. It ensures the adequacy of text interpretation and writing skills. In the author's activity, memory processes provide the creation and preservation of the previous cognitive model-concept of a future literary work. Memory performs functions of forecasting and formulating the idea of the goal, the plan of its achievement; practical realization of the plan. This approach allows us to consider the regulatory functions of memory in the implementation of literary creative activity.

2. The success of various types of literary creative activity of preteens: reading and authoring - is connected with the functioning of memory. The level of development of the reader, which is characterized as his literary competence, was determined in the process of interpretation by preteens of lyrics on the basis of an assessment of the ability to reproduce the image of the lyrical hero,

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determine the lyrical plot and lyrical modality of the lyrical text. The relationship between the ability to determine the emotional tone of the text and the mnemonic abilities was found. The level of success of the author's activity was determined on the basis of the evaluation of the success of creation of texts of different types (narrative, essay and description) and written reproduction of texts of different types (narrative, with elements of essay, with elements of description). The success of creating narrative-text, text-essay and reproduction of all types of texts has been linked to mnemonic abilities. The success of reproducing narrative text and narrative text with elements of essay has also been linked to the level of remembering mediated by the formation of certain associations. The revealed connections allow us to claim that the mnemonic system performs the functions of organization of logical processing of text in the process of its understanding and interpretation in the reading activity, presentation of the sequence of elements in the written reproduction of the text, and regulation of the quality of the created text in the author's activity.

3. The manifestation of the personal, imaginative and verbal creativity of preteens determines the success of their literary creative tasks of different types and is related to the specifics of the operating structure of the activity, which was actualized by the mnemonic system in accordance with the tasks set. The level of personal creativity of preteens is related to the success of the author's activity in writing texts of all types through the range of previous experience and the readiness of the memory for its reproduction. The presence of such a connection is due to the ability of teenagers to rationally organize their memory due to the skills of meaningful processing, generalization and systematization of information generated during school education: the more thoughtful and generalized life experiences, the easier their elements are used in creative activities. The link between imaginative creativity and text-description success is mediated by the development of imaginative memory. For creating a certain image is necessary first to imagine it, recreate its details. In this case, memory as a repository of perceptual images and their elements and as a system of information processing

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provides search, selection, integration of elements into a coherent image. The connection of the development of verbal creativity with the success of writing a text-essay, the reproduction of narrative text and narrative text with elements of essay due to the degree of generalization and systematization of linguistic experience. It provides actualization of verbal potential in connection with the task. High level of verbal and personal creativity are also associated with all indicators of teenagers literary development.

4. Creative work of any type requires updating and integrating knowledge, ideas, elements of experience obtained from different sources, based on analysis and correlation with the conditions of the task. Various aspects of the functioning of the memory system provide this. The connection found between different manifestations of creativity and indicators of literary creative activity is due to the efficiency of functioning of the mnemonic system. Memory provides the processing of information and, consequently, the ease of reproduction and use to solve the task by transferring it to new conditions, which makes it

possible to build new ideas on this basis. The level of personal creativity (the ability to produce new ideas based on one's own experience) and the level of verbal creativity (the ability to combine elements of a situation that belong to mutually distant associative spheres) are associated with the level of mediated remembering. Personal creativity is associated with a level of remembering mediated by the semantic processing of stimulus material. Verbal creativity is related to the level of memory mediated by the formation of certain associations. The revealed connections suggest that the ability to rationally organize memory work through the skills of semantic processing, generalization and systematization of information, ensures the readiness of the memory to reproduce and use the previous experience and is a condition for the success of literary creative activity.

5. There is a gender specificity of functioning of memory of preteens in creative activity. Girls dominate in indicators of creativity and in all kinds of literary activities, due to the broader range of emotional and linguistic experience. The differences are due to the peculiarities of language

development and upbringing of girls and boys according to their gender role. A precondition for girls' success in creating different types of texts is the ability to reproduce, integrate and use their experience to produce texts due to a higher level of semantic memory development.

6. To confirm the possibility of activating the literary creative activity of preteens by optimizing the work of their memory, a development program was developed and implemented. The objectives of the development program were to increase the level of culture of logical memory of children, to develop the skills of mnemonic processing of verbal information, to enrich the vocabulary, to develop the ability to work with texts of different types, to facilitate the production of original ideas by memory. Checking the effectiveness of the development program revealed the positive dynamics of the following indicators: mnemonic abilities, the ability to determine the lyrical storyline, the success of writing texts-narration and texts-descriptions.

The data obtained during the formative experiment confirm the assumption that the regulatory

functioning of memory affects the success of literary creative activity of preteens through the organization of its structural components and management of information processing.

The study does not exhaust all aspects of the development of regulatory memory functions. We see prospects for further research in the study of the regulatory mechanisms of mnemonic abilities as individual features of memory in different types of children's creative activity. This will allow the creation of new development programs for children of all ages, aimed at intensifying creative activity, taking into account the age-old patterns of functioning of multilevel mechanisms of mnemonic abilities.

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THE ETHNO-CULTURAL ESSENCE OF LINGUISTIC CONSCIOUSNESS

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Abstract. Each culture is based on a specific system of subject meanings, social stereotypes and cognition patterns. The “worldview” invariant is determined by socially developed supports (by meanings, in the first place). In its turn, there may be a worldview which is common for the whole society (for a socio-cultural community or ethnos) or an individual one typical of a specific group (a socio-cultural group) within a given ethnos. In the process of ontogenesis, a child learns words in its native language, while lying behind these words is an integral image of consciousness comprising two layers. The first layer is

the existential one. It includes the bio-dynamic tissue of live movement and action, as well as a sensory image. The second layer is the reflexive one, which includes meaning and sense. Behind a language sign, there is an organic cell, which is part of a worldview typical of a specific culture. The systemic character of meanings reflects the system of concepts existing in a given culture, in a Universe structure (worldview) formed within this culture. It is the association component represented by figurative and metaphoric connotations that determines the semantic content of a cultural concept.

Key words: ethnic culture,

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lexical meaning, connotations, world view, mentality, linguistic consciousness.

Introduction.

Postmodernism gave rise to a system of values where *culture* is a system of signs, and ethno-linguistic *consciousness* is a psychic mechanism of interpreting signs in terms of a specific linguistic culture. Language is understood by postmodernists as a system of behavioral guidance, with text reference being quite significant. It results in a correlation between the non-linear worldview and non-linear linguistic worldview.

Consciousness and text are the main categories of Jacques Derrida's theory [1]. Post-structuralists perceive the world through the lens of consciousness, as a phenomenon of written culture, thus equaling individual identity to an aggregate of various texts which constitutes the world of culture.

We see ethnocultural consciousness as a result of reflection, perception and interpretation of the worldview in compliance with a specific system of values and meanings which outline the content of national cultures.

The specifics of each ethnic culture are determined by a structured corpus of fundamental spiritual values, customs and traditions encoded in oral and written literature. It is idioms, paremia, linguistic metaphors and invariable figures of speech that have some ethnocultural significance. These language structures provide a vivid representation of things (objects, facts and events) which are most important for a given ethnic culture. Ideas of culturally significant objects, events and facts recorded in concepts are connected with prototypical characteristics of various object classes. We hereby understand prototypical characteristics as properties which characterize objects belonging to a specific class. Such properties and their hierarchy are nation-specific. In other words, the same objects may be perceived and encoded by ethnolinguistic consciousness in compliance with the ideas of this object class existing in a respective ethnocultural community. However, the logic of their conceptualization remains the same.

Similar concepts may have different verbal representations in different languages. Let us compare

several proverbs. The English proverb *A scabbed sheep mars the whole flock* means the same as the Russian *Паршивая овца все стадо портит* and the Ossetian *И в хорошем огороде есть гнилые тыквы* (word for word: *there may be rotten pumpkins in a good field*). Another example is the *Out of sight of mind* expression, with its Russian counterpart running as *С глаз долой из сердца вон*, and the French one meaning *hors des yeux et hors du coeur*.

Nominative units having a high ethnocultural value include those which designate objects of everyday life (clothes, accessories, money, musical instruments etc.), as well as anthroponyms, toponyms, names of phenomena and objects of spiritual culture, rites and traditions. Connotative lexemes represent another type of nominative units where the lexical meaning nucleus is nation-specific. For instance, characteristics ascribed to animals vary from one country to another. In the USA, *swine* means an unpleasant and unkind person, while in Russia this animal is associated with untidiness; the Russian expression *кошки скребют на душе* (word for word, *cats are scratching one's soul*, which means anxiety) corresponds to the Polish one *robak kogoś*

gryzie (word for word, *a worm is biting someone*).

1. Ethnocultural consciousness as a category of metalinguistics

As language is universally defined as a reality of thinking, we consider it to be the first incarnation of intelligence, the very feature which differs humans from the rest of the animate nature.

Let us refer to a work by Mikhail Lomonosov. The words he said long ago are still true today: “Word is the priority in the noble talent which differs humans from other animals, that is, in reason which controls our actions” [2]. Logocentrism has become a cornerstone for the anthropocentric trends in the contemporary science. Anthropocentrism has become the finishing touch in recognizing language as an invigorating source for the axiological and semantic space of culture. As the discursive and semantic roots of the sign date back to previous centuries, in the centre of the axiological and semantic space there is a sign which preserves the idea of creative and transformative power of word. According to Mikhail

Lomonosov, the power of a word depends on how much knowledge has developed in the human community based on this word [2]. In the XIX century, these ideas were further developed in Humboldtian language theory, which is in fact a linguo-cultural one. This theory has specific interpretations in European and American language philosophy. In the first place, it concerns Wittgenstein's epistemological doctrine and the hypothesis of linguistic relativity, part of relativism, also known as the Sapir-Whorf hypothesis [3], [4].

Though these controversial theories may be polemic and require a critical reconsideration from the perspective of the XXI century science, one cannot overemphasize their contribution to the development of contemporary cultural linguistics. They enable us to understand that language is a deep source of sociocultural uniqueness. It brings specific ethnocultural communities to the limelight in respective historical eras and defines their leadership in the development of the homo sapiens cultural space.

We would like to refer to some

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famous facts which prove the inner connection between language and culture. It is hard to deny the obvious: the life of early Oriental civilizations was influenced by Mesopotamian and Ancient Egyptian linguistic cultures. The Ancient world culture was created on the basis of Ancient Greek language. The Medieval culture of West Europe was influenced by Latin. It is also evident that the non-ethnic status of the Latin language was the main reason why it became a means of knowledge storage and transfer, bringing the European culture to a unification by suppressing national specifics of some peoples, only to become an extinct language later. On the contrary, the Arabian language, apart from becoming a means of science, culture and education in the East, has preserved its ethnic origin and remained a functional means of communication in the contemporary Arabian culture. In XV—XVIII centuries, Enlightened Absolutism was based on the axiological and semantic space of the French linguistic community.

The reality we live in today is a product of Anglo-Saxon linguistic environment which is trying to absorb ethnocultural identity of other nations

while moving towards globalization. The abundance of foreign borrowings and slangy expressions in contemporary Russian, Ukrainian, Bulgarian, Czech and other linguistic communities of East and West Europe is a vivid example of this trend. There is no need to worry, as natural language is prone to self-purification. However, respect of national linguistic cultures could make it possible to decrease the negative attitudes towards the linguistic situation.

Philosophers of the past realized that natural existence of each authentic culture required a non-stop invention of new forms of self-expression based on their native culture. These included new forms in architecture, painting, music, and above all, in native language. In terms of contemporary science, they may be defined as new cultural concepts. According to A.S. Khomyakov, forms borrowed from the outside cannot express native culture, “any spiritual identity of a people may only be expressed with the forms created by this identity” [5]. That is where the problem lies. Once the word sources have become forgotten, they cannot replenish ethnic culture the way they used to,

causing this culture to lose its creative energy. Nikolay Trubetsky identified culture as a historically ever-changing product collectively created by past and present generations [6]. That is why a normal development of any culture requires a storage of cultural values, the cultural inventory, which should be conveyed to the next generations by means of traditions.

Traditions are associated with the idea of a culture nucleus (an ethnic constant) referring to the unconscious collective. The culture nucleus defines the limit of admissible changes, while exceeding this limit results in a destruction of culture. According to S. Lurie, the system of ethnic constants adopted by an individual is the lens through which he or she looks at the world [7]. A child’s socialization thus means adoption of an ethnic constants system which determines the specifics of our consciousness.

The consciousness of ethnic culture representatives cannot be studied directly. Instead, various forms of externalization enable us to understand it. Among such forms is linguistic consciousness, that is, “a culture representative’s aggregate of perceptive,

conceptual and procedural knowledge of real-world objects” [8]. An image in a consciousness which is associated with a word is another attempt to describe knowledge used by communicators in producing and perceiving verbal messages. A name (a word) is the cultural frame laid over a person’s individual experience upon socialization in a specific culture. According to N. Ufimtseva, “nominating” means ascribing a specific meaning to a word, while ascribing a meaning implies understanding and including the concept into one’s consciousness [9]. Most frequently it refers to mundane concepts.

Representatives of various ethnic groups perceive both spatial and temporal characteristics of objects and their meanings. Meanings contain internal connections of objective reality. Unlike personal interpretations, meanings record cultural stereotypes, invariant images of specific world fragments typical of a particular ethnos. Cultural stereotypes are acquired in the course of socialization. Therefore, culture cannot be abstracted from humans, it is always human-specific, that

is, ethnic.

The perception of culture as a knowledge system connected with a particular ethnos is possible due to cultural stereotypes existing in a consciousness, that is, due to consciousness images paradigms which are understood as means of perception and accumulated as a collection of structured contexts (patterns or frames). N. Zhinkin interprets a consciousness image as a perception image, saying that “an image is not something to be recognized, but rather a way of perception. Cassiopea image has been created in our perception and in our memory, while in the sky there are only discreet stars...” [10]. Our perception depends on our experience, education level, language and culture. In some circumstances (including those which involve various cultures representatives) the same stimuli may produce different impressions, and vice versa. There cannot be any common “language of observation” which would be based on the imprints left on the senses only. Contemporary scientific worldview does not allow for any unambiguous objective description

anymore, as it used to be in Descartes' works. Bohr and Heisenberg believe that reality is construed with mental acts and depends on what we choose to observe and how we do it [11-13]. According to Heisenberg, "Because the physical world is relative to being known by a "knower" (the observing consciousness), then the "knower" can influence the nature of the reality which is being observed. In consequence, what is known vs what is not known becomes relatively imprecise" [14]. The scholar states that "the nature of reality, and the uncertainty principle is directly affected by the observer and the process of observing and knowing" [15].

Culture is also something which forms life purposes for an individual. Thus, we can describe culture as a system connected with an ethnos as a collective identity.

Each culture is based on a specific system of subject meanings, social stereotypes and cognition patterns. The "worldview" invariant is determined by supports (meanings, in the first place) produced by the society, and it may be common for the whole sociocultural community or ethnos, or for a specific group (a socio-cultural

one) within a given ethnos. In the process of ontogenesis, a child learns words in its native language, while lying behind these words is an integral image of consciousness comprising two layers. The first layer is the existential one. It includes the bio-dynamic tissue of live movement and action, as well as a sensory image. The second layer is the reflexive one, which includes meaning and sense [16]. Behind a language sign, there is an organic cell, which is part of a worldview typical of a specific culture. The systemic character of meanings reflects the system of concepts existing in a given culture, in a Universe structure (worldview) formed within this culture.

It is possible to borrow a cultural phenomenon only on the reflexive level of consciousness (the knowledge which is realized), while the existential layer of consciousness cannot be borrowed. A consciousness image formed in such a way in the recipient culture is bound to be inadequate. It will take a long time to become part of the recipient culture, before a new existential layer is formed therein which would differ from that existing in the donor culture. Even in this case, the

reflexive layer in unlikely to be fully copied.

2. Ethnocultural constants of linguistic consciousness

According to Eugenio d'Ors, a constant as a category of philosophy is a reality or an idea which has dominated over other ones for a long time. Ideas suggested by d'Ors arouse interest among contemporary scholars. Pilar G. Saenz, for instance, refers to his definition of a historic constant described as “a living and archetypal category inserted in the fabric of history, in the contingent flow of events” [17].

It is archetype concepts that represent constants of culture. Yu. Stepanov explains concepts as “bundles of knowledge, emotional experience, associations accompanying a word”, “a cluster of culture in human consciousness; something that enables culture to penetrate into an individual's mental world. On the other hand, a concept is a means allowing an ordinary person to join a culture, and in some cases even to influence it” [18]. Thus, a *constant* as a term moves beyond the exact sciences and acquires a broader linguo-philosophic meaning. That is why

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invariability and *constistency*, being *constant-related* characteristics of an archetype concept, become more and more relative. Constants of culture are anthropocentric, as they depend on the only subject and creator of culture, a human. Most frequently, this dependence is indirect. In other words, cultural concepts are not substantive, as they do not reflect objects of the Universe on their own. They have an operational character and represent people's manner of action in respect to objects. The world is not designed as a predetermined natural external reality, but rather as a reality formed in the course of human cultural development, with a human being in the centre of the Universe. As a rule, people are not aware of cultural constants. The latter serve as a means of regulating and rationalization of experience obtained from the external world.

Concepts are ascribed the ability to provide a subjective reflection of the world in a maximally generalized form, as vague and poorly structured mental entities. How fair is this approach? Are all parts of a concept actually subjective? If not, what is the correlation between the subjective and the objective? Answers to these questions would enable us to

differentiate *concepts* and *notions*, which are often similar. Absence or presence of a subjective element is the main criterion for such differentiation.

Yu.S. Stepanov's theory suggests that unlike notions, concepts have two distinguishing features, namely: 1) a specific level of subjectivity, and 2) a multi-layer structure. We do not only *comprehend* concepts, but actually *live through* them. They reflect people's *emotions, likes* and *dislikes*, and sometimes even *clashes* [18]. The theory of a multi-layer concept structure describes three main layers. The first one is the active, or the relevant one. It is just the tip of the iceberg, being evident for all people living in a respective period of time. It can be appealed to and used by mundane consciousness even. The second one is passive, or historical (a background). It includes additional concept features. This layer represents a solidification of its basic comprehensions and interpretations in various cultural epochs, according to Yu.S. Stepanov [18]. The third layer is the concept inner form, or its etymological characteristic, that is, its semantic beginning explicated externally in a verbal form.

The juxtaposition and complementarity of the layers described above bears testimony to a harmonic combination of permanent and varying components within a concept. The inner form, being a key pillar of a concept explicated verbally, ensures its stability and consistency. Verbal and cogitative mobility of a concept is based on the dynamic correlation between the semantic content of the relevant and the historical layers. It enables the historic content to be modified, with some meanings becoming relevant and others losing significance. Thus, a concept is always incomplete in this respect, as it remains open to structural changes.

These features are not typical of notions. Instead, they display stability, objectivity, concentration of the most characteristic features and separation from everything which is insignificant, particular and subjective. The notion of a Laconian (Spartan) may not be found in the concept of laconism (brevity). A "Spartan" meaning "Sparta inhabitant" is a notion, while the lifestyle of Spartans pursued by some people today may be treated as a concept. Besides, there are lexemes in contemporary Russian which originate from the notion

of Spartan and describe people who live simply and unpretentiously - “*спартапцы*”. The latter may be demonstrated with a context from Turgenev’s “Nov” (“Virgin soil”) novel: *He retained his military habits, and lived like a Spartan and a monk* [19].

To differentiate between a concept and a notion, we should stress that a notion content is intensional, while that of a concept is implicative.

Specialists in cultural linguistics are increasingly using the term of *cultural concept*, which is frequently ungrounded. How justified is its use alongside with the single-word term – “*concept*”?

It is clear *a priori* that the use of the *cultural concept* term is only fair when we do not consider all concepts to have a cultural marking. This suggestion has some grounds. Let us address metalanguage where a concept is an integral semantic entity. Apart from words, lexical and semantic variants and word form paradigms, this entity may be objectivized in a language with an aggregate of words, such as lexical and semantic groups or groups of synonyms and antonyms. It is universal knowledge arranged into a field. Conceptual

categories are formed therein and encoded by the majority of existing languages. S.D. Katznelson describes them as “ontologic”, “extralinguistic”, “cognitive” or “verbal and cogitative” [20]. E.S. Kubryakova suggests a similar interpretation of a concept describing it as an operational substantive unit of memory, of mental lexicon, conceptual system and *lingua mentalis* [21]. This interpretation of a concept makes it similar to the ideas of “information” and “meaning”.

However, this similarity does not mean the above are equal. Unlike a concept, information means all data that an individual receives from various sources, including sensory perceptive and sensorimotor ones (Luzina). In conventional linguistics, information means any data pertaining to facts and processes contained in the semantics of language and speech units. Information is identified as lexical and phraseological meanings in lexis and phrasemics, as propositional content of a sentence in syntax, and as communication-related pragmatic data obtained heuristically in a text. There is a notion of conceptual information in cognitive science, which denotes all

comprehension products resulting from data obtained via various sensory canals. Apart from *knowledge*, these products also render *beliefs*, *opinions* and *attitudes* within a discourse. A concept, at the same time, is not just information. It is a kind of package for information which has been *comprehended* and *structured*. In this respect, a concept is similar to meaning.

Some scholars use the term of *concept* as an equivalent to that of *meaning*. The opinion of a concept as an interpreter of meaning and a product of its hermeneutic processing is also grounded. This view of the concept and meaning correlation is supported by the world conceptualization and categorization theory. In the course of these two processes, the digested information is arranged into categories. Meanings, being minimal units of human experience, are structured into concepts, while the latter are combined into categories, based on the meanings which they share. Meanings are always specified and modified within a concept to comply with the information received. That is why concepts are operational units of our consciousness.

In any case, a concept is a

mental intermediary between language and the extra-linguistic world. At the same time, it does not always have ethno-cultural marking. If we agree with the idea that all concepts in a language are cultural, as some researchers believe, we will have to question the existence of cultural linguistics as a separate science.

The idea of a cultural concept being a multi-layer mental entity raises no doubt in the contemporary cultural linguistics [22], [18]. It comprises several different components (layers, or dimensions).

According to S. G. Vorkachyov, different cultural concept interpretations result from the discrepancies in defining the quantity and specifics of its semantic components. Lyapin considers the “discreet integrity” of a cultural concept to be formed out of an interaction between “a notion”, “an image” and “an action” [22]. Apart from the notional component, Yu.S. Stepanov singles out “everything that turns a concept into a cultural fact”, including its etymological origin, contemporary associations and assessments” [18]. V.I. Karasik believes that a cultural concept contains “axiological, figurative and notional

aspects” [24]. S.G. Vorkachyov states that the notional component reflects the aggregate of features and definitions of a concept, while the figurative component records cognitive metaphors which support the concept in the relevant area of linguistic consciousness. The semantic component depends on the position of the concept name in the language system.

The multi-dimensional character of a cultural concept may be correlated with its complexity and internal segmentation, which allows semantically integral mental entities to obtain a cultural concept status by submerging into a linguistic environment. For example, an assessment expressing “indifference” turns into the “insensibility / apathy” concept after acquiring axiological connotations and figurative associations.

A study of cultural concepts would be impossible without a comparative analysis. Otherwise, it would be impossible: a) to reveal distinctive features of a concept as a linguo-cultural unit, b) to identify its linguo-cultural specifics. An example of an ethno-specific characteristic may be a feature which is basic to nomination, that is, the inner form of a name. Among the

manifestations of ethno-specifics may be a stereotypification of world perception patterns and behavioral responses reflected in the concept semantics. The ethno-specific character of a concept in the context of comparative linguistics enables us to consider it as a **national mentality unit** different from a mindset which is an aggregate of national characteristics.

The study shows that a cultural concept is a multi-level integrating heuristic category comprising three different components. Only one of these components, though, is determinant.

The constituting component in the concept semantics may be represented by a notion concealed beneath its other layers and therefore unavailable for a superficial perception. That is why it is impossible to describe the notional component of a concept in terms of classical logic, by listing substantial characteristics of the object cognized. Yu. Stepanov and V. Kolesov suggest that in this case it should be interpreted via negation [18], [25]. This component is not considered to be figurative, and it is not connected with the place of a concept name in a lexical system.

Conclusion.

The basic component in the semantic content of a cultural concept is the associative one represented by figurative and metaphorical connotations. What differs it from a notion devoid of visualization is a figurative constituent (for example, a standard idea, gestalt, prototype, stereotype, symbol etc.). Moreover, the ethnocultural specific of a concept may be revealed by “material connotations” reflected in a limited combinability of a concept name [26]. V. Kolesov states that the figurative component of a concept may transform into a sign in the course of a concept verbalization [25].

The final component in the three layers of concept is the nominative one, being linguo-culturological proper, connected with the concept verbalization in a specific natural language and name-oriented.

A variety of single-level or multi-level means of concept implementation is a formal characteristic of a cultural concept. It is directly connected with the relevance and significance of the concept for any given linguo-cultural community, and

with the axiological or any other value of the phenomenon reflected in its content [24]. Another manifestation of a cultural concept content relevance is whether it may be “lived through”, as Yu. Stepanov describes it [18], and if it may be in the focus of consciousness and intensify a person’s spiritual life.

Synonymic means serving as the expression plane of cultural concepts are divided into groups and organized according to the frequency of their use and their functions. There are concepts of various cultural significance inside semantic families, for example: “happiness – bliss”, “love – mercy”, “justice – truth”, “freedom” – “will”, “honour” – “dignity” etc. In such pairs, it is usually the second component that is ethno-specifically marked.

Cultural concepts typology may be based on the abstraction level of respective names. While the names of *natural realia* are not usually considered to be concepts, the names of *substantive artefacts* tend to acquire ethnocultural connotations and represent cultural concepts.

Still, culturally determined concepts, as well as culturally neutral ones, are first of all mental entities

reflecting the Humboldtian “peculiarity of the spirit”.

All of the above determine the anthropocentric character of cultural concepts, namely, their being spirit-oriented, subjective, social-oriented and personality-oriented depending on the representatives of a particular linguistic consciousness.

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GAMIFICATION POSSIBILITY USE FOR THE DEVELOPMENT OF POPULATION CIVIL ACTIVITY PLATFORMS

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Abstract: The authors conducted the study of electronic referendum system of the Moscow government "Active Citizen" in order to determine the possibilities of gamification use on the platforms for civil participation, the influence of game mechanics on the civic activity of Russians. The methods of research were the following ones: qualitative analysis of "Active citizen" user feedback, presented on the official Internet portal, as well as user interviews (N = 30). The interview allowed to reveal the motivational attitudes of the

respondents' representation on the platform "Active citizen", to evaluate the key parameters of the civil activity platform functioning and the elements of gamification. The result of the study determined that the civil platform creates an opportunity to discuss some important issues for the city. However, with the observation of democratic procedure appearance, there is the substitution of real participation in the state management for the possibility of discussion. The performed study showed the ambivalent nature of gamification

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use. The respondents demonstrate the polarity of gaming method perception during their transfer to civil platforms: for some participants the possibility of score accumulation is a pleasant bonus to the opportunity to take part in urban problem solution, while it becomes an aim for others and an opportunity to increase one's self-esteem. According to public opinion, the system of electronic referendums of the Moscow government "Active Citizen" will not reduce the demand in the long term.

Keywords: civil activity, civil platforms, gamification, social activity, gaming techniques.

Introduction

Modern challenges and the trends of state building as a key component of public architectonics development determine the significance of civic activity development, a necessary attribute of any democratic society development (Lobna Hassan, 2017; Pogosyan, 2018).

Civic activity in the study of leading scientists is interpreted from the standpoint of a high proportion of citizens' representation provision in local

community life (Adler R.P. & Goggin J.). The purpose of such a representation is a sustainable growth of qualitative area development indicator provision (Köhler, 2013). A number of studies have noted a correlation between the increase in the civic engagement of local community representatives and the reduction of management costs (Coronado Escobar & Vasquez Urriago, 2014); the growth of public confidence in the actions of the bureaucracy and power legitimacy (Macintosh, 2004; Bondaletov V.V. et al., 2017; Rogach O.V., et al., 2018).

A steady civic activity and citizen participation in local issue solution is a desirable practice for most developed countries (Rubinstein A.Y., 2017). The governments all over the world try to develop it, eventually arriving at very mixed results (Lee & Kim, 2014). In terms of the technological aspect of the civic activity formation and development, a significant variety of methods and techniques to increase the citizen participation in local community life was noted (Medvedeva N.V. et al., 2017). As a rule, modern practice of civil construction includes forums and chats (Komito L., 2005); network technologies

of social orientation (Sameer L. & Abdelghaffar H., 2015). Game mechanics in non-gaming domains (Bista SK et al., 2014, Huotari & Hamari, 2016) are spread everywhere, including the creation of platforms for civic participation that contribute to a two-way dialogue development between population and government (Gordon E., Walter S. & Suarez P., 2014).

In modern conditions, the effectiveness of management is also assessed, also in terms of information and communication technology introduction practice availability in the processes of social development (Grishin A.A., Sachkov V.E. 2015; Plisova, 2017; Skorodumova O.B. & Melikov I.M., 2017). These processes are designed to support democratic foundations and improve the quality of management decisions (Sánchez-Nielsen D. & Lee E., 2013). Online civil activity platforms provide the public with appropriate tools for interaction and collaboration within the local community in order to improve the quality of governance and the living standards of residents (Swezey R.M. et al., 2012). Online tools of public involvement in the life of the local

community create additional advantages in the processes of civic engagement increase, enhancing the opportunities for citizen participation in governance (Phang C. W. & Kankanhalli A., 2008).

It is fair to note that the dominance in the processes of civic activity increase in information and communication technologies is accompanied by a number of negative features that reduces their effectiveness (Gordon E., Walter S. & Suarez P., 2014). In particular, the online platforms of civic engagement are characterized by a high turnover of users (Jin X.L. et al., 2013). Despite the worldwide growth in the number of people spending a lot of their time on the Internet, their participation in civilian activity platforms is not so high (Alharbi A., Kang K. & Hawryszkiewicz I., 2016).

A number of current studies suggest that the use of gamification techniques on civil activity platforms will increase their attractiveness to potential "consumers» (Asquer A., 2014). This is due to the fact that games and simulators have significant advantages in terms of citizen number increase in socio-political issue resolution and, as the result, the increase

of confidence in the actions of authorities. This assumption is based on a positive correlation between the number of active users and the number of gamification participants (Eränpalo T., 2014). It can be stated that the "design" of civic participation acquires the characteristics of gamification more and more. Gaming technology become the tool of a new form of civic engagement development, providing not just an expression of public opinion on various issues but also contributing to the training of citizens, the development of skills for real problem solution (Veltsos J.R., 2017).

At the same time, the discussion of gamification use possibilities for the development of civil activity platforms among the population is very debatable still. This is due to the lack of an unambiguous understanding of the goals to be achieved in the course of gamification, the specifics of the electronic environment, and the strategic guidelines for public administration. Modern scientific studies are dominated by the view that a full game context is not fully suitable for civic engagement platforms (Karagiorgas D.N., Niemann S., 2017), undermines the basis of

population activity self-organization as a rational choice (Bondaletov V.V., 2015). The issue of the ethics is raised concerning the introduction of game mechanics in the context of nation-building and the provision of public services (Zuckerman O., & Gal-Oz A., 2014).

Methodological coordinates. In order to determine the possibilities of gamification use on civic engagement platforms, the effect of game mechanics on civil activity of Russians, the authors conducted the study of the site for electronic referendums (electronic referendum system of Moscow government "Active Citizen"). In May 2018, over 2,000,000 users were registered, 3,594 votes were performed. According to their results, the Moscow authorities implemented 1,564 decisions.

The leading method of the study was the qualitative analysis of user feedback "Active citizen", presented on the official Internet portal. Besides, in order to verify the data received, the authors selected by 30 respondents who agreed to participate in the interview using the snowball method. The selection criterion was the experience of participation on the platform "Active

citizen" for at least 6 months. The age and sex composition of the respondents is represented by the following proportions: 17 women, 13 men at the age of 18 - 47 years. 12 people were with children. The research toolkit consisted of several blocks of questions that were aimed at the revealing of the motivational attitudes of respondents' representation on the "Active citizen" platform, the evaluation of key parameters of the civil activity platform functioning and the elements of gamification.

Study results

In the course of the study, they studied the intensity of user participation in the work of civil activity platform. According to the obtained results, there is a significant variation in the frequency of user participation from 1 time per month to 1 time per day. The leading motivational attitudes of respondents' participation were the following ones: the accumulation of points, their conversion into real services and products (hoodies, mugs, event tickets, the payment of transportation services, etc.), the opportunity to vote and be

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heard, the development of urban space development projects.

Thus, it can be concluded that the motivation of civic activity of users is based both on moral and on material values. The opportunity to realize implement their ideas for urban environment becomes particularly important. Respondents note their involvement in the processes of city management, the satisfaction with an effective feedback.

Irina K.: *"An active citizen is a life stance, this is upbringing, this is an opportunity to influence the city life. It is not about just walking and swearing at the power. "Active citizen" for me is an opportunity to influence a decision, to improve. If I want to have a neat lawn next to my house, I vote for it and can really influence it."*

Maxim V.: *"I like the idea of the project. I'm a busy, working person can vote remotely, when it is comfortable, without any time reference. I really did not have the opportunity to express my opinion. I had my comments on various issues, and I did not know who solves them. This opportunity is given by the "Active citizen". I like most of all that my opinion is taken into account."*

At the same time, not everyone agrees with this position. Among the comments on the work of the civil platform there are the statements about an imitative nature of its work.

Alexandra Zh.: *"During my time in the voting, nothing very important has been discussed. Any nonsense is suggested, for which five appraising stars will be given by the overwhelming majority of the voters. For example, everyone will support the idea of improved quality of mobile communications at thirty metro stations? And the issue of the box appearance with new candies "Moscow". Is it vitally important for someone? Is everything else in life an ideal?"*

In the case of a number of users, gamification becomes an ambivalent one, the main goal of the project is eliminated, while the accumulation of points, the build-up of bonuses are brought to the fore.

Sergey Ts.: *"Each of your votes you can share on the page of your VKontakt, Classmates, Facebook and Twitter account. For each social network, another 5 points are awarded. I had a long-standing account only in VK. But for the sake of a five-point*

supplement I appeared in the other three social networks. Once a month, you can remind that you are an "active citizen" in the same social networks by clicking on the button on the main page "tell friends +5 points." Once a day 3 points is added for the entrance to the site, regardless of whether you present on it at the moment of voting or not. They are added for an active participation simply".

Some participants demonstrate "game addiction". The participation in voting gains the element of a game, and does not deal with the desire to solve citywide problems, to express their point of view. The participants are concentrated on point earning.

One of gamification elements is also the possibility of identification symbol obtaining, which provides a special cohesion of civil activity platform users. The respondents noted a special satisfaction from the belonging to "their" group, the opportunity to identify themselves with the most active and not indifferent part of the local community.

Daria S.: *"I say: "Oh, are you the same as me? Do you participate in the project? "She smiles and says:" Yes, we are good, we help the city together." For example, sometimes I walk in a*

sweatshirt "An active citizen" and people ask me: "Oh, do you have such a hoodie?" And a conversation about the project is started."

One can assume that this characteristic is more natural for the respondents who have a considerable experience and participation intensity on civic engagement platform. In particular, a number of respondents demonstrate overestimated requirements for the motivational components of gamification. There is a transfer of the gaming content to a user's real life.

Lyudmila R.: *"... I would like to see more events that are difficult to get to, but they are possible with the help of the "Active Citizen". That is, it will be more exclusive events."*

In contrast to these attitudes, the results of the survey also show that other respondents, with the increase of participation duration in the civil activity platform, the decrease of the project novelty degree, demonstrate the drop in interest, and the perception of the civil platform as an imitation mechanism of civil construction is developed.

Irina K.: *"It will be four years soon since I was registered in the project. From the very beginning, I*

participated in all competitions. I used all promotional codes. But I have never been among the lucky ones, well, I'm not lucky, and that's it!"

Maria O. *"The most important point! The government often manipulates us, but many do not notice it naturally. Our good ideas are appropriated by others and the common opinion of the people is positioned as a government decision ... but I am more annoyed by the fact that we do not even solve many issues in this vote, it is an illusion..."*

It is fair to say that despite these negative reviews, the majority of respondents who participated in the interview support this project, noting its usefulness, informational openness and the importance in modern practice of a democratic society development.

Discussion

In the current practice of citizen participation popularization in management decision making, there are no uniform requirements for civil engineering platform development as an integral attribute of socio-political discussions and democratic discussions. However, the functions and the

objectives of such platforms are considered in the categories of information support (the sufficiency of information on civil issues presented on the platform), interactivity (the ability to express one's position, to participate in a discussion, to interact), reflections (the mechanism for a final opinion expression, voting). These categories are developed through the simulation of a gaming context.

In gamification, users realize the need for involvement and support, they carry out communication, which is encouraged for cooperation and constructive dialogue development between government and society. At the same time, the introduction of the game element ensures the stimulation of interactivity, civic discussion and a certain kind of integration of various social groups.

Motivational opportunities of gamification ensure the desired behavior of the participants - civic engagement, the involvement in civil construction issue solution, it reduces the fluidity of users on the site for electronic referenda. The results of the study indicate the correlation between the use of adaptive opportunities for gamification and the

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maintenance of public discussion desired level concerning the issues raised on the civil platform.

An initial prerequisite for the use of gaming techniques in non-game contexts is the reliance on getting "bonuses" and preferences from game organizers. However, a positive effect of user involvement in the discussion of management issues is temporary one, and, as a rule, it is decreased significantly, as soon as the application loses its attractiveness of novelty.

Besides, any attempt to limit the fluidity of users through the motivation via "Bonuses", "Likes" and other preferences provided by the game context, brings a number of problems, the ignoring of which leads to the undermining of the democratic foundations of a state.

Gamification does not bring anything wrong, but researchers in the field of psychology point out that a man is inherently inclined to some degree of dependence. In the extreme form of its manifestation, a complete destruction of social life takes place, the interest in the world disappears. Substituting real life with a virtual reality, a person stops growing spiritually. There is a real

replacement of true achievements with virtual symbols, a false image of oneself and personal significance. The following fact is interesting: the people with low culture, an inadequate financial support, mentally retarded people are prone to gaming addiction most of all. Proceeding from mentioned above, the following question arises: What are the results of gamification introduction in the processes of activity stimulation on civil platforms? A civil platform creates an opportunity to discuss important issues for a city. The possibility of issue discussion is not the participation in the decision on these issues. Observing the appearance of democratic procedures, there is the substitution of real participation in the government for the possibility of discussion in fact. Understanding of such a dialogue futility leads to "the washing away" of an interested and sensible majority from the platform and its "flooding" with a dubious minority of gamers and the collectors of "points" and "likes". Thus, the violation of the democratic principle of minority subordination to the majority and the establishment of statism in public relations take place.

Therefore, the introduction of gamification in the processes of civic activity stimulation is not unambiguous, which requires a more thorough study of its psychological nature and possible consequences.

However, according to public opinion estimation, the system of electronic referendums of the Moscow government "Active Citizen" will not reduce its relevance in the long term.

Conclusion

In modern conditions of a democratic society development, researchers focus on the development of tools for population civic engagement development, increasing the increase of the number of citizens focused on a constructive dialogue with the authorities. This circumstance, on the one hand, is designed to increase the openness of management decisions, to increase the legitimacy of the government and improve its image in the eyes of the general public (Frolova E.V. et al., 2017), while on the other hand it is limited by the difficulty of gamification design transfer to public services, the discussion nature of such a format of

civil participation concerning key socio-political issues.

The government initiative on the introduction of gamification in the processes of civil activity stimulation is based on the conversion possibility of the internal bonuses of users into real rewards. The study showed the ambivalent nature of gamification use. Respondents demonstrate the polarity of gaming method perception during their transfer to civil platforms: for some participants the possibility of point accumulation is a pleasant bonus to the opportunity of taking part in urban problem solution, while for others it becomes an end in itself and an opportunity to increase one's self-esteem.

The desire of participants to identify themselves is noted, to identify themselves with a special status group of active, not indifferent citizens. These respondents are characterized by excessive requirements to the bonus system of the civil platform and the desire to receive exclusive services.

The majority of respondents noted the effectiveness of the "Active citizen" platform, a special role of

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gamification in civil activity
development.

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Skorodumova O.B., Melikov I.M. New
Trends in Social Management of

CLASSIFICATION OF UNPLANNED INTERRUPTIONS DURING IT SERVICE EXECUTION AT INCIDENT LIFECYCLE MANAGEMENT

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Abstract: This article focuses on the issue of software incident lifecycle management. It analyzes the standards with incident management instructions. A formal presentation of the corporate information system is performed, which allows to identify an incident location. They develop incident classification algorithm formally presented in multidimensional space. After software update, new incidents may occur that are not listed in the knowledge base. If an incident is represented by isolated cases of “non-standard incident”, then it is processed separately. If an incident is often “standard”, then an incident model is developed for it. The

algorithm presented in the paper takes this feature into account and allows the development of new incident clusters based on the minimum density indicator set by the user. The minimum cluster density index is determined individually for each corporate information system, depending on the approach to incident categorization.

Keywords: incident management, data classification, corporate information system, incident model, data clustering, DBSCAN.

Introduction.

Corporate information systems (CIS) solve the problem of complex automation of organization

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business activities under a single management. Business success depends on the efficient use of information technology to support the corporation business processes. CIS consists of subsystems that solve individual tasks of economic activity. As a rule, individual modules of subsystems and subsystem as a whole are geographically dispersed depending on the activities of a company. This imposes additional requirements on the CIS, such as taking into account the specifics of the legislative framework or a system organization for corporate information centralized collection and processing concerning business processes. In particular, the service system is centralized for the entire corporation, and business process support systems depend on the country, region, type of business, and so on. In this regard, questions arise concerning the evaluation of the entire IT structure reliability, as well as the incident management system. The measures ensuring the reliability of software differ from technical support measures. For example, some IT technical elements can be

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duplicated, which will ensure the system operability in the event of a device failure. Duplication of software will not give a similar result.

All software included in CIS is updated periodically. With software updates, situations are possible in which the system crashes. Errors are an integral part of software development, as hundreds of IT specialists participate in this process, providing support for the infrastructure in the current state through the development of new features, optimization of existing business processes and so on. According to the degree of influence of system failure as a whole, one can distinguish local failures that affect only the functioning of individual modules and subsystems, and global ones that are characterized by a malfunction of the CIS as a whole. In order to minimize the risks of incidents during software updates, some updates are tested on system duplicates. This is a costly undertaking, since it requires virtually the same resources as the original system. At that, restrictions are imposed on the testing time and it

is not clear whether all possible situations of the system were produced. For some systems, such testing is not possible. If there are failures in system updates, some can be fixed or the system can be restored to a state before the update. In this case, it is necessary to identify critical systems to strengthen control in order to minimize the risk of failure. It is worth noting that a certain part of system failures is formed due to incorrect user operation.

The companies distinguish separate subsystems of failure accounting and incident management, which are mainly based on standards [1, 2, 3, 4]. Such systems are designed to support the process of operational incident management in the event of system malfunctions by identifying and classifying an incident, and forming measures for its elimination. At the same time, due to periodic software updates, new failures appear in the CIS, which are not recorded in the knowledge base. During incident management, there may be errors in the classification of failures, which lead to additional time costs in the process of an incident processing and,

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thus, to financial losses. In this regard, there is a need to develop formal tools for the operational classification of an incident.

Methodology. The issue of incident management is described by various information technology standards. The ITIL (Information Technology Infrastructure Library) forms a concept in which the company IT department provides IT services. ITIL is a set of publications with the recommendations for quality service provision in the form of a set of processes. According to the ITIL an incident is an unplanned interruption of a service or its quality decrease. At that, a malfunction, which at the moment did not affect the service, is also an incident. For example, the lack of user access to email or the slowdown of the application. The process of service restoration for the user with minimization of time costs is an incident management, the essence of which is the management of the life cycle of incidents in order to minimize the negative impact on the business. Incident management allows you to identify and eliminate

an incident quickly, increasing the indicator of service availability, organizes the functioning of IT departments depending on company priorities, according to the results of incident analysis, identifies the ways of service improvement, forms additional requirements for IT services through service desks. ITIL identifies an incident model that describes how to deal with an incident of a particular type. The incident model describes the actions and their time limits for an incident elimination, the order of actions, appoints responsible persons, and also describes with whom it is necessary to maintain contact depending on the stage of incident processing. Thus, the incident model allows you to standardize the actions in the incident management process depending on the incident class. Incidents for which a class is not defined are handled separately without using the model [1]. According to ITIL, a separate category of incidents should be distinguished that lead to significant losses for the business. This category of incidents is determined individually for each company. The impact of an incident

is assessed depending on such factors as the degree of financial loss; the number of services dependent on an incident; danger to life; probability of violation of law; decline in business reputation.

In ITIL, the incident management process includes the following steps [2]:

- identification and registration of incidents;
- categorization, determination of the incident priority according to the criteria of urgency and influence;
- initial diagnostics, in which the service desk operator tries to determine the cause of an incident on his own and to resolve the incident. Otherwise escalation and the attraction of additional resources for an incident solution takes place;
- research and diagnostics, clarification of information about an incident, the assessment of an incident impact, and so on;
- solution and recovery;
- incident closure, including the check of an incident established category correctness, surveying the satisfaction of users with the service, confirmation of an incident development reason.

Microsoft has also developed

the Microsoft Operations Framework (MOF) methodological model, which consists of a set of guides to achieve the reliability of IT solutions and services. Within the MOF, the Problem Management function (PMF) is singled out as a separate unit. The following stages of work are carried out as the result of SMF operation: incident registration, investigation of the identified problem, and the development of solutions [3].

The business model for the management of enterprise IT "COBIT 2019" consists of management system principle description. In the framework of corporate IT management processes, the process "Provision, service and support" is distinguished separately, which includes "The management of service requests and incidents" [4].

Thus, all standards demonstrate the importance and necessity of an incident stage categorization, which allows by taking into account the existing knowledge, to develop a decision on an incident model application. However, the standards indicate that each company chooses the method of an incident category determination on its own. The paper

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proposes the approach of breaking incidents into clusters. The description of each cluster by IT department experts will allow the development of incident classes. At that, new incidents will be identified by the description of the service desk operators in multidimensional space, and the class will be determined by proximity to existing classes.

During the classification problem solution, it is necessary to set the degree of similarity between incidents, for example, the Euclidean distance. The developed classification algorithm basically contains the data clustering algorithm, which will allow the development of new classes of incidents during the system operation. Currently, many data clustering algorithms have been developed, the most famous of which are hierarchical clustering [5], k-means and its variant k-medoids method [6, 7, 8], DBSCAN [9, 10] and others. Each type of clustering has customizable parameters and operating features, which, depending on the problem being solved and the initial conditions, can be evaluated both from the positive and negative aspect. In the present work, DBSCAN will be taken as

the basis of the developed algorithm. The DBSCAN algorithm allows you to set the neighborhood radius parameter (ϵ) between a pair of points in a multidimensional space and the minimum number of neighboring points (*MinPts*) to form a cluster.

Main part. To build an incident classification algorithm, it is necessary to systematize incidents taking into account the location in the CIS structure. This will formalize the knowledge of incident management and the description of measures to eliminate the negative consequences of an incident. CIS enterprises is a multitude of interacting information systems *MCIS*.

$$MCIS = \{MIS_i\}, \quad i = \overline{1, n}$$

Where MIS_i - the i -th CIS Information System;

n - the number of CIS information systems.

At that, each IS has its own weight coefficient in the interval $[0, 1]$, reflecting its reliability. This coefficient is determined taking into account the multitude of impacts on IS (license validity period, system criticality, update frequency, the possibility of preliminary update check, the dependence on other IS and other factors). Therefore, it is

possible to assess the reliability of the CIS as a whole, as an average weighted sum over all IS.

Each MIS covers a block of business processes of the corporation and consists of many modules, which are information systems of a narrower specialization.

$$MIS = \{MMod_j\}, \quad j = \overline{1, m}$$

where $MMod_j$ - the j -th module of the i -th CIS information system;

m - the number of modules of the information system.

At that, each $MMod$ module of the information system is characterized by a set of functions.

$$MMod = \{f_l\}, \quad l = \overline{1, s}$$

Where f_l - the l -th function of the j -th module of the i -th CIS information system;

s - the number of functions of the information system module.

It is possible to carry out preliminary identification of an incident on the basis of the presented sets characterizing its location. An incident can manifest itself in different ways. For example, an incident related to a system update, a number of system users report various problems, which, as it turns out, are initiated later by the same incident.

The failure of one operation, after the system update manifests itself differently. It is advisable to carry out preliminary testing of software updates in more detail. And there may be many incoherent incidents, which are mainly related to the human factor after the analysis. The recommendation can be expressed in better training of staff or in the simplification of functionality. Therefore, during the description of an incident, in addition to the location, there must be characteristics that can identify it taking into account the descriptions of users. Thus, based on the timely classification of an incident, it will reflect the consequences of the incident (the degree of financial loss, the number of services depending on the incident, the danger to life, the likelihood of law violation, business reputation decrease) and determine the measures of their minimization.

Based on the foregoing, depending on the formal description, an incident can be represented as a point in multidimensional space. Similar incidents are expected to constitute the clusters of points in multidimensional space. Thus, having developed recommendations for the preliminary

processing of data received from users, it is possible to represent the incident on a multidimensional numerical plane. Many methods have been developed to solve the classification problem. Periodic software updates lead to new incidents that are not included in the knowledge base and do not have their own classification.

A modified DBSCAN algorithm was developed in [11], which allows preliminary data clustering based on the available data about recorded incidents. At that, the parameters of the neighborhood radius (ϵ) and the minimum number of neighboring points (MinPts) are set individually. In this modified algorithm, noise clusters are formed for the emission points instead of the single “noise” category. This will allow us to evaluate new incidents for the development of new classes. Thus, on the basis of available data, the modified DBSCAN clustering algorithm allows to form incident clusters, on the basis of which classes and models of incidents are formed to manage them.

Figure 1 presents the developed classification algorithm for incidents, taking into account the assessment of new incident cluster development. The

clusters of various shapes can be formed as the result of the DBSCAN algorithm [11]. The implemented algorithm allows you to review many clusters based on the analysis of newly received incident data. The algorithm performs the following iterations:

1. Input of the initial data $X = \{x_1, x_2, \dots, x_n\}$, where x_i is the incident presented in multidimensional space and the results of partitioning into clusters by a modified DBSCAN (pK clusters and pNK noise clusters).

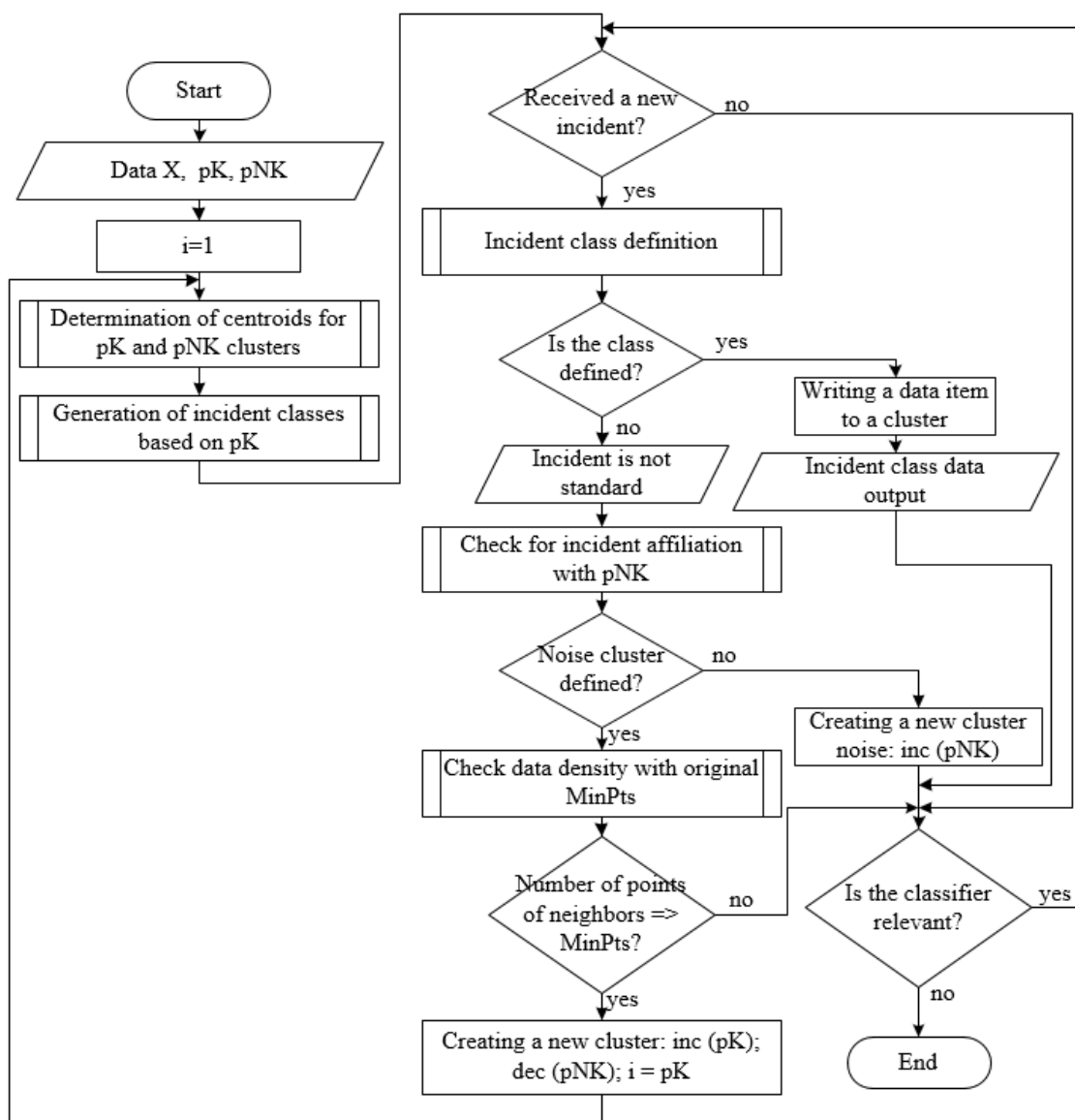


Fig. 1. Incident classification algorithm

2. The centroid C_i is determined for each pK cluster. The subprogram for centroid determination is shown on Fig. 2. 4. Then the incident classes are generated based on pK .

3. Next, a continuous classification of new incidents is carried out until their processing is relevant to the system. For incoming incident data, a check is made for belonging to known incident classes. If the class is defined, then the output of the incident class data is implemented. Otherwise, the incident is not standard and no model has been developed to handle it.

4. If an incident is not standard, then a check is made for belonging to the noise cluster. If the noise cluster is not defined, a new noise cluster record is generated. Otherwise, its data density is checked.

5. If the data density in the vicinity of the centroid is less than $MinPts$, then the transition to the processing of new incidents is carried out. Otherwise, a new cluster is created for which the centroid is determined. After that, a new class of incidents is formed, for which an incident model is being developed.

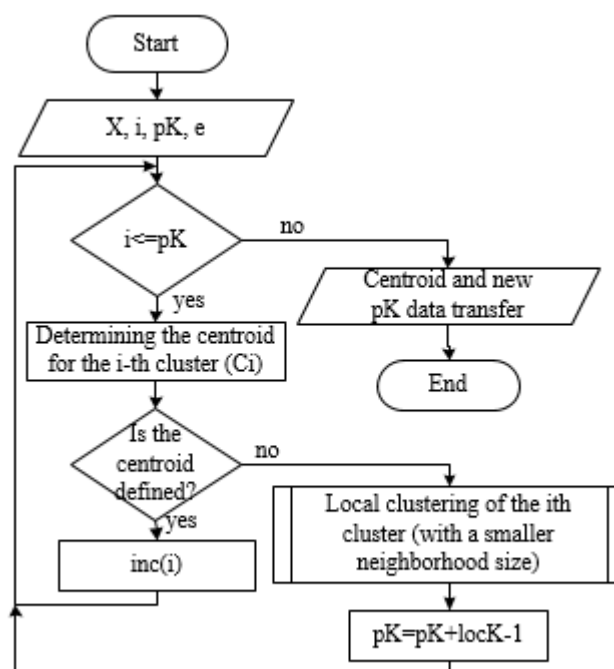


Fig. 2. Algorithm for cluster centroid determination

Figure 2 presents the subprogram operation algorithm to determine cluster centroids. The specifics of the DBSCAN algorithm allows to obtain the clusters of various shapes (ribbon-shaped, spiral, elongated, and so on). Such forms of clusters are not acceptable for the development of incident management models, since the elongated form of a cluster probably indicates the need for different management decisions for two extreme points. Moreover, the cent of the cluster is not determined for irregularly shaped centroids. In this regard, the mechanism for local clustering of clusters with a smaller radius of the neighborhood is implemented in the centroid determination program. This allows us to determine centroids for irregularly shaped clusters. After local clustering, the i -th cluster transforms lock of new smaller clusters, for which the procedure of central point determination is also used.

Summary. The proposed incident classification algorithm makes it possible to determine the class of an incident described in multidimensional space. Classes are formed according to the results of the modified DBSCAN

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clustering algorithm. Moreover, the clusters of irregular shape are divided into smaller ones in the algorithm for centroid determination. Non-standard incidents for which a class is not defined are tested for belonging to noise clusters. The developed algorithm allows you to create new classes based on the analysis of new non-standard incidents through the processing of noise clusters.

Conclusions.

Thus, an incident classification algorithm has been developed to determine the class of an identified incident. An algorithm is the combination of data classification and clustering procedures. If an identified incident is standard, that is, the system has a control model, then the algorithm displays the incident class. If an incident is not standard, the algorithm analyzes it for belonging to the identified noise clusters, or forms a new noise cluster. Noise clusters are the clusters of incidents in a multidimensional space of insufficient density to form a class. Such a mechanism makes it possible to accumulate knowledge about incidents and evaluate their accumulations in a multidimensional space in order to form

a new class of incidents and develop an appropriate incident management model.

A formal description of incidents will make it possible to implement predictive incident management based on machine learning methods. In this paper, we developed an algorithm to classify an incident upon its occurrence. The problem in predictive management model development for software incidents is the difficulty of a set of tagged data collection that would characterize the occurrence of an incident. Thus, a possible way out is to systematize the chronology of incident identification based on complaints from the system users.

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BI-TEXTS IN THE CONTEXT OF NATIONAL-RUSSIAN BILINGUAL EDUCATION

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Abstract: This study analyses the problems associated with bilingual teaching mathematics in national-Russian schools of the Russian Federation. In particular, problems associated with the Russian and Yakut language interference and the mixing of language codes that negatively affect the acquisition of subject knowledge are indicated. Based on the analysis of the speech corpus of bilingual students, the paper revealed the need for the purposeful development of mathematical speech in a primary school. The role of the principle of relying on the native language of schoolchildren in the conditions of bilingual teaching mathematics is determined and the inadmissibility of mixing language codes is justified. The main characteristics of the basic

communicative qualities of mathematical speech and the criteria for assessing their level of formation are given. A system of mathematical problems has been developed and presented in the form of parallel textual bodies in two languages (bi-texts) with an indication of the basic communicative qualities of mathematical speech, the development of which they are aimed at. This paper is useful for familiarizing with the potential of bi-texts in a bilingual learning environment. The work shows the process of developing special mathematical problems presented in the form of bi-texts; the presented experience can be applied in the training of other subjects in the conditions of national-Russian bilingualism.

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Keywords: culture of mathematical speech, basic communicative qualities of mathematical speech, bilingual teaching mathematics, mathematical language, code switching, interference, code mixing.

Introduction

The Federal state standard of basic general school education points out speech development as a necessary component of personal, meta-subject, and subject learning outcomes. This requirement can be projected on studying the subject of mathematics as the need to develop a mathematical language and mathematical speech, as well as the ability to accurately and competently express one's thoughts in oral and written speech as a necessary component of the subject learning outcomes (Federal state educational standard of basic general education, 2019).

The solution to this problem is complicated by the fact that in bilingual educational contexts and linguistically diversified educational audiences, the language of instruction in mathematics is different from the language of thought of most pupils. For the qualitative digestion of educational material during the

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implementation of basic general education programs in classes with the native (non-Russian) language of teaching, the targeted formation and development of mathematical speech in Russian based on the pupils' native language, becomes relevant. Implementation of a special system of methodological support in the educational process for the development of mathematical speech of schoolchildren in the conditions of national-Russian bilingualism involves the use of special forms, means and methods of bilingual education.

This paper scientifically substantiates and develops a special bi-text system of tasks aimed at developing mathematical speech of pupils in the process of bilingual teaching mathematics.

Methods

According to the results of the previous study (Salekhova & Spiridonova, 2018), a particularly important stage for bilingual children in their transition to the Russian language of teaching mathematics is the period of 5-6th year of education. A questionnaire which involved 41 primary school

teachers and subject teachers, including 16 mathematics teachers, showed that the native language is used as the spoken language of pupils, and it is a support for mastering the subject content. Teachers believe that in primary school, it is better to teach children in the language in which they think, that is, in their native language, then gradually switch to Russian as the language of teaching. They also note that their many years of pedagogical experience show a decrease in the need for bilingual pupils to use their native language in the process of studying mathematics at school.

At the beginning of this study, we conducted a staging experiment, the purpose of which was to identify the features of the mathematical speech of bilingual children. We present the results of the study of Yakut-Russian bilingualism based on the analysis of the corpus of mathematical speech for the 5th grade pupils mastering the program of basic general education in their native and Russian languages. During the study, we observed the process of verbal commenting on the solution of text problems in mathematics in the native and Russian languages. Based on the results of the survey among 27 pupils of

the Yakut class, we selected 5 bilingual children whose linguistic portraits coincided according to the following criteria: the age of the pupils, the linguistic characteristics of their parents (in which language they communicate with the child and native speakers), the linguistic characteristics of friends (in which language they speak), a description of the conditions for mastering the native and Russian languages (in a preschool educational institution and school).

A survey of schoolchildren who made a sample of our study showed that, in the bosom of their family, they use their native language in 45% of cases, and Russian – in 55%. Parents are representatives of the Sakha people. With friends who are representatives of different nations, they communicate in their native language in 38% of cases, and in 62% - in Russian. They also believe that in the primary grades, the share of using the Sakha language during classes in mathematics was 92%, the Russian language - 8%, and in the 5th grade, the native language acts as the language of teaching in 60% of cases, and the Russian language - 40%. In preschool educational institutions, they

attended groups using their native language in the educational process. Pupils answered that they understand the text of the mathematical problems which are compiled in Russian, as they are used to working with the text of tasks from the textbook. We also got to know, that when solving such problems, children think in two languages. The answers of a mathematics teacher with 22 years of teaching experience in the Yakut school indicated that when teaching bilingual children, it is necessary to rely on their native language, especially in 1st-6th grade. The teacher noted that in mathematics he uses his native language in oral speech, for example, when explaining new material, or a method for solving mathematical problems.

Results And Discussion

Below, we present the results of the experimental study to identify the features of the oral mathematical speech of bilingual schoolchildren in solving standard and non-standard textual problems.

An analysis of the speech corpus of bilingual schoolchildren in the process of solving a standard and non-standard text problem compiled in

Russian by the number of word usage in their native and Russian languages showed that the Yakut language is the dominant language in both cases, and the second language is Russian. There was a difference in the amount of use of the Russian language (5.16%) and the manifestations of interference (1.17%). We found that in the oral solution of a standard text problem, pupils more often mix language codes when in mathematical speech they unconsciously use the terms and stable phrases available in the text of the problem. In order to comprehend the meaning of mathematical concepts, they consciously switch codes (for example, pronounce a term in two languages, pose a question in one language and answer it in another language). Children prefer to leave untranslated some foreign language inclusions that can be replaced by an equivalent in their native language or pronounce them with deviations from linguistic norms. Such cases of interference when solving a standard problem have been registered by us 1.17% more often than the cases with solving a non-standard problem. We believe that the reason for the increase in the use of the Russian language and the

manifestation of interference in solving standard problems is that the method for solving standard problems is contained in the theoretical material presented in the textbook on mathematics. Terms and stable phrases in Russian are introduced into the Yakut speech of bilinguals, due to the fact that they are more convenient, more familiar, or they cannot find the equivalent in their native language. And, on the contrary, since ready-made rules or an algorithm of actions are not spelt out for solving non-standard problems in the textbook, the solution method is derived by schoolchildren independently on the basis of subject knowledge and the application of cognitive techniques.

The results of the analysis for the mathematical speech corpus of bilingual schoolchildren, which is compiled on the basis of their commenting on the process of solving textual mathematical problems, showed that it has specific features. When oral commenting on the decision of textual mathematical problems in Russian, pupils first translate the text of a problem in their native Yakut language and then begin to talk in that language. Bilingual pupils build the grammatical basis of sentences in their native language. At the

same time, they mix languages within the framework of one sentence, the terms are often used in Russian (as written in the text of the problem), and the same semantic content is spoken in two languages (they are translated from one language to another). We saw that in solving standard and non-standard problems, the mathematical speech of schoolchildren on the average consists of 88.3% of the words of their native (Yakut) language and 10.3% of the Russian language. Therefore, we can conclude that the thinking of bilingual children (Grade 5) proceeds in their native language. Indeed, the need for the purposeful development of mathematical speech in Russian is obvious, especially for pupils in 5th-6th grade.

Language plays an important role in teaching mathematics, not only for transferring mathematical knowledge but also for constructing mathematical knowledge (Maier & Schweiger, 1999). Some researchers note the importance of integrating subject content and language learning in mathematics, where the development of speech is also the goal of teaching (Wessel, 2015; Farrugia, 2017). There are studies that emphasize the importance of taking into account the

native language of pupils in the learning process (Cummins, 1981; Cummins, 2000; Clarkson, 1992). According to P.S. Clarkson, when teaching multilingual pupils, it is necessary to take into account the relationship between the language of teaching and the languages that they speak. J. Cummins believes that bilingual pupils learn math better if they are fluent in both languages. As noted by E.M. Vereshchagin, the native language of pupils should be taken into account when selecting the content of training, educational material, its organization and in the educational process itself (Vereshchagin & Kostomarov, 1990). As the experience of teachers teaching bilingual children shows, the use of the native language as the language of teaching facilitates the assimilation of educational material and helps to overcome conceptual difficulties. We believe that in classes with a native (Yakut) language of teaching, the principle of reliance on the native language should be applied (Shamov, 2008), in addition to general didactic teaching principles.

D.V. Sharmin determines that the concept of "culture of mathematical

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speech" has two interrelated aspects: 1) a combination of knowledge, skills and abilities that a person or group of people owns and that ensure the optimal use of mathematical language tools in communication; 2) a set of interrelated (communicative) qualities of mathematical speech which evidences about its perfection. By the level of the minimum set of those qualities, one can judge the formation of the culture of mathematical speech in general (Sharmin, 2004).

Knowing that speech is a language in action (Rubinstein, 2002), as well as the components of the mathematical language (word, phrase, symbol, sentence, text) (Ikramov, 1981), we believe that in conditions of national-Russian bilingualism, the culture of mathematical speech should be formed in two languages.

We have developed a system of special mathematical problems presented in the form of parallel texts (bi-texts), for solving them during mathematics lessons in the conditions of bilingual education.

Let's imagine a system of mathematical problems classified by type of problem and type of speech,

indicating the communicative qualities of mathematical speech, the development of which they are aimed at.

1. The problems designed to work with the terminology, symbols and graphic images, and aimed at developing the correctness and accuracy of oral and written mathematical speech (explanation of the meaning (or sense) of terms, symbols and symbolic expressions; the transition from the graphic form of the designation to the verbal-symbolic form.

2. The problems designed to work with verbal-logical constructions

of a mathematical language and aimed at developing the correctness, logic and accuracy of oral and written mathematical speech.

3. The problems designed to work with written teaching texts and aimed at developing the correctness, consistency, relevance and accuracy of oral and written mathematical speech.

Here is an example of solving the problem for working with verbal-logical constructions of a mathematical language, namely, finding errors in the definitions of mathematical concepts:

<p><i>I holobur.</i> Baryllibit matematika eydebullerin byykhaarylarygrar al'gaakhy bul</p> <p>1) Wonnuulaakh doruoptar - znamenellara 10-nga kratnay doruoptar.</p> <p>2) Chyyhgyla tyunteechchite berillibit chyyghylany tobokhtookh tyuneter chyyghyla buolar.</p>		<p><i>Example 1.</i> Find mistakes in defining mathematical concepts:</p> <p>1) Decimals are fractions which denominators are a multiple of 10.</p> <p>2) A number divider is a number by which a given number is divided with a remainder.</p>
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The answers to this problem should be correct from the point of view of mathematics and not violate the norms

of the Russian and Yakut languages, and also they should be logically built. When formulating the answer, bilingual pupils

should consciously switch language codes, and not mix languages. The answer to this problem in the Yakut language can be as follows (eppiette manyk buoluon syop):

1) Bu bykhaary syykha buolar. 10-n'a kratnay chyyghylalar elbekhter, kholobur, ...- 20, - 10, ..., 20, 30, ... Otton wonnuulaah doruoptar znamenatellarygar chopchu 10, 100, 1000 ... chyyghylalar tourallar. Onon, wonnuulaakh doruoptar – znamenatellara 10-n'ga, 100-ke, 1000-tga ... ten kratnay doruoptar.

2) Chyyghylany tobokhtookh tyuneter chyyghyla, berilliblit chyyghyla tyuneteechchite buolbat. Onon chyyghyla tyuneteechchite berilliblit chyyghylany tobogoo suokh tyuneter chyyghyla buolar.

The answer in Russian may be as follows:

1) Many numbers can be multiples of 10, for example, - 20, - 10, ..., 20, 30, ...Decimal fractions in the denominator have such numbers as 10, 100, 1000, etc., which are also a multiple of 10. Then the mathematical concept of “decimal fractions” can be correctly defined as follows: decimal fractions are

fractions which denominators are 10, 100, 1000, etc.

2) This definition is completely incorrect, since the divisor of a number cannot be the number by which this number is divided with the remainder. Therefore, a number divider is a number by which a given number is entirely divisible, i.e. without a reminder.

Summary

In the course of our study, we found that the speech-cognitive activity of bilingual children, who were trained and brought up in their native language in a preschool educational institution and in primary school, proceeds mainly in their native language when those children move to a primary school. In this regard, the development of mathematical speech in primary school for pupils in Russian is one of the necessary components of subject-specific learning outcomes. Under the conditions of national-Russian bilingualism, the culture of mathematical speech should be formed both in the native language and in Russian. For a gradual transition to the Russian language of teaching, it is necessary to take into account the native language of

pupils, that is, to build a bilingual educational process using the principle of reliance on the native language. We believe that one of the effective means of developing mathematical speech can be a specially developed system of mathematical problems presented in the form of bi-texts mentioned above. Such problems will make it possible to apply the principle of reliance on the native language in mathematics lessons, use the techniques and methods of bilingual learning, control the processes of switching between and mixing language codes, and also avoid the negative effects of language contacts and interference.

Conclusions

In order to achieve the development of mathematical speech in the conditions of national-Russian bilingualism, it is necessary to control not only the process of use by the pupils of the components of the school mathematical language but also the languages of teaching. To achieve this goal, one of the effective means can be a system of mathematical problems for their solution presented in the form of bi-texts.

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DERIVATION-SEMANTIC FEATURES OF THE FAMILY OF WORDS WITH THE VERTEX KITAJ

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Abstract: The article is concerned with the study of word-formation and semantic features of Russian derivatives that make up the family of words with the vertex *Kumaï* (*Kitaj*). With the intensification of cooperation and the expansion of intercultural contacts between China and Russia, the concept *Kumaï* (*Kitaj*) continues to be actively developed in modern Russian, enriched with new meanings and new forms of expression of these meanings via derivation. Against this background, the formation of a scientific image of the family of words with *Kumaï* (*Kitaj*) seems necessary and relevant, primarily from the standpoint of the derivational-semantic approach. The present paper considers more than 50 words that are included in the family of words with *Kumaï* (*Kitaj*), which are lexicalized in the Russian word-formation dictionary

by A.N. Tikhonov (28 units) and Internet resources (23 units). The article analyzes the word-formation structure of these words, reveals their semantic features, considers derivational relations between the units of the family, determines a set of word-formation categories that are realized in this family. It is concluded that a large volume of the family of words with the top word *Kumaï* and the complexity of its formal and semantic structure indicate the importance for the native speakers of the Russian language of the concept designated by the original word of the family.

Keywords: borrowing, derivation, derivative word, derivational potential, derivational meaning.

Introduction

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Linguistic phenomena that have long been the subject of consideration in the traditional branches of “layered” linguistics – lexicology, derivation, morphology, syntax – are now being interpreted from the standpoint of functional and communicative-activity approaches. Among many intensively and rapidly developing areas of modern linguistic research, derivation is distinguished by the fact that, due to its dynamic and classifying nature, it is able to adequately and accurately reflect close correlation between language and thinking. In addition, “it is the word-formation mechanism that primarily provides the language with an infinite variety of words that corresponds with all the needs of communication” (Zemskaya, 1992).

In linguistics, derivational processes have repeatedly come into focus of Russian and foreign scholars, including E.A. Zemskaya, G.A. Nikolayev, Mattiello Elisa, Pius ten Hacken, Claire Thomas and others (Zemskaya, 1992; Nikolayev, 2009; Mattiello, 2017; Ten Hacken & Thomas, 2013). In the 21st century within the framework of the anthropocentric paradigm prevailing in science, the focus

and attention of researchers has shifted to the field of functional-semantic and cognitive derivatology (Makleeva et al., 2018; Volskaya et al., 2018; Matveeva et al., 2018; Alyokhina et al., 2016; Lukankina et al., 2018; Yakusheva, 2016).

The object of our work is the word *Kumaï (Kitaj)* and all its related words, which form the family of words in modern Russian (hereinafter - FW). **The subject** of research is the formal derivational and semantic features of these units.

The relevance of this study is determined by the intensification of economic, political and socio-cultural ties between Russia and China, as a result of which the volume of business and interpersonal communication between Russians and Chinese increases. In this regard, it is important to understand what non-linguistic content the Russian speakers associate with the name of the country, and both subject-conceptual and value, axiological meanings are reflected in the semantics of words with this root.

The purpose of this study is to identify the linguistic (derivational, formal-structural, semantic) features of

the word *Kumai* and its derivatives in modern Russian. The corresponding research problems are solved in our work, based on the material of lexicographic data of the Word-Formation Dictionary of the Russian Language by A.N. Tikhonov, as well as the texts extracted from the National Corpus of the Russian Language and other electronic sources (Tikhonov, 2008).

Methods

The research methodology is based on a functional approach to linguistic units having been prevalent in linguistics of the late 20th-21st centuries, the essence of which is their understanding and systematization via combining semasiological analysis (from form to meaning) with onomasiological analysis (from meaning, word content to their function). The first type of analysis is used at the initial stage of the derivative research, and the second – with their subsequent generalizing understanding in the categorical-semantic aspect. In addition to the linguistic methods proper, quantitative method is also used in the work.

Results And Discussion

In modern Russian studies, family of words is called the “totality of single-root words connected by direct and indirect relations of derivation (Nikolayev, 2009). In the formation and organization of these complex units of the linguistic system, the associative links play a decisive role that reflect objective relations between objects and phenomena of reality, on the one hand, and the attitude of native speakers of this language, on the other hand. In modern Russian, the word *Kumai* is constantly enriched with new connotative meanings and new forms of expression of these meanings via derivation, which leads, accordingly, to the extension of the family of words. So, Word-Formation Dictionary of the Russian Language by A.N. Tikhonov lexicalizes 28 units of the word family with the top *Kumai*, namely: *Kumai*, *кумаец*, *кумаянка*, *кумайчонок*, *кумайский*, *кумайка I (apple tree)*, *бельфлер-кумайка*, *кандиль-кумайка*, *кумайка II (fabric)*, *кумайчатый*, *кумаечный*, *по-кумайски*, *древнекумайский*, *кумаистика*, *кумаист*, *кумайско-американский*,

китайско-советский, китайско-японский, американо-китайский, англо-китайский, всекитайский, индокитайский, русско-китайский, советско-китайский, японско-китайский, японо-китайский, китаеведение, китаевед. Modern Internet resources has revealed another 23 derivatives: *КНР, китаяночка, китаистка, китайщина, китаёза, китаезный, китаизировать, китаизация, северно-китайский* (orthographic variation *северокитайский*), *восточно-китайский, южно-китайский, западно-китайский, Индокитай, российско-китайский, китайско-российский, китайско-русский, китайско-французский, китайско-вьетнамский, китайско-тибетский, китайско-индийский, китайско-белорусский, китауссификатор, китауссификация* (Tikhonov, 2008).

Let us analyze the patterns and means of building of these derivative words, relying on their morphemic structure, lexical meaning and the nature of the system-derivational relations between them. We describe the methods

and means of formation of derivative lexemes – the components of the family.

1. **Suffixal** word formation by means of which 20 derivatives are formed:

1.1 the nouns with the following suffixes (14 units): **ец**⁴ (with the meaning ‘a person named according to belonging to the country, territory where he lives or where it comes from’): *китаец*; **-янк(а)** (with the meaning ‘person by country’s affiliation’): *китайнка*; **-чонок** (with the meaning ‘a person characterized by childness, lack of maturity’): *китайчонок*; **-ист** (with the meaning ‘a person characterized by the quality, views or occupation, which are called by motivating words’): *китаист*; **-к(а)** (with the meaning ‘female’, the motivated word is masculine noun): *китаистка*; **-истик(а)** (with the meaning ‘scientific trend, a set of phenomena that are called by a motivating word’): *китаистика*; **-ацц(я)** (two derivatives with the meaning ‘processuality or the result of an action called by a motivating word’): *китаизация, китауссификация*; **-атор** (with the meaning ‘the name of

⁴ Explanation of the meanings of derivational means are taken from *Russian Grammar* (1980) and Explanatory Dictionary of Word-Formation

Units of the Russian Language by T. F. Yefremova.

mechanisms or devices, aids for performing an action called by a motivating word’): *кутаиссификатор*; **-к(а)** (with the meaning ‘an object characterized by a feature called by a motivating word’): *кутайка I (apple tree)*, *кутайка II (fabric)*, the words of this type are semantically motivated by phrases with a motivating adjective as an attribute: *кутайская яблоня*, *кутайская ткань*; **-очк(а)**: (with a diminutive meaning, usually accompanied by an expression of affection): *кутаяночка*; **щин(а)** (with the meaning ‘an everyday or social phenomenon, an ideological or political trend characterized by a sign called by a motivating word, usually with a tinge of disapproval’): *кутайщина*; **-оз(а)** (in jargon, a derivative with this suffix expresses the meaning ‘a person by belonging to a country called by a derivational word’, accompanied by a connotation of neglect): *кутаёза* (Russian Grammar, 1980; Explanatory Dictionary of Word-Formation Units of the Russian Language: Approximately 1990 Word-Formation Units, 2005).

1.2 adjectives (5 units): two derivatives with the suffix **-ск(ий)**, motivated by the names of states or

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regions and the names of their inhabitants, with the meaning ‘referring to or characteristic of what is called the motivating unit’: *кутайский*, *индокутайский*. Analogous semantics is possessed by two derivatives with the suffix **-н(ый)** presented in our material compare: *кутаечный* (from *кутайка II – fabric*); *кутаёзный* (from jargon *кутаёза*). A more specific meaning is characteristic of the adjective *кутайчатый* with the suffix **-чат(ый)**, motivating word *кутайка II – fabric*: ‘made from what is called by this word’, compare: *Впереди стоял комендант, старик бодрый и высокого роста, в колтаке и в кутайчатом халате.* (A. S. Pushkin. *The Captain’s Daughter (1836)*) (National Corpus of the Russian Language).

It is worth noting that the derivative *индокутайский*, presented in the dictionary of word families by A.N. Tikhonov in the paradigm of the adjective *кутайский* along with the derivative of the type *русско-кутайский* (Tikhonov, 2008), is formed, in our opinion, according to another pattern: it is a relative adjective to the word *Индокитай*, which is confirmed by lexicographic data, compare:

“индокитайский – from *Индокитай*”
(Tikhonov, 2008);

1.3 a verb with the suffix -
изирова(ть), motivated by the top word
of the family *Китай*, with the
derivational meaning ‘endow smth with
the signs of what is called a motivating
noun’: *китаизировать*. Compare:
Вечнозелёное древо
китаизированного марксизма //
(*Expert*, 2014) (National Corpus of the
Russian Language).

2. The method of **addition** (26
derivatives) is represented in our
material by the following varieties:

2.1 addition with a supporting
component equal to an independent
word, in combination with interfixation;
complex adjectives are formed in this
way (23 units):

A) with a fixed preceding
component (*всекитайский*,
древнекитайский, *северно-китайский*
(orthographic variation
северокитайский), *восточно-*
китайский, *южно-китайский*,
западно-китайский);

B) with two coordinate linking
stems that are semantically
interconnected by coordinative
relationship: *китайско-американский*,

китайско-советский, *китайско-*
японский, *американо-китайский*,
англо-китайский, *русско-китайский*,
советско-китайский, *японско-*
китайский, *японо-китайский*,
российско-китайский, *китайско-*
российский, *китайско-русский*,
китайско-французский, *китайско-*
вьетнамский, *китайско-тибетский*,
китайско-индийский, *китайско-*
белорусский. The first nine composites
are presented in the word-formation
dictionary by A.N. Tikhonov, other
derivatives of this type are fixed in
Internet resources, however, due to the
high productivity of this pattern, this list
cannot be considered exhaustive
(Tikhonov, 2008). In the same way, a
compound noun with a coordinating link
between the components *Индокитай*,
created on the basis of the words *Индия*
and *Китай* by means of the interfix -o-
is formed;

2.2 addition with a fixed
supporting component (in subordination
according to the meaning of the
preceding component to the supporting
component); In this way, two nouns by
means of the interfix are derived: with
the component **-ведение** (word-
formation meaning ‘scientific discipline,

designated in the first part of the word’): *китаеведение*; with the component **-вед** (word-formation meaning ‘a person whose professional occupation is connected with a certain branch of knowledge’): *китаевед*.

3. **cluster** (three derivatives), implemented in the paradigm of the word *Китай* in two ways:

3.1 morphemeless cluster of the original nouns into one word (two units): *бельфлер-китайка* и *кандиль-китайка* (названия сортов яблок);

3.2 abbreviation, i.e., the way of adding the initial letters of words (one unit): on the basis of the official name of *Китайская Народная Республика*, the letter abbreviation *КНР* is formed.

4. **Confixal** method: this way and the formant **по-...-и** is used to form the adverb *по-китайски*, denoting the feature of object or action, called by the motivating adjective *китайский*. It is important to note that this word also developed direct motivational relations with the lexeme *Китай*, compare *здороваться по-китайски* (to greet in Chinese manner); *утка по-китайски* (typical of China) (Yefremova, 2000).

Thus, the *Kitaj*-based derivational paradigm has a complex

organization. According to the results of our analysis, the word *Китай* directly motivates ten derivatives (*китаец, китаистика, китаист, китаеведение, китаевед, Индокитай, китайщина, китайский, китаизировать*), constituting a specific word-formation paradigm of the vertex word. In addition, other stem-based derivational paradigms that reflect the results of derivations of the second, third and fourth degree, and the corresponding derivational chains, such as *Китай – китайский – китайка II (ткань) – китайчатый/китаечный* fall into the *Kitaj*-based derivational paradigm.

Summary

Considering the results of the study, we made changes to the stem-based derivational paradigm with the vertex *Китай*. The number of components comprehended into the paradigm, according to our reckoning, is 51 units. This is explained, first of all, by extralinguistic factors: a change in the socio-political situation, mainly of a globalization nature (*российско-китайский, китайско-российский, китаизировать*, etc.), and technological innovations of recent

decades (*китаиссификация, китаиссификатор*).

The conducted derivational-semantic analysis suggests that the following word-formation categories of the Russian language are found in the family of *Китай* (*Kitaj*): word-formation categories of the person (representative of an ethnic group: *китаец* (*Chinese*) and a specialist in a certain field of knowledge: *китаевед, китаист*); word-formation category relating to the feminine (*китайка, китаистка*); word-formation category of childness (*китайчонок*); word-formation category relating to the field of expertise designated according to the object (*китаистика, китаеведение*); word-formation category of subjective evaluation (*китайночка*); word-formation category of stylistic modification (*китаёза*); word-formation category of abstract feature (*китайщина*); word-formation category of the subject having a feature (*китайка I* (*apple tree*), *китайка II* (*fabric*)); word-formation category of an abstract processual feature (*китаиссификация, китаизация*); word-formation category of an instrument (*китаиссификатор*); word-formation category of the feature

in relation to something (*китайский, китайчатый, китаечный, китаезный*); word-formation category of a complex feature (*древнекитайский, русско-китайский, etc.*); word-formation category of the action in relation to something (*китаизировать*); word-formation category of adjective-based feature (*по-китайски*).

Conclusions

The derivational paradigm of the word *Китай* is a voluminous family of words of flabellate type (according to the classification of A.N. Tikhonov). In its composition, according to fresher data, at present it includes more than 50 lexical units belonging to the four main parts of speech. Among them are 21 nouns (*Китай, китаец, китайка, китайночка, китайчонок, китайка I* (*apple tree*), *китайка II* (*fabric*), *китаистика, китаист, китаистка, китаевед, etc.*), 27 adjectives (*китайский, китайчатый, китаечный, древнекитайский, китайско-американский, китаезный, etc.*), 1 verb (*китаизировать*) and 1 adverb (*по-китайски*). Given the productivity of the pattern for the

formation of complex adjectives motivated by the names of states and regions, it can be argued that the boundaries of the studied stem-based derivational paradigms remain open, since the number of complex adjectives that are formed against the backdrop of globalization as nominative necessity is impossible to pinpoint.

An important part of the functioning of a word in a language is its participation in the word-building process, i.e. in the derivation of new words. The most derivational potential of a word is realized within the framework of a family of words. The family of words with vertex *Kumaï* includes not only simple but also complex units: several derivational paradigms and derivational chains. This allows for the conclusion about the breadth of the derivational potential of the word *Kumaï* (*Kitaj*) in the Russian language and about the complexity of the associative-motivational relations between lexemes with this stem. The large quantitative composition of the family of words, the complexity of its formal and semantic structure indicates the importance for the native speakers of the Russian language of the concept *Kumaï*, designated by the

source word of the stem-based derivational paradigm. The concept *Kumaï* continues to be actively developed in modern Russian, derivationally enriched with new meanings and new forms of expression of these meanings.

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SPEECH PORTRAIT OF A POLITICAL LEADER (BASED ON THE INAUGURAL ADDRESSES OF THE RUSSIAN AND US PRESIDENTS)

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Abstract: An inaugural address is part of the political reality of the country, and represents an essential moment in delivering political visions for the future by presidents. The given paper deals with the inauguration speeches of Vladimir Putin (2018) and Donald Trump (2017) and is aimed at analyzing the role of verbal means in forming the speech portraits of political leaders. By means of comparative content analysis we looked for grammatical, lexical and stylistic elements peculiar to a specific linguistic persona while comparing the speeches of the presidents as well as we attempted to determine the specific national backgrounds of political discourse. We found out that the speech portrait of a country leader is strongly related to his national identity, mentality

and socio-political course of the country. Thus, each president's inauguration context model is mostly characterized by a different set of linguistic means. The paper findings may be useful for researchers who deal with interdisciplinary studies, political and cognitive linguistics, political discourse and communication analysis.

Keywords: linguistics, political discourse, inaugural address, comparative analysis, president, linguistic persona.

Introduction

Political linguistics is one of the most challenging fields of modern linguistic studies which focuses on (1)

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lingvamental portrait of political world, that is mental fields, political concepts, disvalues and values, stereotypes in political discourse and (2) political communication and related to its political discourse, tactics and strategies in political communication, genres of political speech, political text, political speech (Sukhanov, 2018). Thus, the core notion in modern political linguistic studies is political discourse which comprises all speech acts used in political discussions as well as rules of public policy (Chudinov, 2008).

Van Dijk, one of the leading scholars in this field, states that discourse plays a pivotal role in the exercise of power. It expresses social cognition and may thus 'manage the minds' of other groups and their members (Van Dijk, 2015). It affects the public at large, when a political actor in a political context attempts to prompt or influence social action through persuasion (McClay, 2017). Parshina also points out that a political text aims at linguistic manipulation, which is achieved with the help of linguistic means (Parshina, 2007). The idea is supported by another scholar Baigunakova, who states that political discourse is a specific type of

political communication characterized by a high degree of manipulating the minds of people (Baigunakova, 2018). In this regard, it is significant to study and reveal key mechanisms of political communication which includes the most effective means of linguistic influence on public employed by politics.

In our study, we focus on political discourse in real domain, offered by Sheigal, the founder of semiotic approach to political discourse (Sheygal, 2004); when a speaker and a listener take on particular roles as a result of which appear speech acts affected by linguistic and extralinguistic factors. Therefore, we can say that in different social environments political discourses have different lingvocultural elements as each country has its own language, history and traditions, specific mentality and model of political communication. Every political figure is put into this lingvocultural frame.

One of the types of political communication is inaugural address. Generally, inaugural speech is attributed to Epideictic Rhetoric. According to American researchers, Presidential inaugural (1) unifies the audiences by reconstituting it as "the people" who

witness and ratify the ceremony; (2) rehearses shared values drawn from the past; (3) enunciates the political principles that will guide the new administration; (4) demonstrates that the President appreciates the requirements and limitations of executive power; and (5) achieves these ends through means appropriate to epideictic discourse (Campbell & Jamieson, 1985).

Despite countless researches of inaugural discourse in foreign linguistics and an increasing number of studies in Russian linguistic science, there is limited discussion of its ideological basis, proper criteria for selecting and generalizing the linguistic corpus, especially, when inaugurals of presidents of different countries are compared.

The given paper is an endeavor to determine speech portraits of the Russian and US Presidents. Thus, it could contribute to deeper understanding of the verbal, mental, cultural and national nature of inaugural addresses.

Methods

Research objectives

In order to carry out the comparative study of linguistic means

under study we stated the following objectives:

- to review the existing works devoted to the research topic and analyze the main approaches to studying political discourse and political communication in foreign and Russian linguistics;

- to analyze the role of language in the formation of a speech portrait of a political leader

- to reveal the set of grammatical, lexical and stylistic means peculiar to a specific linguistic persona.

Theoretical and empirical methods

Our research is based on the following key methods:

- theoretical methods of analysis and synthesis, including the analysis of the theoretical literature devoted to the research problem and generating the reviewed linguistic knowledge into the relevant research approach;

- empirical methods including content analyses of inaugural speeches and selection of research data, which was examined in the light of comparative analysis.

Body of Data

The body of data comprises the transcripts of the inaugural addresses of the Russian President V. Putin (2018) and the US President D. Trump (2017). Putin's speech includes 1263 words, while Trump's speech includes 1503 words. The present study deals with the words and phrases frequently used by two leaders and emphatic expressions found in their speeches.

Results And Discussion

In preparation to inaugural address, every new leader appertains to writing inaugural speech with special quiver and caution, to the choice of lexico-grammatical means and the manner of presenting information in front of large audience. Salutation should be considered of highly importance, which sets the tone to the whole solemn speech.

V.Putin begins his speech with appealing: "Uvazhaemye grazhdane Rossii! Damy i gospoda! Dorogieye druzia!" Change of the expression "uvazhaemye grazhdane" to "dorogieye druzia" by the end of the appeal shortens the distance with the audience. Then follows salutation

"vsekh grazhdan nashey velikoy Rodiny i sootchestvennikov za rubezhom, vsekh, kto smotrit ili slushayet translyatsiyu etoy torzhestvennoy tseremonii, vsekh, kto prisutstvuet zdes, v istoricheskikh zalakh Kremlya I na drevney sobornoy ploshchadi." (Putin, 2018).

D.Trump begins his speech with appealing to the present presidents: «Chief Justice Roberts, President Carter, President Clinton, President Bush, President Obama» (Trump, 2017), and then to Americans «fellow Americans and people of the world». Whereby word combinations «fellow Americans» tells about partnership and belonging of all and including the president to one society, marking equality of all. American president finishes his speech with the word "thank you". This "thank you" is polysemantic: it can be considered as appreciation for previous work, for voting, for coming.

The president of Russia clearly pronounces what he is grateful for: "Ot vsego serdtsa blagodaryu grazhdan Rossii zavashu splochennost, za veru v to, chto my mozhem mnogoye izmenit k lutchshemu." "Eshe raz khochu sakzat spasibo – spasibo za tot uroven iskrenney

podderzhki, kotoryy vy, grazhdane Rossii, okazali mne na vyborakh Prezidenta nashey strany” (Putin, 2018).

Grammatical means

It is necessary to mention the usage of pronouns “we” and “our” in speeches of presidents. These pronouns are social markers. As a rule, the main meaning of these pronouns in the context is nation in the whole, people and the country. Thus, distance is overcome and rapport between speaker and audience is enhanced. The fact that presidents barely used personal pronoun “I” speaks about priority of collective origin over personal origin in mentality of states of the leaders. This can be explained by speech’s type, speaker’s purpose is not to mark own status. Message of both presidents is to serve the nation and do everything possible for the prosperity of the nation. However, it should be marked that V.Putin uses ellipsoidal construction of substitute pronoun “I”: “Shitayu svoim dolgom I smyslom vsey svoey zhizni selat vse dlya Rossii, dlya ee nastoyashogo I budushogo – mirnogo I protsvetayushogo, dlya sbrezheniya I prodolzheniya nashego velikogo naroda, dlya blagopoluchiya v kazhdoy rossiyskoy semye. Zaveryayu vas, tselyu

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moyey zhizni, raboty budet, kak I prezhdde, sluzheniye lyudyam, nashemu Otechestvu” (Putin, 2018). This makes the expression less categorical. American president pronounces personal pronoun “I” once, which in combination with hyperbole adds grandiosity and gaudiness to his speech: “I will fight for you with every breath in my body and I will never ever let you down.” (Trump, 2017).

Tactics of appellation to historical past is used by Putin: “My znayem, chto v 1990-ye I v nachale 2000-kh godov naryadu s davno nazrevshim i absolyutno neobkhodimymi istoricheskimi peremenami na dolyu nashego Otechestva I nashikh lyudey vypali ochen tyazhelye ispytaniya.” (Putin, 2018).

«...za bolee chem tysyacheletnyuyu istoriyu Rossiya ne raz stalkivalas s epokhami smut i ispytaniy i vsegda vozrozhдалas...” In such way tenacity and endurance of the Russian nation is underlined by the Russian president.

D.Trump’s same appellation sounds as critics of politics of predecessors: “For many decades, we’ve

enriched foreign industry at the expense of American industry; subsidized the armies of other countries, while allowing for the very sad depletion of our military. We've defended other nations' borders while refusing to defend our own. And spent trillions and trillions of dollars overseas while America's infrastructure has fallen into disrepair and decay. We've made other countries rich, while the wealth, strength and confidence of our country has dissipated over the horizon." (Trump, 2017).

In Trump's speech traditional American values actively verbalize, such as freedom, love to Motherland and the idea of strong national state: "We must speak our minds openly, debate our disagreements honestly, but always pursue solidarity. When America is united, America is totally unstoppable." (Sheygal, 2004). Trust from society is reached by addressing to the bible and God: "The bible tells us how good and pleasant it is when God's people live together in unity." (Trump, 2017).

Stylistic means

Integral part of successful speech is usage of stylistic means to achieve certain goal while speaking engagement. Stylistic peculiarities of the

language can enhance influence of the speaker on audience and it is widely used by both presidents.

D.Trump's speech representation of patriotism is reached by parallel constructions and repetitions: "Together, we will make America strong again. We will make America wealthy again. We will make America proud again. We will make America safe again. And yes, together we will make America great again. We share one heart, one home, and one glorious destiny." [9] Anaphoric repetition of lexical units America, American enhances sense of patriotism: "From this day forward, it's going to be only America first, America first. We will get our people off of welfare and back to work, rebuilding our country with American hands and American labor. We will follow two simple rules; buy American and hire American." (Trump, 2017).

V.Putin's speech is rich of parallel constructions and repetitions: «No istoriya ne proshayet tolko odnogo: bezrazlichiya i neposledovatelnosti, rasslablennosti b samouspokoennosti, osobenno segodnya, v perelomnoye vremya, v perelomnuyu epokhu, v epokhu burnykh izmeneniy vo vsem

mire. Eshe raz khochu skazat spasibo – spasibo za tot uroven iskrenney podderzhki, kotoriy vy, grazhdane Rossii, okazali mne na vyborakh Prezidenta nashey strany.” (Putin, 2018). Special emotionality and rhythm is given by gradation: “Novoye kachestvo zhizni, blagopoluchiye, bezopasnost, zdorovye cheloveka – vot chto segodnya glavnoye, vot chto v tsentre nashey politiki. Imenno v garmonichnom edinstve svobodnogo obshestva i silnogo, deesposobnogo, demokraticeskogo gosudarstva vizhu prochnuyu osnovu dlya razvitiya Rossii.” (Putin, 2018).

D.Trump emphasizes attention at the change of political policy with the help of antithesis: “Washington flourished, but the people did not share in its wealth. Politicians prospered, but the jobs left and the factories closed. The establishment protected itself, but not the citizens of our country. Their victories have not been your victories. Their triumphs have not been your triumphs. And while they celebrated in our nation’s capital, there was little to celebrate for struggling families all across our land.” (Trump, 2017).

On the other hand, inversion, brings attention to the fact, that the time

of changes has come: “From this day forward, a new vision will govern our land. From this day forward, it’s going to be only America first, America first.” (Trump, 2017).

Current situation of America is colorfully described by metaphoric expression “...mothers and children trapped in poverty in our inner cities; rusted out factories scattered like tombstones across the landscape of our nation; an education system flush with cash, but which leaves our young and beautiful students deprived of all knowledge; and the crime and the gangs and the drugs that have stolen too many lives and robbed our country of so much unrealized potential.” (Trump, 2017). Comparison «scattered like tombstones» vividly describes crisis in industrial field.

Indeed fragments about equality of Americans can be called poetical :”...whether we are black or brown or white, we all bleed the same red blood of patriots. And whether a child is born in the urban sprawl of Detroit or the wind-swept plains of Nebraska, they look up at the same night sky, they fill their heart with the same dreams, and they are infused with the

breath of life by the same almighty creator.” (Trump, 2017).

In Russian speech metaphoric expression “dremucheye okhranitelstvo I byurokraticheskaya mertvechina” also underlines president’s negative attitude toward bureaucracy that cramps development and improvement of modern Russian society: “...takoy ryvok sposobno obespechit tolko svobodnoye obshchestvo, kotoroye vosprinimayet vse novoye i vse peredovoye i ottorgayet nespravedlivost, kosnost, dremucheye okhranitelstvo i byurokraticheskuyu mertvechinu – vse to, chto skovivayet lyudey, meshayet im v polnoy mere raskrytsya...”. However, comparison with Phoenix underlines endurance and immortality of Russia “... za bole chem. Tysyacheletnyuyu istoriyu Rossiya ne raz stalkivalas s epokhami smut i ispitaniy i vseгда vozrozhдалas, kak ptitsa feniks...” (Putin, 2018).

Lexical means

From lexical point of view usage of synonyms by Trump should be marked, which is, by the way, common among English-speaking speakers: «great prosperity and strength, friendship and goodwill, good and pleasant, thrive and prosper».

It is typical for Putin to use set phrases: “Sobrav volyu v kulak, po plechu slozhnyye zadachi, otstaiivat interesy”. Favoured phrase “Vremeny na raskachku net” is pronounced the same. Usage by him of archaism “radeet za stranu” is interesting. It marks solemnity of the situation and gives the speech citizen-patriotic connotation.

In conclusion American elect emphasizes attention at future prosperity of America. He thanks American nation and as is common addressed to the God: “God bless you. And God bless America!” (Putin, 2018).

D.Trump sort of “transfers” power to nation, his idea is clear: from now Americans themselves will take decisions and all actions will be done first of all for Americans, and after that support to other countries will be given. D.Trump’s speech is more aggressive and categorical, he promises to vanish from the Earth terrorism and that injustice towards Americans that had existed before the day when he was elected the president of the country.

V.Putin finishes his speech with the promise to do everything that is possible in his power to make Russia successful country. His speech involves

call to action for all and every in building the future of Russia; in spite of difficulties that befell Russian people, they should “move forward”. Also priority in economical, social development inside the country is underlined.

Summary

The figure of country’s political leader and his most important address, inaugural, have been the deserving objects of extensive scientific interest. In American history this speech act was first made by George Washington in 1789, while for Russia it is comparatively a new political practice – the first inaugural was made by Boris Yeltsin in 1991. Since then, there have been pronounced five inaugurals in Russia to compare with 58 in the USA. So there are different scopes of academic research viewing the topic.

A great number of studies on President’s speech content pattern have been made in American and foreign political linguistics. The scholars consider inaugurals a useful sample of speech communication in many respects: they are among the most widely attended to presidential communications, they are

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a distinct genre and they have tremendous political significance (Coe & Neumann, 2011). A handful of studies have examined an individual president’s inaugural speech (Campbell Bailey, Lindholm, Mahoney, Banks,), presidential rhetoric (Coe, Lim, Teten, Cohen), carried out content analysis of presidential communications (Lim, Coe).

In Russian linguistics a handful of studies viewed the structure and key elements of inaugurals, its content and functions. There are research works that analyze Russian Presidents’ inaugural addresses (Gafrilova, Markova, Kharlamova, Szymula) as well as American Presidents’ (Yudina, Akinina, Aslanova, Khromenkov and others.

We should note that researches mostly analyze individual inaugurals. Comprehensive full-scale surveys including two or more presidential rhetoric are carried out quite rarely. As for comparative content analysis this paper represented an endeavor to demonstrate the typological similarities and differences in the structure, vocabulary, functions and historico-cultural backgrounds of the Russian and English inaugurals.

Conclusions

Having analyzed the inaugurals of Vladimir Putin and Donald Trump we can assume that both are rhetorically competent and smart speakers. They enunciated their ideas and intentions within a similar range of vocabulary, focusing more on positive aspects rather than negative ones (bright future, welfarism of the nation, happy people).

The inaugural speeches of the Presidents were studied from grammatical, lexical and stylistic points of view. As for the grammar of speeches, they are rich in pronouns, extended sentences, Active Voice and tenses. Stylistically, the Presidents' speeches are emotional and value marked; there are bright epithets and metaphors, repetitions, parallel constructions and others. As for the vocabulary, both Presidents appeal to such words as *country, president, nation, future*. Putin also quite often mentions *history, motherland* and *responsibility*. Trump uses *dream, God, wealth, job, family*, which belong to the American set of values.

Distinct elements in the inaugural addresses stated in the paper

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demonstrate the difference of political realities of countries. Inaugurals reflect the history, culture, social development of the country, its mentality and national identity; that is why comparative content analysis of inaugurals will always of vital significance.

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STANDARDIZATION OF INTERNAL SHARIA AUDIT

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Abstract: The significant growth rates of the Islamic economy and the great interest in Islamic financial products and services from among other non-Islamic partners have determined the need to tighten control over the observance of Sharia norms and rules by Islamic Financial Institutions. Internal audit has long established itself as one of the most effective means of internal control and improving the efficiency of organizations. That is why AAOIFI has developed a new standard, “Internal Sharia Audit,” which should form the basis for the operation of the largest IFIs in Malaysia and the Gulf countries. For Russia, this standard is of particular interest in the changing context of financial markets and the redistribution of investment flows. The paper provides a brief overview of the most significant provisions of the presented standard. Details were considered regarding significant changes from the earlier standard released by AAOIFI. Based on

the fundamental principles of audit activity, special attention is paid to the organizational independence and objectivity of internal Sharia auditors, as well as to quality control of the audit procedures. As in the standard itself, the paper analyses the requirements for the skill level of internal Sharia auditors.

Keywords: internal Sharia audit, Islamic financial institutions, AAOIFI standards, Islamic banking, internal audit standards.

Introduction

Today, Islamic banking is a specific segment of the financial industry, which has a number of features, such as the prohibition of loan interest, as well as transactions with excessive uncertainty, investment in the production and sale of pork and alcohol, gambling, etc. It is based on operations with real assets, and not with money as such. This topic has been actively discussed by

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Russian scientists and politicians, but the number of transactions made on the principles of Islamic finance is not large. Islamic financial institutions (IFIs) are mainly concentrated in the Middle East, the Persian Gulf, Malaysia and Indonesia. Their total assets for 2016 were estimated at \$ 2 trillion, and the dynamics of their increase for 2009-2013 amounted to 15%, and according to forecasts, by 2025, the assets of the Islamic economy could reach \$ 7 trillion.

Thus, even with the projected global decline in the growth rates of Islamic banks' assets to 5%, such large financial flows can become an alternative to Western financing, limited by sanctions. At the same time, it is necessary not only to create an appropriate regulatory framework for the work of international Islamic financial institutions but also to introduce an Islamic model of financing in the domestic financial services market.

In Russia, Islamic banking is still in its infancy and, according to some estimates, now amounts to only 1.5 billion roubles. The KPMG calculated that about 12% of Russian Muslims (7–8 million people) are ready to use Islamic banking and its potential banking

capacity reaches 500–700 billion roubles taking into account export and import operations, supplies of halal food from Russia, infrastructure projects, co-investment of the largest sovereign funds of the Persian Gulf countries (Banking according to the canons of Sharia, 2018).

The great stability of the Islamic financial system is dictated, first of all, by the fact that Islamic finance is a specialized area, which is based on the Koran and the Sunna. A clear understanding of acceptable financial transactions, the global objectives of the IFI and how to achieve them is assumed here. The basis of corporate governance, in this case, is the concept of equality, justice, moral principles and social responsibility. The situation is complicated by the fact that in the Islamic financial environment there is still no strictly normative regulation of the IFI. The initiator in this direction was the Accounting and Auditing Organization of Islamic Financial Institutions (hereinafter - AAOIFI). AAOIFI is an organization founded in 1991 and has a head office in Bahrain; it is a leading international non-profit organization which is primarily responsible for the development and

implementation of standards of the global Islamic finance industry. Currently, it has already issued a total of 100 standards in the field of Sharia, accounting, auditing, ethics, and the management of international Islamic finance. The activities of this organization are supported by government agencies in more than 45 countries, including central banks and other regulatory bodies, financial institutions, accounting, auditing, and law firms. The standards developed by the organization are currently used by all leading Islamic financial institutions and form the basis for harmonizing the international practice of Islamic finance (Official website of Bloomberg news agency).

Methods

When writing the paper, methods of analysis and synthesis of information were used, as well as a method of generalization and comparison.

Results And Discussion

Recently, a draft of the new standard “Internal Sharia Audit” has been submitted for discussion by

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reputable AAOIFI experts. This standard is of particular interest in light of the fact that the scope of the internal Sharia audit is much wider than the internal audit conducted according to traditional rules. Here it is necessary to evaluate in detail the various socio-economic aspects of doing business.

An audit should not only be a legal or technical assessment of business operations but should have a more balanced, integrated and holistic approach, including technological, ethical and Maqasid-based audit procedures (Zakaria et al., 2019; Kharisova et al., 2018; Ryabchenko, 2018).

Let us consider in more detail the main provisions contained in this document.

“The purpose of this standard is to build on the basis of an earlier standard and provide improved guidance on internal Sharia auditing (ISA) in international financial organizations that conduct their activities in accordance with the principles and rules of Sharia. The standard prescribes compliance with the law, quality control and ethical requirements, goals and organizational structure, as well as professional

requirements regarding the basic procedures, documentation and reporting for internal audit for compliance with Sharia.

This revised standard, in particular, introduced the following significant changes from the earlier standard:

a. the scope and structure of the internal audit for compliance with Sharia are developed, and the functions of internal audit for compliance with Sharia are clearly defined;

b. clearer definitions related to the internal audit for compliance with Sharia have been added;

c. set out the detailed objectives of the internal audit for compliance with Sharia;

d. the differences between the internal audit on compliance with Sharia and the function of compliance with the Sharia are clarified;

e. clarifies the overall responsibility and key aspects of creating an internal audit for compliance with Sharia;

f. the possibility of outsourcing internal audit to Sharia compliance is specifically allowed to meet the needs of

certain international financial organizations;

g. a detailed description of the organizational reporting of the internal audit on compliance with the Sharia is provided;

h. Integration of internal audit for compliance with Sharia with employees (human resources) was developed;

i. includes guidance on the use of technology in internal audit for compliance with Sharia;

j. for better understanding, the standard added the basic procedures and processes of internal audit for compliance with Sharia;

k. minimum documentation and archiving requirements are included;

l. included guidance on the contents of the types of an internal audit report for compliance with Sharia” (Official site AAOIFI).

As can be seen from the presented paragraphs of the standard, AAOIFI took into account during its development both the general tendency to expand the scope of Islamic finance, and, in particular, global trends in the development of the economy and internal audit. It is important that the

standard defines the basic concepts related to the internal audit on compliance with Sharia, as this helps to standardize the activities of the IFI, and the significant growth rate of Islamic finance is increasingly attracting to this area people who profess the Muslim faith. It is in this case that detailed wording of the basic concepts and a detailed description of the procedures performed, taking into account the specifics of the activity, can significantly improve the work of internal auditors for compliance with the Sharia and the activity of Islamic financial institutions (IFIs) in general.

The proposed standard provides the following hierarchy of Sharia principles and rules:

1. Sharia standards issued by AAOIFI;
2. Regulations issued by the regulatory body of the relevant jurisdiction, since they entail regulatory requirements of Sharia;
3. Decisions of the central Sharia council of the relevant jurisdiction (if one exists);
4. The requirements of the applicable financial reporting standards

issued by AAOIFI, if they are related to the requirements of Sharia;

5. Recommendations and decisions are given by the Sharia Supervisory Board of the IFI. " (Official site AAOIFI).

Thus, the principles and rules described in the published AAOIFI standards are prevailing, and so the laws of those states where Sharia principles are described at the legislative level. For Russia and other countries that do not have such a regulatory framework, the creation of Sharia councils of various jurisdictions is necessary, as well as the maximum reduction of financial legislation to a state that does not contradict these standards.

Particular attention in the standard is paid to the independence and objectivity of internal auditors for compliance with the Sharia, as well as to the quality control of on-going procedures. This problem is not accidental, and it has long been analysed in countries with a predominantly Islamic economy. Thus, in the studies of Malaysian scientists, it is indicated that "internal audit for compliance with Sharia will be independent of management and core activities only

when it would subordinate to functions of a higher level, that is, the Audit Committee, the Board of Directors or the Sharia Committee. It is argued that the strength of the internal audit for compliance with Sharia should be assessed in terms of the level of independence from the core business that it uses. It is also assumed that proper independence can be achieved by reporting at levels within the organization that allow the internal audit for compliance with Sharia to fulfil their duties without interference, having direct contact with the management and senior management, as well as having unlimited access to documents, employees and departments (Zakaria et al., 2019; Arwani, 2018; Khalid et al., 2018).

Given the IFI specifics, the internal auditors have a special responsibility to comply with Sharia. They should be very careful in their conclusions and should always be critical of any controversial situations, based primarily on the positions of the Koran and the Sunnah. In world practice, there have already been cases when some financial instruments actively used by banks in Malaysia were not recommended at first and then

completely banned by the AAOIFI Sharia Council. That is why the independence and objectivity of internal auditors for compliance with Sharia are of particular importance in those countries where there is no appropriate regulatory framework and the level of training of specialists in the field of Islamic finance does not always meet the high requirements stated by AAOIFI. So, according to the standard: “The organizational status of the internal audit function in accordance with Sharia must correspond to its responsibilities with independence and objectivity. The function of internal audit for compliance with Sharia should be independent of management, but not necessarily independent of the organization (IFI).

Management should ensure that the function of internal audit for Sharia compliance has unrestricted access to all documents, reports, systems, etc. Management, the audit committee and the Sharia Supervisory Board should provide full and on-going support for the function of internal audit for compliance with Sharia. The function of internal audit for compliance with Sharia should have direct and regular contacts with all

levels of management, SSB and external auditors for compliance with Sharia.

Internal auditors for Sharia compliance should not carry out any IFI operational activities or perform any management functions, including product development and Sharia compliance.

The function of internal audit on compliance with Sharia should have a mechanism for assessing quality and improvement. It is important that this mechanism includes an independent evaluation by independent team members (either at a higher level or at a peer level). As a rule, this includes regular supervision and quality control checks to identify and correct any defects in the process, as well as to ensure that the function of internal audit for compliance with Sharia effectively fulfils its responsibilities.

The function of internal audit for compliance with Sharia should have clear, documented principles regarding the scope of independent review and responsibilities. As a general guide, it should cover the following:

- a. frequency of independent evaluations;
- b. scope of assessments;

c. the qualifications and level of training of those responsible for conducting the assessment. ” (Official site AAOIFI).

Of particular importance in conducting an internal audit on compliance with Sharia is the human resource, therefore, considerable attention in the standard is paid to the professional competence of employees conducting internal audits for compliance with Sharia.

Based on the Islamic worldview, an individual's competence is the ability to ensure the availability of human capital in the form of human talent management to produce a sufficient number of competent employees and experts for Sharia compliance, which are crucial for promoting innovation in the field of Islamic financial products and services (Ali et al., 2018).

That is why AAOIFI establishes in its standard a significant amount of requirements for internal Sharia auditors and emphasizes the need for continuous development and self-education. So, according to the standard:

“The IFIs (in addition to those specified in the AAOIFI standard)

should also develop their own criteria for the staff assigned to carry out the internal audit for compliance with Sharia, which should be an interdisciplinary team and should consist of experts in the field of Sharia, audit, internal control and regulatory compliance. The staff should also be well aware of the general principles, products, and processes of Islamic finance.

The function of internal audit for compliance with Sharia should support technical competence through continuing education and training, mainly in the areas of audit and knowledge for compliance with Sharia, with an emphasis on Fiqh al-Muamalat.

The head of the internal audit on compliance with Sharia is responsible for continuing the training of its employees in order to maintain their qualifications and inform about improvements and current events in coordination with the human resources department of this institution.”

The standard has special requirements to the head of internal audit for compliance with Sharia, which are separately described in Appendix B:

"a. have a higher education or professional qualification (preferably in

the field of accounting, auditing, internal audit and / or audit for compliance with Sharia) suitable for this position;

b. be sound in the operations and functions of Islamic banking and / or finance, the relevant Sharia principles and rules, including, in particular, those contained in the hierarchy of this standard, and also have an understanding of Fiqh al-Muamalat;

c. it is advisable to have 5-year (but in no case at least 3 years) experience working in Sharia compliance, Sharia compliance advice, internal or external Sharia audit, internal audit, external audit and assurance, or in other relevant areas;

d. be approved by the SSB with regard to the necessary knowledge and skills according to Sharia principles and rules applicable to IFI and Fiqh al-Muamalat.” (Official site AAOIFI).

As can be seen from the points presented, knowledge of Fiqh al-Muamalat is very important for internal auditors on compliance with Sharia. First of all, such a requirement is justified by the consequences of violation of Fiqh norms, which can be significantly more significant for IFIs than violations of secular legislation.

In the context of the Islamic financial system, it is expected that the internal auditors of international financial organizations will have not only audit skills as required by professional bodies of internal auditors but also additional qualifications, such as knowledge of Sharia, in particular, Fiqh, to ensure comprehensive compliance with Sharia norms (Ali et al., 2018; Bekkin, 2014).

It is worth noting that in the context of toughening of Russian legislation, increased competition and increased compliance risks, the requirement for specialists to know the legislative and regulatory framework can become one of the factors to increase the efficiency and reduce risks in the activities of not only IFIs but also traditional banks and organizations.

Summary

From the analysis of the presented standard, it can be seen that in the context of the active spread of Islamic financial instruments, including in non-Islamic countries, stages and procedures for internal audit for compliance with Sharia were developed in detail by AAOIFI and requirements

for internal Sharia auditors are clearly described. The methods and procedures of internal auditors for compliance with Sharia are similar to those of ordinary internal auditors, but a significant difference will be in the volume and nature of the audited operations. The emphasis will be on the observance of ethical, moral and social standards, and the effectiveness of the internal audit on compliance with the Sharia will be evaluated on the basis of the ability to ensure confidence in compliance with the Sharia by assessing internal controls, risk management and general Sharia management.

Conclusion

The presented standard undoubtedly helps to increase the efficiency of using Islamic financial instruments. The Islamic banking system must strictly follow Sharia principles; therefore, full compliance with Sharia rules is the only option for the IFI. An appropriate mechanism will be able to identify and quickly resolve any problems of non-compliance. The proposed standard will provide a reliable basis for internal audit for compliance with Sharia, which will mitigate the

impact of the risk of non-compliance with Sharia. An internal Sharia audit will protect the interests of Sharia-sensitive partners and increase market confidence in IFIs. Since its field of activity covers much broader aspects of religious, economic and ethical standards, this will ultimately lead to an increase in the effectiveness and social orientation of IFIs, their stable positive reputation and attractiveness, including for partners who are not adherents of Islam.

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THE DIFFERENCES BETWEEN INDIVIDUAL-TYOLOGICAL PECULIARITIES OF BELIEVERS IN RELATIONSHIP WITH THE TYPE OF THEIR RELIGIOUS ORIENTATION

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Abstract: The paper is devoted to the problems of the psychology of believers, which are relevant to modern science. The paper analyses the results of a study on the relationship between the characteristics of a person's religiosity and his/her individual typological characteristics. To conduct the study, a theoretical analysis was used, as well as reliable and valid methods of psychological diagnosis were applied: a scale of religious orientation by G. Allport and D. Ross, an individually typological questionnaire by L.N. Sobchik, test "Study of the subjective control level" (SCL); processing of the results was carried out using mathematical statistics methods, including t-student test and correlation analysis. The study found differences in the level of subjective personality

control between believers with an external and internal religious orientation, namely that people with an external religious orientation are more extroverts than introverts. It was also found that external religiosity is inversely related to most indicators of the locus of control. The results of the study are important to expand understanding of the psychology of believers. An important conclusion that the study allows us to draw is the fact that the selection of believers by their individual typological characteristics is not uniform, which means that research on the psychology of believers should be carried out in the context of their religious orientation.

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Keywords: the psychology of religion, study of religiosity, external religiosity, internal religiosity, locus of control.

Introduction

Religious institutions are a source of historically established norms and values participating in the formation of a person's worldview, his/her motives and character, as well as individual and typological characteristics as a whole. However, at the moment there are not many practical studies that reveal the result of this influence in domestic science. Therefore, the question of the interaction between religious faith and personality traits remains open.

Despite the variety of approaches in psychology to the interpretation of the content of such phenomenon as a character, the positions of many researchers coincide with each other in the fact that a character is revealed in an individual personality reaction, which is formed in relation of a person to other people and to society as a whole. It can be said that character denotes a difference in the variety of qualities belonging to an individual and ensuring interaction. Therefore, characteristic features are often associated with the distinctive features of

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a person, which reveal his/her essence, explain his/her behavioural logic.

A great influence on individual typological features can be exerted by life circumstances, as well as by upbringing. The latter, in turn, is largely based on the customs and norms of a given society. A religious worldview along with its values and patterns of behaviour appears as the most common in the system of a person's position in relation to the world around him/her and forms a specific "model of the world" as a psychological construct (Granovskaya, 2010).

As B. S. Bratus remarked, faith is a "general psychological phenomenon" that reveals itself in various forms, and one of its forms is religious faith; its phenomenon gives rise to many new questions, the answers to which can be found using the resources of psychology (Bratus, 2009).

Religious faith is actively embedded in the human psyche, in a personal model of the world. And this, in turn, can be reflected in the formed features of the character of an individual. G. Allport notes that "the presence of moral ideals, conscience and religious beliefs in a child (or an adult) is

a very important fact for studying their personality, as these are features of their internal structure” (Allport & Ross, 1967).

Since each person has a very individual personality, psychological characteristics, each person individually and differently perceives the life positions accepted in society. Consequently, the perception and understanding of religious faith can also be uneven.

Exploring the religious faith and the sphere of its interaction with the human psyche, many domestic and foreign modern scholars adhere to its one or another typological variant.

As a result of taking into account the peculiarities of the relationship between individuals to religious faith, scientists have discovered differences in the building up of worldview and behavioural strategies by people. So, for example, Canadian researchers, dividing religious motivation into 4 types, established their relationship with personal adaptation (O'Connor & Vallerand, 1990). Belgian scholars have discovered that autonomous religiosity is associated with anti-authoritarian tendencies in the

interpretation of sacred texts, and also in relation to new experiences (Neyrinck et al., 2006). American researchers have shown a relationship between types of religiosity and mental health (Ryan et al., 1993). Also, R.S. Titov, while studying Orthodox students, found differences in their psychological well-being, sharing an autonomous and controlled motivation for religion faith (Titov, 2012). Similarly, we can assume that individual typological features largely depend on the meaning that the believer puts into his/her religious faith since this affects the distinctive features of the individual's worldview and behaviour.

In the studies, we conducted earlier, statistically significant differences were revealed between the type of religiosity and the indicator of personality anxiety, as well as other characterological features. A revealed fact made it possible to put forward a **hypothesis** that there is a relationship between the individual typological characteristics of a person and the characteristics of the religious orientation of believers (Bikusheva, 2017; Politova & Bikusheva, 2016).

The object of the study was the individual typological characteristics of

believers. **The subject** is their relationship with the characteristics of religious orientation.

Methods

In order to verify the hypothesis, a special study was organized in which 39 people aged 24 to 67 years participated. All respondents were aware of the rules for conducting research and processing the results, on the basis of which they gave their consent to participate in the study.

Methods for testing the hypothesis included the methods of psychological diagnosis: the scale of religious orientation by G. Allport and D. Ross, individual and typological questionnaire by L.N. Sobchik, test "Study of the subjective control level" (SCL). Despite the existing criticism of the approach in which the external and internal religious orientations are distinguished, from our point of view, it is this approach that allows us to most accurately differentiate the essential differences of believers (Kirkpatrick & Hood Jr, 1990).

Information was also additionally collected by the age, gender,

level of education and religious identification of the subjects.

The selected methods and additional information provided by the respondents allowed us to analyse 23 indicators:

P1 (internal religious orientation);

P2 (external religious orientation);

P3 (extraversion);

P4 (spontaneity);

P5 (aggressiveness);

P6 (rigidity);

P7 (introversion);

P8 (sensitivity);

P9 (anxiety);

P10 (lability);

P11 (general internality);

P12 (internality in the field of achievements);

P13 (internality in the field of failures);

P14 (internality in the field of family relations);

P15 (internality in the field of industrial relations);

P16 (internality in the field of interpersonal relations);

P17 (internality in the field of health and disease);

P18 (age);
 P19 (level of education);
 P20 (religious affiliation);
 P21 (gender);
 P22 (false);
 P23 (aggravation).

To calculate the results, methods of mathematical statistics were used: calculation of short statistics, statistical analysis of differences by the Student t-test, as well as Pearson's linear correlation analysis.

Results And Discussion

Initially, questionnaires were examined according to indicators of external and internal religious

orientation according to the method of G. Allport. The sample was divided as follows:

- 1) Low external religious orientation (↓ External) - 19 people;
- 2) High external religious orientation (↑ External) - 20 people;
- 3) High internal religious orientation (↑ Inside) - 12 people;
- 4) Low internal religious orientation (↓ Inside) - 27 people.

The ratio of respondents participating in the study by the level of religious orientation, as well as by qualitative characteristics, can be presented in the following table:

Table 1. Sample Features *

	Sex		Age			Educ ation		Religion			
			5-40	1-50	50	igh	o high	slam	hristianit y	C ther	
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Exte rn	0					1		0		9	0

Inte rn									6		2
Inte rn	6				1	6			4	1	7

Note: * not all subjects indicated their socio-demographic characteristics

As a result of analysis by the Student t-criterion for unrelated samples between the first and second groups, statistically significant differences were found in such indicators as P12 (internality in the field of achievements) ($t = 2.256, p \leq 0.05$) and P16 (internality in the field of interpersonal relationships) ($t = 2.64, p \leq 0.05$).

This means that subjects with a low external religious orientation are more inclined than respondents with a high external religious orientation to realize their responsibility in the formation of their social circle, and also consider their role to be very significant in achieving a particular goal.

Pearson's correlation coefficient was also calculated for the same groups. An inverse relationship was found in the first group with an external religious orientation and with such studied personality characteristics

as P11 (general internality) ($r = -0.5, p \leq 0.05$), P13 (internality in the field of failure) ($r = -0.58, p \leq 0.05$), P15 (internality in the field of industrial relations) ($r = -0.5, p \leq 0.05$). It turns out that the lower the external religious orientation in this group, the more its participants are able to independently manage their life in general, in the professional sphere and see mainly their guilt in the troubles that have happened.

Also, according to the indicator of internal religious orientation, a positive correlation was found in P3 (extraversion) ($r = 0.61, p \leq 0.05$), P5 (aggressiveness) ($r = 0.48, p \leq 0.05$), P6 (rigidity) ($r = 0.55, p \leq 0.05$), P8 (sensitivity) ($r = -0.49, p \leq 0.05$) in the first group. We can say that for a group with a low external religious orientation, the lower the internal religiosity, the less extroversion, stubbornness in upholding one's point of view, as well as stiffness

of attitudes are manifested. However, the higher the degree of internal religious orientation, the lower the pessimism in assessing prospects.

In the second group of respondents, a negative correlation between the indicator of external religious orientation and P4 (spontaneity) ($r = -0.5$, $p \leq 0.05$) was found. That is, we can say that with a decrease in the indicator of external religious orientation, respondents show more frivolity in deeds and actions. However, in this group, in terms of internal religious orientation, no reliable relationship with characterological features was found.

As for the study of the third and fourth groups, no statistically significant values by Student's t-test were found.

But the correlation analysis reveals an inverse relationship between the indicator of external religious orientation and P11 (general internality) ($r = -0.62$, $p \leq 0.05$), P13 (internality in the field of failure) ($r = -0.64$, $p \leq 0.05$), P14 (internality in the field of family relations) ($r = -0.6$, $p \leq 0.05$), P15 (internality in the field of industrial relations) ($r = -0.62$, $p \leq 0.05$), and P17 - From ($r = -0.58$, $p \leq 0.05$). According to

the internal religious orientation of this group, no reliable relationships were found.

It can be found that for consistently internal religious people who have a low external religious orientation, the internal type of subjective control is more characteristic in general, as well as in achieving goals, creating interpersonal relationships, understanding about illnesses and in professional activities.

As a result of the same analysis, in the fourth group, a negative correlation between indicators of external religious orientation and P3 (extraversion) ($r = -0.45$, $p \leq 0.05$), P4 (spontaneity) ($r = -0.61$, $p \leq 0.001$), P10 (lability) ($r = -0.41$, $p \leq 0.05$), P16 (internality in the field of interpersonal relationships) ($r = -0.5$, $p \leq 0.05$) was found. A direct relationship was identified with indicator P9 (anxiety) ($r = 0.43$, $p \leq 0.05$).

In the same group, in terms of internal religious orientation, a positive correlation with P12 (internality in the field of achievements) ($r = 0.41$, $p \leq 0.05$) and P16 (internality in the field of interpersonal relations) ($r = 0.42$, $p \leq 0.05$) was found.

It turns out that for the fourth group of respondents, with a decrease in the level of external religious orientation the degree of extraversion increases, more thoughtlessness in words and actions, as well as motivational instability became more clearly expressed. However, the higher is this indicator, the greater is the degree of anxiety. As for the internal religious orientation, the lower it is, the less typical it is for respondents to consider their role important in life's successes and the formation of a circle of communication.

The study by qualitative characteristics did not give statistically significant differences between the type of religious orientation and the individual typological characteristics of the subjects. However, a positive correlation between the level of education (higher and not higher) and the degree of internality in some areas studied, namely: P11 (general internality) ($r = 3.021, p \leq 0.05$); P12 (internality in the field of achievements) ($r = 3,169, p \leq 0.01$); P13 (internality in the field of failure) ($r = 2.306, p \leq 0.05$), (internality in the field of industrial relations) ($r = 4.054, p \leq 0.001$) was

found. This fact can serve as evidence of data reliability.

Also, a negative correlation was found for respondents with higher education between the indicator of external religious orientation and P4 (spontaneity) ($r = -0.41, p \leq 0.05$), P13 (internality in the field of failure) ($r = -0.49, p \leq 0.05$), P16 (internality in the field of interpersonal relationships) ($r = -0.54, p \leq 0.05$). And from the inside - according to P3 (extraversion) ($r = 0.53, p \leq 0.05$) and P8 - sensitivity ($r = -0.53, p \leq 0.05$).

It turns out that the lower the external religious orientation of people with higher education, the higher the frivolity manifests itself, as well as the higher the awareness of one's responsibility when forming a circle of communication, the degree of understanding of the responsibility of one's guilt in life's failures. And with a decrease in the level of internal religious orientation, the level of extraversion becomes lower, and with its increase, pessimism in views on the future is lower.

As a result of the correlation analysis conducted in a group of female respondents, reliable relationships were

found between the indicator of external religious orientation and P4 (spontaneity) ($r = -0.41, p \leq 0.05$), P11 (general internality) ($r = -0,48, p \leq 0.05$), P13 (in the field of internal failures) ($r = -0,45, p \leq 0.05$), P16 (internality in interpersonal relations) ($r = -0,51, p \leq 0.05$). And from internal - with P6 (rigidity) ($r = 0.51, p \leq 0.05$).

Thus, it can be said that women with a low external religious orientation are more characteristic of thoughtlessness in their statements and actions, a tendency to blame themselves for life's troubles and take responsibility for the established circle of communication. With a low internal religious orientation, subjectivity and criticism with respect to other opinions are less pronounced.

As a result of the same analysis, in the group of male respondents, a reliable relationship was found between external religious orientation and P16 (internality in the field of interpersonal relations) ($r = -0.61, p \leq 0.05$). It turns out that the lower the external religious orientation of males, the higher their internality in interpersonal relations, and similarly, the higher the external

religious orientation, the lower this indicator.

It turns out that for men, as well as for women, the lower the external religious orientation, the more likely is the realization of their own responsibility for the established circle of communication. We would also like to note that no statistically significant correlations in internal religiosity were found in this group.

Summary

So, we can draw the following conclusions as a result of summarising the results of the analysis of the sample by its quantitative and qualitative characteristics:

1) The extraversion index has a direct correlation with an internal religious orientation and an inverse correlation with an external religious orientation. I.e., with an increase in the level of internal religiosity, sociability of a person is manifested to a greater degree.

2) The lack of thought in statements and actions increases with a decrease in the level of external religious orientation.

3) The external religious orientation indicator is inversely related to five of the seven locus of control indicators, i.e. the higher the level of external religious orientation, the less an individual is inclined to take responsibility in many areas of life and vice versa: with a decrease in the level of external religious orientation, the individual's ability to take responsibility for events in his/her life, successes and failures, etc. becomes more apparent. At the same time, no correlation of locus of control indicators with internal religiosity was found.

Conclusions

Thus, religious faith influences a person and society. The study carried out allows us to find differences in the level of an identity's subjective control between believers with different types of religious orientation. As a result, our hypothesis about the relationship between individual-typological characteristics of a person and the peculiarities of his/her religious orientation is confirmed.

The results of the study are of absolute significance since today they allow expanding an unfortunately

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insufficient understanding of the psychology of believers.

In addition, the presence of such significant differences indicates that the selection of believers in their individual typological characteristics is not uniform, which means that studies of the psychology of believers should be carried out in the context of their religious orientation.

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THE INFLUENCE OF THE ENGLISH LANGUAGE ON THE RUSSIAN YOUTH SLANG

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Abstract: This paper deals with the analysis of modern youth slang in the English language. The definition of slang attracts attention of modern philologists. Now there are a fairly large number of slang definitions that quite often contradict each other. Slang is one of the most problematic and main aspects of lexicology, as it reflects the linguistic and cultural features of the society that uses it. Students should select texts based on the language of their future specialty, make assignments for the consolidation of the passed terminology (Erofeeva & Yusupova, 2018). Today, slang is one of the most interesting language systems of modern linguistics. This paper discusses issues related to such a concept as slang, the problems of its use in spoken language of modern youth, as well as the reasons for the penetration of vocabulary into the language. In the course of

studying, analysis method and questionnaires were used. Questionnaires enabled to quickly identify and interview large groups of people by a small number of sociologists. The ways of borrowing from other languages, the main ways of the formation of slang expressions were analyzed, the question of frequent use of these or those words in the spoken language of youth was also considered.

Keywords: dialect, youth slang, slang expressions, stylistic features.

Introduction

Slang is a variety of spoken language. Speech variety, or linguistic variety, refers to any distinguishable form of speech used by a speaker or a group of speakers. Linguistic features of speech variety can be found at the

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lexical, phonological, morphological or syntactic level of the language. Unlike the emotional component, the evaluative component does not contribute to optionality or diminution of syntactic links (Arnold, 2010).

Over the past few decades, the pace of development of certain areas of public life has repeatedly accelerated in comparison with the previous periods. These processes have caused certain changes in the vocabulary of certain countries, since language is inseparable from culture. All the events that embrace society have a living influence on the development of informal conversation, receive a response in the languages of the world, and add new phrases and expressions to modern vocabulary. Slang is a kind of speech variety. Speech variety, or language variety, refers to any distinguishable form of speech used by a speaker or a group of speakers. Linguistic features of a speech variety can be found at the lexical, the phonological, the morphological, or the syntactical level of the language (Dai & He, 2002).

In each sector of society, a small number of expressions are used for conversational communication between

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participants, which are attributes of this contingent of people – vocabulary, slang. It arises in one group of people but at the same time extends within the entire class of society. According to L.A. Kudryavtsev, judging by the definition in the dictionary, professional slangs and professionalisms are considered to be slang (Kudryavtseva & Prikhodko, 2006).

The study of the origin of words was formerly very popular, and the etymology, the traditional components of a dictionary entry were often discussed, even though, “the amateurs who filled the pages of popular magazines with their own speculations about the origin of words in the late 1900s remained oblivious about the fact that they should have used their time to read, not write”.

New borrowed words appeared due to the development of world trade, international tourism, cultural ties. Youth is an integral part of any society, regardless of its inherent features. It is a socio-demographic group, united according to certain signs: age, social status and socio-psychological properties. Youth culture is a particularly complex phenomenon. Youth culture is

one of the consequences of the process of socialization in general and culture in particular. Its socio-psychological sources lie in the striving of youth as a whole and its specific representatives for knowing, self-affirmation, self-expression and self-realization. These natural aspirations do not always win the necessary support. Y.V. Gorshunov in his writings notes that “abbreviation is the abridgement made from initial letters of abbreviated words” (Gorshunov, 2012).

The main tendency of the youth subculture almost always lies in the fixation of the worldview concepts of a vivid expressive form most important for them, and perhaps incomprehensible to most people in society. The use of slang in the speech of adolescents gives it flavor and emotionality, in youth’s judgement. Teens also use English-language slang, which is sometimes only understood by youth to express their thoughts.

Methods

Slang is one of the most interesting and at the same time complex linguistic phenomena. Slang refers to social dialects. Dialect in this context is

a territorial, temporary, or social form of a language. In English lexicography, the term “jargon” was widely adopted at about the beginning of the last century in the etymology of the word. Slang is also a complex and inevitable phenomenon of a language. Its emergence is always caused by historical, social and cultural trends. Slang is a play of words, which is the result of communication among young people that occur through the coinage of new words. The willingness of teenagers to implement the idea through modern computer technologies and the ability to independently select and use art materials, techniques and their combinations according to the subject and the design task have noticeably increased (Mishina et al., 2018).

These comparisons are so original and vivid that they cannot be created without imagination, while the thinking machine (brain), brilliant (diamond), assemblers (hands) are more vivid and expressive. Sometimes slang expressions are transformed by speakers to use the up-to-dateness of the word and at the same time imitate the others that are relevant to modern speech. Many slang words coined during the Second

World War went out of use along with the events.

Slang is interesting not only from the viewpoint of linguistic theory, but also from the viewpoint of translation theory. Youth slang in Russia encompasses almost all spheres of life. Slang is focused on a person – spheres of his life, relationships with other people.

The contribution of slang to linguistic enrichment, but for the real idea of the dynamism of the language and the symbol of human freedom in creating the language, was an interesting phenomenon for analyzing.

The expression slang means a transition to a democratic atmosphere in the language, since the meaning of being is not absolute. It depends on who speaks it, which group the users belong to and what situation the slang word occurs in. The contribution of slang in enriching language; a short of real representation of the dynamism of language and symbol of human freedom in creating language was an interesting phenomenon to be analyzed (Hoey, 2012). The question of how to use slang in daily communication has arisen. The choice of a certain slang that replaces a standard word can have specific goals.

The Internet, its capabilities, and computer technologies being in rapid evolution enormously draw young people. Today, English slang is instrumental to young people in their everyday communication. Slang has been formed and changed by various cultures and the advent of technologies which are a phenomenon of language development.

Modern musical culture is one of the interests of youth, which is a part of the life of young people. Modern music is a mixture of different cultures, musical trends, the result of composer experiments. Foreign music is more popular among young people, they are sometimes skeptical about Chinese performing musicians and compositions, English is the most promising for learning in youth society, which is familiar to many young people. Another feature of slang is the disappearance of slang expressions. This is due to the fact that the younger generation no longer uses them. Many words appear in the spoken language of young people from computer games. School slang can be qualified as corporate youth slang.

The slang expression means coming to democratic atmosphere in

language since the meaning embodied is not absolute. It depends upon who uses it, in which group the users belong to, and in what situation slang word occur. The question emerged is how the user of slang employ slang in their daily communication. Their choice of certain slang replacing the standard may have a certain purposes (Jones, 2009).

Today, in the Russian language you can see many examples of borrowed words, the so-called Russianized words, this adaptation occurs as follows: by adding Russian suffixes, abridgements, reproduction of words, declension, etc. This method does not coin new words. But this helps to “tame” them and make them more native: they are easily integrated into the Russian language system with the help of Russian grammar. We also want to highlight the terminology by A.A. Ionin: “abbreviation is a linguistic phenomenon, which should reflect both the general features and laws of languages, as well as the internal features inherent in individual languages” (Ionina, 2012). The main peculiarity of youth slang is the continual emotionality, expressiveness, evaluation and figurativeness of youth speech, which

brings along the overall dynamics of the Russian literary language.

Results

Our study is concerned with the use of English youth jargon by Russian young people, the peculiarity of rendering English to Russian slang, its factors, the development of slang in Russia. In the system of modern Russian and English languages jargon is very important. The study shows that jargon is not a literary language, it is characterized by a more emotional coloring, it falls into two groups: general and often used. Many slang expressions are incomprehensible to the population.

The study of word origins enjoyed considerable popularity in the past, and etymologies, a traditional component of a dictionary entry, were often hotly debated, even though ‘the amateurs who, as late as 1900, filled the pages of popular journals with their conjectures on word origins, had no idea that they should have used their time reading rather than writing’ (Lieberman, 2009).

In most cases, the adaptation process is long and gradual. Some elements remain not fully adapted. There

may be some differences in pronunciation, they cannot be left out. If a borrowed word is adapted by the grammar system of the language, then it expands the possibilities of the formation of new derivatives. Thus, inanimate nouns with the subject and material lexical meanings can form various adjectives by means of Russian suffixes -ны (ым),- (ый): футбол-футбольный, хит-хитовый, some nouns form relative adjectives by means of the suffix: -ск (ий): президент - президентский, Уэльс-уэльский, nouns denoting various branches of science, art, social trends, etc., can form adjectives with the help of the suffixes: -ическом (ии): туризм - туристический .

Via the survey among young people, we have developed a conviction that they use jargon every day to designate specialties by the names of subjects, in interpersonal relations, in the sphere of life and leisure. The slang has been shaped and reshaped by different culture and the emergence of technology which become a phenomenon of the language development (Boase-Beier, 2004). Jargon is crucial in the life of youth, today their life is unthinkable without slang, which not only helps

young people to communicate with each other, but also facilitates the process of learning new foreign vocabulary, expanding vocabulary.

We used questionnaires to identify the features of the use of anglicisms in the speech of students of Kazan Federal University, the results of which were the material for this study. The questionnaire consisted of the following questions:

1. Do you use the words of youth slang in communication with peers?
2. Why do you use slang expressions?
3. What words of youth slang do you use every day?
4. What television programs do you watch?
5. Give examples of English youth slang.

The students of the second course took part in the survey, all together thirty students.

Discussion

We have obtained the following results: all the students surveyed believe that youth jargon is an integral part of communication between peers. Such

words allow them to maintain relationships with partners, communicate. The use of youth slang in a speech showed: 80% of the surveyed participants answered to the question “Do you use the words of youth slang in communicating with peers?” affirmatively that they used it for ease of communication with colleagues. Students answered that they mainly borrowed slang expressions from various television programs. Watching various television programs for youth, taking part in various sports events, online games are the reason for the frequent use of youth slang among peers. Many of the students use anglicisms the university among their classmates. However, most students responded that they used these words everywhere (58%), 71% of the surveyed students answered that they sometimes used borrowings in speech. Many young people (80%) indicated that they understood the meaning of the anglicisms they used; more than half of students (40%) used slang expressions because of momentum. Most students (63%) are sure that slang has adversely affect our spoken language, but 37% of respondents are sure that the use of

borrowings helps to enrich our vocabulary.

Summary

At the moment, the influence of English on Russian, and especially on youth slang, is very widespread. Slang is jargon words or expressions in spoken language being characteristic of people of certain professions, for example, sailors, artists, etc (Bulyko, 2008).

From the English language we received a lot of words related to various fields of activity: politics, economics, sports, etc. As it turned out, borrowing often refers to different groups of education. However, at the present stage, schoolchildren are often not able to empathize, they are inclined to pragmatic reading, to receive information, and only during the analysis of a fictional work can they understand the depth of the text’s intention and experience certain emotions (Kayumova et al., 2018). The data obtained during the study confirm the assumption about the widespread use of Englishisms. Youth slang in most cases is an English loan word or phonetic association. The reasons for the increase in slang expressions in the speech of modern adolescents are:

1. social factors;

2. the importance of communication with peers;

3. the influence of media (reading newspapers and youth magazines, watching TV programs), Internet resources. Effective communication, in its turn, is impossible without certain language skills (Kuzmina, et al., E. K., Nazarova, G. I., & Nizamieva, L. R., (2018).

Conclusion

Youth slang is heavily influenced by the English language. The peculiarities of the use of borrowing in the spoken language of adolescents identified during the study, unfortunately, are usually negative. The reason for this result is that Russian vocabulary is replaced by English loan words. In any case, we will not be able to stop the process of borrowing and spreading foreign words until we begin to create something unique.

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THE MEANS OF EXPRESSION OF THE CATEGORY OF ADMIRATIVENESS IN RUSSIAN, FRENCH AND ENGLISH

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Abstract: The comprehension of admirativeness as an independent category took place relatively recently – at the end of the 20th century. Until now, some scholars have not recognized an independent character of admirative. However, in recent years there has been an increasingly noticeable tendency to recognize the separate role of admirativeness and to indicate that the expression of surprise evoked by unexpected information cannot be combined with similar meanings. At the same time, the ways and degree of expression of admirativeness in different language systems vary significantly. The introduction of such grammatical category as admirativeness and the term “admirative” refers to the second half of the 19th century. In 1879, O. Dozon coined the term in his works on the Albanian language. The choice of this name (Fr. *admiratif* comes from the verb “to admire”) is determined by the fact that the linguist interpreted the concept as a

certain sense of admiration or surprise, often having an ironic character. Further the development of this direction showed that admirative had the meaning of surprise rather than admiration. In this connection, in 1997, S. de Lancey first singled out this concept into a separate grammatical category. The scholar substantiates it by the fact that in a number of languages, such as Korean, Turkish, Tibetan, Dardic, Sanvar, etc., admirative has a separate grammatical expression. The identification of admirativeness as a separate linguistic phenomenon with a number of specific features has been still the subject of controversy among the researchers. Characteristics and distinctive features of admirativeness, allowing for the separation it from other similar categories will be considered later in the paper (Davletbaeva et al., 2013). In his writings, S. de Lancey uses the term “mirative”, thereby excluding its correlation with admiration introduced by O.

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Dozon from the meaning of the concept, and indicating that its primary function is to convey the subject's astonishment. To date, the term "mirative" is widely used in English-language grammar. V.A. Plugnyan notes that the use of this term is more grounded from a typological point of view, however, the use of the concept "admirative" is often retained in domestic works (Smagina, 1996).

Keywords: language, culture, knowledge, admirativeness, intercultural communication.

Introduction

Admirativeness can be defined as a formal grammatical category denoting information that is not included in the existing world image of the addressee, and therefore, has the character of unexpectedness, novelty for him. In this case, admirative is the opposite of indicative, which includes knowledge to be already previously available to the addressee. Admirative is used to indicate a new level of knowledge, implying surprise and, therefore, incomplete, the addressee's lack of data (Foolen, 1997).

K. Hengeveld understands admirativeness as a category that characterizes the proposition as being

new, surprising. At the same time, the scholar notes that within the framework of admirativeness, there may be the cases when the information is unexpected for both the speaker and the addressee (Davletbaeva et al., 2013).

It should be noted that this category has a grammatical expression only in certain languages (Albanian, Turkish, Quechua, Yanomami), but in others it has an implicit expression and is often rendered by means of intonation (English, French, Russian, etc.).

Considering that admirative is emotional, it is especially widely used in spoken language. In this case, the subject can be both the first, second, and third persons. However, examples of the use of admirativeness with the first person are much less common since unexpected information is rarely addressed by the speaker to himself, much more often it refers to the addressee or to any third person.

Methods

Analyzing the semantics of the category of admirativeness, one can define the following key features:

– discovery of something that happened suddenly for the addressee;

– astonishment;

– consciousness being ready for the present information;

– conflict;

– novel nature of information (Smagina, 1996).

R. Nitsolova identifies two main types of situations within which the admirative functions:

- the speaker or the addressee does not have any knowledge (the probability of the absence of situation on the whole is not denied);

- the speaker or the addressee has just got information about the situation (one implies its presence) (Savchenko, 2011).

The structure of the sentence containing admirative can be represented in several ways, namely, presupposition and assertion. Presupposition implies the presence of certain knowledge of the addressee, which is the basis for evaluating new information. In such a situation, knowledge can be both general and individual, that is, related to a concrete person or concrete time. Assertion, on the contrary, does not

contain any preliminary information, but only designates the fact of reality (Plungyan, 2011).

V.A. Plungyan notes that admirative serves to express an opinion related to the expectations of the addressee, contrasting the opinions of the communicants before the speech act, when the probability of the situation was extremely small for them, and the fact of the emergence of this situation, which results in surprise (Smagina, 1996).

Thus, admirativeness is a special category which serves to express the subject's surprise evoked by new, unexpected information for him.

Based on studies of Turkish, Korean, Tibetan and other languages, S. de Lancey concludes that admirativeness is independent and should be referred to a separate grammatical category. In addition, the linguist points to the Albanian language as one of the most obvious examples of the independent functioning of admirative. In this language, admirative serves to express surprise of the speaker, as well as other emotions (irony, doubt, etc.) (Foolen, 1997). Following it, a number of scholars found the presence of admirative in other languages, especially in the Tibetan-

Burmese subfamily. However, some linguists represent a challenge to such emphasis. Thus, J. Lazar claims that admirative is inseparable from mediative, and N. Hill says that the arguments given in the works by S. de Lancey are insufficient for such conclusions, indicating that the Atabask language he analyzes contains only the category of evidentiality (Davletbaeva et al., 2013).

The nondifferentiation between the categories of admirativeness and evidentiality in the works of many linguists is conditioned by the similarity in relation to their semantic and formal aspects. So, often these concepts are combined into one when analyzing the grammatical structure of the Bulgarian language in which admirative is expressed by the forms of evidentiality, which allows the researchers to consider them as a single whole (Smagina, 1996).

Results And Discussion

A number of researchers attributed the concept of admirativeness to evidentiality, considering it one of the grammemes of this category. This is due to the fact that the surprise prompted by new information implies that the speaker

perceives information. In addition, examples of the coincidence of the grammemes of these categories in a number of languages are an additional argument in favor of relating admirativeness to the category of evidentiality. Despite this, the nondifferentiation of these concepts can be called grammatically unjustified. First of all, it is connected with the fact that the main component of admirative is a component of novelty, an unexpected nature of the received information. So, the semantics of admirative is in sharp contrast to the evidential meanings since it does not imply information about the source of information, estimates the probability of information received, and does not serve to repeat the information obtained from other persons.

V.A. Plungyan also notes that the grammatical and semantic aspects of these categories do not coincide in a number of languages. For example, the Atabask language is characterized by discordancy of the paradigms of admirativeness and evidentiality, and in English evidentiality is not grammaticalized, admirative is expressed implicitly with the help of intonation (Smagina, 1996).

Specialists differ on the question of whether native speakers of these countries perceive the similarities among the variants spoken in them (Yakubova et al., 2016; Guzii, 2014).

Another related category of admirativeness is epistemic modality. This category serves to express the opinion of the addressee regarding the truth of information or his judgment on the extent to which the situation in reality is believable.

In the work of grammarians, the ratio of these two categories is considered from different viewpoints. One should emphasize the approach of I.A. Melchuk who refers admirativeness and epistemic modality to the category of reactivity. This category serves to express the speaker's attitude to a certain situation in terms of the probability of its occurrence. The linguist contrasts this category of evidentiality on the basis that the latter serves to express a statement about the presence of a situation.

T.V. Bulygina, A.D. Shmelev, M.K. Saboneyeva are wedded to the idea that admirativeness and epistemic modality cannot be combined into one category on the basis that conveying surprise at a situation in admirative does

not imply the obligatory presence of the opposition “opinion – knowledge” (Davletbaeva et al., 2013).

Within the text, admirative can be found both in direct speech and in speech from the author aimed at characterizing a character or an action.

Depending on the role of admirative in constructing the message in direct speech, the following types of message can be distinguished:

- admirative of initiation utterance;
- admirative of answer utterances.

The main characteristic of the first type is the removal of the core of admirative beyond the utterance, which determines the admirative's performance of various pragmatic functions depending on the semantic content of the sentence. So, admirative can indicate the mobilization of the speaker's mental process, contain the information about the recipient's attitude to new information, or take into account the listener's possible reaction to the message.

Considering admirative response utterances, A.A. Savchenko distinguishes their types:

– predominantly emotional admirative utterances;

– predominantly intellectual admirative utterances.

This division is based on the predominance in the utterance of an emotional or intellectual component, respectively (Davletbaeva et al., 2013; Hill, 2012).

The first type of admirative utterance is characterized by syntactic incompleteness, the use of means indicating a short nature, the intensity of the reaction.

The second type of admirative utterance in most cases implies the presence of a complete syntactic structure, as well as the explication of meaning.

The functioning of the category of admirativeness within the author's text also has a number of specific features. Considering the admirative of the author's text, it should be noted that it can mean a person's astonishment, affecting the following aspects:

– change in psychological condition;

– change in physical condition.

A.A. Savchenko notes that the second type of change implies the presence in the author's text of a number of physical reactions that follow the communication of new information. They comprehend the body language or facial movements (to open one's mouth, shake one's head and much more) (Davletbaeva et al., 2013).

The scholar correlates the difference in the explication / implication of admirative meaning with the division of the field of admirative into the core and the periphery.

The core admiratives have a number of psychological characteristics. N.V. Dorofeyeva distinguishes among them the following:

1. Surprise evoked by new unexpected information is perceived by a person visually or through hearing and is comprehended by him. Examples of these admiratives in the Russian language are the units “узнать/обнаружить/увидеть с изумлением”, in the English language – “to be surprised/ to note/ find with wonder, etc.”, in the French language – “être surpris/ remarquer/ s'étonner”.

2. Surprise is unexpected or it is intensified gradually and can be repeated.

3. The duration of surprise can be different: it can be long or short-term (мигновенное изумление / fleeting amazement).

4. The level of intensity and power of surprise can vary from slight to very intense (страшно изумиться/ to wonder greatly/ Se surprendre). Besides, the degree of surprise may be increasing when uttering (возрастающее изумление/ a growing wonder).

5. Surprise may be accompanied by other experiences and emotions. For example, there may be cases of the simultaneous presence of feelings such as astonishment and interest (смотреть удивленно и с любопытством / look surprised and curious), amazement and doubt (puzzled amazement, étonnement perplexe), astonishment and confusion (confused astonishment, étonnement confus) (Dorofeyeva, 2002).

Moreover, N.V. Dorofeyeva believes that in addition to the emotions that are neutral and intellectual, a combination of surprise with both positive and negative emotions is

possible. The researcher notes that in such cases, the admirative can develop into a feeling with a connotation of meaning. Among the combinations of the admirative and positive emotional reactions N.V. Dorofeyeva distinguishes the following:

- surprise in a combination with gratification (приятно изумить, delightful surprise, surprise agréable);

- surprise in a combination with ecstasy (ecstatic wonder, восторженно-удивленный, extatique merveille);

- astonishment in combination with admiration, worship of somebody (worshipping astonishment, étonnement affectueux);

- astonishment in combination with affection (affectionate astonishment, stupéfier);

- astonishment in combination with appreciation, gratitude (удивление и признательность);

- surprise in combination with pleasure (happy surprise, émerveiller);

- wonder in combination with respectfulness, deference (respectful wonder, révérence).

– surprise in combination with amusement (amused surprise, surprise drôle).

Considering the combination of the admirative with emotional reactions that convey a negative connotation, N.V. Dorofeyeva points out, first of all, to the following:

- surprise in combination with disappointment, grief (grim, sullen surprise/ wonder/astonishment, surprise avec déception);

- surprise of disagreeable nature (неприятно изумиться/удивиться, displeased surprise, surprise désagréable);

- surprise in combination with indignation, irritation (angry astonishment, быть удивленным и шокированным, surprise avec l'indignation, l'irritation, choquer);

- astonishment in combination with fright (horrified/fearful wonder/astonishment; испуганное удивление, surprise trouillant);

– astonishment in combination with anxiety (anxious astonishment);

– wonder in combination with injury (injured wonder, être offensé) (Dorofeyeva, 2002).

Summary

It should be noted that the admirative is often accompanied by an indication of the particular physical condition of the person.

The presence of an admirative in the utterance often creates the need for additional information which can be formulated in the form of a question (to ask with wonder / astonishment, спросить изумленно, étonner).

In addition, the scholar notes that the core admirative contributes to the activation of addressee's speech (говорить изумленно / удивленно / с удивлением, ответить с изумлением, to say / to ask / to reply / to cry with wonder / astonishment / in amazement, dire / demander / répondre avec émerveillement / étonnement) (Dorofeyeva, 2002).

The functioning of the core admirative within the framework of the utterance is supplemented in some cases by various paralinguistic means. The researcher refers to them the slowed speech of the subject (протянуть удивленно/ изумленно), the raised voice (вскричать/ воскликнуть / в изумлении /удивлении; to cry / to shout

with surprise/ wonder/ in astonishment, hurler/ crier / étonné /émerveillé), as well as the presence of emotional repetitions (спросить еще раз в изумлении).

It should also be noted that mechanisms such as intonation and voice have a meaningful function for the core admirative.

Conclusions

We can't but note the role of admirative in the expression of movements and somatic reactions of the subject. At the same time, a set of common reactions is distinguished, among them are trembling (tremble with astonishment), inability to talk (be struck dumb with astonishment), loss of sensation (be dead on feet with amazement) or balance.

The external expression of a kernel admirative in the utterance may vary in degree of explication. So, the following degrees of expression of this category are distinguished:

- open expression (to be frankly surprised);
- subtle expression;
- lack of expression, often characterized by self-control by the

subject (do not show surprise) (Dorofeyeva, 2002).

Concerning peripheral admiratives, they, according to G.P. Alfirenko and A. Vezhbitskaya, can be divided into two types on the basis of (non-)mediation of emotional expression:

- primary emotives;
- secondary emotives (Vezhbitskaya, 1999).

Primary emotives serve to reflect the emotions of the subject, which are socially meaningful. The second type is the admiratives that lose the function of conveying an emotional component in the utterance.

Thus, admirativeness is a broad category that comprehends the units of various kinds. The nature of an admirative can vary depending on the type of text within which it functions. Thus, the admiratives of direct speech and author's text are differentiated. Within the framework of the latter type one can distinguish the admiratives of initiating and response remarks.

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**«WEST – EAST» OPPOSITION IN RUSSIAN LITERATURE AND
PHILOSOPHY OF 1830–1850S: SEARCH FOR CIVILIZATIONAL
IDENTITY**Rinat F. Bekmetov¹Ilsever Rami²Ildar Sh. Yunusov³Olga N. Boldyreva⁴

Abstract: The article is devoted to the problem of determining the basic parameters of the cultural and civilizational identity of the Russian national character (the “Russian soul”) on the basis of literature and philosophy of the 30–50s of the 19th century. This period was not chosen by chance: in it, with the greatest strength and clarity, the leading trends in the development of Russian social (socio-philosophical) thought were identified, which had a direct and indirect influence on the literary process of the 19th century. In this transitional era, for certain reasons, objective conditions were created for the development of cornerstone ideological programs that became the subject of intellectual polemics, sometimes sharp

and fierce, in subsequent times and which have not lost their relevance until now, as can be judged by modern book production, developing at the philosophical level, the most important questions of the future of Russia as a civilizational “mainland”, and on those very topical discussions that are conducted in the media space (television, no). One of the vivid exponents of this dispute was Petr Chaadaev, whose views on the cultural and civilizational identity of Russia were distinguished by a deep originality, which was in contrast with the official world outlook trends of the era. In the 1830–1850s, a discussion arose between “Slavophiles” and “Westerners”, which was also conducted on the pages of fiction. Due to this, a

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deprived of monolithic, rather contradictory picture of the perception of the West and the East as civilizational landmarks of the “Russian soul” has developed in the Russian consciousness. So, the East acted not only as a standard of high and refined culture, a role model, but also as a synonym for ignorance and inertness – all that is recorded in the capacious word meaning “Asian”. In the same way, the West was both a model of enlightenment and technocratic progress, and a kind of form of spiritual dependence associated with the decay and decay of the national. Such judgments were characteristic not only of the Russian society of the 1830–1850ss. In one form or another, they met in previous periods of Russian history, and in those countries of the world where the modernization process was coupled with the westernization of the cultural environment.

Keywords: West, East, Russia, Russian literature, Russian philosophy, cultural paradigm, civilizational identity.

Introduction

In the 1830–1850s, Russia was trying to identify itself civilizationally, that is, to determine the essence and

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purpose of its own model of cultural and civilizational development. A significant event of this was, in particular, the famous “Philosophical Writing” of P.Ya. Chaadaev, published in 1836 in the journal “Telescope”, which stated the isolation of Russia from world civilizations. (Note that implicit love for Russia, pain for her and faith in her great future, which were then openly expressed in his Apology of a Madman) were implicitly present in this letter. Chaadaev’s challenge, thereby, helped to take shape and dissociate itself in three main areas of Russian social thought: 1) Westernism, 2) Slavophilism, and 3) So-called “official nation” (a doctrine that was popular in government circles).

The main ideologists of the concept of “official nationality” were S.S. Uvarov, S.P. Shevyrev, M.P. Pogodin. The concept of this direction expressed by S.S. Uvarov, the Minister of Education, in the formula “Autocracy – Orthodoxy – Nationality” proved to be stable. Moreover, it remained in service with the authorities throughout the nineteenth century, being especially in demand during the years of reaction. In the program article “Russian View on the Modern Education of Europe” by S.P.

Shevryev we read: “The West and Russia are facing each other! Will he captivate us in his worldwide aspiration?.. Or will we resist our identity?” (Shevryev, 1841).

However, the main nerve of the era, which gave a unique flavor to the 1830-1850s, was the confrontation between the Slavophiles and the Westerners, who, in general, especially at first, each in their own way, in their own worldview, opposed the Uvarov ideology of the “official nation”. Undoubtedly, both Westerners and Slavophiles were the Russian intellectual and spiritual elite of the 30–50s of the 19th century. Both those and others loved Russia, and those, and others were formed on the European ideas. However, they set priorities differently. “Slavophilism,” – is the first attempt of our self-consciousness, the first independent ideology. For a millennium, Russian existence continued, but Russian self-consciousness begins from the time when Ivan Kireevsky and Alexei Khomyakov boldly raised the question of what Russia is, what its essence is, its ... place in the world”. At the same time, he further noted, the Chaadayev westernism “was as much a

national feat as the Slavophilism of Kireevsky and Khomyakov”.

N.A. Berdyaev, in addition, believed that the central interest of all Slavophil thought was the problem of East and West, that it was around this problem that the Slavophil philosophy of history was created. However, it should be said that this problem itself has been known for a long time, since the time of the Greek historian Herodotus. It is not something new in broad and principled coverage, but it would be all the more important and interesting to understand what meanings the figures of these social and literary movements put into the cornerstone for national identification dichotomy; in other words, in what light did they interpret the images and concepts of the West and the East – not only geographical, but also cultural-historical, socio-political, civilizational-worldview poles.

There is no need to specifically explain how topical this problem is today – both for Russia and for those many countries of the world in which modernization processes included such an element as the westernization of spiritual life, which provoked the emergence of urgent, not at all abstract

questions about the status of national culture, about the right, the organic correlation of “one's own” and “another's”, about the ways of harmonious development, ensuring the preservation of centuries-old traditions with a powerful technological breakthrough, which is associated with the concept of modernity.

Methods

The fundamental research method was a system-integrated approach. He combines several “tricks”. Three of them have the greatest value:

- 1) historical and literary,
- 2) structural and semantic,
- 3) hermeneutic.

The content of the first method is that the study of a literary work involves, as far as possible, an understanding of a specific historical era. The era is made up of people, their reflection, often proceeding in the form of disputes on socially significant issues. As for the second method, its essence is reduced to taking into account the whole palette of intra-text relations. The text within its borders is conceived as a system of signs, a special model of

reality. The third method is based on the art of interpreting meanings. The starting point of hermeneutics is the process of understanding the “alien”. Understanding is not limited to rational sphere and logical operations. It allows the participation of intuitive aspects of consciousness. In every text there are many meanings, explicit and hidden, lying on the surface and hidden between the lines. The meaning of the statement is not only the meaning embedded in it by the author, but also what the interpreter was able to extract from it, that is, the researcher in our case.

We point out that the article takes into account the results of modern studies that used methodological developments close to us (Spirchagova et al., 2018; Ozerova & Bekmetov, 2018; Smirnova et al., 2016; Yuzmukhametova et al., 2018; Nigmatullina et al., 2017), as well as the classical works of Western Slavic literary scholars (Leatherbarrow & Offord, 2010; Hamburg & Poole, 2010; Pipes, 2007; Bova, 2015; Borenstein, 1996; Christoff, 2019).

Results And Discussion

P.Ya. Chaadaev in his Apology of a Madman stated: “The world was

originally divided into two parts – East and West, it is not only a geographical division, but also an order of things ..., two principles ..., two ideas embracing ... the life order of the human race. Concentrating, deepening, closing in on himself, the human mind was created in the East; scattering outside, radiating in all directions ... it develops in the West” (Chaadaev, 1989).

The East in the reception of the Russian person embodied, as it were, its two images. The first image coincides with the Chaadayev interpretation. This is contemplation, silence, deep and wise thought, outstanding discoveries, self-deepening, a peculiar, mysterious and significant understanding of the world, as well as oneself in this world, and, finally, these are the origins of human civilization. Such an East was associated primarily with the geographically distant India, China, Japan, Persia, and the Arab world. It is known that each of these countries founded its own civilization within the framework of the eastern worldview.

Another image of the East is savagery, backwardness, ignorance, aggressiveness, inertness – in a word, all that was called "Tatar" and "Asian". This

East was associated primarily with the Turkic and Mongolian ethnic groups that make up Russia, and Ottoman Turkey, which included the Slavic peoples of the Balkans. Here it is necessary to pay attention to the fact that the East–West opposition is not completely identical to the Asia-Europe opposition. The first opposition absorbs a philosophical understanding of a person, his life, while the second still dominates the everyday, somewhat mundane, civilizational correlation.

To which world did Russia belong, according to Russian intellectuals in the first half of the 19th century: to the West or East, Europe or Asia?

Representatives of the “official nationality” as the material we have examined, show that they completely dispensed with the concept of "East." Instead of the West-East opposition, they broadcast a new one: West–Russia, and it, of course, was filled with the corresponding ideological content. As V.A. writes Koshelev, the antithesis was built up: “rotten”, “selfish” West – “mighty”, “Orthodox” Russia (Koshelev, 1994).

By P.A. Chaadaev, Russia does not apply to either the West or the East. Another Westerner, V.G. Belinsky, argued that "Russia did not belong ... to Asia: it constituted ... a separate phenomenon; Tatars ... should have been akin to her with Asia; they succeeded ... with external ties to connect her with her ... but spiritually they could not, because Russia is a Christian power. Peter acted ... in the spirit of the people, bringing his fatherland closer to Europe and eradicating what the Tatars of temporarily Asian brought into it" (Belinsky, 1979). As can be seen from the above quote, the Russian critic actualized the opposition "Europe–Asia", and not "East–West", emphasizing the organic nature of the European choice made by Peter I.

I.S. Turgenev, who called himself an "incurable Westerner," insisted that Russia was a member of the "European family of peoples". L.V. Pumpyansky wrote that "Turgenev always thought that Russian people are (in his own words) homo europeans, ... that in order to influence world culture, Russian culture must take shape on ... the paths of world education" (Pumpyansky, 1940).

I.A. Goncharov was not a classic Westerner. In his views, he was a Westerner of a special warehouse. He was attracted by the domestic, technical side of Western civilization. Of course, I.A. Goncharov was sincere, declaring that he could not live outside Russia for long, but he loved to live and work in the West. "There orders are better, calmer ... living" he admitted to N.I. Barsov (Barsov, 1891). Most precisely, the character of Goncharovsky Westernism was described by D. Elagin: "He was ... a Westerner rather narrow. He was captivated by European civilization ... He liked the rational and active life of the West, ... there ... technical progress" (Elagin, 1892).

However, the antinomy of personality I.A. Goncharova was also recognized by his contemporaries: "According to ideas, according to mentality, he was a Westerner, and according to mentality and life, he was a native Russian" (Golovin, 1897).

Perhaps this is precisely what allowed him to become more acutely aware of the "split" of Russian consciousness. The concept of "fragmentation" is used here in accordance with the theory of S.

Huntington, who considers states “split” as “in which there is no agreement on the question of which civilization they belong to” (Huntington, 1993). “Internal schism” may be inherent in a single person. The author of *Oblomov* was sure that, despite the soreness of the European choice, Russia has no other way. The controversy “Western efficiency and progress – the Russian patriarchal idyllism” is the content of I.A. Goncharova.

It is clear that Westernism gravitated toward Europe. However, the Slavophiles did not attribute Russia to Asia. On the contrary, they did not hide sympathy for the West. A.S. Khomyakov in the poem “Dream” called the West “the country of holy miracles”; I.V. Kireevsky admitted: “To be frank, I still love the West ... I belong to him with my upbringing, ... with my controversial mentality” (Kireyevsky, 1911); K.S. Aksakov said: “I am free here, in this German element, ... of all nations, only one German can be so close” (Aksakova, 1898). Therefore, it is not surprising that the concept of Slavophilism is not without features of Eurocentrism. Everything in one way or another significant in their teachings correlated

with the West. In the opposition “East – West” among the Slavophiles, the first was understood to mean Russia, but this was, as V.A. put it Kosheleva, “East of Europe” (Koshelev, 1994), that is, the East belonging to Europe. The traditional East was of little interest to the Slavophiles; it seemed to have fallen out of the historical process, therefore Russia takes up the oppositional functions of the East in the antithesis of “East–West”. The West and the East divided, according to the Slavophiles, not so much geography as religious affiliation. The West embodied Catholic Protestant Christianity, and the East – Orthodox. There were, of course, other differences. However, the most fundamental is the difference in faith.

The ambivalence of the Slavophiles attitude towards the West was determined by another factor. The fact is that catch-up development, as a rule, determines the confrontation with the leading country.

Thus, the basis of the concept of Slavophilism, built on the correlation of Russia and the West, is objectively subject to the universal law of development of modernizing societies.

As for the East Asian beginning in Russia, it only slips in the remarks of the Slavophiles. So, I.S. Aksakov, who joined Slavophilism after the death of his brother, shared an observation in one of the letters: “I am also surprised at how little Russian people are wild about what is alien to themselves; and ... the Asian is less wild than the German”. And then the conclusion: “The East ... is more akin to us than the West” (Aksakov, 1988). However, within the framework of Slavophilism, these trends did not find development, although later they led to the emergence of Eurasianism as a stream of thought.

True, there is another aspect of the problem. N.M. Zernov in lectures about A.S. Khomyakov wrote: “Russia as a state entity is much closer to India, China and the countries of Islam than to modern Western states” (Zernov, 2010). It is known that A.S. Khomyakov, in comparison with the West, highly valued Indian civilization and the Chinese state, while Russian culture, in his opinion, was formed under the influence of East Iranian (Indian) education.

How to explain the apparent inattention to the East by the Slavophiles? Perhaps the fact that the

West was in the prime of its civilization, and therefore it was from him that a real threat to the national identity of the Russian person came.

Summary

Thus, there is a “split” of Russian consciousness in the mid-19th century. Both Slavophilism and Westernism have European origins. With some exceptions, for the Slavophiles and Westerners, the East is of little interest. In this case, self-identification, the choice of the path of development of Russia was decided in different ways. Westerners considered Russian Europeans, for various reasons, lagging behind in development, but this gap, with the right approach, can easily be closed. The Slavophiles perceived Russia as the “East of Europe” and were ready to confront it civilizationally.

Conclusions

It is noteworthy in the light of the foregoing that if, in the well-known concept of E. Said, “the East helped Europe (or the West) determine its own image by the principle of contrast” (Said, 1979), then for the Russian intellectuals of the mid-19th century the West,

Europe played such a role. Such a view is born in the process of analyzing the numerous philosophical, journalistic, epistolary and artistic statements of the Russian Westerners and Slavophiles of the 1830–1850s.

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SAGIT RAMIYEV'S DRAMATURGY IN LITERARY AND CULTURAL CONTEXT DURING THE BEGINNING OF THE XXTH CENTURY

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Abstract: The article analyzes the work by Sagit Ramiev, who created his own poetry school in the early twentieth century. The object of scientific analysis in this work is his plays (“Live, Zubeida, and I live”; “Exemplary Madrassah”). It is known that at the beginning of the twentieth century the Tatar people were undergoing socially spiritual and cultural renewal. The active development of the national periodical press, publishing, literary criticism has a positive effect on the creative activities of writer devotees during this period. The problem of the reconstruction of the Tatar society is raised in the works of Tatar literature classics and such famous personalities as G. Iskhaki, F. Amirkhan, G. Kulakhmetov, I. Bikkulov and others.

Among the pressing problems raised in Tatar literature at the beginning of the twentieth century, the female problem occupies an important position. Writers and playwrights believe that without a positive solution of society attitude towards women and the women issue, they can't achieve the progress in Tatar society. These social and cultural conditions positively affect the formation of the ideological and aesthetic concept of S. Ramiev's works. The study subject of this article is the continuation of the traditions begun by the classics of Tatar literature in the field of topics and problems, in the system of images and literary methods, the identification of literary relationship types in the ideological content of S.

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Ramiev's plays. Along with this, attention is paid to the traditions that provide a connection with the literary and historical periods of the national art of words, as well as to the identification of individual features in S. Ramiev's works. The study of the playwright's work in the context of the literary and cultural context of the early twentieth century makes the scientific novelty of this study. The methods and principles have been used in scientific searches to comment on literary phenomena and the literary process in close interconnection and development - the principle of historicism, cultural-historical, comparative-historical, and biographical principle.

Keywords: Tatar literature, culture, literary relationships, drama, Sagit Ramiev.

Introduction

The beginning of the twentieth century, to which Sagit Ramiev's creative activity (1980-1926) belongs, is characterized by the intensive development of the educational movement. As we noted in the previous work, "The beginning of the 20th century is being defined as a period of

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emerging Tartar scientific thought, theory of literature, serious discourse about the literary terminology and concepts, as well as the time of achievements in this area" (Gilazov et al, 2015). Many modern researchers turn to the study of the national literary process development during the period under study: in some works, the issue of this period typography was considered; in others, children's or religious literature has become the object of research (Ibragimov et al., 2016); in some other works, they raised the problem of the comparative study of Tatar literature with the literature of Turkic peoples, as well as the peoples of the Volga and Ural regions (Mingazova et al., 2018; Mingazova & Sulteev, 2014); the influence of folklore on literature, the penetration of folklore motifs into literary texts is also often the subject of research by modern scholars (Golikova et al., 2017).

The creative activity by S. Ramiev begins during the years of the first Russian revolution. He has high hopes for democratic transformations in society and begins to write with enthusiasm.

He enriches Tatar poetry with new qualities, developing it within the romantic trend; during the same years his dramatic works, short stories and novels were published. Separate verses are translated into Russian language and published in Russian periodicals. Since 1910, his work has attracted the attention of modern Tatar and Russian critics and literary scholars. But, in the Soviet period, his work remained unexplored, only in 1960-1980 the literary critic S. Sadrutdinov performed the monographic study of his versatile creative activity stages (Sadretidinov, 1973). Certain aspects of the creative heritage have been studied by such literary scholars as H. Guzman, G. Halit, H. Minnegulov. Particular attention is paid to the work by S. Ramiev at the end of the 20th and the beginning of the 21st centuries. The versatile activity of a unique personality begins to be considered in the context of various literary and aesthetic systems, and philosophical concepts (Ganieva, 2002). It is known that the poetry and dramaturgy by S. Ramiev develops the traditions of the East in the new social and spiritual conditions. In his dramaturgy, the ideological and aesthetic concepts of prominent writers of the

early twentieth century are especially pronounced. The Kazan period of his life and the relationship of the writer with famous contemporaries was studied in the monographic work of the German scientist and Turkologist M. Friedrich (Friedrich, 1998), the phenomenon of Gisyanism in Tatar poetry was studied by the German Turkologist I. Baldauf (Baldauf, 1994).

The work presents the comprehensive study of Sagit Ramiev's dramaturgy in the context of social, literary and cultural life of the Tatars of the early twentieth century, as well as from the standpoint of modern literary science achievements, which makes the novelty of the work.

Methods

S. Ramiev's dramaturgy can be comprehensively revealed only if it is studied in relation to the identification of new phenomenon causes in Tatar literature of the early twentieth century, as well as to other literary factors. In this regard, the subject of the study was commented on the basis of historicism and in the process of the Tatar literary movement development.

The problems raised in Ramiev's work are connected with the ideas of economically and culturally developed society development, widespread among the Tatars in the early twentieth century. The study of the playwright's works from the perspective of the cultural-historical school in literary criticism made it possible to take a fresh look at the studied author's works.

As you know, S. Ramiev is a person who has left a definite mark in public life, Tatar culture, including the history of stage art formation and development. Therefore, the biographical method allowed to deepen the scientific aspect of his play analysis. The features of Ramiev's spiritual heritage are consonant with the views of classic writers. Comparative-historic, comparative-typological methods, as well as the principle of a literary work comprehensive study were used in scientific searches.

Results And Discussion

In the studied play by Sagit Ramiev, "Live, Zubeida, and I live," social, national, and women problems are covered in close connection with enlightening ideas. The image of a

romantic hero, journalist Suleiman, who wanted to serve the people and moved from the village to the city, leaving his parents behind, is revealed in the center of the work. The prototype of this image is the author himself. There is much in common with the poet both in the description of appearance and in his behavior. A special place in the work is given to Zubeida's image. Many woman problems are revealed in the work through her thoughts and actions. The main element of the work is the disclosure of the idea that a woman should have the right to education and that she should fight for her fortune. This line of the work is also associated with the idea of the social foundation transformation of the Tatar society.

The author sees the reasons that women are "dolls" in the hands of men, a stereotype of a view on women as "underdeveloped" personalities, in people ignorance, that they have no desire for education. This idea is proved by Zubeida's actions. Her father, Sadyyk Bai, referring to the wealth of this kind, decides to marry his daughter to Gizzulla's son (who is rich) - Zarif. Then, feeling his daughter's attitude towards Suleiman, the father agrees to

marry her to an educated and well-mannered guy, although he did not have any wealth. Zuleikha tells her friend that she achieved this happiness herself, with her own efforts.

They provided the explanation of the reasons for the difficult life situation of Tatar women by their lack of education, indifference to their fate; Zubeid's easy achievement of his happiness is explained by romantic and enlightening views on the life by the author of the work.

The harmony of the play with the dramas that saw the light at the beginning of the twentieth century can be traced both in the disclosure of the system of images, as well as in the characteristic features and actions of the main characters. Certain character traits of the rich Zubeida's daughter are activity and decisiveness reminiscent of Galia from the drama by G. Iskhaki "The Marriage Agreement" (1907), and Suleiman, like Ibrahim in the work by G. Iskhaki, is not rich, but educated and well-mannered. He understands social inequality and does not dare to be the first to open up to a girl. In addition, the play also has similarities with the drama "Youth" (1909) by Fatih Amirkhan.

There are common grounds in behavior, ideals, sharply opposed to the old views by Gaziz and Suleiman. Salikhjan, justifying the reasons for the refusal to publish the newspaper, indicates that Suleiman wears long hair, does not go to prayers and recommends that he "be at least a little like a Muslim", "appear in mosques, behave like an ordinary representative of the people". And he cites the example of an ill-mannered Zarif, who often drinks, but he dresses "like a Muslim" and sometimes appears on Friday prayers. In the drama "Youth", Zia, who wants to weaken the conflict between "fathers" and "children" a little, repeats the same idea.

Gayaz Iskhaki has great influence on the formation of S. Ramiev's view on the preservation of the people, the nation from disappearance by education of women. During the conversation with Salih, Zubeida repeats the thought of the previous author, voiced in the story "Disappearance in Two Hundred Years" (1902-1904) about the need to educate women "the mothers of the nation", who make up half the people and are the guardians of their spirit, language, "who educate future men and women" (Iskhqi, 1998).

The play is written in the spirit of educational realism. It manifests itself not only in the elaboration of the main characters, but also in the spirit of the whole work. Separate lines from the poet poems used in the canvas of the drama also serve this purpose. This trend can be traced both in revealing the image of Suleiman and Zubeida. The author idealizes the image of a woman, elevates her to deification: “If I were a woman and I recognized myself, where could my place in religious books be?” - Suleiman asks (Ramiev, 1980).

One of the main lines of the work is the exposure of religious ignoramuses who support the old views among the people so that they can lead an idle lifestyle, taking advantage of their ignorance and indifference to their fate. Unlike other contemporaries, S. Ramiev chooses the path of revealing the duplicity of mediocre mullahs, living only for their own gain, as they say.

Zubeida acts as the defender of her interests in the fight against Dinmuhamet, who is the bulwark of old views. Calling for women, in the conditions of national realities, to fight for liberation, he proves that women who are “dolls”, “goods for sale” in the hands

of their parents have the right to personal happiness. In this regard, the author does not stop at this thought. He connects the renewal of the Tatar society with women, like Zubeida, who are capable of education, intellectual development and the struggle for their happiness. Thus, S. Ramiev, in the image of Zubeida, as well as in the works of contemporaries such as G. Iskhaki, F. Amirkhan, raises the question of an active person aimed at social and humanistic activities.

In the drama “Live, Zubeida, and I Live”, unlike other dramatic works, the main “guardians” of the old foundations of life are the fanatical Dinmukhammet Hazret, who is an ardent supporter of the “fathers” camp, as well as the son of the wealthy Gizzatulla - an uneducated Zarif. The conflict of the work is resolved by the victory of Suleiman, who is the symbol of renewal in society, his comrade-in-arms Akhmet and Zubeida. Continuing the idea contained in the work by G. Iskhaki “Disappearance in two hundred years”, the author advocates renewal in society based on “freedom in every action”, in the fight against those phenomena that impede the development of society.

In the comedy by S. Ramiev “Model Madrasah” (1908), the realities of the old-method madrassah are represented, which continues to exist under a new sign. The play is based on the life of the Husainia Madrasah, where the author himself was educated and also taught for some time. This comedy is positively perceived and appreciated by the literary community of that time. The reviews of F. Amirkhan's (“Exemplary Madrasah”) and G. Iskhaki's (Tatar Press “Exemplary Madrasah”) contemporaries emphasize the novelty and literary value of the work, in which the realities of the new method madrasah are the object of criticism. Showing the external and internal sides of the madrasah, based on new principles, the author raises the pressing problems of Tatar society.

The main conflict is formed in the first acts, the author divides the heroes into three camps: the teacher Sadiyyk is the supporter of innovations, and the old madrasah leader and his assistants are on the guard of old views, as well as the teacher Akhmet and Garay, the heroes who occupy the position of “the middle”. The conflict is formed on the basis of a different attitude to the

educational process, to the arrangement of shakirs' life - the students. In order to uncover the realities of a progressive-looking madrassah, S. Ramiev dwells more on the image of students' leisure activities, as well as Kazyyev's behavior after the educational process. The restriction of the individual freedom, the curbing of the desire for knowledge, the use of obscene, swearing vocabulary show spiritual poverty, the bad manners of those who should be engaged in the education and upbringing of the next generation. The image of Sadik who graduated from this madrassah is in all respects opposed to the supporters of old views. He is educated, engaged in self-education, teaches the Russian language. He is not satisfied with the state of affairs in the madrasah, he is trying hard to resist this, and at the end of the work, in protest, he sharply criticizes the foundations at the educational institution and leaves the madrassah with a group of students.

The central conflict is complemented by small contradictions between individual educators and shakyr, who also criticize the old education system, the life of shakyr living in madrassas. It gives a negative

assessment of the entire system of the educational and upbringing process, which cannot meet the expectations of the younger generation. This is what prompts the shakirds to leave the school.

By comic situations, irony, S. Ramiev depicts the educational process in a “progressive” madrassah and emphasizes the need for an update.

Summary

1) In the dramaturgy of classical literature representative S. Ramiev, one can feel the special influence of the renovation process of the spiritual and cultural life of Tatar society at the beginning of the twentieth century. The birth of the national press, the formation of Tatar journalism, the creation of a network of publishing houses, the opening of the Tatar theater have a positive effect on the work of the studied author.

2) The author’s dramaturgy is also influenced by the ideological and aesthetic views of realistic authors of the early twentieth century, such as G. Iskhaki, F. Amirkhan and others.

3) The internal literary connections of S. Ramiev’s drama and the work of contemporaries can be traced

in the ideological content of the works, as well as in the literary style. They are enhanced by intertextual connections, quotes, allusions, and reminiscences.

Conclusions

Despite the fact that Sagit Ramiev, referring to the creation of a new lyrical hero, a new poetic form, substantiates his poetic school, he will also test his literary talent in the genre of dramaturgy. Continuing the tradition of enlightenment in the depiction of female images, he often turns to female motifs.

This topic is revealed by him in the context of literary works of the previous generation of writers, as well as contemporary writers. The works by G. Iskhaki had a great influence on the formation of S. Ramiev's views.

Mutual influence, typological convergence, general motives, etc. are traced in the literary heritage of writers of the early twentieth century, such as G. Iskhaki F. Amirkhan, S. Ramiev, and others.

The theme of spiritual freedom of women in Tatar society, equality of women and men in the family, and freedom to choose a life partner are especially highlighted here. Thus, the

problems raised by the enlightenment at the end of the nineteenth century, also remain relevant.

Education, upbringing of a woman is perceived by S. Ramiev as a guarantee of the future nation, since it is a woman who educates both future men and girls.

The problem of liberating a woman from spiritual slavery, equality in the family, women's education, free-thinking, freedom of choice in the work of the studied author is considered in the context of the problems of national education, the educational system update and makes up the ideological and aesthetic concept of the playwright. Thus, the work by S. Ramiev is a definite contribution to the development of Tatar drama at the beginning of the twentieth century.

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LANGUAGE FEATURES OF BOOKS FOR CHRISTIAN TATARS AND KARAMAN TURKS

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Abstract: This article is carried out in line with comparative studies and is devoted to the study of the specific language features of baptized Tatars and Karamanlid Turks. The need to study this topic is caused by increased attention to the Kryashen and Karamanlid dialects, their linguistic features and history. The objects of study were religious texts, textbooks and literary works in Kryashen and Karamanlid dialects. As the subject of the study, the language features of these texts were examined, as well as the history of the appearance of baptized Tatars and Karamanlid Turks. The scientific novelty of this work lies in the fact that the Kryashen and Karamanlid dialects were studied for the first time in a comparative aspect. The analysis was based on data from a continuous sample of explanatory, etymological, encyclopedic dictionaries of the Tatar,

Turkish, and Ottoman-Turkish languages based on the following sources: religious texts, textbooks, and literary works. The theoretical basis of this study is the following main points: language and religion are interconnected and interdependent; phonetic and lexical features reflect the specifics of the language; sacred texts, textbooks and literary works make it possible to identify the history and origin of the people, the belonging of the language to certain language groups.

Keywords: baptized Tatars, grunts, Turks, Karamanlids, dialects, linguistic features, borrowings.

Introduction

Baptized Tatars (Kryashen) are an ethno-confessional group of Tatars of the Volga and Ural regions. Today they

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live in the Russian Federation, mainly in the Republics of Tatarstan, Bashkortostan and Udmurtia, as well as in the Samara, Kirov and Chelyabinsk regions. In 2000, according to the results of the All-Russian population census, the Kryashens received the status of a sub-ethnic group of Tatars.

According to territorial and linguistic features, baptized Tatars, or Khryashens, are divided into five groups:

- Zakazansky kryasheny;
- Kryasheny from Lower Prikamye;
- Nagaybaki;
- Chistopol kryasheny;
- Molkeev's kryasheny.

They all differ from each other (Bayazitova, 1986).

Kryashen profess the Orthodox direction of Christianity. Over the course of several centuries, they found themselves in relative religious isolation among Muslim Tatars. Kryashen retained some ancient customs associated with paganism. In the names and contents of pagan rituals, common features are observed with the Chuvash, Mari and Mordovian, however, most of these names are of ancient Turkic origin, and the presence of such rituals and the

words denoting them among neighboring peoples is apparently explained by very ancient ethnocultural and economic ties. The Kryashens more firmly preserved ancient ritual, wedding and memorial songs, as well as archaic forms of jewelry and clothes.

According to the traditional and most justified point of view on the problem of the occurrence of kryashens, the formation of this group as an independent community took a long time with the participation of various ethnic groups, primarily of Turkic and Finno-Ugric origin. This point of view is also confirmed by the linguistic features of the baptized Tatars.

The Karamanlid Turks, on the other hand, are part of the Turks who lived on the territory of the Anatolia Peninsula and adopted Christianity (Orthodoxy).

The first time about the Karamanlids in his book was told by the German traveler Hans Dernschwam (German: Hans Dernschwam). He traveled to Istanbul and Anatolia from 1553-1555.

According to Dernshwam, these people whom he met in Istanbul in one block near the Edikule district, came

to Istanbul from Karaman (Anzerlioğlu, 2003).

There are two different views on the origin of the Karamanlids. At first glance, the Karamanlids are Greeks who initially lived on the shores of the Aegean Sea. After moving to central Anatolia, the Karamanlids, having forgotten their native language, mastered the Turkish language. Especially Greek historians support this view. According to these historians, the adoption of Christianity and the use of the Greek alphabet prove that the Karamanlids are Greeks. However, the use of the alphabet is an incorrect criterion to determine the origin of one or another people. For example, Turks throughout history have used different alphabets, such as runic, Manichean, Sogdian, Old Uigur, Brahmi, Tibetan, Assyrian, Arabic alphabets, Cyrillic, Jewish, Greek, Armenian and Latin alphabets.

And the second view, supported more by Turkish historians, suggests that the Karamanlids are Turks who crossed from Central Asia to Anatolia. Then they served in the Byzantine army and converted to Christianity (İbar, 2010). That is, we can say that there is some

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kind of connection between the Karamanlids and the Pechenegs.

Although the Karamanlids used the Greek alphabet, they did not know the Greek language at all. They prayed and communicated among themselves only in Turkish; even their ministry in the churches was in their native Turkish language.

And why were they called karamanlids? This name is associated with the Karaman region, in which the Karamanlids themselves lived. Although today Karaman is only the name of the city, from the Middle Ages until 1864 served as the name of the region. In this region there were some cities like Kayseri, Konya, Nowhere, Nevsehir and Karaman. However, the Karamanlids lived not only in the Karaman region, but also in other cities of the Anatolia Peninsula (İbar, 2010). Hungarian Turkologist - Janos Eckmann (Janos Eckmann) says about the settlements of Karamanlids except Anatolia, that today in Gagauzia there is a village called Karamanköy (Turkish Karamanköy) (Anzerlioğlu, 2003).

And what did the Karamanlids call themselves? Gazanfer İbar (tour: Gazanfer İbar) writes about this in the

introduction of his book. In many sources of Karamanlids, they call each other as "Anadolulu hemşehrilerimiz" (our Anatolian compatriots) or "Anadolulu karındaşlarımız" (our Anatolian brothers). And, in addition, the Karamanlids called themselves "Anadolular" (Anatolians), "Anadolu Hristiyanları" (Anatolian Christians), "Anadolu Rumları" (Anatolian rooms). And they called their native language as "Yavan Türkçe" (pure Turkish), "Açık Türkçe" (simple / understandable Turkish) or "Anadolu Lisanı" (Anatolian) (İbar, 2010).

But after the creation of the Republic of Turkey, on July 24, 1923, the Lausanne Peace Treaty was adopted. Under this agreement, a Greek-Turkish population exchange took place: Turks who lived on the land of Greece were sent to Turkey, and the Greeks who lived on the land of Turkey (except those living in the city of Istanbul) was sent to Greece. Including the Karamanlids were sent to Greece, because they were also considered Greeks. This population exchange was very difficult for the Karamanlids, because they did not know Greek at all. They could not adapt to life in Greece. In addition, they spoke

Turkish for a long time. And at present, only elderly people among them remember the Turkish language. We can understand that the Karamanlids spoke only Turkish, from the following sentences: "Türkçe konuşuyorlardı. Buraya gelincik de Türkçe konuşuyorduk. Urumca bilen yok idi. Çocuklarımız bilmiyordu Urumca". (We spoke Turkish. After arriving here, we continued to speak Turkish. There was nobody who knew Greek. And our children did not know Greek.) (Anzerlioğlu, 2003).

Methods

The paper used a descriptive method, including observation, comparison and generalization, collection of factual material; dictionary definition analysis method; comparative typological method; a statistical method for processing language material; in the course of work, various analysis methods were applied: etymological analysis, component analysis with the identification of semantic components of a language unit and phonetic analysis.

Results And Discussion

This issue is covered in the works of many scientists from different branches of knowledge, since the study of the language features of dialects is at the junction of such scientific areas as areal linguistics, lexicology, dialectology and the history of language. The linguistic features of the dialects of baptized Tatars, spiritual and religious culture, traditions of Kryashen were reflected in the works of F.S. Bayazitova, O. Guler, F.Sh. Nurieva et al., Ethnostereotypes in Tatar and Turkish paremias were studied in an article by F.Kh. Gabdrakhmanova, the problems of ethnocultural identity and interlanguage communication are investigated in the work of G.Kh. Gilazetdinova, historical changes in the texts of the Karamanlid Turks identified by Miller Michael Grimm, etc (Bayazitova, 1986; Guler et al., 2018; Nurieva et al., 2016; Gabdrakhmanova et al., 2018; Aminova et al., 2014; Miller, 1974).

The sociological nature of the Kryashen and the Karamanlid Turks is very similar to each other. Both of them are subgroups of two of the Turkic peoples, and they both adopted the same religion - Christianity. For this reason,

we wanted in our work to compare their sociological nature, as well as the specifics of the linguistic features of the Kryashens and the Karamanlid Turks.

What similarities and differences are there between the Kryashens and the Karamanlid Turks? First, the Karamanlids are a sub-ethnic group of Turks, and the Kryashens are a sub-ethnic group of Tatars. In other words, they are not different peoples from Turks or Tatars. Kryashen have one root with the Tatars, and Karamanlids - with the Turks. Secondly, they are both in the same religion (Orthodoxy or Orthodoxy). If we compare their name, we can say that the names of both groups imply geographical features. Only the first point of view about the name “Kryashen” is associated with religion.

We can say that there are more books published for the Karamanlids than books published for the baptized Tatars. However, it must be emphasized that today no books are published for the Karamanlids (except for research books on the Karamanlid Turks and their dialects). This means that Karamanlid literature and publications do not currently exist. And the Kryashen

newspaper continues to publish the Tuganailar newspaper.

In this newspaper, along with news in Russian and Tatar languages, there are articles reflecting the language features of Kryashen dialects and the spelling of writing in the Kryashen alphabet of the 19th century is preserved.

We have revealed the linguistic features of the Gospel for the baptized Tatars and the Karamanlid Turks. As a result, many borrowed words were studied that came from Arabic, Persian, Greek and Russian. For comparison, some words of Turkic origin were also investigated (Chirkova, 1891).

In the Gospel of John we meet Turkism, Arabism, Persism, Rusism and Greekism. In both dialects, Arabic and Persian borrowings were used, but when compared, in the Gospel in Karamanlid there are more Arabisms, and instead of these borrowings in Kryashen, Turkic words were used. And this is explained by the fact that at that time the Arabic language had a very strong influence on the Karamanlid dialect (including the Turkish language). In addition, many Russisms were found in the Kryashen dialect, and together with these words in the Karamanlidic Arabic versions were

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used more. As a result, we can say that in relation to borrowed words, the Kryashen dialect is cleaner than the Karamanlidic one, since the Kryashen dialect uses more Turkic / common Turkic words.

In addition to religious texts, we have studied textbooks and literary works in Karamanlid and Kryashen dialects (Emelyanov, 1879). First, we selected a certain number of words from each book, then studied their etymology. After that, these words were compared with literary languages, and if they were found, then they indicated the phonetic changes that occurred in these words.

In the books studied, most of the words of origin, of course, are Turkic words, since both dialects belong to the Turkic languages. Also in the books in Kryashen and Karamanlid dialects we found a lot of borrowings. In Karamanlid, Arabic and Greek borrowings were most often used, and in Kryashen, Russian and Arabic borrowed words. However, if we compare, in Kryashen most Turkic words are used than in Karamanlid. And we can say that the Karamanlid dialect is very close to the literary language of that time. And Kryashensky differs from the literary

language in phonetic and spelling features.

In the books of both dialects one can find different descriptions of one word: quack. Bugen / øgøn, quack. “Blon / beln”, car. "Τιῶαρ / διῶαρ / δουῶαρ" and car. Ἄμμα / ἔμμα.

In the textbook in Kryashen at the beginning of the word “y” is usually saved: jafraq, janga, jasa [u], jaz [u]; and in the Gospel and poems of Yakov Emelyanov words are used in which at the beginning of the word the consonant “y” changes to “zh”: jakty, jazyk, zhoz, jean, zhagymny, zhosh.

Summary

As a result, out of 62 words we selected in Kryashen, there were 26 words - Tatar / General Turkic, 20 words - Russian, 11 words - Arabic, 5 words - Persian. And in Karamanlid, out of 85 words, 34 words were Arabic, 27 words Turkish / Pan-Turkic, 11 words Persian, 10 words Greek, 2 words French and 1 word Italian. As you can see, most of the words in Kryashen are Tatar / General Türkic, and in Karamanlid they are Arabic. This can be explained by the fact that the Turkic words were preserved in the Kryashen dialect, the Arabic and

Persian languages influenced him less than the Karamanlid.

Conclusions

Summarizing the above, we can say that these two subgroups are wealth for the Turkic world with its similarities and differences. If the Karamanlids did not have to move to Greece, then their literature could become richer. The cessation of the literature of the Karamanlid Turks is a very big loss for Turkish literature.

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CONCEPTUAL BACKGROUND OF THE ESSENTIAL INSTITUTIONALIZATION OF A PHILOSOPHY OF THE BIOINTELLECTOSPHERE

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Abstract: Under. In this paper, the author characterizes the conceptual foundations of building the philosophy of the bio-elelectic sphere as a theoretical construct, which development will allow revealing the essential aspects of the strategy of rational socio-natural development, determining the directions for its subsequent implementation. "Biotelectectosphere (bios - life, sphaira - sphere, Latin intellectus - intellect) – the sphere of intelligent organization of life – the stage of development of the biosphere, where human activity will be aimed at preserving and maintaining the conditions necessary for the optimal existence of life – the geological factor, which is the initial prerequisite for the emergence and existence of mankind

Keywords: Anthropic cosmological principle, biointellectosphere, biosphere, Universe, living matter.

Introduction

A number of studies by Russian scientists and philosophers have been devoted to the problem of developing the conceptual foundations of the strategy of rational socio-natural development. The most important of them are the works by representatives of the noospheric scientific school such as V.I. Vernadskii, N.N. Moiseev, V.P. Kaznacheev, A.D. Ursul, A.I. Subetto and others. In their works they consider evolutionary laws of the formation of the sphere of rational interaction between man (society) and nature (Vernadskii, 2007); problems of cosmoplanetary evolution of man and living matter as elements of a single self-regulating system (Kaznacheev, &

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Trofimov, 2004 ; Ekinici & Ozcan, 2017); features of the organization and implementation of managed socio-natural evolution on the basis of social intelligence and new forms of the government structure (Subetto, 2001; Abreu et al., 2016).

At the same time, the works by the representatives of the noospheric school treat the strategy of the joint harmonious development of man (society) and nature basically as a process organized and managed by a man. In our opinion, such a vision of this strategy is not entirely justified, since, firstly, it does not take into account the geological significance of living matter as a fundamental factor of geological evolution – the scale of its manifestation in the biosphere is many times greater than that of man; secondly, it excessively hyperbolizes the possibilities of the thinking being as a Part able of "managing" the Whole (Weitzsacker et al., 1997).

These circumstances require the development of a concept that allows us to identify the value of living matter and thinking humanity as factors, which interaction determines the ways of the joint evolution of man (society) and

nature. In this study, an attempt is made to solve this problem.

Methods

The methods used in this paper are as follows:

– dialectical method (attitude to human activity as a factor of rationalization and, at the same time, destabilization of socioenvironmental relations);

– analysis (the identification of principles and laws reflecting the geological significance of mankind and living matter as components of the biosphere, the idea of a person as a participant in the evolutionary processes of the universe, a rational being capable of cognition and rational transformation of nature);

– axiomatic method (considering the concept of the biointellectosphere as a category, which is the basis for the essential constitution of the philosophy of the biointellectosphere).

Results

In accordance with the logic of the creation of the theory, we refer to a conceptual basis for the construction of

the philosophy of the biointellectosphere a number of principles and laws, which content reflects the geological significance of living and thinking matter as components of the biosphere in many respects, determining the homeostatic parameters of the geographic envelope, the laws of its development and functioning; the idea of a man as a participant in the evolutionary processes of the Universe, a rational being capable of using the methodology of social and humanitarian cognition to the study and rational transformation of nature (Sabirov, 2013; Ranjbar haghghi & Ghaffari, 2016).

We refer the biogeochemical laws (principles) by V.I. Vernadsky, the environmental laws by B. Commoner, the anthropic cosmological principle, the principle of the Great Cosmological Supplement by V.P. Kaznacheev and A.I. Subetto as the most important of these grounds.

Now we shall consider the listed conceptual bases in more details.

Biogeochemical principles of V.I. Vernadskii reflect ideas about the geological significance of living matter and a man as a part of it.

V.I. Vernadskii's merit is that this thinker for the first time drew attention to the special role of life and living matter in the geological processes taking place on the planet. According to the conclusions of the scientist, living matter largely determines the planet landscape, the composition of rocks, soil, a number of minerals (oil, coal), the chemical structure of the atmosphere and hydrosphere. In his works, V.I. Vernadskii shows that the chemical composition of the earth's crust is due to the processes of biogenic migration of atoms, the initial and final link of which are living organisms. "There is no power on the earth's surface more constantly acting, and therefore more powerful in its final consequences than living organisms as a whole. And the more we study the chemical phenomena of the biosphere, the more we are convinced that there are no cases where they are independent of life. And so it lasted throughout the geological history. <...>. With the disappearance of life on the earth's surface there would be only slow, hidden from us changes in earth tectonics" (Vernadskii, 2007).

Being the originator of the science of biogeochemistry, V.I.

Vernadskii formulates three laws (principles) that reflect the geological significance of living matter.

1. Biogenic migration of atoms in the biosphere tends to its maximum manifestation.

2. Evolution of species goes in the direction of increasing biogenic migration of atoms in the biosphere.

3. During the entire geological time, life extends to its maximum possible limits.

Emphasizing the geological significance of living matter, V.I. Vernadskii, at the same time, draws attention to the activity of the thinker's matter – the bearer of cultural biogeochemical energy, a part of living matter capable of accelerating the pace of geological processes through the development of scientific knowledge and socially organized activities directed at it, thereby increasing the value of living matter in the evolution of the biosphere, speeding up its pace.

Thus, living matter and a man act as important factors of geological evolution, which is, in fact, a reflection of the biological evolution. The course and direction of this evolution is associated with the acceleration of the

rates of biogenic migration of atoms, which, in turn, contributes to faster rate of evolution of the biosphere.

B. Commoner's environmental laws focus a man on the need for a rational attitude to nature.

These laws are a generalization of existing ecological patterns and are expressed in the form of four aphorisms.

The first Commoner's law. "Everything is connected to everything else."

This law states that any change a man introduces into the world around him can lead to a global catastrophe. The law is based on the principle of positive feedback. According to this principle, any impact beyond the compensatory capacities of the ecosystem leads to its degradation and transition to a new systemic quality. For example, deforestation of tropical forests leads to a decrease in the content of free oxygen in the atmosphere. Reduced concentration of oxygen contributes to the weakening of photochemical ozone synthesis reactions. Thinning of the ozone layer, in the end, leads to an increase in the harmful effect on ultraviolet organisms. B. Commoner notes that "The system stabilizes itself

due to its dynamic properties, and these same properties under the influence of external loads can lead to dramatic consequences: the complexity of the ecosystem and the speed of its cycle determine the degree of load it can withstand, that is, a slight shift in one place can cause remote, significant and long-term consequences” (Commoner’s environmental laws, 2017).

The second Commoner’s law.
“Everything must go somewhere.”

The law states the need to recycle the waste produced by man.

The law is a modification of the physical law of conservation of energy in relation to ecosystems. According to the law, the living nature functions on the basis of closed cycles of matter and energy. Carbon dioxide and water vapor absorbed by the producers are used in the process of biosynthesis of organic matter. Green plants are food for consumers. The remains of organisms are decomposed by the decomposers. The inorganic substance formed by them (nitrogen, phosphorus, carbon dioxide) is again used by producers.

Unlike wildlife, social production is not closed and is associated with the release of unused waste, which

"recycling" is impossible or difficult. These waste include plastic, polyethylene, oil, gas, etc. Their accumulation in the biosphere will lead to a disruption of the natural cycles of matter and energy resulting in its self-poisoning.

The third Commoner’s law.
“Nature knows best.”

This law warns a man against attempts to reorganize (“improve”) nature due to the lack in society of sufficient knowledge about the mechanisms of functioning of the biosphere that includes millions of species of living beings and consists of a number of highly complex subsystems.

Indeed, there are many examples where human intervention in natural processes led to unpredictable results. Thus, the shooting of wolves in northern regions of Russia led to outbreaks of infectious diseases among populations of herbivores; mass destruction of sparrows in China contributed to the excessive reproduction of insects, etc.

The fourth Commoner’s law.
“There is no such thing as a free lunch.”

The law states the need for rational use of natural resources by man.

B. Commoner explains this law as follows: “... The global ecosystem is a single whole, within which nothing can be won or lost and that cannot be the object of general improvement: everything that has been extracted from it by human labor must be reimbursed. Payment on this bill cannot be avoided but only delayed. The current crisis in the environment indicates only that the delay has been very protracted” (Commoner’s environmental laws, 2017).

In other words, a man, without thinking of using resources and pledging the waste of his economic activity to nature, should think about that someday, his existence will be in jeopardy and he will not have the opportunity to compensate for the harm done to nature.

Thus, the orientation to the environmental laws suggested by B. Commoner allows determining the boundaries of human impact on the biosphere, forming ideas about the interrelationship of the components of the ecological chain, and setting the task of preventing the consequences of human irrational activity.

Anthropic cosmological principle and the principle of the Great Cosmological Supplement by

Kaznacheev and A.I. Subetto consider a person as a direct participant in the evolutionary processes of the universe.

The founders of the anthropic program (a set of scientific studies aimed at studying the relationship between man and the universe) are R. Dicke and B. Carter, being the first to pose in their works the problem of whether there is a relationship between the fundamental laws of the universe and the conditions of human existence as a being capable of observing it.

The solution to this problem was based on the study of the laws of the chemical evolution of stars. Thus, according to the conclusions by R. Dicke, these laws are strictly consistent with the conditions necessary for the emergence at some stage of their evolution of organic, and, consequently, intelligent life (Dicke, 1961). The consistency of the laws of the evolution of stars with possible emergence of a human being in the universe is at the basis of a weak anthropic principle.

A strong anthropic principle regards a reasonable observer as a certain goal, the sense of the existence of the universe. This version of the anthropic principle is based on anthropic

arguments – a number of fundamental physical constants, the numerical parameters of which are ideally coordinated with the conditions appropriate for a reasonable life (Carter, 1983; El-Kader, 2018).

Proponents of a strong anthropic principle argue that the universe was originally created for a man and that the very moment of the Big Bang presupposed the emergence of an observer in it. Man in this modification of the anthropic principle is often regarded as the result of some intelligent design (Leslie, 1982).

According to the anthropic principle, the biosphere could not but be "human". Being a part of the self-organizing universe, human activity reflects the logic of development of the objective world, the strategy and trends of its evolutionary changes.

The principle of the Great Cosmological Supplement by Kaznacheev and E.I. Spirin concretizes the concept of a man as a cosmic being, participant in the evolutionary processes of the universe. Here, a person emerges as an element of a self-regulating cosmoplanetary system of the ground, which is the biosphere with its complex

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solar-terrestrial connections. "The essence of this principle is that any large-scale study of the phenomena of the physical world must be correlated with the corresponding studies of living matter and a man as a reasonable form of life." (Kaznacheev & Spirin, 1991).

Analysis of the anthropic cosmological principle and the principle of cosmological complement allows us to assert that man emerged at a certain stage of the evolution of the Universe, when a combination of fundamental physical constants created conditions for the appearance of intelligent life on the Earth. The presence of reason allows a person to observe and describe the Universe, viewing it in the unity of its matter and material components.

Discussion

Thus, in the course of the author's study of the conceptual prerequisites for the essential constitution of the philosophy of the biointellectosphere, the following results were obtained:

– Biogeochemical principles of V.I. Vernadskii were considered, the role of living matter and a man as important

factors in geological evolution was emphasized;

– The environmental laws by B. Commoner were characterized, their significance in the formation of ideas on the interconnection of the components of the ecological chain in determining the boundaries of anthropogenic impact on the biosphere was determined;

– The anthropic cosmological principle and the principle of the Great Cosmological Supplement was analyzed as theoretical generalizations that allow us to view man as a component of the matter and material structure of the Universe, its natural part.

Summary

Summarizing our research, we can formulate the following conclusions:

– a man and living matter are components of the natural organization of the biosphere, the interaction of which determines the course of geological evolution;

– knowing the laws of nature allows a person to determine the boundaries and prevent the consequences of his impact on the biosphere, determine ways to rationalize the forms of economic activity;

– the emergence of mankind is associated with the laws of evolution of the very Universe;

– the evolution of the Universe is a reflection of the unity of man, life and space.

Conclusion

The materials of the research can be used for further philosophical and theoretical understanding of the prospects of socio-natural development, to develop a strategy for rational interaction between man, society and nature. The results of the work can be also applied to improve the training courses on social philosophy, philosophy of science and technology, and ecology.

During the research, problems were identified that need further elaboration. These include: the need for a deeper understanding of the prerequisites for the emergence of the biointellectosphere in the context of contemporary philosophical and scientific discourses; the definition of the conceptual and substantive foundations of the philosophy of the biointellectosphere; revealing of the essential characteristics of the

biointellectospheric model of the development of nature and society.

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THE SOLUTIONS TO ENHANCE PERFORMANCE OF PARLIAMENTARY FRIENDSHIP GROUP AND ITS POSITION IN PARLIAMENTARY DIPLOMACY

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Abstract: On one hand, this study has considered the theoretical foundations of foreign policy and parliamentary relations and introduction of new effect of parliamentary relations and the solutions to enhance and improve that at the political world using juridical-legal regulations. This study can be considered as a fundamental research to increase the information in theoretical field of jurisprudence and law, international relations and familiarity with this important concept in 21st century. On the other hand, because of investigating the issue of enhancement of parliamentary relations in field of politics in general form and the interaction of Islamic Consultative Assembly (Iranian Parliament) with international and regional parliamentary assemblies in special form and presentation of suggestions to enhance

the interactions using juridical-legal regulations; this study can be considered as an applied research. In this study, the specialized knowledge and executive insight is improved from different aspects in field of theoretical (fundamental) and academic (applied) dimensions.

Introduction

Governments as the most underlying actors in international system are formed of structures and institutes encompassing their sovereignty dimensions and the domain of their independence and domestic and foreign management could be specified and defined based on authority. The domestic structures and institutes always play facilitating role for the governments. As it was mentioned before, parliament as one of the most

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important powers of triple powers of the state play key role in legislation and specifying the organizational frameworks. Determining foreign policy in every country needs at least 3 types of selection: selecting goals that means making decision in this field that what are the overall goals of the country in the arena of international policy and what are the special goals in special situations? Such selection mostly needs sacrificing or endangering some goals for realization of more valuable goals. Second, after setting goals and determining their priority, the next step is to select and implement methods, which can most likely help achieving those goals. In step 3, the capabilities should be determined. Judgment of politicians on this issue that what they can do due to the capabilities of other countries can affect both early selections (Moradi and Maghsoodi, 2013, 6-8).

Although the Constitution of every country has specified the way of foreign policy making or authorized institutes or organizations in this field, the role of parliament in this domain cannot be ignored. Foreign policy is an attitude considering determination of principles, goals and interests in foreign

behavior of every political unit with other units and international environment. In determination of these principles, the goals and interests; the parliament and the representatives play key role until the time that foreign policy remains in conceptualization step. Iranian Parliament in legal frameworks can play key role in foreign relations. In this regard, parliament has established parliamentary friendship groups to enhance the inter-parliamentary relations with different countries of the world and serious organization of these groups can undoubtedly pave the way for enhancing the relations. In regard with parliamentary friendship groups as informal or formal institute as a sub-branch of legislative power and its impact on foreign policy, several notes are presented:

1. The providers and executors of foreign policy are mostly non-parliamentary forces.
2. The supervision and impact should be differentiated. Parliaments have mostly more legal aspects in foreign policy and have less effectiveness.
3. Parliamentary friendship groups are groups among parliaments of

different countries and as it is obvious from their name; they tend to provide friendship among parliaments and they never consider foreign policy.

4. The range of inclusion of parliamentary friendship groups is not like foreign policy. The domain of activity of foreign policy is wide extended; although parliamentary groups are established just with the aim of improvement of inter-parliamentary relations.

5. Difference should be considered among foreign policy, foreign relations and parliamentary relations (Moradi and Maghsoodi, 2013, 10-14).

In general, it could be claimed that the main objective of this study is to identify the solutions to facilitate and improve interaction of Iranian Parliament (Majlis) with regional and international parliamentary assemblies based on juridical and legal principles. In other words, the main objective of this study is identifying the role of juridical and legal teachings in parliamentary diplomacy of Islamic Republic of Iran.

The objectives of this study are as follows:

- Recognizing the position of parliamentary friendship groups in parliamentary diplomacy
- Recognizing the existing approaches to role of parliaments in foreign policy as the instrument to follow up the foreign policy
- Recognizing regional and trans-regional parliamentary assemblies
- Recognizing the upcoming damages of parliamentary diplomacy of Islamic Republic of Iran in field of foreign policy.

After the statement of problem and making conclusion of the said things in this study, following questions are answered:

1. What principles should be considered and applied in international relation with other countries?
2. How the relation of Majlis with the government should be to improve the public diplomacy of Islamic Republic of Iran?
3. Membership of Iranian Parliament in which regional and international parliamentary assembly can improve state diplomacy of Iran?
4. What are the most underlying political, economic, social and legal barriers to interaction of

Iranian parliament with regional and international parliamentary assemblies?

5. What are the most effective factors in increasing the influence of Islamic Republic of Iran at the world and the Middle East?

6. What are the legislative, supervisory, political and economic factors affecting improvement of interaction of Iranian Parliament with regional and international parliamentary assemblies?

The shortcomings and damages against parliamentary friendship groups of Islamic Consultative Assembly (Iranian Parliament)

The parliamentary diplomacy parliamentary diplomacy has a way with many ups and downs in its bilateral and multilateral dimensions, since the governments resist against power diminishing and effectiveness in international domains. In some countries, because of domestic issues and special political structures, there is no Parliament or it has weak position.

The spirit of freedom, liberty and morality can be also one of the elements existed typically in parliaments more than the governments and

governors and can be itself a factor in regard with slow movement of parliamentary diplomacy against the movements and state diplomacy. Another problem for the parliament to play international role can be the way of interaction of each parliament with its national state. If the Parliamentary representatives accept with their own honesty and the officials accept with their dignity that parliamentary diplomacy is complementary member of state diplomacy, moving in this way would be easy. Another issue is lack of brilliant diplomats in the parliaments around the world or lack of interference of these people in meetings, summits and international summits. The problem is evident that the cabinets submitted by the parliaments are not typically armed to politics or lack sufficient efficiency in interaction with other representatives and other cabinets of other countries because of lack of dominance on stranger language. This issue is in consistence with the juridical principle "peaceful coexistence" mentioned before.

The opportunities of development of parliamentary diplomacy in the foreign policy system

According to many scholars, parliamentary diplomacy is in fact continuing the foreign policy of the state in semi-official frame, along with a little facilitation and agreement in attitude towards performance of foreign ministry and official diplomats. The performance of parliamentary diplomacy has two main frames. The first one can be Parliamentary Friendship Working Groups. Parliamentary friendship groups are established in framework of the agreements between parliaments and the members include representatives from every parliament. Member representatives of parliamentary friendship group are in facts diplomats of a country with specialized activity on that country. The representatives have periodic trips to the said country and have direct meetings with the representatives. Moreover, other relations are also created with the representatives of that state during the parliament period and some exchanges of ideas are also taken on different opinions and common positions. On the other hand, some meetings are also made in these trips with officials of foreign policy, which should be applied to follow up the desired interests. The

second framework in this regard can be the trips of parliamentary cabinets, which are mostly done to investigate the special issues and making agreement on main issues. In this regard, some references are presented in next section. The most underlying impact of the activity in vote of parliamentary cabinets in international assemblies is shown.

Empowerment of regional and international parliamentary assemblies

Another task and manifestation of parliamentary diplomacy can be effective presence in regional and international parliamentary assemblies and enhancement of function of the organizations and using them to provide the national interests and achievement to some levels of convergence and codification of international standards based on the laws and rationality and away from the powerfulness and dominance of foreign policy. In this regard, observance of juridical principle "keeping promise" is essential. Quran verses and the narratives (Hadiths), especially prophetic narratives, have emphasized the necessity of keeping all promises and commitments and have

mentioned that the promise can be cancelled only in case of violation of other party; otherwise, keeping promise is the sentence of wisdom and law. only in such cases, regional and international parliamentary assemblies can be empowered and their decisions can gain sanctions.

Increasing effectiveness of international parliamentary organizations

Parliamentary diplomacy in its least limitation has two components and one of them is presence in international parliamentary assemblies. The organizations are abundantly efficient in fields such as human rights, civic freedoms, combating organized crimes and energy security due to the increased parliamentary humanitarian interferences and their role is being increased as time goes. In this regard, the political consultations of representatives of Iranian Parliament in margin of summits of the organizations can play alternative role to achieve a common parliamentary formula and solving the regional challenges.

Participation of representatives of many countries in sessions of the organizations can be also good opportunity, which can be used to become familiar with various methods of function of the parliaments at the world and using experiences of other parliaments and can also enhance the inter-parliamentary relations of different countries.

One of the juridical rules emphasized in this filed is "rule of necessity". In political jurisprudence, rule of necessity has various uses. Religious leaders use the rule for submission of the other party and to make that party to be committed to the regulations to prove the rightfulness and have used that also in relations of Muslims with non-Muslim people. It means that one of the ways to enhance effectiveness of international parliamentary organizations is making parties be committed to regulations.

Strategic planning against parliamentary friendship groups

One of the ways to improve foreign policy strategy of Islamic Republic of Iran is maximization of

using capacity of parliamentary diplomacy in continental and trans-regional levels, since development of parliamentary cooperation can provide the conditions for conclusion of bilateral or multilateral defensive-security agreements between specialized committees of parliament with parliamentary counterparts in regional states, especially Islamic and neighbor states with the aim of increasing regional convergence.

Parliamentary groups are non-official groups, the function of which in one of the most political institutes of the state is humanitarian function with the aim of affecting progress of foreign relations. If these groups have codified an serious plan, they can have many advantages and the capacities of these groups to create required conditions of the state to extend the relations with other countries should be thought seriously.

The requirements of enhancing efficiency of parliamentary friendship groups of Islamic Consultative assembly

As it was mentioned before, diplomacy or the dominate principles on

diplomatic relations can be defined as the knowledge of relationship of the politicians and officials of the world. Today, diplomacy has gained different branches and the imagination that the diplomacy can be progressed only in foreign affair system and in state affairs can't be explained anymore. As a result, according to the extension and the range of issues in bilateral or multilateral relations of states making the international system and policy involved; along with the international political institutes and governments, the parliament of states with a combination of experts is playing role in development of relations and solution of international problems and challenges and in frame of parliamentary diplomacy.

At today's world, according to the extension and complexities of political relations, a country needs to use all instruments to express the ideas and to provide the interests in different fields. One of the instruments or elements can be state parliament. Today, due to politics of the UN and inefficiency of the main body of the institute (Security Council of the UN) that has focused the international security; the politicians of countries have been encouraged to

consider the new instruments and solutions to solve the bilateral or multilateral problems to solve international challenges. Hence, with understanding some challenges and weaknesses and strengths of diplomacy system in foreign policy, activation of parliamentary capacities can be understood. The measure is not in conflict with macro policies of a country, since there is no difference between macro positions and principles of parliament and the government, but also they are different in using tactics, methods and activating corresponding institutes in target states through the parliament and parliamentary diplomacy. As a result, it could be claimed that parliamentary diplomacy can be effective step towards development of relations of countries. Hence, it is necessary to take measure to enhance the efficiency of parliamentary friendship groups (Divsalar, 2011, 12-17).

The most underlying decisions, requirements and solutions enhancing the rich capacity of friendship groups in coordinates of foreign policy of Islamic Republic of Iran are presented in the following (Rasoolizadeh, 2011, 8-12).

Transparency of the domain and duties and mission of parliamentary friendship groups

One of the main goals of the parliamentary friendship groups in the statute of the Iranian Parliament is providing conditions to extend the mentioned relations. At the first, it is necessary to specify the type of relations, since the term "extension of relations" is extended and ambiguous and can make some interference with the duties of executive systems. Here and with legal view, the said juridical principles can be considered to extend the parliamentary relations. For example, one of the main principles is the rule of negation authority on family laws, which should be considered in extension of parliamentary relations. According to the said rule, the way of any kind of influence and dominance of unbelievers on Islamic societies in different political, military, economic and cultural domains should be banned.

Regulation of activity of these groups in domestic statutes of Islamic Consultative Assembly

The issue of parliamentary diplomacy is a new concept, which has been created and evolved over the decades and hence, the constitution has just discussed on the legislation, representativeness and parliamentary supervision. Hence, it is suggested to specify the mission and goals of these groups clearly in domestic regulations of Iranian Parliament.

Consistency and orientation of parliamentary friendship groups with state official diplomacy

Parliamentary friendship groups have not reached agreement with the Ministry of foreign Affairs. The recommendation is to create the consistency between goals of parliamentary diplomacy of parliament and the Ministry of Foreign Affairs to prevent the political friction with that ministry. Here, using the juridical rule "expediency" is highlighted. Basically, expediency gives a kind of flexibility to religion and Islamic sentences to preserve the principle under different and sensitive conditions. However, it is necessary for the expediencies to be in line with general soul of duty and to preserve the origin of religion.

Observance of rule of expediency makes people integrating the interests of Islamic nation and national interests elegantly and considers expediency of preservation of system and rule of priority of the most important thing to provide the conditions to provide interests of Islamic nation. In fact, observance of the 3 recent rules can be good criterion to provide balance to create interest of Islamic nation and national interests and to prevent intervention of the two priorities and underlying expediencies.

Drawing the plan of parliamentary diplomacy way in 4-year period of parliament

There is direct relationship between establishment of integrated parliamentary diplomacy and efficiency of parliamentary friendship groups. Determining 1-year and 4-year diplomacy strategy directly can increase the efficiency of parliamentary friendship groups of Iranian parliament. Here, the importance of the rule "the most important thing" is cleared. The aim by "the most important thing" is the thing that is more important than any other thing and has more expediency and

less harm and using the rational criteria in consistency with law, the circle and the priority of the most important thing can be achieved. In field of parliamentary friendship groups, one of the most underlying issues is the plan of way of parliamentary diplomacy.

Analysis of the annual performance of parliamentary friendship groups

Every structure can be successful when there is a mechanism to analyze its performance. Parliamentary friendship groups are not an exception and it is necessary to analyze and publish annual performance and achievement of the groups. Pathology of performance of friendship groups can directly affect restoration of some inefficient approaches. At the modern today, one can escape from performance measures. Lack of an integrated and systematic approach compared to performance measurement is a key limitation for integration, effectiveness and organizational performance. Performance management is associated with the way of using performance measurement systems to manage the performance of an organization. The early works in field of performance

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management identified several factors affecting success and failure of performance measurement and improving measures. These factors are presented in the following and can be used to measure the performance measurement of parliamentary friendship groups (Azar and Asgari, 2018, 56-58):

- Availability and using adequate information and communication systems
- Simplicity and user-oriented nature of performance measurement systems
- Commitment of heads of parliamentary friendship groups
- Organizational structure, distribution of responsiveness and accountability
- Size and complexity of parliamentary friendship groups
- Maturity of the parliament in learning the way of working with performance measurement system
- Organizational structure and management style, especially need to transparency, stability, accuracy and trust
- Transparency of goal

- Designing performance measurement system causing creation of unwanted complications

Membership of representatives of border provinces in parliamentary friendship groups of neighbor states

The representatives of border provinces have some information about the cultural and social behavior of neighbor states based on rule of adjacency of territory. Considering the principle of territory and cultural nearness can make the legislator take integrated management to specialize these groups more than before.

Analysis of arrangement of parliamentary friendship groups shows that some representatives of border provinces observe the principle of geographical and cultural nearness and have become a member of in the parliamentary groups of some neighbor states of Islamic Republic of Iran and the number of examples need to be increased. For example in course 6, the representatives of Zahedan and Tabriz (Bagher Kurd and Ali Asghar Sherdoost) respectively became members of parliamentary groups of parliament of India and Parliament of Republic of

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Azerbaijan. In course 7, the representatives of Khuzestan and Zahedan were member of no one of the parliamentary friendship groups of neighbor states.

Attention of non-official diplomacy of parliamentary friendship groups towards attracting foreign investment

It seems that based on the sanctions and economic problems, some part of official and parliamentary diplomacy movements are going towards reduction of economic pressures from the channel of foreign policy. Role creation and counseling of parliamentary friendship groups can be a part of the puzzle of this approach. In this regard, over the years, seminar of these groups with economic organizations is increased and the examples can be holding third annual summit of the members of management committee of parliamentary groups of parliament 8 and the management committee of chambers and the common commercial assemblies with presence of a group of activists of private sector in 2009. It is suggested to specify certain working plan or modality for the parliamentary friendship group in economic field. In

this regard, attachment of economic and cultural issues to the statute of parliamentary friendship groups can be a focus point in economic diplomacy movements of ninth parliament.

Membership in international treaties and contracts

In accordance with article 125 of Constitution of Islamic Republic of Iran, membership in international treaties takes official and legal form when they are approved by the Iranian Parliament. Accordingly, without the positive vote of parliament, no one can enter to many scopes of foreign relations based on different treaties. Under current conditions, international law is being extended because of increase in international multilateral treaties and it seems that has possessed certain aspect of foreign relations of every country. Iranian parliament can approve or reject membership in some international treaties to protect the national interests of country in foreign arena through this. It should be noted that the executive officials sometimes have to sign a treaty based on necessity; although the parliament has not such considerations and follow the cases freely and vote for

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acceptance or rejection. One of the most important international treaties in recent years has been Covenant of Action (Joint Action Plan), which was signed with the 5+1 group and the parliament approved that after studying that.

General evaluation of strengths and weaknesses of parliamentary diplomacy of Islamic Republic of Iran

In general view, it should be mentioned that Iran's parliamentary diplomacy is an effective diplomacy in world relations and is available and can at the same time facilitate the diplomacy in national level, which can pave the way for extension of relations in political and economic level.

Parliamentary friendship groups, like diplomatic assemblies, can't bargain in bilateral or multilateral negotiations, but also they are in fact groups established in legislation assemblies and taking their mission based on stabilization of the inter-parliamentary relations. These groups should pay attention that there are differences between foreign policy and principles and relevant goals on one hand and friendship relations and enhancement of relations on the other

hand. Although enhancement of relations can be evaluated in line with supplying goals of foreign policy, they can't be same. The most underlying function and role of parliamentary friendship groups in foreign policy can pave the way for progress of state foreign policy. In other words, parliamentary friendship groups are semi-official channels, which can play key role in extension of foreign relations of state with other countries through gaining attention of parliamentary friendship group of target states.

According to this study, it was found that all of these capacities are not used in Iran and the Inter-parliamentary Union (IPU) has gained more successes in field of foreign relations. Bilateral cooperation of Iran and the IPU has doubled the effectiveness and influence of the international parliamentary institute and has drawn constructive future for common parliamentary cooperation for trans-regional legislative supports, combating violence, food security, world financial crisis, terrorism and enhancement of role of parliaments in development of security, political and economic decision making system. The most underlying results obtained from

comparative study of parliamentary friendship groups of Germany, France, Portugal, Turkey, Canada, Australia and Iran can be mentioned as follows:

- Increased importance of humanitarian issues and democracy in prioritization of parliamentary friendship groups
- Role creation in solving disputes with other countries
- Role creation in trust making and tension removing with other countries
- Political-legal assistance to collect information and relevant documents of special issues
- Accelerating the process of approving bilateral agreements with other countries
- Following common interests in legislative assemblies of two states and accelerating the process of approving special issue
- Creating parliamentary source to for continuous revision of efficiency of friendship groups
- Using efficient instruments and methods for more role creation of parliamentary friendship groups in parliamentary diplomacy movements

- Negotiation with foreign ministers and creating specialized seats in parliamentary friendship groups

- Matching priorities of parliamentary diplomacy with movements of pioneers of state foreign policy

- Purposeful invitation of parliamentary assemblies of other countries

- Expertise and decentralization in criteria of appointing the chairman of parliamentary friendship groups

- Drawing and determining certain plan to organize the goals and missions of parliamentary friendship groups or the way of hostage of parliamentary diplomatic assemblies

- Using consultative opinion of national security commission and foreign policy in establishment of parliamentary friendship groups

- Taking benefit of independent budget row, determining some limitations for presence of a legislator in more than one parliamentary friendship group

- Purposeful cooperation of some heads of parliamentary friendship

groups in foreign trips of custodians of foreign policy in executive power

- Increasing the cooperation with inter-parliamentary organizations

- Lack of financial and political dependence of heads of parliamentary friendship groups with activity of members of Iran's inter-parliamentary union

It could be mentioned that with the efforts taken in this field, the opportunity of membership of Islamic Republic of Iran in executive committee of IPU has been underlying issue, which was provided for the first time after 50 years. The membership can provide new space for extension of interactions and relations of parliaments of different countries and new phase has been begun in this field. Hence, a measure needed to be taken in this field is amendment of the statute and providing the required conditions to create suitable capacities in executive assembly of IPU in Islamic Republic of Iran. This is because; good capacity is created, based on which the required conditions should be created to modify the structure of international affairs of parliament.

At the end, it should be noted that as many interactions can't be taken in state level and foreign ministry, they can be realized through the parliaments by means of parliamentary friendship groups with underlying role in affecting the process of foreign policy as one of the most important diplomatic instruments to attend in regional and international interactions in case of meeting the shortcomings and providing good solutions for maximum use of role of these groups. However, the IPU is currently more effective than friendship groups in field of parliamentary diplomacy.

Conclusion

In this section, using the analysis presented in this study, in addition to present the conclusions, the objectives and questions presented in introduction are discussed.

On the presented questions in introduction, following answers are presented?

1. What principles should be considered in international interaction with other countries?

Diplomacy is a kind of knowledge combined of law (where the international relations and world peace and situation of diplomats and regulation of the relations of diplomatic representatives is considered) political art (where individual innovations are needed for negotiations and execution of foreign policy to preserve the national interests and friendship of the governments), technique of formalities (to facilitate the contacts of representatives of different governments) and management (to manage the current and daily affairs of embassies and relevant institutes of foreign policy). Effective and efficient international interaction has principles, the observance of which can guarantee its success. In the Constitution of Islamic Republic of Iran, the issue of politics and foreign relations are considered significantly. Hence, allocating chapter 10 of Constitution to foreign policy and also other articles considering the foreign policy can show the framework of foreign policy. 4 articles including 152, 153, 154 and 155 of constitution

have discussed on goals, purposes and regulations of foreign policy of Islamic Republic of Iran. hence, the principles needed to be considered in interaction with other countries include negation of dominance, negation of authority on family law, preservation of independence and prevention of influence of strangers, taking effort for coalition and alliance of Muslim nations and unity of the Islamic world and defending the rights of Muslims, combating violation and seeking justice and rejection of dominance system at the world and supporting rightfulness fights of the poor, defending rights of all Muslims of the world, taking effort to realize the happiness of all people of human society, prohibiting the contracts causing dominance of strangers on the country, recognizing independence, freedom and the governance of rights and justice as law of all people, avoiding any kind of interference in domestic affairs of other nations, inseparability of freedom, unity and territorial integrity, priority of relations with Islamic states on non-Islamic states, lack of commitment against dominating powers, peaceful relations and acceptance of governance based on right and justice,

accepting political refuge (Akhavan kazemi, 2013, 232-233).

2. How the relationship between parliament and government should be to empower the public diplomacy of Islamic Republic of Iran?

The issue of interaction of powers, especially legislative and executive powers, is a legal-political, theoretical-applied and practical-academic issue. Moreover, it is one of the discussions of fundamental rights, which is very important and can affect the peace and spiritual, political, social and economic stability of the society and providing efficiency of governmental systems. If the parliament and government as two independent powers go forward alongside, they can have significant effect on accelerating the process of development of country and improving the public diplomacy. This issue is important, especially in field of foreign relations and where many challenging laws can be changed with interaction of the two sectors. Over the years, it has been observed that wherever gap is created between the parliament and the government, negative results have been obtained and public

diplomacy of country is damaged hardly. Mismatch and lack of unity of powers is harmful and the damages have deep and wide extended dimensions. Some of the most important barriers to enhance the relationship between parliament and government are (Hashemzadeh Harisi, 2011, 25-36):

- Structural inefficiency
- Imbalance of powers with responsibilities
- Bad interpretation of national law and interests
- Powerfulness
- Spiritual and ethical weaknesses
- Political group-orientation
- Social differences
- Problems
- Weakness of interaction, consultation and exchange of ideas

3. Membership of Iranian parliament in which regional and international parliamentary assembly can empower state diplomacy?

Because of having public station, the Iranian parliament has high capacity for role creation in field of domestic and international issues, which

has tried in this field over the years with holding regular summits in level of world inter-parliamentary union, Islamic inter-parliamentary assembly and Asian assemblies. Establishment of different committees in margin of the summits with presence of representatives of the parliaments of the world can be good opportunity for expertise investigation of the problems of the world and gaining comprehensive solution. Parliament can help smoothing the regional and international space easier than diplomacy system. Membership of Iranian parliament is successful in those assemblies, the goals of which are in line with goals of the Islamic Republic of Iran and those enhancing the role and position of Iran in worldwide equations.

4. What are the most underlying political, social, economic and legal barriers to interaction of Iranian parliament with regional and international parliamentary assemblies?

The most underlying barriers and damages against parliamentary diplomacy of Islamic Republic of Iran with negative effects on interaction of parliament with regional and

international parliamentary assemblies are:

- Instability of diplomatic activities
- Lack of custodian
- Lack of parliamentary secretary general
- Lack of experienced experts and translators
- Lack of international deputy in parliament structure
- Freedom of parliamentary friendship groups
- Negligence of expertise
- Lack of activities of parties in parliament
- Lack of applied attitude towards parliamentary friendship groups
- Lack of consistency of expertise of the representative with tasks of friendship groups
- Lack of familiarity of some representatives with foreign languages
- Provincial and racial considerations in appointing the members of friendship groups
- High activity of representatives for membership in some friendship groups

5. What are the most underlying factors affecting increasing impact of Islamic Republic of Iran on the world and Middle East?

The impact factor as the effectiveness component of governments can be defined as the effort of regional powers to force other governments to continue an action or policy in line with their interests. According to regional evolutions and role creation of Iran in Iraq, Syria, Lebanon and Yemen; the issue of impact factor of Iran is significantly considered by other countries.

The sect divisions and interference of foreign powers at the Middle East can increase influence and power of Iran in the region. Certainly, Islamic Republic of Iran has been the greatest winner of chaos over the years at the Middle East. Over the past years, Iran has been successful to gain considerable impact in Middle East states (Lebanon, Syria, Iraq and Yemen). Some analysts and politicians criticized Obama because of choosing soft policy at the Middle East, which could increase impact of Iran. Interestingly, in each country, the main competitors of Iran (Arabia, Israel and USA) have accidentally caused

increased power and impact of Iran. In other words, any kind of foreign interference in these countries has unwantedly empowered the Shiite group, fans of Iran, at these countries. However, the question is that how the main competitors of Iran have caused victory of Iran at the Middle East? One of the countries, at which Iran has been successful to gain power, is Lebanon. In this case, it should be mentioned that Israel, the main enemy of Iran, has accidentally made Arabic countries come close to Iran. In 1982, Israel invaded to Lebanon and occupied south of Lebanon until 2000. The reverse result of the interference was increased impact and power of Iran and advent of Hezbollah Organization with thought of Shiite in Lebanon. Combating Zionism and foreign occupation of that by Iran caused wide range support of Shiites of Lebanon for Iran. the result is that Lebanon government is the real and powerful representative of Iran in neighborhood of Israel and the force can preserve and increase impact of Iran. Therefore, the main enemy of Iran, Israel, could gain very high position in its neighborhood.

6. What are legislative, supervisory, political and social and economic factors affecting improvement of interaction of Iranian parliament with regional and international parliamentary assemblies?

Unfortunately, Iranian officials pay no sufficient attention to parliamentary diplomacy. To change the situation, the attitudes of decision makers and executors of foreign policy should be changed first of all and the changes should be prevailed to the domain of action gradually. Hence, following items shall be considered:

- Local benchmarking of experience of some parliamentary systems
- Development of cyber parliamentary diplomacy
- Designing integrated plan to create regional parliamentary organizations
- Using capacity of NGOs
- Strategic planning against parliamentary friendship groups
- Transparency of the domain of duties and mission of parliamentary friendship groups

- Paying attention to two rules of geographical and cultural connectivity

- Organization of activity of these groups in domestic regulations of Iranian Parliament

- Consistency of orientation of parliamentary friendship groups with state official diplomacy

- Drawing diplomacy way plan in 4-year parliament period

- Investigating annual performance of parliamentary friendship groups

- Making balance and consistency between qualitative and quantitative growth

- Highlighting role of national security and foreign policy commission

- Membership of representatives of border provinces in parliamentary groups of neighbor states

- Considering executive backgrounds of legislator

- Attention of some part of non-official diplomacy of parliamentary friendship groups towards attracting foreign investment

- Using experiences of former representatives

- Paying sufficient attention to language and discourse of foreign policy

- Membership in international treaties and contracts

Finally, with emphasizing the objectives of this study, it could be found that this study has investigated the theoretical framework and literature of the issue in field of juridical and legal principles of diplomacy of Islamic government and the way to make parliamentary friendship groups efficient and to enhance effectiveness of the interaction of Islamic Consultative Assembly with parliamentary assemblies; the author has been capable to achieve good model of the strategies and solutions in this field. In this section, the model questions are introduced and presented separately. The model can be suggested as an applied and almost comprehensive package containing many underlying principles relevant to interaction of Iranian parliament with regional and international parliamentary assemblies, along with general concepts for the Iranian parliament and the Foreign Ministry specifically and for all

activists of foreign policy and parliamentary relations generally.

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THE FOLKLORIC ELEMENTS IN THE G. BASHIROV'S WORKSAsiya A. Rakhmatullina¹Flera S. Sayfulina²Luisa F. Zamalieva³

Abstract: The article is devoted to the study of folkloric elements in the works of Tatar writer of the second half of the twentieth century, Gumer Bashirov. Verbal folklore reflects the spiritual world of the people, its ideals and dreams, values of life, centuries-old creative experience of the people, language features, poetic idea of the world. Also, folklore is unique in its form and content, themes and subjects, which attract writers and poets. In the works, which depicts the spiritual world, the way of life of the people, their rural life, the use of folk traditions and elements is an integral part of the work of art. In the Tatar village prose, which includes the work of the studied writer, in order to reflect the Tatar life in the countryside, elements of family and household and calendar customs are often included in the skeleton of the work. In this work, the objects of study

are the folklorisms used in Bashirov's autobiographical novel "My homeland is a green cradle." The aim of the study is identifying and studying of switching the function of the folkloric elements in the studied novel. The author sees one of the purposes for writing this novel is in the preservation of Tatar folk customs, rituals, traditional foundations of rural life and language specifics. The study enables to conclude that the autobiographical novel "My homeland is a green cradle" by G. Bashirov has prominently many examples of Tatar verbal folklore. The author uses almost all the main genres of Tatar folklore: fairy tales, tales and legends, song folklore and baits (lyrical epic), small genres – proverbs, sayings, omens, winged words, good wishes, curses, conspiracies, oaths, as well as family and household and calendar customs that existed in the early twentieth century.

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Key words: Tatar literature, prose, folklore traditions, folklorism.

Introduction

Verbal folklore is the basis for the traditions of which the literature of any nation develops. Conscious writers' appealing to folklore and using folklore traditions and motives in their works is called folklorism. This term was proposed by the French folklorist P. Sebiyo in the nineteenth century. It was used to characterize the folklore interests of writers, critics, publicists, their appeal to the subjects, motives and images of verbal folk poetry. The problem of artistic folklore is connected with the problem of relations between literature and folklore, which is considered mainly in two aspects: on the one hand, the impact of verbal and poetic traditions on the artistic creativity of individual writers, on the other hand the fate of literary work in folklore existence. [Literary encyclopedic dictionary, 1987].

The question of the influence of art on fiction has been the subject of research of Tatar scientists-folklorists and literary critics since the 60s in the

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twentieth century, such as F. Akhmetov, T. Galiullina, A. Sadekova and others [2-5]. Scientific articles of the group of modern Tatar literary critics[6-10], as well as the authors of this article [Saifulina, Zamalieva, 2012: 146-149] are devoted to certain aspects of the issue.

Works of a classical poet of Tatar literature in the twentieth century G. Bashirov are included in the Golden Fund of Tatar literature. The writer knew and carefully studied national traditions and customs, and reliably presented them in his works. Later, he described his attitude to verbal folklore in some nonfiction articles. In the article "A few words about one word" (1963), the author writes about the need to record folk material from the mouth of the carriers themselves. He sets the task to study the work of famous folk storytellers and also appeals to protect "precious folk verbal wealth." In the work "Folk are people" (1965), the writer asserts that the roots of any branch of art and literature date back to folk art.

Over the years of his activity, this writer made a great contribution to the development of Tatar folklore. He collected many folk tales and mazaks

(funny stories with moralistic implied sense), he was an author of the collections of folklore and author of the introduction articles to many of these collections (collections "Tatar folk tales" (1950), "Gelechek" (a collection of folk tales for children) (1953) "Ninety-nine mazaks" (1960) and "One Thousand and one Mazak" (1962)).

The works of the studied writer refer to the "village prose", in which the plot is based on the description of the way of life in a village. In the Preface of the autobiographical novel "My native land - my green cradle" the author notes that in his work he consciously refers to the elements of folklore, folklore motives and he writes the following: "...This work is from the life of one Tatar village. New Sala is a small village, but it has existed since the time of the Kazan khanate (Y-YI centuries) and in itself, on its land, in everyday life, in legends keeps many priceless traces from the history of the people. The heartbreaking melody of folk songs and fervent dances reflect the people's character, as well as proverbs and sayings reflect its brilliant wit. I consider myself a happy person, because I was able to include the least

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part of this priceless spiritual heritage in my work" [Bashirov, 2005: 6].

Methods

The article uses comparative and cultural-historical methods of literary text researching, as well as the method of hermeneutic analysis of literary text, as this method makes it possible to discuss the literary text in the context of literary and cultural traditions.

Results And Discussion

1. Description of ceremonies features in the text. Since ancient times, the life of farmers has been connected with land and nature. People led economic work in close connection with the changes of weather and seasons. Thus, in the folk calendar of the Tatar people, as well as many peoples of the Volga region, appeared in close interrelation with the seasons and economic activities. According to the way of people's life living on land and connected with agriculture animal breeding, whose life is directly depended on the conditions of nature, lots of ceremonies and words-wishing appeared. A large part of the work "My

native land - my green cradle" by G. Bashirov is devoted to a calendric rituals.

G. Bashirov devoted a large part of the novel to the description of the spring calendar ceremony Sabantuy (the feast of the plough/of the sowing). This ceremony is arranged in spring, during the first field work, and lasted for several days.

Multi-stage ceremony of this feast in the analyzed work begins with cutting out of the first furrow. The villagers carefully prepared for the output of sowing, as the well-being of the whole year depended on the harvest, natural conditions and diligent physical labor, which was accompanied by the wishes of well-being, a rich harvest and a successful year. People were excited about spring coming, they spent time cleaning the house and yard to set right and positive connection with nature and high powers to themselves.

Women sending men and sons off to the fields, widely opened the gates and wished a good harvest, for the laborers wished light feet and a good way, as in the views of a villager, the word has magical powers. According to the tradition set since the ancient times, on the first day of sowing, along with

seeds, eggs there were also sown as a symbol of fertility and a rich harvest, with saying, "Land, land, give strength, give six horses strength, sixty carts of rye!.." [Bashirov, 2005: 100].

As it is described in the novel, the residents of the village New Sala, which is writer's native village, where the events of the novel took place, prepared for Sabantuy in advance and carefully. Deeply believing in the magical power of words and rituals, the villagers sewed new clothes and painted eggs with onion husks in honor of this holiday. The horses that should participate in the races weren't used to hard work, fed with bread and oats, so that they can breathe easily and freely during the races.

On the first day of Sabantuy in the morning people baked holiday pancakes. On this day a crowd of children goes from house to house, with bags for a gift, made of towels with red embroidery. Usually they were given eggs, gingerbread, bayrysak made of white flour, candies and nuts.

On the second day villagers collected gifts for girls who have reached the age of majority and young women who were married between the past and

the present Sabantuy for winners at the races and for the winners of fight "Koresh" at different competitions. The author writes that in their village every year, the gifts were collected by most respected and honest man Gibas-abyy, to whom all people trusted. The collection of gifts was also attended by young boys. Collecting gifts was important, as gifts were not bought, but prepared by girls' hands, they were judged on her skill in needlework and accuracy. Therefore, the girls gave their products with pleasure and pride. Men gave a lot of compliments on the gifts prepared by the girls' hands. Usually, on the celebration of Sabantuy girls wove and embroidered special towels, handkerchiefs, upon taking of those the boys praised: "the fabulous thread and silver needles!", "Let the father give her to the beautiful groom", "Let life be long, and children will be rich, let the yard be full of cattle"[Bashirov, 2005: 53].

The festival opens with the national children's wrestling "Koresh", and then continues among the adult warriors. In the center of attention of participants of Sabantuy there were always horse races. The horses were beautifully decorated, the people decided

to give gifts as a horse that galloped first, and special attention was paid to the last horse that came. Since ancient times, people competed in daring and skill, proving that they are worthy of a good harvest, a rich life.

In the novel there are also detailed descriptions of youth's evening walks, called "games in the circle," for which they gathered at the end of Sabantuy. Holding hands boys and girls make a large circle, dedicate songs to each other and in the middle of the circle the accordionist plays a cheerful melody. They were joined by young people from neighboring villages, so the geography of folk songs and dances was expanded.

The life of the villagers depended entirely on the natural conditions affecting the crops. Therefore, in spring the villagers begin to take care of a good grain harvest. In dry years, people risked being left without supplies for the winter. Therefore, the villagers held a special ritual of casting rain. To attract the attention of nature to get rid of the drought that went long-awaited rains, they poured water on each other, the whole village gathered cereals, and people cooked porridge in a large pot,

which they treated themselves. Also they “treated” the birds and the earth. In the novel by G. Bashirov this process is also spelled out in details and that gives an idea of the breadth of author’s knowledge about this action, in which he participated in his youth.

The novel describes another custom that is almost forgotten in modern life. It is carrying out of joint works that require heavy physical labor, such as raising the frame for the house, harvesting hay or flax, harvesting the form of "ome"- so-called Saturday labor without any payment for work. It reflects the hard work of the people, readiness for mutual assistance, unselfish help and supporting relatives, neighbors and other villagers. Many of these customs nowadays have been lost. The description of this peasant way of life and conditions of life can be found only on the pages of literary works, where the most important thing in the conduct of the economy was human strength, their attempt to work, mutual support of people from the village society.

In the novel the author writes about another beautiful custom which is called home youth parties or gatherings, which were held mainly in winter, when

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summer-autumn period ended and when “one day of work will feed a year.” Due to the lack of places for young people’s leisure in Tatar villages, which began to open in the middle of the twentieth century in the Soviet period, with the permission of the house’s owners, in the evening the girls gathered at someone’s house, talked into needlework, discussed funny stories, guessed riddles and played interesting games. Later the girls joined the boys and brought some treats. It was a place to discover young, some people met their fate at such gatherings and then got married. In gatherings a lot of folk songs and baits sounded (lyrical-epic, created on the basis of life’s tragedies), the young guessed riddles, told mezeki (funny moralizing stories), superstitions, arcane rites, etc. The author describes the gatherings in detail in his novel as the writer had an older sister and their homes are also often the neighborhood girls gathered for gatherings. In the section “the Girls came to the gatherings,” the author describes how to go from neighbor village cousin arrived for a visit and in her honor was held gatherings. Thus, the writer tells the time when folk rites and customs were the part of a real life, the village was,

they were passed down from generation to generation and made up the way of life of the people.

Fairy tales are one of the richest and most ancient prose genres in verbal folklore. Folk tales are created on the basis of human desire to understand and to know the changes in nature. They expressed people's hopes and fantasies. In the novel by G. Bashilov there are several fairytale motifs and some passages from them. N. Rashitova notes that "In the novel "Green cradle – native side" the tale is used for psychologically accurate description of the process of the world's cognition around the child and the formation of his inner world. In the view of the little Gumer – the hero of the autobiographical novel – all life realities are associated with fairy-tale's characters. In children's souls there's always a place for a tale" [Rashitova, 2010:16]. As the author writes, in the evening, after the day's numerous assignments from parents about the farm, which were carried out by them without controversy, the boys gathered in the bath-house to tell each other stories. Among them there were talented storytellers. Not only children, even young people and adults believe in fairy

tales and incredible stories. For example, a Gumer's neighbor, Fazullah, was incurably ill. He's always at home waiting for Gumer, listening to his tale, as in fairy tales all ends well. He believes that if you make a wish at night when the fern blooms, his desire for recovery will come true.

G. Bashirov is a collector and author of the collection of fairy tales so he used them a lot in the canvas of his works. In the novel, readers meet some elements and excerpts of plots from folk tales, such as "the fern Flower", "Tulpar" (a fairy tale about a winged horse), "the King of snakes Shahmara", "Stepmother", etc.

The author writes about how they gathered in winter evenings with the whole big family with flutter and warm memories. Adults engaged in needlework, brother of Gumer – shakird mederes (a student of theological educational institution) read aloud interesting books, fairy tales. The writer notes that even adults in his family in the evenings loved to listen to fairy tales being at everyday work. The villagers of this place, according to the author used GoToWebinar, comparisons, popular expression of folk tales actively.

The novel also reflected numerous legends and myths. Watching them, you can see the stages of the origin of folk material, in this case the name of toponymic legends. The author also used the old stories with the aim to convince the listener of something and to force to believe in something. In the novel "the Native land is my green cradle" includes an interesting legend about the winged horse Tulpar.

Summary

Thus, the study of G. Bashirov's autobiographical novel "the Native land is my green cradle" makes it possible to observe the national traditions' changes and transformation, calendar and family rites and customs of various folklore genres. Through their fixation in the text, the author has kept these units of folklore works, which help the reader to imagine the conditions of living and the Tatar people's foundations in the early twentieth century, which coincided with the author's childhood.

Conclusions

The study allows us to conclude that the analyzed novel "Native land is my green cradle" by G. Bashirov is a

source for the study of traditions and customs, calendar and family rituals which were held in the Tatar village of the early twentieth century; it gives us the opportunity to observe almost all genres of folklore that were popular at that time.

Over the years, with the changing conditions of people's life, the invasion of technology in all spheres of life of the villagers, forgotten and some types of verbal folklore, as their practical importance has reduced. Further, the text of a literary work may be the only source, where in its plot stores the description of the conditions and nature of existence of folklore genre with its detailed description. Thus, the relevance of the study of folklorisms in the literary text only increases over the years, so it is in the literary work that all the features of their existence are recorded, and the content of the work and its role in the life of the village society are described.

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TECHNOLOGY OF FORMATION OF STUDENTS’ MOTIVATIONAL WILLINGNESS FOR PROFESSIONAL ACTIVITY

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Abstract: The process of formation of the professional personality begins from the moment of choosing a profession and lasts throughout the professional life of a person, during which the most important problems of the relationship between a person and a profession are revealed. In psychology and pedagogy of Western countries, the problem of incentives to activity is revealed in a number of concepts and theories from different positions. Currently, motivation as a mental phenomenon is interpreted in

different ways. The main theories of motivation should be divided into two directions: substantive theories, which consider motivation from structural positions, and procedural theories, which consider motivation as a dynamic formation. What unites these areas is the understanding of motivation as secondary to the motive of education. The concept of “willingness” for activity is considered as an active and effective state of the person, the installation to determine behavior, mobilization of

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forces to perform the task. In the structure of professional willingness of the individual, researchers identify different components, among which the most important is the motivational one – attitude to the profession, the need to solve successfully the task and interest in the activity. An essential component of professional willingness is psychological willingness, which should be considered as a complex functional-psychological and personal formation, including: a positive attitude to a particular type of activity; adequate character traits and temperament to the requirements of the activity; the necessary knowledge, skills, abilities, and habits; stable professionally important features of cognitive and emotional-volitional processes.

Keywords: future specialist, motivation, professional readiness, professional activity, profession.

Introduction

In the conditions of radical changes in the socio-economic sphere in Russia, the need of society for practice-oriented specialists increases. The role of the function of the specialist is changing;

the requirements for their professional competence are increasing. The employment of graduates of professional educational organizations in the market infrastructure is increasing, their role in the service of the population, the social sphere, the field of small business is increasing, and the opportunities for their participation in production in general are expanding. All this requires close attention to the process of formation of the personality of a professional in the process of professional training. Social living conditions affect significantly the motivation of students' educational activities. The leading educational motives of students when entering a professional educational institution are "professional" ones, but the role of motives during the training period changes. A significant role is played by career guidance, the organization of practical training, as well as the possibility of further employment. The process of forming the personality of a professional begins from the moment of choosing a profession and lasts throughout the professional life of a person. During it the most important problems of relationship of the person and a profession are revealed.

Undoubtedly, the profession affects the personality, changes them in the course of professional development. The stage of training in an educational institution is of great importance in this process, as in the educational programs of vocational education a large amount of time for practice in the workplace is given, it can be considered as the primary professional and personal adaptation. Professional education does not end with a diploma of graduation. It can be continued in other universities and in the workplace with the formation of positive motivation of the specialist to work in the profession [1-10].

The modern stage of life of our society represents a completely new understanding of the tasks of professional education. The improvement of the training system, stimulated by the social order of society, complicates the requirements to the level of training of the graduate, and, consequently, to their professional activity [11-19]. Today, it is not enough to provide the student with the amount of knowledge; the great importance is attached to the task of forming their professional willingness, which is considered by us as a personal quality

and an essential prerequisite for effective activity after graduation from a professional educational organization. Professional willingness of the student contributes to the successful performance of their duties, productive use of knowledge, experience, maintaining self-control and effective orientation in the performance of production tasks, helps the employee to adapt quickly to working conditions and further professional improvement. Professional willingness of the student includes a motivational component, which is expressed in a system of stable attitudes and motives. It can characterize the student's ability to solve problems in the learning environment, close to the real conditions of professional activity, and after graduation successfully included in the work of the specialty. Their mental state, focused on active actions, is considered as such a "mood", actualization and adaptation of the individual's capabilities for successful actions. The study of features of formation of motivational willingness of the student of higher education institution to professional activity is very relevant now [20-26].

Literature review

In psychology and pedagogy of Western countries the problem of incentives to activity is revealed in a number of concepts and theories from different positions:

- behaviorists ignored the consciousness of the person and focused their attention on their behavior. The source of human activity, in their opinion, is only the external environment, which in one way or another encourages a person to activity. Any behavior is explained by the scheme “stimulus-response”, the source activating the reaction of the body is the stimulus, inducing a kind of physiological mechanism that affects the receptors and triggering a response;

- the basis for the development of theories of motivation in the practice of production management was Taylorism;

- a serious breakthrough in the psychological support of labor was the theory of “human relations”;

- Freudian and Neo-Freudian concepts of motivation of human behavior, the problem of motive forces in human activity and behavior;

- the central problem of psychoanalysis, which determines the behavior of people by their instincts.

In the 20s and subsequent years of the XX century, other theories of motivation emerged in Western psychology.

Currently, motivation as a mental phenomenon is interpreted in different ways. In one case, as a combination of factors that support and guide, i.e. determine the behavior; in the other, as a set of motives; in the third, as the motive activity of the organism and determining its orientation; in the fourth – the psychic regulation of specific activities, as a motive and as a mechanism determining the origin, direction and means of implementation of specific activities, as the total system of the processes responsible for motivation activities.

The main theories of motivation should be divided into two directions:

- a) content theories consider motivation from structural positions. They focus on the identification and study of those internal factors (needs, motives) that underlie the behavior of people, their professional activities. These are the concept of “hierarchy of

motives” by A. Maslow, the concept of motivation by D. McClelland, the theory of subjectively preferred risk by J. Atkinson and D. McClelland;

b) procedural theories consider motivation not as a static, but as a dynamic formation, as a process, a mechanism for the implementation of existing motives. They reveal what patterns organize holistic motivated behavior, taking into account the interaction of motives with other processes – perception, cognition, communication. The most well-known in this group of concepts are the “theory of expectation” of V. Vroom, the theory of “justice”, the theory of “counteraction”, the theory of “labor investment”, etc. The understanding of motivation as secondary to the motive of education unites these directions.

The scientific socio-psychological literature contains competing and simultaneously complementary theories of motivation. Their general meaning ultimately comes down to the fact that the achievement of the result of work depends on the knowledge of the subjects of management or labor features of motivation of people who create the

result of work or study. Therefore, the achievement of their personal goals, satisfaction from the solution of tasks, self-affirmation, self-realization, etc. should be the subject of close attention, both the head and the psychologist, teacher of secondary vocational institution, etc. In a number of motives of activity (behavior) of the person in psychology the following is differed: views, beliefs, interests, ideals, aspirations to success (to achievement), avoidance of failures. This approach is adopted in determining the content of motivational willingness of the individual to the activity and in determining the ways of optimization.

Proposed Methodology

The concept of “motivation” seems to be broader than the concept of “motive”. At the same time, motives and motivation are internally conditioned, although they depend on external stimuli. Motivation encourages and initiates actions and activities, determines objectives, directs the action on the target, adjusts and monitors the implementation of actions and intentions, specifies whether actions are stopped, paused, or interrupted and

switched. Our study uses the understanding of motivation as a set of motives that internally determine human activity and behavior and as a process that guides and supports activities, gives it stability and effectiveness.

Motive denotes a conscious inner urge to activity. Motives are the basis of a positive attitude to the activity, as they give it a personal meaning. All motives in their totality are components of motivational readiness of the person for this or that activity. The degree of formation and stability of these motives is an indicator of the level of motivational readiness of the individual to activity.

The concept of “willingness” for activity is considered as an active and effective state of the person, the objective to determine behavior, mobilization of forces to perform the task. In the structure of professional willingness of the individual, researchers identify different components, among which the most important is the motivational one – attitude to the profession, the need to perform successfully the task and interest in the activity. A. F. Shikun includes in the structure of the holistic system of

psychological willingness of the individual for professional activity objective, mobilization and “attitude” to perform the tasks.

An essential component of professional willingness is psychological willingness, which should be considered as a complex functional-psychological and personal formation, including: a positive attitude to a particular type of activity; adequate character traits and temperament to the requirements of the activity; the necessary knowledge, skills, abilities, and habits; stable professionally important features of cognitive and emotional-volitional processes. The success of any activity depends on the motivational willingness of the subject to its implementation. Motivational willingness is considered as a certain, adequate set of motives that determine the overall positive attitude of a person to this activity and the success of its development and implementation. The degree of formation and stability of these motives serves as an indicator of the level of motivational willingness of a person for activity. The motivational willingness of students for their future professional activity is formed in the process of training.

The researchers emphasize the importance of understanding that depending on the dominant motive of activities aimed at achieving success, the

results of this activity, people with the motives of achieving success and avoiding failure tend to explain in different ways (table 1).

Table 1

Differences in the explanation of results (depending on the activity) of motivation to achieve success and avoid failure

Motive to achieve success	Motive to avoid failure
1	2
Achievements are ascribed to intrapersonal factors (ability, effort, etc.)	Achievements are ascribed to external factors (ease or difficulty of the task, luck, etc.)
The tendency to return to a task in which there has been a failure, and even usually achieve better results	After a failure in a certain task or field of activity, there is a tendency to avoid it in the future, the desire to never return to it, and the best results are achieved in the case of consistent unambiguous success
A meaningful, distant goal stimulates activity to a greater extent	Activity is more stimulated by a close goal or plan

These data suggest that success in educational and other activities of people who have expressed motives for achieving success or avoiding failure, may be different (which is taken into account in our empirical study). The procedural theories of motivation recognize the importance of the existence of all these needs, but it is

shown that human behavior also depends on the perception and understanding of the situation, on the prediction of the consequences of the chosen type of behavior.

Result Analysis

The model of formation of positive motivation of professional

activity of subjects of education from the point of view of reinforcement and motivation on the basis of the following principles is developed: the account of all kinds of needs of the person; the account of the real contribution of each employee to the final result.

At the same time, the following groups of methods were taken into account: economic, target, design and redesign of work, the method of employee involvement. The results of the study of motivation of educational and professional activities of college students in Tver in 2018 showed the following:

- in the process of training, students' requirements to work change, different aspects of it acquire personal meaning and determine the attractiveness of the profession, but the motivation of first-year students is always higher than the motivation of graduate students;

- in the process of formation of professional motivation the role of social motives increases;

- up to 30% of students after graduation do not plan to work in the chosen specialty, as they did not like it;

- in the process of employment graduates are guided most often by the motive of material wellbeing;

- graduates are poorly informed about the possibilities of finding work in the labor market.

These factors reflect the following psychological characteristics of college students:

- over the course of their studies, graduate students are more motivated to avoid failure and less motivated to succeed: graduate students are more motivated to protect themselves than first - year students;

- in the process of training, the degree of readiness of students to risk is unstable: it increases by the end of the educational institution;

- college graduates have a high level of motivation to acquire knowledge associated with the desire to graduate and continue their studies at the university;

- the motive of mastering the profession during the entire training is not leading;

- the leading motive of learning is the motive of students to get a diploma;

- as the motives of extracurricular activities the following ones were identified: the desire for self-realization, the opportunity to receive a monetary reward, increasing the authority in the group, the principle of “if not me, then who?”.

On the basis of diagnostics the structure of motivational willingness of students to their professional activity is defined. It includes:

1. Internal motives:

- ambition to self-realization in activity;
- motivation to succeed and motivation to avoid failure;
- willingness to take risks in activities.

2. External manifestations of motivational willingness for professional activity:

- the attractiveness of the profession, the desire to work in the chosen profession;
- positive motivation for educational and professional activities (mastering professional knowledge, mastering a profession, good academic performance);
- participation in extracurricular activities.

The complex system of the organization of work of subjects of education on formation of motivational willingness of students for professional activity includes the following directions:

- the psychological service plans and conducts motivational trainings and individual work;
- teachers form positive professional motivation in the educational process;
- masters of industrial training have an impact on the formation of positive professional motivation through practical training;
- teachers of hostels, teachers-organizers form motives of self-realization, self-expression in leisure activity;
- the administration of the professional educational organization organizes events for employment of graduates, coordinates the activities of all subjects of education.

Practical training plays an important role in the formation of students' motivational willingness for their professional activities. Masters of industrial training with a view to the formation of the attractiveness of work,

creative development, overcoming the risk factors at the beginning of independent professional activity of students to understand their inner abilities use actively in the work advanced learning technologies at the enterprises – the social partners, material and technical equipment of workshops of the college, the organization of practical training excursions to enterprises are carried out, experts in the field of the profession getting by students, university graduates are invited. Curators, educators and organizers of leisure activities in cultural events paid attention to the formation of students' motives of professional self-determination, self-expression and self-realization.

All work was built on the basis of the analysis of the motivational sphere of students and planned by the administration of the professional educational organization.

After the end of the experiment, the final psychodiagnosis was carried out according to the same methods as at the beginning of the study.

It is revealed that in the process of educational and professional activity of students of the experimental group

there was a further change in the motivational sphere.

Conclusion

Taking into account the importance to competitive graduate of professional educational organization of their high motivation to perform professional activities, it is necessary to form positive motivation of teachers to the teaching work as the main goal of teachers should be considered in forming a high level of motivational willingness of students for professional work. For the formation of a high level of positive motivation of professional activity of psychologists, teachers, trainers, educators of dormitories and teachers – organizers they must first conduct psycho-pedagogical training and retraining, improve working conditions, take into account the desire for professional growth. Formed internal motives of students: the desire for self-realization in activities, motivation for success and willingness to risk - can serve as indicators of motivational willingness of students for professional activities. As indicators of motivational willingness of students for professional activity such external manifestations can

be considered: the desire to work in the chosen profession, the successful acquisition of professional knowledge, the desire to own a profession, active participation in extracurricular activities, good academic performance. Maximum intensification of educational and professional activities of students, assistance in their professional development by psychologists, administration, teachers, masters of industrial training, educators is a crucial condition for the formation of motivational willingness of students for professional activities.

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DEVELOPMENT OF EDUCATION MANAGER'S PROFESSIONALISM

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Abstract: Modernization processes in the sphere of modern Russian education actualize the need to train education managers capable of professional management of innovative development of educational systems. The existing continuous pedagogical education in Russia does not provide for systematic training of education managers to manage the development of educational systems (headteachers, their deputies, methodologists, specialists of education management bodies). Additional

professional education (institutions of advanced training and retraining of teachers) partially tries to solve this problem, but the level of this training cannot be sufficient in connection with the new challenges of modernization of education and the development of innovative management technologies. The constantly changing municipal educational space of the region, accompanied by growing needs for the expansion of educational services, makes new demands on educational

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institutions not only in the preparation of graduates in new specialties, but also in the training of education managers capable of designing innovative development of the educational system. The content foundation of the development system of education manager's professionalism are: creative development of the theory and experience of domestic pedagogical culture, understanding of traditions and prospects of development of the education system; predicting, designing and implementing innovative changes in the training of education managers to innovations in specific educational institutions.

Keywords: educational systems, educational organizations, educational services, education manager, management culture.

Introduction

The authoritarian style of education management that was developed for many decades led to the fact that the teacher, and especially the head of educational organizations, is not ready to take into account the ongoing social changes in society and in

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education in a timely manner and coordinate their activities accordingly. A modern education manager should be able to navigate the prospects of harmonization of domestic modernization directions of education development with international practice [1-9].

The processes of modernization, restructuring and optimization of domestic education require education managers to analyze the educational process, choose the optimal strategy and tactics for the development of an educational organization, offer and develop individual educational trajectories to students, be responsible for management decisions, carry out control, corrective and evaluation functions in a modern competitive educational organization.

Now there is a process of comprehension of educational process from the point of view of economy, management, pedagogics, psychology for the purpose of giving it scientific character and validity. Many foreign and Russian researchers are convinced that management is in demand not only in production processes, but also in the

field of complex pedagogical systems [10-19].

Functions of the education manager in modern conditions of modernization of education differ from earlier existing ones both in orientation, and in the content. First of all, they involve the development of teachers of various types of professional activity of innovative level: managerial and pedagogical, research and didactic, methodological and organizational, prognostic and design, reflective. Implementation technology of these activities of the education manager is based on the implementation of the requirements of entering the European educational space, meeting the needs of modern society and the individual in quality educational services, ensuring the possibility of implementing the individual trajectory of education of the student, introduction of innovations and possession of reflection of the professional activity on achievement of predicted results [20-26].

Polyfunctional activity of the education manager at the same time involves the solution of a number of complex and changing educational tasks and requires high professionalism, which

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is expressed in the ability to scientific and pedagogical research of topical and underdeveloped problems not only in the educational process, but also in the entire educational system as a whole.

Literature review

The education manager is the subject of management of learning, education and development of student's personality, realizing in teaching practice management and pedagogical functions, providing training specialist in demand on the labor market through the use of labor, material, informational, socio-economic, scientific and teaching resources using the principles, functions, methods, technologies of management.

Management and pedagogical activity is a system sequence of algorithmic steps aimed at designing a comfortable educational environment, socialization of students, effective training of subjects of the educational process in the relationship "administrative management — management of the educational process — self- management", which guarantees the continuous development of the educational organization.

Managerial and pedagogical training is a specially organized

educational process for the purpose of productive dialogue between the teacher and students, the main result of which should be readiness for future professional activity, based on deep knowledge, and formed competencies in the field of managerial and pedagogical activity.

At the level of general scientific methodology, the main principles were the unity of systemic and holistic approaches in the study of the heritage of national pedagogical culture, pedagogical anthropology, the unity of theoretical and empirical, cultural and axiological principles, activity and personality-oriented approaches.

Using a combination of general and specific methodology required the development and justification of the categorical apparatus of research, identifying leading ideas and methods of theoretical foundation, scientific description of the studied experience of pedagogical culture of the past and modern, analysis, generalization, synthesis, experimental testing and evaluation of the effectiveness of the developed pedagogical systems and their implementation in the pedagogical reality.

The concept of “professionalism” of the teacher in the philosophical views of domestic teachers-scientists (K. D. Ushinsky, V. V. Zenkovsky, I. A. Ilyin) is considered mainly with respect to spiritual and moral values as the fundamental guidelines for the formation and development of the teacher. In modern pedagogy, this concept is the object of research of the following leading domestic teachers: N. A. Nikandrov, B. S. Gershunsky, V. A. Slastenin, V. N. Slobodchikov and others. Analysis of ideas of scientists-teachers of the late XIX-early XX century (N. I. Pirogov, K. D. Ushinsky, I. A. Ilyin, V. V. Zenkovsky, etc.) and modern researchers of the problem of formation of professionalism of the teacher and the head (O. S. Anisimov, G. S. Sukhobskaya, V. A. Slastenin, M. M. Potashnik, etc.) enriched with new content the main categories of the research apparatus, revealed common and different in determining the essence of the integral personality of the teacher-professional. Thus, the thesis of teachers-philosophers of the late XIX-early XX century about the primacy of the value component is ignored by

modern scientists, which can lead to the justification of any means, methods of achieving results, including personal alienated, harmful ways of influencing the managed system.

The analysis of methodology of the educational process focused on formation and development of professionalism of the education manager in domestic pedagogical culture revealed features of ideas of philosophers-teachers concerning concept “professionalism”. Important pedagogical means of formation and development of professionalism of the teacher N. I. Pirogov recognizes education, K. D. Ushinsky – identification with experience and culture of the people, V. V. Zenkovsky – integral outlook, I. A. Ilyin – personal spiritual and life experience, V. A. Sukhomlinsky – humanistic traditions and belief in own creative and spiritually-moral forces, V. A. Slastenin – “self-organization of qualitative changes in the person and activity”, N. D. Nikandrov – values of society, V. I. Slobodchikov – psychological anthropology. The essential meaning of the ideas of Russian philosophers-teachers in respect of teacher education

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is to restore the spiritual forces of the person, freedom of self-determination and self-development, in “empirical nature transformation” (V. V. Zenkovsky), in the spirit of national patriotic pride for their native country, native language, native people, acceptance of the best ideas of national culture.

Modern theoretical and methodological directions of research are presented in the following approaches: activity-based, based on system and personality-oriented approach in the preparation of teachers for professional management of educational processes (B. G. Ananyev, O. S. Anisimov, A. N. Leontyev, A.V. Petrovsky, etc.); cultural revealing the individual, general and special in the philosophy and pedagogy of education (E. I. Artamonova, E. B. Bondarevskaya, B. T. Likhachev, V. A. Slastenin, etc.); axiological considering man as the supreme value of society, education as a process of interiorization of moral and spiritual values of national culture (E. P. Belozertsev, V. A. Belyaeva, B. S. Gershunsky, N. D. Nikandrov, Z. I. Ravkin, etc.); acmeological representing directions of development of the

professionalism of specialist of the highest level (B. G. Ananyev, O. S. Anisimov, A. A. Derkach, N. V. Kuzmina, L. V. Abdalina, etc.). In each of the approaches, the value component is mentioned as a culture-forming component of the education manager, but specific guidelines and recommendations for its formation are not considered. For example, M.M. Potashnik, A.M. Moiseev, V.P. Simonov, P.I. Tretyakov, S.V. Kulnevich consider professionalism of the education manager from a position of management, performance of a number of functions (intellectual, technological, communicative, etc.) by them. N. D. Nikandrov identifies the directions of innovative development of education in Russia and actualizes the ability of the teacher-leader to realize the target meanings of the state educational policy for purposeful management of the educational process and innovative transformations. In representation of professionalism (B. S. Gershunsky) at the education manager their valuable qualities dominate as they provide sustainability, stability and invariability of principles of management of any innovations in changing conditions.

We agree with A. A. Petrenko that the professionalism of the education manager is an integrative set of professional operational abilities of reflection and self-determination of the changing educational space in the current situation; forecasting and goal setting perspective development of the educational system, which are the basis of value-semantic orientations of domestic pedagogical culture; designing and implementation of innovative processes, providing a new level of development of the educational institution.

In the study of scientific-pedagogical literature we came to the conclusion that the professional activity of education manager correlates with the perspectives of development of the whole education system that is in constant development and improvement using innovative processes in the design and testing of managerial, meaningful, action-engineering, control and evaluation elements of the educational process.

As a result of analysis of the ideas of the scientists of late XIX – early XX century, late XX – early XXI century it was determined that the formation and

development of professionalism of the teacher-leader is a dialectical process in which the emergence of professionally-personal characteristics and qualities that contribute to innovative management of educational systems, where the values are the creative force that makes the teacher capable of transforming the surrounding world and themselves.

Proposed Methodology

Features and essential characteristic of professional activity of the education manager are defined by ability and readiness to carry out congruent types of activity taking into account professional functions of the manager: prognostic, social and economic, administrative, designing, combined. The main task of the education manager is to organize the educational process effectively, ensuring the quality of professional educational services in a competitive environment between educational institutions.

The leading direction in the professional training of the education manager is the preparation for the implementation of managerial and pedagogical activities, involving the relationship of managerial and

pedagogical university training, taking into account the complexity, consistency, integrativity.

On the basis of the studied scientific and pedagogical sources on pedagogical management, we identified the basic theoretical approaches that are the basis of managerial and pedagogical training of education managers: *system* (responsible for the relationship of all components of vocational training), *program-target* (implements the hierarchy of goals in the management structure of the educational organization), *professionographic* (studies professional activities and personality model of the future education manager).

During the study, we focused on the *professiogram* of an education manager developed by the E. V. Pichugina, under which the researcher understands the description of the essential characteristics of the profession taking into account the requirements, ranks, abilities, skills and qualities of specialist at the basis of their qualification requirements.

Analysis *professiological*, normative, psychological, informative, personal, technological, information sets

of profессиogram revealed that using profессиogram it is possible to examine diverse activities of education manager along two vectors: the personality model and operation model of the future specialist:

1. *General characteristics of the specialty.* The field of professional activity of the education manager — ensuring effective management of the educational process; organization of management activities in the educational organization; practical implementation of pedagogical management in the conditions of development of the educational institution.

The education manager should carry out the following types of professional activity: social-pedagogical, organizational-administrative, social-economic, psychological-pedagogical, scientific-pedagogical, social-prognostic, economic-administrative, social-pedagogical, etc.

2. *Characteristics of personal and professional qualities and abilities necessary for the implementation of professional activities.*

3. *Content of education.* The following blocks that form the system of

knowledge, skills and abilities in the management and pedagogical sphere are identified: *general scientific* (general humanitarian, natural science disciplines designed to guarantee the classically fundamental training of education managers, the formation of managerial culture of specialists), *managerial* (provides effective pedagogical management), *economic* (responsible for the formation of economic competencies aimed at the successful adoption of economically sound management decisions to optimize costs and increase the profitability of the educational organization) and *pedagogical* (provides high-quality training of the education manager, a popular and successful specialist who is able to build their professional career that meets the requirements of the time and the development of society).

4. *Professional functions of education manager:*

- *at the administrative level:* development of conceptual provisions of strategic development of the educational organization with involvement of experts in the field of pedagogical management, economy, psychology, quality management of educational

services; development of plans and forecasts of effective work of pedagogical staff and all educational organization as a whole; organization of effective and system work on management of pedagogical personnel in educational institution and innovative pedagogical activity; development of plan of motivation and stimulating professional activity of teachers and administrative staff, monitoring and evaluation of activities of structural divisions and specific pedagogical worker.

- *at the pedagogical level* the following functions are implemented: *educational* (pedagogical support of laying the base of systemic knowledge and practical skills of professional activity); *upbringing* (formation of professional and motivational vector of students, formation of managerial culture of the future education manager); *developmental* (raising the level of professional knowledge, formation of professionally important qualities of the future education manager); innovative (implementation of innovations in pedagogical practice of the educational organization increasing efficiency of

educational process); methodical, scientific and other functions.

- *at the level of self-management*: setting goals for personal self-development and professional improvement; formulation of tasks for the effective achievement of goals; willingness to take risks in making managerial decisions in conditions of uncertainty; possession of time management technologies.

Result Analysis

Constantly changing conditions of the external environment of any organization impose new requirements to the level of education, qualification of education managers, which contributes to the development of such a concept and phenomenon as managerial culture.

Managerial culture of the manager is considered as a new and important direction in the field of management. This phenomenon is given great attention to, both from the heads of organizations and from the teaching staff of higher educational institutions, as a response to consumer demand. The managerial culture of the manager is inextricably linked with their personal qualities and professional skills and

abilities. The structure of managerial culture can be represented by three elements:

1. The totality of management knowledge is expressed in the form of acquired fundamentals of managerial theory and management, passed through the prism of consciousness, emotions and feelings.

2. Managerial relations that contribute to the application of

theoretical foundations in practice, socialization of management activities.

3. Managerial activity that allows transforming existing knowledge, norms and values into sustainable qualities and characteristics of a particular person.

To formulate the concept of “managerial culture of manager”, it is necessary to determine what place this culture occupies among other, related cultures (Fig. 1).

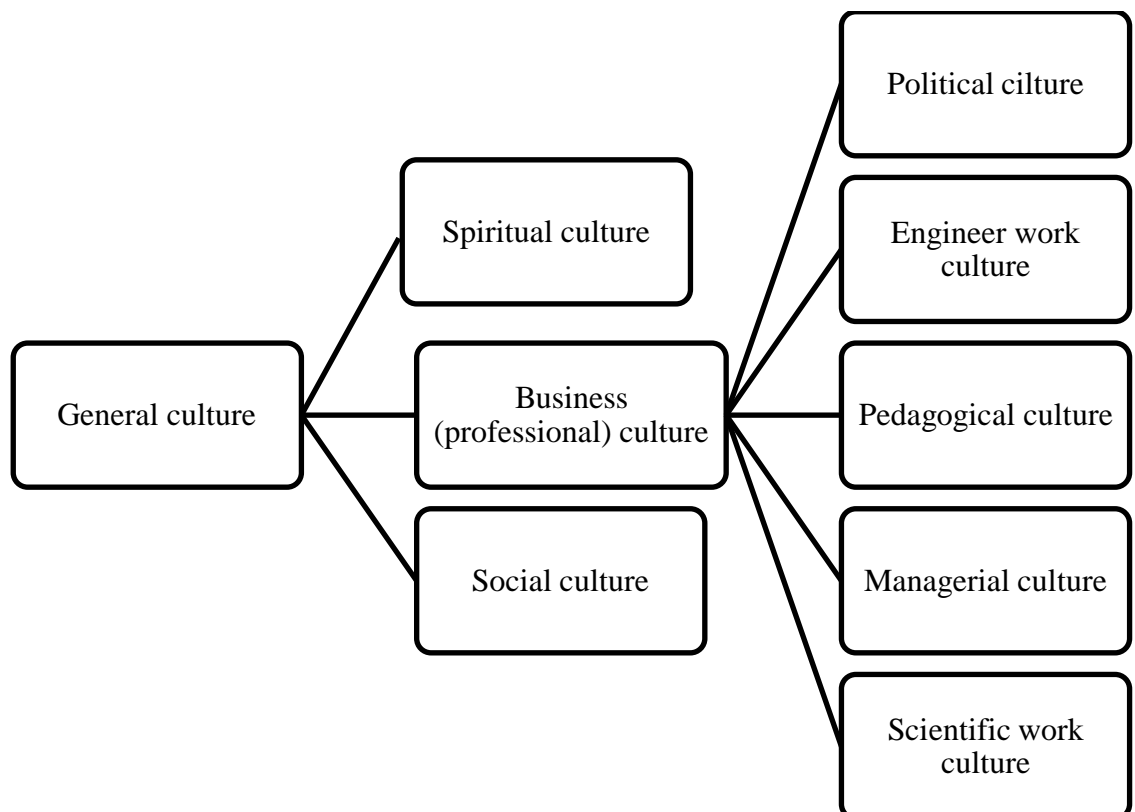


Figure 1. - Classification of culture

Figure 1 shows that managerial culture belongs to the category of professional culture.

Professional culture is an important socio-cultural factor in the formation of personality, which is characterized by norms and standards associated with a particular type of activity, defining the individual to a certain socio-professional group.

The managerial culture of the education manager assumes possession by the manager of the relevant knowledge which reveals the content of administrative functions, administrative communication, theories of motivation of employees, and also compliance to

requirements to personal characteristics of the head as the leader: their individual abilities and talents, professional competences. The managerial culture of the manager must be formed in the process of their professional training in higher education institution. The influence of the social environment and personal needs of the student contributes to continuous development and self-improvement. Assessment of managerial culture is carried out by dividing it into the levels shown in Fig. 2.

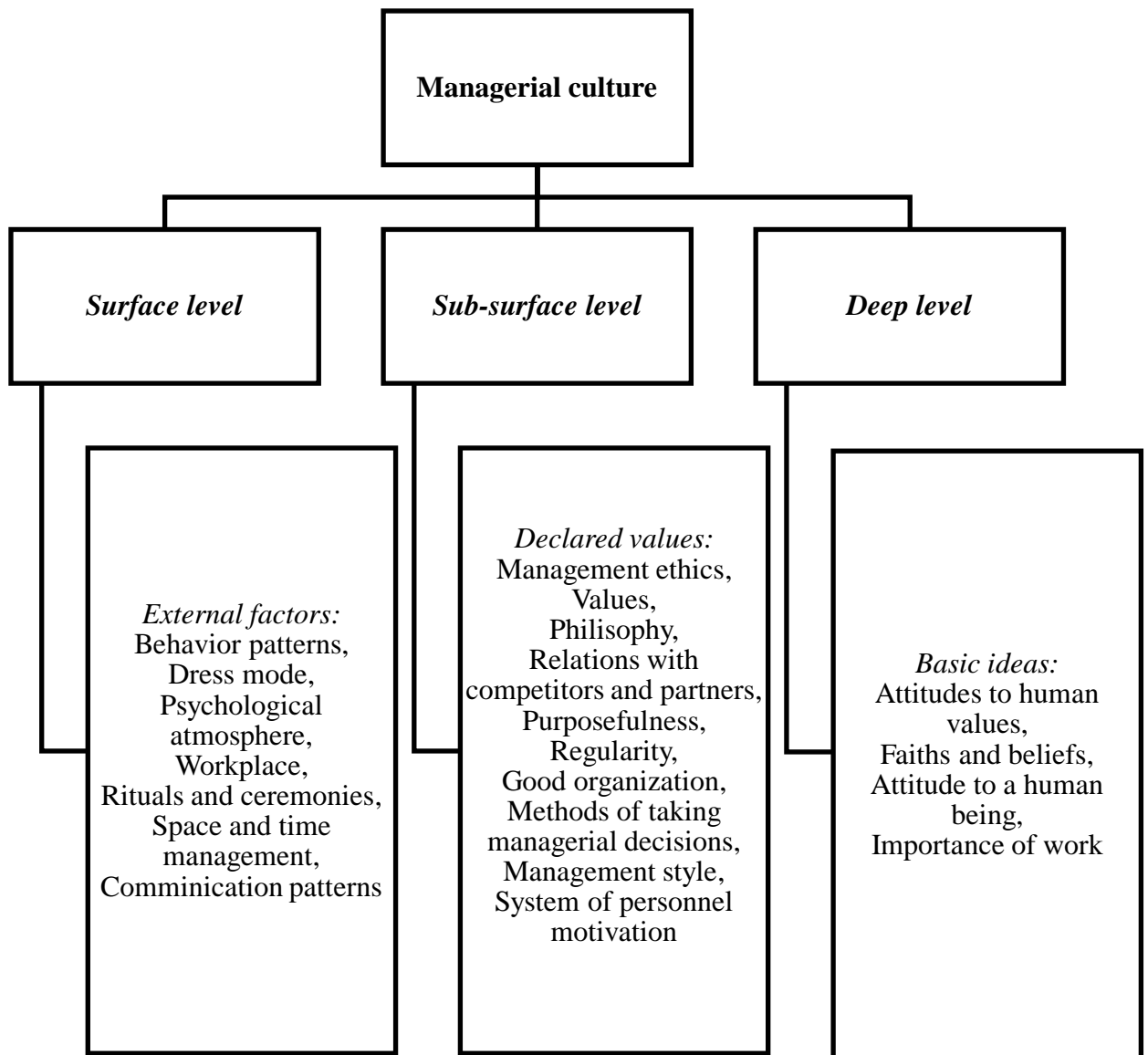


Figure 2. – Levels of managerial culture according to E. Shane

The management process exists in every area of human activity in which people's knowledge, skills and experience are required. The effectiveness of management activities depends on many factors, including individual psychological characteristics

of the individual, the degree of compliance of the individual with the characteristics of management, organizational skills, internal readiness for management, etc. Socialization has a significant impact on the formation of managerial culture of the manager. It is

in the conditions of social interaction that the manager begins to understand not only the goals of the organization, but also the individual goals of employees, which in turn determines the managerial culture.

Managerial culture is more practical than theoretical. Its peculiarity is that it is a practical system of measures and methods that are directly related to practice. In this regard, it is necessary to determine the functions that the managerial culture performs (table 1).

Table 1. – Functions of managerial culture

Function	Characteristic
1. Meaningful function	Positive impact on the formation of the image of the organization. Managerial culture is defined by the values that are created within the organization, and it is recommended to accept and maintain the values adopted by society, the target consumer.
2. Educational function	Reaction to the manager's activities, assessment of their behavior and actions in accordance with the managerial culture, accepted values and basic provisions. It demonstrates to the new generation applying for vacant jobs, good and bad management experience, showing different sides: moral and ethical, strategic, economic, etc.
3. Motivation function	Managerial culture should be adequate and objective in relation to the requirements for managers, business, and management, which in turn has a positive impact on the motivation of staff, indicating the fairness of management.
4. Selective function	Managers and heads are subject to natural selection in the process of interaction of individual and managerial cultures.

5. Communicative function	People and organizations with similar elements of managerial culture are interconnected, which contributes to solving problems of both internal and external communication.
6. Guide and control functions	They form and control the norms and principles of behavior of the team, which must be understood and accepted by each employee. They allow assessing correctly the readiness of the team to a comfortable management style and approve it for the effectiveness of the managerial culture as a whole.
7. Integrative and reflective function	It forms a specialist who is able to assess the quality of their work, who understands how to improve this quality, who is interested in their own development and improvement of their own skills, in accordance with the humanistic approach and values of the organization.

Managerial culture is formed, developed and functions in the process of practical activities of management entities. In order to improve the managerial culture it is necessary to use relevant knowledge of the essence of management and to apply modern methods of management, appropriate to organizational structure.

The quality of managerial culture depends entirely on the application of modern management methods, which characterizes the managerial culture as a set of management actions and decisions that

are aimed at preserving the integrity of the entire organization, as well as the development of individual structural units.

Conclusion

The main features of the manager's managerial culture that determine the professionalism of the education manager are:

1. Application and use of modern management innovative technologies.
2. The presence of professionally organized managers:

heads, leaders, as well as groups of professional experts.

3. Professionalism as the most important attribute of managerial and professional culture.

4. Communication culture is an important indicator of managerial culture, due to the fact that communication ensures the efficiency of work, mutual understanding, compliance with the rules of business and informal behavior.

5. Managerial ethics as an important indicator of the managerial culture of the manager is a set of rules and norms of behavior of the employee in relation to colleagues and management staff.

Thus, in the process of development of professionalism of the education manager of managerial culture is represented as theoretical, psychological and technological readiness and ability of the person to realize the knowledge of effective management competently in concrete situations, to show flexibility of professional thinking at the solving of administrative tasks.

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SOCIAL-REALISM IN THE AZERBAIJANI AND TURKISH NOVELS OF THE EARLY 20TH CENTURY

Eshgane Babayeva¹

Abstract: In the 1920s and 1940s, the socialist realism (trend) flow in both Turkish and Azerbaijani literature shows itself in certain degree. Class struggle, conflict between opposing forces, such as master-peasant, intellectual-ignorant-superstition, has become the main topic of the Turkish and Azerbaijani novels. In both literatures, the subject of village was at the forefront. It is no coincidence that “Homeland Literature” has gained special popularity in Turkish literature in this period. The life, love, joy, sorrow, troubles and pains of ordinary peasants have become the main topic of literature. The story of the urban man, not the peasant, his or her life, feelings and thoughts came to the center of the novel, not the destiny of townsman. However, for a long time, the place in the Turkish novels was chosen only as Istanbul, and the fate of the people of Istanbul was mentioned. In the article, the Turkish and Azerbaijani novels from 1920 to

1930 will be comparatively explored and parallels will be emphasized.

Keywords: Azerbaijani and Turkish novel, socialist-realism, rural novel, comparison, conflict.

Introduction

Socialist-realism is known as the second half of Marxist aesthetics. Some measures agreed in 1934 that the Soviet Writers Union Congress has determined the content of this understanding. Socialist approach to engage wanting to serve the socialist revolution, sought to establish a literary artist. Socialist-realism has also affected the Turkish literature, various issues were discussed socialist literature from the 1930s. These discussions have focused more on the social role of art and artists issues. Turkish writer and critic of the Marxist theoretical information about the inadequate aesthetic issues are

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discussed in more axis of concept of populism. Turkish authors have interpreted this as socialism facing the public literature.

One of the issues that attracted attention in both Turkish and Azerbaijani novels in the early twentieth century was about rural life. It should be noted that interest in rural life, love and longing for the village began to show itself in poetry. Orkhan Okai, the prominent Turkologist associated the beginning that he called “return to the village, to Anatolia” with the development of pastoral poetry in the literature (Okai O., 1990; 110-115). According to researcher Kenan Akyuz, rapid development of the industry, technology like in the Western world, has brought some problems with itself. Thus, the concept of shelter to the villages and the nature from the big cities emerged in the intellectuals of the Tanzimat era, which at the same time was an expression of the transition to the change of place in literature (Akyüz K., 1979: 18). R. Kaplan linked this issue mainly with the entry of literature into social service (Kaplan R., 1997: 7). By agreeing with this idea of the Turkologist, I would like to note that interest in rural life, turning of the theme

of village into the leitmotif of novel was demand of the period, result of a new social-political, economic and literary process. Turkey joined the new literary process. One of the main directions was national character. While following of the process of that period, it is evident that direction towards the village in the plan of thought had begun in the years of Mashrutiyyat (1908-1923), and the ideology “toward the people” of Ziya Gokalp (1876-1924) was of particular importance in this regard. Ziya Gokalp believed that intelligentsia, distinguished people had two goals of directing the to the people:

- 1) To go toward the people for getting national-spiritual values (to make alive) from the people.

- 2) To go toward the people to take culture to them. For realizing of these two nuances, in the opinion of Ziya Gokalp, Turcic young people should teach in rural schools to carry the “Western culture, not the Eastern culture or its branch, Ottoman culture” to the village (Gokalp Z., 1970: 47).

Although this process slowed down, it gained momentum and became one of the strategic goals of the new state in the period of Republic. Ataturk stated

on March 1, 1922 that he was talking about the peasants in the third opening year of the parliament and expressed the value given to them: “Who is Turkey's owner and master? The true owner of Turkey is its peasant. In this case, peasant deserves to live in prosperity, happiness and wealth more than anyone else does” (Atatürk's Speeches And Statements I, 1945: 209).

Therefore, on March 18, 1924, the Rural Law came into effect and a new governance system was formed in the village. On the one hand, the village institutes (1940-1954) opened. Graduates of these institutes have started to express the problems and troubles of the village. This new literature has been called “Anatolian literature”. It should be noted that in general, “Anatolia” in Turkish literature has a very new and different meaning. Anatolia - in fact an ideal, not a handful of land. Prof. Alamdar Yalchin notes that it has very important social, literary-cultural and political reasons giving this new literature the title of “Anatolia”. This novel concept will be called the “Rural novel” for various social reasons in the 1940s. Such concept of novel survived

itself until the end of the 1960s (Yalchin A., 2012: 26).

Research Aim

The main purpose of this article is to investigate the effect of social realism on Turkish and Azerbaijani literature. In this article, the subject of village was investigated in Turkish and Azerbaijani novels of 1920s. Azerbaijani and Turkish novels were compared and similar and different aspects were mentioned. The article is relevant in terms of investigating the Azerbaijani-Turkish village novels comparatively.

Research Methods

In this article, is investigated social realism in Azerbaijan and Turkish novels (1920-40 years).

The work uses system, structural and comparative methods of research, the method of hermeneutic analysis of the literary text.

Discussion

The first stories and narratives about the rural life are Ahmed Midhat Efendi's “A Real Story” (1876), “Felicity” (1885), Nazim Nebizade's “Garabibik” (1890), Abubakr Nazim

Tepeyran's "Little Pasha" (1910), Rafiq Khalid Garay's "Hometown Stories" (1919).

Starting from the 1920s, the subject of the village turned into a new stage in the creativity of writers such as Y. G. Garaosmanoghlu, B. Cahit, S. Ertem, R. Enis, R. N. Guntekin and others. We can mention the novels of "When the spinning wheels stopped" (Sadri Ertem), "Pitchfork" (Yagub Gadry Garaosmanoghlu), "Yusuf of Kuyucak" (Sabahattin Ali), "Novel of the decade" (Izzet Benice), "Their novel" (Aka Gunduz), "Green Night", "The wren" (Reshad Nuri Guntekin), "Rural Doctor" (Burhan Cahit Morgaia), "Beat the immortal" (Khalida Adib Adivar), "The child of the Mountain" (O. R. Gokche) and others in this period.

As we have seen, in the same years, theme of the village has a special place in the Azerbaijani novels. The novels of the 1930s included issues such as the struggle for collectivization in the Azerbaijani village, the process of Sovietization and the process of collectivism. Himalay Enveroglu writes about this:

"If the conversation is about in literature of this epoch, but rather the

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novel, then it should be noted that the revolutionary-historical theme was of particular importance in the literature of the 1920-50s. The writers have tried to justify the source of the way leading to the socialist revolution with the subjects taken from distant and near revolutionary-historical past; they have sought to meet the demands of the socialist realism's creative method that considers the historical philosophy of materialism as the main methodological principle. In the sense of the concept, it was prepared on the basis of Russian literature, direct experience of M. Gorky, Furmanov, Serafimovich, A. Tolstoy, Qlaldkov, Fadeyev and others (Enveroglu, 2008: 139-140). Other sources also find that the ideological, political and literary life of the 1920s and 1930s is based on the traditions of Russian literature (Asadullayev, 1970: 65). Commenting on these issues, Himalay Enveroghlu also emphasized that the Azerbaijani novel in the 1920-30s was put into this political-ideological flow, and it was very difficult to escape from this flow (Enveroglu, 2008: 140). Therefore, the novels such as "Shamo" (first volume-1930), "Downs" (1930), "The World Breaks Out" (1933),

“Warrior City” (1933), “Flood” (1933-1935), “Hero” (1937), “Tarlan”(1936-40), “Haired” (1940-41) and other novels written in 1950s such as “Our Daughters” (1950), “Great Days” (1951), “Flowery” (1951), “Citizen” (1953), “Spring Evenings” (1954-1955), “Separated Roads” (1956), “Great Support” (1957), “Ditch By Willow” (1958), “Village Doctor (1959)”, “Journalist Goes To The Village” (1963) reflect these trends. G. Khalilov, the outstanding scientist analyzed some of these works from the point of plot-composition in his monograph “From The History Of The Development Of Azerbaijani Novel”, saying that Abulhasan's “Uphills”, Ali Veliyev's “Hero” and Mehdi Husein's “Tarlan” had almost the same plot line, the novels of “Separated roads”, “Flowery”, “Great support”, “Ditch by willow”, “Leaves”, “Heart friends”, “Longing”, “Lowland”, etc., dedicated to the collective farm in the 1950-60s are not so different from each other (Khalilov G., 1973: 161). Of course, the main reason for this was that the literature emerged from that period served a single ideology.

In Turkey, in 1923, the Republic was established and the

Republic's literature on new trends emerged. Researcher Metin Chingiz describes this stage as follows: “After the establishment of the Republic, fault of thought brought with the law of “Homeland betrayal”, press offenses and penalties with Press law brought in 1931, the official close of associations and parties (after 1938) gives us extensive information about that period” (Chingiz M., 2000: 11-12). At that time, one-party system was dominant, but left-wing flow in literature showed itself. Nazim Hikmet, Sadri Ertem, Faik Baisal, Sabahaddin Ali, Reshad Enis, Aziz Nessim and other representatives of socialist realism were writing works in this subject. When we study this period and socialist-realist writers, we see that they are constantly under pressure, their works censored, and they were sentenced to imprisonment. These issues were reflected in the activity of Nazim Hikmet, where the Azerbaijani reader is well acquainted with him by reading with love. As we know, Nazim Hikmet studied at Moscow University in 1922-1924 and returned to Turkey where he was sentenced to fifteen years in prison in 1925 for propagating Communist ideology in the “Orag - Chakic”

(Hammer and sickle) and “Aydinlig” (Clarity) newspapers, in 1927 he secretly fled to the Soviet Union. Let's note that poet came to Baku in 1928. In 1932, N. Hikmat was again sentenced to five years in prison, but was released a year later. The poet was sentenced to 28 years in prison in 1938, he wrote “Human Landscapes”, “Letters from Prison”, “The Legend of Love” (A. Malikov wrote the ballet called like it) and other works here. In 1950, Nazim Hikmet was released from prison on the request of the international community, came to the Soviet Union, and lived here until the end of his life. In his book, Prof. Elman Guliev emphasizes that, while talking about his activity, his political convictions, Nazim Hikmet saw the salvation of all humanity in communism, and communism for him was transformed into a religious belief, apart from political beliefs (Guliyev E., 2011: 225). As we have seen, some poet-writers propagandizing this ideology as Nazim Hikmet, Sadri Ertem and others have been sentenced to imprisonment for many times. It should be noted that the Turkish Socialist Party was established in Turkey in the same period and was closed shortly afterwards. The

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“Aydınlıg” and “Orag-chakic” press organs, which began to be published in 1921, reflecting the class struggle, have also been persecuted for this ideology.

Researcher M. Chingiz shows that reason for all these was the anti-Russian views of the staff that won the War of Liberation. In such a situation, the left-wing literature (socialist-realists) simply had to express their views with poetry and other examples (Chingiz M., 2000: 13). As in the literature of Azerbaijan, in the Turkish literature, the subject of the village and motive of people began to come to the fore. The awakening of the village, struggle for the new life, description of the lifestyle, traditions, ethnographic features and belief system began to be the subject of literature. At the same period, some writers such as Suleyman Rahimov, Mehdi Huseyn, Abulhasan Alekberzade, Bayram Bayramov, Ali Valiyev and others appealed to the topic of the village. It should be noted that at the subsequent stages the subject of village was leading position in the activity of writers such as Movlud Suleymanli, Akram Aylisli and others. However, the topic of the village here was no longer about collective farming, class struggle.

The relevance of the village theme in Turkish literature, as we have mentioned above, was not only important from the point of view of socialist-realism, but most importantly from the point of view of Ziya Gokalp. Researcher Ahmad Oktay notes that the 1925-1940s is a stage in which socialist realism is emerging in Turkey. In these years, the manner of telling is not revolutionary-left, but oriented to nation (Oktay A., 2003: 314). In our view, this is the main point that makes the rural theme different from each other in both literature. Let's look at the examples.

One of the novels that draw attention to this issue is the work of S. Ertem, “When the spinning wheels stopped” (1931), which is a unique place in the Turkish literature. In the novel, the problems such as the village life, the villagers' torments, the economic crisis, unemployment, hunger, getting money with interest, etc. are reflected. Events take place in the second half of the 19th century, in a small village named Adakoy during the Ottoman Empire. The conflict in the work is based on the confrontation between Siddigzade and other major merchants who sell inexpensive fabric imported in Europe,

with people who earn a living with weaving in Adakoy and neighboring villages. The only way to earn a living is to spin napped wool and knitting. The villagers live selling the wool to Siddigzade Ali Afandi, the richest man in the village. Therefore, they are trying to create good attitude to Siddigzade. A message from the center comes to Siddigzade. It is written in the letter that wool will be imported from Europe, not from Anatolia. Machines, wheelchairs are stopped. Thus, the villagers' only way of earning is closed. Conflicts in the novel begin to aggravate after this incident. Hasan, one of the main heroes of the work, joins the villagers and goes to the center. Here, the villagers appeal to the government and their complaints are abandoned. Hasan meets with the chief of the textile organization. Let's look at the following dialogue;

“After listening to Hasan, as if an earthquake had passed from his face.

-Everywhere, every side is in such a situation.

This is what happens when you look the machine tool badly... He pulled out his stick between his trembling lips: The state is a hawk, the one wing is army, and the other is worker. Hawk with

broken a wing cannot fly and it is condemned to crawl...

-But where is the help?

-Help from you, from me, from the all, all of us...

Then he paused for a moment closing his eyes. The chief has left the influence of the man who hid something under his tongue rather than a man who would be able to find remedy for troubles” (Etem S., 1930: 123).

It is evident from the work that the situation is not very different in Istanbul. This fight was not just in Adakoy, but also in all places of hometown. “..The peasants who were at the machines were gathering in large centers in the form of flow. “Proletarization” was spread all over the place as a plague. In Kastamonu, Trabzon, those who fled from the village, sold their goods, burned machine tools, and those who sold factory items opened small shops. That was a terrible chaos. The villages soon became the ruins with the stork slot in their chimneys. These villages were still ownerless. Those who left the village did not return, and most of them became miserable” (Etem S., 1930: 124)...

The writer found the situation of peasant tragic by comparing the poor state of the people who went to the city or those who had no strength to go with the Israeli tribe who were sent to the Babylonian captivity.. If the Israelis saw the spring somewhere, played Tanbur and recalled those days. However, the poor villagers were so weak and hungry that they could not remember the past days. Throughout novel, these boards are reflected in reality. The chief, who lost his previous glory, said to Hasan, “This work can’t continue in this form. Death to death, hunger to hunger.. There is no other way! You will kill not to die” (Etem S., 1930: 126). These words inflamed the feelings of the struggle of Hasan. He called villagers to fight:

“They will kill us, or we will kill them. If we established factory by gathering in time, we would oppose their goods with our goods, but it was late. The knife stands on the bone. It is necessary to fight. If you have other ways, say” (Etem S., 1930: 129). Nevertheless, there was a mass of people obeying to the oppression and injustice before Hasan. Moreover, these people only listened to him with tears in their eyes and said, “Do whatever you want,

do not add us to this issue.” The first sparks of struggle appear in the following dialogue:

“Hasan opened this issue again. – Siddigzade and me are mortal. We are here today, not tomorrow. As the world stands, people as Siddigzade and Hasan will always face. The name will probably not to be Siddigzade. .. He can be Yusuf, Kenan, or Ahmed. What is the importance of this? Siddigzade will die, but instead of him another Siddigzade will come” (Etem S., 1930: 30). Thus, the events begin to be complicated. The villagers did not respond to Hasan's struggle, but they slowly began to open their eyes even though they divinify Siddigzade. Siddigzade does not need to give a fake smile to his face, and show his inner face. “...He appears without masking and frightens the people around him with the bareness of all its desires and deeds like complicated, tumorous, wounded body” (Etem S., 1930: 134). Siddigzade's oppression was in the last possible point. On the one hand, machines were closed and people had a terrible hunger. This mass finds remedy in the right of a woman called Dudu Khatun. It should be noted that the writer also touches on religious issues and

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changes the essence of the work. Dudu Khatunsaw in the dream that she was ordered to build a tomb of Hz. Ali in the place of her house. Thus, the house is transformed into a tomb. Neighbor Asma Sister also spreads among the peasants that Dudu is a delivered “prophetess”. Almost as the soul mates, Asma and Dudu Khatun, start to gain confidence as a “prophetess” in the village. The writer speaks of Asma Sister, her dark past, her “prophecy,” and then her passion for judgment, and her wrath and anger in the face of obstacles. We see it in the obstacles among characters as Asma-Pazvantoghlu, Asma-Shakir (Salman), Asma-Husein. Writer leads the conflict between lord-peasant, oppressor-oppressed, tyrant and humble to the religious-artificial direction. He shows that only Dudu Khatun and Asma Sister can dictate over the crowd, using religion of the people. Thus, all rural population stands up. A great rebellion, the fight begins. They will fight until the last breath. Siddigzade's house is burned at midnight. The rebellions laid by the army. The main idea in the work is the slogan of Hasan even in the blood, “Comrade, you will kill not to die”.

Let's note, though not so deep, the writer highlights the inner world of characters as Hasan, Asma, Dudu, Khadija and others. In particular, Hasan-Khadija line draws attention. Although Hasan has been away from the village for a long time, his pure love for Khadija brought him to this village. While talking to Khadija at the spring, the villagers said that they were “immoral, dishonest” and made them go out of the village. Young people fleeing from the village have been hungry for days and were returning to their homes. When Hasan took her with himself, he saw the trace of deep dagger on her face he was terrified. When Khadija was opposed to Siddigzade to protect her honor, she faced this terrible disaster:

“...The woman was tired. Her face was pale, her lips were white. Whitening lips of Khadija sometimes opened and the groan is heard” (Etem S., 1930: 42) ... “Her body were with thorns and wounds... A wound scar on her face, traces of a deep knife on her left cheek, a trace of kick, and a great hole at the edge of her eye” (Etem S., 1930: 35)...

In the work, Khadija-Hasan line is not romantic love, it is presented in the context of conflict with Siddigzade. As a

beloved and loved woman, Khadija draws attention as the peasant who has been abused, exploited not by her emotions and femininity. In his dissertation, researcher Ahmed Demir points out that the real reason for this is to bring Hasan, the hero of the work and Siddigzade as contradictory force face to face and to give dramatic form lead the event. That is, the character of the Khadija is an image created to bring Hasan and Siddigzade face to face as contradictory poles (Demir A., 2006: 115). The writer shows that the hungry villages are returning and have no choice but to take shelter. When the works are going well, Siddigzade again beats Khadija with violence by getting the opportunity. With the death of Khadija, Hasan's personal feelings turn into public concerns. This revenge is not based on personal malice. This revenge is directed against the tyrants, the oppressors. “When the spinning wheels stopped”, as the first socialist-realist novel in Turkish literature, attracted the attention of literary critics. They made interesting comments and judgments about this. O. F. Toprag writes: “The main feature of the work of how the century of factories which caused the economic collapse of

our country created reactions, how the old age of belief in the Anatolian root system was abandoned (Demir A., 2006: 115). A literary scholar, K. Ertop, C. Gudrat, also emphasizes that local textile production has been defeated before the production of fabrics imported from Europe (Ertop K., 1978: 11-15) (Gudret C., 1999: 30). In the opinion of Ramazan Kaplan, though this work is about domestic production confrontation with foreign production, and the collapse of the economic situation, but the writer has not achieved his purpose so much because of addition of from the ideological point of view, especially because of Sunni-alevi confrontation to the events (Kaplan R., 1997: 79-80). Attila İlhan emphasizes that work called “When the spinning wheels stopped” reflects the struggle between the people who sold European fabrics and domestic producers in the Ottoman Empire in the 19th century, reducing more than 3000 tools down to 25, unemployed people, in a word, economic collapse and for this reason, intelligentsia (bureaucracy) in the period of Tanzimat are guilty of:

“After the Tanzimat period, the Ottoman enlightener understood modernity as a 'liberality' whether it was

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Turkish or from any other nation. What is liberality, politically free, “open door” policy! Well, your property is not industrialized like the developed western imperialist states, and if their property is too strong to drown your economy in a spoonful of water? Indeed, at that time, “modernity” meant the real “betrayal” (İlhan A., 2001: 12-13).

According to Ramazan Kaplan, this work is important for its ideological look beyond the literary value (Gur A., Engin E., 2015: 605). Having agreed with these thoughts and considerations, it is important to note that the work is primarily the first socialist-realist novel, and in general, when it comes to the landscape, socialist thought in the rural novel after Sadri Ertem (Rashad Enis Aygen, “The Scent of the Land” (Babayeva E., 2018: 17-24), Faik Baysal “Sarduvan” (Babayeva E., 2018: 77-80), Mahmut Yasari “Woodcock” and so on) exist more strongly. By the way, it should be noted that Nazim Hikmet had a special place in the formation of the idea world of Sadri Ertem. Mustafa Parlak wrote that Nazim Hikmet laid the first groundwork for world of thought of Sadri Ertem in his dissertation entitled “Monographic Work about Sadri

Ertem”, this issue was also quoted in the work of “Blue Eyed Ogre” by Zakariyya Sertel (Parlak M., 1995: 99). It should be emphasized that such issues have become the leitmotif of the writer’s stories of “Peasant Who Wears Cylinder Hat”, “Honorable Man”, “A Woman Who Wasn’t Accepted Even By The Valley”, “A Man Wearing Ornament Of A Bear” and so on. In these works, problems such as hunger, unemployment, poverty encountered by the villagers are addressed.

One of the works written in this subject and drew attention is “Novel Of The Decade” (1933) by Ethem Izzet Benice (1903-1967). The main heroes of the work are two village children, Erhan and Torun. The young people, who live with Anatolia love, got education in Ankara and returned with great love. In the work, events take place in a remote village of Anatolia during the ten years, in the period of the Balkan Wars and World War I.

Ideology of Kemalism and propaganda of contribution of this ideology to Anatolia are dominant in this work of Benice who is famous for his works such as “The Book to Be Burnt” (1927), “The Maddening Woman”

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(1927), “Tears” (1932), and “You Will Love Too” (1942). This ideology is presented in the form of characters of Erhan and Torun. The first parts of the four-part novel are about the miserable situation of the peasant, a lord-peasant, imam-peasant conflict. The writer shows that the Anatolian peasants were ignored during the Ottoman Empire, being persecuted by the masters, the farmhands, the sheikhs. The biggest reasons for this are that the villagers are ignorant, unaware of their rights and freedoms, and on the other hand, their living with the fear of the king and God. Pay attention to the examples;

“This was the village during the period of Ottoman Empire in 1912. Pasha does not love the peasant. Lord does not love the peasant. The Imam does not love the peasant ... The king of the village is Imam. The Sheikh does Godness” (Benice E. İ., 1933: 34). “... Our peasant is ignorant. Hit the peasant and take the bread from them. All of them are in the five daily prayers” (Benice E. İ., 1933: 31).

The writer shows that all of these make the peasant obey and strengthen the hegemony of “aghalıg” (supremacy). If we say with the

expression of the researcher Firat Garagulle, in this work, the reality of “aghalıg” is one of the indispensable elements of social identity (Karagulle F., 2015: 87).

On the other hand, the peasant was insulted and beaten violently for driving out the bull entering the field. It proves once again that the peasant is the class of oppressed. The writer expresses hatred and protest against grossness from the tongue of Demir Chavush: “We understood the Imam Efendi. Nobleman is nobleman and farmhand is farmhand. They are both creature. Is it possible to kill somebody for throwing a bull out of the field? Is it forbidden to speak to a bull, not to himself? Do the oxen have to eat seeds of poor people except agha” (Benice E. İ., 1933: 11-12)?

Throughout the work, the Ataturk Revolutions, his ideology, are the subject of great love. The writer expresses his love for Ataturk in the language of heroes, and even gives detailed information in some places. In the final part of the novel, the village with school, the road, all the conditions, well-organized village and hardworking villagers are described. The writer shows that the peasant meets reconstruction of

the republic's ideology with great love and joy. Novel ends with the exclamations of peasants: “Long live, Republic”.

It should be noted that these works are sometimes matching by Mahdi Husein's novel “Tarlan”. There are also two opposing forces in the “Tarlan” as Sadri Ertem's “When The Spinning Wheels Stopped”, Ethem Izzet Benice's “The Novel Of The Decade” as well as the Turkish novels talking about rural life. In the one side, positive characters like Tarlan, Mursal, Khanlar, Hajioghlu, Nadir, Maryam, Aziz, Sadaf and Farman bey, Madad, Shamil, Mahmud and Molla Qasham are in the other side. The main hero of the work is the director of the Ellar village school, Tarlan. The writer describes Tarlan as a very active, hardworking, noble man, who “has not slept in the six years he has been working in the village and has never rested (Huseyn M., 1954: 141)”. The writer shows that Tarlan is interested not only in the field of enlightenment in the village, but also in agriculture. Researcher, scientist Yahya Seyidov writes about the character of Tarlan in his work “The Creative Way of Mehdi Husein”: “Mehdi Husein describes

Tarlan with sympathy. It is no coincidence that the writer once again remembers him in “Absheron” and “Black Stones”. Tarlan Ismailli is described as a principled, unconquerable and at the same time a sensitive, caring communist” (Seyidov Y., 1966: 47). The writer gives the fullness of the character of Mursal, the head of the collective farm, Sadaf, the young teacher and Hajioghlu as well as Tarlan. The novel reflects socialism, collectivism, collective farming, class struggle, sharp contradictions between contradictory forces. One of the factors that attracts attention is the sharp criticism of religion-superstition. The writer shows that the opposing forces make up the story “Bitdili İmami” (“Imam of mosquito”) using the religious belief of the people skilfully to bring them to their side. People used with money can find “healing” in Bitdili (mosquito) pretending themselves as deaf, blind, dumb, or mad among people. Thus, sick people who believe in these frauds come to the Bitdili. The appeal of Tarlan who revealed the false “miracle” to the people, draws particular attention. “- Why were you deceived? Because while mullahs are living, the eyes will be

closed, the heads will be unconscious, and the ears will be deaf. You came stopping your work. You endured with sleepless nights, what did you earn? Nothing but an insult!.. Forgive me! I do not want to insult those gathering here, especially those making a fuss, you have to know that there is no Imam and he did not heal one person! They deceive you to get your money! Let our enemies be ashamed of their ugly deeds. Where is mullah Gasham, where is Farman bey” (Huseyn M., 1954: 109)? The example we give is, in fact, completely coincides with the lines “The king of the village is the imam. Let Shaikh do Godness” (“Novel Of The Decade”). In general, it is possible for each type of village novel to meet these types of issues. The main reason for this is the fact that ignorance and superstition are in the forefront of class struggle, such as agha-peasant, oppressor-oppressed. Solution of problems attracting attention in the “Tarlan” novel shows itself in the activity of Abulhasan Alekperzade, especially in the novel “Downs”. The public novel, “Poems” (1930), consists of three parts. As in the “Tarlan” here, political issues such as class struggle in the village, reconstruction of the village,

collectivization of agriculture, in other words, the development and the rise of the Soviet village are reflected. The name of the work refers to the difficulty of serious conflicts between novelty and oldness, ups and downs of the inter-class struggle. Yagub Ismayilov pays special attention to the novel “Downs” referring to the role of Abulhasan in the development of the Soviet novel in the 1930s in his monograph “The activity of Abulhasan”:

“Abulhasan has created a rich work with interesting plot and composition; has drawn a complex and colourful picture of the collectivization movement in the Azerbaijani village; discovered the essence of events and wishes with the character and fate; brought many live and typical figures to our literature; revealed the power of his mastery, especially the epic cognitive power of life” (İsmayılov Y., 1986: 53).

As it turned out, issues such as collectivization and socialism were one of the typical issues of the novel in the 30’s. Works of Mehdi Huseyn, Abulhasan Alekberzade, Suleyman Rahimov, Bayram Bayramov, Ali Valiyev and other writers were the products of this ideology. The most

important element of the novel “Novel of Decade” and “Tarlan”, as well as “Downs” (Abulhasan) and other Azerbaijani novels, which we have studied for comparative study, was due to the writing of these works in the dictation of the period. Writer Ethem Izzet Benice reflected the concrete phase of the Anatolian village before and after the establishment of the Republic, peasant-lord struggle, and most importantly the reconstruction process in the “Novel Of The Decade”. Notable scientist Alemdar Yalchin notes that the novel was written in the excitement of the reconstruction policy initiated during the Republic, emphasizing that the work was strong from the point of the subject, but not as successful as a novel (Yalchin A., 2012: 204). In my opinion, this type of novels, dedicated to Sovietism and class struggle, were written for propaganda of socialism, and today it has almost lost its significance.

Conclusion

It was Soviet period in Azerbaijan, the Republic period in Turkey in the 1920s and 1930s. During the research, we find that socialist realism from Russian literature

influences many peoples, as well as Azerbaijani literature, to some extent Turkish literature. Socialist realism was in fact a demand of the regime. Because of socialism in Azerbaijan, novel in the 30's reflected collective farming, the struggle of workers and peasant classes. Since the Republic was established in Turkey, socialist realism was simply a stream. It could not develop as much as in Azerbaijan. Nevertheless, under the influence of some writers such as Nazim Hikmet, Faik Baisal, Sadri Ertem, Sabahaddin Ali and then Kamal Tahir, Yasar Kamal, Atilla Ilhan, Ilhan Berk, Fakir Baykurt and others in the 50's have written works in this context.

In general, we have concluded that in the 1920s and 1930s, when the Turkish novels were involved in research, we concluded that there was conformity of the Azerbaijani novels in terms of the subject of the village. In both literatures, there were conflicts mostly between contradictory sides and the classes, not between individuals, images in the rural novels. In these novels, the collision reached the highest peak with the lord-peasant, oppressor-oppressed, intellectuality and ignorance confrontations, the novel conflict was

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settled between the lord-peasant, the landowner-hired, the novelty-conservatism, the teacher (intellectual) – ignorance, superstition.

For the first time in the article, Azerbaijan and Turkish novels dealing with rural life have been studied comparatively. This is the main scientific innovation of the research. The article can be used in comparative literary criticism, as well as in the study of Turkish and Azerbaijani literature, in the study of activity of Sadri Ertem, Mehdi Husein and Abulhasan Alekberzade.

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**THE BUILDING OF A DEMOCRATIC SOCIETY AND
REFLECTION OF PEOPLE'S FACTOR IN THE NARRATIVE
«THE DECEIVED STARS» BY M.F.AKHUNDZADEH**

Shahbaz Shami Oghlu Musayev¹

Abstract: The article analyzes the problems of a democratic society building and the development of people's factor in the narrative "The Deceived Stars by M. F. Akhundzadeh. In the article it is noted that most of literary scholars dealing with M. F. Akhundzadeh's narrative "The Deceived Stars" wrote that the author exposed the Eastern despotism in the example of Shah Abbas character, and created the character of a just ruler by the image of Yusif Sarraj. The work has been analyzed as the confrontation of despotism and justice in the example of these two persons so far. In the article one of the thoughts is that the analysis of the work in this context does not enable us to accurately define the author's main idea and clear up the causes that led Yusif Sarraj to defeat. The author wanted to point out from the standpoint of

enlightenment that as long as people are politically passive or indifferent to their destiny, they will never be free. Yusif Sarraj who came to power without people's will suffers a defeat due to their indifference. M.F. Akhundzadeh's thoughts on people's government, active and educated people have been summarized in the article. It is noted that M. F. Akhundzadeh benefited from the doctrines of European philosophers, including J. Milton and J. S. Millin in the issues of building a democratic society.

Keywords: M. F. Akhundzadeh, despot, just ruler, democratic society, the factor of people, people's government

Introduction

The process of building a democratic and civic society is one of the

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leading tendencies in modern times. Although these tendencies started in the XX century, the roots of these ideas go back to far old times in the works of Azerbaijani thinkers and philosophers. The works of one of the prominent representatives of Azerbaijani literature Mirza Fatali Akhundovone are no exception from this standpoint.

The most important problems that made Mirza Fatali Akhundzadeh (1812-1878) who was the founder of Azerbaijani dramaturgy and realistic artistic prose and the first alphabet reformer in the East think for all his life, were problems of building a democratic society, prosperity of the nation he belonged to and its development to the level of civilized nations of the world. Analyses show that in his rich literary, scientific-philosophical and epistolary heritage he consistently kept these issues in the center of attention while corresponding with his contemporaries, and developed his thoughts and ideas into a whole conception. In a democratic society building process he directly based on European experience and European philosophical thoughts that he was well aware of. The protection of human rights, provision of freedom of

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speech and pluralism of ideas, formation of parliament and government ruled by laws constituted the base for the writer's conception. Yet, Mirza Fatali Akhundzade understood well that in societies dominated by mass illiteracy and religious fanaticism, and where the conservative forces exercise their hegemony it was difficult to establish democratic institutions. M. F. Akhundov also described the tragedy of a society indifferent to their life because of lack of education and ignorance in his narrative of "The Deceived Stars" (1857), and put forward the importance of enlightened people factor in his work. It should be noted that M. F. Akhundzadeh benefited from the historical event to avoid from harsh political censorship.

M. F. Akhundov has taken the theme of the narrative "The Deceived Stars" from the historical work written by Isgander Bey Munish "Tarixi-aləmarayi-Abbasi" dealing with Shah Abbas I power (years of reign: 1587-1629). The work notes that the palace astrologer Jamaladdin Yazdi tells Shah Abbas that two stars Marikh and Agrab (Marikh and Scorpion) will come up to each other fifteen days after Novruz holiday and consequently this will bring Iran and its

shah great misfortune. In order to survive the misfortune they advise the shah to renounce the power for three days. They decide to give the power to someone else deserving punishment and the misfortune of stars should befall upon him. And this person “deserving punishment” becomes Yusif Sarraj. Shah Abbas temporarily steals away for three days, and Yusif Sarraj is enthroned. After three days they search Yusif Sarraj’s house and find wine. Shah Abbas’ followers announce him an atheist and execute, and Shah Abbas regains the throne. So, the stars are deceived. Mirza Fatali Akhundzade took this story from the book “Tarixi-aləmarayi-Abbasi” and filtered it through his creative imagination, enriched it with new details and wrote the first Azerbaijani prose work “The Deceived Stars”. He wrote about it in a letter to his friend Mirza Yusif khan: “I used this small matter in my hand as a medium expanded it through my creative imagination to disclose how rattlebrained the ministers and state heads of that time were, so that it would serve as a lesson for future generations and they wouldn’t believe the words and news of stupid astrologers and become an object of ridicule... .”

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[Akhundov, 1988, p. 245]. The comprehensive analysis of M. F. Akhundov’s works shows that their analysis is actual even today. So, we considered it expedient to study the scientific ideas underlying in author’s works.

Development

In most of the literary works dealing with M. F. Akhundov’s narrative “The Deceived Stars” wrote that the author exposed the Eastern despotism by Shah Abbas character and tried to create the character of wise, just, democratic ruler by Yusif Sarraj personality. The work has been analyzed in the example of two persons in the context of confrontation of justice and despotism. Actually, there is one more character in the work who defines M. F. Akhundzadeh’s ideals. This is a character of people and society. Attitude of people to events interested M. F. Akhundzadeh more than the despot’s method of governance, and the form of protests of certain forces- Yusif Sarraj’s supporters against political governance. This was also a point arising from M. F. Akhundzadeh’s education.

The analysis of M. F. Akhundzadeh's political and scientific-philosophical views shows that the educationist philosopher understood very well that for the eradication of despotism to bring to power "a good padishah", particularly Yusif Sarraj or liquidation of despot will change nothing. The outstanding researcher Y. Garayev drawing attention to one point wrote: "In the 60s the subject of "An ideal shah" was a seen off period for M. F. Akhundzadeh. It was already the wish [want] of "good people" but not "a good shah" that worried him. [Garayev, 2002., p. 232] In his narrative "The Deceived Stars" M. F. Akhundzadeh wanted to show that everything depends upon people's position while their destiny is decided or if they agree on the governance of existing political power. The academician Isa Habibbeyli noted exactly this point writing that it was M. F. Akhundzadeh who brought up the idea of people's government into Azerbaijani literature for the first time" [Habibbeyli, 2012, p. 7].

Shah Abbas is only seen in the exposition of the story. Although all happenings are connected with Shah Abbas till the finale, the author

intentionally do not move him to the forefront. The author himself speaks about the state of the country and Shah Abbas' political governance. M. F. Akhundzadeh make the Shah's viziers speak in the scene where the salvation are sought from "the star misfortune". And Shah do not interrupt any of them, and listens to them to the end though they can not show any way out. Dramatic effect reaches its highest point, and for a moment it gives its place to narration (interpretation) and self-revelation of the types creates sufficient detailed imagination of the group they belong to. Viziers are instantly ready to sacrifice the chief astrologer who delivers news from the stars but is unable to show the way out; and shah's one more quality (in fact, his lack of quality) reveals itself; and the final decision is taken not by the shah himself in dramatic situation but the chief astrologer Movlana Jamaladdin. He himself shows the way out. Shah has to give up his powers warraj'qithin fifteen days after Novruz holiday; the throne has to be given to a guilty one who has to be killed and the people don't have to see shah during this time. In this case the negative affect will have to befall on the guilty since he is the shah of Iran at

that time” [Akhundov, 1982, 207] The guilty is not hard to find. This man is Yusif Sarraj. Mirza Fatali Akhundzadeh uses this funny story as a medium in such a serious problem. The shah’s people at the head of Movlana Camaladdin do simulated power changes to impede the perceived coup d’etat by Yusif Sarraj. The author of this scenario is Movlana Jamaladdin. Yusif Sarraj’s execution was just organized by Jalaladdin Mahammad Munajjim Yazdi (the prototype of Movlana Jamaladdin). He himself asserted this fact in his work “Tarixi-Abbasi”. “We killed Yusif as it was his destiny, and the shah sat on the throne again [Agamali, Onullahi, 1969] And this is the essence of despotism. M. F. Akhundzaded conveyed not only the essence of despotism with the power of literary language but also kept it in the focus of attention in his scientific-philosophical and publicistic activities, furthermore showed the way to get rid of it. The writer wrote in his work “Kəmalüddövlə məktublari”: “Despot is such a padishah who never obeys the laws in his work or behavior, and who always has unlimited power and order over people’s life and their property. Under the rule of such padishahs people

become humble and humiliated and they are deprived of all freedom and humane rights” [Akhundov, 1987, p. 201] In another part of the work M.F. Akhundzadeh put forward the factor of people to escape from tyranny, and therefore wrote in his address to people: “You are stronger and more in number than the despot. What you need is only unanimity and identity to carry out a revolution and become free from servitude” [Akhundov, 1987, p.217] After ten years later of his “Kamaluddovla məktublari” he wrote continued the same vision in his article dedicated to the criticism of his friend Mirza Yusif khan’s work “Yek kəlmə - The only word” and stressed the people’s mission in the kingdom of tyranny once more. “... the nation itself must acquire knowledge and be far-sighted, gain the fundamentals of unanimity and unity and then must address to the tyrant: Resign and stop living in luxury! [Akhundov, 1987, p.311] The main idea in the narrative “The Deceived Stars” is the factor of people. In the narrative it is only Yusif Sarraj and representatives of the group to which he belongs come out to the front of the despot. The author’s educational ideas are clear, and he has

expressed Yusif Sarraj's inevitable defeat in a literary way.

Who is Yusif Sarraj? There are similar and different features between as a historical personality with his identity and vision and a character in the narrative. We consider it necessary in *brevi* to stay on this point.

In all investigations associated with M. F. Akhundzadeh's literary and scientific and philosophical activities and in the novella "The Deceived Stars", it has been reluctantly touched upon the *noqtavilar* (people who do not recognize any creator or divine power) sect. According to studies, the leader of the noqtavilar was dervish Khosrov in the years of Shah Tahmasib's power (1524-1576) and, after shah's sharp warning he pretended to be far from his belief. Yusif Sarraj (Tarkeshduz) and Kichik Galandar considered dervish Khosrov their murshid (guide or leader). Dervish Khosrov has become a little active at the first years of Shah Tahmasib I, then preferred to be careful assessing the situation. He had relations with Shah Abbas I. There is information about the quiver Yusif Sarraj sewed and gave as a present to Shah Abbas. However, Shah Abbas had always control over

noqtavilar. Later, Shah Abbas ordered to kill Khosrov suspecting him to revolt in Qazvin. Being arrested Kichik Galandar committed suicide on the way to palace, while Yusif Sarraj forcefully became the leading actor of "stars story". Shah Abbas said to Yusif Sarraj: "Among the people of your family there is no one deserving the position of padishah. I declare you a padishah so that the work of this star is appropriate to your government". Shah Abbas tells him to take his seat in Shah's place and himself taking a hand stick he stands in front of him as a butler to service him. As soon as the time is over, Yusif Sarraj is murdered. According to studies, after Yusif Sarraj's death, the execution of the noqtavilar continues, and many followers of this sect are compelled to go into exile [Agamali, Onullahi, 1969]. There is no information in M. F. Akhundzadeh's narrative about the personal acquaintanceship between Shah Abbas and Yusif Sarraj, moreover, contrary to historical facts in the narrative Yusif Sarraj is not murdered.

We see two presentations of Yusif Sarraj in the narrative. The first presentation is given by the government representatives and the head of mollahs

characterizes him as “sinful” and a person whose execution is necessity”. The second is the author’s presentation where the interesting point is the similarity of M.F. Akhundzadeh’s early years of his life to those of some details in a Yusif Sarraj’s autobiography. Kerbalayi Salim of Qazvin wishes his son Yusif to be a religious man. Yusif goes to Kerbalayi and Isfahan and receives lessons from great scholars. But he also refuses to become religious as in M. F. Akhundzadeh’s youth, what’s more he strongly hates them, and doesn’t see himself among them [Akhundov, 1982, p. 209]. Then Yusif Sarraj’s oppositionist character is depicted in the narrative. He is decidedly against Shah Abbas’ power, his governance methods and he openly shows his obvious discord during talks without fear. Yusif Sarraj dismisses Shah Abbas’ incapable viziers from work in his a few days’ reign, sends most of them to prison and starts to tackle with those problems that always make him think. Yusif Sarraj gives orders directly connected with people’s social conditions, prohibits corporal punishment, takes respective measures to discharge religious men from courts, and eventually by his order astrology is

abolished. One interesting point is that Yusif Sarraj thinks about foreign economic relations in a short period of time. His meeting with representatives with Holland is also briefly described in the narrative. But, as we know, his reforms remain unfinished because of his removal from the power. As it is in history, Yusif Sarraj is dethroned, but contrary to historical events he is not murdered in the narrative. It is doubtless, M.F. Akhundzadeh by adding his literary approach to this historical event has had his goals to show Yusif Sarraj in a defeated state that led to his unfinished reforms. We think that as a whole, M. F. Akhundzadeh’s has never thought about an ideal ruler. In the narrative it is not true to value Yusif Sarraj as one coming from among people and his coming to power independently without people’s will and participation as M.F. Akhundzadeh’s thoughts about real people’s government. According to M.F. Akhundzadeh, the person at the head of the state has to make laws with the people’s participation and establish a parliament. He has to carry out everything on the basis of law, and doesn’t have to do anything by himself, and the state has to be constitutional as in

England. So, it is not possible to clear up the reasons of Yusif Sarraj's defeat without understanding the author's real idea in the narrative "The Deceived Stars".

The researchers provide various reasons for Yusif Sarraj's defeat. As there are tens of scientific approach, we will try to dwell on more interesting and noteworthy thoughts. The well-known literary researcher F. Gasimzadeh (mainly studied M. F. Akhundzadeh's literary activities) wrote that Yusif Sarraj came to power "purely by accident without any changes in Iran's economy" but suffered a defeat without reaching his goals and aspirations [Gasimzadeh, 1974, p.332]. As can be seen, the researcher has not explained the reasons of defeat, though without them it is not possible to define the author's main idea in the story. The researcher H. Mammadzadeh associated Yusif Sarraj's defeat with the historical reality: "The author do not allow Yusif Sarraj to live. To our thinking, it is not because Akhundzadeh has already approached to social events rather profoundly, he takes into account Yusif Sarraj's measures won't be able to last long, and purely for this reason he suffers a defeat. The cause

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of this defeat ... derives from the historical reality [Mammadzadeh, 1971, p. 165] Undoubtedly, there are enough factors arranging Yusif Sarraj's defeat. We highly appreciate the researchers' findings, at the same time we consider it necessary to provide our own considerations.

As we noted at the beginning. M. F. Akhundzadeh has created the people's character, though it is not in the foreground in the narrative. In the work Shah Abbas and his supporters, as well as the character of Yusif Sarraj are seen with all parameters, but the author writes about people in some places in the work, and they are just a few sentences.

The thing is that, the great writer has been able to introduce in a few sentences both his own idea and the reasons for Yusif Sarraj's defeat, as well as the reasons for seizing power by those who suck in people's blood. The chief architect of fabricated government changes Movlana Jamaladdin who skillfully deceives stars considers it necessary to deceive people as well. He considers necessary for people to know nothing about the devious plan [Akhundov, 1982, p. 207] This measure does not show that palace people are

afraid of common people. By behavior of Shah Abbas' supporters the author wants to show that on the whole, people's will is nothing for this government. They can determine the destiny of people as they want without their knowledge. M. F. Akhundzade associates the existing state not only with government's endless lawlessness and tyranny but also with the level of masses who display total indifference towards his fate. In M. F. Akhundzadeh's literary description based on reality reflects that people have already accustomed to lawlessness and injustice, and tyranny and suffering has built in them immunity, and they get surprised when they do not feel the signs of fear or horror. After Yusif Sarraj come to the throne, the attitude of townsmen to whatever they see is unexampled from standpoint of classical literary expressing of people's manner of thinking: " Everyday the people of Qazvin didn't see the flesh of men hung from the gates of fortress and didn't notice the executioners cut men into two and hang them in the gallows and put their eyes out. The situation seemed fairly strange to them" [Akhundov, 1982. p.222] M. F. Akhundzadeh laconically describes the reasons that

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leading Yusif Sarraj to defeat in a few sentences.

People value the shah's who relies on justice and fairness as his weakness [Akhundov, 1982, p.222]. People finally makes their decision about Yusif Sarraj: they do not need a weak padishah (in fact fair, and just)! Yusif Sarraj's old political opposition –the representatives of the old government immediately takes advantage of the opportunity. People are directly involved to dethrone Yusif Sarraj. The mutiny starts at the time that the stars promised. On the same day both the people and the stars are betrayed.

Although M. F. Akhundzadeh kept to "the star issue", he revealed the valid reasons of Yusif Sarraj's defeat who accidentally took the power. Therefore to analyze the problem only within this funny story context would preclude us to draw a sound conclusion and accurately define the author's idea.

Yusif Sarraj's government power enforcement structures and his political opposition unite. To avert bloodshed Yusif Sarraj's supporters invited the opposition side to peace, but to avoid battle was impossible, and therefore six thousand people died from

both sides. The position of people decides the fate of the armed conflict, and the people takes the side of mutineers. Yusif Sarraj's supporters sustain a heavy defeat. So, Yusif Sarraj's defeat is determined by people's definite support for despotism alongside other objective and subjective factors. M. F. Akhundzadeh just gave people's literary description in "The Deceived Stars". Actually, it was not the idea of "a good padishah", but "good people" that made him think. In this work he tries to demonstrate the fact that for an establishment of people's government it is not enough to be a just and fair ruler at the head of the government. If people are not interested in their destiny, then to speak about the freedom of society and the building a just and democratic state is useless.

The method of research

In the research, while studying and analyzing literary and publicistic texts, the methods of historical-comparative, analytical and typological, and idea inference and literary analysis have been used, and the principles of historicity and modernity, time and place have also been followed. In the research,

we have attempted to consider the thoughts and considerations of authors with different scientific and political views in the context of that time, and assess political and ideological tendencies referred and studied in this or other research materials.

Discussion

The analysis of studies show that M. F. Akhundzadeh as an educationist, as in Western Europe, wished for a politically mature people who are able to fight for their rights and freedom. M. F. Akhundzadeh thought that for a politically mature society to be formed, it has to be formed such a society where the freedom of thinking and expression of thoughts are possible. The studies show that in this point he was standing on the same rank with an English philosopher John Stewart Mill from whom he benefited. J. S. Mill wrote in his essay (1859) "On liberty" : "No that it is solely, or chiefly, to form great thinkers, that freedom of thinking is required. On the contrary, it is as much and even more indispensable to enable average human beings to attain the mental stature which they are capable of. There have been, and may again be, great

individual thinkers in a general atmosphere of mental slavery. But there never has been, nor ever, will be, in that atmosphere an intellectually active people” [Mill John Stuart, 2001, p. 33].

It is clear from the studies that M. F. Akhundzadeh developing his theoretical thoughts on the problem of people’s factor and a building of a democratic society decided that if individuals is not given a freedom of expression and if they are made not to do any cultural activities, and if they do not go out of the path which their “ sacred religious leaders’-the God’s friends left for them, then they may become an automatic machine which without thinking, plough, cultivate and gather crop, or they look like mill-horses turning or working in the same place, they eat fodder, drink water and fall asleep, and this work may continue till the end of the world” [Akhundov, 1987, p. 355]

M. F. Akhundzadeh also showed the ways of how to break the “mill-horse” syndrome, and relinquish the mode of life once and for all continuing for thousands of years. He called people to go the way that European people move along and wrote: “ until

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mid Anno-Domini (C.E. –common era) they also were compelled to show unconditional obedience to ruling sections and religious groups, but in the middle of common era there appeared thinkers and philosophers and they refused to obey, and threw off the yoke and went against Catholic faith, accomplished a revolution and declared: How come we enslave ourselves to a few ill-bred and uneducated people though we are also human beings and have knowledge and wisdom” [Akhundov, 1987, p. 355]

As a result of analyses it becomes clear that two important problems emerge distinctly in M. F. Akhundzadeh’s thoughts. First, M. F. Akhundzadeh condemns man’s enslaving, and puts forward the problem of individual’s freedom, and solely rejects the tyranny of minority over majority. Second, M. F. Akhundzadeh writes that freedom is not presented to those who are being governed by those who govern, on the contrary, the members of society have to gain it only by revolution. According to analyses. we can say that in his thoughts M. F. Akhundzadeh benefited from European philosophers, including celebrated

English poet and freedom fighter Jon Milton's (1608-1674) doctrine. Jon Milton in his speech on freedom of press in front of the parliament said (1644) that he loves the law more than anything else in life because it guarantees our personal security: "...Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties" [Milton Con, 1918, p. 57]. As a result of analyses, we can note that M. F. Akhundzadeh also as his European predecessors and contemporaries thought that freedom of thought and freedom of speech are on the top of all kinds of freedom. At the same time he understood well that at the circumstance there are profound differences between European and Azerbaijani societies, and his main task is to take people of the "ignorant world" out from the darkness to light, educate them to open their eyes, and teach them to avoid bad customs and conservative way of thinking.

Conclusions

The researches we carried out show that for the first time in the history of Azerbaijani literature M. F. Akhundzadeh in his narrative "The Deceived Stars" raised the question of

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importance of politically mature and active people's factor in the building of a democratic society and freedom of people to which he belonged. The writer in his work put forward the importance of people's rights and freedom, and the impossibility of gaining democratic reforms by accident. The researches carried out show that M.F. Akhundzadeh's real aim was not to create a character of a just ruler in the example of Yusif Sarraj. He wanted to show that the fate of entire people cannot be determined beyond their will. But the people who are not active politically, and who demonstrates total indifference to their fate cannot possess democratic values, and their rights are manifestly trampled. The analyses portray that, according to M.F. Akhundzadeh's thoughts, the just ruler at the head of the government still does not mean the establishment of people's government. As an educationist, he wished for politically mature people that are able to struggle for their rights and freedom like in Western European countries. The researches enables us to infer that M.F. Akhundzadeh didn't mean the people participated in the overthrow of Yusif Sarraj's power together with unrivalled

despot Shah Abbas “punishing” him to complete his mission, on the contrary he put forward the idea of educated and active people factor that he followed in the narrative “The Deceived Stars” in other works, and tried to improve and enrich the conception in which he obtained from European philosophers in this field.

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EXPERIMENTAL-PSYCHOLOGICAL RESEARCH AS A MAIN FACTOR IN SELF- ACTUALIZATION AND PROFESSION SELECTION OF ADOLESCENTS

Sevinj Orujova¹

Abstract: The article is devoted to the study of the role of self-actualization and profession motives in the profession selection in adolescents. Research has shown that increasing the level of self-actualization in adolescents depends on a number of factors, including the self-esteem of adolescents, changing their attitudes towards their potential and the nature of the formative work carried out with them. However, research has shown that there is a correlative dependency, and this dependence is positive, between adolescents' profession selection and self-assessment, self-actualization, and training costs.

Keywords: adolescents, profession selection, self-actualization, profession motives, experimental-psychological research

Introduction

The acceleration of technological development in the modern era, the emergence of new professions, and the increased integration into the world have made comprehensive changes in profession selection. The increased demand for various occupations complicates the process of choosing a profession in a market economy and requires adaptation of the human factor to these changes. In this regard, issues such as the selection process of any profession, as well as the human factor in this choice, relevance of the existing potential to the chosen profession, and so forth, are at the forefront. Given the fact that realistic ideas about the profession are formed during adolescence, it is undeniable that it will benefit from the direction and psychological mechanisms of this process in adolescents for society.

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Although a profession selection in adolescents is in its infancy, at this age, it has a leading motivation for self-actualization (I.V.Dobrovina, A.M.Prixojan, V.V.Zachepin, 2008). From this point of view, Y.A.Klimov emphasizes the importance of profession selection orientation: “Any kind of assistance should be given to the teenager in getting a broad and necessary direction in the professional world. He must be the author of his own life path, the project, and the creator of this path.” (Klimov E.A., 1990). However, it is necessary to guide this founder and create a favourable educational environment for him to unlock his potential. When examining the factors that influence the formation of a profession selection in adolescents, they have come to the conclusion that it is important not only to identify areas of specialization that can be chosen by an individual but also to enhance learning aspirations (Berkman L., 2005.; Dimsdale J., 2008, V. Dzau, E. Antman, H. Black et al, 2006,; Milani R., 2007,; M. Pagani, D. Lucini, J. Physiol, 2008). However, the study of the impact of self-actualization on profession selection orientation is not systematic. From this

point of view, the aim of this study was to establish the level of self-actualization of the profession and to identify its psychological mechanisms.

Research methods

Several indications were measured during the research, and subsequent assessments were made through the formative work to indicate whether the indications were different from the initial assessment. The scale is on the other hand (A. Rean and S. Kolominsky), self-actualization inquiry of personality (S. Shostrom), methods of “motives of profession selection” were used. The research involved adolescents studying at the Heydar Aliyev Lyceum in Baku city. In the experiment, 120 people in the control group and 120 people in the experimental group participated. The total number of people involved in the experiment was 240 people. The number and gender composition of the study participants are shown in Picture 1.

Description of the research

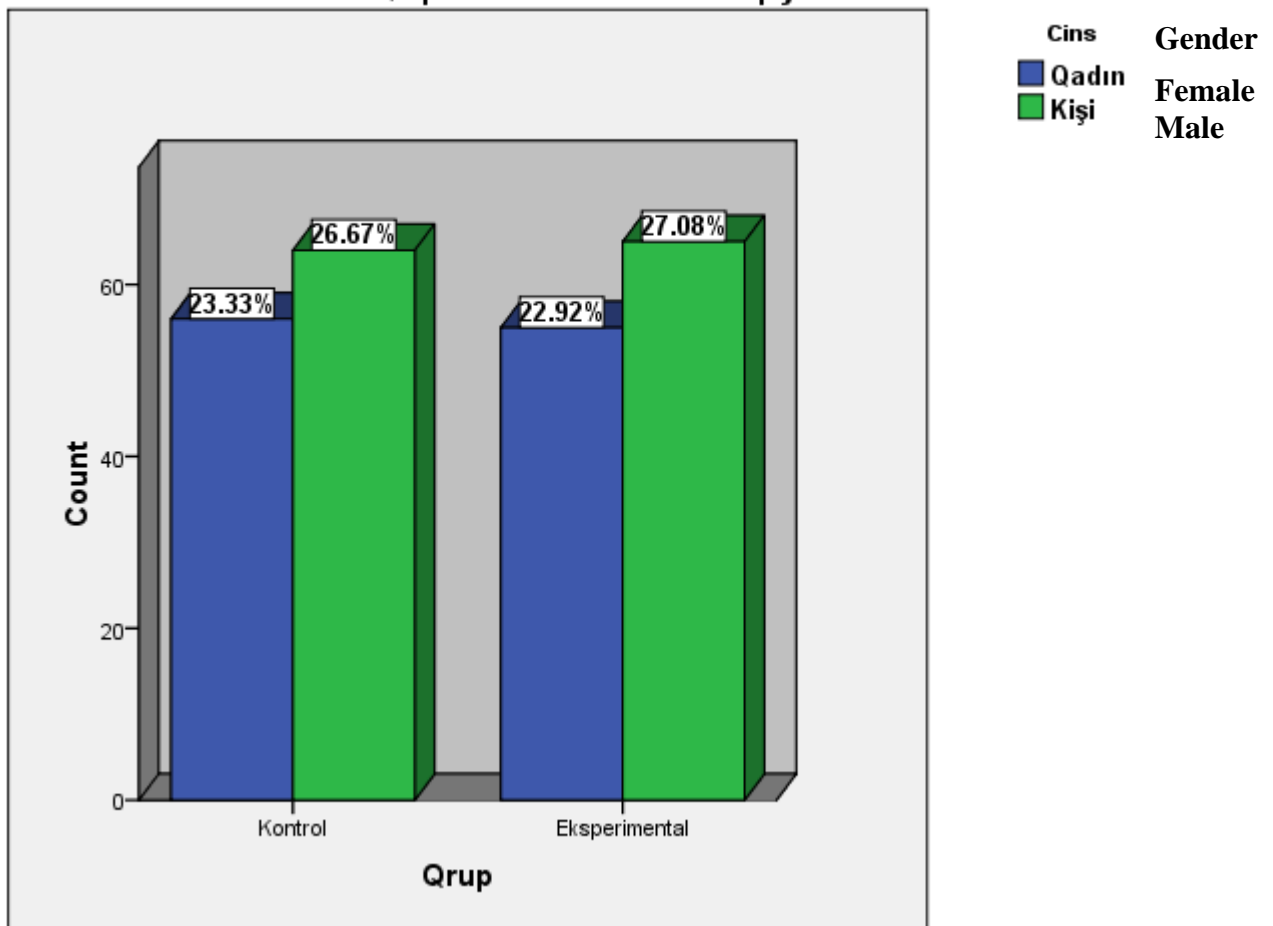
To study the trends in the impact of self-actualization on adolescents' profession selection, first of

all, they tried to carry out diagnostics of self-actualization and profession selection. Two groups were selected and dozens of methodologies were

conducted. Initially, adolescents attempted to determine the levels of self-actualization in both control groups and experimental groups.

Comparison of groups by gender

Qrupların cins tərkibi üzrə müqayisəsi



Picture 1. Gender indicators of participants in the control and experimental groups

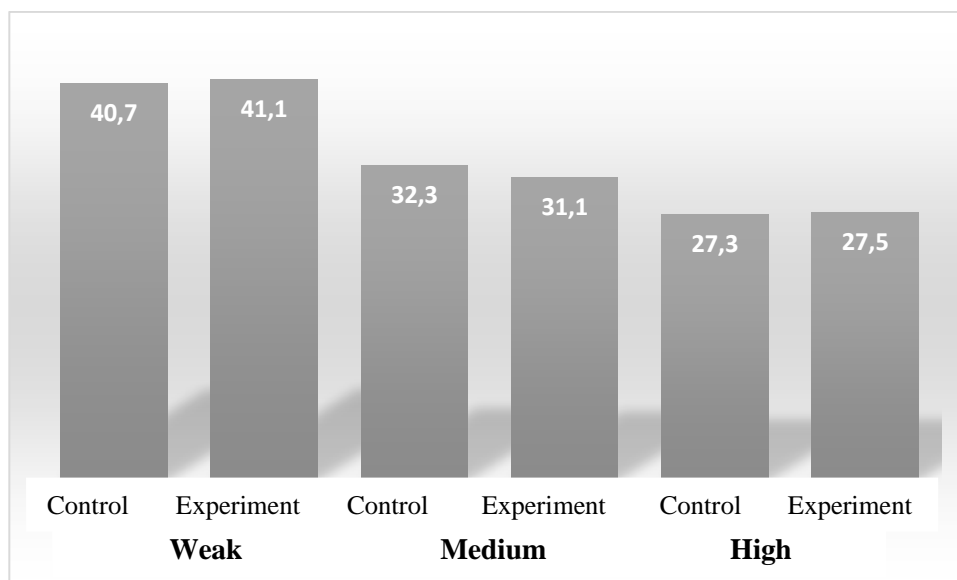
As shown in Picture 1, the number and gender composition were

selected according to the principles of the research, with each group attempting

to obtain the appropriate number of adolescents. As can be seen from Picture 2, the levels of self-actualization are lower in both control groups and experimental groups. As can be seen in Picture 2, the high levels of self-actualization do not differ significantly between the experimental and control groups (27,3%; 27,5%). Also, both groups have the same intensity (40,7%;41,1%).

All three levels of self-actualization are below the norm in both

groups and need to be developed. Under these conditions, we considered it appropriate to evaluate student learning successes to determine the direction of self-actualization's impact on profession selection. Because comparing the levels of self-actualization with training successes can inform us about profession selection. For this purpose, we also considered it appropriate to evaluate the academic achievement of adolescents before the experiment.



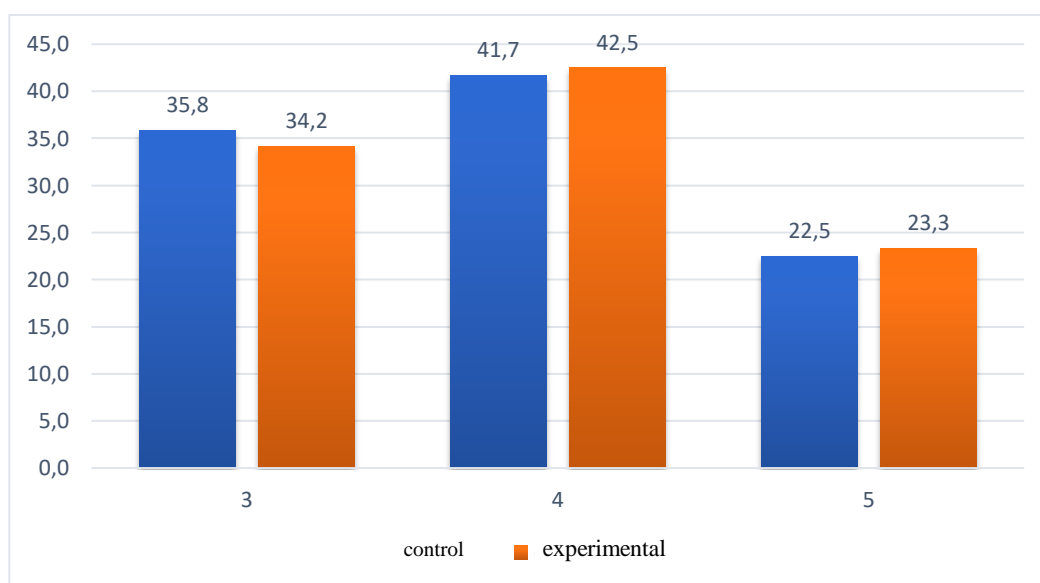
Picture 2. Indicators of self-actualization levels in control and experimental groups (before the experiment)

As shown in Picture 2, the percentages of adolescents who are

"sufficient", "good" and "excellent" correspond to the levels of self-

actualization in the experimental group or in the control group. This fact shows that there is some dependence between training prices and levels of self-actualization. However, the number of “excellent” readers is much lower than for “good” and “sufficient” readers. In order to determine the level of

personality development in adolescents, we tried to determine the adequacy of self-assessment in adolescents. Research has shown that there is a definite relationship between self-assessment and self-actualization. This relationship is illustrated in Table 1.



Picture 3. The results of marks of academic performance in adolescents (before the experiment)

Table 1. Indicators of the relationship between self-actualization and self-assessment in adolescents (before the experiment)

		Self-assessment	Self-actualization
Self-assessment	Pearson Correlation	1	0.002
	Sig. (2-tailed)		0.971
	N	240	240

As can be seen from Table 1, the relationship between self-actualization and self-assessment prior to experiment is either weak or tendency

(Sig=0.971, p=0.002). This fact shows that some level of self-actualization corresponds to the levels of self-assessment.

Table 2. Indicators of self-assessment of academic achievement in adolescents (before the experiment)

		Self-assessment	Academic Achievements
Self-assessment	Pearson Correlation	1	0.004
	Sig. (2-tailed)		0.950
	N	240	240

As can be seen from Table 2, there is a relationship between academic

achievements and self-assessment prior to experiment, but they are weak or

tendency (Sig=0.950, p=0.004). This fact indicates that as the level of self-assessment declines, academic success tends to diminish, which indirectly affects profession selection.

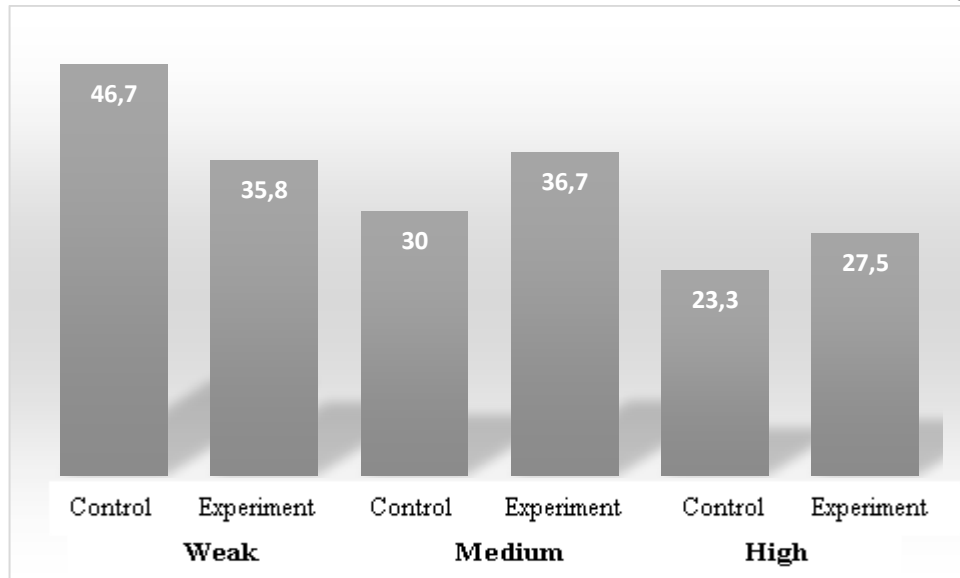
The research of the levels of self-actualization of adolescents has shown that levels of self-actualization are generally lower in both the experimental and control groups. Without analyzing the separate scale of self-actualization only its levels were measured. It was found that various factors influence the development of self-actualization. Each of these factors, however, was tested for consistency with the levels of self-actualization in parallel with indicators of learning activities that are necessary for the adolescent age. As the I phase of the study is diagnostic, further development of its results is reflected in Phase II and III.

During phase II of the research, formative work has been initiated to determine in what aspect the rise of self-actualization in adolescents influences profession selection.

The main directions of the formative work were such methods as conducting training with teenagers, organization of entertaining lessons for potential discovery, weekly reports, use of self-actualization cards and so on.

After the formative work, the levels of self-actualization, academic achievement and profession selection motivations were identified through dozens of methods.

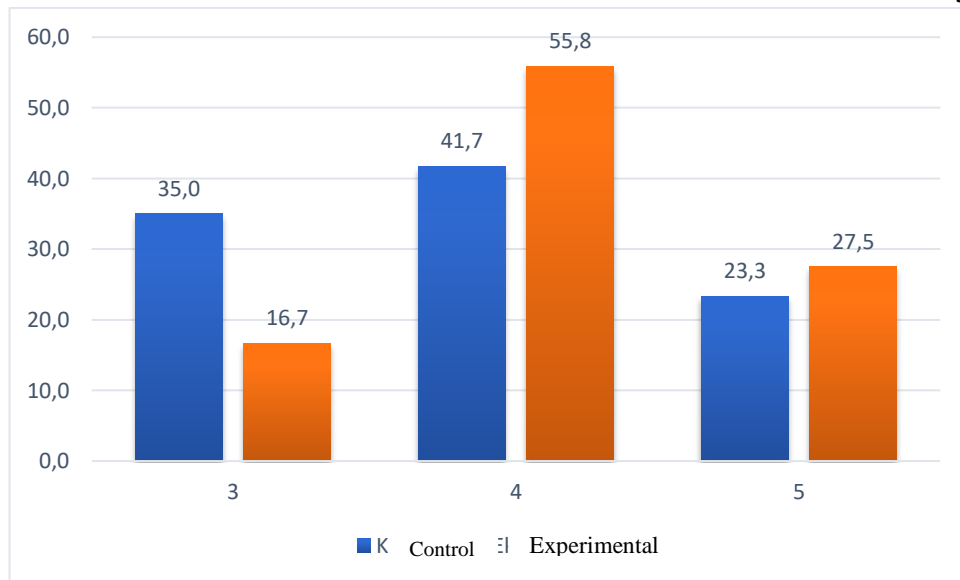
Initial analyzes showed that, unlike previous measurements, the level of self-actualization of adolescents is on the rise line, there is a change in the content of professional motivations, and academic achievement has begun to increase.



Picture 4. Indicators of self-actualization levels in control and experimental groups (after the experiment)

The experiment showed that increasing the level of self-actualization in adolescents, as well as changing the attitude of adolescents to their potential opportunities, had a significant impact on their profession selection. Thus, the adolescents reevaluated their chosen field of the profession before the experiment, and a number of innovations revealed themselves.

To examine the main reasons for this, we looked at the changing dynamics of self-assessment, which form the basis of adolescents' personality. The result showed that self-assessment is one of the key elements that can lead to increased levels of self-actualization and specification of profession selection.



Picture 5. Results on prices of academic performance in adolescents
 (after the experiment)

As a result of self-assessment changes, positive moments emerge in the relationship, and the teenager aims to realize his or her potential in the field that is necessary and appropriate.

From this point of view, there is a significant relationship between the experimental group and the control group.

Such facts suggest that the harmony of training and interpersonal

relationships is important for adolescents to activate their self-actualization and profession selection. If there is dynamic change as a result of formative work in temporary experimental groups, the creation of a favourable educational environment and the establishment of interpersonal relationships can solve these problems.

Table 3. Statistical indicators between self-actualization and profession selection in adolescents

Self-actualization	Profession selection						
	Scales	f	Si g. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Timing scale	335	38	0.738	.100	.298	.487	.687
Support scale	.629	38	0.009	2.475	0.941	.620	4.330
Values scale	.212	38	0.832	-0.075	0.354	0.772	0.622
Behavior scale	145	38	0.885	0.058	0.404	0.737	0.853
Sensitivity scale	.722	38	0.000	1.042	0.221	.607	1.476
Spontaneous scale	2.875	38	0.004	-0.800	0.278	1.348	-0.252
Self-esteem scale	.261	38	0.025	0.600	0.265	.077	1.123
Self-awareness scale	.050	38	0.960	0.017	0.333	0.640	0.673
The scale of imagination about human nature	.153	38	0.032	0.442	0.205	.038	0.846
Synergy scale	.642	38	0.000	0.575	0.158	.264	0.886

Aggression scale	5.075	38	0. 000	- 1.517	0. 299	2.105	- 0.928
Communica tion scale	.267	38	0. 206	0. 450	0. 355	0.250	1.1 50
Cognitive requirements	.806	38	0. 031	0. 483	0. 212	0.035	0.8 01
Creativity scale	2.750	38	0. 006	- 0.617	0. 224	1.058	- 0.175

As can be seen from Table 3, not all of the self-actualization scales, some of them are correlated between multiple scales and profession selection, and this relationship is bilateral.

The correlation (Sig. = 0.009, $p = 0.01$) between support scale and profession selection is higher. At the same time, there is a dependence on the scale of sensitivity (Sig.= 0.000,

$p=0,001$), the spontaneous scale (Sig.= 0.004, $p=0,05$), the self-esteem scale (Sig.= 0.025, $p=0,05$), the scale of human nature (Sig.= 0.032, $p=0,05$), the synergy scale (Sig.= 0.000, $p=0,01$), the aggression scale (Sig.= 0.000, $p=0,01$), the cognitive demands (Sig.= 0.031, $p=0,05$), the creativity scale (Sig.= 0.006, $p=0,05$).

Table 4. Comparison of attitudes to different occupations in adolescents

	Group		N	Std.	Std.
			ean	Deviation	Error Mean
The choice of profession - nature	Control	20	3 .58	1.85 4	0.16 9
	Experimental	20	3 .59	1.72 2	0.15 7
The choice of profession - technique	Control	20	3 .70	1.65 3	0.15 1
	Experimental	20	4 .42	1.33 8	0.12 2
The choice of profession - human	Control	20	4 .18	1.48 4	.135
	Experimental	20	4 .43	1.40 7	0.12 8
The choice of profession - symbols	Control	20	4 .17	1.77 0	0.16 2
	Experimental	20	3 .19	1.51 9	0.13 9
The choice of profession - artistic images	Control	20	3 .65	1.80 4	0.16 5
	Experimental	20	4 .20	1.79 0	0.16 3

As can be seen from Table 4, the differences between the

experimental and control groups in the choice of profession are not high.

Table 5. Correlation of self-actualization with academic achievement in adolescents

	Self-actualization						
	Mean	Std. Deviation	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Academic achievement	2.455	2.38	.015	-.0225	0.092	-.406	0.044
	2.455	33.435	.015	-.0225	0.092	-.406	0.044

Table 6. The relationship between self-actualization and academic achievement in adolescents

		Self-actualization	Academic achievement
Self-actualization	Pearson Correlation	1	0.872**
	Sig. (2-tailed)		0.000
	N	240	240

Note : ** it shows a binary correlation relationship at level 0.01.

As Table 6 shows, there is a correlation relation between self-actualization and academic achievement in adolescents. These relationships are

positive and are significant at $\text{sig} = 0.000$, $p = 0.872$ **.

Apparently, this connection is quite high and can increase the level of self-actualization by increasing training success. Training successes can also be achieved by improving the level of self-actualization. This connection is two-sided. The creative and fun organization of the training activities can also increase the level of self-actualization, thus it creates potential opportunities. However, research has shown that there is a correlation between self-assessment and self-actualization and learning achievement in adolescents, and this correlation is positive.

Conclusion

Research has shown that increasing the level of self-actualization in adolescents depends on a number of factors, including the self-actualization of adolescents, changing their attitudes towards their potential and the nature of their work. There is a link between self-actualization and the need for security in the hierarchy of requirements (at level $r=0,004$, $p=-0,554$) as well as the need for interpersonal relationships when influencing adolescents' self-

actualization in their profession selection ($r=0,42$, $p=3.014$). The link between self-actualization support scale and profession selection is self-evident ($\text{Sig.} = 0.0-09$, $p=0,01$). Communication with other scales is also positive and important. This indicates that adolescents receive significant support from their parents and teachers for their profession selection. Research has shown that adolescents' self-actualization of different types of occupations is important, and this link is important in the selection of technical areas ($\text{sig}=0.000$, at level $p=0,01$), profession selection ($\text{sig}=0.000$, at level $p=0,01$) and artistic observation ($\text{sig}=0.019$, at level $p=0,05$). Among occupational motives, the motives that correlate with self-actualization are internal individual motivations. At this time the dependence is characteristic of $\text{sig} = 0.118$ and there is a dependency at $p = 0.001$. The differences in academic achievement across groups show themselves in adolescents. In the experimental group, academic achievement is high, and its correlation with self-actualization is significant and positive.

Along with all this, it has been found that increasing self-assessment can increase the intensity of self-expression and thereby diminish its potential. The facts show that self-actualization motivations are higher in self-esteemed adolescents and training is a success in activities.

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