Language and Education

Language and Education

Issue 6 (2), 2018

VOLUME 32

Taylor & Francis

2018

Language and Education, Issue 6 (2). Volume 32. Taylor & Francis, 2018. - Pages 600-910.
Proceedings of the Journal are located in the **Databases Scopus and Web of Science.**
Source Normalized Impact per Paper (SNIP): 1.424
SCImago Journal Rank (SJR): 1.168
Ranking: 44/180 (Linguistics)
100/235 (Education & Educational Research)
Impact factor: 1.254
5-Yr impact factor: 1.217
2016 Journal Citation Reports®, Thomson Reuters

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Print ISSN: 0950-0782
Online ISSN: 1747-7581
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Influence of Television Programs Genre on Violent Behaviour Among Young Children

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ABSTRACT

Aims: The purpose of this study was to examine the relationship between television program genre and aggression behaviour in primary school students.

Study Design: Cross sectional design.

Place and Duration of Study: The current study conducted in the five provinces of Iran which selected trough a multi-stage random sampling from different geographical areas comprising of North, South, West, East and central area of Iran during September and December, 2011.

Methodology: Four hundred twenty four primary students from different grades (grade one to five) were recruited in study. This survey investigated whether exposure to television program type was related to children's use of social aggression that explored using Buss-Perry standard questionnaire.

Results: The results of the survey revealed a significant relationship between watching movies with action genre and aggression level among students ($p<0.05$). Finding indicated that there was no difference between mean of aggression level among children who interested in particular type of TV programs, except animation which showed a significant difference ($p<0.05$).

Conclusion: In conclusion current study provides additional evidence to support that content of television programs particularly its genre is very important in shaping the children behavior. As a new perspective, focus on genre as an important element in producing of television programs could be helpful for authorities.

Keywords: aggression; genre; primary school; students.

1. INTRODUCTION

Studies have shown that children behave more aggressively after exposure to film or televised violence [1]. Many parents are concerned about the influence of viewing violence on children. Researchers have revealed that children's television comprises about 20 violent acts per hour and that children who view a lot of violent television probably have more altered attitudes and behaviour [2]. The message of aggressive cartoons for the Youths might be: "aggression works and wins", although they also laugh or mention that it is fantasy. Although there are various ideas about how much TV violence is harmful to children, it is known that watching TV violence repeatedly has a real influence. Those who are watching TV more than three hours daily, younger children, children from violent homes, boys, and those who are insecure seem to be more influenced by contact to TV violence [3,4]. Children often behave differently after they've been watching violent programs on television. In one study, preschool children were observed both before and after watching television; some watched cartoons that had many aggressive and violent acts; others watched shows that didn't have any kind of violence [5]. Children who watched the violent shows were more likely to strike out at playmates, argue, disobey authority, and were less willing to wait for things than those children who watched nonviolent programs [6]. Other research, however, suggests that the effect of watching violent TV content is not short-lasting and studies linking excessive TV watching and disruptive behaviour in children are not always able to account for the influence of family and genetic factors underlying this association [7]. Television aggression can affect more apparently some children with some characteristics including person factors (Person factors include all the characteristics a person brings to the situation, such as personality traits, attitudes, and genetic predispositions) and situational factors (include any important features of the situation, such as presence of a provocation or an aggressive cue) [8].

Slater [9] analyzed selective exposure in a large scale study of 8th grade students (3100 students). His finding has confirmed that adolescents prefer violent movies and especially with action genres. Researchers have identified television lessons that are being taught by children and adult programming alike. These lessons were: 1) television teaches that the level of violent among good and bad characters is almost the same; 2) aggression behaviour on television is used for solving the problems; 3) hero on television actively use the violence in order to resolve dilemmas;

and 4) Since after violence act, all victims recovered completely, therefore the violence is not harmful [10,11,12].

In the field of communication, there are many theories and each of them looks into specific dimensions of the media s roles and importance. A number of theories concern with the impacts of TV violence on the audience, creating an increase in aggressive behaviour. To analyse the relationship between TV violence and aggression, social cognitive theory seem to be suitable among general media effects theories. Social cognitive theory proposes that human functioning is the product of reciprocal determinism, or the dynamic interplay of (a) personal factors (e.g., cognition, affect); (b) behaviour; and (c) environmental influences, which interact to influence human behaviour. It offers a comprehensive understanding of how people learn behaviours in a range of contexts; including those based on media exposure [13]. Social Cognitive theory provides an explanation for how violent media may influence childhood aggression. Social Cognitive theory posits that a child learns how to act and forms his or her attitudes from observing important role models in his or her life [14]. Characters portrayed in the media may become models that influence the child's attitudes, beliefs, and behaviour. He or she may learn to see violence as a part of everyday life and an acceptable way to solve interpersonal problems. Younger children do not understand the difference between reality and fantasy, according to research [15]. Developmentally, they are less able to discern reality from fantasy and are more likely to be emotionally and cognitively affected by the violence they observe [16]. However, the effects of television programs are depend on the type of content of programs viewed. Therefore, present study proposed the following research hypotheses: the genre of children's favourite TV programs is significantly related to their aggression behaviour. However, the effects of television programs are depend on the type of their content and genre. The term "genre" comes from the French language and means type "or kind". According to Kellner [17] a genre refers to as coded set of formulas and conventions which indicate a culturally accepted way or organizing material into distinct patterns. Once established, genres dictate the basic conditions of a cultural production and reception. For example, crime dramas invariable have a violent crime, a search for its perpetrators. Genre is the term for any category of literature or other forms of art or entertainment, e.g. music, whether written or spoken, audial or visual, based on some set of stylistic criteria. Television program genres can be categorized according to the setting of the program. Nevertheless,

programs with the same settings can be very different, due to the use of different themes, format or moods. Berger [18] stated that some of the more important formulaic broadcast television genres, and programs that can be placed in each genre, are as follow: commercials, news, sports broadcasts, action adventures, drama, religious programs, science and education shows, game shows, talk shows, comedies and so on.

In the past few decades, a subset of research has focused on how television alters viewers' cognitive and emotional processes. In this regards, it is necessary to consider some aspects of television program on children's behaviour. So the current study aimed 1) to determine the most favourite children's TV program in order to explore their relationship with aggression level of them; 2) to examine the relationship between television program genre and aggression behaviour in primary school students.

2. MATERIALS AND METHODS

A cross-sectional study was carried out among primary school students between September and December, 2011. A multi-stage random sampling was used to select the schools. First, five provinces out of the 31 provinces in Iran from different geographical areas of country including North (Gilan Province), South (Hormozgan province), West (Kurdistan Province), East (Yazd Province) and Central region (Markazi Province) were selected randomly. Secondly, one city and one village were selected from each of these five provinces by simple random sampling. From ages 5 to 18, boys and girls are educated separately in different schools in Iran. Girls typically have female teachers, while boys are taught by men, so in order to explore relationship between TV viewing habits and aggression behaviours in children, from each selected areas (rural and urban area of each selected province) two schools were selected randomly covering both genders, adding up to a total of 20 schools (Fig. 1). The subjects of current study consisted of 424 students from grade one to five (7-12 years old) from both genders. All students were granted parental permission and signed their own assent forms before participating. The survey was administered in a quiet place at the students home. Children were interviewed by researcher with reading question stems and answer choices, and allowed students to answer the questions. Upon completion, children received a novelty pencil in thanks for their participation.

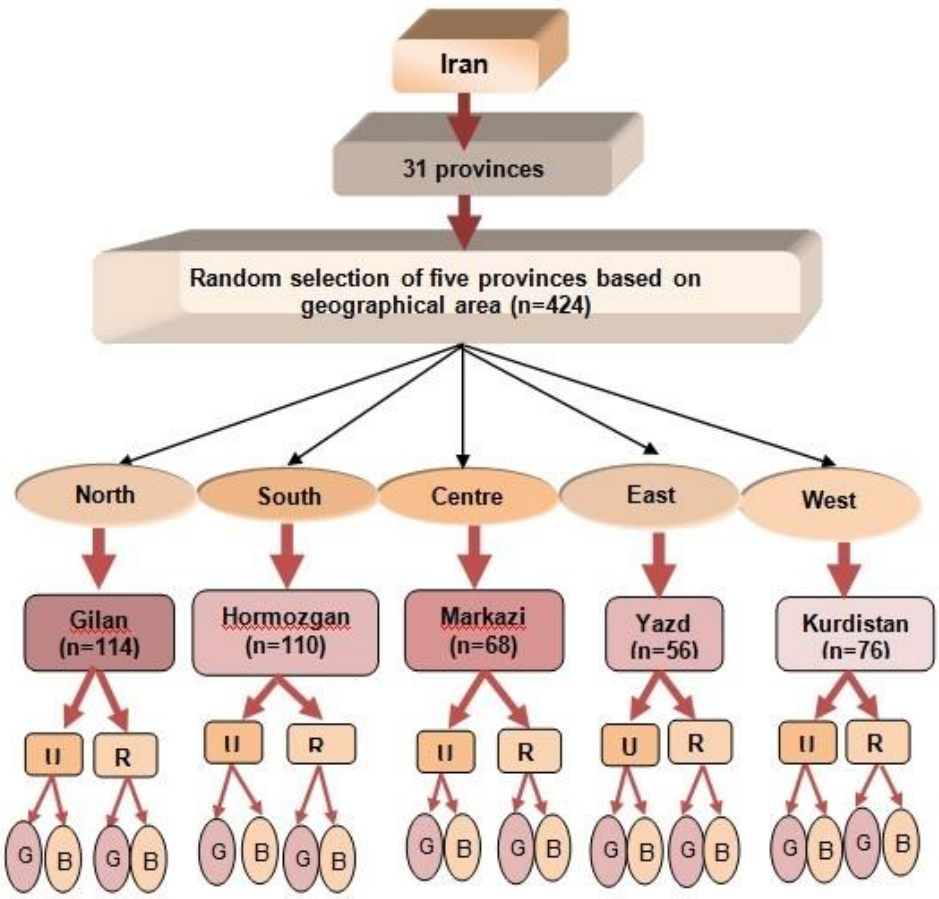

Fig. 1. Flow chart of the sample selection

U: Urban, R: Rural, G: Girls School, B: Boys School

2.1 Participants

Four hundred twenty four primary students (grade one to five) were consulted for the present study. The participants were residing in five provinces of Iran in different geographical areas. Half of the students were male (50.5%) and residing in urban area. The mean age (±Standard Deviation) of children were 9.76 ±1.61 years ranging from 7 to 12 years. The students family size and birth rank were 4.36±1.34 and 1.82±1.26 respectively. The students fathers and mothers mean age were 38.82±5.91 and 34.28±5.54 years. The majority of students father worked as nonprofessional employers (52.1%) in their provinces and occupation of most their mothers were housewife (87.5%). Most of the students parents had finished primary school as their education level (26.7% and 36.8% for fathers and mothers respectively).

2.2 Instrument

A validated and reliable self-administered, structured questionnaire was used for data collection. Content validity of the questionnaire was ascertained by an expert panel, which comprised three mass communication specialists, an epidemiologist, an educational psychologist and a clinical psychologist with specialty in children behaviours.

Reliability (internal consistency) was assessed by using Cronbach s alpha. The Cronbach's alpha coefficient was 0.94 for the 25 aggression questions indicating adequate reliability of the questionnaire [19]. The questionnaire was pretested among 30 elementary students for checking the clarity of the items excluded from the study samples. The questionnaire consisted of three sections on socio-demographic information, media using habits and Buss Perry Scale for assessing aggression level.

The survey was administered in a quiet place at the students home. Children were interviewed by researcher by reading questions and answer choices, and allowed students to answer the questions. Upon completion, children received a novelty pencil as an appreciation for their participation.

2.3 Media Using Habits

In order to gauge the duration each participant watched television each day, a series of questions was asked where each person had to estimate the total hours of televise on viewing during a day. Specifically, participants had to rate the number of hours they watched in the morning (6 AM — 12 PM), afternoon (12 PM — 6 PM), evening (6 PM — 12 AM), and late night (12 AM — 6 AM). Their responses were summed to each question to create each participant's average e television viewing hours per day. To determine the extent to which participants watched different genres of television, each participant had to rate how frequently they watched a variety of programs. Specifically, each participant rated on a scale from 1 (= never) to 5 (= all the time) how frequently they watched a large list of different types of programming within fourteen categories: musical TV series, action, action adventure, comedy, religious, fantasy, game show, drama, documentaries, fiction, horror, sport, educational and thriller.

2.4 Buss-Perry's Aggression Questionnaire (AQ)

Buss-perry's aggression questionnaire was validated and made norm base on Iranian culture previously [20,21] and consequently 4 items deleted from original questionnaire and finally a 25 items questionnaire was prepared. Trait aggression was measured by the total score of the AQ and scores of the subscales including Physical Aggression (items 1 to 7), Verbal Aggression (items 8 to 12), Anger (items 13 to 17), and Hostility (items 18 to 25). The AQ comprises 25 items in a 5-point Likert format from 0 (extremely uncharacteristic of me) to 4 (extremely characteristic of me). Aggression level of students defined as Low-aggressive (percentile <25% of aggression score); Moderate aggression percentile 25-75 and High aggression percentile >75%. The required time for completion of each questionnaire was equal to 30 minutes.

2.5 Data Analysis

One-way ANOVA followed by Post Hoc test (Duncan) and independent t-test were performed in the data analysis, using SPSS version 18. The level of significance for all statistics was set at $p<0.05$.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Respondents profile

A total of 424 participants from 5 provinces of Iran responded to the study instrument. Of the 424, 214 students were male, and 210 students were female. The age of respondents ranged from 7 to 12 with the average age being 9.75±1.60. Additional demographics revealed 57 first-graders (13.44%), 61 second-graders (14.38%), 92 third-graders (21.69%), 98 fourth-graders (23.11%), and 116 fifth-graders students (27.36%) responded to the survey (Table 1).

Table 1. Demographic profile of students by province

Characteristics	Provinces					Total
	Gilan N (%)	Markazi N (%)	Yazd N (%)	Hormozgan N (%)	Kurdistan N (%)	N (%)
Sex						
Male	56(49.10)	37(54.4)	27(48.2)	50(45.5)	44(57.9)	**214(50.47)**
Female	58(50.90)	31(45.60)	29(51.8)	60(54.5)	32(42.1)	**210(49.53)**
Total	114(100)	68(100)	56(100)	110(100)	76(100)	**424(100)**
Age						
7	17(14.9)	7(10.3)	10(17.9)	8(7.3)	4(5.3)	**46(10.84)**

8	14(12.3)	16(23.5)	11(19.6)	13(11.8)	7(9.2)	**61(14.38)**
9	21(18.4)	9(13.2)	8(14.3)	23(20.9)	10(13.2)	**71(16.74)**
10	21(18.4)	15(22.1)	12(21.4)	28(25.5)	23(30.3)	**99(23.35)**
11	14(12.3)	8(11.8)	11(19.61)	17(15.5)	18(23.7)	**68(16.03)**
12	27(23.7)	13(19.1)	4(7.1)	21(19.1)	14(18.4)	**79(18.63)**
Mean±SD	9.71±1.74	9.58±1.65	9.26±1.58	9.87±1.50	10.13±1.39	**9.75±1.60**
Grade						
1	21(18.4)	13(19.1)	10(17.9)	9(8.2)	4(5.3)	**57(13.44)**
2	13(11.4)	14(20.6)	10(17.90	14(12.7)	10(13.2)	**61(14.38)**
3	28(24.6)	11(16.2)	14(25)	30(27.3)	9(11.8)	**92(21.69)**
4	25(21.9)	14(20.6)	9(16.10)	31(28.2)	19(25)	**98(23.11)**
5	27(23.7)	16(23.5)	13(23.2	26(23.6)	34(44.7)	**116(27.36)**
GPA						
14-16	3(2.63)	5(7.35)	2(3.570	11(10)	0.0(0.0)	**21(4.95)**
16.01-18	26(22.80)	13(19.11)	3(5.35)	28(25.45)	9(11.84)	**79(17.63)**
18.01-20	85(74.56)	50(73.52)	51(91.07)	71(64.54)	67(88.15)	**324(76.41)**
Mean±SD	**19.03±1.27**	**18.78±1.43**	**19.35±1.02**	**18.59±1.53**	**19.37±0.78**	**18.98±1.31**

GPA: Grade Point Average

3.1.2 The most favourite children's TV programs

One of the objectives of this study was to determine the most favourite children's TV program in order to explore its relationship with their aggression level. Data obtained from the first study showed that all students interested in 22 programs. According to the findings, most of the students (n=64) reported Amoo Poorang as the most favourite TV programs, followed by two TV programs (Fetileh and Khaleh Shahdooneh) (n=53), Tom and Jery (n=49) and Ninja Turtles (n=35). The least favourite TV programs was Cinderella (n=4). Findings also showed that the most aggression level was found among students who reported Ninja Turtles (n=15), Captain Tsubasa (n=13), Batman (n=12), Spiderman (n=10), Ben Ten (n=10) and Pokemon (n=7) as their favourite TV programs (Table 2).

Table 2. Comparisons of students aggression level by their favourite TV programs

Favourite TV Programs	Level of Aggression			Total
	Low Aggressi-on<25 N (%)	Moderate Aggression 25·75 N (%)	High Aggression >75 N (%)	
1 Amoopoorang	17 (26.56)	42 (65.62)	5 (7.81)	64
2 Fitile	18 (33.96)	29 (54.71)	6 (11.32)	53
3 Khaleh Shadoneh	19 (35.84)	31 (54.49)	3 (5.66)	53
4 Tom and Jerry	22 (44.89)	27 (55.10)	0 (0.00)	49
5 Ninja Turtles	4 (11.42)	16 (45.71)	15 (42.85)	35
6 Mal Mal	3 (10.71)	23 (82.14)	2 (7.14)	28
7 Captain Tsubasa	0 (0.00)	4 (23.52)	13 (76.47)	17
8 Spiderman	0 (0.00)	7 (41.17)	10 (58.82)	17
9 Ben Ten	0 (0.00)	3 (23.07)	10 (76.92)	13
10 Batman	0 (0.00)	0 (0.00)	12 (100)	12
11 Shaun the Sheep	4 (44.44)	5 (55.56)	0 (0.00)	9

12 Megaman	0 (0.00)	3 (33.33)	6 (66.67)	9
13 Superman	0 (0.00)	3 (33.33)	6 (66.67)	9
14 Pink Panter	1 (12.50)	7 (87.5)	0 (0.00)	8
15 Pino Kio	4 (50.00)	4 (50.00)	0 (0.00)	8
16 Brave Boy	4 (57.14)	3 (42.85)	0 (0.00)	7
17 Pat and Mat	4 (57.14)	3 (42.58)	0 (0.00)	7
18 Pokemon	0 (0.00)	0 (0.00)	7 (100.00)	7
19 Anne Shirly	1 (20.00)	3 (60.00)	1 (20.00)	5
20 Mr Bin	1 (20.00)	4 (80.00)	0 (0.00)	5
21 Red Riding Hood	5 (100.00)	0 (0.00)	0 (0.00)	5
22 Cinderella	2 (50.00)	2 (50.00)	0 (0.00)	4

3.1.3 Relationship between TV programs genre and students aggression level

The other study objective was about relationship between genres of TV program and level of aggressive behaviour. Finding showed that there were higher levels of aggression in all domains found in some children's programs genre including Action adventure (n=42), Action (n=27), Sport (n=11) and Horror (n=9), as compared to other programs like Comedy, Drama, Fiction, Documentary, Educational, religious and Musical TV series (Table 3).

Table 3. Respondents TV favourite genres by different aggression level

TV favourite genres	Level of Aggression			Total
	Low Aggression N (%)	Moderate Aggression N (%)	High Aggression N (%)	
1 Musical	31 (33.33)	58 (62.36)	4 (4.30)	93
2 Action	0 (0.00)	35 (56.45)	27 (43.55)	62
3 Action Adventure	0 (0.00)	14 (25.00)	42 (75.00)	56
4 Comedy	22 (45.83)	24 (50.00)	2 (4.16)	48
5 Drama	14 (40.00)	20 (57.14)	1 (2.85)	35
6 Fiction	7 (26.92)	18 (69.23)	1 (3.84)	26
7 Documentaries	9 (37.50)	15 (62.50)	0 (0.00)	24
8 Sport	2 (10.52)	6 (31.58)	11 (57.89)	19
9 Educational	9 (64.28)	5 (35.71)	0 (0.00)	14
10 Horror	0 (0.00)	3 (25.00)	9 (75.00)	12
11 Thriller	3 (27.27)	7 (63.63)	1 (9.09)	11
12 Game Show	3 (30.00)	7 (70.00)	0 (0.00)	10
13 Fantasy	4 (44.44)	5 (55.56)	0 (0.00)	9
14 Religious	3 (60.00)	2 (40.00)	0 (0.00)	5
Total	107 (25.23)	219 (51.65)	98 (23.11)	424

The most preferred TV program genres included Musical TV Series (with mean ±SD: 17.51±4.20, 15.10±3.53, 14.53±3.69, 22.24±5.66 for various aggression domains consists of physical, verbal, anger and hostility respectively), Action (with mean ±SD: 24.20±3.79, 20.11±2.52, 18.62±2.47, 30.24±4.05 for various aggression domains consists of physical, verbal, anger and hostility respectively), Action adventure (with mean ±SD: 27.08±3.69, 21.07±2.59, 19.17±2.28, 31.85±3.22 for

various aggression domains consisting of physical, verbal, anger and hostility respectively), Comedy (with mean ±SD: 17.64±3.90, 14.89±3.88, 13.16±3.44, 21.64±4.94 for various aggression domains consisting physical, verbal, anger and hostility respectively). But the highest level of aggression in all domains was detected in Action, Action adventure, sport and Horror respectively while the lowest level of aggression was displayed in Religious, Fantasy, Game show and educational genre (Table 4).

Since different TV program genre showed various level of aggression in different domains, so for exploring whether different genres can display more aggression in various domains, an ANOVA was conducted comparing children's favourite program genres and their aggression level which reported a significant difference in all components of aggression level considering students favourite TV genres ($p<0.05$) (Table 5). In other word students who preferred to watch these genres were more likely to show physical aggression than other subtype of aggressions. In order to further exploring these findings, a Duncan post-hoc test was conducted which showed that students who watched more these programs, significantly ($p<0.05$) illustrated more aggression level than other programs. The study also was established same results for all domains of aggression including; physical, verbal, anger and hostility.

Table 4. Mean and Standard Deviation of various components of aggression among students by TV programs genres

Aggression Components Genre	Physical		Verbal		Anger		Hostility	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Musical	17.51	4.20	15.10	3.53	14.53	3.69	22.24	5.66
Action	24.21	3.79	20.11	2.52	18.62	2.47	30.24	4.05
Action Adventure	27.09	3.69	21.07	2.59	19.17	2.28	31.85	3.22
Comedy	17.64	3.90	14.89	3.88	13.16	3.44	21.64	4.94
Drama	18.74	5.06	15.54	3.89	14.71	3.71	22.77	5.50
Fiction	17.77	4.64	15.65	4.33	15.23	3.73	24.69	6.03
Documentaries	19.29	4.16	15.45	3.41	13.33	3.33	21.62	5.11
Sport	24.89	6.22	19.26	3.89	17.63	3.78	28.73	7.48
Educational	15.93	3.47	12.85	3.50	13.42	2.84	19.85	4.55
Horror	27.58	3.28	21.83	1.85	20.00	2.82	31.08	3.72
Thriller	20.45	6.21	16.81	3.25	15.27	4.17	24.45	6.65
Game Show	18.80	4.13	14.00	4.98	13.80	3.11	24.30	4.21
Fantasy	16.22	7.17	14.77	2.90	13.33	4.30	23.00	7.59
Religious	18.00	3.93	13.60	2.96	12.20	2.68	20.40	3.64

Table 5. ANOVA test of different aggression components by TV programs genres

		Sum of Squares	df	Mean Squares	F	Sig.
Physical	Between Groups	6318.980	13	486.075	25.659	.000
	Within groups	7766.810	410	18.943		
	Total	14085.790	423			
Verbal	Between Groups	3063.627	13	235.664	20.242	.000
	Within groups	4773.314	410	11.642		
	Total	7836.941	423			
Anger	Between Groups	2328.906	13	179.147	16.573	.000
	Within groups	4431.990	410	10.810		
	Total	6760.896	423			
Hostility	Between Groups	7212.575	13	554.813	21.113	.000
	Within groups	10774.196	410	26.279		
	Total	17986.771	423			

In addition, an independent t-test was performed to test the impact of the most favourite children television program type on their aggression behaviour, and findings indicated that there was no difference between mean of aggression level among children who interested in particular type of TV programs or no, except for animation which showed a significant difference ($p<0.05$) (Table 6).

Table 6. Comparisons of aggression mean among students by the most favourite TV programs type

The most favourite TV program type		N	Mean	t	Sig. (2-tailed)
Animation	Yes	363	79.7 (18.04)	-2.667	.008
	No	61	73.16 (15.37)		
Puppet show	Yes	157	77.12 (17.63)	1.447	.149
	No	267	79.7 (17.88)		
Game show/Musical	Yes	162	77.42 (18.15)	1.197	.232
	No	262	79.57 (17.58)		
Sport	Yes	179	77.51 (18.59)	1.210	.227
	No	245	79.65 (17.2)		
Drama	Yes	242	78.34 (18.33)	.545	.586
	No	182	79.29 (17.13)		
Children Series	Yes	225	80.35 (17.19)	-1.964	.05
	No	199	76.94 (18.36)		
Documentary	Yes	106	79.36 (19.17)	-.390	.697
	No	318	78.54 (17.36)		
others	Yes	13	74.00 (18.96)	.919	.375
	No	411	78.90 (17.78)		

3.2 Discussion

The research found significant relationship between programs genre and antisocial behaviour among students, which are consistent with other studies [22, 23] and also confirmed the hypothesis of present study which stated there is a significant relationship between TV program genre and aggression level among students. Chen and his colleagues [24] also reported that aggression behaviours of students were associated with music genres. The differential effects of genre, particularly that the point estimates for educational programming were in the direction of a protective effect, are important in that they suggest that alternative programming types could offer behavioural benefits to children without necessarily reducing overall viewing time. Coyne [25] argued that indirect aggression was more likely to be portrayed in soap operas than other genres.

The findings of current study illustrated that higher level of aggression in all domains was found in some students that their favourite children's programs genre were coded as Action adventure, Action, Sport and Horror. Consistently with present study, the previous research also confirmed male adolescents prefer to watch action movies more than any other types of movies [26].

By the 1990s, the action movie was the most common and popular genre, which also include science fiction, fantasy, horror, and comedy. Action is a fundamental element of the movies. Because of this, for a long time action movies were not thought by producers and audiences as a different genre. According to Herman and Leyens [27], Belgian television had more movies with action genres which had considerably larger audiences than other types with less violent contents. As stated by the researchers, their data supported that adolescents chose to watch a movie because of the promise of violent content. An excellent example of this is the episodic cartoon "Teenage Mutant Ninja Turtles" which also was one of the most favourite TV programs based on present research respondents point of view.

These particular mutant turtles are able to walk, talk, move, think, act, and reason like human beings. They are heroes and defeat their enemies with weapons and karate moves. The message being sent is these four turtles are obvious good guys, but their actions are not that much different from the evil they eliminate. Violence is seen as justifiable in this type of representation and children absorb it like a sponge. This phenomenon also is in accordance with Social Cognitive Theory. According to social cognitive theory, children are more likely to imitate observed behaviours that are

rewarded than those that are punished. Children will also imitate behaviours that produce no consequences because, especially in the case of antisocial acts, the lack of punishment can serve as a tacit reward. The type of media role model also makes a difference. Children are most likely to learn from models that are attractive and from those they perceive as similar to themselves [28]. Social cognitive theory, then, helps explain how children can acquire new behaviours from watching a media character on the screen.

Although researchers made every effort for this research to be as valid as possible, there are a couple of limitations that should be addressed. First, the causal connection cannot be ascertained from a correlational design and this design is just able to detect relationship between variables. Second, according to governmental policy in Iran, use of satellite is forbidden and consequently in some cases, respondents refused to answer questions regarding this medium and presented program types and genres. This situation might cause underestimate of satellite users and some favorite programs genre which fall in the scope of study.

This research also has some implications for media producers, especially children programs producers. The media managers and practitioners must make a new kind of children's programs comprising attractive and suitable scenes considering their genre. Television producers should pay special attention to the ways they are presenting aggression in their programmes. If later research finds more impacts, it may even be necessary for very high levels aggression programmes to warn viewers of the content. Clearly, it is impossible to omit all instances of aggression from television. In fact, it is not realistic. Since the aggression occurs in real life, it should be presented in the media as well. It is necessary to identify the potential reasons why an individual behaves like this against others and make an attempt to reduce it to a possible degree. Teachers, parents and media producers should be educated about the detrimental impacts of aggression and be taught how to identify and prevent the spread of this kind of behaviour. In this way, we can identify the impacts of viewing aggression on television and the most important of all, how to prevent these cruel aspirations from becoming a reality.

This study provides some guidance to media authorities, but additional research is needed in future studies to address certain areas. An experimental study is needed to explore the exact causality in terms of TV program genre on aggression behaviour among children. Additional short-term studies of the effects of violent TV

programs are needed to further specify the characteristics of programs and of TV viewers that reduce and intensify the aggression-related outcomes.

4. CONCLUSIONS

Children were exposed to violence in action and action adventure in a greater frequency than in other genre. Television genre preference, conversely, may reflect some personal predispositions or lifestyle preferences. In conclusion current study provides additional evidence to support that content of television programs particularly its genre is very important related to the children behavior. As a new perspective, focus on genre as an important element in producing of television programs could be helpful for authorities.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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Ideal Teacherhood in Vocational Education

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ABSTRACT

Aims: Ideal teacherhood in vocational education has not been widely studied or comprehensively defined. However, in the changing work life, the role of vocational education teachers (VET) becomes more and more important as they are responsible for educating future employees in numerous professional fields. What does ideal teacherhood consist of in vocational education?

Study Design: The narrative research approach was chosen to study VETs' perceptions of ideal teacherhood in vocational education.

Methodology: In this study, twelve Finnish VETs were recruited from one vocational education college with multiple fields. The data obtained included oral (N=5) and written (N=7) narratives.

Results: According to the results, the conception of ideal teacherhood turned into a more realistic one as the VETs' work experience increased.

Conclusion: Ideal teacherhood in vocational education occurred in the VETs' descriptions through six features of which three are connected with VETs' professional self and three with personal self. Ideal teacherhood in vocational education can be found in the confluence of these two areas of VET identity.

Keywords: ideal teacherhood; teacherhood; teacher identity; vocational education; vocational education teacher.

1. INTRODUCTION

The core goal of vocational education is to provide vocational education students with good professional expertise. Vocational education teachers (VET) introduce necessary skills and knowledge to be learned in a form that students can learn and practice [1]. These skills and knowledge support their learning processes and motivate them to enter work life. VETs are expected to create quality learning environments and guarantee excellent learning results. In addition, VETs have to

update their knowledge and skills constantly as well as to renew professionally, personally, and communally. VETs interact not only with diverse students but also with other personnel and rapidly changing work life. Along with these goals, it is possible to refer to the ideal teaching in vocational education and to the concept of a good teacher. Uusiautti and Määttä [2] state that it is not possible to define strictly the criterion of a good teacher — ideal teacherhood in this case — but a teacher is always a unique personality. Personality is a teacher's essential tool [2], which means that development toward ideal teacherhood mean somewhat the same as development toward a good personality [3].

Notwithstanding, it has been questioned whether the essence of good teacherhood can be even defined [4]. Conceptions are contradictory [5,6], nor is it always that straightforward to list the factors of good teacherhood [2,7].

Still, attempts to create definitions of good or ideal teacherhood are abundant. Teachers' continuous and determined self-development and commitment to the personal and professional growth make the prerequisites for the development of good personality [1,8]. Renewal and personal growth necessitate also redefinitions of one's professional identity including reflection of one's self at work and in free time as well as evaluation of one's values, dreams, and commitments [9]. Resulting positive conception of oneself as a skillful expert and developing individual lays the foundation of a good professional identity [10,11,12]. Likewise, the definition of good teacherhood is necessary in vocational education. Next we will discuss the challenges of and possible outlines of such a definition. The purpose is to analyze how VETs themselves perceive ideal teacherhood in vocational education.

2. THE DIFFICULTY OF DEFINING IDEAL TEACHERHOOD IN VOCATIONAL EDUCATION

Constant change is an essential part of VETs' work. Because of this, the definition of ideal teacherhood in vocational education seems unreachable. In Finland, the reform of curricula in vocational education brought new challenges in VET's work [13]. Likewise, new conceptions of learning, more and more diverse student groups, and new teaching arrangements have changed VET qualifications [14]. Students are still seen as the core of VET's work, but instead of education and teaching, current conception of learning emphasize more guidance of learning and learning processes [15,16].

Various organs of society target expectations and pressure to teachers' work. Teachers should be simultaneously supporters of holistic psychological and physical development, collaborators who are equipped with exquisite interaction skills, users of the latest technological innovations and social media who can renew their teaching and search actively new information, as well as, first and foremost, societal contributors and activists [17].

VETs have to enhance students learning processes by organizing various learning situations in diversified and updated learning environments that resemble actual work situations, methods, and places. Almost every student group includes students with special needs, which means that teachers must be able to design individualized study paths for each student [18]. Work with students with profound and multiple learning difficulties reflects on teachers' professional identities aswell [19]. VETs are expected to be familiar with the latest societal and work-life changes and the related influence on qualification requirements. A teacher's role in relation to students involves more than ever education about the roles of society and guidance of study processes [20,21,22].

Along with new learning environments arrangements of workplace learning periods necessitates that VETs possess specific 277 familiarity with society, work life, and business life as well as active and developmental cooperation with these instances [23,24,25]. Multiprofessional cooperation also makes a more salient part of VETs' work [26]. Due to VETs' multisided work description, the limits of a teacher's role have been questioned: "When is a teacher not a teacher?" [27]. Where are the limits of a teacher's qualifications is an essential question when defining ideal teacherhood and reflecting on its relationship with the reality of teaching in practice. VETs' work can include the requirement of ideal activity and ideal teacherhood [28].

Ideal teacherhood has been greatly studied in the light of different students' opinions [29,30,31,32]. For example, student teachers have been asked to compare themselves with their conception of ideal teacherhood [33]. Indeed, differences between students' and teachers' opinions have raised interest already for a long time [34], and there are studies analyzing how concepts of "ideal student" and "ideal teacher" are connected to each other [35], how ideal teacherhood contributes to teacher effectiveness [36], and the relationship between teachers and students [37].

However, ideal teacherhood in vocational education has not been widely studied. This study aimed to contribute to this gap in knowledge. We wanted to

analyze what ideal teacherhood consists of in vocational education in the first place according to VETs' perceptions. This viewpoint was chosen because VETs' own conceptions have not been profoundly analyzed thus far.

3. VOCATIONAL EDUCATION TEACHER'S IDENTITY

Ideal teacherhood in vocational education is connected with a teacher's identity. Our previous study analyzed VET's identity [38] revealing that it consists of four areas:

(1) Substance knowledge, including the know-how of VET's professional field, professional expertise, and work-specific skills.

Teachers are traditionally perceived as subject matter experts. Knowledge of subject matter has always been the core feature of a good teacher [39]. However, instead of distribution of information, todays' teachers are merely expected to handle transmission of knowledge. Moreover, evaluation of information and skills is important in these days. In addition, professional expertise has to be updated constantly, and the readiness to professional change and development has to be provided already in vocational basic education.

(2) Pedagogical expertise, including the ability to lead teaching, learning, and study processes, organize and analyze teaching situations, and encounter and guide students.

Although technology and teaching methods develop all the time, teachers' personal inputs still matter. It is especially apparent in the pedagogical, ethical, and moral dimensions of teaching. Pedagogical expertise is a combination of many knowledge and skills related to student interaction and how they are applied in the practical complexity of teaching situations [2].

(3) Work-life skills, including co-operation skills, willingness to create networks, ability to work in various teams, and economic and administration skills.

VETs work in collaboration with colleagues in the college and with employers and other representatives of the professional field. VETs function as mediators between vocational education students and work-life professionals.

(4) Developmental abilities, ability and will to develop one's mastery over the knowledge and skills in one's vocational field, participate in the development of one's field and work life, and trust in the progress of vocational development through teaching and learning processes.

Due to the professional change and variation, VETs are required to possess such knowledge and teaching skills that helps vocational education students adjust to the day's professional expectations. VETs are expected to work for and influence the appreciation of their vocational field.

The classification of professional identity in many ways reminds earlier illustrations of a teacher's professional identity [40,41,42,43,44]. Our research was focused on less studied teachers: VETs' perceptions have not been studied much compared to, for example, elementary school teachers. However, their work differs greatly from other teachers' work.

In this study, we continue our analysis of VETs' perceptions of their work. The focus is especially on their ideas about ideal teacherhood and its connection with professional identity.

4. METHODS

The purpose of this study is to describe VETs' understanding about ideal teacherhood in vocational education. At the same time, the goal is to analyze how VETs try to develop professionally and how ideal teacherhood is connected with professional identity. The following research questions were set for this study:

(1) How does ideal teacherhood in vocational education appear according to VETs' descriptions?

(2) How is ideal teacherhood in vocational education connected to professional identity according to VETs' perceptions?

In this study, twelve Finnish VETs were recruited from one vocational education college with multiple fields. The request to participate in the study were sent to all 28 VETs in this college. The teachers had the following questions to help them to create their narratives: (1) How long you have worked as a VET and how old are you now?; (2) How did you end up in a VET's profession?; (3) How did you develop as a VET of this kind that you are today?; (4) What were you like at the beginning of your career and how are you today as a teacher?; (5) What kind of a teacher would you like to become?; and (6) What would yo like to achieve in your teacher's career?

The teachers were asked to either write their narratives or record them with a digital recorder that the researcher would transcribe afterwards. The data obtained included oral (N=5) and written (N=7) narratives. The narrative research approach

was chosen to study VETs' perceptions of ideal teacherhood in vocational education. The approach was considered suitable because of its context-bound, personal, and subjective nature. In this kind of research, the power is given from the researcher to the research participant [45]. The narrative research approach simply refers to analysis of narratives told by people [46].

The concept of narrative defines narrative analysis [47]. The analysis of narratives means that situations and events, people's characteristics and other elements in narratives are categorized into themes and types. In this study, the purpose was to analyze how ideal teacherhood appears in VETs' narratives and what kinds of themes and types emerge from the data. The narrative analysis pursues constructing a new narrative that is based on the original narrative data [48] – a description of ideal teacherhood in this case. According to Polkinghorne, a result of the narrative analysis is a time-bound, structured, and plotted entity with a conclusion [47]. This kind of meta-narrative reveal various parts of the data and their confluences.

The data analysis was based on the qualitative data, twelve narratives that were categorized with the analysis of narratives and combined as conclusions with the narrative analysis [49]. The analysis of narratives means categorizing based on types, metaphors, or classes [50]. Marjatta Saarnivaara [51] pointed out that, in narrative research, description can be seen as the foundation of the construction of narratives. Description can be widened and specified with analysis. In this study, categorization followed the idea of the analysis of narratives pursuing the identification of key factors and their interconnectedness [49]. In this sense, the analysis was data-based, which means that the themes emerging in the data were analyzed and reduced as the categories introduced as results. According to Jerome Bruner [52], paradigmatic knowledge is typically rigorous and formal, and produces argumentation that follows from logical statements and careful definition of concepts and categories.

In narrative research like this one, the reliability and validity of the data are worth discussing. Transferability criterion refers to sufficient detail of the context and whether the findings can justifiably be applied to the other setting [53]. In this study, VETs presented various occupational fields and therefore, their descriptions of professional identity covered vocational education teacherhood widely. The meeting

of the dependability criterion is difficult in qualitative work in general because the research themes and data are often impossible to repeat [53].

Careful description of the select methods and data obtained strengthen the dependability and trustworthiness of the study [53]. The narrative method seemed to suit extremely well to the research on teachers' professional development and identity: teachers create and construct their identities by talking, interpreting, and reflecting their experiences and opinions, which can be seen the foundation of their perceptions of ideal teacherhood as well [54,55].

5. RESULTS

5.1 The Possibility of Ideal Teacherhood

When defining ideal teacherhood in vocational education, VETs answered to the question of what they set their sights on as teachers, what kind of teachers they would like to be, and what is important in teacherhood. Many VETs described their insecurity and mistakes taking place at the beginning of their teacher careers. This has been noted by earlier research as well [56,57,58]. The VETs in this study also talked about their pursuit of being a perfect teacher. VETs reflected on their unrealistic goals quite aptly:

I made plenty of mistakes. I tried to be a strict, assertive buddy, and this caused the conflicts with the adolescent students… - You have to be an honest personality (7).

In general, VETs seemed to become able to reflect on the possibility of reaching ideal teacherhood more realistically after they had gained practical experience of a VET's work:

Experience makes you strong. Experience has made me into what I am today (5).

Teaching necessitates constant reflection [9]. Likewise, the data in this study showed that ideal teacherhood seemed to arise from evaluations between oneself and professional and communal factors influencing teaching (see also [59,60]). As the VETs developed their individual personality as teachers and could strengthen their professional identity, they started to accept themselves a they were. This provided them with strength to work as personalities which meant that they had to give up on the preconceived, perhaps unrealistic, role of an ideal teacher and have courage to indulge in teaching situations as themselves.

My teaching style is quite colorful. But now I dare to be myself! (4).

Following one's own path is not easy nor can any teacher avoid new challenges and learning or new goals. The uncertain future of professions fester many VETs' minds, but still they want to do teaching well.

I am more like a coach, expert, educator, and some guide who shows various opportunities that are reasonable for the youth (6).

My dream is to work with balanced and nice youngsters who are highly motivated to learn a profession for themselves (9).

The heterogeneous student material sets pressure for the pursuit of ideal teacherhood in vocational education. Many VETs learned to understand that not all students aim at the top in their field but students' goals and readiness are extremely variable.

The fact that you have more and more difficult students and their life situations are hard. So, you always have a feeling that, in addition to being able to provide them with right kind of teaching for work life, I should be able to give them good guidelines in life (4).

5.2 The Features of Ideal Teacherhood in Vocational Education

The conception of ideal teacherhood turned into a more realistic one as the VETs' work experience increased. The idealistic ideas from the beginning of their careers became more practice-based and turned into fields of expertise guiding their work and illustrating their core know-how. Ideal teacherhood in vocational education occurred in the VETs' descriptions through six features.

5.2.1 Mastery of one's professional field and ability to act as a reformer

VETs' own experiences and learning about the profession can function as students' support, especially when it comes to the acquisition of good professional skills and knowledge. Mastery of one's professional field means that the VET knows the nodes and critical points as well as the phases of professional development.

You have to keep updated all the time, and that is hard for sure. In our field, the technology develops so fast, that you really have to work hard to keep in the picture (7).

The purpose is to widen my own expertise. Then I will have more information to distribute to students and more opportunities to realize practical teaching (11).

Along with their profound mastery of the profession and teaching it to students, VETs influence the renewal of professions and enhance students' readiness for life-long learning.

And I think that I will never be ready as a person, and therefore, I cannot become ready as teacher either. As I grow as a person, I also develop as a teacher. - You always have to keep up the profession by developing the professional side. And you cannot become a master in that either. You mature as a human being (4).

5.2.2 All-round pedagogical expertise

Ideal VETs know different teaching methods, are able to plan and be flexible in teaching situations according to students' needs, and give room to individuals and various students' learning abilities. Evaluation at its best can also enhance students' learning motivation.

I would like to develop and know more all the time. I do follow my profession a lot and I like this field and these subjects I teach. And I would like to study, too, in the future (5).

I would like to develop into a better expert, for example, of learning difficulties and to encounter the youth with problems (9).

5.2.3 Networking and collaboration

Ideal VETs can develop professional expertise and students' careers by creating connections with work life. Networks and multi-professionalism necessitate cooperation, and so does the updating of vocational education. Electronic communication, real-time flow of information, and internationalization also demand new forms of cooperation.

…independent and autonomous teacher's work has more and more changed into cooperation and team work. Teachers have to be able to adjust their teaching and especially evaluations within predetermined dates… mastery over ICT and various registers and follow-up systems, as well as cooperation and interaction skills (12).

5.2.4 Encouragement and support for students

With even the smallest gestures, VETs can help students to achieve the greatest results — a few words of encouragement can be enough. Teachers'

ability to encourage students is also self-enhancing because it strengthens teachers' contentment with their ability to guide, teach, and support.

…teaching is not the most important thing but learning… I would like to be a VET who never gets into a rut. I would like to develop all the time and know more. I would think that I could transmit this field so that students could construct their professional identities in their own way… (5).

5.2.5 Fostering of justice and equity, bearing responsibility

VETs are responsible for distributing information, support, and guidance to all vocational education students concerning their study processes and goals, and the contents to be studied. The ultimate goal is to make each and every student feel welcome to education regardless of various background factors, learning histories, and study abilities.

You have to be extremely fair with them but simultaneously very differentiating as well. VETs' work requires high physical and mental shape (8).

5.2.6 Positive basic values and ability to act as a bellwether

Teachers can teach students about necessary life skills, resources, strengths and values, as well as attitudes toward oneself, work, and other people. VETs can become irreplaceable and primary models, idols, or bellwethers to their students. Their teaching can show the direction in life or encourage to find one's own goals for studies and life in general.

...if only you could have the student understand what is best for him or her, why to do this job and study. And why to put one's heart in this job. To become a teacher who inspires them. Or they could fear a little, but not too much, not too frightened to enter. To find a balance in this work, so that it would not become too flaccid (10).

To find success in life, students need to learn about, for example, diligence, joy, good manners, politeness, modesty, and taking care about the basics in life:

…take care that your clothes are clean, do not use dirty language and behave well, and do not drink during the weekend, and try to foster your good reputation as the prospective professionals in the field, and teach how to eat healthy, and everything that I as a parent have done with my own children (4).

5.3 The Connection between Ideal Teacherhood in Vocational Education and Professional Identity

In this study, VETs referred to two professional identity selves when talking about ideal teacherhood in vocational education. These identities are interconnected but can als be viewed separately. They are professional self and personal self (cf. [38,59,61,62]). In Results section 5.2, three first mentioned features represent professional self and three last mentioned belong to personal self.

VETs develop their professional identities and construct their conception of ideal teacherhood in vocational education during their whole careers through reflecting on these two selves in professional identity. Teachers reflect on their experiences of acting as a teacher and compare them with their personal selves and conceptions of their inner beliefs, ethicality, and values.

It is like two different people fighting (6). Reflection helps VETs to form a conception of their professional identity and themselves as ideal VETs: who am I and what am I like as a VET and what do I want to accomplish in this profession. The professional and personal selves in professional identity are in constant, even demanding, dialogue over how to work ideally, how an ideal VET behaves in the first place, what kind of substance knowledge is appreciated and how to develop and update it, what kinds of pedagogical solutions are made in teaching situations, and how to act and participate in the developmental work at the workplace.

Mostly work seems to be guided by the professional self, which may not necessary represent the true, realistic, and relevant guide for teaching work but merely an ideal image of a VET with unrealistic demands. However, it seems that the personal self, along with a VET's age and work experience, tries to balance between idealistic demands with encouraging, practice-based thoughts.

At the beginning, I used to take everything really personally, and students' all actions were like I had did them. I worried so much about students' problems and perceived them even too close. This year I have consciously tried to get rid of this feature but I always have to remind myself about it. I am a demanding teacher, strict too when necessary, but still I try to establish a relationship with students that makes the study atmosphere relaxed and active (9).

Along with time, the personal self helps VETs to act as genuine personalities at work and to accept the incompleteness. This means that VETs understand that

it is impossible to reach ideal teacherhood in vocational education, but it is important to pursue toward it.

Nowadays, I can speak openly like this. Is it because of my age or profession? (10).

Sometimes, the professional self functions as a sort of shield in a VET's work. On the one hand, it can regulate a VET's behavior so that the teacher does not bring out his or her characteristics, values, or convictions that do not fit in the vocational education context in general. On the other hand, the professional self can help the VET to cope when the work feels overwhelmingly busy, tiring, or mere monotonous toil.

6. DISCUSSION

The study showed how VETs found it difficult to describe ideal teacherhood in vocational education at first [63,64], but eventually they connected it with explicit work-related expectations, successful solutions, and goals. Ideal teacherhood in vocational education was also closely connected with a teacher's professional and personal identities. The aforementioned features of ideal teacherhood in vocational education can also be considered as the manifestations of professional and personal self in professional identity. Therefore, the ideal professional self consists of the mastery of one's professional field and ability to renew it, versatile pedagogical skills, and networking and cooperation skills. Personal self consists of students' encouragement and supporting skills, equality and justice as well as responsibility in teaching, and good basic values and bellwether's role as a teacher. This connection is illustrated in Fig. 1. It shows how the professional self and personal self are interconnected, and ideal teacherhood in vocational education is located in their borderline. When in balance, the emergence of or pursuit toward ideal teacherhood in vocational education is possible.

For VETs, this illustration contributes information about ideal teacherhood from many perspectives. First, when it comes to teachers themselves, the role of professional identity has a great emphasis in VETs' work. They are not only teachers but also experts in their own vocational fields. Therefore, their identity includes elements that, for example, teachers in general education do not necessarily possess. Nevertheless, VETs are teachers too, who, in order to be good teachers, must use their personality as a part of their work.

Second, VET characteristics make a salient part of ideal teacherhood. The combination of these identity dimensions is relevant to realize when dissecting the development of professional identity in VETs. In this study, the research participants were VETs from various occupational fields. Therefore, the illustration in Fig. 1 is not limited to just one field of vocational education but covers various fields: each profession has its own specific features related to a VET's professional self that must be considered when analyzing ideal teacherhood.

Third, this study was based in Finland where vocational education has increased its popularity among the youth having finished compulsory education. Therefore, it is more and more important to focus on ways to enhance the development of teacherhood in vocational education. The new interest in vocational education necessitates thorough understanding about the importance of proper professional identity in VETs, but as teachers in all education levels, personal identities as teachers should not be overlooked either. This viewpoint contributes to the discussion of future development of VETs' work and education not only in Finland but also abroad.

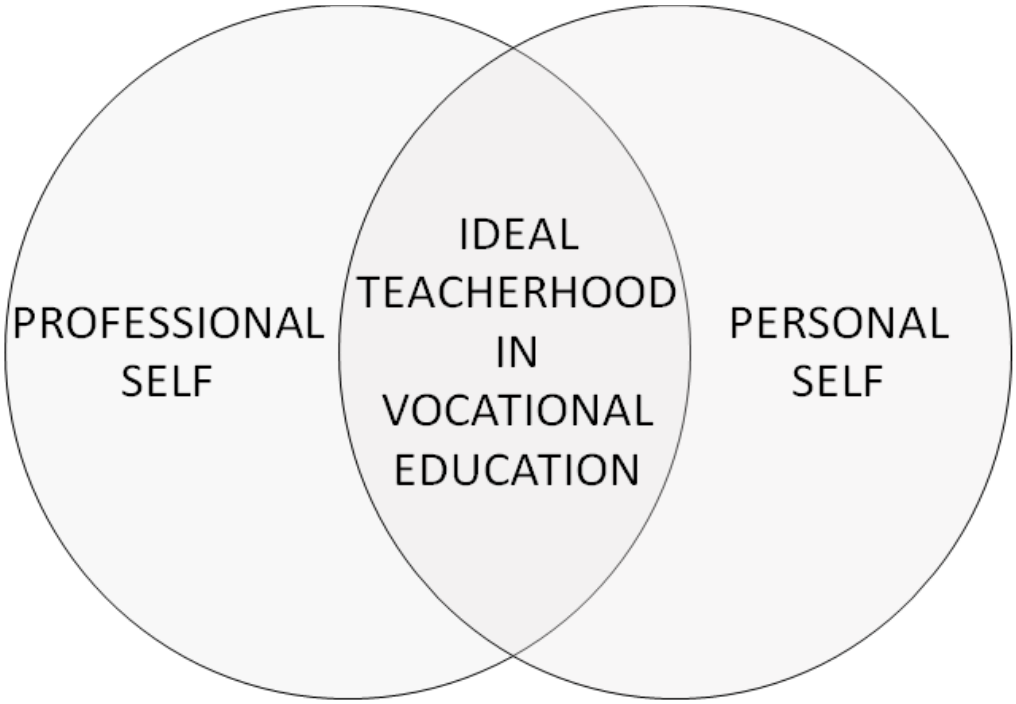

Fig. 1. Ideal teacherhood in vocational education and teacher identity

7. CONCLUSION

Meaningful work is the source of human well-being [65]. This study showed that identity reflection makes a salient part of VETs' perceived well-being at work [66,67]. The development toward ideal teacherhood in vocational education happens through each teacher's personal reflection including the shift from the dominating professional self to the flourish of personal self and, finally, toward the balance between them. Perhaps, ideal teacherhood in vocational education lies not so much in teachers' outer performances but intrinsic reflection and balance. This does not mean that they would need excellent work-life skills, knowledge, and networks in their special fields, but, when acquired, they make a salient part of their well-constructed professional identity [68]. Eventually, teachers, who are in the first name terms with their vocational education teacher identity, can act as bellwethers and true developers of their fields. They are inspiring and motivating teachers who, due to their expertise, enhance students' learning and are able to educate future experts for the needs of work life.

Therefore, VETs' work includes a distinct ethical dimension. This study showed how VETs' perceptions of the realities of the profession and ideal teacherhood emphasize the ethical side of the work. Teachers' work in general is focused on significant phases and situations in people's lives [69,70,71]. According to Elena Seghedin [72], teachers' ethical action in teaching develops alongside the development of professional expertise and vice versa: professional expertise develops also through ethical action. In Finland, Emmi Enlund, Mari Luokkanen, and Taru Feldt [73] studied teachers' ethical burden and ethical dilemma, and ended up recommending that education institutions should utilize the ethical guidelines composed by trade unions. They would support teachers' work. Common models to help teachers' action in problematic situations could be created based on the guidelines, which would provide teachers with collective certainty in ethical considerations. Williamson McDiarmid and Mary Clevenger-Bright [74] point out that teachers' work and professional development are closely tied in the wider society. According to Kirsi Tirri [75], expertise in teachers' work develops through education and experience and includes freedom and, first and foremost, responsibility to act in the profession.

Indeed, a well-balanced teacher identity and core values are the sources of stability and sense of purpose for teachers [76]. This viewpoint contributes also to

the current discussion of stress and coping as well as the sense of self-efficacy in teachers [77,78,79,80]. For example, studies about perceived level of self-efficacy have proven to be the core dimension of preventing and treating teachers' stress [81]. When considering the findings from the point of view of ideal teacherhood, it seems relevant to suggest that a successful identity development and a positive conception of oneself as a VET contributes to the sense of self-efficacy at work and respectively to one's well-being at work as well. These kind of perspectives appear of increasing importance in today's rapidly changing work in all occupational fields, including that of VETs.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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Change and Development: A Case Study of the Implementation of Mandarin Chinese into the UK School Timetable

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ABSTRACT

Implementing Mandarin Chinese into the UK school timetable is causing a big challenge and change within the Modern Foreign Language department (MFL). This paper explores some of the issues related to this new change within the MFL department. It begins with the initiative and the context of the challenge and change. Then it reviews resistance and its resources to the change. The next part goes through how these barriers were overcame and the final part of the paper summarises some useful suggestions for those who want to implement similar change within a MFL department in the UK.

Keywords: managing the change; mandarin Chinese; the UK school; barrier.

1. INTRODUCTION

One of the reasons for the departure of a Spanish colleague in the summer of 2006 was the direct consequence of the implementation of Mandarin Chinese in the Modern Foreign Language (MFL) curriculum. The number of full time staff in the MFL department had increased from seven to nine. The governing body and strategic leadership team had looked at the implications for and against this measure, and had concluded that the school was able to only financially justify eight full time staff in the MFL department. Everyone in the department felt bad because it was the first time in my formal school that someone had to leave. Of course, other colleagues left in the past, but they chose to do so for personal and family reasons. This informs what [1] finds that implementing a new language program may effect change within a given

school, and staffing, instructional organization, allocation of human and material resources, and student and staff timetables are a few examples of areas that may be affected.

Implementing Mandarin Chinese into the UK school timetable is causing a big challenge and change within the MFL department. According to [2], about 60% of the teachers claimed they were qualified in teaching Mandarin Chinese. They were either qualified teachers in China or in the UK but in subjects other than Mandarin Chinese. Most of those unqualified teachers were qualified English teachers in China. Therefore it might not take long to train them to be [3] (p. 229) states that linguistic theories are the backbone of language teaching in the sense that they equip teachers with analytical tools to solve language problems on the job. For instance, an understanding of the importance of appropriateness in speech would provide a teacher with a sound base for teaching 'chi fan le ma?' ('Have you eaten?') as an opening greeting rather than the conventional 'nihao!' (hello!). [4] shows his concern on the major challenges facing by native speakers Mandarin Chinese teachers in Australia,

*1. "**Acculturation:** This applied particularly to the educational environment where behavioural patterns and attitudes of students as well as interpersonal relationships among teaching staff differed greatly from those which a native teacher would have experienced in a Chinese learning environment.*

2. ***Pronunciation:** It seems to be a common phenomenon that native speakers whose mother tongue is other than the Mandarin dialect speak Mandarin with a pronounced accent, and some have great difficulty in mastering particular Mandarin sounds. In general, native speakers from Malaysia, Singapore, Hong Kong and to a lesser degree, Taiwan, fall into this category.*

3. ***Romanisation:** Taiwanese, even those whose native tongue is Mandarin, would have no exposure to the pinyin Romanisation system"*.

The issues mentioned above also confronted the Mandarin Chinese teachers surveyed in the UK, especially pedagogical and classroom management problems. [3] explained that native speakers typically came from an educational environment in which students expected to be led by teachers to a greater extent than their Western counterparts. In such an environment, teachers also prefer a more teacher-centred style of classroom management than Western colleagues. Another common problem may be language-related. [5] noticed this among non-English native student teachers in the UK, who found that such teachers often faced challenges in teacher-pupil relationships. These were primarily about understanding what students were saying to

each other and to the teacher, knowing when students were serious or trying to take advantage, understanding humour and sarcasm, and being made to feel 'foreign' by the students. Procedure-related problems such as understanding hierarchies or disciplinary procedures for students, identified by [5], were also found among the part-time Mandarin Chinese teachers who responded to the survey.

Moreover, the lack of adequate textbooks and other teaching and learning materials in Mandarin Chinese is a concern for teachers. However, as [6] (p. 131) claimed that there is no such thing as an ideal textbook. Materials are but a starting point, teachers are the ones who make materials work; they make them work for their students and for themselves in the context in which they teach. Mandarin teachers perhaps should not depend too much on a formally approved textbook, as they once would in the context of the Chinese education system. Finally, most Mandarin Chinese teachers in the UK complain that the GCSE and A-level Mandarin Chinese examinations are intended for British-born Chinese who speak Mandarin at home, but are too difficult for most British students.

Any change is complex because it is inextricably linked to our emotions: sorrow at the sense of loss of the old, and anxiety at the uncertainties that the new will bring [7] (p.16). This paper is going to explore some of the issues related to this new change within the MFL department. It begins with the initiative and the context of the change. Then it reviews resistance and its resources to the change. The next part goes through how these barriers were overcame and the final part of the paper will summarise some useful suggestions for those who want to implement similar change within a MFL department in the UK. In a word, the paper focuses its on the following questions: what problems lie ahead for the secondary schools in the UK school context? How is Mandarin Chinese taught in the secondary schools in the UK?

2. BACKGROUND AND CONTEXT

The importance of MFL is said to lie in helping pupils to understand and appreciate different cultures and countries; and to think of themselves as citizens of the world [8] (p. 162) and if education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work [9] (p. 3), we would assume that within any MFL department today, what languages to teach is a question. In addition, what do "opportunities" mean in terms of foreign languages? When Moon says that the structure of employment in the twenty-first century

is likely to have a greater European and international character, the ability to communicate in a second or third language, or even to learn a new one quickly, could become crucial to many jobs [10] (p. 91). What does he mean by "international character''? What changes are happening in the UK in terms of international relationship? We will agree that China's international importance, relevance and profile are increasing.

In the UK, the government departments of education in English, Wales and Scotland, together with the British Council, have agreed on a strategy to support the learning Mandarin Chinese through direct access to native speakers, school linking and collaborative activities. Qualified and experienced teachers from China are recruited to act as Chinese language assistants. Confucius classes are established in the UK secondary schools and fully-trained Mandarin teachers are sent to boost the classroom teaching.

Statistic shows that it is still not very common for secondary schools in the UK to include Mandarin Chinese on timetable, though a significant number of schools have started to offer Mandarin Chinese. So why did the MFL department of my school decide to do so? Before I answer the question, I will give a very brief description of the school. It is a catholic girl's school in London. The school is a "language college". Traditionally, it only offered French, then Spanish on school's timetable. Today, it offers seven languages in all, 3 in curriculum time, the others in twilight time: French, Spanish, Russian, Italian, Portuguese, Japanese and Mandarin (which was started in 2001). 56% of the students are girls whose parents are first or second generation immigrants from Africa and Caribbean. In the local community, unemployment is high, and the number of pupils who receive free school meals is an indicator of the socio-economic background of these families. I agree with Fullan that less-well-educated communities are not as likely to initiate change or put effective pressure on educators to initiate change on their behalf [11] (p. 62). Therefore the new policy in MFL in my school is not because of pressure from parents.

According to Fullan, one of the factors affecting initiation of a specific educational change is the "access to information [11] (p. 57)". It is true in my school case. The Head of MFL department and coordinator of Language College spends large amounts of time at conferences and in workshops within ongoing professional networks of communication among her peers, which contributes to her identifying the need for a new direction for the development of the MFL department – to offer Mandarin Chinese and to implement it into school timetable.

However, that only the Head of MFL department should identify the need for the change is not enough. Another very important factor affect the initiation is “advocacy from central and/or school administrators”. As Fullan claims, at the school level, the principal has always been the “gate-keeper” of change, often determining the fate of innovations coming from outside or from inside [11] (p. 59). The current principal in my school was appointed two years ago. As a new Head, she was very keen to implement something new in the school, and to support the Language College ethos. Also, she shows how important “marketing the school or selling the school” [12] it is for her. Since the establishment of the so-called ‘quasi-market’ in education, pa-rental choice, open enrolment, age-weighted pupil funding, and a mixture of different kinds of schools in any locality are all intended to engender a climate of competition [13,14,15,16]. It is therefore not surprising that she was very supportive for this new policy. However, will it be easy to implement it?

3. RESISTANCE AND CAUSES

According to [17] (p. 172), it is often easy to identify the need for change but agreeing on the direction of change is another matter, especially when people are still arguing about the place of MFL in the school curriculum. Even if not everyone is as extreme as Williams who insisted that allowing young people to give up MFL after Key Stage 3 is wise and it would be even wiser to take the more radical step of limiting compulsion to just one year because this knowledge cannot be said to be of utility to the vast majority of English-speakers. There is a conspicuous lack of hard evidence that foreign language skills will increase productivity and employment [18] (p. 117). Many educators more or less take his side. My school is not an exception. [19] identified this reason for resisting change as “belief that change is unnecessary”. “Resistance is always a likely response, especially in the early of a change initiative and most frequently among the more experienced and long-serving members of a teaching community” [20]. Other members of staff, including some of the Strategic Leadership Team in my school expressed their doubts when the new plan was raised.

At most of the UK secondary schools, French had always been the accepted traditional language. All pupils learned French from Year 7 to 11, and all had a year of Spanish in year 9. The Head of Department said it took her three years to raise the status of Spanish to the same level as French in the department. Spanish and French are now taught to all pupils having the same percentage of curriculum time over the 3 years at the cost of one fewer hour on Technology. In fact, one nature of change

was identified by [21] as “structural and systemic”, which means “any real change will affect the whole system, in that change in one part of institution has a knock-on effect in other parts”. As a result, it is understandable that other department might resist the change due to the possible “loss of status and power” [19], if another new language is taken into timetable.

Besides the resistance from the colleagues from other departments, as we all know, learning foreign language requires substantial investment of resources. Thus it makes the task even harder that the possible cost of taking a completely different language into school timetable. Even as early as in 1976, the Prime Minister of the time, James Callaghan questioned in a speech the value for money of the British education system [7] (p. 1). Is it worth investing in new teachers, buying new text-books and building up other resources needed for this Mandarin Chinese subject? Does the school have some other more urgent needs for this money? Thus the second cause of the resist is due to “the relatively high cost” [19]. Even the Head and Head of the Department are very supportive; the resource of Mandarin is still quite limited in the department compared with French and Spanish. Let along the additional materials, they don’t have enough textbooks for each student therefore the Mandarin teacher needs to do lots of photocopies.

Within the MFL department, the change is likely to be resisted if it threatens the job security of those affected by it [19]. In the case of my working school, Spanish is directly threatened by this new policy. Year seven girls used to learn French and Spanish at the same time. Now, all Year 7 girls are doing two terms of French, one term of Spanish, and one term of Mandarin, which means fewer hours for Spanish, of course. That is why one Spanish teacher will have to leave. In addition, even if it is not that serious to cause the threaten of “job security”, other language teachers might still feel what [22] (p. 75) described that in some schools where there were already two languages on offer in the lower school, colleagues might be unwilling to see a third introduced because they would be seen as ‘competing’ for pupils at the option stage. In my school all students in Year 8 choose two from French, Mandarin or Spanish. No teachers would be happy to see the students drop her/his subjects and naturally they all hope to keep their talented and well-behaved students so that they could have better candidates for GCSE and A-level exams. Thus the competition arose from here: who is to learn what language? In the case of my school, 45 girls chose to do Mandarin and thirty of them got the chance. The Head had planned to choose girls who were well behaved and also gifted in Languages to learn Mandarin because

it is much more difficult than European languages. However, the final list of the students, which was decided by a French teacher because the Head of the department was away for a school trip, turned out to be a mixed one with several students who were very difficult to manage and didn't take the subject seriously. Therefore, we can sense the resistance from other language teachers, which is quite natural response.

4. STARTING SMALL AND THINK BIG

[23] describes the change process as having three major components: initiation, implementation and institutionalisation. In the case of my school, the change is still at early "implementation" stage because it is only in the second year. So what might be interesting is how the Head of MFL department managed to overcome the resistance to start the implementing Mandarin into school timetable by distributing the school kids in the different classes as a lash-up or contingent measure of meeting the resistance.

[24] suggested that if necessary, implement change initially on a small scale and Fullan [25] also said "starting small and think big". That is exactly what the Head of MFL department in my school does. Right at the beginning, she knew what her long-term goal was. But she didn't implement the change suddenly. Instead she started to offer Mandarin in one of the after school clubs in 2001. In order to help the students, staff and parents know more about China and Chinese culture so that the learning of Chinese language becomes more acceptable in the school organised by British council in 2004, in which the students have opportunities for contact with speakers of the language, through structured interviews, letters or e-mail messages, face-to-face meetings, art, music, song and student exchange programs, which also make learning the target language meaningful. And it turned out to be a big success. Students and staff came back from China and shared their experienced community, she started to join the Summer Mandarin Immersion Trip to China with their family members and peers, which contributed to a Chinese atmosphere in the school and community. At the same time, with support from the Head and the Governors of the school, she decided it was time to seriously begin the innovation within the department. First she found a Chinese Language Assistant via British Council who actually is an experienced teacher in China. In this way it saves her time to train a new teacher and saves the school money if we bear in mind that "relatively high cost" was always one cause of the resistance.

In order to avoid resistance from other departments, she kept it within the MFL department. Chinese was taught in curriculum time by sharing with Spanish's time thus it didn't affect any other department.

During the process, she knows that telling people about the progress of the change can help to maintain commitment to the change [24]. Also according to [26], one of the key factors for success at this stage is early feedback on progress made. Therefore, she herself first continually showed her commitment to this new change within the department. For example, she fully supported the new Mandarin teacher with resource and classroom management. She helped the new Chinese teacher with the techniques of Information Technology. She encouraged the new teacher to participate in professional development activities and teach her how to arrange and design a variety of interactive learning activities for students. She changed the new teacher's view towards the assessment-either an aid to learning or a process which enabled students to demonstrate their knowledge and skills in the target language, based on curricular expectations. She helped this new teacher from China adapt gradually in the education system in the UK by involving the teacher in accessing a variety of professional development activities in language learning. She used to comment:

"Technology can provide greater access real-world problems and authentic contexts for facilitating Mandarin learning and teaching, and provide alternative methods of representing and communicating knowledge. It fosters innovation, facilitates dialogue and offers potential for developing new practices in the education and research communities. And education technology can be crucial to the success of any language learning and teaching program. Professional development, which supports effective practice, is essential to the successful use of any technology, resource or application".

And she never forget inform the Head and the Governor of any progress about the change. For instance, BBC reported the Mandarin Project in Lauriston primary school run by the Chinese teacher; the Mandarin lesson was filmed by both "ITV" and "CNN". This was, of course, on "News Letters" to parents, too. All these send out a message to both school and community: It is right to implement Mandarin into school timetable. Even so, the program assessment was held by the school authority to find the language program was reviewed periodically to ensure quality; and to find the assessment strategies adopted were valid and reliable measures of program outcomes.

At the beginning, some of the Strategic Leadership Team was not happy because she sent the Mandarin teacher to teach Mandarin in local primary school for free. But later the feedback was that the Mandarin project in the primary school became so famous that more primary schools in the district wanted it. Especially one primary school, with which the Principal of my school was trying hard to forge link contacted her asking for help with starting Mandarin lessons. Mandarin now became the 'ambassador' of the school. Nobody doubts that it is a waste of money to send the Mandarin teacher to primary schools anymore.

Furthermore, she even made Mandarin earn money for the school. This is also shown in the research by [1]:

"The school authority, school administrators, counsellors and teachers promote the benefits of language learning. Communication documents and activities include information packages for parents and students, open houses, information evenings, brochures, school authority/school Web site, school displays and posters. Student activities may include student clubs, Internet pen pals, field trips and student exchanges. The language taught is visible in the school through the use of signs, bulletin boards, displays, school concerts, extracurricular activities and school announcements".

She contacted principals or Heads of MFL department she knew. They might want to offer Mandarin Chinese but lacked qualified teachers for some reason. She went to these schools with the Mandarin teachers to deliver taster Mandarin lessons for free. And in the end, the LEA of Westminster agreed to pay my school to send teachers to teach Mandarin Chinese at first in two primary schools. And there are more schools asking for it. Up to now, three schools are paying my school for it. Once again all these factors prove that it is worth the money to invest in this new subject. In summary, as the head of the department, what she fulfilled is establishing policies that support language learning; ensuring that schools implement quality language programs; establishing clear measures of student achievement for target languages; allocating sufficient funds for language learning; developing, authorizing and offering locally developed language programs per provincial policy; and providing professional development opportunities [1]. While what I as a leading Mandarin teaching, reflects, too, what [1] has explored in their research that is "encouraging students to learn the language; stating clearly what students are expected to learn; selecting and implementing appropriate resources for students; assessing and reporting student progress in target languages; pursuing individualized professional development that

will improve the language learning in students; advising on student program placement; providing advice about provincial standards and curriculum; planning methods of communicating with parents and with the public; and reporting to, and communicating with, parents about their students' progress".

5. DISCUSSION AND IMPLICATION

Though it is still early to say the new change in MFL Department of my formal school is successful. The implementation of Mandarin Chinese into school timetable, however, is proved to be a good start. As a reflection I totally agree with [1] the indicators of an effective school language program:

- *alignment of curriculum, instruction, assessment, resources and reporting of student progress;*
- *student and parent understanding of learning outcomes and student assessment; staff-initiated language projects and ideas that support and improve language learning;*
- *staff voluntarily sharing their knowledge or best instructional practices;*
- *staff cohesiveness, meaningful participation and sense of belonging;*
- *staff responsibility for providing programming that ensures all students have the opportunity to achieve a measure of success;*
- *willingness to critically assess past practices, eliminate barriers and risk trying new strategies or organizational models;*
- *ongoing, regularly scheduled monitoring and adjusting of instructional strategies and program plans to ensure student progress;*
- *setting and modelling high expectations for achievement, conduct and behaviour; targeted professional development to address personal, school and school authority goals;*
- *a focus on language learning in discussions at meetings, in the staff room, in newsletters and at assemblies;*
- *school-initiated processes that collect input from staff, students, parents and the community recognition that meaningful parental involvement contributes to student success frequent, open and clear communication among all members of the learning community.*

Then what does this good start imply? It is more than that they have the courage to take the risk, though there is risk in any change. According to [23], top-down is all right under certain conditions. The success of my school lies in the fact that they have a principal and a Head of MFL Department who understand the implementation and

fully support it. And this change, which has a clear, well-structured approach, was also tied to a “local need”. As the Head of the MFL department puts it “many pupils in my school are already disadvantaged by birth, family background, income and race. If learning Mandarin means future possible employment opportunity, why should we hesitate?”

According to [27] and [28], evaluating the change right from the beginning and a review of the school’s current state as regards it are also essential. Before you start to implement the change, ask yourself “Is the proposed change necessary at this time? Can the proposed change be properly resourced? Are additional resourced required? What will be the benefits of the proposed change? How will these be monitored and evaluated?” And it is also important to think about the potential resistance and can you overcome them and in what way? The thinking maps provide some systematic and reliable information that can be used as a basis for action [29].

More importantly, in gauging the success of the implementation process, it is a good idea to continue to compare the current Chinese teaching program to the characteristics of the so-called successful language program discussed earlier. More and more of these characteristics should become apparent as the implementation process proceeds. All new programs are likely to experience some bumps during the implementation stage. Over time, these should resolve themselves and the confidence and comfort level of all stakeholders should increase. Continued improvement is the result of a continuous cycle of planning, implementing, monitoring, assessing and revising. As each goal is reached, an existing goal is expanded or a new goal is established, and the cycle continues to generate positive change and improvement. Individuals may incorporate the cycle of continuous improvement into their professional practices as efficiently as schools incorporate it into the teaching and learning environment [1].

COMPETING INTERESTS

Author has declared that no competing interests exist.

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Official Croatian-Italian Bilingual Legislative Regulations: The Language Policy of the Istria County

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Abstract: The Istria County is the only officially bilingual Croatian county. The institutional Croatian-Italian bilingualism is prescribed by the statutory regulations of the County and the unities of local self-government that are officially bilingual. The results of the sociolinguistic survey that was conducted in the seven major Istrian towns and their surroundings confirm that the prescribed policy regulations of the Croatian-Italian official bilingualism are institutionally respected. Therefore, we can assume that the application of the bilingual language policy in the County takes place at an enviable level, according to democratic values that guarantees and promotes a very suitable environment for the maintenance and development of linguistic and cultural pluralism.

Keywords: language policy, bilingualism, multilingualism, minority language, Istria, Croatia.

Pravna regulativa o službenoj hrvatsko-talijanskoj dvojezičnost: Jezična politika istarske županije

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Sažetak: U ovome radu tumače će se temeljne smjernice jezično-političkog uređenja i lučenje hrvatsko-talijanske dvojezičnosti u Istarskoj županiji, jedinoj službenoj dvojezičnoj hrvatskoj županiji, kao uvod u provedeno sociolingvističko istraživanje kojime se nastojalo utvrditi poštuju li se propisi službene institucionalne dvojezičnosti u društvenom životu, a prema mišljenju istarskih žitelja. Institucionalna

hrvatsko-talijanska dvojezičnost propisana je statutarnim propisima Županije i jedinica lokalne samouprave koji su službeno dvojezični. Rezultati sociolingvističkog istraživanja provedenog u sedam najvećih istarskih gradova i njihovih okolica potvrđuju da se na institucionalnoj razini poštuju smjernice službene dvojezičnosti. Stoga možemo pretpostaviti da se primjena jezične politike u Županiji odvija na zavidnoj razini, prema demokratskim vrijednostima koje jamče vrlo prikladno okruženje za održavanje i razvoj jezičnog i kulturnog pluralizma.

Ključne riječi: jezična politika, dvojezičnost, višejezičnost, manjinski jezik, Istra, Hrvatska.

Uvod

Istarska županija - Regione istriana, jedina je službena dvojezična hrvatska županija. Položaj Talijanske nacionalne zajednice u Istarskoj županiji, jedine priznate nacionalne zajednice i najbrojnije manjine, određen je njezinom autohtonom prisutnošću na istarskome poluotoku, odnosno stoljetnom simbiozom slavenskih i romanskih etnolingvističkih komponenti, doticajima i međusobnim miješanjima jezika i kultura. Talijanski jezik, nacionalni jezik Talijanske nacionalne zajednice u Istri posjeduje potpuno pravno očuvanje i jezično planiranje Republike Hrvatske (Dukovski 2000; Šimić 1998; Tatalović 2001, 2005, 2007)[1], Istarske županije i dvojezičnih jedinica lokalne samouprave[2], a prema smjernicama međunarodnih akata (za detaljan pregled vidi Skelin Horvat 2013).

Statutarna regulativa županijskoga i gradskih Statuta

Nekompaktna naseljenost italofonoga stanovništva na istarskome poluotoku ne omogućuje regionalno jedinstveno obilježje, već utječe na lokalna obilježja koji su odraz gradskih i općinskih odrednica (Bogliun Debeljuh 1985) i potpomaže dvosmjerni doticaj jezičnih skupina te je jak faktor dvojezičnosti, budući da utječe na stvaranje specifičnih sociolingvističkih obilježja koje treba razmatrati u vidu povijesnoga postojanja, prisutnosti u sadašnjosti i tipičnosti u genezi miješanih graničnih područja.

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[1] Po tome su pitanju osobito značajni *Zakon o uporabi jezika i pisma nacionalnih manjina* (Narodne novine 51/00) i *Zakon o pravu na obrazovanje nacionalnih manjina* (Narodne novine 51/00).

[2] Nisu sve jedinice lokalne samouprave u Istarskoj županiji statutarno dvojezične. Institucionalna dvojezičnost bilježi se pretežito u sjeverozapadnome i jugozapadnome dijelu poluotoka te uzduž zapadne obale, odnosno na područjima gdje se billježi povijesna prisutnost Talijanske nacionalne zajednice.

Kao što je već napomenuto, institucionalna hrvatsko-talijanska dvojezičnost propisana je statutarnim propisima Županije i jedinica lokalne samouprave koji su službeno dvojezični. S obzirom na to da svaki od sedam gradova u kojima je provedeno istraživanje kao jedinica lokalne samouprave u sastavu Istarske županije i Republike Hrvatske donosi odluke i odredbe o potrebama i interesima od gradskoga značaja na osnovi Ustava Republike Hrvatske, Zakona i Statuta Istarske županije, u nastavku donosimo najznačajnije odredbe za provedbu institucionalne dvojezičnosti u županijskome Statutu te pojedinim Statutima navedenih gradova.

Što se Statuta Istarske županije tiče, u čl. 6. navodi se da su *hrvatski i talijanski jezik u ravnopravnoj službenoj uporabi u radu županijskih tijela u samoupravnom djelokrugu* te se u Poglavlju III ističu načini kojima je regulirano ostvarivanje dvojezičnosti i kojima se pruža potpora i zaštita *autohtonih etničkih i kulturnih osobitosti Istre* (čl. 22). Ravnopravna službena uporaba hrvatskoga i talijanskoga jezika očituje se *u radu svih tijela županije u samoupravnom djelokrugu* i u *postupku pred upravnim tijelima* (čl. 24) te se pripadnicima Talijanske nacionalne zajednice (u nastavku TNZ) jamči pravo na javnu uporabu svojega jezika te očuvanje vlastitoga nacionalnoga i kulturnoga identiteta. U tu svrhu pripadnici TNZ-a *mogu osnovati kulturna i druga društva koja su autonomna, imaju pravo na slobodno organiziranje informativne i izdavačke djelatnosti, pravo na odgoj i osnovno, srednje i sveučilišno obrazovanje na vlastitom jeziku prema posebnim programima u kojima je primjereno sadržana njihova povijest, kultura i znanost i pravo na isticanje nacionalnih obilježja* (čl. 27). U okviru provođenja interkulturalizma, *u općinama i gradovima gdje je statutom propisana dvojezičnost učenicima školske ustanove s nastavom na hrvatskom jeziku* osigurava se i posebno potiče učenje talijanskoga kao jezika društvene sredine (čl. 30) (Benjak 2009: 528-529).

Statuti gradova u kojima postoji institucionalna hrvatsko-talijanska dvojezičnost ne razlikuju se značajno te posjeduju male sadržajne i formalne razlike[3] (vidi i Zilli 2017). Usporedimo li okvirno sve navedene Statute, primjećujemo da svi sadrže poglavlja koja se odnose na *zaštitu autohtone etničke i kulturne osobitosti*

[3] Npr. za razliku od Buja-Buie, u Vodnjanu-Dignano se *pripadnicima talijanske nacionalne manjine na području Grada Vodnjana osigurava pravo na (najmanje) četiri (4) člana u Gradskom vijeću, bez obzira na njihov udio u ukupnom stanovništvu* (čl. 36), itd. U vodnjanskome Statutu je istaknuta i zaštita etničke i kulturne osobitosti pripadnika crnogorske nacionalne zajednice koji žive na području naselja Peroj. Jamči im se *pravo zaštite njihovog identiteta, u pogledu očitovanja etničke, vjerske i kulturne osobitosti, kao i uživanje drugih Ustavom, zakonom, ovim Statutom i drugim propisima utvrđenih prava* (čl. 78) i *osigurava se zastupljenost u tijelima lokalne samouprave u skladu sa zakonom* (čl. 79).

TNZ-a i njegovih pripadnika kojima se jamči pravo na *slobodnu i ravnopravnu uporabu svoga jezika i pisma*, odnosno *imaju pravo na slobodu izražavanja nacionalne pripadnosti, slobodu služenja svojim jezikom i pismom, privatno i u javnoj i službenoj uporabi* na području grada (cit. Statut Grada Vodnjana-Dignano, čl. 8) te imaju pravo na kulturnu autonomiju (Šimić 1998). Za navedena se prava osiguravaju financijska sredstva iz gradskoga proračuna, sukladno mogućnostima svakoga grada te se osigurava i podržava odgojno-obrazovna i kulturna djelatnost pripadnika TNZ-a, osnivaju se predškolske ustanove s programima na talijanskome jeziku, čije se učenje potiče *i u ostalim odgojno-obrazovnim institucijama* (cit. Statut Grada Novigrada-Cittanova, čl. 23). U Statutima stoji da se u hrvatskim školama potiče, a u nekima i osigurava učenje talijanskoga jezika kao jezika društvene sredine u Istri. Tako se npr. u Rovinju i Bujama *hrvatski i talijanski jezik uče* u svim školama *s obzirom na nastavni plan i program u istom opsegu,* a u Statutima Pule, Poreča i Labina navodi se da učenje talijanskoga jezika potiče ili potiče i osigurava bez pojašnjenja o praktičnoj primjeni.

U svim dvojezičnim gradovima nastoji se osigurati prisutstvo dvojezičnih prometnih putokaza, naziva mjesta, ulica i trgova, natpisa gradskih ustanova i ostalih pravnih i fizičkih subjekata, odnosno u *tijelima državne uprave i sudbenim tijelima prvog stupnja*, lokalne i područne (regionalne) samouprave, trgovačkim društvima i ustanovama čiji je osnivač dvojezični grad. U dvojezičnim gradovima za određene djelatnosti primaju se u radni odnos osobe koje obvezatno poznaju hrvatski i talijanski jezik. Napominje se da na svim sjednicama pojedinih gradskih vijeća i njihovih radnih tijela te svečanim proslavama, manifestacijama, sastancima i skupovima građana *dolazi do* izražaja potpune jednakosti hrvatskoga i talijanskoga jezika te se na talijanskome jeziku vode postupci o rješavanju prava, dužnosti i interesa pripadnika TNZ-a kod tijela lokalne i područne (regionalne) samouprave, državne uprave i sudbene vlasti (Statut Vodnjana-Dignano, čl. 71). Ujedno se na talijanskome i hrvatskome izdaju obrasci, potvrde, odluke i druge javne isprave. Gradska vijeća imenuju stalno tijelo (odbor ili komisiju) za pitanja, zaštitu i razvoj talijanske nacionalne zajednice i njezinih pripadnika (Statut Novigrada-Cittanova, čl. 25). U svim navedenim statutima se ujedno ističe da u *postupku donošenja propisa i drugih akata radna tijela* gradskih vijeća, postoji *redovito* savjetovanje *o pitanjima koja se tiču položaja članova i predstavnika nacionalnih manjina* (Statut Novigrada-Cittanova, čl. 60-61 i čl. 69). Za sve gradove u kojima postoji institucionalna

dvojezičnost gradonačelnik ili jedan od njegova dva zamjenika mora biti pripadnik TNZ-a. Ako se na izborima ne ostvari to pravo nacionalne manjine, *provode se dopunski izbori i gradonačelnik u tom slučaju ima tri zamjenika* (rovinjski Statut čl. 71, porečki Statut čl. 59, pulski Statut čl. 65, itd.).

Gradovi u kojima postoji institucionalna dvojezičnost priznaju Zajednicu Talijana *kao autonomnog, demokratskog i stranački neopredijeljenog predstavnika pripadnika talijanske nacionalnosti i to u ekonomskom, kulturnom i socijalnom smislu* te grad osigurava potrebna financijska sredstva i *pomaže i potiče djelatnost institucija talijanske nacionalnosti u cilju razvijanja svih aktivnosti na kulturnom, prosvjetnom i drugim poljima* (čl. 22 porečkog Statuta, čl. 141 pulskoga Statuta, čl. 15 labinskoga Statuta).

U Statutu Grada Rovinja-Rovigno[4] (čl. 7 i poglavlje 10 pod naslovom *Zaštita autohtone etničke i kulturne osobitosti Talijanske nacionalne zajednice i njezinih pripadnika*) bilježi se da se njime i drugim aktima na poseban način štite *autohtone etničke i kulturne osobitosti* TNZ-a te se na području Rovinja jamči ravnopravnost hrvatskoga i talijanskoga jezika (čl. 31), odnosno službena uporaba obaju jezika i pisma. Statutom i drugim aktima je ujedno uređen način na kojemu se ostvaruju načela službene dvojezičnosti (čl. 8) te se jamči pravo na javno korištenje talijanskoga jezika te pravo *na osnivanje autonomnih kulturnih i drugih društava* uz stvaranje uvjeta za njihovo osnivanje i rad, a kako bi zajednica očuvala nacionalni i kulturni identitet (čl. 22). Nadalje, *organiziranje informativne i izdavačke djelatnosti, odgoj i obrazovanje na vlastitom jeziku, uporabu i isticanje nacionalnih znamenja i simbola*. Njihovim organizacijama i udruženjima omogućena je suradnja s institucijama u okviru nacionalnoga i međunarodnoga plana s ciljem očuvanja kulture, tradicije i jezika (čl. 39). Korisnicima pojedinih lokalnih autohtonih govora-dijalekata jamči se *pravo na inicijativu i kulturnu aktivnost, pravo na tisak, poštivanje toponima, narodnih običaja i tradicije* (čl. 20).

Ravnopravnost hrvatskoga i talijanskoga jezika ostvaruje se *u radu predstavničkog i izvršnog tijela grada i u postupku pred upravnim tijelima istoga*. Rad Gradskoga vijeća i gradonačelnika odvija se na hrvatskome i talijanskome jeziku i pismu (čl. 33)[5] te se *građanima ili vijećnicima osigurava dostava* dvojezičnoga

[4] *Narodne novine*, broj 33/01.

[5] Javno su dostupne snimke sjednica rovinjskoga Gradskog vijeća iz kojih je vidljivo da se predstavnica TNZ-a obraća gradonačelniku, njegovim zamjenicima i ostalim vijećnicima na talijanskome jeziku. Dogradonačelnik

(hrvatskoga i talijanskoga) *materijala za sjednicu Gradskog vijeća, izrada zapisnika i objava zaključaka, objava službenih obavijesti, poziva predstavnicima izvršnog i upravnih tijela grada te materijala za sjednicu predstavničkog i izvršnog tijela* (čl. 33). Ujedno se navodi da se ravnopravnost dvaju jezika ostvaruje u tijelima gradske uprave, ustanovama i trgovačkim društvima čiji je osnivač Grad, a koje su uključene u komunikaciju s građanima te stoga postoji potreba za sistematizacijom i zapošljavanjem djelatnika koji aktivno poznaju hrvatski i talijanski (čl. 37).

Člankom 41 navodi se da se izražava potpuna jednakost građana Hrvata i Talijana i njihovih jezika na sjednicama i radnih tijela Gradskoga vijeća, svečanostima (proslave, manifestacije) i sastancima te javnim skupovima. Građanima je dano pravo na dvojezično izdavanje javnih isprava i službenih obrazaca (čl. 34) te se osigurava ispisivanje *teksta pečata i žigova, natpisnih ploča predstavničkog, izvršnog i upravnih tijela grada, kao i pravnih osoba koje imaju javne ovlasti, ispisivanje zaglavlja akta i naziva pravnih i fizičkih osoba koje obavljaju javnu djelatnost* (čl. 33), odnosno prometnih oznaka te toponimskoga nazivlja (ulice, trgovi, geografski lokaliteti) (čl. 35). Tijekom državnih blagdana i drugih svečanosti uz isticanje zastave grada i Republike Hrvatske, ističe se i zastava Republike Italije, odnosno matice zemlje TNZ-a u istim dimenzijama kao i dvije prethodno spomenute zastave (čl. 40).

U članku 42 ističe se da se talijanski jezik uči u svim školama u kojima se nastava odvija na hrvatskome jeziku (škole s hrvatskim nastavnim jezikom) na rovinjskome području te se hrvatski uči u svim školama s talijanskim nastavnim jezikom (počinje se u prvome razredu osnovne škole do završnoga razreda srednje škole). Ujedno se navodi da se hrvatski i talijanski *uče glede nastavnog plana i programa, u istom opsegu, kad se uče kao drugi jezik* (čl. 42). U gradu je moguće osnovati predškolske institucije u kojima je talijanski jezik nastavni jezik, a u ostalim područjima odnosno gradskim naseljima moguće je *organizirati posebna odjeljenja* s nastavom na talijanskom jeziku u okviru ustanove s hrvatskim nastavnim jezikom (čl. 43). Ujedno se na području grada potiče učenje talijanskoga jezika i u ostalim odgojno-obrazovnim institucijama (čl. 44).

U 10. poglavlju Statuta navodi se da pripadnici TNZ-a i drugih manjina biraju vlastite predstavnike u okviru tijela koje se naziva Vijećem nacionalnih manjina kako

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odgovara na talijanskome jeziku a drugi odgovaraju i komentiraju na hrvatskome jeziku. Dakle, u Rovinju se sjednice Gradskoga vijeća stvarno odvijaju na hrvatskome i talijanskome jeziku, ne samo načelno.

bi se omogućili zaštita, očuvanje i unaprijeđivanje položaja manjina. Grad osigurava financijska sredstva za rad Vijeća i provođenje njegova programa, a u skladu s proračunskim mogućnostima. *Načini, rokovi i postupak ostvarivanja prava* manjina uređeni su Poslovnikom Gradskoga vijeća grada Rovinj-Rovigno.

Pripadnicima TNZ-a u Gradskome vijeću jamči se *zastupljenost razmjerna njihovom udjelu u ukupnome stanovništvu grada, s najmanje četiri člana* (čl. 60)[6]. Nadalje, gradskim je Statutom priznata Zajednica Talijana *Pino Budicin* kao organizacija koja pretstavlja TNZ u gradu, za čiji su rad u gradskome proračunu osigurana sredstva (čl. 38). Ona je ovlaštena *pokrenuti provođenje odgovarajućih mjera, kod nadležnih organa u cilju ostvarenja individualnih i kolektivnih interesa* (čl. 38).

Statutom Grada Buja-Buie[7] pripadnicima TNZ-a jamči se pravo na javnu uporabu talijanskoga jezika i pisma, organiziranje informativne i izdavačke djelatnosti na talijanskome jeziku i osnivanja kulturnih i drugih udruga i društava, odnosno posebnih ustanova s ciljem očuvanja identiteta zajednice na nacionalnome i kulturnome planu (čl. 14). Ističe se da Grad u skladu s vlastitim financijskim mogućnostima doprinosi ostvarivanju navedenih prava (čl. 11) te osigurava potrebne uvjete za cjelokupno ravnopravno dvojezično odvijanje javnih i službenih djelatnosti Grada (čl. 12). Ujedno, pripadnicima TNZ-a dano je pravo na uporabu svoje zastave i svoga znamenja, odnosno simbola uz čiju se službenu uporabu na javnim mjestima moraju isticati odgovarajuće inačice države, županije i Grada u istim dimenzijama (čl. 13). Izvođenju himne ili svečane pjesme TNZ-a obvezatno prethodi izvođenje hrvatske himne (čl. 13). Grad priznaje Zajednicu Talijana kao službenoga predstavnika pripadnika TNZ-a na području, za čiji rad daje dio potrebnih financijskih sredstava u okviru vlastitoga proračuna (čl. 15). Pripadnici TNZ-a udruženi su u Zajednice Talijana kako bi se ostvarili interesi na individualnome i kolektivnome planu (čl. 15).

Pripadnicima TNZ-a zajamčeno je pravo odgoja i obrazovanja na talijanskom jeziku i pismu koje se obavlja na predškolskoj, osnovnoškolskoj i srednjoškolskoj razini, odnosno u okviru drugih oblika obrazovanja (čl. 16). U vidu poticanja

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[6] *O pitanjima iz samoupravnog djelokruga grada, koja su od interesa za TNZ, jamči se pravo veta Komisiji za pitanja i zaštitu prava autohtone TNZ, kao stalnog radnog tijela Gradskog vijeća. Komisija ima predsjednika i četiri člana od kojih tri člana predlaže Zajednica Talijana. Pravo veta Komisije ima učinak automatskog skidanja sporne točke s dnevnog reda* (čl. 62).

[7] *Narodne novine*, broj 35/01.

poučavanja talijanskoga kao jezika društvene sredine (čl. 18), a poradi postizanja primjene ravnopravnosti hrvatskoga i talijanskoga jezika, talijanski jezik uči se u svim školama u kojima se nastava odvija na hrvatskome jeziku na području Buja te se hrvatski jezik uči u svim školama s talijanskim nastavnim jezikom tijekom cijeloga osnovnoškolskoga i srednjoškolskoga obrazovanja, od prvoga razreda osnovne škole do zadnjega razreda srednje škole, u jednakome opsegu u skladu s nastavnim planom i programom sukladno Zakonu (čl. 17).

Statutom se propisuje ravnopravna službena uporaba talijanskoga jezika i pisma: *u radu predstavničkog i izvršnog tijela Grada, u postupku pred upravnim tijelima Grada, u postupku pred tijelima državne uprave prvog stupnja, ustrojstvenim jedinicama središnjih tijela državne uprave koja postupaju u prvom stupnju, pred sudbenim tijelima prvog stupnja, državnim odvjetništvom i pravobraniteljstvom prvog stupnja, javnim bilježnicima i pravnim osobama koje imaju javne ovlasti, a koje su ovlaštene postupati na području Grada koji su u ravnopravnu službenu uporabu uveli manjinski jezik i pismo* (čl. 19). Građanima je osigurano pravo dvojezičnoga izdavanja javnih isprava i tiskanja obrazaca za službene svrhe (čl. 21) te je propisana ravnopravna službena uporaba talijanskoga u uredovanju upravnih tijela, što se odnosi na niz akata, javnih poziva, obrazaca, potvrda, rješenja, natpisa i oznaka (čl. 22). Ujedno se na hrvatskome i talijanskome jednakom veličinom slova ispisuju prometne i toponimske oznake (čl. 23), a gradska uprava, instiucije i pravne osobe koje je Grad osnovao zapošljavaju potreban broj djelatnika koji se aktivno služe obama jezicima (čl. 26).

U Statutu se navodi da se rad Gradskoga vijeća i Gradskoga poglavarstva odvija na hrvatskome i talijanskome, a dvojezičnost se osigurava putem ispisivanja: *pečata i žigova istom veličinom slova, natpisnih ploča predstavničkog, izvršnog i upravnih tijela, kao i pravnih osoba koje imaju javne ovlasti istom veličinom, zaglavlja akata istom veličinom slova* te se *vijećniku, članu Poglavarstva ili građaninu* osigurava *dostava materijala za sjednicu Gradskog vijeća i Poglavarstva, izrada zapisnika i objava zaključaka, odluka i drugih akata koji se donose, objavljivanje službenih obavijesti i poziva predstavničkog, izvršnog i upravnih tijela, kao i materijala za sjednicu predstavničkog i izvršnog tijela* na hrvatskome i talijanskome jeziku (čl. 20). Nadalje, javno se objavljuju u dvojezičnoj formi svi opći akti donešeni od strane Gradskoga vijeća te Poglavarstva (čl. 29), a u okviru Gradskoga vijeća *Odbor za pitanja i zaštitu prava* TNZ-a predstavlja stalno radno tijelo (čl. 30).

U Statutu Grada Poreča-Città di Parenzo[8] stoji da se u javnome životu jamči i ostvaruje ravnopravnosti talijanskoga jezika u odnosu na hrvatski jezik u gradskome djelokrugu. Jamči se odgovarajući broj dvojezičnih službenika te se organiziraju *besplatne službe prijevoda od strane Grada za pripadnike talijanske nacionalne zajednice kada to oni zahtijevaju. Javni oglasi, pozivi i druga priopćenja* prema Statutu moraju biti dvojezični. U članku 19 osigurava se nastava na talijanskome jeziku *uz obvezu učenja i hrvatskog jezika* svim učenicima osnovnih škola i djeci koja polaze predškolske ustanove. Kako bi se postigla *praktična i neposredna primjena ravnopravnosti hrvatskog i talijanskog jezika* u osnovnim školama čiji je nastavni jezik hrvatski jezik, *osigurava se učenje talijanskog jezika na osnovi želja učenika i njihovih roditelja* (čl. 20). Budući da Poreč nema srednju školu s talijanskim nastavnim jezikom, u članku 23 propisuje se da Grad jamči materijalnu pomoć za učenike TNZ-a čije se obrazovanje odvija u srednjim školama s talijanskim nastavnim jezikom izvan Grada. U vidu rješavanja pitanja od posebne važnosti ua TNZ, u okviru Gradskoga vijeća imenuje se posebno stalno radno tijelo (čl. 24).

Prema Statutu Grada Pule-Città di Pola[9] *tijela i upravna tijela Grada Pule imaju dvojezične pečate kao i natpisne ploče* (*s nazivima mjesta, ulica i trgova*)*, te zaglavlje akata na hrvatskom i talijanskom jeziku* (čl. 3, čl. 147). Na zgradama u kojima je sjedište Grada istaknute su stalno zastava Pule te hrvatska i talijanska zastava (čl. 138). Poglavlje IX Statuta odnosi se na ostvarivanje prava pripadnika nacionalnih manjina koje imaju kao svoje predstavništvo *Vijeće nacionalnih manjina* kako bi se unaprijedio, očuvao i zaštitio njihov položaj (čl. 74), a za koji Grad osigurava financijska sredstva, kao i za rad kulturnih i drugih udruga, prema mogućnostima gradskoga proračuna (čl. 76) s ciljem očuvanja identiteta zajednica *na nacionalnoj i kulturnoj razini* (čl. 81). Nadalje, *gradonačelnik je dužan, u pripremi prijedloga općih akata od vijeća nacionalnih manjina, odnosno predstavnika nacionalnih manjina osnovanih za područje Grada Pule, zatražiti mišljenje i prijedloge o odredbama kojima se uređuju prava i slobode nacionalnih manjina* (čl. 77). Za rješavanje pitanja u okviru ostvarivanja prava manjina Gradsko vijeće imenuje Odbor, odnosno *posebno stalno radno tijelo,* a zamjenik gradonačelnika *izabran kao pripadnik talijanske nacionalne zajednice zadužen je za pitanja talijanske autohtone nacionalne zajednice i drugih etničkih grupa* (čl. 143).

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[8] *Narodne novine*, broj 33/01, 60/01, 129/05, 109/07, 125/08 i 36/09.
[9] *Narodne novine*, br. 33/01, 60/01-vjerodostojno tumačenje, 129/05, 109/07, 125/08 i 36/09.

U 16 poglavlju pulskoga Statuta uređuje se zaštita autohtonih, etničkih i kulturnih osobitosti talijanske nacionalne zajednice, čijim se pripadnicima *osigurava puna afirmacija individualnog i kolektivnog identiteta bez obzira na njihov udio u ukupnom stanovništvu* (čl. 136) te im se osigurava: *slobodna i ravnopravna uporaba talijanskog jezika; razvijanje vlastite kulture te odgoja i obrazovanja na svojem jeziku radi ostvarivanja slobode u izražavanju svojih nacionalnih osobitosti, s ciljem čuvanja i razvijanja dostignute razine suživota* (čl. 137). U osnovnim i srednjim školama u kojima se nastava odvijana hrvatskom nastavnom jeziku osigurava se učenje talijanskoga jezika s ciljem postizanja *praktične i neposredne primjene ravnopravnosti hrvatskog i talijanskog jezika* (čl. 140). Nadalje, izdvajaju se financijska sredstva iz gradskoga proračuna kako bi se pomagalo i podsticalo osnivanje i rad ustanova TNZ-a, osobito obrazovnih ustanova (čl. 142).

Poglavlje 17 sadrži članke koji uređuju uporabu talijanskog jezika u okviru *upravnih tijela Grada, javnih trgovačkih društava i drugih pravnih osoba djelokruga Grada Pule*. Kada je u pitanju uporaba talijanskoga jezika kod upravnih tijela Grada, člankom 146 propisuje se tiskanje dvojezičnih tekstova, a u kontaktu s pripadnicima TNZ-a službenici moraju biti dvojezični ili moraju osigurati stalnoga prevoditelja kako bi se omogućila nesmetana komunikacija (čl. 145).

Statut Grada Labina[10] propisuje ravnopravnost, jednakost i zaštićenost autohtone etničke i kulturne osobitosti te je za korisnike pojedinih lokalnih autohtonih govora zajamčeno pravo na *inicijativu i kulturnu aktivnost te pravo na tisak, poštivanje toponimike i narodnih tradicija* (čl. 10). Peto poglavlje propisuje zaštitu autohtone etničke i kulturne osobitosti pripadnika TNZ-a, kojima se jamči *izražavanje svojih nacionalnih osobitosti, slobodno i ravnopravno služenje jezikom i pismom, kulturna autonomija, odgoj i obrazovanje na svome jeziku i zaštita ravnopravnog sudjelovanja u javnim poslovima u skladu s Ustavom, zakonom, ovim Statutom i drugim propisima utvrđenim pravima* (čl. 14). Labin nema osnovnu i srednju školu na talijanskome jeziku, ali se Statutom *osigurava poučavanje talijanskoga* u školama s hrvatskim nastavnim jezikom (no ne navode se pojedinosti). Ujedno, propisuje se potreban broj dvojezičnih djelatnika u postupcima pred gradskim tijelom, a na zahtjev pripadnika TNZ-a na talijanskome se jeziku mogu sklapati brakovi te tiskati razni pisani materijali (obavijesti, proglasi, pozivi, rješenja, potvrde, obrasci, itd.) (čl. 18). U

[10] *Narodne novine*, broj 41/01.

poglavlju 6 sadržani su članci koji propisuju prava i zaštitu nacionalnih manjina, odnosno postojanje *Vijeća nacionalnih manjina,* za čiji rad Grad osigurava sredstva (čl. 19, 20, 21).

Preostala dva Statuta, odnosno Statut Grada Pazina i Grada Buzeta[11], razlikuju se od ostalih, budući da dvojezičnost postoji, ali nije institucionalna. Za razliku od ostalih, oni ne posjeduju poglavlje namijenjeno pravima TNZ-a. Naime, uključeno je samo poglavlje koje se odnosi na nacionalne manjine općenito. Tako npr. Statut Pazina[12] propisuje da se u osnovnim školama na području Pazina potiče *učenje talijanskog jezika kao fakultativnog predmeta od četvrtog do osmog razreda, a u srednjim školama u svim razredima* te *radi ostvarivanja prava i ravnopravnosti* TNZ-a u javnome životu Grad *vodi brigu o obrazovanju potrebnih djelatnika koji će se služiti i talijanskim jezikom, a u okviru svoga samoupravnog djelokruga i rada tijela samouprave i uprave, zapošljava najmanje jednog djelatnika koji se podjednako služi hrvatskim i talijanskim jezikom*. Građani TNZ-a ostvaruju svoja prava putem svoga predstavnika u Gradskome vijeću. U Buzetu se pak učenje talijanskoga jezika u školama s hrvatskim nastavnim jezikom ne spominje, već se ističe da se u skladu s mogućnostima može organizirati *učenje stranih jezika, neobuhvaćenih redovnim programom škole kao fakultativnih predmeta i to počevši od drugog razreda osnovne škole, te u svim razredima srednje škole* (čl. 59).

Metodologija istraživanja

Istraživanjem se nastojalo utvrditi poštuju li se u društvenom životu propisi službene institucionalne dvojezičnosti o kojoj je bilo riječi u prethodnome poglavlju, a prema mišljenju istarskih žitelja. Kvantitativno sociolingvističko istraživanje provedeno je putem anketnoga obrasca kao mjernoga instrumenta u sedam najvećih istarskih gradova, odnosno u pet gradova i njihovim okolicama u kojima postoji institucionalizirana hrvatsko-talijanska dvojezičnost (Pula-Pola, Rovinj-Rovigno, Poreč-Parenzo, Buje-Buie, Labin) te dva grada koja se razlikuju po provedbi institucionalne dvojezičnosti, odnosno gdje dvojezičnost postoji, ali nije institucionalno priznata (Buzet, Pazin).

Istraživanjem je obuhvaćeno lokalno stanovništvo od 3359 ukupnih istarskih žitelja od 13 do 65 godina, čije je mjesto boravka: Umag (6,7% uzorka), Buje (5,9%

[11] *Narodne novine*, broj 33/01.
[12] *Narodne novine*, broj 33/01.

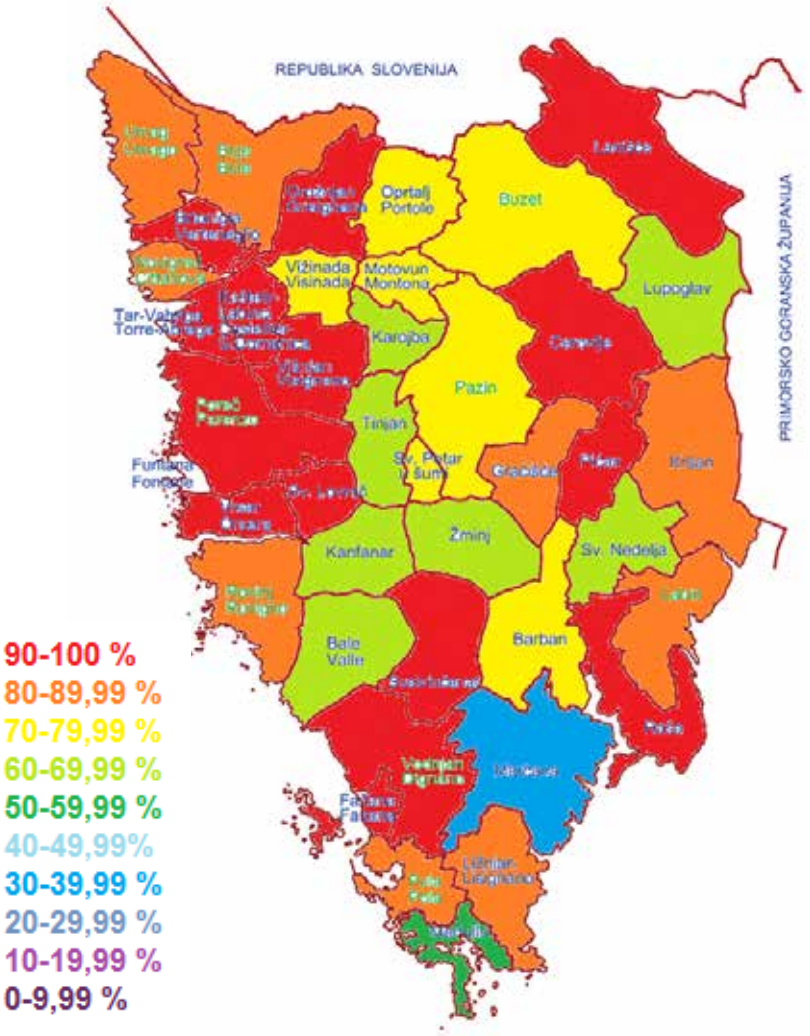
uzorka), Grožnjan (0,3% uzorka), Momjan (0,4% uzorka), Oprtalj (0,6% uzorka), Brtonigla (0,3% uzorka), Novigrad (0,9% uzorka), Motovun (0,1% uzorka), Buzet (3% uzorka), Lupoglav (0,6% uzorka), Vižinada (0,3% uzorka), Kaštelir (0,1% uzorka), Višnjan (0,4% uzorka), Poreč (8,3% uzorka), Tar-Vabriga (1,2% uzorka), Vrsar (0,9% uzorka), Funtana (0,2% uzorka), Sv. Lovreč (0,3% uzorka), Tinjan (0,4% uzorka), Karojba (0,1% uzorka), Pazin (3,5% uzorka), Sv. Petar u šumi (0,2% uzorka), Cerovlje (0,1% uzorka), Lanišće (0,1% uzorka), Gračišće (0,2% uzorka), Žminj (1,4% uzorka), Pićan (0,1% uzorka), Kršan (0,4% uzorka), Sv. Nedelja (0,1% uzorka), Labin (4,6% uzorka), Raša (0,1% uzorka), Barban (0,2% uzorka), Kanfanar (0,8% uzorka), Rovinj (13,5% uzorka), Bale (0,7% uzorka), Svetvinčenat (0,1% uzorka), Vodnjan (1,9% uzorka), Fažana (0,3% uzorka), Marčana (0,5% uzorka), Pula (33,5% uzorka), Ližnjan (0,2% uzorka), Medulin (0,3% uzorka). Od preostalih 153 ispitanika (4,5%) 40 (1,1%) su ispitanici koji trenutno borave u Istri, a prebivalište im je izvan Istre, a 113 (3,3%) nisu odgovorili na pitanje o mjestu boravka ili se odgovor smatra nevažećim.

Rezultati istraživanja

Na pitanje o poštivanju smjernica službene hrvatsko-talijanske dvojezičnosti u mjestu boravka, odnosno o dosljednoj primjeni institucionalne dvojezičnosti u okvirima društvenoga života, 83,3% ukupnog uzorka navodi da se iste poštuju, a 16,6% žitelja navodi da se ne poštuju. U nastavku donosimo dijatopijski prikaz mišljenja ispitanika o poštivanju dvojezičnosti u njihovim mjestima boravka (vidi kartu 1) i primjećujemo da gotovo svi ispitanici (90-100% uzorka) koji borave u Grožnjanu, Brtonigli, Kašteliru-Labincima, Taru, Višnjanu, Poreču, Vrsaru, Sv. Lovreču, Svetvinčentu, Vodnjanu, Fažani te Raši, Pićnu, Cerovlju i Lanišću smatraju da se dvojezičnost poštuje. Na sljedeći najviši potvrdni postotak po redu (80-90%) nailazimo kod žitelja Umaga, Buja, Novigrada, Rovinja, Pule, Ližnjana, Labina, Kršana, Gračišća. Nešto je niži postotak (70-80%) kod ispitanika iz Buzeta, Oprtlja, Motovuna, Vižinade, Pazina, Sv. Petra u šumi i Barbana, te je najmanji potvrdni postotak ustanovljen kod stanovnika općine Marčana, koji je ipak natpolovični (50-60% ispitanika). Okvirno 60-70% ispitanika koji borave u Karojbi, Lupoglavu, Tinjanu, Kanfanaru, Žminju, Balama i Sv. Nedelji iskazuje pozitivno mišljenje o poštivanju dvojezičnosti. Zaključujemo da natpolovična većina ispitanika koji borave u svim gradovima i općinama potvrđuje poštivanje dvojezičnosti.

Sudionici u istraživanju, dakle, potvrđuju da se sukladno pravnim odredbama Istarske županije i jednica lokalne samouprave podržavaju propisane jezično-političke smjernice, odnosno javna valjanost i funkcioniranje institucionalizirane hrvatsko-talijanske dvojezičnosti. Rezultati istraživanja djelomično su u skladu su s rezultatima drugih prethodno provedenih studija (među kojima ističemo Benjak 2009). Naime, Benjak (2009) provodi istraživanje o percepciji o statusu (položaju) talijanskoga jezika u svakodnevnom životnom okruženju u Novigradu, odnosno o primjeni hrvatsko-talijanske dvojezičnosti u praksi. Ispitanici iskazuju zadovoljstvo službenim.

Karta 1: Poštivanje dvojezičnosti u mjestu borakva ispitanika



stavom Istarske županije i Grada Novigrada prema dvojezičnosti, budući da je u županijskim i gradskim aktima zapisano da se ona provodi i promiče u ustanovama, *regionalnoj i lokalnoj upravi i samoupravi, javnim službama, medijima,*

kulturnim aktivnostima, društvenom životu, međugraničnim razmjenama i dr. No rezultati o stavovima i mišljenjima ukazuju da ispitanici nisu posve zadovoljni praktičnim provođenjem zajamčenih prava, odnosno zakonskih akata, osobito u okviru učenja/poučavanja talijanskoga jezika te se predlaže *veći angažman cjelokupne zajednice u sklopu odgojno-obrazovnoga djelovanja*. Autorica zaključuje da je relevantna uloga interkulturalnoga odgoja i obrazovanja s ciljem *promicanja dijaloga, konstruktivnog suživota među subjektima koji pripadaju različitim kulturama i određenoga tipa poučavanja o ljudskim pravima* (Benjak i Piršl, 2002: 189).

Zaključak

U statutima dvojezičnih gradova pokazuje se *zavidan stupanj tolerantnosti i zavidne brige za gajenje jezika autohtone manjine* budući da se u okviru razvoja kolektivne jezične svijesti govornika manjinskoga jezika propisuje (Benjak, 2009: 529) *njegovanje jezika ili njegovo promicanje* te *izdavanje publikacija na tome jeziku* (prvi stupanj); *zahtijeva se, ali i postiže da jezik bude u određenoj mjeri uključen u obrazovni sustav* (drugi stupanj) te je jezični razvoj uključen i *u javnu upravu i vladine organizacije.* Rezultati ovoga sociolingvističkog istraživanja potvrđuju da se u velikoj mjeri poštuju smjernice službene hrvatsko-talijanske dvojezičnosti, odnosno da se provodi dosljedna primjena institucionalne dvojezičnosti u okvirima društvenoga života. Možemo, dakle, pretpostaviti da se primjena jezične politike u Županiji odvija na zavidnoj razini, prema demokratskim vrijednostima koje jamče vrlo prikladno okruženje za održavanje i razvoj jezičnoga i kulturnoga pluralizma, odnosno kulturnoga bogaćenja svojstvenoga za istarski identitet, iako vjerojatno ima i prostora za njezino unaprjeđivanje (Benjak, 2009). Taj aspekt upućuje na mogućnost i potrebu provođenja dodatnih interdisciplinarnih istraživanja na širemu uzorku.

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The Abstract Noun of the Even Language

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Abstract: The article is devoted to the abstract nouns of the Even language. This lexico-grammatical category of nouns has not previously been devoted to a special study. The basic lexico-semantic groups of abstract nouns are distinguished for the first time. The structure of abstract names is studied, the basic ways of word formation are considered, suffixes are established. It is noticed that most of the names with undifferentiated semantics in the Even language are words with abstract meaning.

Keywords: Even language, noun, abstract names, lexical and grammatical categories, suffixes, substantivation.

Об абстрактных именах эвенского языка

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Аннотация: Статья посвящена абстрактным именам существительным эвенского языка. Данный лексико-грамматический разряд имен существительных ранее не предавался специальному изучению. В работе впервые выделены основные лексико-семантические группы абстрактных существительных. Изучено строение отвлеченных имен, рассмотрены основные способы словообразования, установлены суффиксы. Замечено, что большую часть имен с нерасчлененной семантикой в эвенском языке составляют слова с абстрактным значением.

Ключевые слова: эвенский язык, имя существительное, абстрактные имена, лексико-грамматические разряды, суффиксы, субстантивация.

Абстрактные имена существительные выражают понятия, «обозначающие действие или признак в отвлечении от действователя или носителя признака» [1, с. 465], например, в эвенском языке это слова: *айӈучин* 'добро', *дэлмин* 'воля, свобода', *илран* 'жалость', *эевӈин* 'верность', *балдан* 'рождение' и др. «Они не обладают предметно-личным значением и обозначают понятия, которые не имеют конкретного вида и проявления и являются плодом абстрактного мышления человека. Они не могут быть познаны непосредственно органами чувств» [2, с. 86].

Проблема абстрактных имен, как и лексико-грамматических разрядов имени существительного эвенского языка, в целом, является малоизученной. Наиболее исследованным из разрядов является имя собирательное. Так, в работе В.И. Цинциус "Очерк грамматики эвенского (ламутского языка)" подробно рассмотрено словообразование собирательных имен эвенского языка, приведен свод основных суффиксов [3].

Касаемо собственно абстрактных имен существительных специальных исследований по эвенскому языку не имеется. Вместе с тем, в работах по диалектам эвенского языка исследователи в той или иной мере касаются вопросов, связанных с отвлеченными именами. Так в работе Новиковой К.А. «Очерки диалектов эвенского языка. Ольский говор. Часть 1» находим сведения об отнесении слов с абстрактным значением в группу предметных имен (существительных): «По семантическому признаку среди имен выделяются три группы: 1) имена предметные, 2) имена качественные, 3) имена с нерасчлененной семантикой. В первую группу входят имена – названия предметов, живых существ и абстрактных понятий, т.е. все слова, к которым может быть поставлен вопрос *æк?* 'что'? или *н'и?* 'кто'? [4, с. 114]. Здесь же К.А. Новикова пишет: «Имена этой группы имеют самые разнообразные функции в предложении, могут сочетаться с определяемым словом, быть любым его членом – подлежащим, сказуемым, дополнением, определением, обстоятельственным словом» [4, с. 115].

В работе В.Д. Лебедева «Язык эвенов Якутии», автор, исследуя словообразование отглагольных имен существительных, выделяет суффикс -нӈа, -нӈэ~нӈы, который образует существительные со значением названия предмета, процесса, отвлеченных понятий: hуунӈэ 'ветер', имынаанӈы 'снегопад', гарпунӈа 'луч', маранӈы 'радуга' [5, с. 40].

Исследователь Кузьмина Р.П. в своей монографии «Язык ламунхинских эвенов» среди заимствований в говоре выделяет группу заимствованных из якутского языка абстрактных существительных: үлэ 'работа', мунн'ак 'собрание', барahанн'ык 'праздник' [6, с. 69].

Мы в свою очередь, опираясь на результаты вышеназванных исследований, а также работ Аушевой Э.А. [2], Нургатиной А.Р. [7] и др. преследуем цель классифицировать абстрактные имена существительные эвенского языка, выявить основные способы словообразования. В качестве материала для работы использованы работы В.А. Роббека и М.Е. Роббек «Эвенско-русский словарь» [8], «Фольклор эвенов Березовки. Образцы шедевров» [9], полевые материалы автора.

В результате исследования собранного материала выявлена следующая классификация абстрактных имен существительных эвенского языка:

1. Имена, обозначающие эмоции и чувства человека: *аламан* 'ласка, нежность', *хиран* 'злоба', *илран* '1) жалость; 2) пощада; 3) сочувствие', *аличин, аличинмай* 'ненависть, вражда' и др. Пример: *Эрэк бэй илрам эсни хар*. 'Этот человек не знает жалости'.

2. Имена, обозначающие свойства и качества человека: *мулан* 'скупость, жадность', *ңэлэн* 'трусость, боязнь, страх, испуг', *хоканмай* 'важность, зазнайство, кичливость, спесь' и др. Пример: *Хоканмай иду-дэ айтаки этэн ңэнукэн*. 'Зазнайство ни к чему хорошему не приведет'.

3. Имена, обозначающие физические и психические состояния человека: *абгар* 'здоровье', *хагъиңчидяк, хагъиңчин, хагъиңчинмай* 'мучение, беспокойство, забота, волнение, тревога, хлопоты, суета', *авулан* 'беспокойство, нервное состояние', *авуран, авуранмай* 'сумасшествие', бутэн 'болезнь' и др. Пример: *Эди бутэн дюгулин демкаткир*. 'Не думай о болезни'.

4. Имена, обозначающие интеллектуальную деятельность человека: *мэргэн* '1) ум, разум, рассудок, сознание; 2) смысл, толк, сообразительность', *уталан, уталанмай* 'понимание, уяснение, догадка', *хамалкан, хамалканмай* '1) выяснение, изучение, овладение навыками; 2) занятие, учеба; 3) знание' и др. Пример: *Мэргэнни ңэрилэснэн, хөллөтчэй укчэнрэн.* 'Сознание ее прояснилось, и она рассказала о поездке'.

5. Имена, обозначающие результат деятельности человека: *дабдан, дабданмай* '1) проигрыш; 2) поражение', *баканмай* 'находка, обнаружение,

получение, добыча', *таман* 'плата' и др. Пример: *Эрэк орам бөчэлис тамаңган эмурэм*. Принес плату за отданного тобой оленя.

6. Имена, обозначающие действие, процесс: *мэнэден* 'переход на оседлость', *итаган, иткудяк, иткун, иткунмай* 'подготовка, сборы', *дагаман* 'приближение, подход', *аин, аинмай* 'помощь, услуга, содействие, спасение' и др. Пример: *Мэнэден биддэкэн элэ эмэптивун*. 'Мы остались здесь во время перехода на оседлость'.

7. Имена, обозначающие реалии природного мира: *аянңа* 'природа', *балдалман* 'всхожесть', *маранңа* 'радуга', радуга' и др. Пример: *Аянңав одянмай.* 'Надо беречь природу'.

8. Наименования философских категорий: *мулгун* 'смысл, мысль, идея, мнение, умозаключение, воззрение', *тэден* 'вера, доверие, уверенность', *бини* 'жизнь, бытие', *талан* 'счастье, удача' и др. Пример: *Мэн биний дюгулин укчэндим*. Расскажу о своей жизни.

9. Понятия, связанные с религией: *муран* 'дух человека, местности', *ниңивки* 'проклятие, заклинание', *төнңэкич* '1. грех, грешно; 2. запрет, табу' и др. Пример: *Як-ул дэсчирив энмэй гад, төнңэкич, төр гачан укал.* 'Не нужно брать то, что на земле лежит – грех, это принадлежит земле'.

10. Термины: *хоялбанмай* 'умножение, увеличение', *хоян* 'множество, количество', *хөнтэлтэкэчин, хөнтэлтэкэчинмэй, хөнтэлтэн, хөнтэлтэнмэй* 'изменение, видоизменение', хавдай 'складывать', илун 'пример', дюгулуври 'подлежащее' и др. Пример: *Дуклилра дюгулуврив өмэн игтинач иглилра, укчэнэттив – дөрди игтиналди*. 'Спишите, выделите подлежащее одной чертой, сказуемое – двумя'.

Изучение строения абстрактных слов позволило выявить их отглагольное происхождение, например: *гэлэн* '1) грусть, тоска; 2) воспоминание' – от *гэлэдэй* '1) грустить, тосковать; 2) вспоминать', *дёмкан* 'мысль, мнение' – от *дёмкандай* 'навести на мысль', *өрэн* 'восторг, восхищение' – от *өрэндэй* 'прийти в восторг ' и др. Основным способом словообразования абстрактных существительных (как и словообразования в эвенском языке вообще) является суффиксальный. Ниже приведем основные суффиксы:

-н

Мулган '1) душа, мысль, замысел; 2) мнение, размышление', *бэлэн* 'помощь,

содействие', *мудан* 'конец, предел, окончание, исход, завершение', *усувкан* 'осуждение, обвинение' и др.

-нмай

Хоканмай 'радость, восторг', *хасчинмай* 'любознательность, любопытство', *дабдуканмай* 'выигрыш, победа' и др.

-дек/-дяк/-чак

Уталадяк 'понимание, уяснение, догадка', *дэрэмкэдек* 'гибель, смерть, кончина', *хилгичидяк* 'мучение, тирания, насилие', *алитмачак* 'ненависть, вражда' и др.

-нӈа/-нӈэ~-нӈы

Аянӈа 'природа', *маранӈа* 'радуга', *мокинӈы* '1) обычай, привычка; 2) рок, судьба' и др.

-и

Мяни 'удивление, изумление, восхищение', *бини* 'жизнь, бытие, существование' и др.

-ня

Хиланя 'нужда', *тикуня* 'злость, обида' и др.

-вки

Ниӈивки 'проклятие', *кэнивки* 'суеверие', *хэвки* 'бог' и др.

Другим способом словообразования абстрактных имен эвенского языка является окказиональная субстантивация. Например: *касаг* '1.1) упрямый; 2) настойчивый; 2.1) упрямство; 2) настойчивость': *Би тарак касаг бими эчу этэй долчир*. 'Это потому что я *упрямый*, деда (своего) не послушался'. *Касагу мину эрэв тэтив мудакуканни*. 'Мое *упрямство* помогло докончить (шитье) этого пальто'; *асан* '1.1) обидчивый; 2) сердитый, злой; 2.1) обида; 2) злость': *Ноӈан хо асан*. 'Он очень *обидчивый*'. *Хояв асам бэилду хи некрис*. 'Много *обид* ты причинил людям'.

Говоря об абстрактных именах, надо отдельно отметить существование в эвенском языке обособленной группы слов, куда входят и слова с абстрактным значением. Отличие этой группы от других имен эвенского языка заключается в способности принимать значения существительных, прилагательных и наречий. Например: *дёки* '1. правда; 2. верный, правильный; 3. верно, правильно', *набус* '1. огорчение, досада, обида, расстройство, тоска, хандра, уныние, скука, грусть,

печаль; 2. печальный, грустный, унылый, тоскливый, мрачный, хмурый, невеселый; 3. досадно, обидно, печально, тоскливо, грустно, уныло, скучно', ңэлэм '1. страх, опасность; 2. страшный, опасный; 3. страшно, опасно', *маңи* '1. беда, бремя; 2.1) трудный, тяжелый, затруднительный, тягостный; 2) твердый, крепкий, тугой, прочный, упорный, стойкий, непоколебимый, несокрушимый, незыблемый; 3) свирепый, жестокий, лютый, крутой; 3.1) трудно, тяжко, затруднительно, тягостно; 2) твердо, крепко, туго, прочно, упорно, стойко, непоколебимо, несокрушимо, незыблемо; 3) свирепо, жестоко, люто, круто' и др. Пример: *Маңи одакан бэил манрутмаччотта.* 'Когда приходит *беда* люди сплочаются'. *Эрэк маңи бинилкэн бими хояв хамалкарив*. 'Это потому что жизнь у меня *тяжелая* была, вот и научился многому'. «*Маңи одакан мину эригрэли», - оран Нөлтэктэки гөнин*. «Когда станет *тяжко*, зови меня», – сказал олень Нёлтэк.

Эти слова К.А. Новикова объединила в группу имен с нерасчлененной семантикой: «Слова этой группы получают конкретизацию лишь в предложении, вне предложения их нельзя отнести ни к именам предметным (существительным), ни к именам качественным (прилагательным), ни к наречиям. В контексте же в зависимости от характера синтаксической связи они могут иметь значение всех этих частей речи. По-видимому, в данном случае мы имеем не три различные, внешне совпавшие части речи, а одну – имя предметно-качественно-наречное, могущее употребляться в трех синтаксических функциях: определяемое, определение, обстоятельство» [4, с. 119]. Проблема частеречной сущности данных слов является предметом другого самостоятельного исследования, мы лишь заметим, что подавляющее большинство слов данной группы имеют абстрактную семантику.

Таким образом, абстрактные имена существительные эвенского языка имеют десять основных лексико-семантических групп. По своему происхождению являются отглагольными словами. Образуются путем суффиксации и субстантивации. В отличие от других имен в эвенском языке абстрактные имена не сочетаются с количественными числительными и в большинстве своем употребляются в форме единственного числа.

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Features of Emotional Intelligence of Adolescents with Different Levels of Internet Addiction

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Abstract: The article is devoted to the study of emotional intelligence in modern psychological science. The peculiarities of emotional intelligence structures in adolescents with different levels of Internet addiction are considered. The article reveals modern approaches to understanding the phenomenon of emotional intelligence of adolescents. The relevance of the study is substantiated. The article describes in detail the results of a study of the characteristics of emotional intelligence with different levels of Internet addiction. The authors clarified the concept of the emotional intelligence of adolescents with different levels of Internet addiction.

The study was carried out using the following methods: theoretical analysis of research works, empirical methods ("Internet addiction test", K. Yang, adaptation of V.A. Loskutov, "Test for emotional intelligence", N. Kholl), mathematical methods

statistics (the Mann-Whitney test for the analysis of the reliability of differences in the variables studied).

Authors proved that the indicators of emotional intelligence of adolescents with different levels of Internet addiction are different. Adolescents with a high level of Internet addiction are dominated by a low level of emotional intelligence; adolescents with an average level of Internet addiction are dominated by a low level of emotional intelligence; in adolescents with a low level of Internet addiction, the average level of emotional intelligence predominates. The indicators of the total emotional intelligence, "emotional awareness", "managing your emotions", "self-motivation", and "managing the emotions of others are significantly higher in adolescents with a low level of Internet addiction. Perhaps excessive use of the Internet, replacing interpersonal communication in real life, can have a negative impact on emotional competence.

The research results obtained by the authors can be used in the advisory, developing areas of the practical psychologist's activity with the goal of preventing Internet addiction among adolescents, as well as for the development of educational disciplines, special courses for the professional training of students of pedagogical universities.

Keywords: Internet addiction, emotional intelligence, adolescents.

1. INTRODUCTION

At present, the problem of psychological addictions, in particular, the phenomenon of Internet addiction, acquires special significance. The problem of Internet addiction was studied by such scientists as K. Yang, O.V. Voyskunsky, L.I. Selivanova, V.L. Malygin et al. Thus, K. Young writes in his works that Internet addiction is a voluminous term that includes a huge number of problems related to behavior and control over drives (Young, 2000).

Because of their age, adolescents are most vulnerable to this type of dependence. A significant risk factor for the development of addiction in this period are violations of the cognitive-emotional sphere, deformations of the basic social and psychological attitudes of the individual and his "I-conception" (G.V. Soldatova, V.L. Malygin, K.G. Dmitriev).

Adolescence is considered "emotionally saturated", and therefore the study of the emotional development of adolescents takes a leading place in psychology. Recently, interest in the problem of emotional intelligence has increased considerably.

The problem of emotional intelligence is presented in the works of D. Goleman, I.N. Andreeva, D.V. Lyusina, Yu.V. Davydova. So, D. Goleman defines emotional intelligence primarily as a social competence, and defined it as an important component of people's abilities (Goleman, 1995).

The importance and necessity of developing components of emotional intelligence as factors contributing to the personal and professional growth of the individual and influencing his success in life are also undeniable. In our opinion, it is urgent to identify the differences in the emotional intelligence of adolescents who have and do not have Internet addiction.

2. REVIEW OF LITERATURE

The term "Internet addiction" was first used by American psychiatrist Goldberg in 1994. In this concept, the author did not lay the medical meaning, as if it were drug addiction or alcoholism, and this behavior, which is accompanied by a low level of self-control, stress and threatens to displace normal life. Goldberg describes Internet addiction as "having a detrimental effect on the everyday, educational, social, work, family, financial or psychological spheres of activity" (Goldberg, 1991).

According to Kimberly Young, there are the following 4 main symptoms characteristic of Internet addiction: 1. obsessive desire to check e-mail; 2. constant waiting for the next Internet connection; 3. complaints from others that a person spends too much time on the Internet; 4. Complaints of others that a person spends too much money on the Internet (Yang, 2000).

In the opinion of V.L. Malygina, at present, Internet addiction in all its various manifestations can be considered as: 1. pathological enthusiasm for the Internet, as one of the forms of dependent behavior in understanding it as a painful disorder; 2. The syndrome of Internet addiction, behind which other mental disorders are hidden, and the Internet itself is only a means of satisfying them; 3. Internet addiction, as an independent pathology, caused by the mutual pathogenic influence of character traits and the Internet, which has a certain dynamics and signs of mental disorders (Malygin, 2010).

A. Hull and D. Parsons in 2001 introduced the term Internet-dependent behavior. They agree that excessive use of the Internet can harm the cognitive, behavioral and affective spheres, that is, affect the state of human health, but they do not support the pathological etiology of this problem (48). Scientists imagine surplus

use of the Internet by a "benign" disorder, which is seen as compensation for the lack of behavior in real life (Hall, Parsons, 2001).

During the development of science, a considerable number of scientists were engaged in the problem of emotional intelligence. According to the authors, the original concept of the emotional intelligence of J. Meyer, P. Salovey, emotional intelligence is a group of mental abilities that contribute to awareness and understanding of one's own emotions and emotions of others (Mayer, Salovey, 2005).

D. Caruso gave the following definition: "it is very important to understand that emotional intelligence is not the opposite of intelligence, not the triumph of reason over feelings, it is a unique intersection of both processes" (Caruso, 2002).

D. Goleman considered emotional intelligence primarily as a social competence, and defined it as an important component of people's abilities (Goleman D., 2009).

In his article, V.D. Shadrikov returns to the problem of the concept of emotional intelligence. The scientist defines him as a systemic manifestation of cognitive and emotional abilities for the purpose of processing various types of information in various ways in various forms of behavior and activity, and assigns him a great role in mastering the man of the world (Shadrikov V.D., 2007).

I.N. Andreeva defines emotional intelligence as a systemic manifestation of intellectual abilities to analyze, process and use emotional information. Taking as a basis the theory of abilities of V.D. Shadrikova, the author deduces a synthetic theory of emotional intelligence. This theory has a hierarchical structure and on the one hand includes the intellect of the individual (emotional intelligence as ability), the intellect of the subject of activity (emotional competence) and the intellect of the individual (emotional creativity). On the other hand, in the structure of emotional intelligence it is expedient to single out an intrapersonal one directed at one's own emotions, and an interpersonal component directed at the emotions of other people (Andreeva I.N., 2009).

Currently, most of the work is devoted to the study of the emotional intelligence of adults. The problem of emotional intelligence among adolescents is poorly illuminated.

In his work, L.D. Kamyshnikova explored the emotional intelligence of adolescents in the context of social situations and came to the conclusion that understanding their emotions and the ability to competently manage them is one of the factors of personal adaptability. The ability to find solutions in various situations

provides a socially adaptive function of emotional intelligence. According to the author, the formation of emotional intelligence (Kamyshnikova L.D., 2012).

A.A. Alexandrova in her studies revealed that adolescents generally have a low level of emotional intelligence and a high level of empathy. The findings indicate that most teenagers are unable to express the feelings they experience, and also to associate these feelings with gestures. And girls have more ability to empathize with another person, feel what the other feels, experience the same emotional states, identify themselves with others. The author believes that a greater variety of ways of expressing emotions in girls may be due to the fact that girls have the ability to verbalize emotions earlier and form faster than boys (Alexandrova A.A., 2013).

Yu.V. Davydova studied the essential features, features and structure of emotional intelligence of adolescents and came to the conclusion that emotional intelligence at this age is a stable heterogeneous category that provides such important functions as: successful activity, improvement of processes of interpersonal and interpersonal interaction. According to the author, the development of emotional intelligence and its essential characteristics is of a quantitative nature: to the older adolescent age, a greater number of children demonstrate a high ability to recognize the emotions of others and show empathy. Davydova also found that the emotional intelligence of boys is much lower than that of girls, and this pattern persists throughout adolescence (Davydova Yu.V., 2011).

In the studies of V.A. Kulganova, N.N. Samuylova found that the girls are trying to take control of their own manifestations of aggression and feelings of guilt, which is not typical for young men. This proves that girls especially try to protect themselves from aggressive manifestations, and young men at the same time do not seek to cope with aggression and feelings connected with feelings of guilt. The study shows that young men who are able to manage the feelings well are ready to accept other people as they are, with their pluses and minuses. The authors believe that the very setting for acceptance of other people helps them in emotional regulation. Girls have no such relationship. For girls more important is the personal quality, like independence. Independent girls most fruitfully control their feelings (Kulganov V.A., Samuylova N.N., 2012).

A.S. Rodionova in her study studied the characteristics of emotional intelligence of individuals with Internet addiction and found that the overall decline in the level of emotional intelligence is observed in people who have an Internet addiction. This

category of subjects is characterized by insufficient self-motivation and low ability to manage their emotions. The author suggests that such results are a consequence of the fact that excessive use of the Internet, replacing interpersonal communication, in real life imposes a negative impact on emotional competence. (Rodionova 2013).

V.L. Malygin and co-authors in his study found that adolescents prone to Internet addiction demonstrate reduced ability to perceive emotions in the face of the interlocutor, assimilate their current experience, find it hard to describe their feelings. It is difficult for them to distinguish between different mixed, multi-level feelings, to quickly switch from one emotion to another. The author puts forward an interesting hypothesis that a reduced emotional intelligence with certain characterological traits can create fertile ground for the development of Internet-dependent behavior (Malygin V.L., 2013).

So, the results of the theoretical analysis of the material give us grounds to carry out an empirical study of emotional intelligence and Internet addiction of adolescents.

3. METHODS OF RESEARCH

The purpose of the work was to study the emotional intelligence of adolescents with different levels of Internet addiction. We assumed that there are differences in the emotional intelligence of adolescents with different levels of Internet addiction.

The sample was placed by adolescents (15 years old), students of 9th grades of the School No. 18 in Rostov-on-Don. A total of 50 people, including 27 boys, 23 girls.

The following methods were used in the study: theoretical analysis of research papers, empirical methods ("Internet addiction test", K. Yang, adaptation of V.A. Loskutov, "Test for emotional intelligence", N. Holl), mathematical methods statistics (the Mann-Whitney test for the analysis of the reliability of differences in the variables studied). The calculation was carried out in the program SPSS 17.0.

The study was conducted in three stages. At the first stage, we studied the features of Internet addiction of adolescents using the "Internet addiction test" technique (author K. Yang). At the second stage, the characteristics of emotional intelligence of adolescents were studied using the technique "Test for emotional intelligence" (author N. Hall). At the third stage, we compared the indicators of the emotional intelligence of adolescents with different levels of Internet addiction.

4. RESULTS AND DISCUSSION

The study showed that 48% of adolescents are prone to Internet addiction, 30% of adolescents have an Internet addiction, 22% of adolescents are Internet-independent. Based on the findings for further research, all adolescents were conditionally divided into three groups according to the level of Internet addiction: the group "high level" included Internet-dependent adolescents (15 people), the "middle level" group included teenagers inclined to the Internet-dependence (24 people), the "low level" group included online independent teens (11 people). Thus, in general, teenagers are dominated by the average level of Internet addiction. This means that most teenagers are at risk of Internet addiction.

In accordance with the purpose of our study, we studied the emotional intelligence of adolescents with high, medium and low levels of Internet addiction (Figures 1-5).

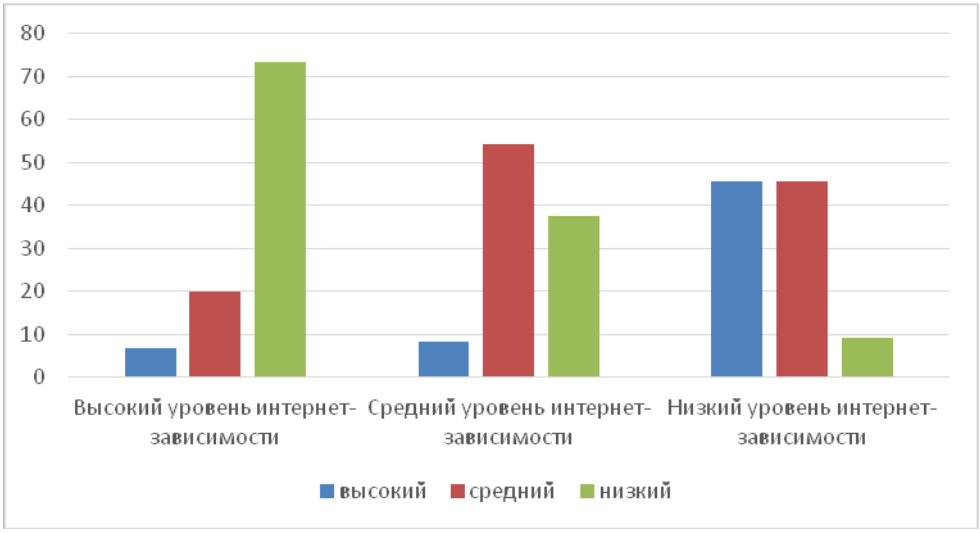

Figure 1. Emotional awareness of adolescents with different levels of Internet addiction (in %)

According to figure 1, it can be concluded that adolescents with a high level of Internet addiction have a low level of emotional awareness (73.3%); in adolescents with an average level of Internet addiction - the average level (54.2%); in adolescents with a low level of Internet addiction - high and medium levels (45.5%). This suggests that Internet-dependent adolescents, unlike others, do not fully understand and understand their emotions, are less aware of their internal state.

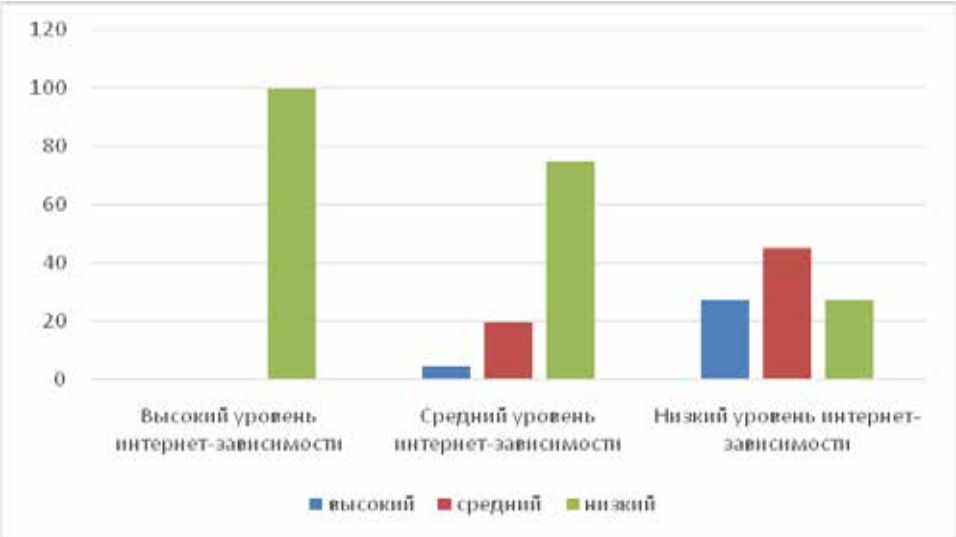

Figure 2. Managing your emotions of adolescents with different levels of Internet addiction (in %)

According to figure 2, it can be concluded that adolescents with a high level of Internet addiction have a low level of management of their emotions (100%); in adolescents with an average level of Internet addiction - a low level (74%); in adolescents with a low level of Internet addiction - the average level (45.4%). This suggests that dependent and addicted to internet addiction, adolescents are not primarily able to arbitrarily manage their emotions. This can manifest itself in uncontrolled aggression, anger, quick temper.

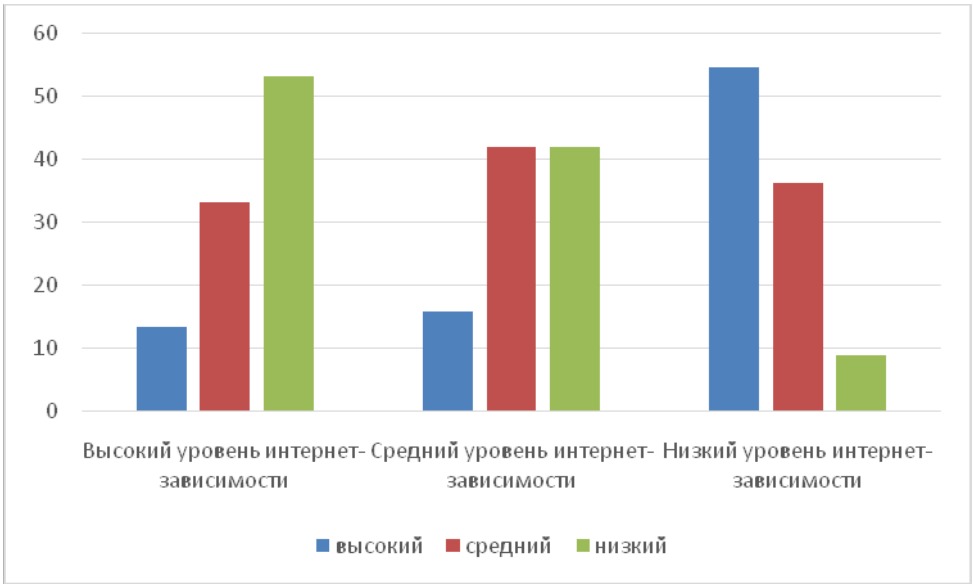

Figure 3. Self-motivation of adolescents with different levels of Internet addiction (in %)

According to figure 3, it can be concluded that adolescents with a high level of Internet addiction are dominated by a low level of self-motivation (53.6%); in adolescents with an average level of Internet addiction - medium and low levels (42%); in adolescents with a low level of Internet addiction - a high level (54.6%). This suggests that Internet-dependent adolescents, unlike others, can not motivate themselves, they do not have the desire to achieve or strive for anything.

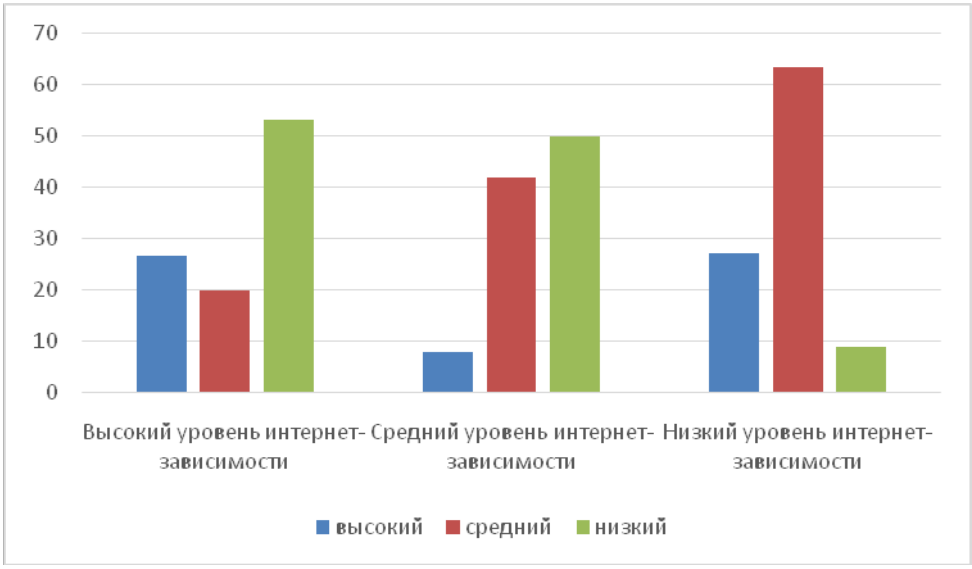

Figure 4. Empathy of adolescents with different levels of Internet addiction (in %)

According to Figure 4, it can be concluded that adolescents with a high level of Internet addiction are dominated by a low level of empathy (53.3%); in adolescents with an average level of Internet addiction - a low level (50%); in adolescents with a low level of Internet addiction - the average level (63.7%). This suggests that dependent and dependent on the Internet teenagers, because of the limited interpersonal contacts in real life, are not able to understand the emotions of others, empathize, provide emotional support.

According to figure 5, we can conclude that adolescents with a high level of Internet addiction are dominated by a low level of "management of emotions of other people" (53.6%); in adolescents with an average level of Internet addiction - a low level (58%); in adolescents with a low level of Internet addiction - a high level (63.7%). This suggests that dependent and addicted teenagers are not able to influence the emotional state of other people.

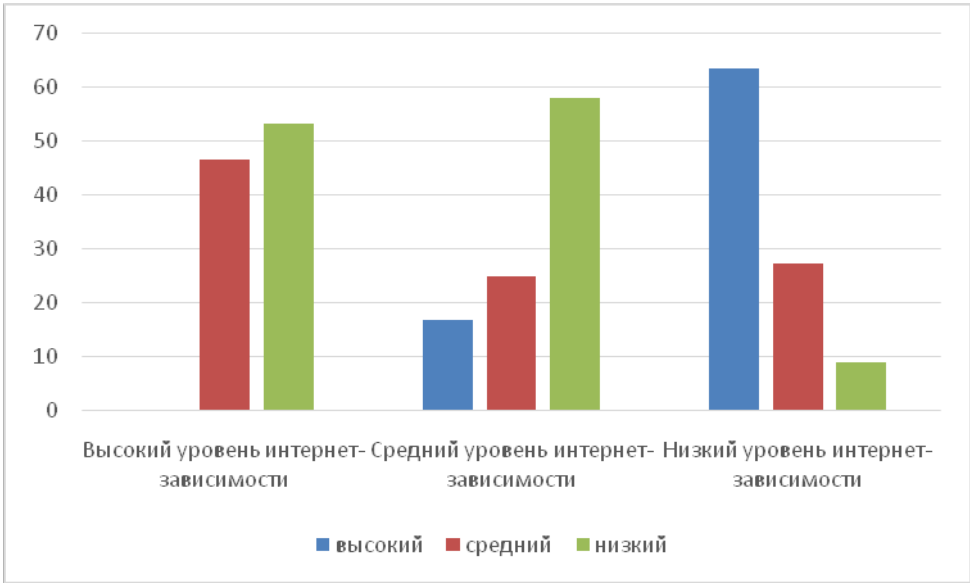

Figure 5. Management of adolescents with different levels of Internet addiction by the emotions of others (in%)

Indicators of the integrative level of emotional intelligence of adolescents with different levels of Internet addiction: in adolescents with a high level of Internet addiction, a low level of emotional intelligence is revealed (93.3%); in adolescents with an average level of Internet addiction - a low level (58.4%); in adolescents with a low level of Internet addiction - the average level (54.6%).

Thus, based on the results of studying the emotional intelligence of adolescents with different levels of Internet addiction, it can be concluded that adolescents with high and medium levels of Internet addiction experience a general decline in emotional intelligence. The obtained results are correlated with the studies of A.S. Rodionova (2013), V.L. Malygin and co-authors (2011), etc., who proved that individuals who have an Internet addiction have a general decrease in the level of emotional intelligence. Based on the results obtained, it can be assumed that excessive use of the Internet, replacing interpersonal communication in real life, can have a negative impact on emotional competence.

Comparative analysis of the emotional intelligence of adolescents with different levels of Internet addiction using the Mann-Whitney statistical criterion to conclude that indicators of integrative emotional intelligence, emotional awareness, management of emotions, self-motivation are higher among adolescents with an average level of Internet-dependencies. This means that adolescents in this group are more aware of

their emotional states, can control them, and also have the ability to motivate themselves, develop themselves. Indicators "empathy" and "management of the emotions of other people" are higher in adolescents with a high level of Internet addiction. This means that due to their constant communication in social networks, adolescents are more focused on understanding and changing the emotional states of other people than their own. However, the differences revealed reached a level of statistical significance only with respect to the indicator "emotional awareness" ($p = 0.041$).

Indicators of emotional intelligence are higher in adolescents with a low level of Internet addiction. This means that the lack of addiction to the Internet and interpersonal communication contribute to the normal development of the emotional component in adolescence. The revealed differences have reached a level of statistical significance with respect to indicators of integrative emotional intelligence ($p = 0.008$), "emotional awareness" ($p = 0.024$), "managing their emotions" ($p = 0.008$), "self-motivation" ($p = 0.004$) and "management emotions of other people ($p = 0.018$).

The conducted research allowed to draw the following conclusions:

1. Adolescents have an average level of Internet addiction (48%).

2. Adolescents with a high level of Internet addiction are dominated by a low level of emotional intelligence (93%); adolescents with an average level of Internet addiction are dominated by a low level of emotional intelligence (58%); in adolescents with a low level of Internet addiction, the average level of emotional intelligence predominates (55%).

3. Indicators of total emotional intelligence ($p = 0.008$), "emotional awareness" ($p = 0.024$), "managing your emotions" ($p = 0.008$), "self-motivation" ($p = 0.004$) and "controlling the emotions of other people ($p = 0.018$) higher in adolescents with a low level of Internet addiction. Perhaps excessive use of the Internet, replacing interpersonal communication in real life, can have a negative impact on emotional competence.

Thus, the hypothesis of our study that there are differences in the indicators of the emotional intelligence of adolescents with different levels of Internet addiction has been confirmed.

5. CONCLUSION

One of the most striking characteristics of modern society is the ubiquitous spread of the Internet, which is actively developing in recent decades, which entails such a problem as Internet addiction. The teenagers are the most vulnerable to this type of dependence. Adolescence is considered especially "emotionally saturated" and therefore the study of the emotional development of adolescents takes a leading place in psychology. Emotional disorders that occur during this period can have serious consequences. Since the Internet has a detrimental effect on all spheres of teenager's life, it seemed to us appropriate to study the emotional intelligence of adolescents with different levels of Internet addiction.

In accordance with the purpose of our study, we studied the emotional intelligence of adolescents with different levels of Internet addiction. In the study, adolescents (15 years) of 9th grades of the MBUU School No. 18, Rostov-on-Don took part. Only 50 people, 27 boys, 23 girls.

The conducted research allowed to draw the following conclusions:

1. Adolescents have an average level of Internet addiction.

2. Adolescents with a high level of Internet addiction are dominated by a low level of emotional intelligence; adolescents with an average level of Internet addiction are dominated by a low level of emotional intelligence; in adolescents with a low level of Internet addiction, the average level of emotional intelligence predominates.

3. Indicators of total emotional intelligence, "emotional awareness", "managing their emotions", "self-motivation", and "managing the emotions of other people is significantly higher in adolescents with a low level of Internet addiction. Perhaps excessive use of the Internet, replacing interpersonal communication in real life, can have a negative impact on emotional competence.

The conducted research clarifies the ideas about the emotional intelligence of adolescents with different levels of Internet addiction. The obtained results can be used in the advisory, developing directions of the practical psychologist's activity with the purpose of preventing Internet addiction of adolescents, as well as for the development of educational disciplines, special courses for vocational training of students of a teacher training university.

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The Custom of Tatars 'Seeing Ice Off': on Expedition Materials

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Abstract: The article is devoted to the calendar rite of Tatar people called "The send-off of the ice". Based on the materials collected by the authors and scientists of the Institute of the Language, Literature and Art of AS RT named after G. Ibragimov during the folklore, dialectological and ethnographic expeditions, it reveals the original meaning, purpose and mythological basis of the rite.

Keywords: Tatar people, folklore, rite, the send-off of the ice, mythology.

Обряд татарского народа «Боз озату» («Проводы льда»): на основе материалов экспедиций

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Аннотация: В статье рассматривается календарный обряд татарского народа «Проводы льда». Выявляется исконный смысл, назначения, мифологическая основа обряда на материале собранных авторами и учеными института Института языка, литературы и искусства им. Г. Ибрагимова АН РТ во время фольклорных, диалектологических и этнографических экспедиции.

Ключевые слова: татарский народ, фольклор, обряд, проводы льда, мифология.

Обряды, основанные на мифологическом воззрении, сформированные на основе слов, движений и действий, обладающих магической силой, как известно, в жизни занимают большое место. В основе обрядов лежит вера в возможность достижения в жизни гармонии с помощью слов и движений, сформировавшихся как ритуал [Mingazova 2014: 410-431]. Обряды исполняются во время перемен в жизни человека, связанных с каким-то важным событием или со временем года, с состоянием солнца, луны, погоды в целом. Обряды, связанные с событиями в жизни человека и с семейными отношениями, известны как семейные, семейно-бытовые обряды. Другие обряды – календарные, исполняются во время природных перемен, когда природа и космос особенно восприимчивы.

Обрядовый фольклор татарского народа, его традиции, особенности исполнения, его мифологические основы и поэтические тексты исследованы в трудах Ф.И. Урманчеева, Ф.С. Баязитовой, Р.К. Уразмановой, Р.Ф. Ягафарова, М.Х. Бакирова, И.Н. Надирова, И.Г. Закировой, Л.И. Мингазовой. Несмотря на значительную исследованность обрядов, на сегодня некоторые из них продолжают оставаться вне поля зрения исследователей [Mingazova 2016:3256-3262]. В числе таких обрядов можно рассматривать обряд «**Проводы льда**». Обряд проводов ледохода в фольклористике до сего дня не изучен как самостоятельный календарный обряд, имеющий определенное время, у которого сформировались традиции, определены функции. Между тем, этот обряд в жизни народа занимал важное место, но сегодня это почти забытый обряд, и от него сохранились лишь незначительные следы. Этим объясняется важность и актуальность, и в то же время чрезвычайная сложность взятой для изучения темы.

Исследование ведется на основе материалов собранных учеными Института языка, литературы и искусства им. Г. Ибрагимова Академии наук Республики Татарстан во время фольклорных, диалектологических и этнографических экспедиции. Основной источниковой базой стали авторские полевые фольклорные и этнографические материалы. За период с 2000 по 2017 г. авторы принимали участие более 20 экспедиционных выездов в регионы

компактного проживания татар Российской Федерации. Собранная информация отражает состояние обряда с 50-60 гг. XX века по настоящее время.

Основным при сборе информации об обряде был метод интервью. Достоверность материала обеспечена массовостью, множественностью вариантов. Собранный материал позволяет провести реконструкцию обряда «Проводы льда».

Материалы для изучения обряда «Проводы льда» содержатся также в мифологии татарского народа, народов Сибири и Северной Евразии, в письменной литературе, в диалектологических сборниках татарских диалектологов.

В разных регионах обряд имеет множество различных названий: **боз карау, боз багу – смотреть лёд, боз озатма, боз озату – проводы льда, ледохода, зин китү – ледоход, су-туй – свадьба воды, ташу карау – смотреть половодье** или **ледоход.** Несмотря на множество названий, содержание обряда во всех случаях в основе своей схоже. Когда на речке трогается лед, нарядно одетый сельский люд собирается на берегу и наблюдает за тем, как происходит ледоход. Ф.С. Баязитова описала, как сибирские татары надевали самую нарядную одежду, когда шли на проводы ледохода: «*Когда провожали ледоход, накрывались самым лучшим платком*» [Баязитова 2010: 471].

Собиралась молодежь. Были среди них и гармонисты. Веселый шум, звуки гармони до самой ночи раздавались с берега реки.

Обряд «Проводы льда» представлял собой сложный комплекс, включавший песни, приговоры, хороводы, игры, действия магического характера. Этот обряд, во времена зарождения представляющий собой аграрно-магическое явление, в последнее время начал терять свою первоначальную функцию, и сегодня в основе своей воспринимается как простое развлечение. Например, татары Татарстана в день начала ледохода выходят просто посмотреть на него. Раньше в этот день было принято собираться всей деревней. На берегу играла гармонь, молодежь пела, плясала, водила хоровод, на проплывающей льдине разводили костер [Информант Бикмуллина 1954].

Обряд «Проводы льда» в татарском народе, проживающем в различных регионах России, сегодня, в основном, также сохранился лишь как реликт.

У сибирских татар этот обряд сохранился и на сегодня под названием «**Су-туй**» (букв. **вода-свадьба** или **свадьба воды**). «*Называют еще «Вода-свадьба,*

праздник воды. Проводили на берегу Иртыша. Ставили самовары. Готовили еду. Когда шел ледоход. Это был праздник всей деревни. Играли различные игры. Бросали на лед хлеб. Как подаяние. Загадывали желания. Запекали картошку» [Закирова 2015: 253].

Обряд «Проводы льда», как и «Карга боткасы» («Грачиная каша») – праздник встречи весны. Суть обряда «Грачиная каша» связана с возвращением грачей. И если он говорит о том, что грачи приносят с собой весну, что пробуждается земля, то ледоход говорит о смене времени года, о конце зимы. Лед символизирует зиму, холод. Время ледохода, пробуждения природы, в целом, время хаоса в природе может влиять и на человека, который становится особенно сильным и чувствительным. Поэтому, в свое время сформировались поверья, обычаи и обряды, связанные с ледоходом.

Например, в татарских деревнях Омской области, расположенных на берегах Иртыша, праздник «Проводы льда», основанный на мифических поверьях, проводится и сегодня. К примеру, обряд «Су-туй» в деревне Кускуны Тевризского района проводится на берегу Иртыша с началом ледохода. В этот день народ собирается на берегу, приносят с собой самовары, кипятят чай, устраивают праздник. Вот как об этом поведал информант: «*Бывает «Су-туй». Говорят еще и праздник воды. Проводили на берегу Иртыша. Ставили самовары, проводили «Су-туй»*. *Приносили с собой выпечку. Когда шел лед, вся деревня праздновала. Играли в различные игры. На лед бросали хлеб. Как подаяние. Загадывали желания. Пекли картошку*» [Закирова 2015: 253]. Информаторы деревни Тавинск этого же района рассказали о том, что во время ледохода, желая себе здоровья, бросали в воду монеты [Закирова 2015: 256]. Таким образом, люди верили, что ледоход уносил вместе с собой все болезни и хвори, все неприятности. Поэтому во время ледохода даже больные люди спешили к берегу, и со словами «*чирем-чирем чирмешкə, чирем китсен инешкə*» («*пусть хворь моя уйдет в реку*»), бросали в реку выдернутые из своей одежды нитки, или другие предметы, а также одежду больных людей. Будучи уверенными в том, что весенняя вода ледохода заберет с собой все их грехи и хвори, что человек остается чистым и помолодевшим, имели привычку быстрого окунания в воду, омовения рук и ног [Закирова 2015: 261].

Во время ледохода по берегам жгли костры. Это был обряд очищения во время ледохода. Это было двойное очищение. Во-первых, вода, очистив весь

мир, уносила с собой все хвори, во-вторых, люди очищались и с помощью огня: «*Когда шел лед, на берегах жгли костры из камышей. Девушки, молодые невестки прыгали через костер*:

Алас, алас,

Һәр бәләдән калас.

Алас, алас,

Авыру-сырхаудан калас.

(Алас, алас, / От беды-напасти спаси / Алас, алас, / От болезни-хвори спаси). Так рассказывали старшие» [Баязитова 2010: 472].

Бросая в воду хлеб и монеты, стремились умилостивить духов воды. Через задабривание духа воды народ стремится склонить к милосердию способную причинить человеку неприятности стихию воды, т.е. через стихии установить в мире гармонию. Существовало поверье, что в годы, когда духу воды не давали подаяние, случались бедствия. Это же поверье до конца XX века сохранялось и у татар, проживающих на территории Татарстана. Информант Бикмуллина Рушания Гарифулловна, проживающая в деревне Буртасы Камско-Устьинского района Татарстана, рассказывает, что каждый год после окончания ледохода, с целью задобрить Водяную, приносила ей хлеб: «Водяная часто плакала. Джагфар-бабай часто бивал жену, приговаривая: «*Почему ничего не отнесла Водяной?*» [Информант Бикмуллина 1954]. Считали, что если Водяной не дать хлеба, то этих людей она топила.

У татар Омской области была традиция класть на проплывающую льдину куклы. Из материалов, записанных у сибирских татар видно, что положенные на льдины заговоренные куклы, уносили с собой все болезни.

«*Старательно заворачиваю куклы в тряпки, сажаю на льдину и отпускаю. Говорю, что забрала с собой все хвори и несчастья*» [Баязитова 2010: 454].

У барабинских татар обряд поклонения кукле (конгырчак) сохранялся до конца XX века. Несмотря на то, что официально народ считался состоящим в исламе, втайне он хранил и куклы. Их шили из кусочков ткани, постепенно подновляли. Каждый день им клали еду, а после забоя животного и его кровь. Обращаясь к кукле, просили здоровья, благополучия, успеха в хозяйственных делах. В случае, когда все происходило безуспешно, кукол уносили в лес, либо оставляли у дерева рядом с другими куклами. Вместо них шили другие куклы.

В сибирских деревнях наблюдалась картина, когда посредством плывущих льдин передавали приветы в будущее и даже в вечность: «*Менгели-бабаю – духу севера передаем привет. Когда, обращаясь к нему, бросали деньги, говорили: «Менгели-бабай, дай нам здоровья!*» [Закирова 2015: 262].

«*Меня мама учила: «Когда лед тронется, передай привет Менкеле. Менкеле – это вечный лед*» [Закирова 2015: 258].

В деревне Эшеван во время ледохода передают привет другим духам – **Таин-Ваину** или **Эхелей-Мехелею**, духу **Сенке-бабай** дают подаяние. В деревне Эбаркуль во время ледохода передают приветы **Менге-бабаю**, **Менгели-бабаю**. Они считаются хозяевами Иртыша. Во время ледохода в деревне Кучум вместе с приветом Эхелей-Мехелею бросают на лед и хлеб [Закирова 2015: 240-266]. В этих обрядах речь идет до сих пор неизвестных татарскому фольклору мифологических образах – **Менке, Менге, Менкеле, Менгели**. Информанты объясняют их по-разному. Это – дух Воды, хозяин Иртыша, дух Севера или дух Северного ледовитого океана. В основе своей он сводится к понятию вечности. Вечность – это другой мир, мир умерших. В мифологии северных народов Евразии Северный ледовитый океан представляется миром умерших, миром темноты. По мифологии сибирских татар параллельные миры делятся по горизонтали, они размещены в одной плоскости, север, в том числе считающийся его центром Северный ледовитый океан – тоже мир мертвых. Из упомянутых материалов видно, что параллельные миры связаны между собой реками. Когда реки освобождаются ото льда, связь между мирами особенно усиливается. Время весеннего ледохода воспринималось как сакральное время.

Таким образом, «Проводы льда» – один из обрядов весеннего календаря татарского народа в наше время почти забытый обряд. И только в Омской и Новосибирской областях, где проживают сибирские татары, сохранились древние атрибуты этого обряда. Из проанализированного материала видно, что проводы ледохода, будучи не только обрядом проводов зимы и встречи весны, но и являются особенно чувствительным мгновением природы, когда усиливается связь между миром живых и миром мертвых. Люди воспринимают это как ворота мира умерших, т.е. время открытия портала. В это время народ стремится избавиться от всего ненужного – болезней, несчастий, провожает их вместе со льдом в тот мир, откуда нет обратной дороги. Менке/Менге/ Менгели/

Менкеле по мифологическим поверьям сибирских татар представляется хозяином Северного ледовитого океана, символизирующего мир мертвых. По поводу этих образов, мы склонны считать, что это дух, связанный с вечной жизнью.

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Typology of Quasiuniverbation Mechanism in Russian Language

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Abstract: Object of the paper is to define a notion of quasiuniverbation and to describe the peculiarities of quasiuniverbation mechanism in Russian language. Object under analysis is quasiuniverbalizing processes in the context of their diversity. Subject under analysis is a variety of quasiuniverbs which modification model differs from more frequency models. In our investigation we proposed the theory of several ways of quasiuniverbation in definite lingual context. The paper applies descriptive method and structural one for decision of main tasks. Result of the analysis is signification and description of quasiuniverbation mechanism and description of both models of modification of univerbs as well as determination of processes following the modification. We came to conclusions which show that “word combination – word” parallels of the type under analysis are forms of abstract lexical unit called nominatheme characterizing by a number of formal peculiarities and semantic ones typical for the lexical structures only. Application of the analysis results can be implemented in a dictionary of Russian language univerbs making.

Keywords: derivation, motivation, nominatheme, word, word combination, univerb, univerbalization, quasiuniverb, quasiuniverbation.

Типология механизмов квазиуниверbации в русском языке

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Аннотация: Статья посвящена описанию особенностей механизмов квазиуниверbации в русском языке. Объектом анализа стали квазиуниверbализаци-

онные процессы в их разнообразии. Предметом – ряд универбов, модель квазимодификации которых отличается от более частотных моделей. В работе использованы описательный и структурный методы. Результат исследования – выявление и описание механизмов квазиуниверbации. Соответствия «словосочетание – слово» исследуемого типа являются формами абстрактной лексической единицы, именуемой номинатемой, которая характеризуются целым рядом формальных и семантических особенностей, присущих только этим лексическим структурам.

Ключевые слова: деривация, мотивация, номинатема, слово, словосочетание, универб, универбализация, квазиуниверб, квазиуниверbация.

Цель статьи – анализ механизмов квазиуниверbации как одной из особенностей функционирования номинатем типа «словосочетание + эллиптический универб».

Предмет исследования здесь представлен рядом соответствий, в каждом из которых моновербальный коррелянт является квазиуниверbом, типа *уникум – уникальная личность*, *абрикотин – абрикосовый ликер*, *богач – богатый человек*, *кожанка – кожаный плащ*, *автомат – автоматическое оружие*, *валерьяка – корень валерианы*, *песенник – сборник песен*, *наружка – наружное наблюдение*, *нежданчик – нежданная новость* и т.п., где наблюдается три модели квазимодификации словосочетания и слова.

Явление универbации рассматривалось и определялось по-разному в соответствии с различными критериями и подходами к его определению. Универbацией считают «образование слова на базе наименования, представляющего собой сочетание слов» [2, с. 74-75]: *брюшняк – брюшной тиф*, *фрагментировать – выполнять фрагментацию*, *декрет – декретный отпуск* и т.п. В этом значении используются и другие термины. Авторы монографии «Русская разговорная речь» относят подобные образования к явлениям семантического стяжения, или семантической конденсации, понимая под этим процессы, связанные с утратой семантической расчлененности комплексных наименований, состоящих из двух или более лексем: *трехэтажка – трехэтажный дом*, *подсобка – подсобное помещение* и т.п. Наряду с этим образование производных слов в результате эллипсиса производящего словосочетания с одновременной суффиксацией

называют стяжением: *пятидневка – пятидневная рабочая неделя* и т.п. Указанное явление непременно должно сопровождаться функционированием в языке (речи) двух форм обозначения одной и той же формы содержания – лексического значения: аналитической и синтетической. А. В. Исаченко предложил трактовать термин «универбация» как процесс утраты формальной и семантической расчлененности наименования.

Однако выводы практически всех исследователей этой проблематики были одинаковы: они считали универбацию явлением деривационного характера, хотя тождественность семантики словосочетания и соответствующего ему слова дает нам право предположить, что между словосочетанием и словом реализуются отношения отнюдь не словообразовательные, например: *наружка* и *наружная реклама*, *незавершенка* и *незавершенное строительство*, *пятилетка* и *пятилетний период* и т. п.

Разнообразие и неоднозначность мнений относительно явления универбации явилось основной причиной терминологической унификации сущности приведенного процесса и тех единиц, которые в результате этого процесса возникли. Считаем, что абсолютно целесообразно рассматривать каждый такой дериват как универбализованный (вербализованный) эквивалент словосочетания, «то есть слово, которое возникло в результате словесной интерпретации словосочетания, имеет абсолютно тождественные словосочетанию лексическое и грамматическое значение и синтаксическую функцию» [7, с. 134], а данная вербальная, синтетическая интерпретация возникла благодаря процессу эллиптической универбации. Каждую же конкретную исследуемую нами единицу вообще мы определяем как номинатему типа «словосочетание + эллиптический универб». Она наряду с подобными ей единицами составляет группу структурных разновидностей номинатемы с доминантой-словосочетанием, то есть является единицей, семантически тождественной словосочетанию, которая отождествляется на его уровне. А номинатема представляет собой некую абстрактную языковую единицу, реализующуюся в вербальных формах (глоссах, дублетах), причем в данном конкретном случае вариантами одной номинатемы выступают словосочетание и семантически и грамматически тождественное ему слово-универб.

Таким образом, универб мы трактуем как семантически и грамматически тождественное определенному словосочетанию слово, стилистически отличающееся от этого самого (эквивалентного) словосочетания чертами разговорности, сленговости, либо стилистически совпадающее с ним, являющееся наряду с соответствующим ему словосочетанием дублетом одной номинатемы. Любое аналитическое сопоставление словосочетания и универба как наименований одной и той же реалии невозможно в области словообразования, поскольку в этом случае речь может идти лишь об имитации словообразовательного акта.

Ранее нами уже была предпринята попытка определить критерии выделения и дифференциации квазиунивербов и лексикализованных универбов [1, с. 72]. Мы пришли к выводу, что одним из таких критериев может стать принцип этимологизирования. Этот принцип помогает установить словосочетание-источник для универба, который является (или не является) результатом процесса лексикализации, и установить утрату соответствующего словосочетания для квазиуниверба.

Процесс лексической универбации (деривации) выделяется на фоне процессов универбализации, лексикализации универбов и квазиунивербализации.

Лексическая универбация является исключительно деривационным процессом, при котором между исходным и финальным элементами возникают именно деривационные мотивационные отношения. В связи с этим исходный элемент в данном случае нами определяется как производящее словосочитание, финальный элемент – как производное слово.

Отличительной чертой универба деривационного типа является присутствие в его семантике частично семантики базового словосочетания, соединенной с семантикой форманта, а в форме частично – особым образом соединенных планов выражения всех компонентов словосочетания. В этом случае отношения деривационной зависимости производного слова от производящего словосочетания можно определить как отношения внешней мотивации.

В этом случае для дериватов-универбов производящими являются уже не словосочетания, а соответствующие слова. Таким образом каждый универб подобного типа мотивирован формой и содержанием простого слова. Мотивационные отношения (отношения словообразовательной зависимости) между исходным словом и образованным на его базе здесь определяются как отношения внешней мотивации.

Квазиунивербацию мы определили как «образование универбов по аналогии, точнее, включение конкретных единиц в группу универбов при условии наличия так называемых квазиунивербальных параметров, один из которых – развертывание на базе генетического деривата псевдогенерирующего словосочетания» [1, с. 72].

Так, при квазиунивербации может наблюдаться явление возникновения псевдогенерирующего словосочетания, которое логичнее было бы определить как квазисловосочетание, представляющее собой по сути квазидублет солответствующей номинатемы. Наличие квазисловосочетания является одной из основных характеристик существования квазиуниверсов. Однако пути возникновения этих псевдогенерирующих словосочетаний могут быть разными. Мы выделяем следующие три.

1. Деривационный, сущность которого заключается в развертывании псевдогенерирующего словосочетания на базе генетического исконного деривата.

Например, существительное *богач*, считающееся в плоскости синхронии, согласно одной из точек зрения, непризводным, а согласно другой – образованным от прилагательного *богатый* посредством нулевой суффиксации (с точки зрения диахронии оно, как и большинство слов современного русского языка, является производным: это субстантивированная форма прилагательного мягкой разновидности склонения, ср. *богат* < **bogatŏs*, *богач* < **bogatjŏs*), можно соотнести с абсолютно тождественным ему по значению словосочетанием *богатый человек*, но это словосочетание не может рассматриваться по отношению к данному слову как реализация номинатемы с доминантой-словосочетанием, оно квалифицируется как вторичное образование, как описательная конструкция, способная полноценно заменить слово *богач*, то есть как псевдогенерирующее словосочетание: *Кеннет Томсон, главный* ***богач*** *Канады (16 млрд долл.), в свободное время любит посетить концертный зал Симфонического оркестра Торонто (и щедро проспонсировать его)* (Елена Семенова-Андриевская, «Чем тешат себя миллиардеры», 7 марта 2001 г. // «Аргументы и факты») – *Сейчас мы поговорим о том, что представляет собой самый* ***богатый человек*** *в мире* (dengivsetakipahnyt.com/.../samiy-bogatiy-chelovek-mira-ka...). Существительное *мичуринец*, образованное посредством суффикса *-ец-* от имени собственного

Мичурин, также соотносится со словосочетанием *последователь Мичурина*, которое является квазисловосочетанием со значением, тождественным значению квазиуниверба *мичуринец*: *Моим последователям, называющим себя «садоводами-**мичуринцами**», я нахожу необходимым прежде всего уяснить все колоссальное значение ведения дела по тем методам, которые я применял в течение всей моей работы* (Мичурин). БАС, т. 6, 1067) – *Мастера высоких урожаев* – ***мичуринцы**, **последователи Мичурина*** (dic.academic.ru/dic.nsf/efremova/186554/).

2. Деривационный, сущность которого заключается в развертывании псевдогенерирующего словосочетания на базе генетического заимствованного деривата.

Например, существительное *абрикотин*, заимствованное из французского языка (*abricotine*) со значением «абрикосовый ликер», в русском языке спровоцировало развертывание на его базе соответствующего значению псевдогенерирующего (вторичного по отношению к данному слову) словосочетания *абрикосовый ликер*: *«**Абрикотин**» («Abricotine») – самая известная марка **абрикосового ликера**, зарегистрированная во Франции. – Сладкий французский **абрикосовый ликер** до боли похож на абрикосовую настойку, но в нем есть свои нюансы* (https://therumdiary.ru/.../abrikosovye-likery-v-domashnix-u.). На базе существительного *уникум* (из лат. *Unicum*) со значением «не такой как все, необычный, оригинальный, единственный в своем роде» в русском языке возникло соответствующее квазисловосочетание *уникальный человек*: *Саша – это **уникум**. Со стороны глянуть, вроде обычный ничем не примечательный человек, а он – **уникум**. Куда ни глянь – каждый человек это **уникум**. Он – **уникум**, его ансамбль выпускает записи на одном из самых престижных лейблов в мире* (slovoborg.su/definition/) – ***Уникальный человек** – это человек, который обладает такими ценными качествами, которых совершенно нет у других!* (andrey-eltsov.ru/unikalnyj-chelovek/).

3. Универбализационный, сущность которого заключается в развертывании псевдогенерирующего словосочетания на базе генетического универба.

С одной стороны, можно рассматривать универбы типа *песенник*, *гадалка*, *валерьянка* и т.п. как реализации различных номинатем с доминантой-словосочетанием, например: *песенный сборник – песенник*, *сборник песен – песенник*,

валерианная настойка – валерьянка, *настойка валерианы – валерьянка*. На первый взгляд в данном случае может показаться, что формирование универбов осуществляется по двум моделям.

Однако мы предполагаем, что впервые в речи универб возникает посредством имитации словообразовательного акта на базе только одного генерирующего словосочетания. Второе словосочетание, семантически тождественное универбу, можно считать псевдогенерирующим.

Например, *песенный сборник – песенник*1 (универб) → *сборник песен* (псевдогенерирующее словосочетание) – *песенник*2 (квазиуниверб): *Было издано специальное письмо «Музыкально-ритмическая работа по дошкольному воспитанию», выпущен* ***песенный сборник****, включающий народные и современные песни для всех групп детских садов, а также ряд сборников музыкальных произведений для слушания, занятий ритмикой, подвижных игр и постановок* (М. Шабаева (ред.). История педагогики (1981); Национальный корпус русского языка) – *Когда я в детстве поехала в пионерский лагерь, то начала писать там* ***песенник****. Не дневник, а именно* ***песенник****. Записывать песни, которые где-то слышала, в тетрадку* (Егор Арефьев. Вера Сотникова: Моя первая любовь прошла под песни Людмилы Зыкиной // Комсомольская правда, 2013.05.08) – *От «Комсомолки» Леонид получил фирменные подарки: коллекционный* ***сборник песен*** *Юрия Визбора, первый том из коллекции «Великие художники» с репродукциями картин Рафаэля, подарочное издание Александра Твардовского «Василий Теркин» и справочник на каждый день «Сто советов водителям»* (Катерина КЛЕПИКОВСКАЯ. Мисс Таможня Екатерина Дроздова любит танцы и волейбол // Комсомольская правда, 2011.03.01).

Мы также считаем, что словосочетание, генетически соответствующее универбу, должно совпадать с ним не только в плане семантики, но и по грамматическим параметрам.

При квазиуниверbации очень часто наблюдается несоответствие грамматического рода, выражаемого в форме словосочетания и универба (*кожаный плащ – кожанка*, *открытое письмо – открытка*, *пальто из дубленой кожи – дубленка*). Это обусловлено, среди прочего тем, что построенные по определенной существующей модели универбы спродуцировали соответствующие псевдогенерирующие словосочетания, например: *кожаная куртка – кожанка*1 (универб)

– *кожаный плащ* (псевдогенерирующее словосочетание) – *кожанка*2 (квазиуниверб): *Для ориентира стоит иметь в виду, что даже самая навороченная и качественная* ***кожаная куртка*** *в Турции редко стоит больше 500 долларов* (Елена АРАКЕЛЯН. Шоппинг на отдыхе: какие товары лучше привезти из отпуска // Комсомольская правда, 2013.05.01) – *На крупных молодежных праздниках глава области часто появляется на своей «Ямахе» в одежде заправского байкера: проклепанная* ***кожанка****, черные перчатки и сияющий шлем* (Сергей БОГРОВ. Губернатор Калининградской области Боос полетит на истребителе // Комсомольская правда, 2009.10.10) – *Сильно сомневаюсь я, что кто-то совсем недавно готов был выложить 19-23 тысячи рублей за дамский* ***кожаный плащ*** *в пол, с воротником и манжетами из черно-бурой лисы, плащ на подкладке даже не из модного тинсулейта, а из дешевого тонкого синтепона* (Горжалцан Юлия. 'МИР КОЖИ' // Труд-7, 2001.07.30).

Довольно часто связь между универбом и соответствующим ему словосочетанием перестает быть актуальной, становясь достоянием истории языка. Это зависит от процесса лексикализации, которому в определенных случаях подвергается универб. Однако для возникновения и функционирования квазиунивербов выход из употребления генерирующих словосочетаний и лексикализация соответствующих универбов вовсе не являются обязательным условием. Параллельно могут существовать, в связи с этим, универбы и их квазиомонимичные формы, генерирующие и псевдогенерирующие словосочетания, три механизма возникновения которых были сформулированы и описаны в данной статье.

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The Problem of Differences in Language Mentality

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Abstract: This article gives a historical review of the language mentality problem. Consideration of problems related to semantic processes is inevitably connected with the problem of the relation of language, thought, and culture. Language links our psychic and socio-cultural life and at the same time it is the instrument of their interaction. Problems of linguistic mentality, different ways of linguistic representation of the world are among the most important and discussed issues in linguistics and in this article.

The theoretical background of the language mentality problem considered in this article is based on the examples of W. Humboldt's work and L. Weisberger's hypothesis of linguistic relativity. W. Humboldt as a founder of a theory of language has given the direction of linguistic research to new generations of scientists. L. Weisberger as well as W. Humboldt believes that is the picture of the world, world perception of the people. The author considers the main positions of Sapir-Worth hypothesis as a theoretical basis for the differentiation of the ways of the language perception of the world.

The results of the research are the examples of differences in language picture of the world (and in language mentality accordingly) in English, Russian and other languages. Material for research are examples of the etymology dictionary, the British national corpus and electronic dictionary ABBY Lingvo.

Keywords: Sapir-Worth hypothesis, language perception of the world, language picture of the world, language thought, language mentality, national character of the language picture of the world.

Introduction

The differences of language mentality, different ways of linguistic representation of the world are among the most important and discussed issues in modern linguistics.

Consideration of problems related to semantic processes is inevitably connected with the problem of the relation of language, thought, and culture. What is the relationship between thought processes and language? To what extent patterns of semantic nature affect the evolution of thought? What is the relationship between the facts of the language semantics and culture? All these questions are really vital and interesting for language research [6].

Language links our psychic and socio-cultural life and at the same time it is the instrument of their interaction. Problems of linguistic mentality, different ways of linguistic representation of the world are among the most important and discussed issues among linguists, philosophers, culture experts, psychologists [1, 2, 13, 14, 17, 19].

Theoretical background

The question of differences in language mentality is quite relevant for many researchers and it has deep theoretical background (see Sapir-Worth's hypothesis [9], W. Humboldt, L. Weisberger, and Potebnya's works).

The idea that the world is seen through the prism of his language, of course, is not new. The idea of the determining the role of language in human thinking, the connection of language with the mental and spiritual life of the people, their culture belongs to W. Humboldt [3], who considered language the Creator of reality, that forms public consciousness. According to W. Humboldt, everything in language is the incarnation and reflection of the national spirit.

W. Humboldt [4] was the founder of the theory of language which can be considered as the product of human spiritual force (that is constantly developing) and as a phenomenon of human society. Thus he has given the direction of linguistic research to new generations of scientists; the direction, designed to penetrate into the complex mechanisms of language, intellectual, spiritual and cultural activities of the people.

The ideas of W. Humboldt created a ground for the emergence of diverse concepts, which are based on the idea that language elements express some certain thought contents. The differences between languages are considered as a manifestation of the speakers' way of thinking and they also embody specific ethnic culture.

The desire to interpret all the features of each specific language as features of thinking of its speakers found the most complete design in the concept of L. Weisgerber

and in the hypothesis of linguistic relativity, known in history as Sapir-Worth hypothesis [12,16].

L. Weisgerber [18], as well as W. Humboldt believes that language is the mind's "intermediate world", resulting from the interaction between the world of things and the world of consciousness. After such engagement, the language itself creates the world around us. Language is the picture of the world, world perception of the people. The difference of languages is a manifestation of the differences of views on the world, and for people who speak different languages, the world looks different.

Let's consider Sapir-Worth hypothesis [7,8], without which the arguments on the relationship between language, thought, reality and culture wouldn't be comprehensive.

The main positions of Sapir-Worth hypothesis can be considered as follows:

1. Language determines the nature of thought and its logical operation. The formation of thoughts, according to B. Worth is not an independent process, it is strictly rational; it is the part of the grammar of a language which varies in different nations in some cases slightly, in others quite substantially.

2. The nature of cognition depends on the languages you think.

3. Human knowledge has no objective, universally valid character. Only similarity or, at least, interrelation of language systems can create a similar picture of the universe.

Thus, according to Worth, language is a weapon, a means of thinking, it "sculpts" the human mind, and therefore thinking of each particular nation has purely national features, which are fully predetermined by the immanent development of the national language. As a result, the native speaker explores not only objective reality, but the language which he speaks. Here we should also mention the question of the language picture of the world, which, according to E. Sapir and B. Worth, defines thinking, shapes it and is of a purely national character. It is one of the most interesting questions. Therefore, raising the issue of differences in language mentality, it is worth mentioning the question of different language pictures of the world.

So, let's explain what is understood under the term language mentality and how it is interrelated with language thought and language picture of the world. In this paper language mentality is understood as a way of linguistic representation of the world and a reflection of the relationship between world and language. As Sapir wrote about the link of language and thought, "we may assume that language arose pre-rationally –

just how and on what precise level mental activity we do not know…We must rather imagine that thought processes set in, as a kind of psychic overflow….” [9, p. 15] Language thought reflects the level of knowledge about the world as a representative of a society, which suggests that linguistic thinking reflects in part the level of knowledge about the world of the society. The world reflected in the human mind, carries a multidimensional, complex system of concepts that make up that make up a certain picture of the perceived reality – language picture of the world. Thus, the language picture of the world is a part of the cognitive picture of the world, which is associated with language and refracted through linguistic forms.

Practice and results

At first we illustrate the problem of differences in language mentality in the historical perspective on the example of changing the meaning of English words. A decisive influence on the processes of thinking and their reflection in language provides extra-linguistic reality. The conceptual world reflects prevailing of ideological ideals in society. For example, the worldview of a medieval man was antagonistic to the idea of any progress. In the public consciousness the religious view on the vicious nature of man was dominated. Perhaps the belief in human progress has entered the public consciousness only in the XVII – XVIII century thanks to the efforts of philosophers. The history of the semantic development of the word progress reflects the dialectics of the concept (the original meaning of the word is "the physical movement in space; a journey committed by royalty", while "development for the better, the process of improvement" the word only got in the XVII century).

On the language level it reflected in the fact that in the medieval period there were some cases of change of the pejorative meaning of the word, accompanied by complete oblivion of the primary neutral meaning of the word.

The word *knave* in old English *cnapa*, *cnafa* was used with the meaning "boy, young man". In the translation of the New Testament the word means Christ. The change of the meaning went in the direction of "young man" > and "disadvantaged" > "young servant". The change of the meaning of the word servant was subjected to a deterioration. So, the word knave has developed such additional meanings as "a liar, a knave, a scoundrel" and it eventually became dominant in the semantic structure of the word.

In Shakespeare’s time, however, this word obtained a positive connotation: Gentle knave, good night, but this does not mean that in Early Modern English there

was the improvement of the meaning of the word. We can illustrate these semantic changes in the tables [15]:

Table 1 - Positive connotation development of the word knave

word	Old English meaning	Middle English meaning	Early Modern English meaning	Development of the meaning
cnapa, cnafa	boy	Rich person	Young servant	+

Table 2 - Negative connotation development of the word knave

word	Old English meaning	Middle English meaning	Early Modern English meaning	Development of the meaning
cnapa, cnafa	boy	liar	rascal	-

Socio-psychological stereotypes, which are based on the world views are crucial to linguistic processes. Socio-cultural, religious, philosophical, political factors influenced the nature of the semantic changes in the meaning of words denoting people of different social, professional and ethnic groups. As Sapir wrote, “Language is a guide to ‘social reality’…. Human beings do not live in the objective world alone…” [12, p. 209]. Deep social contradictions of feudal society in the medieval era led to changes in pejorative words designating people of low social status. Smoothing of social contradictions in modern society is reflected in the character of the prototype semantic changes in the meanings of words in the twentieth century. The decisive influence of socio-psychological factors can be traced in the development of semantics of words denoting various national groups of women.

In Middle Ages and in earlier times a woman was understood as something sinful. It is reflected in the language of those times. See the examples from the table: [15].

Table 3 – Negative connotation development of the words courtesan and vigaro

word	Middle English meaning	Late Middle English meaning	Development of the meaning
courtesan	A woman attached to a royal court	A court mistress, a prostitute	-
vigaro	Manlike, heroic woman	A termagant, a scold	-

Not only socio-cultural changes are predetermined by extra-linguistic factors. Aesthetic changes, evidenced by metaphorical images, also depend on external reasons. The prevalence in modern English of the subject of metaphors for the category of person is especially obvious when compared with metaphoric images of Middle English and Early Modern English, and it reflects the general direction of the movement of humanity from a holistic poetic perception of the world to the naturalistic, trivial, utilitarian attitude to reality, from belief to unbelief, skepticism. This trend reflects the overall philosophy in relation to the universe: the universe presented in the previous era, becomes something fluid, changeable. Language in the form of the prototype semantic changes and metaphors reinforces social, ethical, and aesthetic values of society. One of the main epistemic fractures in the modern history of the English society was the secularization and as a consequence the increasing of materialistic and individualistic tendencies, the decline of morality, the loss of faith in ideals. Despite the preservation of traditions of worship, the English society of the XX century abandoned many of the values of Christian morality.

This idea is the best proof of the changing attitudes to the concept of "mortal sin". In Christian dogma there are seven deadly sins, but in modern Western society with its consumerism and mass culture, these sins are no longer sins. How can *gluttony* and *lust* be sins, if advertising and mass culture explicitly or implicitly call for carnal pleasures: it is not considered shameful to eat much, constantly and publicly discuss the intimate relationship (the concept of "good sex life" became an attribute of a prosperous life). The words *pride, anger, envy* also lost its negative connotation: *pride* is the basis of Western individualism, it is believed that thanks to it, the man is aware of himself as a free person; *anger* is rehabilitated in many blockbusters like a reaction and protection against violence and injustice, where the super-hero deals with enemies; *envy* is the main driving force of consumer society, where every consumer doesn't want to be a looser in the race for new products. *Sloth* cannot be considered a mortal sin, if we take into consideration the scale and success of Western hospitality and entertainment industries. Finally, avarice is identified with such positive qualities as thrift, prudence, and does not give in the mind of a Western man any negative associations.

Speaking about values in the Western consciousness of the individual, we mean mass-normative aesthetics, which defines the limits of cultural homogeneity in society.

Such philosophical changes that are caused by the development of industrial and postindustrial society are naturally reflected in lexical semantics. In the modern English language dominates the gastronomic metaphor of a prototype product - an attractive woman (*biscuit, crumpet, sugar cookie, peach, cherry*). Of course, the whole spirit of Western advertising, mass culture, dictating to a human being values of consumption, contributed to the active implementation of this prototype model. In commercials, a woman always is represented as something delicious, seductive, pleasant to taste and smell.

Now we illustrate the problem of differences of language mentality through the concept of language picture of the world. It is quite obvious that different languages impose their own specific picture of the world, a significant component of which is originality and imaginative resources, primarily of a metaphoric character. This unique and imaginative character of different world pictures for different languages is the way to further development of the creative spirituality of the person, as W. Humboldt and A. A. Potebnja wrote [5].

Imaginative frameworks of the native language reflect frameworks of the world, influencing the mentality in general. The person is internally tied to his native language, its semantic system, perceiving it through the prism of surrounding world.

A person is close in spirit to semantic processes, in particular semantic reinterpretation, based on the national wealth of cultural and historical heritage. Using images of their native language people unconsciously absorb national forms of material and spiritual culture.

Due to a common perception of linguistic phenomena, people have a sense of unity, as through the language the identity is fixed and it distinguishes one community from another. Whatever the social and educational status of the speaker of the Russian language is, the word *swallow* for him is emotionally estimated: with this word he can apply to the nearest woman or a child, while for native speakers of English the word *swallow* is only a bird, flying very fast and forcasting spring (see the English proverb containing the image of swallow: *One swallow does not make spring*) [11]. A Russian native speaker may not know the variety of associations connected with the word *ласточка* in Russian national culture (in Russian we have many proverbs and sayings connected with this word), but through a figurative use of this word in a specific national way his mind has been imbued since his childhood with this image.

Each language has some views of the world and ideas of what is "water" and what is "fast" and what is "understanding". That reflects the general views of all speakers – ideas about the world in general. And these representations are only one of the possible "pictures of the world" and these pictures will be different in different languages. The degree of difference will depend on the fact what is in common in customs, traditions and culture of the nations.

So language is some kind of a mirror that stands between us and the world: it does not reflect all peculiarities of the world, but only those that seemed to our ancestors most important. Of course, the mirror is, so to speak, transparent. The mirror is not a stone wall. We can learn another language and see the world through the eyes of other people. Even when you are "inside" your own language, you can easily change your ideas.

Linguists think that every language reflects its own "world picture" [8]. It does not prevent people to understand each other, but creates very interesting linguistic differences. For example, how different people perceive time? For people speaking the Russian language it is an outflow of something that can move at different speeds (time flows and runs, though sometimes it even flies, but sometimes barely goes up), In Russian, time is something like assets, coins or treasures, no wonder how it is spent (often wasted). It can be saved and it is possible for someone to take, it is useful to count on. It can be considered even as a living thing, almost an enemy, necessary to be killed (is it possible, for example, to kill the money?), and so on. All these are possible images of time in the Russian language.

For the Europeans, whose culture is close to Russian, time appears in a very similar form (although there are some small differences). People from other countries understand time quite differently. For example, it appears that the time may not flow from nowhere to nowhere, and to move on a circle, each time going back to the beginning, as the seasons are changing; and then it will be like a stream, but rather on a circle or on a circle. And even if it flows, not from front to back, but back to front, and future in these languages will be something that is "behind" us. Time may be a living being, an inanimate object, but it is not necessarily presented as something valuable – and, therefore, in such languages it cannot be stolen or spent, may be only cut off.

There are many other examples of such shocking mismatch in different pictures of the world. These are usually cases how one word is used with other ones in different

meanings. And at the same time there are quite opposite examples. If the word "back" is derived from the words "spine" and the word "top" or "above" from the word "head", it is clear that this language directs the space around the person and according to the model of the human body. But t is not surprising that in two completely different parts of the world – in the West African Wolof language (spoken in Sinegal) and in the Persian language of Iran – expression, sounding literally as "the face of the house," has the meaning "space in front of the house" (by the way, in the same language Wolof word "face" means "the future") [10].

Another interesting case is how different languages represent the term understanding. The verb "know" in different languages of the world is usually simple: it is not formed from any other word, as knowledge is one of the basic concepts of human activity. But understanding (that is, the acquisition of knowledge with the help of some efforts) is described in different languages almost as colorful as time, but even more diverse.

In the Russian language the verb *to understand* almost lost its connection with other words, but still, if you think about it, you can guess of his relationship with the verb *брать* (the ancient «имати»): compare such verbs as *принимать, вынимать, отнимать*. The same idea in a much more vivid form is presented in the Russian word *схватывать.* Generally, in the Russian language understanding is very close to *удерживать, ухватывать* something *«неподдающееся»* and it is very close to associations in other languages (there are the verbs of this kind in German, and in Latin). Another way of understanding is associated with the idea of "sorting", "unfolding on the shelves", for example, Latin *intellegere* (the origin of the words intelligence, smart, intelligent), and Russian to understand. All these methods to indicate understanding are typical mostly to European languages, but there is one very distinctive way that is used in European languages very rarely, but extremely common in the languages of Africa and America [10]: it is a sign of equality between "understand" and "hear". "I heard you", says the Indian, and it means: "I understand you". In many languages of Africa the verb "to understand" doesn't exist: it is successfully replaced by the verb "to hear". "This man does not hear our language" – people say it in Africa to each other, but not to a foreigner. The only European language that comes to mind in connection with the idea of "listening comprehension", is French, where the verb entendre "hear" often means "to understand" or "mean". If a Frenchman

asks you what you understand under this scientific term, the question will sound like this: "What do you hear in this term?"

Conclusion

It is possible to speak about different language mentalities. The language mentality of English people in Middle ages was quite different from the language mentality of people in the XX and XXI centuries. Extra-linguistic reality influenced the language they used and we use now through the words, their meanings, metaphors.

Different nations have different language mentalities. Every nation has it's own language picture of the world; they have different socio-economic circumstances, different images reflecting reality and we can observe it in their languages through the usage of words, metaphors and other linguistic phenomena.

Coming from W. Humboldt's ideas about differences of language mentalities need to be further developed. These ideas should sound in full voice now, when the modern world is under the danger of loss of national identity.

The idea of Sapir-Worth hypothesis about the difference of language mentality is very important and relevant to modern linguistic modeling of the world and gives a wide field for further modern scientific research. For the linguists it gives much food for thoughts in such areas as semantic changes of the meaning of words in different historical periods, research of metaphors, studying of the concept of the language picture of different nations and the world in general.

The problem of differences in language mentality is deeply interdisciplinary in nature and can be considered by the representatives of different fields of science, not only for those who study languages, but for cultural scientists, philosophers and psychologists as well.

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Even Language as a Basis of Ethnocultural Development of the People

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Abstract: The article highlights the features of the functioning of the Even language as a basic element of ethnic culture in the complex conditions of ethno-cultural and linguistic situation. The preservation of the Even language is regarded as the main condition for the ethno-cultural development of the people. The features of the language situation in the Evens of the Republic of Sakha (Yakutia) are characterized by certain factors. The degree of loss of Even language assumes creation of a more favorable language environment not only through the preservation of traditional way of life, but also the expansion of the social environment of its functioning.

Keywords: Even language, language situation, territorial factor, ethnosocial factor, assimilation, language environment.

Эвенский язык как основа этнокультурного развития народа

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Аннотация: В статье освещаются особенности функционирования эвенского языка как базового элемента этнической культуры в условиях сложной этнокультурной и языковой ситуации. Сохранение эвенского языка рассматривается как основное условие этнокультурного развития народа. Особенности языковой ситуации у эвенов Республики Саха (Якутия) характеризуется определенными факторами. Степень утраты языка предполагает создание

более благоприятной языковой среды не только через сохранение традиционного образа жизни, но и расширение социальной среды его функционирования.

Ключевые слова: эвенский язык, языковая ситуация, территориальный фактор, этносоциальный фактор, ассимиляционные процессы, языковая среда.

Республика Саха (Якутия) является одним из крупнейших регионов Российской Федерации. Без сомнения, в формировании российской государственности значительную роль сыграли коренные малочисленные народы Якутии, которые исторически сформировались на ее территории.

В настоящее время в Республике Саха (Якутия) проживают около 40 тысяч представителей коренных малочисленных народов Севера, в том числе долган – 1906 человек, чукчей – 670, эвенков – 21008, эвенов – 15071, юкагиров – 1281.

Эвены – один из коренных малочисленных народов Севера тунгусо-маньчжурской группы, расселенный на северо-востоке Азии. Эвены донесли до настоящего времени самобытный язык и уникальную культуру, сохраняя и передавая новым поколениям непревзойденные навыки природопользования, оленеводство и промыслы, показывая тем самым уникальный пример успешной адаптации в экстремально суровых природно-климатических условиях Арктики и Севера.

Численность эвенов по данным Всероссийской переписи 2010 года составляет 21830 человек. При этом численность эвенов прирастала каждый переписной период: в 1959 году эвенов насчитывалось 9121 человек, в 1970 г. – 12029 человек, в 1979 г. – 12529 человек, в 1989 г. – 17199 человек, в 2002 г. – 19071.

В настоящее время эвены проживают в шести административно-территориальных образованиях Российской Федерации: в Магаданской области, в Хабаровском крае, в Чукотском автономном округе, в Камчатском крае, в Республике Саха (Якутия).

Общая языковая ситуация с эвенским языком с точки зрения реального функционирования не может быть характеризована однозначно. Наблюдается постепенная утрата языка. Степень владения коррелирует с возрастом носителей, интенсивный размах приобретают русско-якутские ассимиляционные процессы. Ситуация с эвенским языком однозначно оценивается как кризисная. Например, по данным переписей населения, в 1959 году родным языком считали

эвенский язык 77,5% эвенов, в 1989 году – 43, 8%, в 2002 году – 37,6%. Сегодня по нашим данным, собранным во время экспедиционных работ в местах компактного проживания эвенов, на родном языке разговаривают всего 16,5% эвенов. Наибольшую степень сохранности родного языка демонстрируют эвены Чукотки (32,6%), худшая ситуация наблюдается в Магаданской области (2%). В Камчатском крае знают родной язык 19% эвенов, в Хабаровском крае – 19,2%. Из эвенов Якутии владеет родным языком только меньшинство в 16,6%.

Снижение количества лиц, считающих родным языком язык своего этноса, связано с распространением русского языка как языка межэтнического общения повсеместно в районах проживания эвенов и якутского языка как языка титульного этноса Республики Саха (Якутия), который является средством межэтнической коммуникации в республике.

Специфика бытования жанров эвенского фольклора в условиях многоязычия показывает, что фольклор эвенов Якутии демонстрирует общеэвенскую фольклорную традицию с этнолокальной спецификой, показывающей диалектный характер традиционной культуры. Система фольклорных жанров по определенным ареалам представлена фрагментарно, отмечается постепенное угасание малых жанров, таких, как загадки, пословицы и поговорки, исчезают архаический эпос, сказки. Бытование фольклорных жанров у этнолокальных групп эвенов представлено по-разному. В настоящее время наибольшая сохранность отмечается у таких жанров, как кумулятивные сказки, мифологические рассказы о медведе, запреты и обереги. В традиционной музыкальной культуре эвенов отмечается наличие развитого института личных песен. Активно бытуют в современной духовной культуре народа круговые танцы хэде и его различные варианты (дехрие, дехонди и др.). Сохраняется культура сказительства у томпонских и среднеколымских эвенов, благодаря единичным нимкаланам, таким, как Дарья Михайловна Осенина, Анна Ивановна Хабаровская. У эвенов Якутии возрождаются обрядовые праздники эвинэк и хэбденэк, свадебный обряд. Отмечена фрагментарно сохранность похоронного обряда, не функционируют промысловые обряды.

Особенности языковой ситуации у эвенов Республики Саха (Якутия) определяются несколькими факторами.

Первый фактор – **территориальный.** По районам расселения эвенов наличествует исключительная диалектная разобщенность, в Якутии представлены почти все известные ныне говоры и диалекты эвенского языка, за исключением крайне-восточных говоров и диалектов Камчатки, в то время как диалектный состав других территорий расселения эвенов достаточно однороден. В РС(Я) насчитывается более десяти диалектов и говоров всех трех наречий эвенского языка – западного, среднего и восточного, по существу, в каждом улусе представлен свой особый диалект или говор. При этом говор, лежащий в основе литературного эвенского языка, ориентированного на диалект эвенов Магаданской области (ольский говор), распространен только в Среднеколымском улусе, где в силу хозяйственно-культурной специфики данной группы эвенов языковая ситуация остается одной из самых благоприятных для пользования устным и письменным эвенским языком.

Степень этнической консолидации в отличие от других народов отличается сторону понижения в силу исторических и географических факторов. Различия в хозяйстве и культуре между отдельными территориальными группами также достаточно значительны и обусловлены различными природно-климатическими условиями и этнокультурными связями.

Второй фактор - **этносоциальный**: для большинства эвенов России исторически характерно национально-якутское двуязычие, а в XX в. - национально-якутско-русское трехъязычие. Для отдельных районов Якутии, таких, как Нижнеколымский, характерно многоязычие, выраженное в распространении эвенского, юкагирского, чукотского, якутского языков и диалекта русских старожилов - колымчан за пределами соответствующих этносов.

Особенности языковой ситуации у эвенов России порождают ряд серьезных проблем в преподавании языков в школах, развитии художественной литературы, популяризации образцов фольклора, работе средств массовой информации.

Специалисты признают, что планомерное воздействие на языковую ситуацию у малочисленных народов Севера может обратить ассимиляционные процессы, приводящие к утрате языка. В этой связи концептуально важным для ревитализации языков малочисленных народов Севера является целенаправленная деятельность по обучению языкам малочисленных народов Севера в общеобразовательных учреждениях.

В системе общего образования РФ принимаются необходимые меры по организации изучения родных языков коренных малочисленных народов Севера – разработан базисный учебный план, позволяющий ввести родной язык в качестве обязательного учебного предмета, установлены стимулирующие надбавки для учителей родных языков народов Севера, издаются учебники, проводятся олимпиады, конкурсы, семинары.

Для преподавания эвенского языка в Российской Федерации созданы условия в 24 школах мест компактного проживания эвенов. Число школ с обучением эвенского языка имеет стойкую тенденцию к увеличению. Растет и количество детей, изучающих родной язык. В РС(Я) эвенский преподают в 18 школах, где обучается более тысячи детей.

В силу хозяйственно-культурной специфики определенных групп эвенов языковая ситуация остается благоприятной для пользования устным и письменным языком только в нескольких населенных пунктах компактного проживания эвенов: в с. Березовка Среднеколымского, с. Себян-Кюель Кобяйского, с. Тополиное Томпонского, с. Андрюшкино Нижнеколымского улусов. В остальных районах эвенский язык практически утрачен.

Реальная языковая ситуация такова, что из детей, изучающих эвенский язык, не владеют им более 70% учащихся. Имеющиеся учебники не отвечают современным требованиям, рассчитаны только на меньшинство и обслуживают только интересы 1/4 детей. Современные учебники родного языка для народов Севера по своему типу не соответствуют реальной языковой ситуации. Если первоначально учебник служил лишь средством обучения грамоте на родном языке, на котором же велось и обучение, то уже по крайней мере 30 лет учебник родного языка должен был стать средством обучения языку. Среди педагогов стало расхожей фразой то, что дети изучают эвенский язык как иностранный язык. Однако учебники родных языков в целом тем не менее до сих пор не стали в методическом плане похожими на учебники иностранного языка, обучающие языку как средству общения, а не только грамоте.

Методистам и ученым, работающим в этом направлении, давно известно положение дел, однако на сегодня нет в наличии ни одного учебно-методического комплекта, ни одной программы, по которому можно обучать языку невла-

деющих, хотя в республике имеется уникальный опыт учителей и преподавателей родных языков, воспитателей, руководителей детских фольклорных коллективов по возрождению языков.

Анализ работы педагогов показывает, что изучение родного языка невладеющими методом погружения с целью интенсивного усвоения языка пользуется большим успехом у детей и взрослого населения мест компактного проживания коренных малочисленных народов Севера. Так, в результате академического 45-минутного урока совершенно не владеющие эвенским (с. Найба Булунского улуса - 2008 г., с. Казачье Усть-Янского улуса - 2011 г, преподаватель - Белолюбская В.Г.) дети в конце урока написали мини-сочинения, рассказы. Результат весьма воодушевил детей и их родителей, дети, присутствовавшие на уроках, подчеркнули в анкетах, что они хотят учить родной язык. Данная методика, предполагающая упор на устный язык не столько обучает, сколько заинтересовывает учащихся, создает положительный импульс по отношению к языку и культуре предков, повышает уровень мотивации детей к изучению родного языка.

Однако изучение родного языка невладеющими методом погружения с целью интенсивного усвоения языка в данное время используется не повсеместно. На общественных началах силами преподавателей СВФУ им. М.К. Аммосова в рамках реализации проектов по языковому образованию эвенов и эвенков (пилотный проект Департамента по делам народов и федеративным отношениям РС(Я)) удалось приобщить определенное количество учителей к данному методу. Но его использование в связи с отсутствием какой бы то ни было программы и пособий предполагает большой творческий потенциал учителя, организацию весьма затратных семинаров и мастер-классов (учитывая авиатранспорт). Здесь есть альтернатива в виде создания специального ресурсного методического веб-сайта для учителей языков коренных малочисленных народов Севера с видео уроками лучших методистов. Веление времени - внедрение инновационных технологий в образование детей малочисленных народов Севера: создание электронных образовательных ресурсов, электронных пособий по обучению языкам и их помещение на ресурсный сайт для учителей.

Специализированные учреждения, которые призваны решать приведенные методические проблемы, создавать учебники и организовывать курсы повышения квалификации преподавателей родных языков по данной методике сегодня заняты неконструктивной реформаторской инициативой в области эвенской

письменности, которая в настоящий момент не может быть рекомендована, так как представляемый вариант графики оценивается специалистами как проект, основанный на некорректных описаниях звукового строя эвенского языка, не имеющий серьезного научного обоснования. В ситуации исключительной диалектной разобщенности утверждение и распространение предлагаемой графики, основанной на нормах якутской графики, может рассматриваться как ущемление прав на свои языковые особенности целого ряда групп эвенов – березовских, части момских, а, возможно, и других групп эвенов Якутии, язык которых относится к восточному и среднему наречиям, что приведет к расколу среди представителей национальной интеллигенции и не будет способствовать дальнейшей этнической консолидации эвенов. Ведь уже на протяжении 60 лет действует эвенский письменный язык, поддерживаемый литературой, практикой преподавания, изданием учебников, различными словарями, который используется во всех регионах проживания эвенов. Нормы эвенского языка установлены в виде опубликованных текстов в течение пяти десятков лет на существующей графике, а правила правописания кодифицированы в двуязычных словарях. Сегодня, когда эвенский язык стоит на грани исчезновения, веление времени – не опыты с графической системой, а перестройка методики и методов обучения языку юных эвенов, разработка новых учебно-методических пособий.

Следующая проблема – системность в обучении языкам коренных малочисленных народов Севера, в том числе и эвенскому. При условиях отсутствия сферы обращения языков и языковой среды после окончания школы все усилия по обучению языкам представителей коренных малочисленных народов Севера сводятся на нет. В сфере профессионального образования в настоящее время языки коренных малочисленных народов Севера изучаются только на кафедре северной филологии СВФУ им. М.К. Аммосова и Якутском педагогическом колледже. Среди представителей коренных малочисленных народов Севера в последнее время заметно увеличился количественный показатель обучающихся по специальностям технического и технологического направления, весьма высок показатель поступающих на экономические и медицинские специальности, отмечается заметное ежегодное повышение количественного показателя зачисленных на рабочие специальности. Можно было бы продолжить изучение родных языков молодежью коренных малочисленных народов Севера в условиях про-

фессионального и вузовского образования. В настоящий момент назрела необходимость введения преподавания языков коренных малочисленных народов Севера на всех факультетах СВФУ, других ВУЗах, ССУЗах, учреждениях НПО.

Однако никакими образовательными программами невозможно компенсировать разрушение языковой среды. Островками традиционного способа ведения хозяйства и традиционного общества с использованием исконных языков являются производственные коллективы, сохраняющиеся в оленеводстве. Современные проблемы коренных малочисленных народов Севера диктуют необходимость увязывания образования с традиционным укладом жизни. Здесь большую роль в обучении и воспитании, приобщению к языку, традиционным занятиям и родной культуре детей оленеводов и охотников, в укреплении семьи и сохранении среды функционирования языка играют кочевые школы. В настоящее время кочевые школы, которые функционируют в Якутии, переживают новое рождение в условиях инновационного развития педагогической теории и уникальной образовательной практики. В данной связи поддержка государством оленеводства и других отраслей традиционного хозяйства народов Севера – это один из основных и необходимых мер и для сохранения эвенского языка.

Одной из форм сохранения и развития языка народа является организация работы фольклорных ансамблей, творческих художественных коллективов по пропаганде народного творчества малочисленных народов Севера. В стране создаются этнокультурные центры, которые призваны сохранить и возродить эвенскую культуру. В настоящее время в Республике Саха (Якутия) успешно работают 13 детских фольклорных эвенских коллективов и функционируют 19 эвенских этнокультурных центров.

Исходя из приведенного, можно сформулировать некоторые условия более комфортного существования эвенского языка в Республике Саха (Якутия).

Традиционные отрасли хозяйственной деятельности служат полноценной экономической базой для всех социальных групп аборигенного населения, являются условием сохранения и развития уникальных культур и языков. Поддержка государством оленеводства и других отраслей традиционного хозяйства народов Севера – это один из основных и необходимых мер для сохранения их языков.

Решающую роль в регулировании языковой ситуации играет изучение языков в образовательных учреждениях. В дальнейшем необходимо работать над

совершенствованием обучения родному языку не владеющих с использованием новых технологий обучения, в том числе технологии дистанционного образования, электронных, аудиовизуальных учебников по родным языкам. Программы должны ориентироваться на системность в обучении языкам.

Важным направлением активного созидательного языкового строительства представляется содействие использованию официальных языков в общественной жизни в местах компактного проживания малочисленных народов Севера: проведении культурных мероприятий, работы СМИ, административных органов и государственной службы. На сегодня в районах не выпускается ни одного печатного издания на эвенском языке, нет действенных программ и курсов по повышению квалификации и т.д. для взрослого населения, не используются эвенский как официальный язык и в административных и государственных учреждениях. В этой ситуации целесообразным было бы в каждом муниципальном образовании мест компактного проживания эвенов ввести практику курсовой подготовки взрослого населения на эвенском языке, начать работу по использованию на своей территории официальных языков в делопроизводстве и др.

Необходимо продолжить лингвистическое обеспечение развития эвенского языка, обслуживающее в первую очередь хранение языковой информации и ее передачу в пространстве и во времени – создание различных типов грамматик, словарей различного объема и предназначения, издание памятников эвенского фольклора и др. Остается актуальной научной задачей исчерпывающее полное описание эвенских диалектов и говоров на территории РС(Я), составление диалектологической карты эвенского языка, сбор языковых и фольклорных материалов на диалектах эвенского языка, а также публикация архивных материалов по эвенскому языку.

Языковая среда, в которой язык чувствует себя комфортно и существует стабильно – это разновозрастная языковая среда. Это значит, что для сохранения языка необходимо избежать старения языкового коллектива, что может быть достигнуто в идеале только единственным способом: изучением языка как первого, материнского. Эвен должен заговорить по-эвенски в традиционной семье, где разговаривает на родном языке более старшее поколение. Здесь должны развернуть всевозможную пропагандистскую, организационную деятельность общественные этнические ассоциации и союзы.

Соблюдение всех перечисленных условий может способствовать улучшению языковой ситуации у эвенов и создаст условия для поддержания полноценного функционирования эвенского языка на перспективу.

Для более точной оценки функционирования языков коренных малочисленных народов Севера РС(Я) необходимо проведение мониторинга, позволяющего своевременно выявлять темпы утраты и степень сохранения и развития языков, создание благоприятной языковой среды.

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The Derivation of Borrowed Verbs in the Even Language

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Abstract: In the article the problem of adaptation of borrowed verbs from the Yakut language is considered, as they form a specific layer of the lexicon of the Even language.

Keywords: word formation, Even language, borrowing, suffixes, verb.

Словообразование заимствованных глаголов в эвенском языке

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Аннотация: В статье рассматривается проблема адаптации заимствованных глаголов из якутского языка, так как они составляют специфический пласт лексики эвенского языка.

Ключевые слова: словообразование, эвенский язык, заимствование, суффиксы, глагол.

Словообразование как один из разделов лингвистики является в настоящее время самой актуальной в исследовании языков, в общем, и в частности, языков малочисленных народов Севера. В эвеноведении словообразование было предметом изучения для многих исследователей.

В данной статье будет рассматриваться проблема словообразования заимствованных из якутского языка глаголов в эвенском языке.

Известно, что «в эвенском языке не от каждой именной основы могут образовываться глаголы. Чаще всего они образуются от таких имен, которые обозначают орудие, средство, предмет действия» [1].

Рассмотрим суффикс **-да/-дэ, -та/-тэ,** который образует от основ существительных глаголы со значением действия с помощью данного предмета, приведения предмета в движение, использования предмета для действия, для определенных целей». Например:

туһ-та-дайи «солить» от туһ «соль»;

бэлэк-тэ- дэй «дарить, подарить» от бэлэк «подарок»;

катир-да-дай «действовать косой», т.е. косить косой, от катир «коса»;

кипти-да-дай «действовать ножницами», т.е. стричь ножницами, от кипти «ножницы»;

һидэ –дэ-дэй «действовать ситом», т.е. просеивать ситом, от һидэ «сито»;

Примеры:

Экэв минду книгэв *бэлэктэдни.* - Сестра мне подарила книгу.

Упэ олдав *тустадай* кимаддан. - Бабушка готовится посолить рыбу.

Эти же суффиксы также могут образовывать слова со значением действия с помощью данного предмета, например:

ал –да-дай «плыть на плоте» от ал «плот»;

кайһар-да-дай «идти на лыжах» от кайһар «лыжи»;

оҥочо-да-дай «плыть на лодке» от оҥочо «лодка»;

һырга-да-дай «ехать на нарте» от һырга «нарта».

Также со значением использования данного материала для определенных целей от названий вещества, материала. Например:

агуруо-да-дай «использовать бисер для украшений» от агуруо «бисер»;

алтан-да-дай «использовать медь» от алтан «медь»;

булат-та-дай «использовать ткань дл шитья» от булат «1) ткань, материя; 2) платок; 3) платье»;

ньалбан-да-дай «использовать жесть для чего-либо» от ньалбан «1) жесть; 2) жестяный»;

һилим-да-дай «использовать клей» от һилим «клей».

Суффикс **-лта/-лтэ** от основ существительных и прилагательных образуют глаголы со значением изготовления данного предмета, придания данного качества, разделения на данное количество, например:

а) от имен существительных:

арана́с-а-лта-дай «ставить, делать лабаз» от арана́с «лабаз, кладовая на столбах (для хранения вещей)»;

балаган-а-лта-дай «делать балаган» от балаган «жилище, дом»;

итаһа-лта-дай «делать клин» от итаһа «клин»;

итики-лта-дай «делать мутовку» от итики «мутовка»;

мунҡа-лта-дай «делать невод» от мунҡа «невод»;

һырга-лта-дай «делать нарты» от һырга «нарта»;

Например:

Абага итикилтэдэй кимаддан. - Дедушка готовится изготовить мутовку.

б) от имен прилагательных:

кылгаһа-лта-дай «укоротить» от кылгаһ «короткий»;

уһун-у-лтэ-дэй «удлинять» от уһун «длинный;

тэҥнэ-лтэ-дэй «уравнять» от тэҥ «равный»;

элбэк-э-лтэ-дэй «увеличить» от элбэк «множественный».

Суффикс **-ла/-лэ** образует от основ существительных глаголы со значением пользования предметом, например:

итики-ла-дай «крутить мутовкой» от итики «мутовка»;

кайһар-ла-дай «идти на лыжах» от кайһар «лыжи»;

кипти-ла-дай «кроить ножницей» от кипти «ножницы».

Например:

Эне көрчэку *итикиладдан*. - Мама крутит мутовкой сливки.

Би *кайһарданами* һөрэддэм. - Я иду кататься на лыжах.

Суффикс **-лба/-лбэ, -ҥ** образует глаголы со значением приобретения данного предмета или качества, например:

доксу-лба-дай «стать грубым, безжалостным» от доксун «строгий, грубый, безжалостный»;

Например:

Би гяв кораттук эмниди *доксулбари* нярикан оча. - Мой друг, приехав из города, *стал* таким *дерзким* мальчиком.

Суффиксы **-лач/-лэч, -ҥач/-ҥэч** образуют глаголы со значением временного пользования предметом, временного обладания данным предметом, или пользования чем-либо в качестве чего-нибудь, например:

һорго-лат-тайи «пользоваться горном (кузнечным)» от һорго «горн (кузнечный)»;

утэн-ҥэт-тэйи «временно жить в землянке» от утэн «землянка».

Например:

Амму *утэннгэттэйи* hөррэн. - Отец ушел временно жить в землянке.

Суффикс **-т, -ты** образует от основ имен существительных глаголы со значением иметь кого-либо, что-либо:

hаҥah-та-дайи «иметь невестку» от hаҥah «невестка, жена старшего брата»;

айа-та-ттай «иметь самострел» от айа «самострел».

Например:

Маша hоч *hаҥастадайи* мулгаттан. - Маша очень мечтает иметь невестку.

Суффикс **-ти/-ты** образует от основ существительных глаголы со значением съедения предмета, названного исходной основой:

hорат-ти-дайи «есть квашеное молоко» от hуорат «квашеное молоко»;

дьаргы-ти-дай «съесть хариуса» от дьарга «хариус»;

истак-ти-дай «съесть икру» от истак «икра»;

кайак-ти-дай «съесть кайак» от кайак «масло (смешанное с молоком или с пахтой);

катыс-ти-дай «съесть осетра» от катыс «осетр»;

кобаки-ти-дай «съесть зайца» от кобаки «заяц»;

hорат-ти-дай «съесть суорат» от hорат «молоко (квашеное)»;

hуогей-ти-дэй «съесть сметану» от hуогей «сметана».

Например:

Куҥал *сораттидавур* өгэрбэттэ. - Дети спешат поесть квашеное молоко.

Суффикс **-м** образует от основ существительных глаголы со значением запаха кого- или чего-либо:

буруо-м-дайи «пахнуть дымом» от буруо «дым»;

ариги-м-дай «пахнуть вином» от ариги «водка; ибго арыгы вино»;

кир-и-м-дэй «пахнуть грязью» от кир «1) грязь, гадость, пакость; 2) грязный, гадкий, противный»;

Например:

Долбанив илумула *буруомдайи* биhин. - Ночью в чуме пахло дымом.

Суффикс **-ми** образует от основ существительных глаголы со значением охоты, добычи какого-нибудь животного, например:

кырhа-ми-дай «добывать песца» от кырhа «песец»;

дьарга-ми-дайи «рыбачить хариуса» от дьаргаа «хариус»;

абага-ми-дай «охотиться на медведя» от абага «*иносказ*. дедушка (одно из названий медведя»;

бураҥка-ми-дай «охотиться на лисицу бурую» от бураҥка «лисица (бурая)»;

бучэн-ми-дэй «охотиться на кабаргу» от бучэн «кабарга»;

дьилики-ми-дэй «охотиться на горностая» от дьилики «горностай»;

кобаки-ми-дэй «охотиться на зайца» от кобаки «заяц»;

кырһа-ми-дай «охотиться на песца» от кыһра, кырһа «песец»;

тарбага-ми-дай «охотиться на тарбагана» от тарбаган «тарбаган».

Например:

Буюсэмҥэ *кырһамидами* һөрчэ. - Охотник поехал добывать песца.

Суффиксы **-ла/-лэ** образует глаголы со значением пойти за чем-нибудь, например:

бурдук-ла-дай «пойти за мукой, хлебом» от бурдук «1) мука; 2) хлеб (зерно); 3) лепешка»;

кайак-ла-дай «пойти за маслом» от кайак «масло (смешанное с молоком или с пахтой)»;

камнас-ла-дай «пойти за зарплатой» от камнас «заработки, зарплата»;

эм-дэ-дэй «пойти за лекарством» эм «лекарство».

Например:

Тинив нимэрэл *бурдукларитан.* - Вчера соседи поехали за мукой.

Суффикс **-ли** от основ существительных образует глаголы со значением заготовления, сбора, добычи чего-нибудь:

отон-ли-дайи «пойти по ягоды» от отон «ягода»;

кунак-ли-дайи «пойти по грибы» от кунак «гриб»;

һибэкки-ли-дэй «собирать цветы» от һибэкки «цветок».

Например:

Тимана би *отонлидайи* мулгаттам. - Завтра я решила пойти по ягоды.

Суффикс **-л** образует от основ прилагательных глаголы со значением появления, приобретения или наличия того или иного качества, названного исходной основой, например:

ирah-а-л-дайи «стать чистым» от ирah «чистый».

чокыр-ы-л-дайи «стать слепым» от чокыр «слепой.

Например:

Эрэв инэнив нянин *ирahылдача.* - Сегодня небо стало чистым.

Суффикс **-h** от основ существительных образует глаголы со значением проведения где-либо данного сезона, названного исходной основой:

hайыны-h-тайи «летовать» от hайын «лето».

Например:

Пача илэ *hайынынhтэдим* гөникэн демкаттан. - Паша думает, где проведет лето.

Итак, можно констатировать, что глаголы, заимствованные из якутского языка в эвенский, так же могут оформляться суффиксами, как и эвенские глаголы, что свидетельствует об их полной адаптации в эвенском языке.

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Specificity of Ethnic Tolerance Development in Children of Primary School Age

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The research was carried out within the framework of the state task of the Ministry of Education and Science of the Russian Federation (project No. 27.9480.2017 / NM "Development of projects for regional models of ethno-cultural education, including the content of general and pre-school education aimed at the formation of ethnic and civil identity, education of interethnic tolerance and patriotism "). For assistance in carrying out the experimental part of the research, we express our gratitude to the teachers of the primary classes and the leadership of the education of the Lipetsk region.

Problem and purpose. The study examined the problem of the development of ethnic tolerance in children of primary school age. The objectives of the study are: a description of the substantive basis of ethnic tolerance in children of primary school age; revealing the relationship between the components and levels of development of ethnic tolerance.

Methodology. In the study, 104 children of primary school age (10-11 years) participated. Ethnic tolerance was diagnosed through the use of methods aimed at identifying the cognitive component (express questionnaire "Index of Tolerance" (H.U. Soldatova, O.A. Kravtsova and others, 2002), emotional component (test " Scale of evaluation of the significance of emotions " B.I. Dodonov), a behavioral component (T. Panco's test, Dominique De Saint Mars method) . Parison's paramet-

ric correlation criterion was used to identify the interrelations between components and levels of development of ethnic tolerance.

Results. The study revealed that the schools of the Lipetsk region are characterized by a monoethnic environment. In general, younger schoolchildren (90%) are representatives of Russian nationality and only 10% of children belong to other ethnic groups. According to the data received, in children of primary school age, there is a lack of knowledge about the components of tolerance about other nationalities, ethnic cultures. Statistically, this thesis was confirmed by the high correlation coefficient of the Pearson criterion between these characteristics.

The conclusion. The results of the study made it possible to reveal specific features of ethnic tolerance of children of primary school age. Experimental data confirmed the assumption of the existence of a relationship between the components and levels of development of ethnic tolerance.

Keywords: ethno-cultural education, ethnic tolerance, cognitive, emotional, activity component, younger schoolchildren.

Formulation of the problem

In today's world, the problem of interethnic relations is aggravated, and the number of inter-ethnic clashes is growing. The influx of refugees from the countries of the East has revealed serious problems in the national politics of many countries. The rich history of the Russian Federation in preserving the integrity of the state through the stabilization of national relations between nations (the development of language, ethnic cultures, crafts, traditions, etc.) can serve as a source of positive experience. Specialists are convinced that one of the ways to solve this problem is the education of ethnic tolerance in children. Ethnic tolerance is understood as the ability to interact with others, to show respect for the customs, traditions of people of different nationalities, tolerance for other people's opinions, behavior. The specifics of ethnic tolerance, according to N.M. Lebedeva, is the absence of a negative attitude toward another ethnic culture, or rather, the presence of a positive image of another culture while maintaining a positive perception of one's own. "Since the process of national identification lies at the basis of ethnic tolerance, it is necessary to start this work from the preschool and continue at a younger school age, when the child begins to develop ethnic identity. Ethnic tolerance, as a set of attitudes towards ethnic groups, is formed in the process of human life.

Junior school age is a transitional period in the psychosocial development of man and is characterized by increased impressionability, suggestibility, arbitrariness. This age period, due to intensive intellectual development, is sensitive to the assimilation of various moral norms, cultural-value orientations, a positive attitude to the world, to oneself, to people around. However, due to the specifics of age, the desire of children to achieve children of 10-11 years is difficult to abandon their desires and take the view of the other, forgive the offender, etc. Younger schoolchildren are already aware of their ethnicity, are able to regulate their behavior guided by ethnocultural norms in the process of mastering folk customs and traditions. An important pedagogical task is the formation in the child of 7-11 years of value orientations and attitudes, both for the development of ethnic identification and ethnic tolerance. According to Piaget, a child at 8-9 years old already clearly identifies himself with an ethnic group (the basis of identification is the nationality of the parents, the place of residence, the mother tongue). However, this age period is also sensitive to the formation of negative forms of xenophobic behavior. That is why at this stage there should be educational work on the development of ethnic tolerance with children of primary school age in close cooperation with the family.

The development of ethnic tolerance in children of primary school age is largely determined by the family and public institutions.

However, the specifics of the development of ethnic tolerance with regard to children of primary school age in special literature have been poorly studied for various reasons: the difficulties associated with the mental characteristics of age (because of egocentric attitudes, children see the world through the prism of their interests, have difficulty communicating with others, etc.); inadequate account of the increasing polyethnicity of the society in the educational work with junior schoolchildren; in part, information on acquaintance with the culture of peoples in the territory of residence is presented in primary education; insufficient development of technologies for the development of ethnic tolerance in children 7-11 years old; the absence of a variety of means for the development of ethnic tolerance in primary school students in educational organizations, etc.

The well-known American psychologist G. Allport, one of the founders of the study of the qualities of a tolerant personality, defines tolerance as a benevolent attitude towards all people without regard to nationality, color or creed. The central

point in the concept of the formation of tolerance developed by him is the process of cognition by the person of his identity, including ethnic identity.

The author of the concept of multiculturalism, D. Berry, considering it as a strategy for building productive interethnic communication in a multicultural society with the recognition of the equivalence of cultures, made an attempt to define tolerance through the interaction of three factors: cultural diversity, a sense of security and social equality close to the idea of "multiculturalism" [15,20].

L.G. Pochebut treats ethnic tolerance as an attitude toward a tolerant, respectful, friendly attitude towards people belonging to foreign ethnic groups brought up on samples and values of a different culture [9]. In her study, the conditions that promote the development of ethnic tolerance are highlighted: ethnic identity and geographical mobility.

Famous domestic ethnosociologist L.M. Drobizheva, revealing social and cultural factors of interethnic tolerance, gives the following definition of ethnic tolerance: "... the readiness to accept others as they are and interact with them on the basis of consent". The fundamental basis of ethnic tolerance, she calls an ethnic identity, which includes the following components: self-referral to a given ethnic group; autostereotypes; characteristics attributed to their people; representations of culture, language, history, statehood of its people; the ethnic image of "we".

At the heart of ethnic tolerance, according to Z.F. Mubinov, there is an ethnic identity or, as its author calls it, an ethno-national self-consciousness characterized by "... a sense of belonging to a certain ethnos". Thus, the researchers consider the ethnic identity of the subjects of interethnic interaction as forming the basis for the formation of ethnic tolerance, which is formed on three levels of ethnic tolerance: cognitive, emotional-sensual and activity-behavioral.

Ethno-tolerant behavior of psychologists A.G. Asmolov, G.U. Soldatova, L.A. Shaigerova interpreted as a form of activity that is characterized by an active attitude towards representatives of other ethnic communities, based on respect, acceptance of the uniqueness of each and associated with the ability to deliberately suppress a sense of rejection [1].

In his works, S.Z. Maarouf, S. Siraj, K.S. Hashim, V.V. Zulkifli examines the specifics of the development of multiethnic tolerance in education, studies the issues of insensitivity of students to art [19]. J. Thais, N. Geharay, T. Vroom raise the problem of the need to study the special behavior of adolescents on the regulation of

interethnic relations and the impact on them of multicultural norms and prejudices in society [16, 21]. T. Meyer studies the problem of the effects of the effects of socialization of ethnically diverse associations on inter-ethnic tolerance of participants, inter-ethnic trust and intra-ethnic belonging [18]. J. Tolma, I. Durzen, T.Kh. Stark, R. Veenra study the links between bullying, ethnicity and ethnic diversity among schoolchildren [22]. In the study of S.S. Bugchi, M. Kumashiro, PK Smith, Herbert Bloomberg, Adam Rutland studied the specifics of cross-ethnic friendship, as well as the influence of ethnic group and ethnic diversity on the choice and quality of inter-ethnic friendship. As the results of the study showed, interethnic friendly relations were frequent and qualitative, and outperformed one-ethnic friendship for all ethnic groups [25].

Thus, the phenomenological analysis of the definitions and essence of ethnical tolerance allows us to say that the specific features of ethnic tolerance are determined primarily by the psychological characteristics of man as a whole individuality in the unity of all levels: the personal, the subject, the individual.

In connection with the foregoing, ethnic tolerance is defined by us as an ability of the individual to tolerate the way of life of other ethnic communities, their behavior, ethno-cultural traditions while maintaining a positive perception of their own.

Purpose of the study: description of the substantive basis of ethnic tolerance in children of primary school age; revealing the relationship between the components and levels of development of ethnic tolerance.

Methodology

Determination of the peculiarities of the development of ethnic tolerance in children of primary school age was carried out on the basis of schools in Yelets in the course of 2017. Respondents were 104 children of primary school age at the age of 10-11. The schools of the Lipetsk region are characterized by a monoethnic environment. 90% of junior schoolchildren are representatives of Russian nationality and only 10% of children belong to other ethnic groups (Armenians, Ukrainians, Gypsies, Chechens and others).

As criteria for the levels of ethnic tolerance formation, we have identified three structural components: cognitive, emotional and activity-based (analogous to S.V. Babinova, 2009, T.T. Nurzhanova, 2015 [7]). For each component of ethnic tolerance of junior schoolchildren, the levels of their formation were determined: high, medium, low.

To study the level of development of ethnic tolerance in children of primary school age, we used the following diagnostic techniques: the diagnosis of the overall level of development of ethnic tolerance, including the cognitive component, was carried out using the Express Questionnaire Index of Tolerance (G.U. Soldatova , O.A. Kravtsova, O.E. Khukhlaev, L.A. Shaigerova [11]). Test "Scale of assessing the significance of emotions " B.I. Dodonova [4] aims to identify the emotional component of the formation of ethnic tolerance in schoolchildren. To reveal the level of formation of the activity component of ethnic tolerance in younger schoolchildren, the T. Panko test and the Dominique De Saint Mars technique were used [11].

To determine the statistically significant difference between the components and levels of development of ethnic tolerance, we used Pearson's χ2-criterion. Using Pearson's χ2-criterion, it is determined whether the differences between the transition frequencies are significant and the levels of development of ethical tolerance in children of primary school age are significant.

Results of the study

As a result of the study aimed at determining the relationship between components and levels of development of ethnic tolerance, we found the level of development of the cognitive component of ethnic tolerance, using the express questionnaire "Index of Tolerance" (H.U. Soldatova, O.A. Kravtsova, O.E. Khukhlaeva, L.A. Shaygerova [11]).

According to the data received, in children of primary school age, there is a lack of knowledge about the components of tolerance and about people of other nationalities. Analyzing the results of a conversation aimed at assessing the formation of the cognitive component of ethnic tolerance (ideas about people of other nationalities and constituent tolerances) in younger schoolchildren, we found out that most children have virtually no idea what "tolerance" is (88%). Younger schoolchildren are experiencing a lack of systemic notions about the national composition of the human community, the diversity of cultures of different peoples. They do not show empathy for the culture and history of different ethnic groups, but they are ready to act positively towards representatives of other ethnoses. Children characterized "tolerance" as "rare eye disease" - 37%, 'humility and non-resistance to evil' - 23%. 46% of children have experienced difficulty in answering. Only 4% of junior schoolchildren gave the correct answer. The national-list, in their opinion, is the one who "considers the representatives of his nationality better than all other nationalities"

(23%), "thoroughly knows his national culture" (74%), "violates the rules of the road abroad" (3%). The cognitive interest in a peer of another nationality and race is quite clear, it is relatively stable, but not always motivated. Attitudes toward peers of a different nationality are built up in them on the knowledge of moral universal human values and accepted norms of behavior in society. Only 3% of children noted that they showed intolerance towards representatives of another minority. As the answers show, children (94%) have not met intolerance. Younger schoolchildren are positive about the fact that representatives of another nationality live in the city. Most children of primary school age do not consider themselves to be tolerant. Their answers are due, in our opinion, to the fact that they have not sufficiently formed an idea of the essence of tolerance, content, ways of its manifestation.

In order to identify the emotional component of the formation of ethnic tolerance in junior schoolchildren, we used the test "The Scale of Evaluation of the Importance of Emotions" by B.I. Dodonova [4].

Analysis of the formation of the emotional component of ethnic tolerance in junior high school students showed that 33% of pupils had a high level. Children show interest, positive emotions, respectful and benevolent attitude to representatives of other nationalities. 63% of children are identified with an average level, they show a positive attitude towards other cultures, they are positive in the process of communicating in the class, they are benevolent, but at the same time they show indifference towards their peers of a different nationality. 4% of children have a low level of formation of the emotional component of ethnic tolerance. They highlight the importance of their ethnic group, in communicating with peers, malevolent statements about their classmates of another nationality may allow.

To reveal the level of formation of the activity component of ethnic tolerance in younger schoolchildren, the T. Panko test and the Dominique De Saint Mars technique were used [11].

When analyzing the activity component of ethnic tolerance, we used T. Panko's test, which was based on solving the problem of junior schoolchildren in problem situations "At the cinema", "On a trip". We found that 47% of children did not pay attention to the national belonging of their neighbor, they were motivated by such motives as "I want to sit in the front row," "I'm interested in children of different nationalities."Only 18% of the students in the 4th class were guided by the nationality of the neighbor: "I want to sit between the Russian and the Ukrainian, "and I'll sit next to the Bulgarian. "Thus, the survey data show a high level of development of ethnic

tolerance, when choosing a neighbor, children do not pay attention to the national signs of a person.

In order to identify certain behavioral attitudes and mentalities, we applied the technique of Dominique De Saint Mars.

Experimental data showed that the majority of junior schoolchildren (92% of the students scored 7-8 points) in the case of tolerance in the circle of friends (the first series of assignments) are at a high level, the rest on average (8% of schoolchildren scored 5-6 points). The students of the lower grades, demonstrating a high level, tried to analyze the causes that led to the emergence of wars; understood the benefits of uniting to the forces of evil; showed respect for representatives of other nationalities. Younger schoolchildren, who show an average level, did not adequately use their knowledge; believed that it was possible to conquer evil if one applied force; if you have been harmed for some reason, you must take revenge. The low level of the formation of the activity component was not identified. The answers of junior schoolchildren indicate that for them the skin color, the clothes of another person, his physical capabilities are not important, since the interlocutor is important. Children show respect, interest in the culture of other nationalities; sympathy for the offended.

Analyzing the results of diagnostic situations, it can be concluded that the children are basically tolerant: in the majority they seek to develop friendly relationships with different children regardless of their national and racial affiliation, express the desire to get acquainted and play with their peers. This was reflected in the views, according to the experience of the feelings of the children, which together determine the formation of ethnic tolerance.

To reveal the statistically significant difference between the components and the levels of development of ethnic tolerance, we used the Pearson criterion.

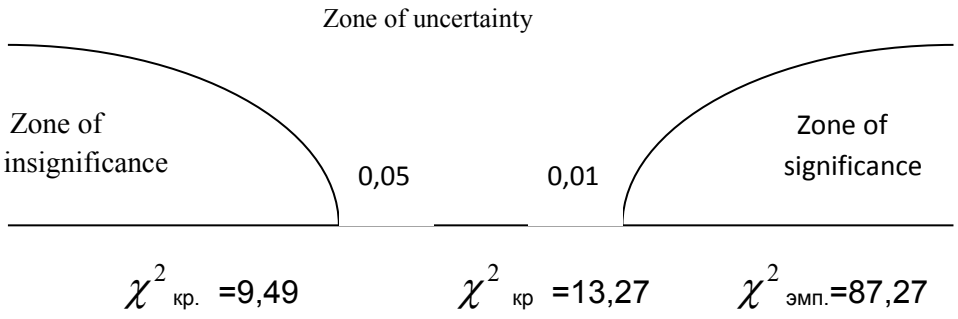
Table 1

The statistically significant difference between components and levels of development of ethnic tolerance

Criteria	Levels of development of ethnic tolerance			∑
	high	medium	low	
cognitive	*18 (24,62)*	*48 (20,34)*	*38 (7)*	*104 (24,67)*
emotional	*34 (24,62)*	*66 (20,34)*	*4 (7)*	*104 (24,67)*
actionable	*96 (24,62)*	*8 (20,34)*	*0 (7)*	*104 (24,67)*
∑	148	122	42	312

H_0: there is no difference between components and levels of development of ethnic tolerance.

H_1: there is a difference between components and levels of development of ethnic tolerance.



Thus, the null hypothesis was not confirmed. The results indicate that there is a statistically significant difference between the components and the levels of development of ethnic tolerance. Analysis of experimental data made it possible to reveal the connection between the cognitive, activity and emotional components of ethnic tolerance of children of primary school age. Statistically, this thesis was confirmed by a high value of the correlation coefficient of the Pearson criterion between these indicators. This was reflected in the ideas, behaviors, experiences, feelings experienced by children, which in the aggregate determined the formation of ethnic tolerance.

Conclusions

The obtained results of the study are characteristic of junior schoolchildren from a homogeneous ethnic environment. Of the 104 children who participated in the study, only 11 are representatives of other nationalities (Armenians, Ukrainians, Gypsies, Chechens and others), which is 10%. As the results show, our main scientific hypothesis about the mutual influence of components and levels of development of ethnic tolerance in children of primary school age is confirmed. The connection between cognitive, emotional and activity components of ethnic tolerance of children of primary school age has been revealed. The study is the first step in studying the characteristics of the development of ethnic tolerance in children at the final stage of junior school age (10-11 years). The next step in the direction of the study will be a comparative analysis of the development of ethnic tolerance in children of primary school age in a monoethnic and multiethnic environment, the development of pedagogical conditions and the content of the development of ethnic tolerance in junior

schoolchildren using a wide range of interactive technologies. The results of scientific research can be recommended for acquaintance with organizations of secondary general education, centers of additional education, teachers.

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Organic Foodstuffs as the Basis of Healthy Living in Modern Communicative Society

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Abstract: The article deals with organic foodstuffs as the basis of healthy living in modern communicative society. The authors conclude that today there are many factors influencing the formation a person needs in a healthy way of life. The formation of this need invariably leads to changes in the needs of the person in information and communication society.

Keywords: foodstuffs, communicative society, healthy living, communication.

The world health organization determines the concept of health as «physical, spiritual and social welfare, but not only absence of disease and physical defects».

At the present stage of development, we can talk about three kinds of health: physical health, mental health, and moral (social) health. Physical health is the natural state of the body, due to the normal functioning of all its organs and systems. If all the organs and systems work well, the whole body can function and develop properly. Considering the concepts of mental and moral health, it is necessary to understand that at the present stage of development, each person is a part of the information and communication society in which the major products are information and knowledge.

Mental health should be understood as welfare state in which every person can fulfill their potential and cope with everyday stress which arises in the communication process between individuals and other members of society. In this case, moral health will be determined by moral principles that are the foundation of human social life as a part of modern information and communication society. The distinctive features of the individual`s moral health conscious attitude to work, mastery of cultural treasures, the active rejection of the mores and habits that are contrary to generally accepted standards (Farinyuk, Firsov, 2014; Firsov, Farinyuk, Firsov, 2014; 2014a).

Thus, healthy lifestyle is understood as activities aimed at strengthening not only physical and mental but also moral health. This lifestyle should be implemented collectively all the major forms of human activity. The importance of healthy lifestyle was evident for quite a long time, however the popularity of this style appeared relatively recently, which makes one wonder about the factors that influenced these changes.

One of the main factors is the current geopolitical situation in the world. In most developed and developing countries, the new generation of people has grown up, which has not experienced the consequences of global military conflicts, which enabled them to form their own values and priorities in the realities of modern peacetime. This fact is the main reason for such a significant difference of the current generation from older people, who saw with their own eyes all the hardships of wartime. The new generation has a stronger sense of security and confidence in the future, thanks to which, a significant part of their free time and energy they began to spend on their health. People began to take more care of the spiritual and moral values that are formed in the modern information and communication society, which in turn made them think about themselves and their future, which in many respects will be determined by their physical and spiritual state.

With the increasing role of information and knowledge as well as the increasing share of information communications among all members of society, the global information space is being created, that provides an effective information interaction of people, their access to world information resources and satisfaction of their needs in information products and services. Thus, by means of information consumption and communication, easily accessible information about the benefits of a healthy lifestyle slowly forms a new public consciousness and modifies the system of values in society. A healthy lifestyle becomes a generally accepted norm that encourages everyone in society to follow the basic principles of a healthy lifestyle and to feel part of something new, more meaningful, right. In addition, because of the active information and communication processes within society each member is knowledgeable about the examples of successful persons, who have achieved following the principles of a healthy lifestyle, which once again helps to ensure a living example that the prospects of this way of life are huge.

The business community, noticing the new needs in society, is trying to satisfy them in every possible way, thanks to which a modern infrastructure is created that

allows anyone to follow the new standard. This and all sorts of organic products that you can be found in the nearest shop and a huge selection of sports activities for every taste, ranging from personal trainers to huge sports complexes. The new infrastructure is developing everywhere, which increases its availability for the widest possible circle of people.

Information consumption through multimedia technologies, media and the internet has enabled the clear majority of people in the information system influences and integrated marketing communications, defining thereby a virtual-visual boundary in the collective perception, imitation, and new directions of mass standardization. Knowledge, data and information about healthy lifestyle are actively transferred, sold and intended for a variety of existing in the information space of the recipients, target groups and audiences.

Exploiting products and services, enterprise dealing with the matter provide of their data-out to customers, communication buyers, defined as the target audience, the necessary information about possibilities realization of their requirement of requirement than by using other kinds of marketing communication. Meanwhile it pursue the aims:

Firstly, to inform perspective customers about product or service and conditions of sale;

Secondly, to make sure customers give preferable these products and marks, to do shopping in certain shops, visit these, but not other entertainments;

Thirdly, to induce to buy that market offers now, in this moment, but not to put off purchase in future.

Each producer aim to use more effective information and communicative means to give information potential byes about their products and service which allow satisfying their needs in healthy living.

Owing to significant marketing endeavors by business, adjustment for healthy living is more spread within customers meanwhile each customer is part of information and communicative society and aim to give information about advantages and facility of healthy living as many people as possible. It’s increase product demand and services related healthy living. Owing to similar circle of information constantly growing demand is maintained, which provides opportunity increase the production of all goods and services associated with a healthy living.

At the present stage of development of the direction of production, the world consumer market of organic food products is growing most actively. For example, according with the specialists, the market of organic food and beverages will grow annually by an average of 15.5% during 2017-2020. The total market of organic products is projected to be about 212 billion dollars by 2020, informs the Union of Organic Agriculture research data of Grand View Research, Inc. Observes.

Seeing such a steady increase, more and more manufacturers are trying to enter this market in order to get their share of profits. At the same time, the volume of sales is increasing and the range of products associated with a healthy living is increasing. Recently, special efforts to promote these goods and services seemed unnecessary, because the competition in this market was relatively low. But with increasing competition, the situation has changed. If earlier manufacturers offered products with the same names, now there are a lot of names of products and services related to a healthy living in the assortment of large companies. Old packaging is replaced by more convenient, modern and attractive to the consumer, the increasing activity of competing companies is increasing. Under the influence of ever new methods of marketing communications, the buyer increasingly chooses precisely those goods and services that are promoted by producers most aggressively, most actively. In such conditions it is very important for the consumer to differentiate the product on the market, however, this is not just due to the fact that the conditions in this market are constantly updated. This situation leads to the fact that consumer preferences constantly "drift" from the already existing goods and services to newer ones, which promise to satisfy their need for a healthy living.

The state also makes significant contribution to the development of a healthy lifestyle, used information actively and communication methods to influence public opinion. It is supported and promoted a healthy lifestyle strongly among the population, there are his obvious strengths and obvious shortcomings of any other way of life. A love of sports, healthy nutrition and lifestyle promoted among the population through the mass media and instilled from an early age the younger. The state also develops the necessary infrastructure as the business, using the levers of state regulation and support of the important directions of development of the state and society. For example, the budget funded the construction of sports centers, recreation areas, supported organic production. The works is carried on the unhealthy manifestations actively in society.

Lately, many people is afraid of local environmental disasters that occur more often. When people learn about a new oil spill, leakage of harmful substances or radiation surge, they begin to think about your health and lifestyle more, coming to the conclusion that you must change for your own and the common good. Thanks to active communication within society adapting to the changes happening in business environment. The leaders of most firms and enterprises are trying to accept and use the changes in society, adapting them to their corporate culture, to increase productivity and employee satisfaction.

Thus, there are many factors influencing the formation a person needs in a healthy way of life. The formation of this need invariably leads to changes in the needs of the person in information and communication society, which in turn is the basis for the development of the modern market, organic products.

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Education in Russian Language and Special Aspects of Translation: Meaning and Sound Content Richness of Positive Word in Literary Text in Russian, English and Chinese Languages

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Abstract: Positive semantics and positive attitude are expressed by particular lexemes and word forms containing seme “positive”, expressed in a positive form. In modern Russian language, the phenomenon of «**yes-no**» pair is determined by its **sound organics**, which is distinguished by a mobile and "gender" nature and allows the transmission of both **positive** and negative senses; the description of the features of certain lexemes and word forms indicates Russian national worldview. The **positive** word reflects the positive result of communication and the consent of communication participants. The description of lexemes should be taken into account in the practice of translation and should be used by word-painters in creating literary texts. The semantic variation of the lexemes under consideration is determined during the acoustic and contrast analysis of literary text and its translation.

Keywords: sense, text, positive word, positive semantics, acoustic content, equivalent and non-equivalent vocabulary, the acoustic and contrast analysis.

The language developed into speech is predetermined by what we want to say and to express, but human’s thought is a more complex phenomenon, it has content that is caused precisely by our **intention**. This content is interpreted by the recipient

at linguistic and psychological levels and formulated as a new idea and thought by using language means. At the current stage of the evaluation of scientific thinking the question of the language categorization considering the intention expressed in it becomes ever more imperative. Linguists and mathematicians headed by a representative of the University of Vermont (USA) Peter Dodds [1] conducted a study during which they've found out that **positive thinking** is inherent to humans, and this positivity is integrated into the language system: positive – (from Latin *positivus*) expressed in positive way, "affirmative," "approving," "complementary", "commendable" [2]. They analyzed the Internet searches, tweets, lyrics, websites and literature in different languages. Thus, ten thousand words most commonly in use at present were allocated in Spanish, Russian, French, Portuguese, German, Korean, Chinese, Indonesian and Arabic [1]. According to the results of the study, Spanish and Portuguese were considered the most positive languages, whereas Korean and Chinese were considered the most negative languages.

In Russian studies PA Lecant [3] has suggested the allocation of **negative** as a part of speech (cf. negative = "disagreement, denial", **No (*Нет*)**; cf. positive = "approval, affirmation", **Yes (*Да*)** [4].

Now we are going to consider the expression of positive semantics using the opposing words "**yes" - "no**" and to analyze its sound content to reveal the conformity or non-conformity of its connotations, in particular to reveal **how** the acoustic **conformity/non-conformity** influences the denotative meaning and **how** it manifests itself in the semantic organization of the text and its translations [5]. We know that sounding maintains the meaning of words in 65.5% of the antonymous pairs in Russian, and only in 24% of the cases we can reveal a contradiction between sounding and meaning [6].

The sound-content characteristic of the lexemes under consideration is conducted using a special phonosemantic program from the Internet resource Psi-technology [7]. In psycholinguistics, this aspect of semantics is usually measured experimentally using the "semantic differential" technique, cf. the seven-point scale of C. Osgood [8] and the five-point scale of A.P. Zhuravlev, interpreted to measure the phonosemantics of Russian lexemes [9]. Sound content is defined by gradation scales (25 indicia) complying with the assessment component of the meaning of each linguistic unit. Based on the results of the sound analysis of the oppositional pair "**yes**" - "**no**" the following situation is revealed: the obvious opposition has been

identified on a scale of "feminine - manly", where the indication "manly" defines the word **yes** (4,36 on the scale), and the indication "feminine" - the word **no** (2.49). In addition, an obvious contrast appears on the "gentle - rough" scale, where the "rough" characteristic refers to the word **yes** (4,11), and " gentle" - to the word **no** (2,17). It is also interesting to compare the scales "hot - cold", where the sound of the word **yes** is assessed as "cold" (3, 53), and the sound of the word **no** is assessed as "hot" (2.49).

As an additional sound characteristic, we should note the indications on the "big-small", "good-bad" scales that allow to set the features of the opposite lexemes under consideration: the word **yes** refers to the “big” characteristic (1.96); the word **no** is located in the neutral zone (3,11), the similar pattern is observable on the "good-bad" scale, where the word **yes** refers to the "good" characteristic (2.24), and the word **no** is located in the neutral zone (2.69), but, as a result of the comparison of data, the opposition of features in pairs is evident.

It’s necessary to mention Richard Nisbett’s observations [10] on the differences in mentality between the bearers of Western culture and Eastern culture and also on the philosophy of Greece and China, in particular "**yin-yang**" phenomenon (Chinese - 阴阳): **yin** (阴) - "feminine” - "dark" and "passive"; **yang** (阳) - "masculinity" - "bright" and "active", **yin** and **yang** exist together, they are mutually supportive. The "**yin-yang**" principle is an expression of the connection between opposite extremes, but at the same time interpenetrating forces that can **complement each other**, **interpret each other** and create conditions for mutual transition.

Qualitative evaluation of the sound content of the opposite lexemes **"yes" - "no**" allows us to reach some conclusions: 1) the semantic pattern of the “**yes-no**” pair is confirmed by the sound-based opposition; 2) the opposition of the sound content conditionally manifests itself on grounds of "gender" - "masculinity" / "feminine", "rough" / "gentle", "cold" / "hot", etc .; 3) the qualitative characteristics of the lexemes "**yes**" - "**no**" should be taken into account in the practice of translation and should be used by word-painters in creating literary texts; 4) a sound-based pattern allows to create a micro text with positive semantics such as " Da net, (konechno)” (*Да нет, (конечно)*, “**Yes**” + “**No**” + (of course); 5) the connection "**yes + no**" in Russian gives the possibility of a semantic variation and expresses a positive meaning (agreement or statement) in a dialogue with negation "); 6) it is

necessary to take into account the positive sense ("affirmation" through "negation") of the connection "**yes + no**" in the practice of translation (for example, from Russian to English, to Chinese), so there is no categorical denial; 7) the phenomenon of the "**yes-no**" pair is determined by their **sound organics** (the term by S.M. Kolesnikova), distinguished by a mobile and "gender" nature, that allows the transfer of both, **positive** and negative meanings (through "negation" you can express a **positive meaning**).

Now we move on to the expression of positive meaning and its representation in texts in Russian, English and Chinese.

There are words for "yes" and "no" in Chinese that are used to express **agreement or disagreement** – 是 /不是. It should be noted that these words are used in the grammatical aspect as **a copulative verb** in sentences with **a nominal predicate** (or as a negation and a copulative verb in negative sentences with a nominal predicate), so it is correct to answer questions with a nominal predicate by using a copulative verb. In other cases, for a positive answer, it is correct to use the verb from the question, and for expressing disagreement - the verb with the negation, cf. -*你去吗? (Are you coming?) - 不去 (I am not coming, no) / 去 (I am coming, yes). - 你是她女儿吗? (Are you her daughter?) - 是 (Yes) / 不是 (No)*.

In cases of an affirmative answer to the question, the verb can be followed by an affirmative particle, in Chinese there are quite a few of them, for example: 那 - final modal particle, emphasizes categoricalness, confidence (*公是 韩 伯 休 那!* but you are Han-Bo-hsiu!), 矣 - final particle , emphasizes the exclamation in the sentence (*岂不革命 矣 哉*!? Isn't it [arch-] revolutionary?!!) [11], 的 - the final emphatic particle of the narrative sentence, emphasizes its affirmative or exclamatory intonation (*这事儿，我知道的!* I know about this!), 焉 - modal particle at the end of a sentence; emphasizes the speaker's confidence or categoricalness (*未能到望见之焉!* could not come up - just looked at him from a distance!), 啦- the final particle, emphasizes: a) satisfaction; b) the completion of an action (*好啦!* that's all right!) [12].

In the modern Russian language a particle is "always an element of the form of the whole construction (phrase) or sentence part, ... subjects to the structure of the sentence, to the rules of the word organisation, to lexical compatibility, particles are accompanied by an accentual emphasis (intensity, duration and change of tonal

characteristics), ... introduces in the statement sentence a certain connotation - semantic, modal, emotional and gradual "[13], see: *Vot ona!* (1) (*Вот она! Here she is!) – Vot ona!* (2) *(Вот она! That's her!) – Vot imenno!* (3) *(Вот именно! That's it!) – Vot imenno ona! (Вот именно она! She's even the one!)* // the first sentence contains the demonstrative word *Vot* in the predicative function, at the intonational level *Vot* is marked by accentuation (sharp drop in tone, intensity and duration); The word *Vot* in the second sentence has no accentuation, the sentence is accentuated by the informatively significant component *Ona*; In the third sentence *That's it*! (In the meaning of "yes") - there is no accentuation of *Vot*; In the fourth sentence, a double particle *Vot imenno* is used - *Vot* plays a supporting role, acting in a semantic unity with *Imenno*, *Ona* is the semantic center of the sentence [14, 15].

In the modern Russian language positive semantics and positive attitude are expressed by the following lexemes and forms of words: ***da (да) - (yes); konechno (конечно) - (of course); objazatel'no (обязательно), nesomnenno (несомненно) - (certainly); otlichno (отлично) - (excellent); prevoshodno (превосходно) - (perfectly); zamechatel'no (замечательно) - (wonderful); soglasen (согласен (-а)) - (agree); dusha (душа) - (soul)*** and so on. These words reflect the positive result of communication and the agreement of communication participants, which is confirmed by the qualitative characteristics of their sound content on the grounds of "good", "bright," "cheerful," "joyful," "kind," "strong," etc. For the level "good" there are words: *otlichno (отлично) - (excellent)(1.57), konechno (конечно) - (of course) (2.19), da (да) - (yes) (2.24), objazatel'no (обязательно) - (necessarily) (2.45); for the level "beautiful" - otlichno (отлично) - (excellent) (1.79), konechno (конечно) - (of course) (2.3), da (да) - (yes) (2.33), nesomnenno (несомненно) - (undoubtedly) (2.48); for the level "Joyful" - otlichno (отлично) - (excellent)(2,12), da (да) - (yes) (2,39), zamechatel'no (замечательно) - (great) (2,42); for the level "Good" - otlichno (отлично) - (excellent) (2.17), konechno (конечно) - (of course) (2.47).* The words' *otlichno (отлично) - (excellent), konechno (конечно) - (of course) and da (да) - (yes)* sound content most fully express positive semantics, the least expressive words are podhodit (good for…) (only the "loud" - "quiet" and "long" - "short" scales are expressed) and prevoshodno (perfect) (only the "feminine" - "masculine", "gentle" - "rough" and "long" - "short" scales are expressed), but these signs are not indicative regarding the correspondence of sound with the meaning, therefore we cannot take it into account

while analyzing the positive meaning and it comes to the periphery of the positivity field, characterized by transitional and syncretic phenomena.

An interesting sound-content pattern of positive meaning is reflected in the word *soglasen (agree)* and its feminine form *soglasna (agree):* both options do not have clear signs (positive and negative) on the scales - all marks are in the "neutral" zone and get “not expressed" characteristics. However, when comparing the marks of the sound content within the "neutral" zone for these forms on the grounds "good", "bright," "cheerful," "joyful," "good," "strong" we get the following results: on the scale "good-bad” *soglasen (согласен) - (I agree)* (2.93), *soglasna (согласн**а**) - (I agree, (feminine))*(2.83); on the scale "cheerful-grumpy": *soglasen (agree)* (2.91), *soglasna (I agree, (feminine))* (2.89); on the scale "joyful - sad": *soglasen (I agree)* (3.03), *soglasna (I agree, (feminine))* (2.94); on the scale "kind - evil": *soglasen (I agree)* (3.37), *soglasna (I agree, (feminine))* (3.42). The qualitative characteristics of the forms *soglasen-soglasna* demonstrate the specifics of the Russian worldview and the system of the Russian language: **the category of the genus** is the strongest grammatical category in the classification system of the Russian language, which is reflected in the sound-content nature of the word and indirectly influences the transmission of positive meaning in the Russian text, and also emphasizes the specifics of the Russian mentality.

There are also informative words from different positive emotional aspects of communication related to this series of expressions of a positive attitude and positive semantics, for example: **radost' (*радость*) - (joy)** and derivative expressions *na radostjah, k radosti, vne sebja ot radosti, ne v radost'*, and also with the meaning of "dear "- *Ty moja radost'!*); **schast'e (*счастье*) - (happiness)** 1. "satisfaction with life" (*absoljutnoe schast'e, priliv schast'ja, schast'e nahlynulo*), 2. "luck, a lucky chance" (*kakoe schast'e, na schast'e, tvoe schast'e, chto…, schast'e izmenilo, k schast'ju*); **ljubov' (*любовь*) - (love)** - 1. "a feeling of affection, sympathy" (*ljubov' s pervogo vzgljada, neschastnaja ljubov'*); 2. "an inner inclination for anything" (*ljubov' k teatru*).

Sound-content analysis of lexemes *ljubov'* (*любовь*) - (love), *schast'e (счастье)* - (happiness) and *radost'* (*радость*) - (joy) with positive semantics allows us to establish a certain pattern: 1) lexemes *ljubov'* and *schast'e* enter the core of the positivity field (conceptual and sound meaning); 2) lexeme *radost'* is on the periphery of the positivity field both on the semantic and in the sound-content levels, cf. the

sound-content of the lexemes: *ljubov'* is "good" (2.06), "tender" (2.35), "feminine" (2.25), "beautiful" (2.02), "cheerful" (2.47)), "Joyful" (2,4), "kind" (2,32) [16]; *schast'e (happiness)* is "gentle" (2.43), "bright" (2.2), "cheerful" (2.46), "light" (2.09) and so on*; radost' (joy)* gets positive ("active" (2.35), "strong" (2.12), "majestic" (2.24), "bright" (2.48), "mighty" (2.2) , "brave" (2.14)) as well as negative characteristics ("cold" (3.53), "terrible" (3.71), "rough" (3.83)), cf. *slezy radosti, nechajannaja radost', zaplakat' ot radosti etc.* We believe that it is the indicative "hybridism" in the sound-content pattern that can create "enantiosemic" combinations, which are common to the Russian worldview, that is most often manifested in the literary text, and refers to difficult cases in the practice of translation [17].

In English and Chinese, they have a similar connotation: in English, there are several options to express **agreement**, for example, ***yes*** (comes from the old English gēse, gīse) [18] (*'Is that real gold?' 'Yes.'*), ***by all means*** (*Can you come to dinner? – By all means. I'd love to.*), ***sure*** (and his version *surely*) *(-Can you help me? –Sure.*), ***Very well / Very good*** (-*Will you take her hand? -Very well, but only to cross the street.*) and other conversational options.

We can draw parallels in semantic fields, cf. the concept of "love" [19] - *love* (1. "feeling of sympathy" – *love at first sight, first love, love to death*, 2. Vocative - *"My love!"*). We can find a lot of identical expressions in this semantic field. See: **Ljubov' (Любовь) - (Love)** – four meanings: 1. (singular) "A sense of **affection** based on common interests, ideals" - *Ljubov' k Rodine (Любовь к Родине) - (Love for the Motherland)* // The same feeling based on mutual **sympathy,** affinity - *Ljubov' k detjam (Любовь к детям) - (Love for children)* // The same feeling based on **instinct** - *Materinskaja ljubov' (Материнская любовь) - (Mother's love);* 2. (singular) "A feeling based on **sexual attraction**; The relationship of two persons mutually connected by this feeling"- *Schastlivaja ljubov' (Счастливая любовь) - (Happy love); Neschastnaja ljubov' (Несчастная любовь) - (romantic heartbreak); Nerazdelennaja ljubov' (Неразделенная любовь) - (Unrequited love); Platonicheskaja ljubov' (Плато-ническая любовь) - (Platonic love); Chuvstvennaja ljubov' (Чувственная любовь) - (Sensual love); Pylat' ljubov'ju (Пылать любовью) - (to be inflamed with love), Stradat' ot ljubvi (Страдать от любви) - (Suffer from love)*; 3. (figurative meaning) "The person **who inspires this feeling**" (in a conversational way) - *Ona byla moej pervoj ljubov'ju (Она была моей первой любовью) - (She was my first love.)*; 4. (singular) "**Inclination** or attraction to anything" - *Ljubov' k teatru (iskusstvu)*

(Любовь к театру (искусству)) - (Love of the theater (art)); Ljubov' k rabote (Любовь к работе) - (Love of work) [20]. In addition, cf. synonymic row **Ljubov' (Love, "a feeling of attraction to smb")** – *vljubljonnost'* (crush, "short, unstable feeling") – *strast'* (infatuation, "strong, deep love") – *uvlechenie* (passion, "a fleeting feeling"); **Ljubov' (*Любовь*) - (love, "for what?"; interest in something")** - *priverzhennost' (приверженность)* - (dedication) - (*Ja syzmal'stva k strannicheskomu delu priverzhennost' imeju (M.E. Saltykov-Shhedrin) / Я сызмальства к страннического делу приверженность имею* (М.Е. Салтыков-Щедрин)) - *pristrastie* (пристрастие) - (addiction) - *slabost' (слабость)* - (weakness) - *strast' (страсть)* - (passion) - *strastishka* (*страстишка*) - (pejorative form of "passion" in Russian) - [*Nozdrjov] imel, podobno vsem takovym, strastishku k kartishkam* (N.V. Gogol') / [Ноздрёв] *имел, подобно всем таковым, страстишку к картишкам* (Н.В. Гоголь); **Ljubov' (Love "Love affair, love relations")** – *roman* (affair) – *Mezhdu nami ne bylo romana. Vsego desjat'-pjatnadcat' vstrech (A.I. Kuprin)/ Между нами не было романа. Всего десять-пятнадцать встреч* (А.И. Куприн) – *shashni (шашни)* - (fling) (only plural form in Russian, informal) – *Ona, Fima-to vasha, kazhis', s hozjajskim synom shashni zavela (M. Gor'kij)/ Она, Фима-то ваша, кажись, с хозяйским сыном шашни завела* (М. Горький) – *shury-mury* (шуры-муры) - (hanky-panky) (only plural form in Russian, colloquialism) – *Uvidjat v derevne, chto idjom vmeste, eshhjo podumajut – u nas shury-mury (Aramilev) / Увидят в деревне, что идём вместе, ещё подумают – у нас шуры-муры* (Арамилев) – *amury* (амуры) - (amourette) (only plural form in Russian, archaism) – *Vela sebja Klara primerno… amurov nikakih (I.S. Turgenev)/ Вела себя Клара примерно… амуров никаких* (И.С. Тургенев) – *intrizhka (интрига)* - (intrigue) – *Rasskazyvali pro neskol'ko intrig ego s moskovskimi damami (L. Tolstoj) / Рассказывали про несколько интриг его с московскими дамами* (Л. Толстой) [21].

The concept of "happiness" in the English language is transmitted by different lexemes depending on the meaning of the expression, for example: ***happiness*** *(irradiate happiness, celestial happiness)*; ***bliss***, *(utter bliss, complete / pure bliss)*; ***luck*** *(for luck; what luck!)*; ***fortune*** *(Fortune favors the brave, fortune has smiled upon him from his birth)* and others.

The concept of "joy" is expressed in the language also in different ways: the main word for this is ***joy*** (*unbounded joy, participate in joy*); sometimes words *joy* and *happiness* are interchangeable (*overwhelming happiness*).

Semantic fields in the Chinese language are similar, compare: "love" - 1. "attraction, sympathy" *爱* ("father's love" - *父爱*), 2. "fascination, addiction" *爱好* ("love of history" - *对历史爱好 / 爱好历史*). Morphemes in Chinese have their own meaning, they can combine with each other and form new words with similar semantics. Morpheme "love" *爱* takes part in the creation of a large number of words, cf. *爱国* ("love" + "state" - "patriot"), *爱情* (“love” + “feelings” – “romantic”), *爱神* ("love" + "spirit" - "Cupid"). There is also a morpheme *爱* in the synonymic row, cf. *喜爱* - "love, like," *怜爱* - "take care, love, pity," *心爱* - "love with all your heart," *钟爱* - "love, adore." The participation of this morpheme in words with a negative connotation is also possible, cf. *爱财* (“love" + "wealth"- "greedy"). The concept of "happiness" in Chinese is 1."bliss, a state of contentment" *幸福* ("family happiness" -*家庭幸福*), in this word both morphemes have their own meaning "happiness", which enhances the positive connotation and allows them to equally participate in new words creating; 2. "luck" *幸运* ("happiness accompanies only the brave" - *幸运垂青 于 勇者* , "born under a lucky star" - *幸运儿*). There are similar to Russian expressions, cf. *幸亏* - “k schast'ju” - "fortunately", "if it weren't for bad luck have no luck at all" – “ne bylo by schast'ja, da neschast'e pomoglo” - *塞翁失马, 焉知非福*, "lucky for you” - “tvoe schast'e, chto…” - *你真幸运*. The phrase we use when someone breaks the plate in Chinese is *岁岁平安* ("years" + "quiet"), it is equivalent to the Russian” for luck!” - “na schast'e”. The concept of "joy" in Chinese is expressed by words: 1. "sense of pleasure" - a synonymic row *喜悦, 快乐, 高兴, 愉快* ("experience joy" - *感到高兴*) 2. "happy event" *喜事* ("this is a great joy" - *这是我的大喜事!*). There are equivalent set phrase with the meaning of "joy", cf. "shining with joy" – “sijajushhij ot radosti” - *高兴得眉开眼笑的*, "for someone’s joy" – “v radost' komu-to” - *使 ... 愉快*, "in one's joy" – “na radostjah” - *高兴得不得了* etc.

Positive concepts can be expressed by equivalent lexical units In different languages. We therefore suggest to consider independent texts and their translations into English and Chinese. The perception of a different culture is possible by

comparing it with your own culture, in particular, comparing literary texts and their translations is a good way to understand the national, linguistic and cultural specificities. This method of analyzing literary texts gives a full picture of the text and helps to identify the emotional and conceptual dominant of the text.

As an example, we are going to take a look at the poem written by Akhmadulina Bella "Rain flogs my face and collar-bones" (*Дождь в лицо и ключицы*), the text of the poem and its translations into Chinese and English is provided below:

Dozhd' v lico i kljuchicy,
*i nad machtami **grom**.*
Ty so mnoj prikljuchilsja,
*slovno **shtorm** s korablem.*

To li budet, drugoe...
Ja i znat' ne hochu -
***razob'jus'** li o **gore**,*
ili v schast'e vlechu.

*Mne i **strashno**, i veselo,*
kak tomu korablju...
Ne zhaleju, chto vstretila.
Ne bojus', chto ljublju //

*и над мачтами **гром**.*
Ты со мной приключился,
*словно **шторм** с кораблем.*

То ли будет, другое...
Я и знать не хочу -
***разобьюсь** ли о **горе**,*
или в счастье влечу.

*Мне и **страшно**, и весело,*
как тому кораблю...

Не жалею, что встретила.
Не боюсь, что люблю [22]

Rain flogs my face and collar-bones,
*A **thunderstorm roars** over musts.*
*You **thrust upon** my flesh and soul,*
*Like **tempests upon ships do thrust**.*

I do not want, at all, to know,
what will befall to me the next –
*would I be **smashed** against my **woe**,*
*or **thrown into** happiness.*

In awe and gaiety elated,
*like a ship, that's going **tempests through**,*

I am not sorry that I've met you,
And not afraid to love you, too [23]

雨落上面颊和锁骨
*桅杆上响起**雷鸣***
*你与我**面临不幸**，*
仿佛小船与缆绳。

不知会发生什么，还是…
我甚至不想知道——
*是否因**痛苦分离**，*
还是应该向着幸福牵引。
*我既**惧怕**，而又欢愉，*
如同那只小船……

我不会抱怨，与你相遇
我不害怕，我爱着你。[24]

We revealed the following features in the analysis of linguistic units: there are words directly related to the category of positivity in the poem, they were not transformed in translations, cf. «v schast'e…» (*«в счастье…»*) - *«into happiness»* - *«向着幸福»;* «ljublju» (*«люблю»*) - *«love»* - *«爱着»;* «veselo» (*«весело»*) - «gaiety» - «欢愉».The texts include words and expressions determining the emotionality of the poem. We'll sort it out whether these expressions are equivalents in the original and translated texts or not: words and expressions with negative connotations, cf .: «grom» (гром) - «a thunderstorm» - «雷鸣» - equivalents; «shtorm» (шторм) - «tempests upon ship do thrust» - «小船缆绳» - the English translation is the most equivalent, the Chinese version is neutral; «razob'jus' o gore» (*разобьюсь о горе*) - «be smashed against my woe» - «痛苦分离» - the English version of the translation has a stronger negative connotation; "strashno" (*страшно*) - "awe" - "惧怕" - equivalents. Now we analyze words and expressions with a positive connotation, cf. « (v schast'e) vlechu» (*в счастье влечу*) - «thrown into (happiness)» - «向着幸福)牵引» - the word "vletet'" ("fly into") in the original text have more positive characteristic, since it is formed from the word "fly", using in expressions of a positive category in Russian, such as "fly on the wings of love "," fly towards destiny ". There are expressions with a negative particle "not" at the end of the poem, that still have a positive connotation, cf. «ne zhaleju» (*не жалею*) - «I am not sorry» - «不会抱怨»; «ne bojus'» (не боюсь) - «not afraid» - «不害怕» - equivalents. At the end of the analysis, we want to note the word "prikljuchilsja" (*приключился*) - ("happened"), which, in our opinion, does not have a negative meaning in Russian text, but rather has a humor tinge; it helps to create the lightness of the poem. In the English translation, it is "thrust upon my flesh and soul", in Chinese - "与 我 面临 不幸" ("ran into me unfortunately"). In translation versions, this humor tinge was lost, and the translation turned out to be more literal and did not express narrator's attitude toward love.

This poem by Bella Ahmadulina consists of a great number of comparisons, many of them have been transformed during the translation. Although the translation transformation is a transition from original units to translation units with preservation of information, there are still a lot of questions on translating a poetic text where the transfer of the meaning important as well as rhythmic structures, the transformed

expressions may differ from the original in terms of expressiveness. This is due to the complex task entrusted to the interpreter, as well as differences in the linguistic and cultural patterns of the world. In particular, this poem in the English translation gets a shade of impending doom, “love-suffering hero” is more highlighted, and the poem’s content is rather negative, although the last lines of the poem help to complete it on a more positive note. In the Chinese version of the translation, we can notice humble submission, doom, but the choice of words in the translation was more neutral. Cf. in the modern Russian language: the noun *“dusha”* (*soul)* is a polysemantic word; it expresses different qualitatively characterizing meanings relating to human. Comparison of the meanings of the soul's lexeme in the modern Russian language [25] results in the differentiation of semes united by the archismic "the beginning of man" [26], cf. **Soul** (*Душа*) - 1. The non-material form of man (according to some beliefs: of any living being), according to religious beliefs – form of life after death - *Bessmertnaja dusha (Бессмертная душа)* - (Immortal soul), *Dumat' o spasenii dushi (Думать о спасении души)* - (Think about saving the soul); 2. The inner mental states of man, his consciousness - *Predan dushoj i telom* (*Предан душой и телом*) - (devoted to smb, body and soul) – there are various qualitative and evaluative characteristics In colloquial forms (gradual evaluation) – *Radostno na dushe (Радостно на душе)* - (with a glad heart); *Dusha raduetsja (pojot) (Душа радуется (поет))* - (gladdens my heart and feeds my soul) – "about the feeling of joy, happiness", *Mne jeto (ne) po dushe* (*Мне это не по душе*) - (does (not) take kindly) – I (do not) like it; *Dusha (ne) lezhit* (*Душа (не) лежит*) - (heart's (not) in it.) – «no interest in anyone-anything»; *S dushi vorotit (С души воротит)* - (turn smb.'s stomach) – "about something disgusting"; the proverb *Chuzhaja dusha – potjomki* (*Чужая душа потемки*) - (you can't read another man's soul) – when it’s impossible to understand another person; *Dusha naraspashku* (*Душа нараспашку*) - (wearing one's heart upon one's sleeve) – “about someone who is always open-minded, sincere"; *Za dushu berjot* (*За душу берёт*) – «ochen' volnuet, trogaet»; *Vlozhit' dushu* (*Вложить душу*) - (to put some heart into) = “to devote oneself entirely" (graduation as a result of quantification); *Dusha v pjatki ushla (Душа в пятки ушла)* - (have heart at heels) – « to be very scared»; *Ot vsej dushi* (*От всей души*) - (with all one's heart) = "sincerely"; *Dusha ne na meste* (*Душа не на месте*) - (be worried sick) – "restless”; *Zhit' dusha v dushu* (*Жить душа в душу*) - (live in perfect harmony) = “in harmony, in peace”; *Stojat' nad dushoj u kogo-nibud'* (*Стоять над*

душой у кого-нибудь) (breathe down smb.'s neck). As we can see, the word “dusha” in English variations of phraseological locutions have different translations related to “body parts” like stomach, neck, heart etc.

Thus, positive semantics and a positive attitude are expressed by certain lexemes and word forms (yes, of course, necessarily, undoubtedly, excellent, excellent, wonderful, agree, soul, etc.) containing this “positivity” In the modern Russian language, the phenomenon of “yes-no” is determined by their sound organics, which is distinguished by a mobile and "gender" nature, which allows the transmission of both positive and negative meanings. Qualitative characteristics of individual lexemes and forms (for example, yes - no, agree, etc.) demonstrate the features of the national worldview.

A positive word expressed in a positive form ("affirmative", "approving", "complementary", "commendable") reflects the positive result of communication and the agreement of communication participants. Qualitative characteristics of lexemes should be taken into account in the practice of translation and should be used by word-painters in creating literary texts. The meaningful variation of the lexeme is determined in the course of the sound and contrast analysis of literary texts and its translation. These scientific results can be used in the courses "Russian as a foreign language", " Linguistic world-image ", " Cultural linguistics ", "Contrastive analysis of the text," "Philological analysis of the text," etc.

Modern science aims at developing and using new technologies in education, it is supported by the Ministry of Education and Science of Russia grants under the Federal special-purpose programme "Russian Language".

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Promoting Critical Thinking as a Social Practice: Shaping Students' Voice, Agency and Inter-Subjectivity in a Cohesive Framework

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Abstract: Research suggests that critical thinking (CT) is a means to transform learning and society and social practice is one of the indispensable components of CT (e.g. Benesch, 1993; Atkinson, 1997; Oster, 1989; Brookfield, 1987; Shor & Freire, 1987; Fox, 1994; etc). Strict outcome-bound approaches and text-books-based instructional practices, prevalent in most of the English as International Language (EIL) contexts, involve language activities, tasks, and tests that predominantly require one right answer or response. Pedagogical practices and related quality assurance mechanisms regulated by such approaches limit students' ability to be original and skeptical in reflecting upon various issues based on their own thinking and experiences. In Sivasubramaniam's (2015) and Nunn and Sivasubramaniam's (2011) view, such a focus has entirely centered on bureaucratic efficiency aimed at having a uniform curriculum for the majority of the students and a scheme of research and evaluation based on recalls, think-alouds, cloze texts and multiple-choice questions in standardized texts. In line with the socially-aligned view of competence much needed spontaneity, flexibility, and diversity accrues only through a process-centered pedagogy of voice, agency and response. In the

backdrop of this as a premise, this paper aims to demonstrate how CT can be promoted in EIL classrooms as a social practice that could shape students' voice, agency and inter-subjectivity in a cohesive framework. The paper shares both theoretical and practical ideas about CT and its importance in facilitating a meaningful education. The paper also involves Mackey's (1970) concept of 'pseudo-bilingualism' and Wilga River's (1983) notions of making 'skill-getting' and 'skill-using' a reality for exploring and developing new borders and directions with CT objective in mind. The paper culminates in evolving a practically convenient prototype pedagogical framework for promoting CT as a social practice in EIL Classrooms.

Keywords: critical thinking; social practice; voice, agency and inter-subjectivity; pseudo-bilingualism; skill-getting and skill-using.

Introduction

A common theme, as Richards (1995) rightly remarks, underlying different methods of language teaching is that second language learning is a highly interactive process (p. 138). It is a common knowledge that we, as teachers, devote a considerable amount of time in interaction with students and also in interaction among the students. And in Ellis' (2004) view the quality of this interaction has a lot of influence on language learning. In teaching language, communication—whether in speech or writing, to use Rivers' (1987) view—remains our central goal as language teachers (p. xiii) and therefore interaction must be present from the first encounter with language. Interaction, in simple terms implies *reception* as well as *expression* of meaningful messages which can become possible, referring to Rivers' (1983) view, only when the learners put to use the skills they have learnt. Therefore, active participation of EIL learners in skill-getting and skill-using, both inside and outside the classroom, is a prerequisite for developing their interactive communicative competence.

Addressing the centrality of interaction and thereby making the notions of skill-getting and skill-using a reality in the teaching-learning processes is a pedagogical issue of paramount importance. An obvious million-dollar question then is that how and to what extent Rivers' (1987) notion of making skill-getting and skill-using a reality and Ellis' (2004) notion of addressing the centrality of interaction in EIL classrooms are actually met. To take focus and direction from Mackey's (1970) typology of bilingual education becomes inevitable in this context. Mackey's typology

of bilingual education suggests that the 'language switch' in bilingual classes (e.g. language switch from Arabic to English in the case of Oman) creates a 'pseudo-bilingual' situation, which can have several pedagogical implications on planning and implementation. It is a common knowledge that notions of skill-getting and skill-using remain ideals rather than reality in most of the pseudo-bilingual situations of EIL classrooms where the teaching-learning process is predominantly dictated by strict outcome-bound and textbook-oriented instructional practices which are usually dominated by one right answer approach. Obvious concern on the part of a language teacher is regarding how to fill this gap; how to improve this situation; and how to transform the pseudo-bilingual situation to a real bilingual situation in EIL classrooms. The answer or the key to this lies in promoting CT as a social practice in a cohesive interactive framework. The bulk of this paper, therefore, is devoted to discussing and demonstrating mainly this pedagogical aspect of paramount concern.

Interaction as a Social/Discursive Practice

It is a common communicative experience that most of the interactions move from one point to another without any strict structure according to the immediate need of interaction and its context, including the social context. However, narrowly-defined participation practices, regulated by strict out-come-bound and textbook-based approach, constrain individual's voice and agency to engage in untroubled interaction. This is, as Sivasubramaniam (2015) argues, because many researchers and policy makers, and therefore many teachers, influenced by rationalist/positivist tradition, believe that language competence is synonymous with closure-focused task(s) aimed at producing pre-determined meanings and outcomes which are universal, measurable, and therefore justifiable (p. 74). This has led to an unhealthy practice of collecting evidence for language learning as a reaping or harvesting act. Consequently, to use Sivasubramaniam's (2015) words again, the accruing objectivity of inputs and outputs can run averse to our beliefs and value systems in that it not only stifles the agency, voice and subject-hood/inter-subjectivity of our students but can also preclude them from coming to terms with the quality of their language learning experiences (p. 74). Obviously, the path ahead then is to go beyond the calculable thinking and closure-focus in our educational practices in order to crack the nuts of Mackey's (1970) pseudo-bilingualism that predominantly prevails in EIL classrooms and make Rivers' (1983) notions of skill-getting and skill-

using a reality in a true sense of the term. Thus, CT skills could be promoted and students' voice and agency be shaped as a social practice.

It is now time to discuss and demonstrate how interaction, within the outcome-based and textbook-oriented approach, could be promoted as a social practice in a cohesive framework.

Interaction and Critical Thinking in a Cohesive Framework

As Thakur and Al Mahrooqi (2015) argue that CT, like Lifelong Learning, is required in every domain of life. i.e. social, educational, and professional (p. 126). Incidentally, CT is not an inborn ability and is basically needed for evaluating one's own thinking process that results in a meaningful learning experience. On the other hand, everyday communication, to use Gaskaree, Mashhadi and Dousti's (2010) remark, is an event in which there is an interactional relationship between interlocutors which requires whole language, i.e. the four skills of listening, speaking, reading and writing associated with the knowledge of vocabulary, meaning and syntax with which thinking skills are also interwoven. This means, as Rigg (1991, p. 522, cited in Richards and Rogers, 2001, p. 109) aptly argues that language should be kept whole and if language is not kept whole, it isn't language anymore. This indicates that language develops in a cohesive environment. Another good reason that goes in favor of interactive cohesive framework being more suitable for language teaching and learning is, to borrow Gaskaree, Mashhadi and Dousti's (2010) remark once again, that most textbooks and materials designed for EIL learners are based on isolated language skills and worst of all on separate vocabulary items and grammatical points (p. 33).

Thus, focusing on the need to address the centrality of interaction and to make the notions of skill-getting and skill-using a reality in a cohesive framework, this paper aims to demonstrate (a) How students' writing skill, as an illustrative choice, can be developed in a cohesive interactive framework, and (b) How a lively attention and maximum participation can be ensured through some learner-friendly and stimulating activities that promote CT as a discursive practice in a writing class. Put another way, the paper shows how the EIL students will be able to: (a) achieve maximum attention and participation in a writing class which otherwise turn out to be dry, dull and boring when writing is taught through a traditional textbook-based approach; (b) generate maximum authentic interaction through a writing lesson; (c) integrate language skills, critical and lateral thinking skills, and social skills; (d) enjoy

humor and fun in the class, and (e) shape their voice, agency and inter-subjectivity and experience a stimulating learning experience.

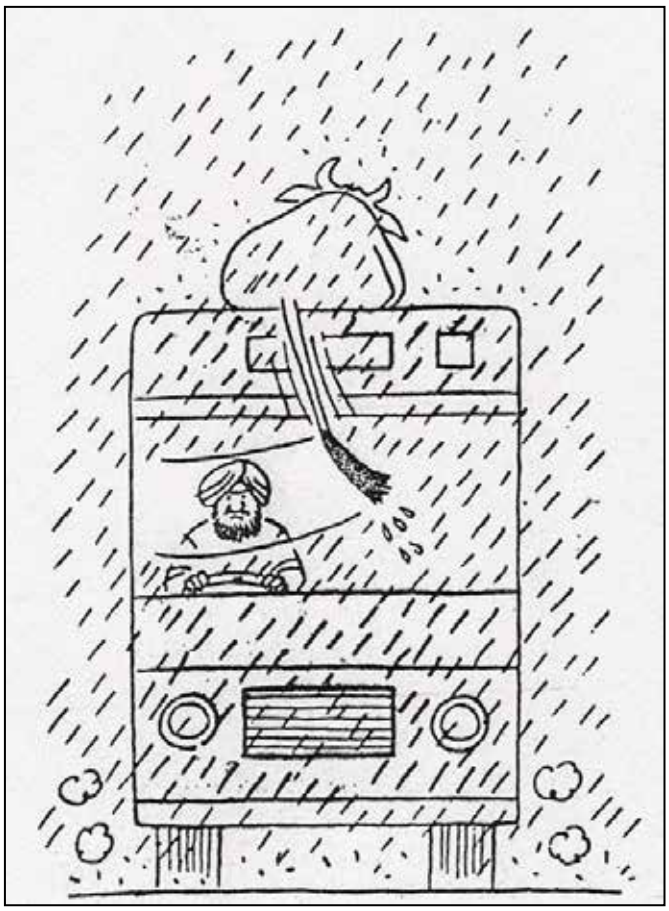
Let us do this in a skills lesson and let us choose, as already mentioned, a writing skill to be taught in an interactive cohesive framework. Incidentally, writing, to use Russo's (1987) argument, is not necessarily a solitary activity but can be intensely interactive. As we normally write to be read, our writing improves as we respond to the reactions of others. Interaction implies both reception and expression of messages which involves Rivers' (1983) notions of skill-getting and skill-using (p. 43). But, it must be noted that interaction takes place when interest, i.e. attention to the communicative act is present. Where there is no interest, there may be a perfunctory exchange of words, but communication of personal messages does not take place. To promote interaction in another language, we must maintain a lively attention and active participation among our students. Students need to participate in activities that engage their interest and attention, so that the interaction, to use Rivers' (1983) approach, becomes natural and normal (pp. 104-13). In the theory of second language acquisition Ellis (2004) views it as a 'natural developmental route to learning' (p. 63).

With this as a backdrop that much needed spontaneity, flexibility, and diversity accrues only through a process-centered pedagogy of voice, agency and response what follows next is a cohesive pedagogical framework to promote CT as a social practice in EIL classrooms.

Setting/Creating a Context for a Writing Lesson

The most important objective in language teaching and learning is to provide learners with the opportunities to activate their prior knowledge and use the newly-learnt knowledge in their real life. Creating a context serves as a warm-up activity and helps the learners connect their already-learnt knowledge with the new knowledge to be taught. Doing this also helps in ensuring better learning motivation and participation. For demonstrative purposes, the focus here is on argumentative/reflective writing. The following activity can be used as a context-setting activity for the following reflective writing task which is intended to engage the learners to think and argue in the area of the teaching point using a picture prompt.

Brainstorming Activity: Reflect upon the intelligence of the driver in the following picture. Would you consider him as stupid?



The above picture is bound to generate diametrically opposite views, which is true to most of the situations when we reflect upon issues of importance. Duality is a prerequisite of critical thinking which lays fertile ground(s) for disagreements and arguments for resolving those issues and disagreements.

Developing Effective Arguments: A Demonstration

Do arguments play an important role in reflections? Why are arguments important and what is their utility in society? Yes, they are important. We need to argue in order to (a) take a sound personal position on issues of concern and controversy, (b) be assertive and to stand up for our ideas, (c) reinforce the value or truth of our ideas to other people, (d) consider different points of view, (e) present pros and cons of an argumentative issue, (f) rule out alternatives and suggest a logical solution, and (g) convince/persuade an opposing audience to adopt new beliefs or behavior.

Critical and lateral thinking are the cognitive skills that have been highlighted in the selection of crisis stories as a source material for ELT. The following story,

which has a situation of crisis and the problem-solving task in it, can be effectively used for the learners to depart from formulaic language learning to critical thinking, lateral thinking and decision-making and thereby to produce knowledge rather than reproduce knowledge. Situations of crisis offer a fertile scope for arguments; therefore, after examining the worth of arguments, let us argue on an issue of crisis that is involved in the following crisis story, which has been taken from Thakur (2013, pp. 187-189).

Crisis Solving Task: Find a responsible, practical, logical and fair solution to the crisis in the following story. Do as suggested below:

- Read the story, discuss in your group, and try to arrive at a best-possible and reasonable solution to the crisis in the story.
- Arrive at a consensus within your group.
- State your views with convincing arguments to the participants in other groups.
- Listen to the counter arguments coming from the other groups.
- Refute/Defeat the opposing arguments by giving stronger arguments.

Crisis in the Lifeboat

Seven people somehow managed to escape in a lifeboat when an ocean liner sank in the sea. However, to the given situation of crisis, only five people can survive for the reasons of space and supplies in it. Therefore, two persons have to be discarded from the lifeboat in order to save the life of five people. As the ocean has hungry sharks the abandoned people are bound to be killed. You have to justify the reason why you chose the two people to be abandoned to death and why you selected the other five to be safe on the lifeboat.

You have to make your selection from the following 8 people: (a) One year old baby on the lifeboat, with its grandmother, who is in a very bad health condition due to suffering from a rare but possibly treatable disease. (b) The baby's grandmother, who is 55 years old with a good health but is terribly depressed as her husband died an unnatural death recently. (c) The captain of the ocean liner that sank and caused this crisis, aged 31, having ten children to look after, whose wife is dead and he has no insurance. (d) There is a 45 year old woman who is pregnant and people on the ship are gossiping that she is a woman of loose character. She is wearing a heavy make-up and is seen using vulgar language which suggests that the gossip may be

true. (e) There is an 80 year old scientist who was on the team which had developed the atomic bomb, which killed millions of people in Japan during World War II; however, his current research might possibly lead to a cure for lung cancer in the near future. (f) There is also a young 21 years old bright college student with an IQ of 180, who is an excellent All American football player. But he was in prison for two years for disobeying the government's order to join the army. (g) There is one more old man whose age is 75. He is a doctor with a super-specialization in treating rare childhood diseases from which the one year old child on the lifeboat is suffering. Some people think he is very religious and kind person. But most of them do not know that he is a drug addict and also he is a police suspect with some preliminary indications that he might be selling drugs to young people.

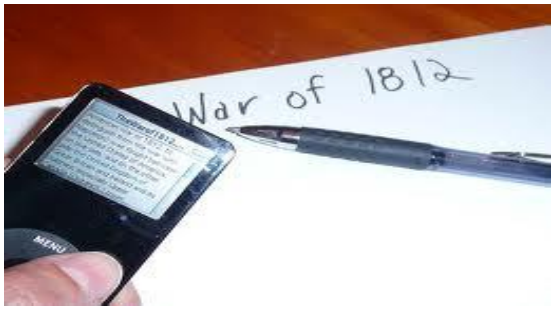
From solving crisis through effective arguments we can move to evolving an argumentative topic, through an ethical topic of importance, from the field of education in order for expanding the classroom activities.

Evolving a Topic for Discussion

Social and ethical issues chosen for discussion provide a vibrant scope for shaping voice, agency and subject-hood. Let us explore an issue of highest importance from the field of education.

Brainstorming: Some crucial issues that affect the teaching-learning process and the prospects and life of students adversely may be brainstormed from the point of view of students/ teachers/management before showing the following pictures to evolve a topic for consideration and discussion.

Task: Observe and examine the following pictures**:**



(Source: Google Image)

What do above pictures suggest? The pictures obviously suggest the following:

There are innumerable ways of cheating prevalent in exams!

Therefore, a question of serious concern arises:

Can the cheating in exams be stopped?

This question will certainly pose a duality of opinions: Many people will be of the view that it is possible to stop cheating in exams. Similarly, many people will be of the opinion that it is impossible to stop cheating in exams. Any one of the above aspects can be used as a topic for discussion and a task can be assigned as the following:

Task: Reflect upon and argue for or against the following (in pair/group):

Topic: It is impossible to stop cheating in exams! Do you agree or disagree? Do as the following:

- Develop arguments in favor of your stand/position on the topic.
- Select strong/powerful arguments from your list.
- Think of possible counter argument(s).
- Give concession to the opposing argument(s).
- Refute/Defeat the counter argument(s) by giving convincingly stronger arguments.

Developing an Argumentative Essay: At this juncture, the students could/should be introduced to the structure of an argumentative essay and the language needed for developing arguments.

Preparatory Steps

- Introduce the structure of a typical essay
- Present a model argumentative essay and involve students in analyzing its structure
- Next, students to develop an argumentative essay on the *cheating question* following the structure of the model essay
- Then the students to peer-review each other's essay and improve upon it

- Finally, the students to write final draft of the essay and submit for instructor's feedback

Extension Activity: A new but closely related topic for argument can be further assigned as a classroom activity or, in case of lack of time, as a homework task.

Task: Reflect upon the following picture and do as directed:

(Source: Google Image)

Think about the following critically and develop a well-structured reflective essay using your knowledge and competence gained through the preceding activities.

- Is cheating helpful or harmful in society?
- Do you agree or disagree with the anti-cheating measure adopted in the above picture?
- How ethical or unethical this anti-cheating measure is?
- Can there be better and more effective anti-cheating measures than shown in the picture?
- Do you think this kind of dictatorial approach to control cheating can be justified in view of human rights?

Like cartoons there is an exaggeration in the above picture which may help us to see below the surface (between the lines) of what we read and it can offer a wide-

ranging opportunity to discuss our experiences of life, feelings, and opinions, which result in more authentic expression.

Conclusion

The issues of interaction and promoting CT as a social practice, in this paper, have been linked with shaping voice, agency and inter-subjectivity in a cohesive framework as against strict outcome-bound approaches and textbook-based instructional practices in order to make Rivers' notions of skill-getting and skill-using a reality in EIL bilingual classrooms which otherwise remain pseudo-bilingual in reality. The paper culminates in a non-technical framework through which it is demonstrated as to how a writing skill could be integrated with other language skills as well as with CT as a discursive practice through the use of pictorial presentations and dualities and controversies involved in them. The paper emphasizes that students need to participate in activities that engage their interest and attention so that the interaction, to use Rivers' (1983) approach to skill getting and skill using, becomes natural and normal (pp. 104-13). Through interaction and interpersonal relationships, argumentative use of language plays an important role as the learners engage in argumentative discussion to meet the mutual understanding and thereby shape and strengthen their voice, agency and subject-hood / inter-subjectivity. Through such an approach the students are able to expand their ability to be original and skeptical in reflecting upon various issues based on their own thinking and experiences, become more informed and more responsible individuals. Therefore, the paper explicitly and unambiguously underlines that addressing the centrality of interaction and thereby making the notions of skill-getting and skill-using a reality in the teaching-learning processes and to promote CT as a mutually-cooperative practice as pedagogical issues are of paramount importance. The paper strongly advocates that the key to better educational planning and its success lies in promoting CT as a social practice and shaping students' voice, agency and inter-subjectivity in a cohesive framework as suggested in the present paper.

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Conceptual Principles in Organizing Educational Dialogue at the Foreign Language Classes in Technical Higher Educational Institutions

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Abstract: The article provides a retrospective review of the scientific literature regarding the theoretical basis of implementing the educational dialogue in educational activities. The various approaches to the definition of "educational dialogue" have been researched. The article considers the educational dialogue in the context of the cooperation pedagogy as a component of personality-oriented, dialogical, problem, developing types of learning. The author of the article focuses on the peculiarities of organizing the educational dialogue at the foreign language classes in the context of foreign language training of technical specialties students. The article defines the basic guidelines for implementing a dialogic interaction in the learning process. It also states the conceptual principles that facilitate a maximum realization of the didactic potential of the educational dialogue.

Keywords: educational dialogue, dialogical interaction, foreign language class, conceptual principles, communicative orientation, communicative and professionally oriented situation, problem-based learning, active methods.

Концептуальні положення щодо організації навчального діалогу на заняттях з іноземної мови в технічних вищих навчальних закладах

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Анотація: У статті надано ретроспективний огляд наукової літератури щодо теоретичних основ реалізації навчального діалогу в освітній діяльності; досліджено різні підходи щодо визначення поняття «навчальний діалог»; розглянуто навчальний діалог в межах педагогіки співпраці як компонент особистісно зорієнтованого, діалогічного, проблемного, розвивального видів навчання. Авторка статті зосереджує увагу на особливостях організації навчального діалогу на заняттях з іноземної мови в контексті іншомовної підготовки студентів технічних спеціальностей. Окрім цього, у статті окреслено основні вихідні позиції щодо імплементації діалогічної взаємодії у процесі вивчення іноземних мов та визначено концептуальні положення, що сприяють максимальній реалізації дидактичного потенціалу навчального діалогу.

Ключові слова: навчальний діалог, діалогічна взаємодія, заняття з іноземної мови, концептуальні положення, комунікативна спрямованість, комунікативно-професійно зорієнтована ситуація, проблемне навчання, активні методи.

Однією з провідних стратегій удосконалення професійної іншомовної підготовки студентів є демократизація та гуманізація вищої освіти, пріоритет якої є формування нової культури взаємодії педагога зі студентами – культури діалогу. Основу його становлять суб'єкт-суб'єктні відносини, що передбачають рівність позицій двох особистостей – викладача та студента, які можуть повною мірою проявити себе як активні рівноправні партнери. Мета навчального діалогу полягає не в засвоєнні фактичних знань або певних позицій за викладацьким планом, який підпорядкований дидактичним завданням, а в цілеспрямованому пошуку нового знання. Цим пояснюється особлива увага до навчального діалогу не тільки як до ефективного засобу навчання, але і як до способу заглибленої роботи зі змістом предмета [Абрамкіна 2003].

Ретроспективний огляд наукової літератури щодо теоретичних основ реалізації навчального діалогу в освітній діяльності доводить, що більшість науковців (Г. Балл, А. Тцуі, Х. Уіддосон, Г. Цукерман та ін.) розглядають навчальний діалог в межах педагогіки співпраці як компонент особистісно зорієнтованого, діалогічного, проблемного, розвивального видів навчання, метою яких є не лише трансляція знань, а й виявлення, розвиток, зростання творчих інтересів і здібностей кожного студента, стимулювання його самостійної продуктивної навчальної діяльності, створення умов для активної співпраці викладача і студентів

як рівноправних партнерів навчання, перехід від транслювальної (передавальної) навчальної діяльності на діалогове подання змісту предмета.

Виходячи з виокремлених вище вихідних позицій та основних підходів щодо визначення навчального діалогу (НД), який розглядають як спеціально організовану діалогічну взаємодію, що виявляє суб'єктність позицій педагога і студента, активує і реалізовує особистісні функції суб'єктів діалогу (О. Абрамкіна); як ситуацію, що розв'язується у формі діалогічної взаємодії шляхом пошуку та відкриття студентами загального способу розв'язання навчального завдання (В. Серіков); як засіб ефективного розвитку мовленнєвих навичок та умінь задля їхньої реалізації в комунікативних ситуаціях (Г. Балл); як спосіб реалізації проблемного навчання (Н. Песняєва), як компонент особистісно зорієнтованого, діалогічного, проблемного, розвивального видів навчання (Г. Балл, Г. Цукерман та ін.), можемо стверджувати, що процес викладання іноземних мов (ІМ) із використанням діалогічних засобів навчання в технічних вищих навчальних закладах (ВНЗ), спрямований на формування мовленнєвої компетентності студентів, характеризується: комунікативною спрямованістю; проблемністю дидактичного матеріалу; ситуативністю навчальної діяльності; активністю форм навчання.

Розглянемо докладніше окреслені особливості організації навчального діалогу на заняттях з іноземної мови (ІМ) в контексті іншомовної підготовки студентів технічних спеціальностей.

Аналіз наукових доробок, присвячених комунікативному аспекту навчання (І. Вовк, С. Федак), дозволив дослідити це питання в умовах діалогічного навчання іноземних мов і виокремити комунікативність як його провідну характеристику. *Комунікативна спрямованість* заняття з іноземної мови у формі навчального діалогу посилює його наближеність до реального спілкування й вимагає відкритої атмосфери співпраці та активної участі суб'єктів діалогічної взаємодії. Під час вивчення ІМ студенти повинні не тільки здобувати знання (наприклад, знати граматичні, лексичні або вимовні форми), але й розвивати вміння та навички використання мовних форм для реальних комунікативних цілей. Суть комунікативно зорієнтованого навчання іноземних мов засобами навчального діалогу полягає в тому, щоб через розв'язання проблемних завдань передати студентам не знання про мову як систему, а озброїти їх відповідними компетен-

ціями/компетентностями, необхідними для реалізації ефективного спілкування в реальних комунікативних ситуаціях.

Дослідження різних аспектів *проблемного навчання* (Т. Ваколюк, А. Фурман) дає підстави стверджувати, що заняття з іноземної мови, організоване засобами навчального діалогу, характеризується високим рівнем проблемності, яка реалізується системою проблемних завдань різного рівня складності, у процесі розв'язання яких студенти набувають нових знань, розвивають інтелектуальні, мовленнєво-комунікативні та творчі здібності шляхом активізації мислення на основі проблемних ситуацій під час самостійного визначення та розв'язання завдань.

Мета організації проблемного вивчення іноземних мов діалогічними засобами навчання полягає в тому, щоб навчити студентів не окремих розумових операцій у випадковому стихійному порядку, а системи розумових дій для розв'язання нестереотипних завдань; щоб студент, аналізуючи, порівнюючи, синтезуючи, узагальнюючи, конкретизуючи фактичний матеріал, сам отримав із нього нову інформацію. Інакше кажучи, розв'язання проблемного завдання – це розширення, поглиблення знань за допомогою раніше засвоєних або нове застосування попередніх знань.

Проблемне навчання іншомовного спілкування реалізується через створення комунікативних ситуацій, які надають процесу вивчення іноземних мов засобами навчального діалогу ситуативного характеру.

Ситуативне спрямування занять з іноземної мови на діалогічних засадах навчання сприяє усвідомленню студентами реальних соціальних і професійних умов, у яких може відбуватися іншомовне спілкування.

Ситуативність діалогічного навчання розглядається багатьма науковцями як ефективний засіб мовленнєвої стимуляції (І. Зайцева, А. Люта, О. Пометун), оскільки обговорення проблем в умовах навчальної ситуації сприяє іншомовній комунікації, під час якої реалізується така якість мовлення, як гнучкість, або здатність до переносу, вміння залучатися до нових ситуацій, функціонувати на новому мовленнєвому матеріалі. Окрім того, ситуацію розглядають як необхідну умову розширення лексичного діапазону студентів: мовні одиниці, вимовлені чи сприйняті поза ситуацією, не залишаються в пам'яті, бо не є значущими для студента; якщо ж вони навіть і запам'ятовуються, то, не відмічені ситуацією, втрачають здібність до переносу, студент знає їх, а використати не може. У те-

хнічному вищому навчальному закладі на заняттях з іноземної мови доречне залучення ситуацій, пов'язаних з майбутньою професійною діяльністю студентів.

Процес реалізації навчального діалогу як ефективного засобу формування іншомовних комунікативних мовленнєвих навичок і вмінь на заняттях з іноземної мови характеризується *активними методами й формами навчання*, спрямованими на виконання певних пошукових завдань, обговорення різноманітних проблем, доведення, аргументування власного погляду в постійній співпраці, колективній взаємодії всіх учасників навчання.

Інтерактивність процесу навчання іноземних мов засобами навчального діалогу зумовлює пріоритетність тих активних методів і форм навчальної діяльності, що забезпечують продуктивну взаємодію студентів на заняттях та дозволяють виконувати комунікативно-пізнавальні завдання засобами іншомовного спілкування: ділові/рольові ігри, навчальні комунікативні, професійно зорієнтовані ситуації та дискусії, проблемні завдання тощо.

Такі активні методи сприяють зростанню продуктивності (обсяг виконаної роботи) та результативності (засвоєння знань, розвиток навичок та вмінь) навчальної діяльності студентів; створенню позитивної мотивації; ефективному формуванню навчальних та пізнавальних навичок та вмінь (компетенції) студентів (планування, рефлексія, контроль, самоконтроль, аналіз, синтез); розвитку вмінь співпрацювати та продуктивно взаємодіяти в колективі; вибудовуванню партнерських стосунків між викладачем і студентами; індивідуалізації і суб'єктивізації навчання тощо.

Означені характеристики зумовлюють окреслення основних концептуальних положень щодо організації діалогічної взаємодії у процесі вивчення іноземних мов:

1) навчальний діалог реалізується в межах педагогіки співпраці (зокрема активного діалогічного проблемного навчання), що передбачає стимулювання пізнавально-пошукової діяльності суб'єктів діалогічної взаємодії через активізацію їхнього внутрішнього інтелектуального ресурсу та творчого потеціалу задля формування у студентів мовленнєвих навичок і вмінь, необхідних для реалізації іншомовної професійної комунікації в майбутній фаховій діяльності;

2) упровадження навчального діалогу на заняттях з іноземної мови безпосередньо пов'язане з практичною реалізацією «суб'єкт-суб'єктної» парадигми

освіти, у контексті якої навчальний процес розглядається як діалогічна взаємодія всіх суб'єктів (рівноправних партнерів) та їх сенсів, результатом чого є суб'єктивне знання – особистісно цінний інтелектуальний ресурс;

3) реалізація навчального діалогу в процесі іншомовної підготовки студентів технічних вищих навчальних закладів (зокрема формування мовленнєвої компетентності) вимагає урахування особливостей активного діалогічного проблемного навчання, та специфіки організації мовленнєвої підготовки студентів-майбутніх фахівців технічної галузі, що зумовлює окреслення відповідних організаційно-дидактичних засад, які охоплюють необхідні умови; певні підходи; принципи, ефективні методи, прийоми, організаційні форми та є арсеналом для максимальної реалізації дидактичного потенціалу навчального діалогу.

Отже, відповідно до визначених концептуальних положень організація навчального діалогу на заняттях з іноземної мови відбувається в межах педагогіки співпраці, що передбачає стимулювання інтелектуальної та творчої діяльності суб'єктів діалогічної взаємодії через активізацію їхнього внутрішнього потенціалу задля формування у студентів навичок та вмінь іншомовного професійно зорієнтованого спілкування як засобу реалізації реальної комунікації в майбутній фаховій діяльності.

Узагальнюючи викладене, стверджуємо, що найвищий рівень реалізації можливостей навчального діалогу відбувається за умови, якщо діалог стане дійсно обміном інформації (змісту культури), а не насадженням «правильних» позицій; буде мати місце взаємодоповнення думок, а не орієнтир на «єдино правильну» відповідь; знання трактуватимуться як частина культури, а не репродуктивне відтворення прочитаного матеріалу. Відтак, завдання викладача полягає у тому, щоб навчити студентів критичного мислення, сформувати стратегії пізнавально-пошукової діяльності, сформувати активну позицію у здобутті знань через активізацію інтелектуального ресурсу та творчого потенціалу.

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The Substantiation of the Model of Future Teachers' Scientific and Research Culture Formation Under the Conditions of Higher Pedagogical School

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Abstract: The article substantiates the topicality of the problem of formation of future teachers' scientific-research culture in the process of professional training, the necessity for creating an appropriate pedagogical strategy under the conditions of higher education fundamentalization and universalization. The aim is to reveal and substantiate the conceptual, content and technological aspects of the model being developed. Taking into account the modern tendencies of higher pedagogical school (globalization, humanization, continuity, intensification, integration, coherence, cognitive polymodality), a model of a pedagogical system is developed. The model is based on the polyparadigmal approach, includes invariant and variant educational strategies. Cultural, scientific and educational environment is built within the model as an integrated unity.

The content of professional training, the originality of which is the synergetic unity of fundamental, culturological, general scientific, methodological and ideological directions that will ensure the harmonious formation of a teacher-researcher's individual and personal potential is determined.

Keywords: future teacher's scientific and research culture; cultural, scientific and educational environment; professional training; integration and intensification of the educational process; fundamental, general scientific, methodological, culturological and ideological training.

Topicality of the problem. The National Doctrine on Education Development in Ukraine in the 21st Century emphasizes that globalization, technological change, transition to a post-industrial, information society, the establishment of priorities of sustainable development, and other properties of modern civilization predetermine human development as the major goal, the key indicator and the main lever of modern progress, the need for radical modernization of industry, set the task for the

state and society to ensure the priority of education and science development, the priority of solving its urgent problems.

These socio-cultural challenges correlate with the major requirements of European education, aimed at making the systems of teacher training in the counries of the European Union closer, improving these systems on the basis of finding common criteria for the professional qualities of «a teacher – a European – a researcher». European Dimension in Education is considered to be the general spiritual field, the features of which are common value orientations, understanding of the importance of a teacher as a creative personality, capable of a making scientific discoveries, creating humanist-oriented innovative and research learning environment.

The topicality of this problem is confirmed by the contradictions that arise between: the social order for search and reproduction of new didactic technologies in accordance with the modern requirements of higher education under current conditions of its globalization and expansion of epistemological horizon, and the absence of scientifically and methodologically grounded model of training future teachers with the formed scientific-research culture; modern awareness of culturological, human-centered paradigm of education, recognition of culturalogical integration between culture, education and science, and the absence of considering this interconnection while performing future teacher-researchers' training.

Analysis of basic research and publications on the problem. According to the analysis of the scientific fund, the study of certain aspects of the identified problem is carried out mainly from the standpoint of personality-activity approach and according to pedagogical scientific research has the following trends:

○ scientific research activity as a system-forming factor for training highly qualified pedagogical workers, the main requirement of the Bologna process and the EU Framework Programme for Research and Innovation «Horizon 2020»;

○ scientific-research activity as a cognitive process characterized by purposeful, procedural, structured activity and acting as a method for improving the efficiency of vocational and pedagogical activities;

○ scientific-research activity as a means of formation of personal qualities (research skills, research abilities, research position) of a teacher-researcher

capable of performing actions in accordance with a specific method of scientific research and aimed at solving a certain scientific and pedagogical problem;

○ scientific-research activity as a sphere of teacher-researchers' professional activity, its normative and evaluation criteria; means of formation of teacher-researcher's methodological culture.

The works by S. U. Honcharenko, V. I. Zahviazynskyi, I. O. Zymnia, V. V. Kraievskyi, V. V. Polonskyi, H. P. Shchedrovytskyi acquire the fundamental importance in the development of theory and methodology of future teacher-researcher's scientific-research culture formation.

The **purpose** of the article is to substantiate the model of formation of future teachers' scientific-research culture, to reveal conceptual, content and technological aspects of the created model of pedagogical system in higher pedagogical school, the originality of cultural-scientific and educational environment.

Main research material presentation. Under the conditions of permanent transformation of educational field, the problem of formation of future teachers' scientific-research culture (FT SRC) as a personal phenomenon, which ensures a coherent and thorough study of educational issues through the acquisition of analytical-synthetic, inductive-deductive, dialectical thinking activity, its various modes, interdisciplinary thinking and scientific outlook, «meta-knowledge» and «meta-learning», which enable rapid adaptation in information flows, the ability to respond to the conditions and requirements of pedagogical science, becomes of a primary importance; and the indicated pedagogical system requires scientific substantiation.

The formation of a future teacher's scientific-research culture is viewed as purposefully-planned organization of research training, the development of pedagogical conditions and technologies based on the principles of personal orientation, consistency, reflexivity, dynamism; the formation of interaction between teachers and students on a dialogical basis that creates optimal conditions for the harmonious formation of FT SRC in the context of their professional training, which has to be culturally and acmeologically oriented, viewed as a *pedagogical process* of formation of their professional and personal newly-developed qualities and *a pedagogical system,* which specifies purposeful, content and technological characteristics of this process.

Having normative and variable character, the developed educational strategy is aimed at forming future teachers' scientific-research culture as a personal, multifunctional and polystructural phenomenon, involves the *invariance* of the structure of the educational process under the conditions of harmonious interaction of all its constituent elements, their balance, mutual compensation, and *variability* of the organization of research training, that is its adaptability to future teacher's personal and individual characteristics, using the whole range of methods of scientific knowledge in dialectical unity in pedagogical research. The variability relates, first of all, to the content of research findings, stipulated by a multi-level, interdisciplinary scientific research in the field of education.

The conceptual and theoretical substantiation of the system under research is possible under the conditions of the differentiated methodological educational strategy *(polyparadigmal approach).* The acceptability of existence of a number of methodological systems within which the integral models of formation of a researcher's personality and educational process are created and expressed in the form of pedagogical theories, technologies, educational and pedagogical systems, makes it possible to predict and implement actions from the standpoint of integrated combination of various scientific and methodological approaches, harmonization of their goal-settings. We think it rational to use the competency-based, innovative, contextual and culturological approaches that ensure the optimization and effectiveness of educational and cognitive processes, their interaction and systemic unity, can become an effective methodology for constructing practically-oriented education in a complex organizational system of professional training of higher pedagogical school considering the integrative paths of development of education, science and culture. Thus, the *competence approach* allows to focus on the activity content of education, to single out competences and on this basis to plan new contents of training future teachers as researchers, to expand the interdisciplinary, research component in the structure of pedagogical education; the *innovative approach* creates conditions for the formation of future specialist's creative resource, his or her susceptibility to new ideas in pedagogical theory and practice, provides introduction of innovative technologies; *contextual approach* sets the contents and development of academic disciplines on the context basic, ensures a flexible transition from educational and cognitive to professional and pedagogical activities, its scientific-research component; *cultorological* approach makes it possible to

interpret future teacher's research culture as a phenomenon of culture and to formulate the process of its formation. The approach is based on the principles of cultural education.

The reproduction of the developed educational strategy becomes valuable under the conditions of scientific progress, which make it necessary to possess the methodology of scientific research, research tools, to overcome the limits of accumulated information, which is caused by the intensive development of scientific fields. This involves scientific knowledge restoration and structuring in all the directions and levels of professional training, considering its dynamism and variability, and it is a complex problem of deepening the education fundamentalization. Despite some external incompatibility of the concepts of «fundamentalism» and «culture», it is necessary to define a few points of intersection between them, that is why their integration and interdependence under current education conditions are appropriate.

The deep and comprehensive interaction of fundamental science, culture and education is topical nowadays. It ensures the *creation of cultural, scientific and educational environment* with intensified research and innovative components at the level of subjects of pedagogical and cognitive processes. Functioning of such an educational space becomes possible under the conditions of implementation of principles of cultural compatibility (values and norms of education adequate to modern culture), productivity (transforming active chatacter of education), multiculturalism (diversity and plurality of values, forms of activity), integrity (personality, pedagogical process, pedagogical technologies, education content). Thus, the optimization of interaction of simultaneously existing trends (principles) of education such as convergence which preserves and maintains the integrity of the system, and divergence which causes its transformation takes place within cultural, scientific and education environment.

In this context, *innovative education* which is based on the integration of the most effective pedagogical technologies with the intensive use of scientific research; interdisciplinarity as a modern form of fundamentalism of science and education; interconnection and mutual influence of scientific research and educational and pedagogical practice, becomes important. Considering higher education as a social-cognitive complex, functioning on the basis of the unity of the functions of generation, transition and assimilation of knowledge, we can assume that

innovations penetrate all these functions. Thus, science represents the method of generation (developed scientific knowledge in the form of theories, concepts and laws), innovative and research activity serves as a method of transition (using the latest technologies, innovation training), the formed scientific and research culture as a personal phenomenon serves as a method of knowledge assimilation.

Determining the peculiarities of the educational process in accordance with global challenges and strategic orientations of higher pedagogical education requires solving a number of issues united around the mechanisms of scientific and cognitive research, which in turn focus on the problem of future teacher-researchers' professional and personal development. Such issues should include those related to the creation of conditions for: a) the formation of future teacher's value-semantic position towards cognitive processes, scientific creativity, which causes the researcher to realize the importance of science as an important element of culture, scientific thinking as a vital acquisition and «all-planetary phenomenon» (V. I. Vernadskyi), gnostic and culturally ideological functions of knowledge, their heuristic potential; b) formation and development of scientific and pedagogical thinking as a means of systemic realization of pedagogical reality and creation of modern innovative technologies; its polar-paradigm orientation, integrity and criticality should become the dominant features of such thinking; c) ensuring all the directions of a researcher's reflexive work: from ideological to philosophical and scientific ones; the formation of ideological reflection, which includes the main components of the content-related chatacter - ontological, epistemological, historical and philosophical, scientific, axiological, ethical.

As V. V. Kraievskyi [1] points out, the education process can be substantiated only from the point of view of epistemology, which enables to see the emergence, formation and self-motion of this process, which becomes rational, if we set the task of bringing a person's level of knowledge to modern scientific knowledge closer to each other. Thus, the processes of learning and cognition are dialectically related to each other and are differed by interconditionality and interdependence: if the process of cognition is dialectically complex and contradictory, the learning process will be the same.

The central place in the characteristics of the scientific-cognitive process in higher pedagogical school is given to the category of «knowledge», which indicates one of the most important and priority goals of education, determines the means of

pedagogical influence, reveals the contents and the inner side of the pedagogical process. Serving as a subject matter of pedagogical influence, knowledge as a form of normative conceptualization of practical pedagogical activity should be included in the structure of students' individual pedagogical and research experience, assimilated by them in the form of concepts, laws, principles, etc. On the other hand, pedagogical influence becomes meaningful and matters only as a part of comprehensive pedagogical activity, representing the unity of conception (intention, project) and its implementation (result, execution) and requires the teacher to «melt» the knowledge, frozen in the final forms, into the process of students' scientific and cognitive activity, to transform it into the contents of the educational subject, into the contents of students' thinking activity, the means of forming the subject of scientific-research activity. Consequently, knowledge becomes a condition and a means of realization of one's scientific-pedagogical and innovation-research strategies for a future teacher-researcher while for a teacher it becomes a subject of constructing learning material, which focuses on a teacher's pedagogical conception, sets a certain perspective for reproduction of educational and pedagogical processes, their cohesive characteristics.

According to modern requirements of higher pedagogical school it is makes sense to apply such principles (trends) of professional education as *integration* and *interdisciplinarity*. Pedagogical integration should be considered as a higher form of unity of values, principles, content of education, creation of consolidated pedagogical units on the basis of the interconnection of educational subjects, the study of main priorities in interdisciplinary integration. In this sense, interdisciplinarity corresponds to the innovative character of the development of sociality and science, their constant movement, formation and renewal.

Keeping to the logic of our considerations, we believe that solving tasks in the context of the chosen problem issues will be most effective when applying such integration methods as:

interdisciplinarity - when the knowledge of other subjects is used while studying some academic discipline, and the acquired interdisciplinary knowledge will allow to approach solving scientific and pedagogical problems comprehensively and systematically;

coordination - when a teacher focuses on other spheres of knowledge, builds his or her course of lectures and seminars in the united logic of professional activity and scientific-research activities acquire a penetrating character;

combination of several disciplines into one, which can be achieved by simultaneous study of various aspects of a particular socio-cultural or pedagogical phenomenon, as well as owing to the successive study of this phenomenon – first by one discipline and then by the other;

setting of interdisciplinary educational and professional problems, the search for their solutions, using information from various sciences (theoretical and practical material from different disciplines).

Such organization of the pedagogical process, which concentrates various ways of structuring the educational material on an integrative basis, leads to a qualitatively new level of theoretical training of a teacher as a researcher oriented at multiple and multidimensional study of sociocultural and pedagogical phenomena in dialectical logic, taking into account all the variety of forms of their manifestations and contradictions, the vision of multi-vector functioning of the educational system under study dynamically and statically.

Scientists (V. M. Monakhov, P. I. Pidkasystyi) consider pedagogical technology an organizational and methodical tool of scientific and educational educational process, acting as an intermediate link between theory and practice, representing a projection of education (education and training) on the activities of a teacher and a student, and ensuring the achievement of pedagogical goals.

In the aspect of the problem under research, the development of pedagogical technology took place at different levels in vertical and horizontal directions. Thus, in the *vertical hierarchy* there are subordinate classes of educational technologies that are adequate to the levels of organizational structures of the subjects and objects of the educational process: *meta-technologies which* reflect the socio-pedagogical level; *macro technologies* which correspond to the general pedagogical level; *mesothechnologies* which is aimed at solving individual didactic, methodological, educational tasks; *microtechnologies* which reflect contact and personal levels (technologies of individual interaction, self-influence).

In the *horizontal heirarchy* pedagogical technologies are presented by the directions, which reflect the *scientific* (conception of research), the *content-descriptive* (model, description the contents and methods for achieving the expected

result), *procedural-activity* (goal-setting, planning, organization of activities of subjects and objects of scientific-cognitive process) aspects [4].

The distinctive feature of future teacher-researchers' professional training is the synergetic unity of fundamental, culturological, general-scientific, methodological and ideological directions that will ensure the harmonious formation of a researcher's individual-personal potential. Thus, the *fundamentality* of teacher training is determined by the unity of scientific knowledge and educational process, the presence of system-forming cores, is characterized by integrity, interconnection, interaction of all its components and is based on the principles of science, systematic character and consistency. Basic education becomes *fundamental*, the main purpose of which is to spread scientific knowledge as an integral part of world culture, the specificity of vocational and pedagogical fundamentalism - in the primacy of the general humanitarian base, comprehensive humanitarian knowledge, which serves as a basis for special training. In this context, the fundamental nature of education should be considered as the focus of the educational content on methodologically important, invariant elements of human culture, which ensure a qualitatively new level of intellectual culture and stimulate the processes of lifetime self-development and self-education in a rapidly changing socio-economic and technological environment.

Culturological education is concentrated on revealing the main vectors of deployment of culture that is science and education as its phenomena, supposes practical "interiorization" and "assimilation" of cultural experience, formation of the conception of a person as a creation and creator of culture, stimulating the creative and analytical style of thinking, determining the personal sense of socio-cultural, pedagogical and research values, humanitarian, or cultural-centric paradigm, which introduces the «human dimension» into professional life, and a person of culture becomes the purpose of education. In this context, science is considered to be one of the system-forming factors of culture, causing significant changes in the "cultural" condition of the way of life, values, motives of behavior and the nature of self-consciousness of a teacher-researcher's personality.

General-scientific training is aimed at updating both the objective status of the ideal of science and its subjective characteristics as an internal semantic regulative activity; realization of different trends of research strategies (scientific and pedagogical, creative and research, research and experimental, scientific and

methodical), creation of conditions for mastering the culture of scientific-research activities, competencies of a teacher-experimenter, correlating research tasks with pedagogical, tracing their connection with the problem and purpose of scientific research; providing students with a whole range of various means and methods of doing scientific research, ability to combine them, expanding the context of scientific research, deepening its interdisciplinary, integrating character.

Methodological training is aimed at the formation of methodological consciousness, which unites such characteristics of scientific and pedagogical knowledge as conceptual role and normative chatacter; mastering methodological points, allowing to determine research general strategy and tactics; applying general scientific principles of pedagogical research (objectivity, essential analysis, unity of logical and historical, genetic principle, conceptual unity), formation of ability to understand the methodological function of knowledge, to distinguish between scientific, pedagogical and methodological context of research.

Ideological training is aimed at the formation of future teacher-researcher's scientific outlook, worldview and world perception as projections of his system of values – ideals, views, beliefs, opinions, evaluative judgments; it gives the conception of the system of current scientific knowledge, its cultural-educational, ideological, gnostic, prognostic, praxeological functions, ensures historical and philosophical, ontological, phenomenological, ethical and other directions of reflective work of future teacher's consciousness.

Conclusions and perspectives for further research. Thus, taking into account the current trends of higher pedagogical school (globalization, cognitive polymorphism, humanization, coherence, continuity, integration), a model of formation of future teacher-researchers' scientific research culture in the context of their professional training was developed. The model is based on the polyparadigmal approach and includes both variant and invariant educational strategies. The unity of cultural, scientific and educational environment is built as an integrative unity.

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Externals Evaluation of Educational Achievements of Students in the Practice of Teachers

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Abstract. The authentic assessment the preparedness of students , which requires the establishment of appropriate monitoring and evaluation framework, it is a very difficult task and is not used in school practice. One solution to this problem may be organizational and methodical support of teachers and students from outside professional assessment centres with necessary conditions and qualified staff able to carry out an independent evaluation in the form educational auditing. The advantages of this approach due to the possibility of the development and use of standardized testing, statistical justification of norms and assessment scales, providing the comparison of achievements of students in the same row. Reliable data level of preparedness of students create conditions to improve the quality of teaching and more open and trustful interaction of subjects of the educational process.

Keywords: educational results, evaluation, pedagogical measures, educational audit, data interpretation, teacher support.

Внешняя оценка учебных достижений школьников в практике учителя

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Аннотация: Показано, что аутентичное оценивание подготовленности учащихся процесс, требующий создания соответствующей контрольно-оценочной базы, очень сложный и в школьной практике практически не реализуем. Одним из способов решения этой проблемы может быть организационно-методическая поддержка педагогов и обучающихся внешними профессиональными оценочными центрами, обладающими необходимыми условиями и квалифицированными кадрами, способными проводить независимое оценивание в форме образовательного аудита. Преимущества такого подхода обусловлены возможностью разработки и использования стандартизированного тестирования, статистическим обоснованием норм и шкал оценивания, обеспечивающих сравнения достижений обучающихся в однотипном ряду. Надежные данные об уровне подготовленности учащихся создают условия для повышения качества обучения и более открытого и доверительного взаимодействия субъектов образовательного процесса.

Ключевые слова: образовательные результаты, оценка, педагогические измерения, образовательный аудит, интерпретация данных, поддержка учителей.

Введение. Ведущими в подготовке молодежи сегодня на всех уровнях образования, в том числе и школьном, становятся обеспечение и гарантии качества подготовки обучающихся. Вместе с тем, в педагогической среде далеко не все педагоги сегодня готовы изменять подходы к обучению. Часто можно слышать, что советская школа была лучшей, надо вернуть ту систему образования, которая была в середине прошлого века, и, ничего не меняя, оставить ее в прежнем виде. Действительно, в индустриальном/постиндустриальном обществе со стабильной структурой экономики, было возможно спрогнозировать набор профессионально значимых характеристик успешного человека на десятилетия вперед. Школа 50 - 60-х гг. была ориентирована на устойчивость социума и стабильность экономики в стране. Однако в новых социально-экономических условиях и при широком использовании информационного пространства спрогнозировать необходимую «модель выпускника» даже на 3-5 лет вперед совершенно невозможно.

Определение того, к чему должен быть подготовлен выпускник средней и высшей школы сегодня представляет очень большую проблему. Перед школой

XXI века встает проблема подготовки молодежи к решению задач, которые сегодня нельзя предвидеть. Поэтому востребованными становятся образовательные результаты, увязанные с опытом деятельности и способностью применять знания для решения социально-жизненных и профессионально-значимых проблем. Подготовке молодежи к их решению может способствовать триада взаимосвязанных технологий: преподавание, обучение и надежное оценивание результатов учебной деятельности. Еще Б. Г. Ананьев отмечал, что именно эта связь позволяет сделать учебный процесс более прозрачным, активным и результативным [1, С. 265].

В данной статье подробнее остановимся на особенностях оказания информационной поддержки учителям и школьникам предоставлением результатов аутентичного оценивания достижений в процессе обучения. Важная роль отводится механизмам мотивации обучающихся, их рефлексии достигнутого состояния и выработке перспективных планов для последующих этапов обучения. При этом на всем пути обучения с целями освоения образовательных программ должны быть синхронизированы способы объективного оценивания учебных достижений. Обеспечение качества обучения, как известно, достигается качественными условиями образовательного процесса, но, что очень важно, гарантия качества обеспечивается качественным оцениванием учебных достижений.

Отметим, что в качестве информационной основы в управлении образовательными системами стали широко используемые данные образовательной статистики различных проектов оценки учебных достижений международных (PIZA TIMMS, PIRLS и др.) и национальных (ЕГЭ, ОГЭ, НИКО, ВПР, РИКО и др.) [2, 3]. Однако эти оценки, проводимые централизовано «сверху» по единым графикам и оценочным материалам, как правило, дают интегральную информацию, позволяя составлять различные мониторинги для выявления слабых и сильных образовательных систем в целях принятия административных решений. Но такие результаты не обеспечивают обратную связь для педагогов, они не пригодны для оперативной корректировки образовательного процесса и управления текущей учебной деятельностью школьников.

В то же время внешние воздействия на школьную практику при изменении национальной контрольно-оценочной системы требуют от педагогов все более сложной и многогранной ответственности за результаты обучения. Сло-

жилось противоречие между интенсивно развивающейся внешней по отношению к школе системой государственной аттестации выпускников и состоянием педагогической практики, использующей внутри школы преимущественно традиционные методы контроля. В первую очередь это связано с тем, что квалификация педагога-предметника не предусматривает его глубокой подготовки в области теории и практики педагогических измерений и использования современных оценочных технологий. Поэтому обеспечивать оценочный процесс качественными оценочными материалами в стандартизированной форме педагоги в своем большинстве не готовы. Кроме того, в школе оценочный процесс не избавлен от субъективизма педагога, трудно обеспечить информационную защищенность оценочных материалов и первичных результатов. Исследователи отмечают, что процедуры стандартизированной оценки, возможно, являются самыми сложными и наименее понятными как испытуемым, так и учителям [4].

Поэтому на передний план выдвигается одна из актуальных проблем современной педагогики: получение и использование методов оценивания учебных достижений средствами стандартизированного тестирования, способного обеспечить статистический анализ объективных данных, осуществление мониторинга и оперативной диагностики в образовательной деятельности педагогов. В школьной практике на определенных этапах обучения возникает необходимость такого аутентичного оценивания, одной из задач является подготовка школьников к внешним независимым формам региональных исследований качества обучения и технологиям государственной итоговой аттестации.

Новизна исследования. Для получения объективной информации о подготовленности обучающихся важен учет ряда ключевых особенностей современного оценивания [5]. Сюда относятся: методология оценивания; создание моделей современных педагогических измерителей; статистическое обоснование показателей (индикаторов) и критериев, оценочных шкал; создание банков хранения оценочных материалов и образовательной статистики результатов, их накопления и анализа, предоставления удобных форматов данных для различных категорий пользователей на уровне школы или класса, а также индивидуальном для каждого обучающегося. Полученная информация может быть или не быть полезной в зависимости от точности используемых инструментов и навыков их использования.

Одним из путей обеспечения заинтересованных лиц оперативной, объективной и необходимой на текущий момент информацией о подготовленности школьников является образовательный аудит [6]. Это независимое оценивание специализированными структурами, пользующимися доверием педагогов и школьников, имеющих условия для проведения контрольно–оценочных процедур стандартизированными педагогическими измерителями при соблюдении норм и правил, установленных Законом «Об образовании» или другими нормативными документами. Аудит не связан с административными проверками со стороны органов управления в сфере образования. Целью образовательного аудита является выражение мнения о достоверности достижений подготовленности обучающихся, проводится для выявления и решения проблем образовательных учреждений или отдельных потребителей. Отличительные особенности аудита от других форм контроля: контрольно-оценочный процесс проводится по инициативе участников образовательного процесса; его результаты предоставляются только заказчикам (педагогам, обучающимся и родителям), они сами решают, как использовать эти результаты, кому их предоставлять или не предоставлять никому. Задача такой формы контроля – помочь школе решать ее собственные проблемы.

В нашей многолетней практике взаимодействия вуза с сотнями школ региона по оценке учебных достижений замечено, что при системном независимом оценивании школьники, проводя интерпретацию оценок на индивидуально-личностном уровне, изменяют отношение к своей образовательной деятельности. А латентные процессы в самооценке, самокоррекции, самовыражении и целеполагании обучающегося становятся итогом самоанализа достигнутых результатов. Личностный подход к успеху в учебе воздействует на мотивационные уровни и формирование установок обучающихся в достижении лучших образовательных результатов через развитие механизмов рефлексии достигнутого и выработки перспективного планирования следующих этапов обучения [7].

К настоящему времени основные цели образовательного аудита предусматривают: обеспечение запроса школ на независимую оценку учебных достижений обучающихся; выражение мнения о достоверности подготовленности обучающихся; оказание организационно-методической помощи педагогам в

контрольно-оценочной деятельности; адаптация обучающихся к технологиям государственной итоговой аттестации.

Обоснование методики. Принципиально новая система самоорганизации и самоуправления качеством обучения должна опираться не только на творческий характер педагога, но и на некоторую алгоритмизацию и стандартизацию [8-10]. Оперативная диагностика усвоения содержания учебных дисциплин позволяет учителю оперативно анализировать достижения школьников, а школьникам обеспечивает доверие к оценкам и возможности выявлять и анализировать свои достижения и ошибки. Это позволяет им определять для себя пути, способы и интенсивность самоподготовки, исходя из индивидуальных ценностно-смысловых установок и перспективных планов.

Глубинный смысл независимого текущего контроля заключается не в одноразовых процедурах, а в создании целостной системы обучения, развития, самоконтроля, мониторинга, анализа и интерпретации результатов для совершенствования образовательной деятельности. Получение надежной информации об оценках школьников позволяет учителю понять сильные стороны и проблемы обучения, принять обоснованное решение о совершенствовании образовательной деятельности и обеспечить индивидуальное консультирование учеников [11, 12]. Эффективность образовательного процесса обеспечивается обратной связью относительно их прогресса и анализа факторов влияния на результаты обучения [13, 14]. Философия независимого оценивания может способствовать продуманному управлению учебной деятельностью.

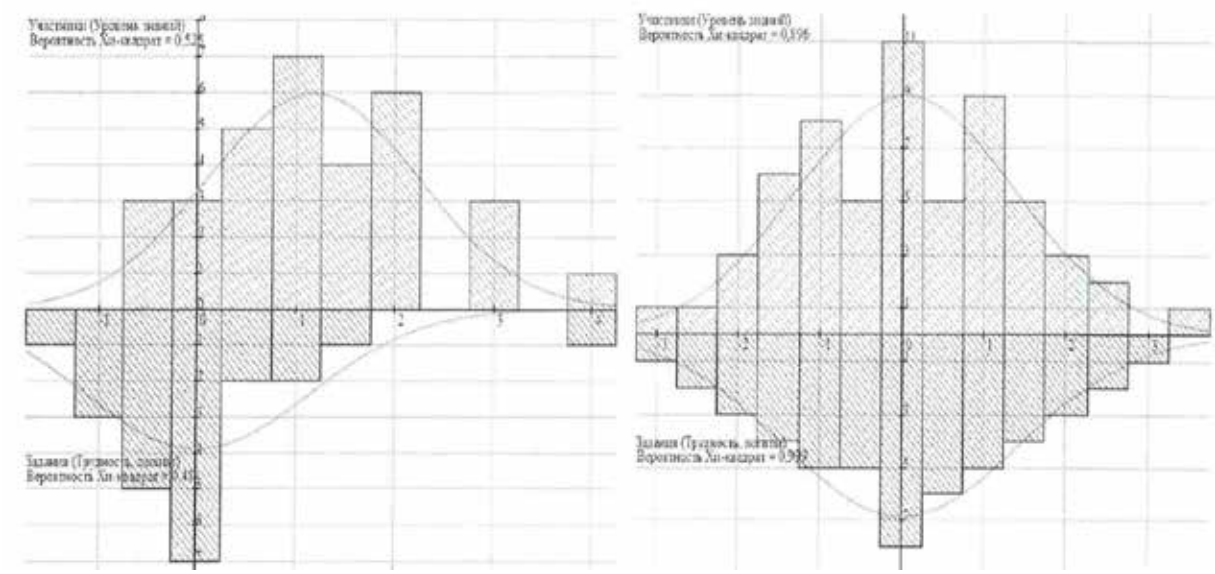
Системное проведение внешнего тестирования в школьной практике показывает, что постепенно происходят пересмотр значимости контроля и усиление его обучающей функции. Для школьников это отработка навыков заполнения стандартизированных бланков ответов на тестовые задания; знакомство со структурой, содержанием и уровнем трудности заданий; ознакомление с современными технологиями контроля; обеспечение условий для самоконтроля и самоподготовки. У школьников при этом формируются устойчивые навыки работы с различными по форме заданиями в условиях фиксированного времени. Появляется готовность выполнять максимально возможное число заданий и стремление улучшить результат. Развиваются общеучебные компетенции наиболее универсально применять знания и навыки, полученные не только в данной предметной области, но и межпредметные знания, интуицию.

Объективная оценка учебных достижений позволяет школьникам развивать навыки рефлексии и самооценки, эффективность которой состоит в том, что она включает в себя не только механизмы контроля и оценочных действий, но и механизм поиска путей улучшения достижений. Получая возможность сравнить результат своих достижений с объективным показателем (нормой), обучающийся идентифицирует себя в однотипной среде, что становится импульсом к усилению мотивации обучения и саморазвития. Кроме того, происходит отработка навыков заполнения стандартизированных бланков ответов на тестовые задания; знакомство со структурой, содержанием и уровнем трудности заданий по различным предметам и современными технологиями тестового контроля. Происходит развитие личностных характеристик обучающихся, таких как умения приводить разрозненные мысли в систему; организованно и продуктивно работать с тестом; тренировка памяти и способности сохранять информацию длительное время, внимательности и сосредоточенности на выделенном объекте; развитие воображения как способа воспроизводить образы объектов для формулирования ответов; выработка выносливости как свойства продуктивно трудиться длительное время; ответственность за принимаемые решения и поступки, действия и результаты учебной деятельности. Это отмечают и педагоги, и родители, что собственно и обусловливает их обращение к внешней оценке в форме образовательного аудита.

Обеспечение надежности результатов. Независимые центры особенно эффективно работают в зарубежной практике аутентичного оценивания достижений обучающихся [15]. В педагогической культуре оценивания учебных достижений сегодня необходимо опираться на ряд важных принципов контрольно-оценочной деятельности как формирующего оценивания [16]. К ним относятся: связь между оценкой и обучением; сочетание традиционных и инновационных методов оценки; надежность и валидность оценок; обеспечение сравнительного анализа; наличие показателей и критериев достижений, норм и шкал оценивания; доступность результатов для их анализа и интерпретации. Учитывая, что не все тесты могут дать желаемый результат, к ним следует относиться с известной долей осторожности. При всей кажущейся простоте разработка и применение стандартизированных тестов имеет множество «подводных камней», которые могут привести к серьезным диагностическим ошибкам [17]. И, в первую очередь, это сложность учета латентного характера не только

подготовленности испытуемых, но и природы самих оценочных материалов, в последнее время все чаще конструируемых на основе модели Раша (G. Rasch) [18]. Получение объективной и сопоставимой образовательной информации с дифференциацией по степени подготовленности учащихся требует использования педагогических измерителей, соответствующих стадии обучения и обеспеченных статистическими данными апробации [19]. В условиях школьной практики обеспечить такие условия невозможно.

Для обработки результатов внешнего тестирования и определения качества тестов нами используется компьютерная программа RILP-1M, разработанная И. Н. Елисеевым для определения латентных переменных испытуемых и заданий теста [20, 21]. При обработке данных образовательного аудита расчёты оценок и трудности заданий проводятся путем автоматизированной обработки матриц результатов (рис.).



А) Б)

Рис. Распределение оценок и трудности заданий теста

А) легкий тест для данной выборки испытуемых;

Б) тест соответствует уровню подготовленности школьников

На одной и той же шкале (в диапазоне от -3 до +3 логитов) верхняя гистограмма показывает распределение оценок испытуемых, а нижняя дает распределение трудности заданий теста. Удобство метода заключается в оперативности получения необходимого набора психометрических характеристик теста. Это позволяет проводить контроль качества педагогического инструмента-

рия и его корректировку, учитывать возможную ошибку измерения; формировать банк тестов, обеспечивающих надежность оценок испытуемых. Валидность, надежность и объективность оценки в практике образовательного аудита являются самыми важными его свойствами.

Выводы. Концепция независимой оценки претерпевает существенные изменения, затрагивая не только обучающегося и его достижения, но и педагогов. Организационно-методическая поддержка учителей результатами внешнего оценивания позволяет повысить качество обучения школьников в результате оперативного принятия превентивных и корректирующих мероприятий по ходу учебного процесса. Следует выделить ряд других преимуществ для учителя: снижение трудозатрат на подготовку стандартизированных оценочных материалов; оперативное получение результатов независимой оценки предметной подготовленности в соответствии программой и стадией обучения школьников; обеспечение сопоставимости подготовленности обучающихся на стандартной шкале. Положительным моментом является то, что меняется психологическая ситуация в образовательной организации: снижается степень администрирования, а между субъектами образовательного процесса исключаются характерные для традиционных опросов и экзаменов причины конфликтов при неудовлетворенности отметкой. Управление учебным процессом происходит на уровне самоуправления, повышения квалиметрической культуры педагогов и обеспечения когерентности внутренних оценок относительно внешних.

В заключение хотелось бы выразить благодарность большому числу школьных учителей, заинтересованно относящихся к независимому контролю знаний учащихся; моим замечательным сотрудникам, обеспечивающим организацию и проведение оценочных процедур, а также И. Н. Елисееву, любезно предоставившему удобную программу для оперативного получения статистически обоснованной информации о качестве используемых педагогических измерителей.

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The Specific of Journalistic Problems and Genre of Volodymyr Sapon's Inheritance

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Abstract: The article is deals with the devotions of analysis of creative activity of the modern Ukrainian journalist and a writer Volodymyr Sapon (1951–2017). Key problems light up his journalistic work. In particular problem of revival of spiritual inheritance of the Ukrainian people overvalue of historical events and figures of statesmen, artists, research workers, folk skilled craftsmen, through the prism of the newest realities of days, and also other problems.

The specific of the genre of journalistic publications showes up as articles, essays, notes, reviews, interviews.

Keywords: problems, specific of the genre, inheritance, essay, article, notes, review, interview, reporting.

Raising of problem. Modern literary process in Ukraine hardness to present of Volodymyr Sapon's poetic and prosaic books (1951–2017).

He is also well known as a researcher of a particular region, spessialist of the cultural area and journalist. Actually the last selected from of the verges creative the artist's activity which was deserving as the epicentre of attention of research workers.

Analysis of the last researches and publications the decision of the noted problem is founded in which. In the last decades creative and cultural area Volodymyr Sapon's activity is repeatedly became the object of scientific studios. There were such known writers of M. Tkach [7; 8], D. Ivanov [3], juornalists and researcher of a particular region M. Timoshik [6], O. Brik [1] etc [4; 9] devoted the comprehension to create the works numerous reviews, detailed articles. A biobibliographic pointer appeared «Volodymyr M. Sapon» [2] and other materials about life and creation of the known journalist and writer. At the same time the authors of the mentioned publications fluently touch question in relation two

problems and specific of genre of the journalistic had been inheritanced maded by Volodymyr Sapon.

Consequently it was actuality research foremost public resonance of Volodymyr Sapon's creation made by a sharp necessity to learn the journalistic activity and also absence of publications. **The aim of the article** was describe the problems and specific of genre journalistic work written by Volodymyr Sapon, researcher of a particular region, cultural area as writer and journalist.

Presentation of the main research material. Volodymyr Sapon was born in the 2th on July, 1951 in the village of Rudka, Chernihiv district, Chernihiv region. Even at school he was fond of literature and began to write under the influence of the teacher of history and the writer V. Manoylenka. Volodymyr published his first poems while studying in the eighth grade in the local newspaper and the republican magazine "Pioneer" (now "Classmate").

Subsequently the novice's poems were also seen in the local newspapers as in the Komsomolsk Harris and in the "Desnyanska Truth". Ten-year-old Vladimir Sapon went to a republican seminar for novice poets where his lyrical works received a commendable assessment of Volodymyr Pyanov, Dmytro Bilous, Abram Katsnelson and Vitaly Korotich. The future journalist and writer studied at the Faculty of Philology of the Nizhyn State Pedagogical Institute named after M. Gogol (now it is the university) during the 1969-1973.

During his studies, he was regularly visited a literary studio which had been directed by Dmytro Nalyvaiko an expert in foreign literature and later a member of the Academy of Sciences of Ukraine, a laureate of the National Award. T.G. Shevchenko and then the literary studio was headed by writer and literary critic Pavlo Serdyuk.

Volodymyr Sapon published in a lot in the Ukrainian periodicals while he was a student. There was "something in it that made me look closely at this gifted, mysterious young man" [4, 138-139]. A young graduate from the Gogol high school worked as the editor of a large scale "The builder" from 1982 as a deputy editor of the newspaper "Komsomolskiy Hurt". He worked in the regional newspaper "Desnyanska truth" for 25 years since 1986. It was in this newspaper in 1998 that he was awarded the honorary title "Honored Journalist of Ukraine". Here he became the winner of the International festivals of journalists of the regional media "Podesenie's Golden Ringing" for three times (2004, 2006, 2011). He is a member of the National

Union of Writers of Ukraine, the National Union of Journalists of Ukraine and the National Union of Local History of Ukraine, the winner of the literary prizes named after Alexei Desniak (1986), Vasyl Blakytny (1995), M. Kotsiubynsky (2004), Leonid Hlibov (2009), Ivan Koshelevtsev) and Panteleimon Kulish (2015), a member of the editorial board of the Literary Chernigov magazine.

Volodymyr Sapon is the author of over hundreds of reviews on poetry and prose books, mostly compatriots. He wrote the first in his life at the age of sixteen.

It was a response to Stanislav Repiah's book "Colors. The Poetry" (1967) called "The Colors of the Native Land" (Komsomolsk Horn, in the 9-th of August, 1967). Subsequently, the world saw other reviews by a young journalist "For folk motives" (Komsomolsky Gort in the 5-th of May, 1970), in the book by Leonid Horlach "Milky Way. Ballads" (1970), "The Parents 'Limits of Love" (Komsomolskiy Death in the 25-th of January, 1973), in the book Grigor Tiutiunnik "The Parents' Rapids" (1972), "With faith in man" (Friend of the reader the 5-th of June, 1980), in the book by Mihas Tkach "Sunny noon" (1979); "The Will of Good and Love" (Komsomolsky Gort in the of October, 1983), in the Dmitry Ivanov's book "The Wills of My Kind: Poetry" (1983) and others.

Pay attention to the aesthetic preferences of the young reviewer. He chose to critically examine artistic, complete editions which differed from the book flow of those years with high emotional tension. They were the best poetic and prose collections, sign for the whole Ukrainian literature of the late 60's and early 80's of the twentieth century. At least three writers from the five, written by V. Sapon, G. Titiunnik, D. Ivanov and L. Gorlach will be awarded the highest state literary and artistic distinction in Ukraine, the National Prize named after them by T. Shevchenko. Books by S. Repyach and M. Tkach, did not receive such a reward still remain in the reader's arsenal among their favorite editions today, "teach young contemporaries to overcome pettiness, weakness, believing in man, goodness, difficult, but still more than happiness" (" With faith in man").

Subsequently, the best reviews of the journalist and the writer will be collected in a book entitled "The Strasbourg Pie. Diary Prose and Essays" (2013). In these reviews V. Sapon noted "There is no complementarity often destroys current similar works" [9, 183].

For example, you can name at least the "Stolen Rhymes of Mrs. Rome", a review of the book by Raisy Demyanenko "Legends, transfers of the Northern

district. Steps of the Centuries" (2012) the author of which "fell in love" with plagiarism. Some critical notes are found on the books written by of P. Soroka "Tree over the water stream", etc.

According to the researchers of the work of V. Sapon wrote "no reviews in the classical dimension of the genre, although certain elements of analytical feedback on individual editions are here" [9, 184]. It is rather an essay a symbiosis of literary exploration, reviews, and journalism.

The key problem of the V. Sapon's journalist work is the problem of the revival of the spiritual heritage of the Ukrainian people. It is revealed first of all in the studies of the historical past of Chernigov region. In particular, V. Sapon, for the first time, together with O. Kovalenko and S. Melnik, found the "Census Book of Chernihiv" in 1666. It was published and expressed the hypothesis that called Yaroslavna was crying on the Desna in 1991 and not in Putivl of the Sumy region, as the scientists investigating "The Story of Igor's Campaign" prove it. V. Sapon sought and published the memoirs of Chernigov Y. Grigorovich a representative of the well-known family of Verbitsky.

Significant interest was caused by the publication of V. Sapon about the history of his native village of Rudka (the book "Forgotten trails of the Siberian Clio") about the homonymic of Chernihiv region (the book "Secrets of the names of our cities and villages").

He unveiled a unique book "Streets of the Old Chernigov" published a book on the history of the ancient Sednev. The published guide "Chernigov Ancient and Modern" was twice issued by a well-organized journalist and ethnographer.

In his sketches, essays by an easy beginning or lyrical introduction one always has one pattern mandatory historical or autobiographical information, tied to the main fact of reflection. This can be seen in the "Strasbourg Cake" and in "Honey and Mills of History", and in "Somewhat from a Diary." At first glance, these are very simple subjects in the narratives, say, "Farewell to the Slavs" but as imperceptibly intertwines in them deep information. This particular feature of his journalistic materials attracts the reader. To unravel the mystery of his material for just have to start reading, and then do not leave until you know what that or another story is over.

From the preface and afterword of Volodymyr Sapon by the works of A. Dovgog, P. Kutsenko, A. Samilenko, P.Pulinets, G. Chernysh, O. Marchenko and P. Rudenko came out. He was the editor of the books of D. Ivanov, M. Tkach,

N. Galkovskaya, V. Strutynsky, V. Pilipts, V. Leus, Y. Kovalsky and many others. The problem of reassessment of historical events and figures of statesmen, artists, scholars, folk craftsmen through the prism of the newest realities of the era is most fully realized by journalist V. Sapon in the genre of essay. His first essay was called "The involvement" (Komsomolsky Death, the 27-th of March, 1973).

He was devoted to students of the Nizhin Pedagogical Institute named after M. Gogol O. Kovalenko, S. Olgovsky and V. Zotsenko, he is known as Ukrainian historians, professors.

Subsequently, the world saw the historic sketch of V. Sapon "From the Cossack of the Belts" (Desnyanska truth, the 29-th of July, 1983). The journalistic material told about PA Manoylenka (1893-1937) a fellow countryman, a revolutionary, a Soviet figure, the "enemy of the people." The essay "Taking a Hard Work" (Desnyanska truth, the 12-th of January, 1988) covered a biography of O. G. Yakimchenko (1878-1929) a Russian modernist artist. "In Baturin, over the Seam" (Desnyanska truth the 5-th of August, 1990), a local linguistic essay about the ancient times and the present-day town of Baturin in the Bakhmach district of the Chernihiv region.

The popular essay "General Missile Contestantinov's (Komsomolsky Hort – the 7-th of July, 1987) is dedicated to Chernigov K. I. Konstantinov (1819-1979), the inventor of the first Russian combat missile.

Instead of that the "Patches" a heroic and patriotic essay about the courageous avengers is defenders of the native land from the invaders and the village of Chernihiv district burned down by fascists. The cultural essay "The Odyssey of Y Lisyansky" (Desnyanska truth 7-16-th of April, 1988) is devoted to the biography of the native of Nizhin F. Lysiansky (1783-1837), a well-known Russian navigator. As we see from this far-not-complete list of essays by Vladimir Sapon, the journalist realized in this genre one of the leading features of an individual style the diffusion of genres. Characteristic for these works is also the alloy of artistic and journalism, a combination of philosophical depth with the acuity of social sound, imagery, logical presentation of the material.

Among the journalistic materials created by V. Sapon, there were many interviews such as "Blessed by Tichyna" (Desnyanska truth the 20-th of December, 2010), an interview with the poet S. Repyah; "The northern thought" the second birth (Desnyanska truth. The 19-th of September, 1992) an interview with O. B. Ko-

valenko, dean of the historical department of the Chernihiv teachers training Institute. "Our thought is our song ..." (Star heritage - Chernihiv - 2000. - P. 100-106) - interview with folk researcher V. Polevik and many others. Developed journalist and genres of reportage: "This glorious Gogol's high school" (Desnyanska truth, the 26-th of September, 1995) – the report on the celebration of the 175th anniversary of the Nizhin teachers training institute named after M. Gogol; notes such as "There is again a church in Rudka" (Desnyanska truth – the 5-th of December, 1996), about the opening of a church in the Rudka village, Chernihiv district, replies "Who" had betrayed "Ivan Turgenev? (Literary Ukraine – the 9-th of April, 2009) about the article by A. Topachevsky about T. Shevchenko and many others.

According to researchers of the journalistic heritage by Vladimir Sapon was admitted "young creative change is something to learn in Sapon. He tore the artistic path persistently, modestly, in good faith. Because not among those who advertise their cheap work, making a breakthrough in various ways to publications, posting the idleness of untangling. Honestly and selflessly doing his job serving people and deeds, and creativity. He is intelligent in the highest sense of the word. And his soul is beloved in Podesenie, in Stryzhen, in his native village "[4, 141].

It is difficult to disagree with these words. It is very painful to realize that the earthly path of a talented artist suddenly broke. However, works by Vladimir Sapon remain, appealing to everyone who loves his native land, a fragrant Ukrainian word, who loves his homeland.

Conclusions. The Vladimir Sapon's journalistic legacy is an integral part of his creative work and deserves careful scientific attention. It is impossible to create a holistic, objective portrait of the artist against the backdrop of the last third part of the XX and the beginning of the XXI century. More than 250 articles, essays, reports, notes, interviews, reviews, radio adventures, etc.

It is the result of V. Sapon's journalistic work. In the heart of all the performances of the artist in the Ukrainian press its talented people; it is also language, culture, history, present and future. The V. Sapon's journalistic identity of also appeared in his genre workmanship. In the journalistic work of writer, publicist and ethnographer, the vast majority of materials are marked by a distinguishing feature of the author's style known as the diffusion of genres. In particular, the features of essay actively penetrate the form and content of the article, preface, reviews, notes, essays.

V. Sapon's journalistic work, like many of his contemporaries, such as M. Tkach, O. Zabarny and many others. It is an example of service to the Ukrainian people and his young, independent state.

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Gradation Relations in Aspectology: Subjective Gradual Evaluation of Action and Theory of the 'Degrees Obtained' of the Russian Verb

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Abstract: One of the most difficult issues of aspectology is the study of the form of the verb categories and methods of verbal action, as well as establishing relationships gradation in the grammatical system of the verbal expression. In the course of analyzing this problem we should turn to the theory of "degrees", as it makes it possible to broadly describe the lexical and grammatical features of the verb, to consider the system of species formation, to reveal **qualitatively-characterizing** differences between species values and methods of verbal action.

On the **semantic basis** are allocated a different "**degree sovershaemostey**" of the verb with gradual character. These values in the verb system are realized by using a variety of affixes. These forms are the modes of transmission of the **subjective gradual evaluation an act**.

Keywords: degree, commitability, quality, gradual evaluation, action.

Градационные отношения в аспектологии: субъективная градуальная оценка действия и теория "степеней совершаемостей" русского глагола

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Аннотация: Одним из сложных вопросов аспектологии является изучение категории вида глагола и способов глагольного действия, а также установ-

ление градационных отношений в грамматической системе глагольного слова. В ходе анализа данной проблемы следует обращаться к теории "степеней", так как она дает возможность шире описать лексико-грамматические признаки глагола, рассмотреть систему образования видов, выявить **качественно-характеризующие** различия между видовыми значениями и способами глагольного действия. Теория "**степеней**" представляет собой оригинальную попытку осмыслить "**качественный" характер *вида*** русского глагола и доказывает **пограничный, "гибридный" характер видообразования. Степени "совершаемостей"** глагола, имеющие градуальный характер, выделяются на **семантической основе**. Показателями данных значений в системе глагола выступают различные аффиксы, передающие **субъективную градуальную оценку действия**.

Ключевые слова: степень, совершаемость, качественность, градуальная оценка, действие

В силу своих семантико-грамматических особенностей основные знаменательные части речи способны выражать ту или иную ***степень (меру)*** проявления признака и выступать в качестве *градуированных* и *градуируемых* единиц [1]. С понятиями ***степень***, ***мера*** определенным образом (в бо́льшей или меньшей степени) соотносятся ***признаковость***, ***процессуальность***, ***предметность***, категориальная семантика основных знаменательных частей речи: большинство слов современного русского языка выражает изменяемый и измеряемый (***качественный***) признак (степени сравнения (имена прилагательные)); образования с суффиксами субъективной оценки (имена существительные и имена прилагательные), а также способы глагольного действия со значением меры.

Одним из сложных вопросов аспектологии является изучение категории вида глагола и способов глагольного действия, а также установление градационных отношений в грамматической системе глагольного слова [2, 3]. В ходе анализа данной проблемы следует обращаться к теории "степеней", так как она дает возможность шире описать лексико-грамматические признаки глагола, рассмотреть систему образования видов, выявить **качественно-характеризующие** различия между видовыми значениями и способами глагольного действия.

Понятие "**степень**" раскрывалось или как сочетание **количественно-временных** [О реальном представлении количества см.: 4] и **пространственных признаков** (теория Г.П. Павского), или как сочетание **количественно-временных** и **качественно-временных признаков** (теория К.С.Аксакова), или как сочетание **качественно-временных признаков** с **признаками силы, энергии действия (**теория Н.П.Некрасова). Данные теории "смешивали" кратные значения и оттенки с качественно-видовыми [5], однако их необходимо учитывать в процессе изучения категории вида глагола и способов глагольного действия, а также в ходе установления тонких оттенков значений русского глагольного слова [http://www.philol.msu.ru/~sidorova/for_students/Gram Categories. html - Дата обращения 15.02.2018; http://doktori.btk.elte.hu/lingv/palosiildiko/ diss.pdf. - Дата обращения 15.02.2018].

Весьма оригинальна, и даже креативна, по содержанию теория Г.П. Павского. С нею можно соглашаться и не соглашаться, но следует признать тот факт, что выявленный **качественный** характер категории вида, а **особый, *градуальный*,** угол зрения на данную категорию помогает определить ее **пограничный** и **"гибридный"** характер. **Оригинальность** теории, прежде всего, проявляется в том, что **степень** в глаголах ("**мера продолжительности и объем действия**") представлена в трех ***степенях***: ***первая степень*** (**однократные** глаголы) - самое определенное пространство или наималейшее продолжение действия и мгновенное явление (*мелькнуть, кончить, уйти, прочитать);* ***средняя степень*** (**многократные** глаголы) - (более) неопределенное действие, обширный круг действий (*мелькать, почитывать, поглядывать, летать*); ***последняя степень*** ("**многократные дальние**") - обширный круг действия, где неопределенность "теряется" (*читывать, видывать, хаживать* и под.) [6 (выделения в тексте наши - *С.К.*)]. В работе Г.П. Павским описана *техника* видового суффиксального и префиксального образования, представлены *списки основ* простых глаголов с распределением их **по степеням** и конкретизацией "предложного производства глаголов". Выдвинутая теория Г.П. Павского стала основой теории видов К.С. Аксакова, придавшему понятию "**степень**" более **качественный характер** [7].

"Гибридный" характер видообразования подтверждается его дискуссионным, неоднозначным изложением в научных изданиях, учебниках и учебных пособиях [8], а также сложностью установления грамматических и семан-

тических связей языковых единиц и форм слова, а также в выявлением их функциональных особенностей, ср.: "В реальном ***функционировании*** глаголов нередко наблюдается **конкуренция видов**, т.е. использование парных глаголов *совершенного* и *несовершенного* вида в одном и том же контексте, когда **видовые различия не сказываются** на **общем смысле** высказывания **(**выделения наши - *С.К.***)**. **Конкуренция** возможна при выражении следующих аспектуальных ситуаций" [9]: 1) конкретно-фактическое значение глаголов (*Мы уже **изучали /изучили** это стихотворение*); 2) при выражении ситуации повторяющегося, обычного или типичного действия (*Он обычно **приходил/придет** и **садился/сядет** у камина*). Подобная "конкуренция" исключается для большинства значений "аспектуальных ситуаций" и выражения "постоянных отношений" глаголами несовершенного вида (см., например, значения постоянного настоящего - *Земля вращается вокруг Солнца*). Подобные примеры демонстрируют явные видо-временные связи и отношения.

Лингвистические описания категории вида доказывают ее п**ограничность** и "**гибридность**" (см., например, работы Г.П. Павского, Н.П. Некрасова, К.С. Аксакова, В.В. Виноградова, А.В. Бондарко и др.). Так, теория о трех степенях глагола Г.П. Павского [10, 11; См. об этом: 12] стала "новым" этапам в учении о видах, носит обобщенный характер и весьма актуальна в настоящее время. Её новизна состоит в том, что Г.П. Павский по аналогии со степенями сравнения имени прилагательного ***виды*** глагола называет ***степенями***. С точки зрения соотношения выражения ***предела*** в развитии **действия** и ***степени*** его **проявления,** структура теории Г.П. Павского является более удобной для описания *связей* и *отношений вида* - аспектуальности и градуальности, так как отражает способность глагола передавать **интенсивность, меру** и **степень действия**.

Категории вида К.С. Аксаковым определяется как основа ***спряжения*** (от узкого понимая (*изменение* глагола по лицам и числам в пределах настоящего и будущего времени и *распределение* глаголов по группам в зависимости от флексий) до самого широкого (спрягаемые и неспрягаемые формы глагола)), что позволило включить в спряжение изменение не только по лицам и числам, но и по наклонениям, временам и родам: "Русский глагол имеет три степени, выражающие различные определения (моменты) самого действия в его существенном значении: **степень неопределенная, степень однократная, сте-**

пень многократная. Изменение глагола по этим степеням в лице и числе есть **спряжение**" [13 (выделения наши - *С.К.*)]. Дается точное замечание, определяющее **"статус" видообразования** и его **характер**, признавая разные "видовые варианты" одной и той же основы ***формами*** глагола: "все эти *формы* - *формы* одного и того же глагола, но формы не времени, а **качества действия**: понятие же о времени ... есть **выводное из качества действия**" [14 (выделения наши - *С.К.*)].

"**Качественное**" описание категории вида глагола продолжается и углубляется в работах Н.П. Некрасова: "В русском глаголе **качественность формы** бросается в глаза с первого взгляда... **Качественность действия** заключается в ***свойстве*** его проявляться ***кратко*** или ***быстро*** и ***медленно*** или ***продолжительно***. ***Краткость*** и ***продолжительность*** **проявления действия** соответствует ***сжатости*** и ***растяжению*** **формы**... Будучи свойством , ***продолжительность*** действия может проявляться в **различной степени**, т.е. она может быть ***меньшею*** и ***большею*** **продолжительностью**. ***Наименьшая*** **продолжительность** будет, конечно, та, в которой *начало* действия **совпадает** в сознании с *концом* его... Напротив, ***наибольшая*** **продолжительность** будет, конечно, та, в которой *конец* действия представляется для сознания **наиболее удаляющимся** от его *начала*" [15 (выделения в тексте наши - *С.К.*)]. Отмечается, что "сама **продолжительность** представляется сознанию **повторяющимся** *от времени до времени*. Это **кратность, будучи степенью продолжительности,** главным образом имеет **качественное значение**, выражая **особую силу, энергию действия в его проявлени**и". Но "таким пониманием **кратности** действия мы не хотим и не можем отрицать безусловно **количественности** ее значения для действия, но желаем лишь сохранить существенное значение, **значение качественное**, которое может **легко переходить и в количественное**..." [16 (выделения в тексте наши - *С.К.*)].

Соответственно "**качественность"** русского глагола представляет три главных ***степени*** своего **проявления**: 1) **краткая** (*двинуть, махнуть*); 2) **продолжительная** (*двигать, махать*); 3) **кратную** (*двигивать, махивать*). По мнению Н.П. Некрасова, форм **краткой степени** гораздо меньше, чем форм **кратной степени**. **Основой** ***видовых изменений*** глагола определяется "**продолжительная степень**" - *несо.вид*. Остальные две формы "могут быть и не быть, смотря **по смыслу действия**, выражаемого продолжительною степе-

нью... Но вообще **продолжительность** легче **может быть усилена**, чем сокращена; ибо **усиленная продолжительность** есть не что иное, как **та же продолжительность**, а **краткость** есть как бы **уничтожение**, отрицание **продолжительности**" [17 (выделения в тексте наши - *С.К.*)].

Понятие "**степени**" по отношению к глаголу позднее стал использовать Д.Н. Овсянико-Куликовский для **характеристики внутривидовых различий** между глаголами. Для глаголов несовершенного вида он выдели следующие "***степени***": 1) **длительный первой степени** (*нести, везти, течь*); 2) **длительный второй степени** (*носить, возить, протекать*); 3) **длительный третьей степени** с различными оттенками (*прохаживаться, похаживать*) [18].

Лингвистами решались задачи установления **разнообразных оттенков значения** глагола и объединения их **вокруг основных значений** [https://scicenter.online/russkiy-yazyik-scicenter/grammaticheskaya-stabilizatsiya-vidovoy-48170.html - Дата обращения 15.02.2018]. См.: **длительность действия** - это "**родовая характеристика глагольной системы**" [19], которая может быть рассмотрена в следующих условиях: а) без ближайших определений и оттенков (*вид* **неопределенный** - *сидеть, лежать* и др.); б) в соединении с ними.

"**Длительность**" определяется для глаголов несовершенного и совершенного видов: 1) в ее **усиленной** экстенсивности или **интенсивности** (*вид* "**усиленный"** (*бирать, живать* и под.)); 2) в ее *начале* и **постепенном** инертном **возрастании** (*вид* "**начинательный**" (*сохнуть, киснуть, худеть* и др.)); 3) в ее **завершении**, **окончании** (*вид* "**окончательности**" (*дать, купить, сесть* и т.д.)); 4) **мгновенности** своего **проявления** (*вид* "**мгновенный**" (*крикнуть, махнуть* и проч.)). Наряду со "**степенями длительности**" устанавливаются **оттенки значения**, играющие второстепенную роль, но определяющие в дальнейшем значения *способов глагольного действия*. См.: - "фактичность и возможность действия" (*плыть* и *плавать*); - однообразие и разнообразие (*иду - хожу*); - однократность и многократность, полнота и неполнота (*застрелить* и *подстрелить*); - законченность и незаконченность, ощутимость и неощутимость и т.п. [20].

На основе **семантических** оттенков выделяют "***степени совершаемостей"*** глагола, которые раскрывают сущность категории градуальности в системе глагола и образуются при помощи аффиксов (префиксов, постфикса,

суффикса). В лингвистике описаны разные типы "***совершаемостей***" [см., например: 21]:

- ***начинательная "совершаемость":*** значение выражается в слове с приставкой ***за-***, обозначающей оптически воспринимаемые явления - ***за****зеленеть* (= «начать зеленеть») и т.п.;

- ***эволютивная "совершаемость"***: значение максимальной интенсивности ("в результате постепенного нарастания интенсивности в начальной фазе действия" [22]) создается при помощи префикса ***раз***- и постфикса - ***ся*** - *говорить* - ***раз****говорить****ся****, хохотать* - ***рас****хохотать****ся*** и т.п.

- ограничительная "совершаемость": значение действия в глаголах *несовершенного* вида с приставкой ***по***- выражает не просто "*малую меру"* действия, а "***меру действия, ограниченного во времени"***, см., глаголы *поговорить*, *побеседовать* выражают отрезок времени *неопределенной продолжительности* (часто воспринимаемый как относительно *короткий*), заполненный процессом говорения/беседы. *Ограничительное* действие имеют глаголы с приставками ***вз***-/***вс***- в сочетании с суффиксом -***ну***(-***ть***): ***вз****дрем****ну***(-*тъ*), ***вс****плак****ну***(-*ть*) и т.д.;

- значение ***смягчительной "совершаемости"*** от *ограничительной* отличается иной *направленностью*, относящейся к ***интенсивности***, а не к *ограниченности* во времени: ***по****разврлечь* = «слегка, немного, отчасти *развлечь*», ***по****обсохнуть* = «немного *обсохнуть*». *Смягчительное* значение создается присоединением префикса ***под***- к приставочному глаголу *совершенного* вида: ***под****забыть*,***под****нажать* и др.;

- ***результативная "совершаемость"*** располагает определенными приставками (***на***-, ***из***-, ***по***- и т.п.), выбор которых обусловлен теми или иными свойствами семантики глагола (***на****летать*, ***на****любоваться*, ***ис****писать*);

- однократная (**"**один отдельный фазис" многофазисного действия**)** и ***многракратная "соврешаемости"*** от бесприставочных глаголов, ср.: *толкать - толк****ну****ть; бодать - бод****ну****ть* (*однократная "совершаемость*"); *ходить - хаж****ива****ть, сидеть - сиж****ива****ть* и под. (*многократная "совершаемость*");

Дополнительно, см.: ***прерывисто-смягчительная*** (*болеть - **по****бали****ва****ть; стучать - **по****стук****ива****ть* и под.), ***осложненно-интенсивная "совершаемость"*** (*звонить - **вы****зван****ива****ть*), ***сопроводительная "совершаемость"*** (*говорить - **при****говар****ива****ть, петь - **под****пе****ва****ть* и проч.), ***взаимная***

(*говорить* - ***пере****говар****иваться*** и под.), ***распределительная "совершаемость"*** (*мыть* - ***пере****мыть* (= "**всю** посуду"), *целовать* - ***пере****целовать, ломать* - ***пере****ломать* / ***по****ломать, бросать* - ***пере****бросать* / ***по****бросать* и т.д.).

Образование различных "***степеней совершаемостей***" глаголов (***начинательная***, ***эволютивная***, ***ограничительная***, ***смягчительная***, ***результативная; однократная*** и ***многократная,*** и др.) подтверждает градуальный характер глагольного слова. "Степени совершаемостей" связаны со стилями и являются своеобразными способами выражения ***субъективной градуальной оценки действия***. Они бытуют в *разговорном* стиле, *просторечии*, передают *экспрессивность* речи.

Глаголы ***ограничительной "совершаемости"***, например: *поговорить* морфологически соотносится с глаголами *поговаривать*, *похаживать*, которые самостоятельно обозначают ***прерывисто-смягчительную "совершаемость"***. **Не допускают** ее глаголы следующих типов:

1) выражающие не процесс, а *отношение*: *знать*, *зависеть*(от *чего-либо*);

2) полусвязочные, типа: *находиться*, *являться* и т.п.;

3) имеющие разные *модальные* значения: *хотеть*, *намереваться*, *желать*;

4) обозначающие *переход* в какое-либо состояние: глаголы *покраснеть*, *зеленеть*, обозначающие ***результативную "совершаемость"***;

5) глаголы с *фактитативным* значением, например: *белить*, *золотить*, где приставка ***по***- придает *результативное* значение (***по****золотить*, ***по****сахарить)* и т.п.;

6) передающие *однонаправленное* перемещение: *бежать* – приставка ***по***- в данном случае вносит значение *начинателъности*.

В пределах ***результативной семантики*** А.В. Исаченко выделяет ряд тонких разновидностей, отдельные из которых непосредственно передают *меру действия* (ср.: А.В. Исаченко). Тем самым глаголы вступают в *градационные отношения* и выражают *градуальную семантику.*

Результативная "совершаемость" обозначает *градуирование* выражаемого процесса – *неполноту*/*полноту*, *меру* и *степень* проявления действия. Ср.:

1. Глаголы, действие которых охватывает ***весь объект*** (А. В. Исаченко называет такой оттенок значения «тотально-объективным»): *ранить – изранить*, *писать – исписать* (*всю бумагу*), *рисовать - изрисовать* и проч..

2. Глаголы, в которых допускается значение ***сатуративности*** (результат продолжительных или повторяющихся действий) с оттенком *полной удовлетворенности*: *налюбоваться* = «полюбоваться вдоволь, всласть»; *наиграться* и под..

3. Глаголы с *накопительным* оттенком значения, посредством которого выражается действие ***определенной меры*** путем прибавления приставки ***на***-: *За этот сезон он* ***набегал*** *свыше трехсот километров*; *Летчик* ***налетал*** *два миллиона километров* – значение *меры действия субъекта*, возникшего в результате *накопительного* действия. Глаголы с накопительным значением образуются от *переходных* глаголов, где дополнение может быть выражено *градуатором*, в данном случае – словом с количественным значением типа *много*, *масса*, *уйма* и пр.: ***Наделать уйму*** *ошибок* (или сочетанием с родительным падежом); ***Накупить много книг***.

Возвратные глаголы с подобным значением несут в себе *отрицательную качественную оценку* действия: ***начитаться*** (*всяких книг*), ***насмотреться*** (*всяких фильмов*), ***наиграться*** (*в разные игры*), ***набегаться*** (*по разным магазинам*) и т.п.

4. Глаголы со значением ***неполной меры деятельности***, которые образуются при помощи приставки ***по***-, добавляющейся к имеющейся у глагола приставке ***на***-: ***пона****строить* – глагол приобретает значение «постепенно, мало-помалу, в несколько приемов совершить действие».

5. Глаголы со значением ***доведения действия до нежелательного результата***, где такое значение реализуется приставкой ***до-*** и постфиксом -***ся***: *Вот ты и* ***до****прыгал****ся/доигра****лся/добега****лся*! - выражает иронию.

Таким образом, "теория трех степеней" представляет собой оригинальную попытку осмыслить "**качественный" характер *вида*** русского глагола и доказывает **пограничный, "гибридный" характер видообразования**, цит.: ***виды*** русского глагола - "**разные *формы* выражения *степеней* качества**" [23]. Теории Г.П. Павского, К.С. Аксакова, Н.П. Некрасова следует учитывать в изучении русского языка, в частности категории вида глагола и способов действия глагольного слова, так как они дают возможность шире описать лексико-

грамматические признаки глагола, рассмотреть систему образования видов [24] , выявить **качественно-характеризующие** различия между видовыми значениями и способами глагольного действия.

Степени "совершаемостей" глагола выделяются на **семантической основе** и раскрывают сущность категории градуальности в глагольной системе. Показателями данных **степеней** выступают различные аффиксы. Образование различных **степеней "совершаемостей"** глаголов связано со стилями (они бытуют в *разговорном* стиле, *просторечии*, передают *экспрессивность* речи) и является способом передачи ***субъективной градуальной оценки действия***.

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The Experience in Improving the Language Competence of University Teachers

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Abstract: Academic mobility is the key to the teachers' successful work at the University, but the implementation of this process is associated with a number of problems, the main of which is the language barrier. In order to be able to meet all the necessary standards, update their teaching skills and join the foreign culture, teachers can and should go for an internship abroad. But this is impossible for those who have not studied English in school and whose language level is a beginner. Also, the economic situation at present in the budgetary organizations leaves much to be desired, and the best option for teachers is to attend free classes at their University. The author of the article tells about the experience and results of teaching English in two-year courses for teachers of non-linguistic specialties.

Keywords: multilevel class, teaching courses, advanced training, language.

Вступление

Одной из актуальных проблем в сфере профессионального образования и образования в целом является проблема создания непрерывного процесса, чтобы человек в течение всей своей жизни мог осуществлять выбор образовательных траекторий, соответствующих его индивидуальным потребностям и особенностям, а также потребностям рынка труда и перспективам развития производства и общества.

Академическая мобильность преподавателей высших учебных заведений является в настоящее время важнейшим условием для модернизации системы образования. Однако реализация данного процесса сопряжена с рядом проблем, главной из которых является языковой барьер. Для преодоления этой проблемы в Государственном социально-гуманитарном университете в 2014

году было принято решение об организации двухгодичных курсов английского языка для преподавателей неязыковых специальностей, направленных на повышение их уровня владения иностранным языком.

Метод

Чтобы иметь возможность соответствовать всем необходимым стандартам, обновить свое педагогическое мастерство и приобщиться к иностранной культуре, педагоги могут и должны ехать на стажировку за рубеж. У преподавателей разнообразный выбор от США, Великобритании, Австралии, Канады и многих других европейских стран, до таких, как Мальта, Испания, Греция и другие. Однако считается, что англо-говорящая страна является лучшим выбором для тех, кто имеет дело с английским языком. Но это невозможно для тех, кто не изучал английский в школе и чей уровень языка - начинающий. Также экономическая ситуация в настоящее время в бюджетных организациях оставляет желать лучшего, и лучший вариант для преподавателей - посещать бесплатные занятия в своем университете.

Многие методисты, Соловова Е.Н. [5], Бонк Н.А. [1], Гальскова Е.Д. [2], Китайгородская Г.А. [3], Пассов Е.И. [4], зная, что лучший способ выучить язык – пожить в стране изучаемого языка, приводят примеры успешного овладения языком и на языковых курсах, успех обучения на которых во многом зависит от того, насколько четко и дифференцированно скомплектованы группы. В этом и была одна из основных проблем, с которой столкнулись мы на занятиях по английскому языку, т.к. группа, состоявшая из 11 человек была разноуровневая от beginner до pre-intermediate и разделить ее на подгруппы не представлялось возможным.

Обсуждение

Несмотря на то, что преподавание и обучение в разноуровневой группе очень сложно и не продуктивно, можно выделить следующие преимущества разноуровневого класса: обучение в собственном темпе, возможность работать в группе и развивать отношения с одногруппниками, и в то же время возможность оставаться независимыми.

Необходимо помнить, что все классы являются в той или иной степени классами смешанных способностей. В таких случаях очень важно помнить, что все студенты получат что-то свое из обучения, но не обязательно одно и то же, и не обязательно, именно то, чему вы стремитесь их научить. Например, но-

вички могут начать вчитываться, тогда, как сильные ученики могут уже поставить глагол в необходимом времени.

Адаптация материалов для смешанных групп может принимать различные формы. Один способ-это переписывание текстов для чтения и классификация соответствующим образом языковых задач для разных уровней. Но это практически нереально из-за нехватки времени; учителя не имеют достаточно времени, чтобы качественно подготовиться для всех своих занятий. Этот вид адаптации является чрезвычайно трудоемким и очень опасным. Когда вы даете разные тексты для разных студентов, они могут понять, что их разделили на слабых и сильных учеников, и это, несомненно, будет влиять на их мотивацию.

Столкнувшись с проблемой многоуровневого класса, многие учителя не знают с чего начать. Они опасаются, что подготовка займет гораздо больше времени, и что студенты будут более требовательными. Однако, когда вы сравните все преимущества и недостатки многоуровневых классов, вы можете найти в себе силы преодолеть любые трудности и добиться успеха [4].

Главная цель на занятиях – развитие практических навыков, поэтому слушатели курсов должны как можно больше беседовать друг с другом, высказываться по предложенным темам, выступать с докладами и лекциями на иностранном языке. При выборе учебников и учебных пособий мы ориентировались на учебные материалы, входящие в состав учебно-методических комплексов, так как именно комплекты дают возможность обучающимся ознакомиться с разнообразными методическими приемами работы, входящими в их состав.

В нашей группе у большинства обучающихся был начальный уровень владения языком и достаточно ограниченный запас свободного времени из-за загруженности на работе. Преподавание английского языка в такой группе ставило перед преподавателем трудные задачи, необходимо было за ограниченное количество учебных часов изучить большой объем языкового материала, а также преодолеть психологические барьеры, которые у взрослых учеников возникают достаточно часто. В нашей группе эта сложность также возникла из-за высокого социального статуса обучающихся, которые занимают такие должности, как, заведующий кафедрой, декан, профессорами и доцентами с начальным знанием английского языка, что в современном мире крайне нежелательно и создает массу проблем.

Результаты

Однако к концу первого года обучения, учащиеся достигли уровня pre-intermediate, а к концу второго практически все владели intermediate. Таким блестящим результатам мы обязаны сильной мотивации обучающихся, именно мотивация оказалась важнейшим стимулом при изучении английского языка в группе преподавателей. Одновременно возник ряд трудностей, так как необходимо было постоянно поддерживать интерес учащихся к языку, подбирая интересные и посильные задания, не перегружая домашними заданиями, контролируя процесс изучения материала и при необходимости повторяя плохо усвоенный материал. Многими методистами рекомендуется также «дозированное введение материала с немедленным закреплением», а дозировка материала и темп его прохождения определяются преподавателем в зависимости от условий обучения, количества часов, уровня усвоения [2]. С целью повышения уровня овладения материалом мы проводили индивидуальную работу с обучающимися, которые начали изучать язык «с нуля» или плохо усваивали материал из-за нехватки времени для занятий дома. Преподаватель старался поддерживать благоприятную эмоциональную атмосферу в классе на занятиях и поощрять не только успевающих, но и тех, кто испытывал затруднения, давая им возможность работать в парах.

Как еще можно облегчить процесс обучения стартеров английскому языку? «Английский язык принадлежит к группе германских языков. Он содержит большое количество слов, заимствованных из французского языка. Поэтому тем, кто знает немецкий или французский, потребуется гораздо меньше времени для овладения английским» [1]. Методисты советуют проводить параллели при изучении фонетического, лексического и грамматического материала, особенно проводить аналогии при изучении таких тем, как, употребление определенных и неопределенных артиклей, местоимений, глагола-связки, трех основных форм глагола, инфинитива без частицы — to после модальных глаголов, безличных предложений и т.д. Учить грамматику лучше всего в контексте, не слишком стараясь объяснить все правила; необходимо включать грамматику в другие виды деятельности; преподавание грамматики может быть непростым делом; нужно постараться выйти из своей зоны комфорта и не утомляйте учащихся «до смерти».

Изучение грамматики и лексики, безусловно, очень важно, но также необходимо уделять большое внимание и фонетике и терпеливо искоренять типичные ошибки начинающих, особенно при чтении и переводе слов. С первых занятий студенты сталкиваются с трудностями чтения и произношения. Целесообразно чтение слов, небольших предложений проводить хором за преподавателем. Принцип устного опережения хорошо зарекомендовал себя на начальном этапе обучения иностранному языку. Оказывается, что слуховой образ многократно употребленных за короткий период коммуникативных блоков настолько прочен, что, читая впервые текст, учащиеся практически не делают ошибок. Происходит непроизвольное связывание слухового образа слова с его графическим образом, устанавливаются звуко-буквенные связи» [3, 5]. Чтобы улучшить способности по чтению, вы должны использовать визуализацию, в основном короткие рассказы, игры и Интернет-ресурсы. Мы рекомендуем использовать тексты с простым жизненным сюжетов для чтения и обучайте словам из текстов, это можно сделать до или во время чтения в зависимости от поставленной задачи.

Интенсивная работа должна быть и у доски или своего рода публичные выступления. В группе всегда есть активные студенты, желающие выйти к доске, но надо стремиться, чтобы происходила постоянная ротация студентов, чтобы в роли активистов выступали по очереди все учащиеся.

Предлагаем вам некоторые правила для улучшения разговорных навыков: создавайте короткие предложения с простой грамматикой, используйте преувеличенную интонацию, чтобы удерживать внимание ученика, сделайте акцент на ключевые слова, ограничивайте темы и старайтесь обсуждать то, что знакомо ученику, часто повторяйте и перефразируйте предложения и фразы.

На начальном этапе обучения также важно постоянно контролировать знания студентов. Предлагаемые преподавателем формы контроля должны отслеживать степень владения студентами каким-либо навыком, а также выявлять возможное отставание отдельных учащихся.

Выводы

После двухгодичных курсов нам удалось найти десять золотых правил, которые помогут как преподавателям, так и студентам достичь отличных результатов в преподавании и изучении английского языка в разноуровневой группе:

1. Внедряйте английский в каждый уголок жизни ваших студентов.

2. Создайте в классе стратегии, которые позволят эффективно их использовать вне класса.

3. Заставьте ваших студентов играть активную роль в общении в классе и играть более-менее активную роль в изучении языка вне занятий.

4. Покажите связь между достижениями и желаниями. Они должны четко понимать, необходимостью изучения той или иной темы.

5. Постарайтесь связать содержание учебной информации с жизнью обучающихся, учебник должен быть персонализированным.

6. Получайте удовольствие от работы и интерес ваших студентов увеличится.

7. Старайтесь быть позитивным и улыбаться как можно чаще. Будьте энергичным, неважно, насколько вы устали. Показывайте свои эмоции.

8. Смеяйтесь и заставляйте их смеяться, чтобы создать дружелюбную атмосферу, которая поможет повысить интерес учащихся.

9. Пусть студенты делают ошибки, исправляйте их терпеливо, доброжелательно и с сопереживанием. Всегда хвалите студентов.

10. Четко формулируйте ваши объяснения и задачи.

В заключении хотелось бы отметить, что успешная переподготовка преподавателей будет осуществлена лишь в том случае, если активная работа на курсах будет сочетаться с систематической самостоятельной работой каждого слушателя по самообразованию, которую, необходимо постоянно стимулировать, направлять и контролировать, а это возможно только при условии сокращения огромной аудиторной нагрузки, которой «завалены» все преподаватели и выполнением невероятного числа поручений. Будем надеяться, что в будущем руководство сможет найти оптимальный баланс между обязанностями и требования, предъявляемыми к педагогам.

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The Objectivation of Synsemantism of Ukrainian Verbs in Semantic Unities

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Abstract: The article covers some issues of synsemanism in the Ukrainian language. Particularly it is found that compulsory compatibility as an integral sign of synsemantic verbs is objectified in semantic unions formed by synsemantic verbs and obligatory components of verbal dependence. Such semantic unities differ in structure, type of inter-component relationships, and partial-language expression of obligatory verb-dependent components. Due to the variety of reproduced synsemantic verbs and the obligatory adjectives of fragments of extra-verbal reality we have a diversity of such semantic unities.

Keywords: compulsory compatibility, synsemantic verb, semantic unit, obligatory verb-dependent component.

In terms of detecting its syntagmatic nature in the phrase, as well as in the sentence, verb has become a central linguistic unit that focuses on the multi-level perspective related to a contentive, concerning its ability to reproduce fragments of extra-verbal reality. The solution to many questions of lexicology and grammar was to a great extent facilitated by the doctrine of the compatibility of linguistic units with the distinction between compulsory / optional ones (I. Vychovanets, K. Gorodenska, N. Guivaniuk, A. Zagnitko, M. Stepanenko etc.).

The differentiation of the connecting characteristic of verbs in the interrelation of their syntagmatic and paradigmatic functioning in the language is based on the linguistic nature of verbs denotations of actions, states, processes, necessarily or not necessarily focused on the subject or conditioned to certain contingency characteristics [1]. Differences in the denotative nature (nominative ability) of the word led to their division into autosemantic and synsemantic [2; 3; 4; 5].

The diagnostic sign of synsemantic verb is its inability to nominate a separate fragment of extra-verbal reality, consequently – its inability to independently realize

its meaning. As a result of the semantic-syntactic propagation of the synsemantic verb associated with the realization of its properties, it is obligatory to combine with other words that contribute to the disclosure of the meaning of the verb or to some extent to supplement it, syntactic structures are formed on the basis of a strong verb-dependent connection: *to revive (what?) traditions, to award (who?) winners, to influence (what?) feelings, to trust (whom?) a partner, to possess (what?) language, to achieve (what?) success, to contradict (what?) truth, to come out (from where?) from the forest, to visit you (for how long?) for a week, to bring merchandise (from where?) from the East, let (who? what?) hostages to stand*. Only when combined with full words and only expressing a certain meaning as a combination, such verbs form semantic unities in the language, within which the verbal semantics are reproduced and the corresponding function of the semantic verb is realized.

We aim to find out the features of the objectivation of compulsory compatibility of synsemantic verbs and, thus, to preserve the typology of semantic unity created by such verbs and by necessarily verb-dependent components.

Semantic unity is a semantic complex of two or more components formed on the basis of compulsory compatibility, among which there are the synsemantic verb and one or two obligatory verb-dependent components, their combination is the result of the interaction of semantic features of these components and it reflects the relationship of certain extra-verbal realities. All semantic unities, created by synsemantic verbs, are formed on the basis of strong verb-dependent connections, which ensures the complete implementation of verbal meanings with the help of subordinate units.

Despite semantic insufficiency, synsemantic verbs as the main components of predicted semantic unities do not lose their functional autonomy: they represent separate components in the formally-grammatical structure of the sentence: *The cold blue pattern of the picture* ***creates*** (predicate) *an illusion* (object) *of a quiet, full of romance Ukrainian night (O. Gonchar); Happiness has the property, power and ability* ***to reduce*** (uncoordinated adjective) *and* ***destroy*** (uncoordinated adjective) *not only distances* (object)*, but also time* (object) *(P. Zagrebelnyi); Ataman Sorochynsky traveled to Crimea Khan* ***to ask*** (adverbial) *help* (object) *in the battle with the Muscovites (A. Kashchenko).*

Structural differentiation of created by a combination of synsemantic verbs with obligatory verb-dependent components semantic unities is carried out by

dividing semantic unities into two-component and three-component ones (*to cultivate wheat, to gain success, to insist on returning, to forge away, to promise to arrive* – two-component semantic unities, *to exchange a suit for a dress, to urge deputies to think, to imagine a giant good, to drag a cannon forward* – three-component semantic unity).

Two-component semantic unions form two separate components of the sentence, when transposed to the formal-grammatical structure: the main one, expressed by the synsemantic verb, and the dependent, expressed by a noun, prepositional-noun phrase, adverb or infinitive.

Combined with two compulsory verbs synsemantic verb forms a three-component semantic unity, the components of which substitute three positions when transposed into the formal-grammatical structure of the sentence: the main one – synsemantic verb and two dependent positions – obligatory verb-dependent components verbal expression of which allows a wide variability of morphological means (noun, prepositional-noun-word form, adjective, adverb, infinitive).

In semantic unions formed by synsemantic verbs and obligatory verb-dependent component, semantic-syntactic relations, on the one hand, reflect the real relations between objects and phenomena of extra-verbal reality, and on the other hand, indicate functional relations between components of semantic unity, are actually linguistic, structural relations. Therefore, the further differentiation of semantic unities is based on the delimitation of the nature of the semantic-syntactic relations that arise between the main and dependent components, which is a generalized reproduction of the real relations between objects and phenomena of objective reality, reflected in the minds of the speakers.

Between the synsemantic verb and the obligatory verb-dependent component in semantic unity there is an object relation, if the synsemantic verb requires the completion of its semantics through the object. The semantic unions created by synsemantic verbs such as *entertain (what?) the public, to avoid (what?) arguments, to shake (what?) the head* have an object relation between the components due to the general orientation of action on the subject or the correlation of the state with the subject.

Dependent position of the object component in synsemantic verbs can fill different words in their lexical-grammatical and grammatical nature [4; 5]. The understanding of the object as a functional correlate of a certain subject of objective

reality has become established in modern linguistics. Therefore, words with categorical subject semantics – nouns – are the obligatory word component of the object: ***The yarrow*** *had lost his last flowers* (G. Ovsiienko); *It feels so defenseless and boundless* ***to wait*** *for your voice!* (L. Kostenko); ***Do not talk, do not talk*** *about the dawn in the ravine* (M. Vinhranovskyi); *September's generous gifts* ***make*** *my heart* ***happy*** (L. Bilenko). The use of prepositional and noun forms of expression is atypical: *The relationships are based on the principles of mutual respect ("Man and Politics")*. Infinitives are occasionally used: The care about tomorrow, about the future of the country, **prompted** parliament to analyze the Higher Education situation ("Higher Education of Ukraine").

Adverbial relations reproduce the relation of an adverbial to an action characterized by that adverbial in the semantic unities of synsemantic verbs and dependent components [4; 5]. The range of adverbial meanings in the Ukrainian language is rather branched and connected primarily with the lexical semantics of the words that express them. The components with semantic-syntactical adverbial values of place, measure (time, weight, value), mode of action are obligatory in the dependent position next to a synsemantic verb. The components of this adverbial value in combination with synsemantic verbs are obligatory in the structure of two-component semantic unities*: to go (where?) far away, to place (where?) here, to continue (for how long?) for an hour, to weigh (how much?) a ton, to cost (how much?) a lot, to feel (how?) confident* etc.

The adverb acts as a specialized form of expression of contingent components: *And he really* ***looked*** *unusual (V. Shevchuk).* Prepositions and case constructions are also a universal mean of expressing the adverbial obligatory verb-dependent components*: They barely* ***climbed out*** *of the deep abyss (M. Kotsiubynskyi). The discussion of the new low* ***continued*** *for three hours ("Man and Politics"),* sometimes the noun in the Figurative Case is used*: Sisters* ***had been chatting*** *all night (I. Nechui-Levytskyi).*

Types of semantic-syntactic relations between synsemantic verb and dependent words that replace positions of obligatory verb-dependent components, serve as the basis for determining the basic models of semantic unities. Synsemantic verbs with a semantic and grammatical ability of predicting dependent positions structure semantic unities with obligatory verb-dependent components of object value, pronounced nouns and prepositional-noun forms: *The soul* ***belongs*** *to*

mankind and epochs (L. Kostenko); And here life ***gave*** *every moment to patience and sorrows (Y. Malaniuk).*

The absence of the morphological assignment of the dependent component inherent in semantic unities, formed by synsemantic verbs with an obligatory verb-dependent components of the adverbial meaning that allow variability of prepositional-case forms of a noun or adverb dependent on verbs of directed motion, movement, placement etc.: *The gloom* ***prevailed*** *over the stairs (M. Diachenko)* – or*: in a room, in a house; I* ***found*** *myself in a country of carol, on a rough straw carpet (I. Kalynets)* – or*: in heaven, at home* etc.

The volume of the dependent component united with synsemantic verbs can be expanded by the detailed semantic concretization of obligatory verb-dependent components of local significance indicating the source point of motion, the path of motion, the final point of motion and the source point of displacement, the path of displacement, the final point of displacement. Such kind of ability reveal obligatory adverbial components of an eventual significance in the synsemantic verbs of motion and displacement, in two-component and three-component semantic unities mostly: *I'm* ***flooding*** *from eternity to life (L. Kostenko); A narrow path* ***led*** *me through the wheats to the field (V. Symonenko).*

This syntactical parallelism testifies to the diversity of the expressive capabilities of the Ukrainian language, its powerful lexical-grammatical arsenal of expression of thought, the ability to reproduce a multifaceted world around the world through linguistic means.

Consequently, the obligatory compatibility, which is objectified by semantic unities, formed by synsemantic verbs and necessarily dependent words? is the integral parameter of synsemantic verbs. The peculiarities of the meaning of synsemantic verbs lead to the formation of semantic unities, which differ by the structure, type of inter-component relations, part-language expression of obligatory verb-dependent components.

Attention to the connecting peculiarities of synsemantic verbs and the typology of semantic unity created by them will facilitate the study of other parts of the language (nouns, adjectives), clarification of the peculiarities of the formation of semantic unities, and, therefore, can serve as one of the possible ways of penetrating into the categorical nature of grammatical essence of the language.

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Cognitive-grammatical Categorization and Article Forms of Nouns in English

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Abstract: In the present article, the notions of *category* and *categorization* are considered from cognitive and grammatical perspectives and are applied to the study of the structure *article* + *noun* in English. The combination of cognitive and linguistic approaches helps to specify the regular grammatical meanings of *zero* forms, *a*-forms (and their plural counterparts), and *the*-forms of nouns.

Keywords: cognitive-grammatical categorization, category, conception, conceptual analysis, article forms of nouns.

Introduction: the notions of *category* and *categorization* in cognitive studies

The present article offers the results of an investigation into the article forms of nouns as part of the cognitive-grammatical categorization of modern English. In other words, the structure *article* + *noun* is viewed not only as a linguistic phenomenon but also as a means of expressing mental structures formed in the mind of the English-speaking community under the influence of specific cognitive processes. Therefore, the key notions for the present research are *categorization* and *category* that call for a thorough analysis.

According to E.S. Koubryakova, from a conceptual point of view, categorization is one of the major types of human classifying activities that determine cognizance and is defined as the placing of a phenomenon, object, process, etc. into a particular group of human experience, i.e. *a category* and their recognition as members of the category [10:42] by correlating an object, or a word with a more general class (group, or category) based on particular conceptions of their most essential properties [2:6].

Conceptual categorization determines linguistic categorization, the latter being represented by two types of linguistic categories reflecting two different types of knowledge: reflection-oriented categories and verbalization-oriented categories. The first group of categories result from the everyday or prototypical categorization that

generalize human knowledge about the world (excluding the knowledge about language), whereas categories of the second group are being singled out on the basis of academic categorization in linguistics and summarize linguistic knowledge [9: 314-315].

Cognitive and linguistic methods of research into the article forms of nouns in English

The present investigation of English article forms takes into consideration both types of linguistic categorization. On the one hand, the subject is a noun used to refer to a separately taken category with all its numerous representatives [9: 42] and therefore reflects an existential category. On the other, the given name finds itself inseparably connected with a linguistic category as it belongs to the part of speech of nouns and in combination with an article expresses a morphological category typical of this lexical-grammatical class.

As a mental process, categorization is related to various human cognitive capacities but is carried out by means of such mental operations as comparison, identification, similarity and likeness, etc. [Ibid.] These operations are brought together and defined in psychology by the general term *mediation*[i].

In one of its uses, the term *category* denotes the first type of linguistic categories, i.e. existential categories represented by nouns. Each category denoted by a noun is based on the typization of human knowledge about the world and is characterized by a complex structure which is revealed in a dictionary entry. Giving the name to the category, the main word combines a number of lexical meanings that determines its uses in discourse, each meaning formally pointing to the link of the thing-meant and the given category.

In view of the obligatory use of a noun in English with an article as well as the possibility of rendering one lexical meaning by way of two or three article forms, in the present research, the structure of a category is not related to the lexical meanings of a noun but is viewed as dependent on the classification of article forms. The same article form of a noun in various meanings of the latter performs its typifying function thus pointing to a general categorial meaning. Thus, each group of article forms with nouns refers to a specific type of *conceptions* and forms a *subcategory* [16:3-17]. The name of each particular conception type, such as 1) *a love, a man, a town*, or 2) *the love*, *the man, the town*, or 3) the zero-forms *love,*

man, town is subordinate to the name of the whole unity of conceptions, namely to the categories Love, Man, Town.

The use of the term *conception* in the present investigation to refer mental structures represented by article forms of nouns does not entirely conform with its use in cognitive studies where together with images and notions, conceptions are regarded as part of a concept [1], i.e. as units of conceptualization. No doubt, that like any other lexical word, an article form of a noun is the result of both types of human classifying activities and can be interpreted in both ways: as a unit related to a concept as well as a unit connected with a category. The focus of the present research is the common and typifying property found among various forms of the same name with an article and the type-forms of different names with an article [14:16-36].

While selecting the term *conception*, we took into account its difference from the term *notion* used in lexicography to differentiate between words of general vocabulary and technical words, or terms. From a logical-philosophic perspective, a *notion* is an idea that generalizes and mentally singles out objects of a class in accordance with their specific, distinctive features [6:287], whereas a conception is a generalized visual-sensational image of objects and phenomena stored and reproduced in the mind without any impact of the objects and phenomena on the human senses [11:359]. This helped the lexicologists to conclude that the interpretation of a term represents a notion while the interpretation of a word as part of general vocabulary denotes a conception [8:31-32].

Native speakers of a language have been collecting their conceptions of the world since their early days when they start to speak and gain them in the process of communicating with adults. These conceptions common to every member of a given speech community are the results of the mental operations that have been performed for centuries and are passed from generation to generation. During the process of language acquisition, a native speaker passes through all the stages of a language formation in a chronologically shortened time that reflects the process of cognizance in general. In particular, the awareness of the English article system takes place gradually and in a specific direction, in very much the same way the system was formed in the course of time. Under the influence of specific mental processes, the English-speaking community worked out various conceptions of the things-meant that represented the speakers' experience at various stages of

language evolution. At the beginning, as a result of the process of specification, there came into being the definite article, later, in the Middle English period, triggered by the process of classification, the indefinite article was formed, and finally, during the New English period, owing to the process of abstraction the zero article became an indispensable part of the system [14:120-121; 4].

The primary process for the human beings is believed to be specification, i.e. the necessity to take things in their discrete form, classify and individualize them. After they have mastered these basic operations, they are ready for abstraction. Here again the investigations in field of psychology can be of help, and in particular, Y. Galperin's data convincingly show that the formation of mental operations starts from material actions, i.e. actions directed at objects or their images and leads to handling psychic/mental structures of different levels [17:162].

So, by saying that any conception a native speaker has of a particular object is the result a certain mental operation we do not mean an individual representative of the English speech community speaking or writing in the language but the whole experience they have gained and have been using actively, passing it on to future generations. The surrounding world, which is described by names, is represented in the speakers' mind by way of individualization, classification and abstraction.

However, these processes can be complemented by generalization, which in contemporary dictionaries define as an additional characteristic feature of cognizance. In other words, one can generalize while individualizing, classifying and taking things in the most abstract way [5:249].

Thus, from a cognitive perspective of the present research, categorization can be defined as a cognitive process of collecting individualized, classified and abstract conceptions of various things, phenomena, etc., on the one hand, and on the other, as a mental correlation of a thing, phenomenon, etc. with a particular category and the selection of an appropriate conception, i.e. the ability to handle these conceptions and differentiate among them.

At the same time, the term *category* is used in the present research not only to refer to a linguistic category represented by a name (a reflection-oriented category) but to the part of speech of nouns at large as well as its morphological grammatical category that manifests itself in the system of articles (a verbalization-oriented category) [2:85]. Consequently, in the proper linguistic sense, categorization

is the interaction of lexical and grammatical means of expression in the structure *article + noun*.

English nouns are a lexical means of representing categorization, whereas the grammatical means of differentiating between conceptions is a semiotic system that consists of 3 articles. This means that a noun correlates with an object indirectly, through the categorization carried out by specific mental processes. The link between reality and the linguistics means of reference to it can be described as follows: an object (referent) – categorization – a category expressed by a noun. It is the categorization as the medium element relating an object to its name determines the cognitive approach and shows its difference from a purely linguistic approach.

As follows from the above definitions of categorization, the names for the constituting processes coincide with the meanings A.I. Smirnitsky formulated for the zero, indefinite, and the indefinite articles, i.e. abstraction, classification and individualization (specification) respectively [13:181-183]. Therefore, being indispensable elements of nominal structures, articles in English can be regarded as a means of existential categorization. In combination with a noun, they provide linguistic expression for such mental structures as conceptions of the thing-meant and show a link between a particular conception and the category it belongs to. In view of the fact that various conceptions (3 types) of the thing-meant that form a category are opposed to each other, the corresponding article forms of nouns denoting the conceptions are also opposed to each other and form a morphological category viewed as a result of academic categorization.

Results

Thus, in the present research the functioning of the structure *article + noun* in English is considered to be a means of cognitive-grammatical categorization. Grammatically, the structure reveals itself in the three analytical forms expressing the morphological category of the noun whose content is determined by the opposition of abstraction and specification. The morphological category is a means of expressing the corresponding conceptual category, and therefore, the article forms of a noun specify the degree of abstraction/specification of the noun as a linguistic unit and indicate its semantic potentials.

From a cognitive point of view, each of the three article forms of a noun denotes a particular type of a conception (the speaker has of a referent) which is

formed under the influence of a particular mental process. The unity of all the article forms of the same name makes up a category as a structure of knowledge denoted by the main word in a dictionary.

The cognitive approach to the study of the grammatical structure *article + noun* in English, i.e. the correlation of its functioning in speech with mental processes directed at the object of thinking to form a conception has enabled us to define the categorial meanings of article forms of nouns representing a particular type of conceptions. Thus, the zero form of a noun has the grammatical categorial meaning of opposition which confirms and fixes the process of abstraction:

He was never tormented by doubt of his own motives. **Right** and **wrong** stood for him as immutable as the two poles. He had never wandered in that twilight country where the nuances of **evil** and **good** cast their perplexing shadows. He had great **determination** and infinite **patience**. He was kind without being sentimental and meticulous for detail without losing sight of the whole. Looking at his career, no one could have called him brilliant. But if he was incapable of high **intelligence** he was equally incapable of **stupidity**. (P.D. James)

'…Same old story, same old oscillation between **tyranny** and **rebellion**, **war** and **peace**, **prosperity** and **impoverishment'**. (J. Barnes)

As the years pass, **fact** will become **myth**, and **myth** will become **reality**, smothering the real Diana. (A. Morton)

This was another of our fears: that **Life** wouldn't turn out to be like **Literature**. (J. Barnes)

Depending who you asked, you either loved **life** more than the rest of us, or you craved **death** and spent every night auditioning a new crowd of witnesses. (B. Mathews)

The above illustrations show the process of abstraction in the explicit form as the opposite abstract conceptions are expressed lexically. However, the process of abstraction can take the implicit form when the opposition is implied. In the extracts below, the abstract conceptions expressed by the zero-forms of the nouns *disorder*, *darkness, joy, life, happiness* indirectly indicate the opposition to *order*, *light, sadness/grief, death, unhappiness*:

He rushes to the kitchen, as if he has immediately sensed **disorder**. (M. Bergman)

There's a moment of **darkness** in the hallway; when I hesitate, she hesitates with me. (C. Keegan)

And the problem with **joy** is that it binds you to **life**; it makes you greedy for more **happiness**. (Ch. Baxter)

A-forms of a noun express the grammatical categorial meaning of comparison, which is the basis of classification. In the extract below, the same nouns take both zero and *a*-forms thus demonstrating the difference between abstract and classified conceptions:

I have never begun a novel with more misgiving. If I call it a novel it is only because I don't know what else to call it. I have little story to tell and I end neither with **a death** nor **a marriage**. **Death** ends all things and so is the comprehensive conclusion of a story, but **marriage** finishes it very properly too and the sophisticated are ill-advised to sneer at what is by convention termed a happy ending. (S. Maugham)

Interestingly, the categories *death* and *marriage* are both opposed (taken in abstraction) and compared (classified). These two result in the different meanings the nouns acquire in the context, and in different article forms. To begin with, the opposition is far from being traditional: *death* is normally opposed to *life*, while *marriage* – to *divorce*, or *loneliness*. Here, abstraction in interaction with generalization reveals itself in polarizing the most typical features of the categories, such as grief, sorrow, on the one hand, and joy, happiness, on the other. These opposite feelings are to be experienced by the reader if at the end of a novel the hero/heroine either dies or marries. When the same categories are compared, the nouns appear to narrow down their meaning to events, i.e. instances of death and marriage and denote two types of an ending to a story – happy and unhappy. Thus, as the result of the cognitive process of classification, a category narrows down to a class within which a comparison is allowed, showing transition from abstraction to specification. Hence, *a*-forms to indicate it.

Naturally, the grammatical meaning of comparison is expressed by plural nouns as well and is formally accompanied by the obligatory omission of the indefinite articles. The extract below is of interest as it demonstrates both comparisons of the kind as well as abstract oppositions:

The things Literature was all about: love, sex, morality, friendship, happiness, **suffering**, betrayal, adultery, **good** and **evil**, **heroes** and **villains**, **guilt** and

innocence, ambition, power, justice, revolution, war, **fathers** and **sons**, **mothers** and **daughters**, the individual against society, **success** and **failure**, murder, suicide, death, God. (J. Barnes)

Like opposition, comparison can be also implicit. In the next example, the category of sorrow is represented by both abstract and classified conceptions, thus showing sorrow in opposition to happiness and in comparison to a deep sorrow:

Sorrow came - **a gentle sorrow** - but not at all in the shape of any disagreeable consciousness. Miss Taylor married. It was Miss Taylor's loss which first brought grief. (J. Austen)

Finally, *the*-forms of nouns express the grammatical meaning of discretization, i.e. the absence of opposition and comparison, thus demonstrating the final stage of specification:

The spirit is willing but **the flesh** is weak. (Longman)

Here *the*-forms of *spirit* and *flesh* are not opposed, but singled out and juxtaposed as parts which constitute an inseparable whole - the speaker.

When individualization interacts with generalization, it results in generic conceptions, i.e. specifications of the whole class of people, objects, ideas, etc. Grammatically, they are represented by *the*-forms of nouns in the singular:

If we tried to formulate our meaning in one word we should say that these three writers are materialists. It is because they are concerned not with **the spirit** but with **the body**… (V. Woolf)

But Venice, like Oxford, and kept the background for romance, and to **the true romantic**, background was everything, or almost everything. (O. Wilde)

Conclusions

The systemic variation within the structure “article + noun” in English is viewed as a manifestation of cognitive-grammatical categorization. Each of the three article forms of a noun names a specific conception of the thing-meant, formed under the influence of such processes as abstraction, classification and specification (individualization). The three types of conceptions constitute together a category as a structure of knowledge denoted by the main word in a dictionary entry. Besides, the three article forms of a noun are a grammatical representation of the linguistic category of abstraction/specification which supports its lexical expression in the form of abstract and concrete nouns. The correlation of each article form of a noun with

the corresponding mental operation has revealed their categorial meanings. Zero-forms express opposition which is the underlying operation of abstraction; *a*-forms as well as plural forms of nouns with the grammatical omission of the indefinite article have the meaning of comparison which conditions the process of classification; *the*-forms of nouns denote discretization which is the basis for individualization, the process which excludes both opposition and comparison.

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[i] The process of mediation includes the following mental operations:

- comparison that reflects similarities in relation to differences between objects;
- analysis that presupposes a mental decomposition of the global structure of an object;
- - synthesis that involves a mental combination of elements into a single structure;
- - abstraction and generalization which specify common properties devoid of free, single, irregular conceptions;
- specification, the opposite of abstraction that reveals the specific nature of the thing-meant [17:162].

While considering the mental operations, S.L. Roubinstein, a famous Russian psychologist pointed out that they are related to each other on the basis of coordination and should be taken as forms and variants of the basic, generic mental process [12:162; 18, 19].

Hortativity as a Lingual Category in Sacral Texts (Exemplified by the Russian Version of the Gospel According to St. Matthew)

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Abstract: The paper deals with studying the semantic structure and the linguistic means of objectification of the category of hortativity in the Russian version of the Gospel according to St. Matthew. In analyzing the system of means to express the modality of hortation, the focus is undoubtedly on studying the imperative mood. All other (central and peripheral) means which form the functional-semantic field of hortativity are imperative only in their meaning: they are recognized in the text as forms that share a common meaning of hortation. The study analyses the frequency of nuclear and non-nuclear components of the functional-semantic field of hortativity. The results obtained make it possible to concretize the field structure as applied to sacral texts which the Gospel belongs to. Analysis shows that imperatives forming the core of the functional-semantic field of hortativity play the key role among the hortatory forms. The center of the field is formed with the verbs in the present and future tenses, verbs in the subjunctive mood and modal verbs. Locutionary verbs in the performative function that in traditional classifications of hortatory lexical means form the field periphery, syntactic means, including vocative sentences and interrogative sentences requiring a mandatory response, should also be referred to the center. The periphery of the field contains interrogative-declarative sentences,

conditional clauses, interrogative-hortatory sentences, interrogative-rhetorical sentences.

Keywords: modality of hortation, field of hortativity, functional-semantic approach, imperative mood, the Gospel according to St. Matthew.

1 Introduction

The communicative structure of the utterance reflects both the objective state of things, or the correlation of events in the outer world, and the subjective attitude of the speaker to the utterance itself. From the communicative-pragmatic perspective, hortatory utterances deserve special attention, since the category of hortativity objectified therewith has its own system of expression means and semantic meanings.

The totality of lexical and grammatical means used to express the category of hortativity represents a hierarchically structured system of “will-mood” forms (the term coined by Jespersen [1958, 313]). This system that includes multilevel linguistic units has often been the focus of interest in modern linguistics. However, most studies are devoted to the means and tools of expressing the will in the language in general, and only in rare cases research is done into the category of hortativity and means of expressing it in special texts, including religious texts.

The need to identify the leading trends in how the forms of imperative mood are used and to establish semantic classification features that characterize the imperative in the New Testament makes renewed studies highly relevant.

2 Typology of Modality

In recent decades, linguistics has witnessed an unflagging interest in language as a means of expressing various communicative attitudes and incomprehensive studies of linguistic phenomena in functional, semantic and pragmatic aspects.

Linguistics offers a historically established tradition of studying the category of modality in the broadest sense, which substantiates our reckoning that modality is a well-developed issue in logic and language. The functional-semantic approach is crucial in describing the multilevel means of expressing modal meanings. This approach implies a complex analysis of morphological, syntactic, lexical and suprasegmental means of expressing modality, which in turn contributes to a more

consistent delineation of meanings according to “reality/unreality”, “objectivity/subjectivity” aspects.

Modality is a pronounced universality in both logic and language. From the standpoint of logic, it is associated with important aspects of being and its refraction in consciousness and language. Therefore, universal concepts of logic that organize rational consciousness are underlying this category. Logical modality characterizes judgments depending on the established authenticity, in this connection in classical logic, judgments, according to Kant, are classified into *assertive* (judgments of reality), *problematic* (judgments of possibility), and *apodictic* (judgments of necessity) (Philosophical Encyclopedic Dictionary 1983, 381; Kondakov 1971, 46; Ljapon 1971, 230).

With the support of classical logic, modality in modern modal logic is divided into objective and subjective, or ontological and persuasive. However, the opposition of objective and subjective modality should be considered formal, since objective modality is obligatory (cf. Panfilov 1977, 37).

The objective reliability of the judgment is revealed in the process of cognition, therefore, according to Švedova (1974), it is a logical category, since the degree of reliability of the message is determined by objective reality.

The category of modality is not limited to logic only. Unlike the logical category of modality, the language modality is interpreted in a much broader sense and is understood as one of the most important and leading communicative aspects of a sentence or utterance.

The following linguistic definitions of modality are widely recognized and universally accepted:

a) “the soul of a sentence” (Bally 1955, 46),

b) one of the syntactic categories in which the predicative category is expressed and specified (Vinogradov 1975, 268),

c) “a set of actualizing categories that from the speaker’s viewpoint characterize the propositional bases for the content of the utterance with respect to reality using the dominant features of reality / unreality” (Bondarko 1978, 59).

Modal relations are hierarchically structured. This structure, according to Bondarko (1990, 60), includes three levels: the first, being the highest level, is generic, as it sets the modality invariant; the second level identifies and correlates

certain types (series) of modal relations, and finally, the third level combines individual sub-category meanings.

Admoni contributed greatly to the development of the modality theory. Analyzing the properties of modal components, he distinguishes between logical-grammatical and communicative-grammatical modes of modality. Logical-grammatical modality, according to Admoni (1973, 153), is a certain way of expression that reflects the relationships of the objective world. Communicative-grammatical modality is thought to actualize the speaker's subjective attitude to the facts of the objective world. Admoni points out the fact that both types of modality have one thing in common – they express certain attitude to reality.

According to a number of linguists, the category of modality has two subcategorical meanings: subjective-evaluative and communicative (cf. Raspopov 1957; Alisova 1972). The first is most often expressed through lexical means, where the form transmits only the "modal attitude in general" (Alisova 1972, 173); the second is shown through grammatical means.

Recognizing the need to distinguish between different types of modality, one would hardly share the opinion that one type is communicative in nature, whereas the other is not. Any modality is communicative in its essence, i.e. is regarded as a communicative-grammatical category (cf. Schmidt 1967; Admoni 1986).

At the language level, modality is classified into semantic and pragmatic (cf. Morris 1960; Tixaja-Tiščenko 1984). This division has its disadvantages, as it is impossible to determine the boundaries of modality and its composition, whereas it is crucial to characterize the composition of modal components of the utterance while analyzing the semantic structure of the sentence.

The concept of modality put forward by Vinogradov (1975) is one of the best known in linguistics. It is based on differentiation of information into factual and evaluative. Given this differentiation, grammatical modality can be both objective and subjective. Objective modality expresses the relation of the content of the sentence to reality in the aspect of reality / unreality. This relationship manifests itself through various linguistic means. The primary focus in this concept is on communication-based systematization of different levels of expression for three types of modal relations: subject, volitional and epistemic.

The grammatical category marking the modality of action, i.e. indicating the relation of action to reality introduced by the speaker is the mood of the verb. Real

modality is expressed with the forms of indicative mood represented in three tenses (past – present – future). Unreal (irreal) modality is expressed using the forms of conditional and imperative moods characterized by temporal uncertainty and conveying information about the event as something desired or required. The objective-modal meaning is mandatory for each sentence and is its constant characteristic.

3 Functional-semantic category of hortativity in terms of content and expression

The system of expressing modal meanings of unreality includes a functional-semantic category of hortativity, the key meaning of which is to indicate the turn of events from potentiality to actuality, i.e. to occurrence of an event and its subsequent perception as a fact of objective reality.

The essence of the functional-semantic category of hortativity is defined through the principles formulated by Bondarko who devoted some of his works to identification and description of functional-semantic categories in the Russian language. According to the concept of Bondarko (1967, 18), “the criterion for distinguishing such categories is the common semantic function of interacting elements on different levels of the language, the presence of a known semantic invariant in differential semantic features of these elements”. According to this definition, a set of expression tools belonging to different linguistic levels, but united by a common semantics of hortation, forms a functional-semantic category of imperativeness.

In language, the functional-semantic category of imperativeness or hortation has a complex, multicomponent structure embracing means of expression that relate to different levels of the linguistic system: lexical, morphological and syntactic. Means of expressing hortation are heterogeneous, which could be explained by specific nature of the imperative meaning itself. With imperativeness, it is the complexity of its plane of content that explains the complexity of its plane of expression.

The imperative mood of the verb as a morphological tool is the core (nucleus) of the functional-semantic category of hortativity. In the Gospel of Matthew narrating about the life of Jesus Christ, the imperative category finds its vivid expression due to a wide range of grammatical means actualizing it, with imperative verb forms ranking first among them.

The *nuclear* position of the imperative in the functional semantic category of hortativity can be explained by the presence of the following attributes:

1) the imperative is the main way of expressing hortation primarily because of homogeneity of its semantic function. This form most unambiguously conveys the imperative meaning and is least dependent on the context;

2) the imperative is used on a regular basis;

3) the imperative can be used to express various types of hortation from a categorical order to a request.

The *center* of the functional-semantic field of hortativity is formed with the following grammatical means: infinitives able to express a variety of hortations ranging from a sharp order to advice, modal verbs, present and future verb forms in the indicative mood, verb forms in the subjunctive mood able to express a wish, advice or request in a softer form. The morphological means of hortativity are intensified through interjections, which do not belong to the center of the hortativity field, but are on its periphery. They are considered as part of linguistic means on conditional grounds.

The *periphery* of the means that actualize the imperative category is formed by:

1) lexical means, which include locutionary verbs in a performative function that express various forms of hortation from requests to prohibitions, nouns often formed from stems of performative verbs (cf.: *prosit'* '(to) ask'– *pros'ba* 'asking'); nominal predicates *nel'zja* 'one cannot / can't (+ inf.)', 'you can't (+ inf.)', *xvatit* '(that's) enough', *dovol'no* 'that will do!, stop it!', *polno* 'enough of this!, that will do!, don't!', *ladno* 'very well!, all right!, agreed!; okay', etc.; adverbs *sjuda!* 'here', *skoreje* 'quick', *tixo* 'quiet!', etc.; politeness actualizers or etiquette formulas of the type *požalujsta* 'please', *bud'te ljubezny* 'would you be so kind (as + to inf.)', *bud'te dobry* 'could you please (+ inf.)', etc.;

2) syntactic means, which include interrogative sentences suggesting an obligatory response, interrogative-narrative sentences expressing messages in the form of negation or affirmation, interrogative-hortatory and interrogative-rhetorical sentences, vocative sentences and sentences with an incomplete predicative structure inducing an action;

3) suprasegmental means of actualizing the seme of hortation;

4) contextual means of actualizing the seme of hortation.

Schematically, the functional-semantic field of hortativity in the Russian language looks as follows (see Figure 1):

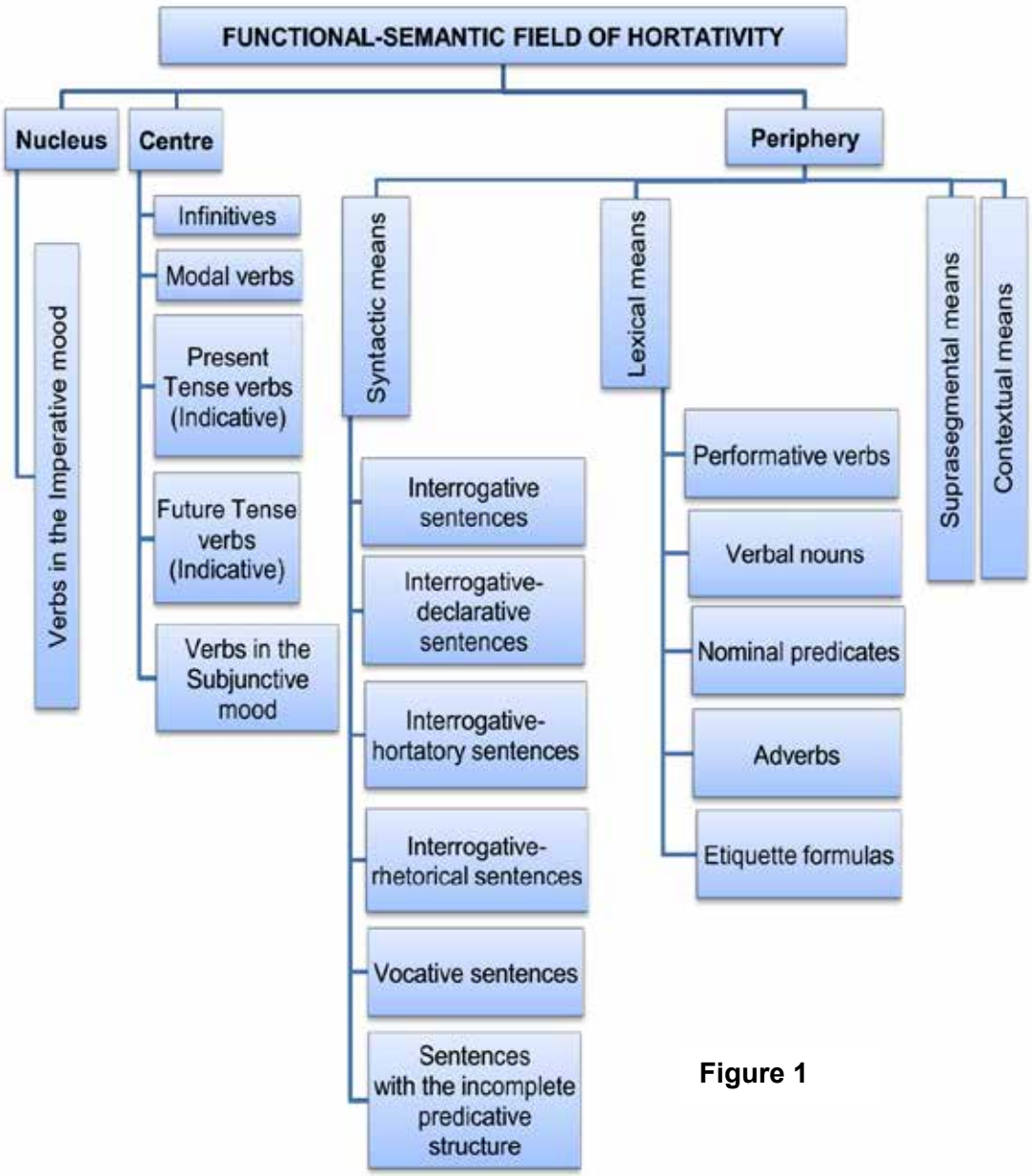

Figure 1

4 Paradigmatic specifics of the imperative mood as a nuclear means that actualizes the category of hortativity

Structurally, the category of modality consists of two macrofields: reality and unreality (potentiality). The structure of the latter includes three fields:

1) the field of subject (or potential) modality consisting of microfields of possibility and compulsion;

2) the field of epistemic modality, or modality of authenticity, including microfields of logical possibility, logical necessity, confidence and doubt;

3) the field of modality of will expression, i.e. imperative modality with microfields of directive and optative modality.

In analyzing the system of means to express the modality of hortation, the focus is undoubtedly on studying the imperative mood traditionally considered among unreal moods as opposed to real ones, in particular, the indicative mood. “The categorical meaning of the imperative mood is the meaning of hortation, i.e. presentation of an action as something demanded, prompted by the speaker: *daj* ‘give’, *ujdi* ‘go away’, *otvet'* ‘answer’, *prijezžaj* ‘come’...” (Vinogradov 1947, 173).

Distinguishing between the indicative and oblique moods, Peškovski says “that the category of mood denotes the speaker’s attitude to that relation, which he establishes by means of forms of verb concord between the given attribute and the object” (Peškovski 1983, 105). If the speaker imagines this relation as something real, then it is associated with the indicative mood, but if as something imaginary, then with oblique moods, which include the potential, the optative, the imperative. It follows from the above that Peškovski, unlike other researchers, attributes the imperative mood to the category of oblique moods.

In the course of studying the mood as a grammatical category, one of the first questions to arise was about the ambiguity of the relation between the form and the meaning of the mood (here it is appropriate to mention the problem of distinguishing between conditional and optative moods, on the one hand, and the subjunctive mood, on the other, or distinguishing between conditional and optative within the subjunctive mood). While studying the imperative, the conjugation of form and purpose associated with hortation has long been seen as inseparable. Thus, while analyzing the system of moods, Mučnik (1971, 159) contrasts the indicative as a form of real action with all other moods as forms of unreal action, thereby emphasizing an opposition of the imperative as a set of hortatory forms, i.e. expressing a special imperative meaning, to all other moods as sets of non-imperative forms.

Below we would like to give a brief overview of some papers that are crucial for the purposes of this study and seem to be a landmark not only in studying the issues of hortation, but also to a large extent in studying the communicative level associated with the notion of purpose or illocution.

Bondarko (1981, 17; 1983, 8), while analyzing the category of mood in general (indicative, conjunctive, imperative), emphasizes the marginal nature of the imperative as the mood associated with hortation when the speaker is prompting an action, while the listener (a third person) is performing that action. He believes that traditional opposition of direct (indicative) and oblique (subjunctive and imperative) moods with subsequent opposition of the subjunctive and imperative moods, or a three-term equipollent opposition are not the only way to settle the issue related to the structure of the category of mood. Hortation is homogeneous to reality and possibilities only in the sense that all these semantic signs are modal. However, in modality, hortation refers to a particular aspect or plane affecting the relationship between the speaker as the source of the modal attribute and the listener (or other person) as the performer of the action. This plane does not coincide with the plane of modal relations, where the signs of reality and unreality belong. Therefore, the relationship between hortation, reality and unreality cannot be considered as an opposition. The essential sign of opposition is a converging evidence, which, according to Bondarko, is lacking in this trichotomy.

Definitions proposed by linguists for the term “imperative mood” are traditionally based on the imperative function performed by this mood. Without dwelling in detail on numerous definitions of this term, it seems appropriate to quote the definition of Xrakovski and Volodin, who also link the imperative to hortation: “The imperative mood is a nominative grammatical meaning that represents an act in a way that it is to be carried out by one person as a result of the expression of will (hortation, demand, categorical request) by another person” (Xrakovski and Volodin 1986, 181).

The expression of will, according to Xrakovski (2001, 1029), embodies the idea of direct speech causation, which can be interpreted as follows: “The speaker [= prescriptor], wishing action P (which is either being or not being performed at the moment of speech) to take place, informs the listener [= recipient of prescription] as to who should be the agent of action P [= performer of prescribed action], thus attempting to cause action P by the very fact of this information”.

A similar idea was expressed earlier by Jespersen (1958, 313), who emphasized the features of the imperative mood as compared to the indicative and the subjunctive: “It is a will-mood in so far as its chief use is to express the will of the speaker, though only – and this is very important – in so far as it is meant to influence the behavior of the hearer, for otherwise the speaker expresses his will in other ways”.

Some linguists do not agree with the interpretation of the imperative only as a nominative grammatical meaning, probably because of its coherence, formal attachment, attribution to the verbal lexeme with a nominative meaning of action. Thus, Bezjajeva (2002, 124) argues that moods, including the imperative, are one of the most important communicative tools, a means of a goal-setting level, which in many ways form the structure of an illocutionary act.

5 Analysis of linguistic means of expressing hortation in the text of the Gospel according to St. Matthew

5.1 Imperative as a nuclear means to actualize the seme of hortation

The category of mood expresses the relation of action to reality by denoting the opposition of real and unreal action. This relation is actualized in the Russian language through special grammatical forms.

Grammatical forms of the imperative mood possess the markers of voice, aspect, person, and number. However, they have no markers of tense and gender. Categories of voice, aspect and number in the imperative mood actually convey the same meanings as in all other verb forms. The category of person in the imperative mood indicates the recipient of hortation. Forms of the imperative mood are personal forms of the singular and plural: the second person form expresses inducement to act addressed to one or several persons; forms of joint action typical only of the imperative mood explicate hortation addressed to a group of persons, including the speaker.

The imperative mood has no category of time, which is associated with its modal meaning: instead of a real action, it expresses the one that another person is induced to commit.

The imperative mood has several personal-numerical forms in Russian (Belousov 1998, 346):

• forms of the 2nd person singular and plural;

• analytical forms of the 3rd person singular and plural;

• forms of joint (inclusive) action that express hortation or inducement to act, with the speaker being among its participants;

• a form of unconstrained address to one person or many persons;

• a form of address to many people or a polite address to one person.

Forms of the imperative mood generate in special ways that are illustrated below by examples from the Russian text of the Gospel according to St. Matthew[1].

1. If the present tense stem formed from the infinitive (other than '-it'-infinitive) ends in '-j' (*moj-u* '(I) wash', *stoj-u* '(I) stand'), it is considered a generating stem for the 2nd person singular of the imperative mood.

(1) (a) *A ty, kogda postišsja, pomaž golovu tvoju i umoj litso tvoe…* (6:17)
'But thou, when thou fastest, anoint thine head, and **wash** thy face…'

(b) *A drugie govorili: postoj; posmotrim, prejdjot li Ilja spasti Ego* (27:49)
'The rest said, **Let be**, let us see whether Elias will come to save him.'

In '-it'-verbs (*služit'* 'to serve', *ljubit'* 'to love'), the imperative form ends in '-i'.

(2) (a) *Togda Iisus govorit emu: otojdi ot Menja, satana…* (4:10)
'Then saith Jesus unto him, **Get thee hence**, Satan'

(b) *Vy slyšali, čto skazano: "ljubi bližnego tvoego i nenavid vraga tvoego"* (5:43)
'Ye have heard that it hath been said, **Thou shalt love** thy neighbour, and hate thine enemy'.

If the present tense stem is unstressed, and the final twin hard consonant in the stem alternates with the corresponding soft one, the 2nd person singular form of the imperative mood usually ends in '-i'.

(3) (a) *Petr že, otvečaja, skazal Emu: iz'jasni nam pritču siju* (15:15)
'Then answered Peter and said unto him, **Declare** unto us this parable.'

(b) *Oni že skazali emu: čto nam do togo? Smotri sam* (27:4)
'And they said, What [is that] to us? **see** thou [to that.]'

In case when the stem is stressed, the imperative form is generally formed with the zero ending and coincides with the verb stem.

(4) (a) *A ty, kogda postišsja, pomaž golovu tvoju i umoj litse tvoe…* (6:17)
'But thou, when thou fastest, **anoint** thine head, and wash thy face…'

(b) *Ibo čto legče skazat': "proščajutsja tebe grehi", ili skazat': "vstan' i hodi"* (9:5)
'For whether is easier, to say, [Thy] sins be forgiven thee; or to say, **Arise**, and walk?'

(c) *Esli že pravyj glaz tvoj soblaznjaet tebja, vyrvi ego i bros' ot sebja…* (5:29)
'And if thy right eye offend thee, **pluck** it **out**, and **cast** [it] from thee…'

In verbs with '-nu' stem, the imperative form ends in '-i'.

(5) *Togda govorit čeloveku tomu: protjani ruku tvoju* (12:13)
'Then saith he to the man, **Stretch forth** thine hand.'

2. In verbs *bit'* 'to beat', *vit'* 'to weave', *lit'* 'to pour', *pit'* 'to drink', *šit'* 'to sew' and their prefixal derivatives, the form of the imperative in the 2nd person singular coincides with the infinitive stem.

(6) *I vzjav čašu i blagodariv, podal im i skazal: «pejte iz nee vse»* (26:27)
'And he took the cup, and gave thanks, and gave [it] to them, saying, **Drink** ye all of it;'

3. Verbs with '-k', '-g' stem in the 1st person present tense end in '-ki', '-gi' in the 2nd person singular of the imperative mood.

(7) *… vstan', voz'mi mladentsa i Mat' Ego, i begi v Jegipet…* (2:13)
'…Arise, and take the young child and his mother, and **flee** into Egypt,'

4. The plural form is formed by attaching '-te' postfix to the 2nd person singular.

(8) *…i govorit im: idite za Mnoju, i Ja sdelaju vas lovtsami čelovekov* (4:19)
'…And he saith unto them, **Follow** me, and I will make you fishers of men.'

Some forms of the imperative are formed using additional verb units, so that structurally the entire imperative construction becomes analytical, and semantically it acquires additional connotative meanings.

1. The verb form *smotri(te)* 'see / look / take heed' as part of the imperative constructions of the hortation type intensifies the call for performance or non-performance of an action. Most often, constructions of this kind are used to express caution, warnings, and indirect prohibitions.

(9) *Smotrite, ne prezirajte ni odnogo iz malyh sih…* (18:10)
'**Take heed** that ye **despise not** one of these little ones;'

2. This group encompasses verbs like *nadležit – podležit* '(it) is to be done; (it) must be done – be subject (to)'.

(10) *…ostav' teper'; ibo tak nadležit nam ispolnit' vsjakuju pravdu* (3:15)
'Suffer [it to be so] now: for thus it **becometh** us **to fulfil** all righteousness.'

3. The text of the Gospel also contains the forms of the 3rd person of the imperative mood, which express a one-time correlative nature of an action and are actually also analytical, because they are formed by combining particle *pust'* 'let (+ O_d + inf.)' with the forms of the 3rd person singular or plural of the present or future simple tense.

(11) (a) *…brat ego pust' voz'met za sebja ženu ego…* (22:24)
'…his brother **shall marry** his wife…'

(b) *…pust' teper izbavit Ego, esli On ugoden Emu* (27:43)
'…**let** him **deliver** him now, if he will have him…'

In high-flown texts, particle *pust'* 'let (+ O_d + inf.)' is often replaced with particle *da* 'let (+ inf.) / may (+ inf.)'; note that such high style is predominant in the text of the Gospel.

(12) (a) *…da pridet na vas vsja krov' pravednaja, prolitaja na zemle…* (23:35)

'That upon you **may come** all the righteous blood shed upon the earth,'

(b) *Tak da svetit svet vaš pred ljudmi…* (5:16)
'**Let** your light so **shine** before men…'

Particle *tak* 'so' is also rather common in the text:

(13) *Tak budut poslednie pervymi, i pervye poslednimi;* (20:16)
'**So** the last **shall be** first, and the first last:'

4. A special form typical of the Gospel text is the non-frequent form of unidirectional joint action, which is formed with the help of the imperative verb form *pojdjom* 'let us go / be going'.

(14) *…eto naslednik; pojdjom, ubjom ego i zavladeem nasledstvom ego* (21:38)
'This is the heir; **come**, **let us kill** him, and **let us seize** on his inheritance.'

In constructions of this type, the seme of spatial motion appears to be secondary and loses its semantic independence, while the seme of hortation becomes primary. Spatial motion as an auxiliary action results in the action-goal, for which the movement is performed. This action is expressed with a verbal form with the same morphological characteristics as the verb of motion. It is therefore hardly possible to agree with Flach (2015, 237) who proves the primacy of the seme of motion in similar constructions in the English language: "If we assume a hortatory constructional meaning of *go*-VERB, it seems that as the hortatory force is backgrounded, the element of (incipient and/or intended) movement is foregrounded…".

The study shows that the category of hortativity represented by the forms of the imperative mood has certain morphological characteristics in terms of formation. These features are typical of both single-word and analytical imperative forms. Bigger grammatical capacity of the imperative mood is partly associated with desemantization and subsequent grammaticalization of its separate forms in analytical structures, such as *smotri* 'see / look / take heed' and *voz'mi* 'take', which can act as modal-expressive particles (cf. Weiss 2007). Forms such as *voz'mi* 'take'

occur in classical grammars, but as proven in the analysis, these forms are not characteristic of the Russian text of the Gospel according to St. Matthew.

In Russian, a number of modal-expressive hortatory tones is associated not only with the use of particles in the imperative forms, but also personal pronouns. A personal pronoun that morphologically correlates with the form of the imperative mood softens the expression of will and turns it into a request or invitation to act. In the example below, the sentence sounds provocative.

(15) *…esli Ty Syn Božij, brossja vniz…* (4:6)
'…If **thou** be the Son of God, **cast thyself down**…'

In conclusion, we shall note that the text of the Gospel has both positive (*idi* 'go', *sleduj (za mnoj)* 'follow (me)', *voz'mite* 'take', etc.), and negative (*ne bojsja* 'do not be afraid', *ne berite* 'do not take', etc.) imperative forms. In this case, negative imperfectives denote prohibitions, and negative perfectives denote warnings (cf.: Trnavac 2006, 82).

(16) (a) *…idi za Mnoju i predostav' mertvym pogrebat' svoih mertvetsov* (8:22)
'**Follow** me; and **let** the dead bury their dead.'

(b) *Ne berite s soboju ni zolota, ni serebra, ni medi v pojasy svoi* (10:9)
'**Provide neither** gold, **nor** silver, **nor** brass in your purses'

5.2 Main non-nuclear means to actualize the seme of hortation

The category of hortativity has a variety of tools of expression referring either to the center or to the periphery of this category. They are in different relations to each other, have different illocutionary force and specialization in terms of conveying the general imperative meaning, differ in their usage. All non-nuclear means are imperative only in their meaning: they are recognized in the text as forms that share a common meaning of hortation.

Main non-nuclear means of expressing the functional-semantic category of hortativity in Russian are the following:

1. Intonationally marked and situationally or contextually determined verb forms acting in the hortatory function in the present tense, the indicative mood that convey the semantics of obligation, expression of will, request or demand.

(17) (a) *Gospodi, esli hočeš, možeš menja očistit'.* (8:2)
'Lord, if thou **wilt**, thou **canst** make me clean.'

(b) *…čašu Moju budete pit', i kreščeniem, kotorym Ja kreščus', budete krestitsja* (20:23)
'Ye **shall drink** indeed of my cup, and **be baptized** with the baptism that I am baptized with:'

2. The 2nd person future tense verb forms acting in the hortatory function.

It is known that the 2nd person is the basic grammatical form of the imperative mood. Therefore, it is logical that it is the 2nd person indicative forms that can act in the hortatory function. It also becomes clear why the imperative conveys the semantics of the future tense (or the present tense in the meaning of the future): the forms of the imperative mood, not being the tense forms, express such a desirable action, which can be possibly performed only in the future. Jartseva (1981, 58) rightly believes that the verb form of the future tense is a single form in dual (homonymous) use – the futural and the imperative. In this case, "one of the meanings of this form (futurality) is paradigmatic, and the second (imperative) arises from its syntactic use in certain conditions of the semantic-syntactic context".

(18) (a) *Rodit že syna i narečeš' Emu imja: Iisus…* (1:21)
'And she shall bring forth a son, and thou **shalt call** his name JESUS:'

(b) *…čašu Moju budete pit', i kreščeniem, kotorym Ja kreščus', budete krestitsja* (20:23)
'Ye **shall drink** indeed of my cup, and **be baptized** with the baptism that I am baptized with:'

3. Forms of the subjunctive mood.

(19) *Učitel'! Hotelos' by nam videt' ot Tebja znamenie…* (12:38)
'Master, we **would see** a sign from thee.'

4. Optative forms.

(20) (a) *…pojdite, tščatelno razvedajte o Mladentse i <…> izvestite menja…* (2:8)
'**Go** and **search** diligently for the young child; and <…> **bring** me **word again**.'

(b) *esli hočeš' byt' soveršennym, pojdi, prodaj imenie tvoe i razdaj ego niščim; <…> i prihodi i sleduj za Mnoju* (19:21)
'If thou wilt be perfect, **go** [and] **sell** that thou hast, and **give** to the poor, <…> and **come** [and] **follow** me.'

A number of optative means that actualize the seme of hortation are adjoined by constructions containing nominal predicates and adverbs in the comparative degree in combination with the particle *by* or without.

(21) (a) *… lučše bylo by etomu čeloveku ne roditsya.* (26:24)
'**it had been good** for that man if he had not been born.'

(b) *Ibo možno bylo by prodat' eto miro za bolšuju tsenu i dat' niščim.* (26:9)
'For this ointment **might have been sold** for much, and given to the poor.'

5. Modal verbs.

(22) *Gospodi, esli hočeš, možeš menja očistit'.* (8:2)
'Lord, if thou **wilt**, thou **canst** make me clean.'

6. Locutionary verbs in the performative function.

(23) (a) *…Iosif postupil, kak povelel emu Angel Gospoden', i prinjal ženu svoju…* (1:24)

‘Joseph <…> did as the angel of the Lord **had bidden** him, and took unto him his wife:’

(b) …*čego by ni poprosili, budet im ot Ottsa Moego Nebesnogo.* (18:19)
‘…any thing that they **shall ask**, it shall be done for them of my Father which is in heaven.’

7. Interrogative sentences of various types: interrogative sentences requiring mandatory response, interrogative-declarative, interrogative-hortatory and interrogative-rhetorical sentences.

(24) *A raby skazali emu: hočeš‘ li, my pojdjom, vyberem ih?* (13:28)
‘The servants said unto him, Wilt thou then that we go and gather them up?’

As we see, the category of hortativity includes grammatically heterogeneous forms that are often used in other verbal (non-imperative) paradigms. The range of these forms with implicit hortatory semantics is very wide. However, the imperative remains the dominant means of expressing the functional-semantic category of hortativity, it is the core of the system of means of expressing hortation (cf. Arutjunova and Padučeva 1985; Franck 1986; Aznabajeva 2001). All other central and peripheral means functionally complement the imperative, nevertheless, remain outside of its paradigm.

Establishing the relation of action to reality, the speaker, often unconsciously, is seeking to express a complex array of tones characterizing the action. These tones cannot be explicated in all their diversity and in all their subtle differentiation with the forms only. Grammatical forms are only the grammatical framework of speech, while the living tissue of the language continues to exist and to develop due to a wide range of different syntactic, suprasegmental, and contextual means.

Studies show that the nucleus of the functional-semantic field of the category of hortativity, the core around which non-nuclear means of expressing hortatory modality are grouped are imperative sentences, where the predicate is expressed with the verb in the imperative mood, often with various specifiers of the category of hortativity. It is due to actualizing means that the hortatory utterance acquires various

semantic nuances from polite shades of hortation to categorical, abrupt demands to perform some action.

6 Semantic structure of the category of hortativity

Facts of reality and their relations, being the content of an utterance, can be thought of by the speaker as a reality, as an opportunity or desirability, as an ought or necessity. The mood is a morphological way of expressing modal meanings. The mood is known to be an inflectional grammatical category of the verb that denotes the relation of a process to reality and expresses this meaning in conjugated forms. By means of the category of mood, the reality or unreality of the statement is estimated. The categorical meaning of the forms of each of the three moods can be combined with additional modal characteristics: determination, readiness, assumption, obligation, and others due to various lexical-semantic, syntactic and intonational means. In a sentence, forms of the same mood may express various modal meanings and also be used together with secondary meanings in the function of other moods.

In Russian, the category of mood is inflectional. It is represented by a triune of indicative, subjunctive and imperative moods. The verbal morphological category of mood is a system of opposing series of forms expressing the relation of action to reality and having the meaning of reality (indicative mood), hortation (imperative mood) or presumption, possibility (subjunctive mood).

Indicative, imperative, subjunctive forms are integral parts of the conjugation paradigm for the same word. However, the imperative forms are not always possible to generate, since the agent may turn out to be an object that is unlikely or impossible to be addressed. In a number of cases, this may be due to the lexical meaning of a verb: its semantic structure may not contain the seme of purposeful action, which excludes hortation for such an action. For example, impersonal verbs have no forms of the imperative mood (cf. Bondarko and Boulanin 1967, 132).

It is also worth noting that the imperative is the mood of the verb, the forms of which represent the process as required or desired, therefore the act of will can be performed by the speaker in the form of supplication, request, demand, order, soft or persistent urge to act. These tones of meaning are actualized with the help of special morphological indicators. In addition, while modeling the tones of meaning, the

semantic features of the verb also play an important role: the same form can transmit various modal-expressive nuances.

(25) *…idite ot Menja, prokljatye, v ogon' večnyj, ugotovannyj diavolu i angelam ego.* (25:41)
'…**Depart** from me, ye cursed, into everlasting fire, prepared for the devil and his angels:'

The imperative mood prompting the interlocutor to act differs from the indicative not only in its meaning, but also in a special intonation: a resolute, willful exclamation.

Another important condition for actualizing the imperative forms is the semantics of the verb, which turns out to be fundamental in choosing the speaker's pragmatic attitude. In this sense, the predominant role in actualizing the category of hortativity is played by the verbs with the leading seme of speaking. "The key point in the meaning of these lexical units is to achieve the result, to impact the issuer, to establish timeless qualitative relations between the objects of reality, rather than to concretize the process of communication" (Ivanova 2011, 33). The only semantic limitation for the verbs used in the hortative constructions is, according to Xrakovski (2001, 1031), that "they must designate controllable actions, i.e. actions which, in a given situation, can be performed in a controlled manner by any person based on his/her own or somebody else's experience".

The Gospel text is a religious code of life rules, commandments with Jesus Christ as the main character instructing people, teaching, advising, admonishing, and ordering them. Therefore, from this viewpoint, the imperative should be prioritized among the moods, since its forms primarily convey the meaning of demand, desirability or the will of the speaker (cf. Xrakovski 2001, 1032).

The semantic structure of the category of hortativity can be represented by different meanings. The concept presented by Švedova (1954, 376), according to which the structure of this functional-semantic category forms the meanings of subjunctivity, conventionality, desirability, hortation and obligation, seems to be worth attention in the aspect of semantic analysis of the studied category.

Verb forms in the text of the Gospel according to St. Matthew express the entire repertoire of modal meanings. Analysis into the semantic structure should

begin with the forms of the optative mood, since it conveys an abstract aspiration to some reality, and this reality can be thought of as vaguely related to the future, the present or the past. These differences can be explicated additionally by the corresponding modal particles *pust'* 'let (+ Od + inf.)', *da* 'let (+ inf.) / may (+ inf.)', *tak* 'so', and a number of other particles with a particular intonation pattern (cf.: "Such combinations are descriptive expressions of obligation, assumption or desirability of a process rather than hortation in all its varieties" [Belousov 1998, 346]).

(26) (a) *…esli kto razvoditsja s ženoju svoeju, pust' dast ej razvodnuju* (5:31)
'…Whosoever shall put away his wife, **let** him give her a writing of divorcement:'

(b) *Da pridet Tsarstvie tvoe; da budet volja Tvoja i na zemle, kak na nebe;* (6:10)
'Thy kingdom **come**. Thy **will be done** in earth, as [it is] in heaven.'

In general, the imperative mood is intended to convey the meanings of will in various forms. The system of means of expression is not limited in this case, since the entire array of both central and peripheral means can serve to convey the corresponding semantics.

The imperative mood also includes the seme of expression of will, which is aimed to perform something. This element of meaning encompasses a number of particular meanings that combine the meaning of the imperative with the meaning of wish, requirement, assumption, but also figurative meanings based on the seme of hortation.

(27) (a) *Vstan'te, pojdjom: vot, priblizilsja predajuščij Menja* (26:46)
'**Rise**, **let us be going**: behold, he is at hand that doth betray me.'

(b) *Prosjaščemu u tebja daj i ot hotjaščego zanjat' u tebja ne otvraščajsja* (5:42)
'**Give** to him that asketh thee, and from him that would borrow of thee **turn not** thou **away**.'

(c) *…vstan', voz'mi postel' tvoju i idi v dom tvoj* (9:6)

'…**Arise**, **take up** thy bed, and **go** unto thine house.'

As mentioned above, the general meaning shared by the forms of the imperative mood is to express hortation to perform certain actions, in which more subtle emotional-psychological shades can be identified. These include the following:

1. Request.

(28) *Gospodi! esli eto Ty, poveli mne pridti k Tebe po vode.* (14:28)
'Lord, if it be thou, **bid** me come unto thee on the water.'

2. Instruction.

(29) (a) *…i govorit: vstan', voz'mi Mladentsa i Mater Ego i idi v zemlju Izrailevu…* (2:20)
'Saying, **Arise**, and **take** the young child and his mother, and **go** into the land of Israel…'

(b) *No Iisus totčas zagovoril s nim i skazal: obodrites'; Eto Ja, ne bojtes'* (14:27)
'But straightway Jesus spake unto them, saying, **Be of good cheer**; it is I; **be not afraid**.'

3. Requirement.

(30) *On že skazal: idi. I, vyydya iz lodki, Petr pošol po vode…* (14:29)
'And he said, **Come**. And when Peter was come down out of the ship, he walked on the water'

4. Order.

(31) *I On skazal im: idite. I oni, vyydya, poshli v stado svinoe.* (8:32)
'And he said unto them, **Go**. And when they were come out, they went into the herd of swine'

Hortation is typical of all the forms of the imperative mood. In the forms of the 2nd person singular and plural, this meaning is manifested as hortation to the addressee – the same person who is prompted to act (or to several persons, and sometimes objects).

(32) (a) *I vot, dvoe slepyh, sidevšie u dorogi, <…> načali kričat': pomiluj nas, Gospodi, Syn Davidov!* (20:30)
'And, behold, two blind men sitting by the way side, <…> cried out, saying, **Have mercy** on us, O Lord, [thou] Son of David.'

(b) *…no, esli i gore sej skažete: "podnimis' i vvergnis' v more", – budet; i vse, čego ni poprosite v molitve s veroju, polučite* (21:21)
'…but also if ye shall say unto this mountain, **Be** thou **removed**, and **be** thou **cast** into the sea; it shall be done.'

In the forms of joint action, hortation is also focused on the addressee, but the speaker's participation is also implied.

(33) *No vinogradari <…> skazali drug drugu: eto naslednik; pojdjom, ubjom ego i zavladeem nasledstvom ego* (21:38)
'But <…> the husbandmen <…> said among themselves, This is the heir; **come**, **let us kill** him, and **let us seize** on his inheritance.'

Various tones of hortation are determined by the situation of speech, intent and emotional attitude of the speaker, and in these cases, the forms of the imperative mood play a leading role.

(34) *Itak, bodrstvujte, potomu čto ne znaete ni dnja, ni časa, v kotoryj priidet Syn Čelovečeskij* (24:42)
'**Watch** therefore: for ye know not what hour your Lord doth come.'

Apart from the verb form itself, various elements constituting the modality participate in conveying different variants of hortation. Emotional-expressive coloring of hortation changes significantly if the singular is used when referring to many.

(35) *Iisus že skazal: ne ubivaj; ne preljubodejstvuj; ne kradi; ne lžesvidetelstvuj* (19:18)
'Jesus said, Thou **shalt do no murder**, Thou **shalt not commit adultery**, Thou **shalt not steal**, Thou **shalt not bear false witness**…'

It is worth emphasizing that the forms of the imperative when prompting to act imply an action that has not yet taken place, that is, an action that shall or may occur in the future. Since it is not the action itself that is expressed, but rather a desire, an urge to perform it, the imperative forms are not tense forms. They denote actions that can occur only after a certain statement (cf. Lekant 2001, 247).

Another frequent imperative is the necessitive mood, among the main meanings of which are obligation, compulsion, prescription to perform an action:

(36) *Takže, kogda postites', ne budte unyly, kak litsemery…* (6:16)
'Moreover when ye fast, **be not**, as the hypocrites, **of a sad countenance**:'

The form of the necessitive mood is invariant. Sentences shaped in the said mood can denote necessity as compulsion in a single instance or as an obligation dictated by custom or habitual way of life. Trnavac (2006, 84) rightly notes in connection with this that "in a necessitive imperative, the speaker expresses that there is some force other than himself that directs the agent of the action to realize the imperative action. The force may be a person, a social norm, or rather the circumstances in general".

(37) (a) *Iisus načal otkryvat' učenikam Svoim, čto Emu dolžno idti v Ierusalim…* (16:21)
'From that time forth began Jesus to shew unto his disciples, how that he **must** go unto Jerusalem'

(b) *… potomu čto Ioann govoril emu: ne dolžno tebe imet' ee* (14:4)
'For John said unto him, **It is** not **lawful** for thee to have her.'

Such hortatory statements have a pronounced nature of an obligation to perform an action or denote the meaning of an obligatory requirement.

The forms of the subjunctive mood that are indirectly conjugated with the meanings of the category of hortativity occur much rarer in the text of the Gospel.

(38) (a) *Miris' s sopernikom tvoim skoree, poka ty ešče na puti s nim, čtoby sopernik* ***ne otdal*** *tebja sude, a sudja ne otdal by tebja sluge, i ne vvergli by tebja v temnitsu…* (5:25)
'**Agree** with thine adversary quickly, whiles thou art in the way with him; lest at any time the adversary **deliver** thee to the judge, and the judge **deliver** thee to the officer, and thou **be cast** into prison.'

(b) *Ne davajte svjatyni psam i ne brosajte žemčuga vašego pred svinjami…* (7:6)
'**Give not** that which is holy unto the dogs, **neither cast** ye your pearls before swine…'

Among peripheral categories indirectly expressing hortation, one should name the category of conventionality, which contains the seme of inducement to perform an action subject to fulfilling a certain condition. The action itself in this context acquires an isolated character. In case of potential conditionality usually found in complex sentences with conditional clauses, "hortation is mitigated and acquires the modality of a request, invitation, advice" (Novikov et al., 1999, 522).

(39) *Esli že hočeš' vojti v žizn' večnuju, sobljudi zapovedi.* (19:17)
'but **if thou wilt** enter into life, **keep** the commandments.'

In this case, the said category encompasses a number of more specific meanings that combine the meaning of hortation with the meaning of assumption, condition, desirability, and connotative meanings that have developed based on the seme of hortation.

When the basic form of the imperative represented by the verbs of the 2nd person enters the context that excludes direct hortation to the addressee, a contradiction arises between the grammatical meaning of the form and the context. As Bondarko suggests (1967, 29), this contradiction is resolved in different ways: depending on the type of the context in which the studied form is found, its hortatory

meaning shows itself in this or that modal tone. In some cases, this tone is not that far from the meaning of hortation, in others, immediate connection disappears, but the semantics of unreality remains.

Quasi-imperative means of linguistic substantiation of hortation should also include complement clauses introduced into a complex sentence with the help of conjunction *čtoby* 'that'. An obligatory condition for implicit hortation in a subordinate clause is the finite form of the locutionary verb in the main clause. Subordinate clauses of this type are easily transformed both into simple sentences with an infinitive clause and into hortatory constructions of broad semantics depending on the meaning conveyed by the locutionary verb; cf.: *(oni) prosili, čtoby on prišel* '(they) asked him, that he would come' / *(oni) prosily ego prijti* '(they) asked him to come' / *(oni) prosily ego: "Prixodi!"* '(they) asked him: Come!'.

(40) *… i, uvidev Ego, prosili, čtoby On otošel ot predelov ih.* (8:34)
'and when they saw him, they **besought** [him] **that** he **would depart** out of their coasts.'

Gulyga and Šendels (1969, 93) refer the so-called pseudoclauses with optative meaning to peripheral means of expressing hortation. Those clauses use unstressed particle *čtob(y)* 'that' in a combination with the past tense of the verb ending in '-l'. Tones of hortation in structures of this type may range from a strict order to a recommendation or a wish.

(41) *No čtoby vy znali, čto Syn Čelovečeskij imeet vlast' na zemle proščat' grehi…* (9:6)
'But **that ye may know** that the Son of man hath power on earth to forgive sins…'

The semantic structure of the category of hortativity also includes connotative meanings. In certain hortative utterances, one can notice a gradual transition from hortation to instruction or wish.

(42) *…esli hočeš' byt' soveršennym, pojdi, prodaj imenie tvoe i razdaj niščim; <…> i prihodi i sleduj za Mnoju* (19:21)

'If thou wilt be perfect, go [and] sell that thou hast, and **give** to the poor, <…> and **come** [and] **follow** me.'

Forms that most clearly demonstrate the expressive nature of hortation are found at the point where direct and indirect meanings of the imperative forms overlap.

(43) *Togda učeniki Ego <…> razbudili Ego i skazali, Gospodi! spasi nas: pogibaem.* (8:25)
'And his disciples <…> awoke him, saying, Lord, **save** us: we perish.'

In this case, the primary meaning is accompanied by the connotative meaning that implies a demand for performing the action immediately.

Some additional expressive nuances of the category of hortativity associated with aspect differences of verbs can often be actualized in the forms of the imperative. For instance, to express an order or a categorical requirement, the perfect aspect and the imperative mood are used more often.

(44) (a) *…spasi Sebja Samogo, esli Ty Syn Božij, sojdi s kresta.* (27:40)
'…**save** thyself. If thou be the Son of God, **come down** from the cross.'

(b) *Iisus skazal emu: "vozljubi Gospoda Boga tvoego vsem serdtsem tvoim…"* (22:37)
'Jesus said unto him, Thou **shalt love** the Lord thy God with all thy heart,'

Non-perfect aspect and the imperative mood are usually used to express a request or advice (cf.: "the imperfective is more polite or "softer" than the perfective, which is more business-like" [Benacchio 2010, Forsyth 1970]).

(45) (a) *I kto prinudit tebja idti s nim odno poprišče, idi s nim dva* (5:41)
'And whosoever shall compel thee to go a mile, go with him twain.'

(b) *Počitaj ottsa i mat'; i ljubi bližnego tvoego, kak samogo sebja* (19:19)

'**Honour** thy father and [thy] mother: and, Thou **shalt love** thy neighbor as thyself.'

Research shows that perfect imperative forms are used more often to express an order or a categorical requirement.

In cases when the expression of will does not imply immediate execution of an action, but is just an inducement to act on a permanent and/or recurring basis, the forms of the imperative mood are sometimes devoid of any expressivity.

(46) (a) *V kakoj by gorod ili selenie ni vošli vy, navedyvajtes', kto v nem dostoin, i tam ostavajtes', poka ne vyjdete;* (10:11)
'And into whatsoever city or town ye shall enter, **enquire** who in it is worthy; and there **abide** till ye go thence.'

(b) *Molites', čtoby ne slučilos' begstvo vaše zimoju, ili v subbotu;* (24:20)
'But **pray** ye that your flight be not in the winter, neither on the sabbath day:'

At the same time, it is the forms of the imperative mood represented by the forms of the 2nd person that often have the meaning associated with greater categoricity and greater expressivity.

(47) *A Ja govorju vam: ne kljanis' vovse: ni nebom, potomu čto ono prestol Božij; <…> ni golovoj tvoej ne kljanis'…* (5:34, 36)
'But I say unto you, **Swear not** at all; neither by heaven; for it is God's throne: <…> **Neither shalt** thou **swear** by thy head…'

Combinations *pust'* + the verb form 'let (+ Od + inf.)' addressed to the 3rd person singular or plural prompting an action or expressing a wish are usually used with pronouns *on* 'he', *ona* 'she', *oni* 'they' or with nouns denoting a person or thing.

(48) *Upoval na Boga: pust' teper' izbavit Ego, esli On ugoden Emu.* (27:43)
'He trusted in God; **let** him **deliver** him now, if he will have him:'

Verb forms *smotri* 'see / look / take heed' used as part of imperative constructions and representing the result of desemantization of the lexical-grammatical meaning of the verb are highly frequent in the text of the Gospel. This verb form highlights the need to yield to advice or recommendations given.

(49) (a) *Smotrite, ne tvorite milostyni vašej pred ljudmi s tem, čtoby oni videli vas…* (6:1)
'**Take heed** that ye do not your alms before men, to be seen of them…'

(b) *I govorit emu Iisus: smotri, nikomu ne skazyvaj…* (8:4)
'And Jesus saith unto him, **See** thou tell no man;'

The particles *da* 'let (+ inf.) / may (+ inf.)' и *tak* 'so' add a tinge of desirability to the utterance.

(50) (a) *Tak budut poslednie pervymi, i pervye poslednimi;* (20:16)
'**So** the last shall be first, and the first last:'

(b) *da sbudetsja rečennoje čerez proroka…* (13:35)
'**that** it might be fulfilled which was spoken by the prophet,'

When using verbs in the imperative forms with negation, the prohibitive meaning is usually expressed.

(51) (a) *Itak, esli skažut vam: «vot, On v pustyne», – ne vyhodite; «vot, On v potaennyh komnatah», – ne verte; …* (24:26)
'Wherefore if they shall say unto you, Behold, [he is] in the desert; **go not forth**: behold, he is in the secret chambers; **believe** [it] **not**.'

(b) *Meždu tem, kak sidel on na sudejskom meste, žena ego poslala emu skazat': ne delaj ničego Pravedniku Tomu …* (27:19)
'When he was set down on the judgment seat, his wife sent unto him, saying, **Have** thou **nothing to do** with that just man:'

The semantics of negative forms of the imperative mood may not contain the seme of prohibition. In their meaning, such forms are closer to a wish, advice, warning or request.

(52) *…i zapovedoval im, govorja: na put' k jazyčnikam ne hodite, i v gorod Samarjanskij ne vhodite* (10:5)
'…and [Jesus] commanded them, saying, **Go not** into the way of the Gentiles, and into [any] city of the Samaritans **enter** ye **not**:'

The addressee prompted to act can be denoted with the nominative case in the vocative function (appellative function).

(53) *…dvoje slepyh, sidevšije u dorogi, <…> načali kričat': pomiluj nas, Gospodi, Syn Davidov!* (20:30)
'…two blind men sitting by the way side, <…> cried out, saying, Have mercy on us, O **Lord**, [thou] **Son of David**.'

Forms of the imperative mood when affected by the context are able not only to modify the meaning of demand or hortation, but can also acquire meanings typical of the indicative and subjunctive moods. Such wide context-driven usage leads to the fact that in some cases it is impossible to unambiguously determine the meaning of the imperative forms. The following examples serve a proper illustration.

(54) (a) *Gore vam, knižniki i farisei, litsemery, <…> za to primete tem bolšeje osuždenie* (23:14)
'Woe unto you, scribes and Pharisees, hypocrites! <…> therefore ye **shall receive** the greater damnation.'

(b) *Ibo legče skazat': proščajutsja tebe grehi, ili skazat': vstan' i hodi?* (9:5)
'For whether is easier, to say, [Thy] sins **be forgiven** thee; or to say, Arise, and walk?'

The imperative mood can express another meaning, the so-called imaginary imperative mood (imperativus imaginarius), which can be expressed implicitly due to

using certain particles, pronominal words or conjunctions together with the corresponding verb forms.

(55) (a) *Se, ostavljaetsja vam dom vaš pust* (23:38).
'**Behold**, your house is left unto you desolate.'

(b) *Istinno govorju vam: čto vy svjažete na zemle, to i budet na nebe; i čto razrešite na zemle, to i budet razrešeno na nebe.* (18:18)
'Verily I say unto you, **Whatsoever** ye shall bind on earth shall be bound in heaven: and **whatsoever** ye shall loose on earth shall be loosed in heaven.'

The analysis of the semantic structure of the category of hortativity shows that the seme of hortation can be actualized through various morphological means, including mainly the forms of the imperative mood able to express a variety of shades of meaning somehow related to coercion to act. In this case, the semantics of certain means of actualizing hortation may modify, thus reflecting varying intensity of hortation.

Among the key semantic components of the category of hortativity are the semes of inducement or coercion to act, expression of will and obligation. Hortatory modality appears in the text of the Gospel according to St. Matthew as one of the main types of modality.

7 Conclusions

1. Modal meanings find their expression in the Russian text of the Gospel according to St. Matthew due to a specific range of lexical and grammatical means that the language has for naming and describing the categories and relations of reality. Subjective modality in the given text is expressed through a dichotomy of real/unreal modality. The category of hortativity that combines subcategories of desirability, obligation, subjunctivity and conditionality acts as a constituent of the category of unreal modality.

2. The main categorical meaning of the imperative mood is that of hortation or inducement to act and the speaker (sender of the message) can add different tones ranging from a strict demand to a request. The category of hortativity has an extremely wide array of expressive means with imperative forms of the verb being its

centerpiece. The degree of intensity and significance of hortation expressed by these means decreases from the center to the periphery.

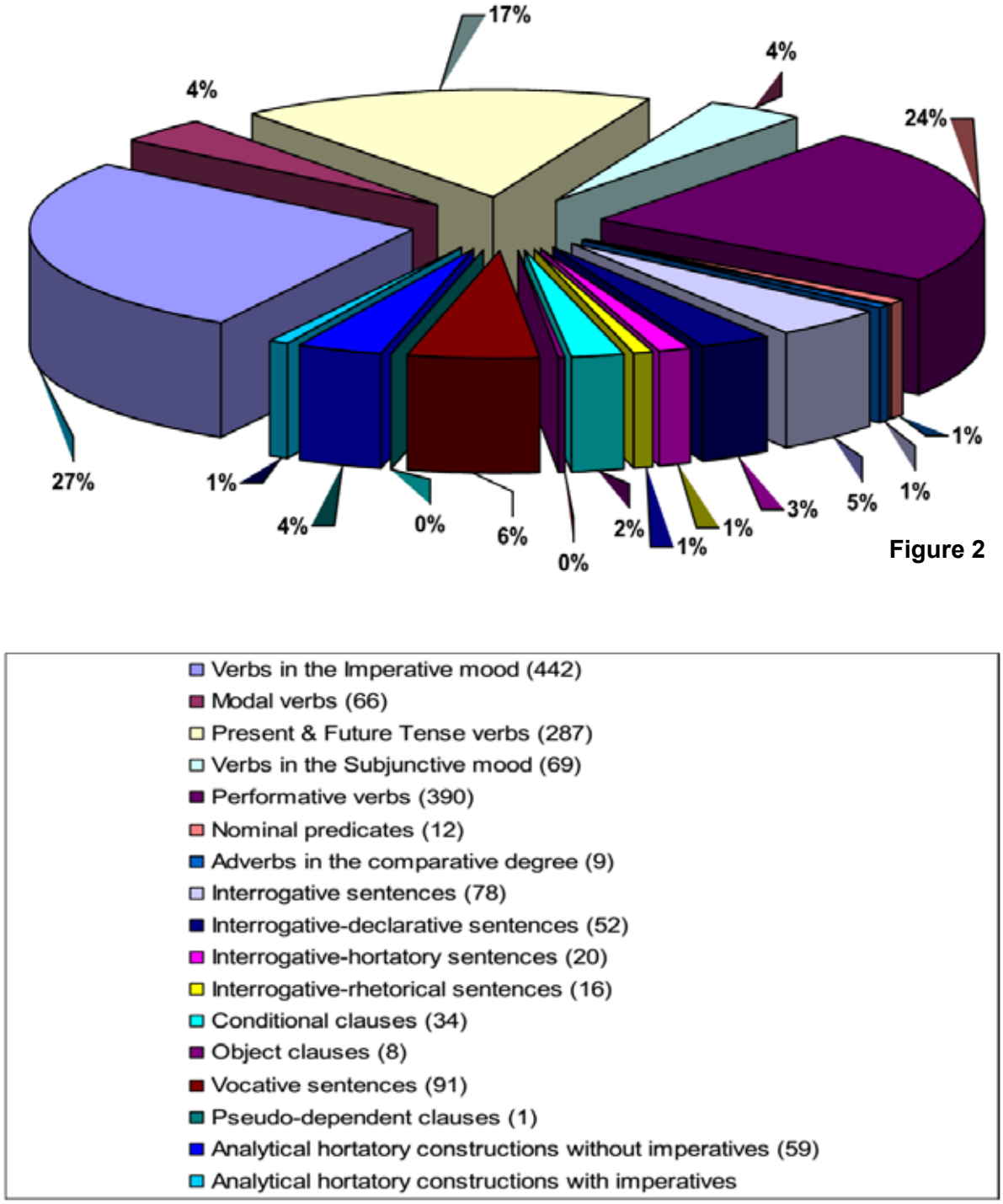

Figure 2

The Russian text of the Gospel according to St. Matthew is found to have 1653 linguistic forms somehow actualizing the category of hortativity (see Figure 2). Most of these means are represented by imperative verb forms (27%), locutionary verbs in the performative function, the semantic structure of which contains the seme

of hortation (24%), verbs in the present and future tense (17%), vocative sentences (6%), interrogative sentences that suggest a mandatory response (5%), verbs in the subjunctive mood (over 4%), modal verbs (over 4%), analytical constructions that do not contain any imperative forms (4%).

Analysis shows that imperatives forming the core of the functional-semantic category of hortativity play the key role among the above forms. An overwhelming number of imperatives (70%) are positive forms, 30% of imperatives are accompanied by negation, which leads us to a conclusion that hortatory forms expressed as advice, request or recommendation of a positive quality prevail in the text of the Gospel over the forms expressing undesirability of an action or prohibiting the action as such.

Plural and singular forms of the imperative mood show approximately the same ratio (69.9% and 30.1%, respectively). The prevailing form of address in the text is an appeal to two or more recipients of the message.

The center of the category is formed with the verbs in the present and future tenses, verbs in the subjunctive mood and modal verbs. Locutionary verbs in the performative function that in traditional classifications of hortatory lexical means form the periphery of the category of hortativity, syntactic means, including vocative sentences and interrogative sentences requiring a mandatory response, should also be referred to the center.

The periphery of the category of hortativity contains (infrequency descending order) interrogative-declarative sentences, conditional clauses, interrogative-hortatory sentences, interrogative-rhetorical sentences.

Other linguistic means that actualize the category of hortativity in the text of the Gospel are vanishingly few.

Suprasegmental and contextual means associated with inducement to act were not considered in this paper, since their analysis requires a separate study and a detailed description of the results obtained that do not fit within the scope of this article.

Schematically, the functional-semantic field of hortativity in the Russian version of the Gospel according to St. Matthew looks as follows (see Figure 3):

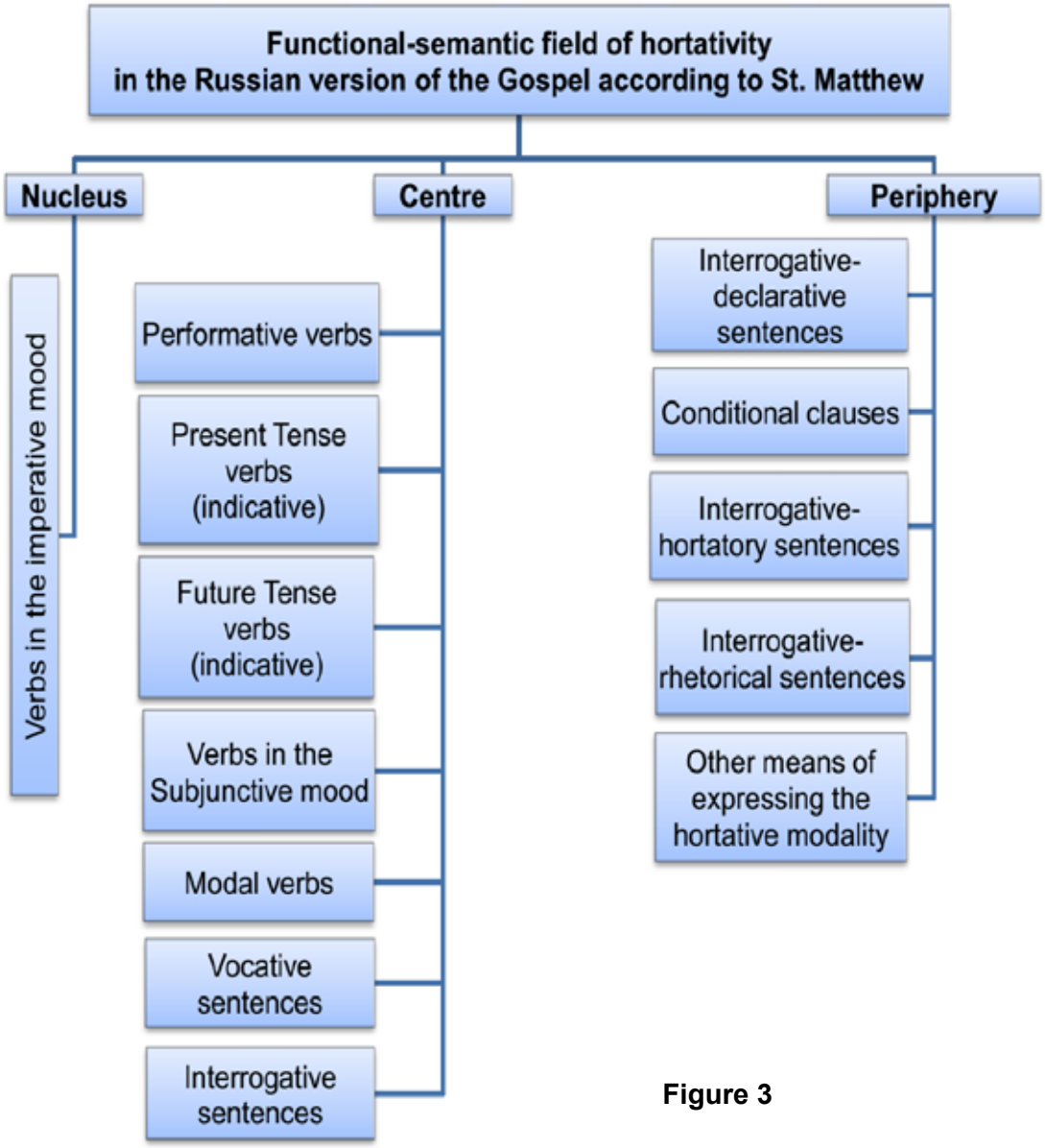

Figure 3

3. The meaning of hortation can be actualized through non-frequency forms of joint action, particles and modal words in combination with the verb forms being studied that reflect the degree of subjectivity of an utterance and the emotional and psychological mood of the speaker. Utterances containing these linguistic means used to explicate hortation, wish, request, order or demand cannot be checked for reliability and correspondence to objective reality.

4. The semantic structure of the category of hortativity found in the text of the Gospel is polysemic. The linguistic means available in the text under study express all the shades of emotional-hortatory meanings ranging from most mild, pleading, uncategorical, and polite to most harsh and persistent. The semantic structure of

hortatory utterances, along with primary meanings, includes connotative meanings actualized in combinations with primary ones. Complex actualization of primary and connotative meanings seems to be a specific explicative feature of the category of hortatory modality in the text of the Gospel according to St. Matthew.

Notes

[1] The Russian text is quoted from "GOSPEL OF MATTHEW in Greek, Church Slavonic, Latin and Russian languages with historical and textual appendices" (Gnosis Publishers, Moscow, 1993). In the reference body, the first digit indicates the corresponding chapter in the Gospel, the second digit refers to the verse number. Chapter number and verse number are separated by a colon.

The English text is quoted from "The Holy Bible. Old and New Testaments in the King James Version. Translated out of the Original Tongues and with Previous Translations Diligently Compared and Revised" (Thomas Nelson, Inc. Nashville, Tennessee, 1976).

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Vocabulary Development. The Case Study of Mooc Implementation

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Abstract: The purpose of this paper is to consider quantitative information elicited by double-contrastive research, comparing the 3 corpora and investigate the value of MOOCs for receptive and productive vocabulary development. The paper analyses the results of the case study conducted at the Ecological faculty of RUDN University. A group of 12 students were asked to participate in individual and group projects, besides, they were asked to write an extensive final essay on the issues considered by the MOOCs. A small corpus of MOOC-related essays was compiled in order to consider possibilities of professional vocabulary development via MOOCs. To benchmark vocabulary development process, we compiled two more corpora - the entire collection of MOOC scripts and articles, as a target vocabulary corpus and the corpus of academic papers on Ecology written by the same students prior to MOOC exposure.

Keywords: MOOCS, vocabulary development, English for specific purposes, double-contrastive research.

INTRODUCTION

Understanding and enriching professional vocabulary has been a focal point of a few studies (Berman and Cheng, 2010), (Evans and Green, 2007), (Evans and Morrison, 2011). The major challenge for the L2 instructor is to create a motivating and challenging pedagogical context seamlessly combined with a natural professional context (Beck et a 1983). Although natural contexts contribute to students' engagement and motivation, they can also be frustrating as they are not designed to teach and convey specific meanings of the words. However, it is yet essential to increase exposure of English language learners to professional contexts in off-class environment (August et al, 2005). Even more important is the emphasis on productive vocabulary development, as it requires more knowledge (i.e. of word collocations, grammar and register), than receptive (Durrant, 2014). This suggests

the importance of researching the development of productive professional vocabulary within the blended learning approach. One of the emerging trends in teaching languages for specific purposes is introduction of MOOCs into the course curriculum.

Massive open online course (MOOCs) emerged as a response to the educational challenges of the present, the development of new technologies facilitates the promotion of new education formats. Such factors as widely used social networks, modern mobile technologies, broadband internet, and finally, the globalization of society have led to the emergence of new formats of teaching (Waard et al, 2014). Having begun as an educational initiative of a few universities that offered unlimited access to their courses, MOOCs quickly gained recognition, and by 2012 were so popular that the New York Times announced it the MOOC year (Pappano, 2012).

What makes MOOCs so attractive to the general public? The first important factor is the free access to quality education. The vast majority of MOOCs is created by the world's leading experts, which guarantees not only the highest quality content, but also excellent organization and presentation of the courses. The second important feature is the shift of the focus of the educational process from teacher to student. Students are free to decide on the necessity and sufficiency of the course, as well as determine the scope of their interaction with the rest of the study group (Haug et al, 2014). MOOC participants are no longer satisfied with the role of passive listeners, as part of the study group they form a space to interact, discuss those aspects that they find really important and interesting, as well as review their peers and receive feedback on their work (Garrison et al, 1999). The teacher in this situation, plays the role of facilitator, who provides material and technical opportunities for interaction and discussion.

There are several varieties of MOOCs - the so-called cMOOCs and xMOOCs. XMOOCs replicate traditional teaching model and consist of presentations, surveys and tests. They are often criticized for not creating the new knowledge, but only repeating the old one and not going beyond the usual educational paradigm. As for the cMOOCs, they focus on the interaction with the other members of the study group. The main goal of cMOOCs is to create a community of students who discuss their results, together come to understand problems and thus create new ideas. Participation in these groups involves two activities - self-learning and interaction. Self-learning refers to familiarizing with the course materials - reading

and listening to presentations. The participants go through these by themselves. Interaction with other members of the group takes place in the framework of the submission of their own ideas and following discussion with their peers. The main objective of MOOCs is to introduce students to the latest developments in a given subject area. Typically, these courses are created and conducted in English, the language of interaction of the international scientific community. Since for most students English is not native, the creators of MOOCs try to facilitate better understanding - add subtitles and transcripts of presentations, provide the ability to play video at normal or slow speed, make the presentations brief, complement each lecture with reading materials, discussion questions, tests and surveys for students to return to that part of the material that they did not cover well enough. From a formal point of view, any MOOC is a logically built educational product with a clear material layout, weekly assignments and integrated control systems. High quality of the content, clarity and simplicity of the educational model, as well as the widest variety of MOOCs for all specialties, in our opinion, should inevitably attract the attention of ESP instructors. In the context of study hour reduction and the steady increase in requirements for language competence of ESP students, MOOCs can be an excellent complement to full-time studies. This is especially true for teaching Environmental faculty students, the number of specialized textbooks for students of this discipline is small, however, the number of MOOCs for this discipline is one of the biggest. Therefore, environmental MOOCs offer ESP instructors a great opportunity to adapt and implement authentic material in the practical course of English.

METHODOLOGY

The pedagogic experiment took place at the Ecological faculty of RUDN university, Russia. 12 students were asked to participate in the experiment. They were asked to enroll into MOOC by Leeds University “Environmental management: social-ecological systems”. The course lasted for 3 weeks, the students were involved off-site activities, creating study groups and studying outside the classroom, and on-site discussions. Upon completion of the course, the students were asked to write an extensive essay on the problems discussed in the MOOC.

Three corpora were collected for further analysis:

1) A corpus of all MOOC articles and transcripts, appr. 15,000 words.

2) A corpus of students’ essays, appr. 11,000 words.

3) A corpus of students' academic papers written prior to watching the MOOC, appr. 11,000 words.

To analyze the corpora, we used AntConc software, performing log-likelihood test to create a list of keywords, applying further concordance plot analysis to overview the students' progress in acquiring and applying new vocabulary. The reference corpus for term extraction was the British National Corpora (BNC), minimum word frequency in the corpora – 1, maximal number of terms extracted – 100.

RESULTS

Our first objective was to define keywords in the MOOC corpus. We used BNC as reference corpora of general English, then we ran a log-likelihood test to outline key words that were unusually frequent in a MOOC corpus, assuming that most of these words would be professional terms used specifically to talk about environmental management. Performing the log-likelihood test we set a threshold value at 100. Since the overall target of the experiment was to examine the possibility of developing professional vocabulary by incidental acquiring of the terminology, we assessed keywords related to ecology. Further on we did the concordance analysis for each of them and looked into changes of frequencies and distribution of the terms in students' academic writing on pre- and post-MOOC stages. The results on standard collocations are presented below

Table 1. List of terminological collocations

Collocation	Pre-MOOC	MOOC	Post-MOOC
species diversity	0	8	2
climate change	2	17	4
biodiversity conservation	0	7	0
high rainfall	0	6	1
plant endemism	0	5	0
wealth distribution	0	5	0
controlling ancestor	0	4	6
deterministic causality	0	4	0

human population	0	5	4
natural resource	1	4	28
public trust	0	3	0
economic boom	0	3	0
biodiverse agriculture	0	2	0
particular climate	0	2	1
yielding crop	0	2	1
functional diversity	0	2	0
high species diversity	0	2	0
external driver	0	2	7
internal dynamics	0	2	9
conservation effort	0	2	0
high species	0	2	0
successional stage	0	2	0
ecological succession	0	2	1
wealth inequality	0	2	1
human ecology	18	2	5
ecological system	0	2	3
major conservation	0	2	0
wild nature	0	2	2
agricultural society	0	2	0
population density	0	3	5
food production	0	4	1
agricultural productivity	0	2	0
biological diversity	0	2	0
forest management	0	2	0
consumer society	0	2	0
population growth	1	6	5
scientific revolution	0	2	1
environmental management	2	2	15
fossil record	0	3	0

oil crisis	0	2	0
environmental degradation	0	2	0
land ownership	0	2	1

Table 1 presents 42 terms extracted by AntConc software from the MOOC texts. The students demonstrated prior awareness of only 5 collocations in this chart, which constitutes 12%. After 3 weeks of self-instructional off-site activities on MOOC, the students submitted essays that included 16 more collocations (38%) from the above chart. It can be presumed that the students gained knowledge of this terminology when working on MOOC listening and reading comprehension tasks.

CONCLUSIONS

We looked into the possibility of professional vocabulary development through MOOCs, our major objective was to find out whether distant self-paces learning can be used as a means of building up the core of active professional terminology. According to the results of the current study, the students manage to comprehend and actively use professional terminology that frequently occurs in MOOCs. It is of interest to test these results on a larger scale learners' corpus, preferably in longitudinal perspective.

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Development of Foreign Students' Competence in Regional, Cultural and Linguistic Studies by Means of Excursions

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Abstract: The influence of extracurricular activities (excursions in particular) on the process of acquiring competence in regional, linguistic and cultural studies by foreign students has been investigated in this article. Special attention has been paid to the methodology of sightseeing and theme excursion arrangement organized for the students of the elementary and advanced levels. The authors emphasize the importance of the excursions as means of acquiring competence in regional, linguistic and cultural studies which forms a strong basis for the development of communicative competence.

Keywords: extracurricular activities, excursion, sightseeing excursion, theme excursion, regional studies competence, linguistic and cultural studies competence, national and cultural semantic component, background vocabulary.

Формування країнознавчої та лінгвокраїнознавчої компетенції іноземних студентів у процесі проведення екскурсій

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Анотація: У статті досліджено вплив позааудиторної роботи, зокрема проведення екскурсій, на процес формування країнознавчої та лінгвокраїнознавчої компетенції студентів-іноземців. Особливу увагу зосереджено на методиці проведення оглядових і тематичних екскурсій зі студентами початкового та просунутого етапів навчання. Автори наголошують на важливій ролі екскурсій у процесі формування та розвитку країнознавчої та лінгвокраїнознавчої компетенцій, що стає надійною базою для подальшого формування комунікативної компетенції.

***Ключові слова**:* позааудиторна робота, екскурсія, оглядова екскурсія, тематична екскурсія, країнознавча компетенція, лінгвокраїнознавча компетенція, національно-культурний компонент семантики, фонова лексика.

Вступ. Реалізація цілей навчання рідної мови як іноземної на різних етапах вимагає від студентів відповідної країнознавчої та лінгвокраїнознавчої обізнаності.

При вивченні іноземної мови учні стикаються із цілим рядом фактів, які мають відношення не до таких розділів мовознавства, як лексика, граматика, фонетика або стилістика, а до соціальної, побутової чи історичної сфер існування суспільства. Правильне розуміння й уживання деяких слів або фраз передбачає іноді знання їх походження, ситуацій, у котрих їх можна використовувати, або елементарних відомостей з історії, літератури, політичної реальності країни, мова якої вивчається. Одночасно з вивченням мови потрібно вивчати й культуру її народу в найширшому розумінні – знайомитися з історією, літературою, економікою, географією, політикою країни, побутом, традиціями, психологією тощо.

Країнознавча аспектизація передбачає поділ на дві сфери: предметну інформацію, або фактичні відомості, і фонову (фонові знання). Відбір фактичної інформації залежить як від цілей навчання, так і від комунікативних потреб учнів, їх пізнавальних інтересів. У фоновій інформації відображається соціально детермінований досвід носіїв мови та культури, моральні цінності певної лінгвокультурної спільноти [1].

Країнознавча інформація (і фактична, і фонова), задовольняючи потреби учнів, забезпечує стійкий інтерес до вивчення мови, підтримує мотиви-стимули до здійснення мовленнєвої діяльності. Країнознавча компетенція проходить шлях поетапного розвитку. Самого по собі розуміння значення слів і правил

граматики недостатньо для того, щоб активно користуватись мовою як засобом спілкування. Необхідно якомога глибше знати світ мови, що вивчається.

Для того, щоб навчити іноземної мови як засобу спілкування, потрібно моделювати обставини реального спілкування, налагоджувати зв'язки між процесом викладання іноземної мови та життям, активно використовувати її в живих, природних ситуаціях [2]. Велику роль у цьому відіграє позааудиторна робота, яка сприяє розвитку самостійності, творчої ініціативи. Особливе місце в процесі такої роботи належить екскурсіям. Проведення екскурсій підвищує інтерес до вивчення української мови, сприяє розширенню світогляду студентів, поповненню їхньої ерудиції, збагаченню національної мовної картини світу.

Для з'ясування впливу екскурсій на процес формування країнознавчої та лінгвокраїнознавчої компетенції іноземних студентів нами було використано комплекс загальнонаукових **методів** теоретичного (аналіз психолого-педагогічної літератури) та емпіричного (спостереження, бесіда, порівняння, узагальнення) **дослідження**, які забезпечували комплексний підхід до вирішення означеної проблематики.

При організації екскурсії необхідно враховувати етап навчання, рівень розвитку мовленнєвих навичок у студентів тощо. На початковому етапі ми вбачаємо за доцільне проведення оглядових екскурсій ознайомлювального характеру, коли головним завданням студентів є зрозуміти, про що йде мова. Методика проведення екскурсій поступово ускладнюється. Від оглядових слід переходити до тематичних екскурсій, метою котрих є детальний огляд частин об'єкта. Так, наприклад, після оглядової екскурсії до художнього музею ім. Н.Х. Онацького доцільно провести тематичну екскурсію «Художники Сумщини».

Викладачами кафедр мовної підготовки іноземних громадян Сумського державного університету та Сумського національного аграрного університету накопичено значний досвід проведення таких екскурсій. Як приклад розглянемо оглядову екскурсію по місту Сумам.

Ця робота проводиться у три етапи: 1) підготовка екскурсії; 2) проведення самої екскурсії; 3) підсумкове заняття.

На першому етапі викладач визначає маршрут і узгоджує його з екскурсоводом, пояснює студентам мету і завдання екскурсії. Підготовчий етап також передбачає роботу над текстом «Місто, в якому я навчаюся» із використанням різних видів передтекстових і післятекстових вправ. Крім того, важливу роль ві-

діграє післятекстова робота з листівками, на котрих написано опорні слова і словосполучення, а також перегляд фільму з коментарями студентів. На завершення студенти знайомляться з планом екскурсії та картою маршруту. Для активізації лексичного і граматичного матеріалу викладач надає студентам роздавальний матеріал із завданнями на переклад незнайомих слів, котрі використовуватимуться під час екскурсії, а також фрази, у які необхідно вставити перекладені слова в потрібній граматичній формі. Роздавальний матеріал є складовою частиною «Щоденника екскурсії», котрий студенти вестимуть під час заходу. У «Щоденнику» відводиться місце, де студенти можуть у разі потреби записувати інформацію, котра їх зацікавила, і питання, що виникли, як рідною, так і українською мовою. Записи, зроблені у «Щоденнику екскурсії», студенти використовуватимуть під час третього, завершального, етапу.

Другий етап передбачає проведення власне екскурсії. Це може робити як екскурсовод із попередньою настановою викладача, так і сам викладач. Як правило, перевагу надають другому варіанту, оскільки викладач ураховує мовні можливості учнів. У певний момент проведення екскурсії в ролі гіда можуть виступати підготовлені студенти групи або студенти-старшокурсники, що підвищує інтерес до екскурсії, формує впевненість у власних силах, забезпечує передачу почутої інформації товаришам не тільки рідною, але й українською мовою.

На третьому етапі проводиться обмін враженнями з використанням «Щоденника екскурсії», даються розгорнуті відповіді на питання, удруге переглядаються листівки з опорними словами. Студенти самостійно коментують фотографії й відеосюжети, зроблені ними в процесі екскурсії. Також задаються запитання, котрі студенти записували під час екскурсії в «Щоденнику». Після колективного обговорення екскурсії учні отримують завдання написати твір-мініатюру на задану тему. Студентам, котрі відчувають певні труднощі, викладач пропонує замість твору письмово дати відповіді на запитання.

На завершення роботи передбачено оформлення альбома або стенда «Ми живемо в місті Сумах» із фотографіями, фотовиставки або створення фільму, котрі потім можна використовувати як наочні посібники.

Ці фотознімки, відеосюжети й відеофільми, створені власними руками, студенти із задоволенням надсилають рідним і друзям, ділячись враженнями про місто Суми та Україну.

На наступних етапах навчання доцільним є проведення таких тематичних екскурсій, як «Старе місто», «Подорож вулицями міста», «Місто в кільці навчальних закладів». Тематичну екскурсію присвячують більш вузькій темі. Такий вид екскурсії передбачає поглиблене знайомство з конкретною тематикою у процесі показу максимальної кількості об'єктів, які мають відношення до теми, і залучення необхідного додаткового матеріалу. Як окрему, особливу тему для студентів просунутого етапу навчання можна запропонувати екскурсію «Дерев'яна архітектура міста».

У підготовці до тематичних екскурсій доцільно використовувати лінгвокраїнознавчі словники, словникові статті, до котрих разом із граматичними позначками, перекладом іноземними мовами, тлумаченням понять включено й пояснення лексичного фону.

Як приклад наведемо пояснення лексичного фону слова *дуб*, оскільки словник тематичної екскурсії «Старе місто» представлено словами *дуб, фортеця, козак, вал, перекіп* та ін. Без уявлення про дуб як могутнє, міцне дерево іноземцям важко зрозуміти надійність фортечних стін «Сумина города», споруджених із дубових колод, котрі витримали триразову облогу фортеці кримськими татарами у другій половині XVII століття. Пояснення лексичного фону допомагає в цьому: «Дуб – цей патріарх наших лісів – могутнє дерево з міцними гілками й товстим стовбуром, з темно-сірою тріщинуватою корою» [3]; «Дуб має високоякісну деревину красивого забарвлення і текстури. Вона щільна, важка, міцна, пружна, надзвичайно міцна на повітрі, у землі і під водою, [..] стійка проти загнивання... Деревину дуба використовують у суднобудуванні, меблевій промисловості…» [4]. Тверду деревину дуба в народі цінували й робили з неї міцні меблі, з дубових клепок виготовляли бочки, а з дубових колод видовбували човни [5].

У художній літературі часто зустрічається образ дуба: *О* ***дубе, князю пущ****,* ***достойне дерево монарше*** *// в короні осені – пурпурі – листя, з пнем корявим, // коли, щоб відпочити в тіні, спиняться у марші, // схиляєшся до уст вождів шорстким причастям слави* (Б.-І. Антонич); *Не одно уже століття /* ***Дуб*** *стояв, простерши віття, –/* ***весь в корі, як у броні****, / трудні роки, ночі й дні… // Знав одне лиш добре діло. / Листя дихало й раділо, /* ***Дуб*** *добрячим обростав – / доки й сам,* ***як витязь, став*** (П. Тичина); *А владущі // Монархи київських земель – //* ***Дуби*** *стоять державно-чинні, //* ***Статечно-впевнені, муж-***

чинні, // Вкорінені – не збити з ніг (І. Світличний). У процитованих поезіях дуб постає як символ незламної сили, могутності, величі.

Людину порівнюють із дубом, якщо хочуть показати її фізичну силу, витривалість, силу духу тощо: «Він не був той колишній, незламний, непохитний, міцний, як дуб; він був малодушний; він був тепер слабкий» (М. Гоголь). Ми бачимо, що протиставлення, використане М.В. Гоголем, підкреслює міць і велич цього дерева. Недарма в народі про чоловіка, наділеного фізичною силою, кажуть: «Міцний, як дуб!». В українському фольклорі образ молодого дуба уособлює кремезного, сильного, гарного козака. У свою чергу, це дерево також порівнювали з людиною: «Дуб, мов богатир, стоїть, не ворухнеться» [5].

Під час проведення екскурсії варто подати інформацію про те, що дуби росли навколо «Сумина города» у великій кількості. Для студентів початкового етапу навчання таке пояснення лексичного фону має бути адаптоване.

Далі увагу студентів акцентують на гідронімах *Псел, Сума* і *Сумка.* Студенти бачать місце перекопу, у давнину заповненого водою, між Пслом і Сумкою (сучасною Стрілкою) неподалік від нинішньої вулиці Перекопської, котрий замикав природні оборонні рубежі [6].

Пішохідний характер екскурсії дає можливість визначити площу старого міста, ураховуючи 15-хвилинний перехід до вулиці Козацький Вал.

Тема історичного центру звучить і в багатоплановій тематичній заочній екскурсії «Подорож вулицями міста», у котрій виділяються такі підтеми, як: 1) жива історія; 2) дещо з географії; 3) вулиці в іменах; 4) місто хіміків, металургів, машинобудівників. Спочатку вступна частина екскурсії проводиться по карті, оскільки охоплено територію всього міста. Увагу слухачів звертають на те, що в історичному аспекті, крім вулиць Козацький Вал, Перекопської, Воскресенської, Соборної, які мали дуже щільну забудову, і вулиць Петропавлівської та Лебединської, котрі прилягали з півдня від центру через Перекоп, існували також назви, що вказували на розвиток ремесел: Ремісничa, Кузнечна, Гончарна (її добре пам’ятають люди старшого покоління). Студентам буде цікаво дізнатися, що в ті часи розвивались не тільки ковальство і гончарство, але й ткацтво, чоботарство, ливарна справа тощо, і у зв’язку з цим відбувалося бурхливе зростання міста [6].

Переходячи до наступної підтеми, студенти знайомляться з топонімами – назвами міст і довколишніх сіл, закладеними в назвах вулиць і провулків. Деякі

назви знайомі студентам – Харківська, Охтирська, Полтавська, Нижньосироватська, – оскільки вони знаходяться поблизу СумДУ, де іноземці навчаються. Однак не всі з них знають значення назв, котрі вказують напрямок руху до населених пунктів, що було покладено в основу назв цих вулиць. В інших частинах міста розташовано Курську та Піщанську вулиці, провулок Суджанський, Миропільську, Битицьку, Білгородську вулиці, Білопільське шосе, а також вулиці Путивльську, Чернігівську, Лебединську, Роменську, які вказують на загальний напрямок руху до відповідних населених пунктів. У давнину вулиці розтікались від центру в напрямку до торговельних шляхів на Білопілля, Суджу, Ромни, Охтирку, Лебедин, що відобразилось у їхніх назвах [6]. Таким чином, студенти отримують уявлення про назви міст і селищ, які знаходились у різних напрямках від міста. За вибором студентів може також проводитись екскурсія на місцевості в одному з мікрорайонів.

Інтерес у студентів викликає й підтема «Вулиці в іменах», у котрій розповідається про героїв України та Сумщини, відомих уродженців міста Сум і Сумської області, а також про відомих людей, котрі свого часу відвідали наш край або жили тут. До перших належать вулиці, названі іменами таких видатних українських діячів, як полковник П.Ф. Болбочан, генерал О.П. Греков, військові О.П. Берест, Є.М. Терезов і В.З. Філонович, партизани С.А. Ковпак, С.В. Руднєв і Ф.М. Дубровський, льотчики І.М. Кожедуб, С.П. Супрун та К.І. Зеленко, розвідник І.Д. Литвиненко; наші сучасники – герой Небесної Сотні Олексій Братушка, Герої України Олександр Аніщенко і Сергій Табала, військові, загиблі в російсько-українській війні 2014-2015 рр. (Роман Атаманюк, Юрій Вєтров, Андрій Реута). Студенти віддають данину мужності героїв, які загинули за волю й незалежність Батьківщини.

Звичайно іноземних студентів цікавлять пам’ятники, присвячені подіям, які нещодавно відбулись в Україні (Революція Гідності 2014 року) або ж тривають дотепер (війна на Сході України). Щоправда, наразі мова йде радше не про пам’ятники (їх мають відкрити незабаром), а пам’ятні знаки. Маємо на увазі пам’ятник Героям Майдану на вулиці Петропавлівській у центрі міста, а також Меморіал Слави Героїв АТО на Центральному кладовищі, урочисте відкриття котрого заплановано 1 вересня 2018 р. Пам’ятник Героям Майдану присвячено патріотам України, які віддали свої життя під час Революції Гідності у 2014 р. (на вул. Інститутській у Києві від кульового поранення загинув сумчанин-

майданівець Олексій Братушка), а Меморіал на кладовищі – пам'яті воїнів, загиблих у російсько-українській війні на Сході України.

Під час проведення екскурсії студенти дізнаються більше про сучасну війну на Сході України і про бойові втрати, яких зазнала Сумщина в цьому військовому конфлікті (наразі зафіксовано 136 загиблих). Так, наймолодшому із загиблих воїнів Сергію Табалі було всього 18 років. Він загинув від артилерійського снаряду в аеропорту Донецька. Після його загибелі вулицю Паризької Комуни було перейменовано на честь Героя України Сергія Табали (Сєвєра) [7]. Гуртожиток іноземних студентів розташовано неподалік, тож після екскурсії вони починають усвідомлено ставитись до назви цієї вулиці та однойменної автобусної зупинки.

Студенти медінституту також можуть обрати екскурсію до пам'ятника уродженцю с. Черванівка Білопільського району Федору Дубровському, вбитому німецькими окупантами під час Великої Вітчизняної війни. Пам'ятник знаходиться на перетині вулиці, названої на честь героя, і вулиці Римського-Корсакова, яка знаходиться неподалік від медичного інституту. Не раз проходячи повз цей пам'ятник, студенти не надавали йому особливого значення, однак дізнавшись під час екскурсії про долю учасника підпільного партизанського руху, починають цікавитись цією темою. Унаслідок проведених екскурсій їхні фонові знання поповнюються розумінням традиції називати вулиці іменами героїв і шанувати їхню пам'ять, підтвердженням чого є квіти, котрі приносять до цих пам'ятників мешканці міста. Подібну екскурсію також може бути проведено біля пам'ятника тричі Герою Радянського Союзу І. Кожедубу в парку, названому його ім'ям. Подвиги цього легендарного льотчика викликають у слухачів щире захоплення.

Логічним продовженням кожної з таких тематичних екскурсій може бути відвідання залів краєзнавчого музею, присвячених участі уродженців Сумщини в бойових діях 1941-1945 рр., а також експозиції «Революція Гідності та АТО: сумський вимір». Ця постійно діюча експозиція-інсталяція є найповнішою в Сумській області.

Друга і третя група імен, увічнених у назвах вулиць, – купці, почесні громадяни м. Сум І.О. Асмолов і Д.І. Суханов; політичний і громадський діяч М.І. Міхновський; історик Д.І. Багалій; вчений-історик, громадський та політичний діяч М.П. Василенко; учений-механік С.П. Тимошенко; лікар-фізіолог, вчений В.Ю. Чаговець; педагоги Б. Грінченко і Г.Г. Ващенко; українські письменники

В.В. Капніст, П.О. Куліш, Леся Українка, Микола Хвильовий, Остап Вишня, Олександр Олесь, Олег Ольжич; російські письменники О.І. Купрін, А.П. Чехов; видатний перекладач М.О. Лукаш, композитор С.С. Гулак-Артемовський, скульптор І.П. Кавалерідзе, художник Г.І. Нарбут, футурист Д.Д. Бурлюк; спортсмен І.М. Піддубний; наші сучасники – політик і господарський діяч М.П. Лушпа; поет, дисидент М.М. Данько; журналіст і громадський діяч Г.Т. Петров; письменник-дисидент М.Г. Осадчий; вчений О.Ф. Балацький, спортсмен О.М. Шапаренко, лікар-фізіолог Н.В. Братусь, лікар-інфекціоніст З.Й. Красовицький. Студенти-медики звертають увагу на назву останньої вулиці, оскільки їм відоме ім'я цього відомого лікаря-інфекціоніста. Згодом, проходячи практику в інфекційному відділенні Сумської міської лікарні №1, вони зупиняються біля барельєфа, встановленого в спеціальній ніші на стіні будівлі.

Назви вулиць Металургів, Машинобудівників і такого мікрорайону, як Хіммістечко, говорять самі за себе, показуючи розвиток міста як промислового центру.

Особливе місце відведено екскурсії «Дерев'яна архітектура міста». Студентам просунутого етапу навчання цікаво буде дізнатися, що більшість будівель, споруджених до середини XX-го століття, тільки зовні є цегляними, однак їх внутрішню конструкцію виконано з дерева. Розбираючи старі будинки, робітники були вражені гарним станом деревини дуба, котра може зберігатись не одне століття. Увагу студентів привертає пам'ятник дерев'яного зодчества – альтанка – у міському сквері, котрий на початку XX-го століття мав назву «Сад Харитоненка». Історія будівництва альтанки в 1913 році викликає жвавий інтерес студентів. Не лишається непоміченим і колишній садовий будиночок, який знаходиться неподалік, також виконаний з дерева. Заслуговує на увагу й садиба тогочасного «квіткового» магната Перковича, збудована на березі р. Стрілки. Оскільки в процесі екскурсії було згадано ім'я І.Г. Харитоненка, у студентів, як правило, виникають питання про особистість Івана Герасимовича та його роль у житті міста. Звичайно вони виявляють бажання більш детально дізнатися про цю людину. Таким чином, відбувається планування нової екскурсії «Благодійник міста Сум».

Висновки. Робота, яка проводиться в цьому напрямку, є надзвичайно важливою, оскільки знайомство з фактами культури відбувається через вивчення мовних одиниць, які найбільш яскраво відображають її національні особли-

вості. Серед мовних одиниць із національно-культурним компонентом семантики особливу актуальність становлять безеквівалентні фонові слова, антропоніми, топоніми. Такі одиниці неможливо безпосередньо перекласти мовою студентів – вони потребують спеціальних методичних прийомів семантизації. Іноземні студенти повинні засвоїти певний набір таких слів, уміти розпізнавати їх у мовленнєвому матеріалі. Частина цих одиниць засвоюється рецептивно, частина – продуктивно. На початковому етапі обсяг рецептивного сприйняття таких одиниць перевищує обсяг їх продуктивного засвоєння. З мірою розвитку мовної компетенції співвідношення збільшується в бік останнього.

Такий системний підхід до проведення екскурсій сприяє створенню українського мовленнєвого середовища, поповненню словникового запасу, розвитку навичок аудіювання, уміння виділяти головну інформацію з почутого. Отже, проведена робота сприяє успішному формуванню та подальшому розвитку країнознавчої і лінгвокраїнознавчої компетенції. Лінгвокраїнознавча компетенція, у свою чергу, дозволяє вилучати з лексики мови, що вивчається, приблизно ту саму інформацію, яку мають носії мови, тим самим досягаючи повноцінної комунікації. Як результат, засвоєння лінгвокраїнознавчого матеріалу стає базою для формування комунікативної компетенції.

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Language and Education

Issue 6 (2), 2018

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