сетевой научный журнал

НАУЧНЫЙ РЕЗУЛЬТАТ

RESEARCH RESULT Т.1, №4(6), 2015.

ПЕДАГОГИКА И ПСИХОЛОГИЯ ОБРАЗОВАНИЯ

PEDAGOGY AND PSYCHOLOGY OF EDUCATION

ISSN 2313-8971

Сайт журнала:
rr.bsu.edu.ru
сетевой научный рецензируемый журнал
online scholarly peer-reviewed journal

НАУЧНЫЙ РЕЗУЛЬТАТ
RESEARCH RESULT

СЕРИЯ ПЕДАГОГИКА И ПСИХОЛОГИЯ ОБРАЗОВАНИЯ
PEDAGOGIC AND PSYCHOLOGY OF EDUCATION SERIES

Журнал зарегистрирован в Федеральной службе по надзору в сфере связи, информационных технологий и массовых коммуникаций (Роскомнадзор)
Свидетельство о регистрации средства массовой информации Эл. № ФС77-55674 от 28 октября 2013 г.

The journal has been registered at the Federal service for supervision of communications information technology and mass media (Roskomnadzor)
Mass media registration certificate El. № FS 77-55674 of October 28, 2013

Том 1, №4(6). 2015

СЕТЕВОЙ НАУЧНО-ПРАКТИЧЕСКИЙ ЖУРНАЛ
Издается с 2014 г.
ISSN 2313-8971

Volume 1, № 4(6). 2015

ONLINE SCHOLARLY PEER-REVIEWED JOURNAL
First published online: 2014
ISSN 2313-8971

РЕДАКЦИОННАЯ КОЛЛЕГИЯ:

ГЛАВНЫЙ РЕДАКТОР: ***Самосенкова Т.В.****, доктор педагогических наук, профессор, профессор кафедры русского языка и межкультурной коммуникации Института межкультурной коммуникации и международных отношений Белгородского государственного национального исследовательского университета.*

ЗАМЕСТИТЕЛЬ ГЛАВНОГО РЕДАКТОРА: ***Разуваева Т.Н****., доктор психологических наук, профессор, заведующий кафедрой общей и клинической психологии Педагогического института Белгородского государственного национального исследовательского университета.*

ОТВЕТСТВЕННЫЙ СЕКРЕТАРЬ: ***Петрова С.В.,*** *кандидат филологических наук, доцент кафедры теории, педагогики и методики начального образования и изобразительного искусства Педагогического института Белгородского государственного национального исследовательского университета.*

РЕДАКТОР АНГЛИЙСКИХ ТЕКСТОВ: ***Ляшенко И.В.,*** *кандидат филологических наук, доцент*

ЧЛЕНЫ РЕДАКЦИОННОЙ КОЛЛЕГИИ:

Ирхин В.Н*., доктор педагогических наук, профессор, профессор кафедры теории и методики физической культуры Педагогического института Белгородского государственного национального исследовательского университета.*

Гребнева В.В.*, кандидат психологических наук, профессор, заведующий кафедрой психологии Педагогического института Белгородского государственного национального исследовательского университета.*

Волошина Л.Н., *доктор педагогических наук, профессор, профессор кафедры дошкольного и специального (дефектологического) образования Педагогического института Белгородского государственного национального исследовательского университета.*

РЕДАКЦИОННЫЙ СОВЕТ:

Коваленко Н.П., *доктор психологических наук, профессор, профессор Санкт-Петербургского государственного университета, президент Российской Ассоциации перинатальной психологии и медицины, Россия.*

Ларских З.П*., доктор педагогических наук, профессор, действительный член Российской Академии информатизации образования, заведующий кафедрой методики начального образования Елецкого государственного университета им. И.А. Бунина, Россия.*

Реприндев А.В*., доктор педагогических наук, профессор, профессор кафедры социальной педагогики и методики воспитательной работы Курского государственного университета, Россия.*

Штрекер Н.Ю*., доктор педагогических наук, профессор, декан факультета начального образования Калужского государственного университета им. К.Э. Циолковского, Россия.*

Иржи Дан, *доктор философии, университет им. Масарика, Чехия.*

Рафаэль Гузман Тирадо*, доктор филологии, Гранадский университет, Испания*

Алан Брюс*, доктор социологии, педагогики инноваций, Ирландия*

EDITORIAL TEAM:

EDITOR CHIEF: ***Tatyana V. Samosenkova****, Doctor of Pedagogical Sciences, Professor, Professor of Department of Russian Language and Professional Speech Communication at the Institute of Intercultural Communication and International Relations of Belgorod State National Research University.*

DEPUTY EDITOR CHIEF: ***Tatyana N. Razuvaeva****, Doctor of Psychological Sciences, Professor, the Head of Chair of General and Clinical Psychology of Pedagogical Institute of Belgorod State National Research University.*

EXECUTIVE SECRETARY: ***Svetlana V. Petrova****, Candidate of Philological Sciences, Associate Professor of Chair of Theory, Pedagogic and Methods of Preschool Education and the Fine Arts of Pedagogical Institute of Belgorod State National Research University.*

ENGLISH TEXT EDITOR: ***Igor Lyashenko,*** *Ph.D. in Philology, Associate Professor.*

EDITORIAL BOARD:

Vladimir N. Irhin*, Doctor of Pedagogical Sciences, Professor, Professor of the Chair of Theory and Methods of Physical Culture of Pedagogical Institute of Belgorod State National Research University.*

Valentina V. Grebneva*, Candidate of Psychological Sciences, Professor, the Head of Chair of Psychology of Pedagogical Institute of Belgorod State National Research University.*

Ludmila N. Voloshina*, Doctor of Pedagogical Sciences, Professor, Professor of Chair of Pre-school and Special (Defectological) Education of Pedagogical Institute of Belgorod State National Research University.*

CONSULTING EDITORS:

Natalya P. Kovalenko*, Doctor of Psychological Sciences, Professor, Professor of St. Petersburg State University, President of the Russian Association of Perinatal Psychology and Medicine, Russia.*

Zinaida P. Larskih*, Doctor of Pedagogical Sciences, Professor, the Member of the Russian Academy of Informatization of Education, the Head of Chair of Methods of Preschool Education of Eletsk State University by the name of I.F. Bunin, Russia.*

Aleksandr V. Reprintsev*, Doctor of Pedagogical Sciences, Professor, Professor of the Chair of Social Pedagogy and Methods of Educational Work of Kursk State University, Russia.*

Nina Y. Shtreker*, Doctor of Pedagogical Sciences, Professor, the Dean of Chair of Preschool Education of Kaluga State University by the name of K.E. Tsiolkovsky, Russia.*

Irzhi Dan*, Doctor of Philosophy, the Masaryk University, Czech Republic.*

Rafael Guzman Tirado*, Doctor of Philology, University of Granada, Spain.*

Alan Bryus*, Doctor of Sociology, Pedagogy of Innovation, Ireland.*

Учредитель: Федеральное государственное автономное образовательное учреждение высшего профессионального образования «Белгородский государственный национальный исследовательский университет»
Издатель: НИУ «БелГУ». Адрес издателя: 308015 г. Белгород, ул. Победы, 85.
Журнал выходит 4 раза в год

Founder: Federal state autonomous educational establishment of higher professional education «Belgorod State National Research University»
Publisher: Belgorod State National Research University
Address of publisher: 85 Pobeda St., Belgorod, 308015, Russia
Publication frequency: 4 /year

© Белгородский государственный национальный исследовательский университет, 2015
© Belgorod State National Research University, 2015

СОДЕРЖАНИЕ

ПЕДАГОГИКА И ПСИХОЛОГИЯ ОБРАЗОВАНИЯ

Анисимова Т.И. Особенности ценностно-смысловой сферы личности в юношеском возрасте **3**

Гагай В.В., Гринева К.Ю. Модель школьной адаптации первоклассников с учетом механизма совладания с трудными ситуациями **6**

Гут Ю.Н., Федорова Т.В. Нейропсихологический подход к диагностике и профилактике девиантного поведения **10**

Мельникова Н.В. Социокультурная сущность человека с позиции психологии **14**

Сосновский Б.А., Биттер Н.В., Шаховалов Н.Н. Психолого-педагогическая адаптация иностранных студентов к образовательному процессу ВУЗа **19**

ПЕДАГОГИКА ЗДОРОВЬЯ

Ирхин В.Н., Богачева Е.А. Управленческие механизмы развития здоровьеориентированной образовательной системы (на примере школ Белгородской области) **23**

Шилова В.С. Методы социально-экологического образования студенческой молодежи **29**

ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ

Петрова С.В. Формирование речевой культуры будущих учителей начальной школы в условиях современной языковой ситуации **33**

Романова Н.Н., Амелина И.О. Развитие навыков деловой коммуникации на основе аутентичных аудиовизуальных материалов в рамках вузовской дисциплины «Русский язык как иностранный» **37**

ВЕКТОР ПОИСКА

Cherkashina T.T., Novikova N.S., Sayenko T.I. Communicative search for a way out of the impasse in cross-cultural communication: conditions for narrowing the “gaps” between the languages **45**

CONTENTS

PEDAGOGICS AND PSYCHOLOGY OF EDUCATION

Anisimova T.I. The sphere of personality values and senses in teenage period and its distinctive features **3**

Gagay V.V., Grineva K.Yu. The model of school adaptation of first-graders with regard to the mechanism of coping with difficult situations **6**

Gut Yu.N., Fedorova T.V. Neuropsychological approach to the diagnosis and prevention of deviant behavior **10**

Melnikova N.V. Summary of the socio-cultural rights from the point of psychology **14**

Sosnovskiy B.A., Bitter N.V., Shakhovalov N.N. Psycho-pedagogical adaptation of foreign students to the educational process in high school **19**

PEDAGOGY OF HEALTH

Irkhin V.N., Bogacheva Ye.A. Management mechanisms of the health oriented educational system development (by the example of Belgorod region schools) **23**

Shilova V.S. Methods of social and environmental education of students **29**

PROFESSIONAL EDUCATION

Petrova S.V. Formation of speech culture primary school teachers in today's language situation **33**

Romanova N.N., Amelina I.O. Development of skills In business communication based on the authentic audiovisual material within the university course of «Russian as a foreign language» **37**

VECTOR OF SEARCH

Cherkashina T.T., Novikova N.S., Sayenko T.I. Communicative search for a way out of the impasse in cross-cultural communication: conditions for narrowing the “gaps” between the languages **45**

ПЕДАГОГИКА И ПСИХОЛОГИЯ ОБРАЗОВАНИЯ

PEDAGOGICS AND PSYCHOLOGY OF EDUCATION

UDC 159.9.37.015.3 **DOI: 10.18413/2313-8971-2015-1-4-3-5**

Anisimova T.I.

THE SPHERE OF PERSONALITY VALUES AND SENSES IN TEENAGE PERIOD AND ITS DISTINCTIVE FEATURES

Graduate student/ Voronezh State Pedagogical University, 86 Lenin Avenue, Voronezh, 394043, Russia;
E-mail: anisimova_75@mail.ru

Abstract

The article explores the sphere of personality values and senses in teenage period based on life-meaning orientation. A choice of life values is an important in the process of creation of personal course of life, which forms up the life strategy, as meaning of the life or plan, leading to its realization on practice. To build personal life strategy it is essential to analyze life values and set some goals, which will define personal course of life. This article researches psychological characteristics of life-meaning orientation in teenage age. A theoretical part of the article presented a nature and the concept of life orientation, identifies indicators of choice of values which are essential for building a life strategy in teenage period. An empirical part of the article dedicated to the sphere of personality values and senses research data, defines features of manifestation of the life meaning orientation in teenage period.

Key words: the sphere of personality values and senses, orientations of value, personal life strategies.

Анисимова Т. И.

ОСОБЕННОСТИ ЦЕННОСТНО-СМЫСЛОВОЙ СФЕРЫ ЛИЧНОСТИ В ЮНОШЕСКОМ ВОЗРАСТЕ

Аспирант. Воронежский государственный педагогический университет,
пл. Ленина, 86, г. Воронеж, Россия, 394043; E-mail: anisimova_75@mail.ru

The system of the personality values and senses acts as a psychological characteristic of a mature personality and may be characterized as one of the core personal formations due to which a person expresses the comprehensive attitude to the surrounding reality and determines motivation of his behavior. Being an element of the structure of a personality, the set of values determines the subjective position of a person by selection of one or another activity; affect the direction of his behavior. The set of values assimilated by an individual during the socialization process is 'translated' by the society this is why investigation of the system of personality values appears to be an especially topical issue in the situation of the modern social changes when certain 'fuzziness' of the social value structure is observed, many values appear to be destroyed, discrepancies between the ideals stated by the society and values arise [7, 8, 9].

The system of values represents the core of a personality that determines the life activity of a person in whole. The system of values affects the choice, enable meeting norms and standards in the situation of choosing. The system of values is stable dominants of consciousness and behavior that are determined by values of a personality. On the basis of the system of values formed selection of the sphere of professional activity is performed [1, 7].

In order to design the own life strategy one shall analyze the life values and set specific goals determining the person's path of life. Today in the Russian society reappraisal of values takes place which is determined by the political and economic situation in the country. Young people are especially susceptible to such changes as during this age period the fundamentals of the life strategy are being laid down that are closely related to the choice of the own future [3, 4, 5].

In our study we considered the peculiar features of the sphere of personality values and senses at the junior age which was the objective of the study. The students of the 1st and 2d courses of the correspondence department of the Department of Psychology and Pedagogics of the Voronezh

Pedagogical University made the population of the study. 50 students took participation in the study the average age of which made 22,4 years.

Investigation of the sphere of personality values and senses of young people was performed on the basis of the test of life-purpose orientations by D.A. Leontyev [5] and motivational induction procedure of Nuttin adapted by N.N. Tolstykh [10].

We start analyzing the results of the study with reviewing data obtained on the basis of the test of life-purpose orientations by D.A. Leontyev [6]. The Table 1 presents the quantitative measures of rating the level of the life-purpose orientations across the youth sampling.

Table 1

Results of the study of the life-purpose orientations of young males

No.	Scales	Low		Average		High	
		Persons	%	Persons	%	Persons	%
1	Target	6	24	10	40	9	36
2	Process	6	24	12	48	7	28
3	Result	7	28	11	44	7	28
4	Locus of control – I	7	28	10	40	8	32
5	Locus of control – Life	7	28	7	28	11	44

The study of the life-purpose orientations showed that most of youth are characterized by determination, satisfaction with their life position. Minor number of those tested do not have any particular goals in their lives, are not satisfied with their life and do not consider it to be interesting. The test subjects perceive life events in a realistic way realizing that changes in the life take place not only due to their activity but are also guided by external circumstances which is evidenced by prevalence of mean values within all scales of life-purpose orientations. High figures were observed in respect of the Locus of control – Life – only which is consistent with the self-image of young males as strong personalities enjoying sufficient freedom of choice to design their life according to their plans and beliefs.

Further, according to the objectives of our study the content of the life-purpose orientations of the youth was investigated on the basis of the motivational induction procedure of Nuttin adapted by N.N. Tolstykh [10].

We have selected the following categories from the list of indices suggested by Nuttin for content analysis in the category of activity:

1) life-purpose orientations related to the macro-social values:

– self-development,

– business (education, profession),

– motivation related to macro-social values (religion, science, cognition),

– building a family,

2) life-purpose orientations related to the needs satisfaction:

– motivation related to disposal of tangible assets,

– rest and entertainment,

– nonsense or non-classifiable objects.

– motivation related to needs satisfaction,

– refusal of activity (suicide, death, the answer 'I don't want' or 'I won't answer).

Let's consider the extent of life-purpose orientations of young males related to macro-social values.

The results are presented in the Table 2

Table 2

Indices of extent of the life-purpose orientations of young males related to macro-social values

Self-development	Business	Macro-social values	Building a family
14,6	13,4	8,9	17,1

By performance of the qualitative analysis based on the results of study of life-purpose orientations related to macro-social values we have specified the following. With regard to the obtained figures for young males it may be noted that macro-social values in them are rather significantly pronounced, in particular, the most pronounced are such values as building a family and self-development.

In other words, preference of such values as self-development, business (education, profession), motivation related to macro-social values (religion, science, cognition) and building a family are expressed in young males nearly equally with some prevalence of such values as self-development and building a family.

Let's consider the extent of life-purpose orientations of young males related to needs satisfaction. The results are presented in the Table 3.

Table 3

Indices of extent of the life-purpose orientations of young males related to needs satisfaction

Tangible assets	Rest and entertainment	Non-classifiable objects	Needs satisfaction	Refusal of activity
13,4	9,6	7,6	8,3	7,1

By performance of the qualitative analysis based on the results of study of life-purpose orientations related to needs satisfaction we have specified the following. As can be seen from the Table 3, the indices of needs satisfaction are pronounced in young

males less than macro-social values. Certain prevalence of motivation related to possession of tangible assets over the rest of values has been identified. The rarest categories observed in young males are refusal of activity and nonsense objects.

Thus it may be noted that on the basis of investigation of the content-related aspect of life-purpose orientations it was found out that the values related to macro-social values prevail in young males. Material values prevail among the life-purpose orientations of young males. Orientation towards founding a family and self-development prevails among the life-purpose orientations related to macro-social values.

The study of the life-purpose orientations showed that they are pronounced to an average extent. Mean figures indicate that the test subjects perceive life events in a realistic way realizing that changes in the life take place not only due to their activity but are also guided by external circumstances.

High figures were observed in respect of the Locus of control – Life – only which is consistent with the self-image of young males as strong personalities enjoying sufficient freedom of choice to design their life according to their plans and beliefs.

Thus, in the conclusion we'd like to note that young males seek self-development, treat choice of the life purposes consciously, count themselves able to design their life according to their plans and beliefs.

References

1. Akulich, M.M., Pit V.V. Life strategies of the modern youth // Journal of the Tyumen State University. 2011. №8. PP. 34-43.

2. Albukhova-Slavskaya K.A. Strategy of life. M.: Mysl, 1991. 289 p.

3. Goverdovsky L.A. The scope of the concept 'Life strategy of a personality' // Journal of the Maikop State Technological University. 2011. № 1. PP. 77-81.

4. Zdravomyslov, A.G. Needs, interests, values. M.: Politizdat, 2001. 356 p.

5. Leontyev, D.A. Psychology of sense: nature, structure and dynamics of conceptual reality. M.: Publishing House SMYSL, 2003. 221 p.

6. Leontyev, D.A. Life-purpose orientations test. M.: Smysl, 1992. 16 p.

7. Molchanov, S. V. Peculiarities of personality's set of values at the teenage and youth age // Psychological science and education. 2005. № 3. PP. 16-25.

8. Morogin, V.G. Some results of the experimental-psychological study of the value-need sphere of a personality // Siberian psychological journal. 1997. № 5. PP. 87–96.

9. Murtazin, R.A. Personality's set of values as functions of regulators of the social behavior of individuals // Issues and prospects of development of education: proceedings of the international scientific conference (Perm, April 2011). Vol. I. Perm: Mercuriy, 2011. PP. 34-36.

10. Nuttin J. Motivation, action and prospects for the future. M.: Smysl, 2004. 405 p.

UDC 373.3.016 **DOI: 10.18413/2313-8971-2015-1-4-6-9**

Gagay V. V.[1]
Grineva K. Yu.[2]

THE MODEL OF SCHOOL ADAPTATION OF FIRST-GRADERS WITH REGARD TO THE MECHANISM OF COPING WITH DIFFICULT SITUATIONS

1) Doctor of Psychological Sciences, Professor. Surgut State Pedagogical University, 9 Artema St., Surgut, 628404, Russia; E-mail: vgagay@mail.ru
2) Candidate of Psychological Sciences, Assistant Department of Psychology. Surgut State Pedagogical University, 9, Artema St., Surgut, 628404, Russia; E-mail: psychology@surgpu.ru

Abstract
The article determines the relevance of research problems of adaptation of first-graders to school and coping with difficult situations arising in this period. The selected approaches to the study of the factors of school adaptation and the urgency of the study of coping with difficult situations as a factor in the success of entering first graders in learning environment. The analysis of theoretical provisions to the problem of school adaptation and response features children to the emerging challenges. The results of empirical research aimed at the study of the nature of children coping with difficult situations – features of frustrated reactions and ways of coping behavior; the results of research of interrelation of characteristics of school adaptation of first-graders and the nature of the response to a difficult situation. The model of school adaptation of first-graders with regard to the coping mechanism of kids with tough situations, is developed on the basis of the analysis of theoretical provisions and empirical study.
Keywords: school adaptation; difficult situation; coping with difficult situations; response to frustration; coping behavior.

Гагай В. В.[1]
Гринева К. Ю.[2]

МОДЕЛЬ ШКОЛЬНОЙ АДАПТАЦИИ ПЕРВОКЛАССНИКОВ С УЧЕТОМ МЕХАНИЗМА СОВЛАДАНИЯ С ТРУДНЫМИ СИТУАЦИЯМИ

1) доктор психологических наук, профессор. Сургутский государственный педагогический университет, ул. Артема, 9, г. Сургут, 628404, Россия; E-mail: vgagay@mail.ru
2) кандидат психологических наук, ассистент кафедры психологии. Сургутский государственный педагогический университет, ул. Артема, 9, г. Сургут, 628404, Россия; E-mail: psychology@surgpu.ru

Inclusion of a first-grader in the process of the school education represents a complex period related to entrance by the child in a fundamentally new setting and the necessity of adaptation to it. According to the provisions of the Federal State Educational Standard the personal results of mastering the basic educational program of an elementary school shall represent mastering the primary skills of adaptation in the dynamically changing world, development of skills of cooperation with adults and age-mates, ability not to create conflicts and find solutions to disputable situations.

The complexity of the school adaptation issue necessitates accurate account of all factors affecting the result thereof. The researchers refer to the external factors positive relations 'pupil-pupil', 'teacher-pupil' (I.V. Dubrovina, R.V. Ovcharova); positive psychological atmosphere in the classroom (M.V. Maksimova, L.A. Yasyukova); favorable family relations (T.L. Kryukova, M.V. Saporovskaya, A.V. Chernikov). Internal adaptation factors include cognitive motivation of a child (L.M. Novikova); formedness of all aspects of the children's readiness for school education (A.L. Wenger, T.V. Dorozhevets, L.M. Novikova); mental and physical health of a child (M.V. Maksimova); inner cross-cultural context (L.A. Pybakova); child's ability to adequately cope with difficult situations (R.M. Granovskaya, I.M. Nikolskaya). However, the mechanism of coping with difficult situations arising during this period as the factor of school adaptation remains underinvestigated.

During the period of the first-grader's entrance in the school setting a child and parents face different kinds of difficult situations. Following K. Muzdymbayev, we understand a difficult situation as a situation that significantly exceeds the adaptive potential of a personality, i.e., imposing requirements on a person that exceed those capabilities and resources that he usually utilizes [6].

The literature review indicates that by investigating difficult situations the researchers use the following of its characteristics:

1) imbalance of the human needs, his capabilities and conditions of activity (T. Tomashevsky, M. Tyshkova);

2) disturbance of stability of the usual mode of life and emerging necessity of changes (R. Lazarus, I.V. Dobryakov, I.M. Nikolskaya, E.G. Eidemiller);

3) emotional tension or stress (I.F. Dementyeva, I.N. Evgrafova, A.F. Kusov);

4) changes in the environment affecting or threatening the activity, relations with people, usual mode of life (L.I. Antsyferova), etc.

The researchers (D. Mayers, A. Henderson, L.I. Antsyferova, E.V. Kobzeva) emphasize that a first-grader is the most vulnerable in terms of difficult situations. Each of difficulties a child faces at school may become a serious problem to him whereof the adults may even have no idea. Experiencing difficult situations by a child hinders the goal achievement, results in origination of negative emotions; causes discomfort and may have unfavorable effects for development of a personality [1].

During the school adaptation period the first-graders face different difficulties some of which are 'common' and are overcome easily and the others are felt deeply and may affect the development of a personality and successfulness of the child's activity. In order to identify the nature of difficulties experienced by children during the adaptation period we used the serial picture procedure ('My disturbing memory', 'Difficult situations at school', 'My unpleasant event') as well as conversation 'Diagnostics of school difficulties' designed on the basis of questionnaire by A.I. Zakharov. In order to solve the task assigned we performed the study which included 112 first-graders of the municipal educational institution general educational school №3 and №6 of the city of Surgut.

The data analysis allowed identifying the following difficulties experienced by first-graders: getting disapproval of the teacher (74%); fear of the teacher (52%); punishment by parents (46%); answering before the class (39%); discipline during lessons (diligence, activity, attentiveness) (37%); school regime (the necessity to wake up on time, not to miss classes, do homework, etc.) (31%); conflicts with age-mates (23%).

The study showed that the first-graders experience difficulties in different situations related to school. At that most of them belong to the group of difficulties related to the fear to get disapproval or punishment from the teacher or parents. These chronically effective stressful situations exercise substantial effect on the entire course of the mental evolution of a child [3]. R.V. Ovcharova notes that at the beginning of the academic year the difficulties experienced by first-graders are related to immaturity of arbitrariness, inability to establish contacts with pupils and teachers, to perform joint activities [7].

Difficult situations are related to mental tension, obstacles by knowledge absorption, violation of the children-parents relations, appearance of behavior deviations, etc and in this regard it is important to take into account the nature of person's coping with difficulties as the factor of his successful adaptation.

One of the core concepts describing the state of psychological difficulty is frustration the peculiarities of overcoming which exercise significant effect not only on successfulness of the activity, interpersonal relations but on the establishment of a personality as well [5, 11]. However, the methods of overcoming difficulties do not always appear to be efficient, they often result in enhancement of negative emotions and arising frustrations in an effort to cope with which a person works out indirect methods of coping with failure that being fixed may become the stable specific personal formations.

According to R.M. Granovskaya, I.M. Nikolskaya, T.L. Kryukova, M.V. Saporovslaya in order to be able to interact with a difficult situation it is necessary to master the skills of coping behavior the sense of which is to cope with, resolve or soften, adapt to or resist the demands imposed by a critical situation [4, 8].

In order to study the peculiarities of first-graders' coping with difficulties we used the methods aimed at identification of the nature of responses to frustration (frustration responses test by S. Rosenzweig) and coping behavior methods (coping strategies questionnaire by N.A. Sirota, V.M. Yaltonsky as well as picture tests proposed by I.M. Nikolskaya).

The data obtained during the study of frustration responses are presented in the Table 1.

Table 1

The nature of the response of first-graders to frustration

Focus of responses	O-D obstacle-dominant		E-D Ego-defensive		N-P need-unstable		Indicators of types of responses (%)
	Abs.	Relative	Abs.	Relative	Abs.	Relative	
E – extra-punitive	11	9,8	20	17,9	25	2,3	50
I – intra-punitive	3	2,7	7	6,25	10	8,9	17,9
M - mpunitive	5	4,5	18	16,1	13	11,6	32,1
ntegrative value	19	17	45	40,25	48	42,8	

The analysis of results showed that children use both constructive and non-constructive methods of responses to frustration. In terms of focus the extra-punitive responses prevail (50%) that are related to accusing external circumstances and other people which is indicative of increased insistence on the setting and insufficiently developed level of the child's self-criticism as well as impunitive responses (32,1%) related to attempts of avoiding a frustration situation and considering it in a reconciling manner. The main types of response to frustration appeared to be the need-unstable (N-P) (42,9%) and ego-defensive ones (E-D) (40,2%). The need-unstable type of response suggests presence of frustration tolerance characterized by quietness, prudence, sometimes tension and inhibition of undesirable impulsive reactions. The ego-defensive type of frustration response is indicative of vulnerability, weakness of personality that by facing a hindering situation is forced to focus primarily on protection of 'self'.

Thus, analysis of the results obtained showed that half of junior pupils tend to respond to the difficult situations in non-constructive manner which is expressed in violations of the social norms and standards, experiencing discomfort resulting in nervous irritability, anxiety and aggression as the negatives effects of the unsolved inner conflict.

The analysis of the results of the questionnaire for coping strategies showed that the most popular coping strategies are the following: 'I play smth' (49%); 'I beg pardon or tell the truth' (30,8%); 'I walk, jog, ride a bike' (28,8%); 'watch TV, listen to music' (27,3%); 'try to forget' (25%); 'try to relax and stay calm' (25%). The most rarely used coping strategies were 'I sleep' (0,7%); "I'm going mad' (2%); 'I pray' (2%); 'I talk to myself' (2%); 'bite my nail' (2,7%).

The analysis of children's pictures showed that for first-graders the efficient methods of overcoming tension, unpleasant emotions are switching to secondary activities, telling the truth and begging for pardon, inhibition of negative emotions, escaping to dreams, relaxation. The first-graders prefer to use speech by overcoming difficult situations and the related emotions: both external (talking on the specific unpleasant or difficult situation for interpretation and response) and internal (consideration of the situation for apprehension thereof) as well as children's entertainment as distracting activities.

Correlation between the successful school adaptation and the nature of coping with difficult situations was investigated with the use of the Pearson correlation coefficient. The results of analysis are presented in the Table 2.

Table 2

Correlation values of the relationship between characteristics of school adaptation of first-graders and the nature of the response to children in difficult situations (n=112)

Types of response to a difficult life situation	Levels of school adaptation of first-graders		
	High	Average	Low
Adaptive	**0,263****	0,046	0,094
Relatively adaptive	0,014	0,002	0,006
Non-adaptive	0,002	**0,307*****	**0,310*****

Note: * - $p \leq 0,05$; ** - $p \leq 0,01$; *** - $p \leq 0,001$.

It can be seen from the table that the high level of first-grader's adaptation to school features a positive correlation to the adaptive strategies of coping with difficult situations ($r=0,263$; $p \leq 0,01$); the average level of adaptation – to non-adaptive methods ($r=0,3207$; $p \leq 0,001$); low level – also to non-adaptive methods to response to difficulties ($r=0,310$; $p \leq 0,001$). Thus, during the study there was established a significant correlation between the successfulness of the school adaptation of a first-grader and indicators of efficiency of the used methods of response to difficult life situations.

In the studies by M.V. Saporovskaya it is emphasized that the factors exerting negative effect on school adaptation are poverty of the problem-oriented coping in the coping behavior and fixation on the own negative emotions. However, in a situation of a chronic school stress orientation towards avoiding and escaping the problem promotes to reduction of the rate of occurrence of school difficulties in a child [8].

The literature review and analysis of empirical data obtained by us during the study allowed drawing the conclusion that the nature of children's coping with difficult situations during the period of first-graders' inclusion in the educational process is a factor of school adaptation. In her study M.V.

Saporovskaya showed that there is a correlation between the nature of the children-parent relations and the coping behavior of parents being the mechanism of positive or negative impact by parents on the efficiency of school adaptation of first-graders.

On the basis of analysis of theoretical provisions and findings of the empirical study there was designed the model of school adaptation of first-graders with account for the mechanism of children coping with difficult situations that is presented in the Figure.

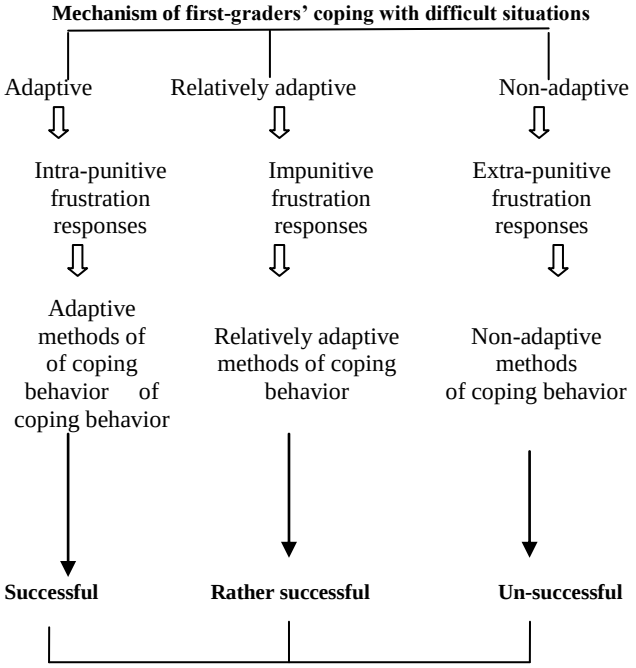

Fig.1. The model of school adaptation of first-graders

Thus, the school adaptation period is related to emergence of difficult (challenging, stressful, critical) situations requiring different coping methods. Successfulness of first-grader's adaptation to school is related to peculiarities of his response to difficult situations – the nature of coping behavior and type of response to frustration. Successful school adaptation prevails in children characterized by the use of constructive forms of response to challenges, and unsuccessful – in first-graders preferring non-adaptive types of response to a difficult life situation which allows speaking of the methods of coping with difficult situations as a mechanism of first-graders' adaptation to school education.

References

1. Antsyferova, L.I. A personality in difficult life conditions: interpretation, transformation of life situations and psychological defense // Psychological journal. Vol. 15. 1994. №1. PP. 3-18.
2. Vygotsky, L.S. Child psychology. Collection of works: In 6 vol. Vol. 1. M.: Pedagogics, 1984.
3. Gagay, V.V., Grineva, K.Y. Peculiarities of school adaptation of first-graders as a difficult life situation for children and teenagers // Journal of the Chelyabinsk State Pedagogical University. Chelyabinsk: 'Elite-Pechat' LLC. 2013. № 2. PP. 33-43.
4. Granovskaya, R.M. Nikolskaya, I.M. Protection of a personality: psychological mechanisms. SPb.: 'Znaniya', 1999. 327 p.
5. Levitov, N.D. Frustration as one of the kinds of mental states // The issues of psychology. 1967. №6. PP. 17-21.
6. Muzdybayev, K. The strategy of coping with life challenges // The Journal for Sociology and Social Anthropology. 1998. Vol 1. №2. PP. 100-110.
7. Ovcharova, R.V. Practical psychology at primary school. M.: TZ 'Sphera', 2001. 240 p.
8. Saporovskaya, M.V. Children-parent relations and coping behavior of parents as the factors of first-graders' school adaptation: Abstract of the Thesis of Candidate of Psychological Sciences of the Kostroma State University named after Nekrasov, Kostroma, 2002. 15 p.
9. Heim, E. Coping and psychosocial adaptation. // Journal of Mental Health Counseling. 1988. P. 10.
10. Lazarus R.S., Folkman, S. Stress, Appraisal and Coping. N.Y. 1987. P. 164.
11. Rosenzweig S., Fleming E.E., Rosenzweig L. The children's. Form of the Rosenzweig Picture-Frustration Study // J. Psychol. 1948.

UDC 159.9 **DOI: 10.18413/2313-8971-2015-1-4-10-13**

Gut Yu. N.[1],
Fedorova T. V.[2]

NEUROPSYCHOLOGICAL APPROACH TO THE DIAGNOSIS AND PREVENTION OF DEVIANT BEHAVIOR

1) Candidate of Psychological Sciences, Assistant Belgorod State National Research University, 14-4 Studencheskaya St.,Belgorod, 308007, Russia; E-mail: gut.julya@yandex.ru
2) EnglishTeacher. Medical College № 9, 5 Savushkina St., Saint Petersburg, 197183, Russia; E-mail: wildwolf111@yandex.ru

Abstract
The article is concerned with the main issues of the prevention system of deviant behavior among adolescents in Russia. The necessity of studying the nature of deviant behavior in order to optimize preventive measures is also substantiated. The article gives the description of the results of the study of some neuropsychological pre-requisites found in the functional 10symmetry manifestation, with personality attributes , including the temporal perspective specialities as an indicator of personal maturity / immaturity. It is assumed that the identified interrelations of the functional 10symmetry indicators and the personality attributes of adolescents can be regarded as pre-requisites or deviant behavior, or the personal maturity of adolescents. The data obtained can be used in organizing prevention activities for adolescents while implementing of the principles of differentiated instruction in educational institutions.
Keywords : deviant behavior, time perspective, motor screening, personality attributes.

Гут Ю. Н.[1],
Федорова Т. В.[2]

НЕЙРОПСИХОЛОГИЧЕСКИЙ ПОДХОД К ДИАГНОСТИКЕ И ПРОФИЛАКТИКЕ ДЕВИАНТНОГО ПОВЕДЕНИЯ

1) кандидат психологических наук, ассистент. Белгородский государственный национальный исследовательский университет, ул. Студенческая, 14, к. 4, г. Белгород, 308007, Россия; E-mail: gut.julya@yandex.ru
2) преподаватель английского языка. Медицинский техникум № 9, ул.Савушкина 5, г. Санкт-Петербург, 197183, Россия; E-mail: wildwolf111@yandex.ru

The problem of deviant behavior has recently acquired a special significance in Russia. Optimization of the prevention of deviant behavior of young people is one of the priorities of the state youth policy. The relevance of developments in this area is so great that research is conducted in the context of various scientific disciplines such as psychology, sociology, pedagogics, medicine, criminology.

The term "deviation" is derived from Latin and means a deviation from the road [10, p. 73].

The concept of deviant behavior became widespread first in the foreign and then national science.

Despite its being lasting and all-purpose the concept of "deviant behavior" is still not clearly defined. Psychologists focus on specific acts of man and explain this conception as "a system of actions or individual actions, which are contrary to socially accepted legal or moral norms" [9, p. 93]. Sociologists pay great attention to individual behavioral acts and claim that "deviant behavior" is "a person's behavior that violates social laws and the rule of law (criminal and administrative), in contradiction with the rules of the hostel, the organization, customs and traditions" [11, p. 61].

The definitions of the concept of "deviant behavior", proposed by the various branches of social science, complement each other but make the emphasis only on the subject of deviations, which is directly related to their subject of study.

Most researchers agree that deviant behavior is the behavior that diverges from the norms and standards accepted in society and is generally regarded as a negative phenomenon, causing the disapproval of others and exclusion. V.D. Mendelevich believes that this definition requires a

supplement. First, to determine the deviation it is necessary to know the rules or norms, and secondly, an extraordinary variety of forms of human behavior also includes such a type of behavior as a creative and realising new ideas, which tells of its positive nature. This fact together with the vagueness of the concept of " a norm" complicates the allocation of common criteria for deviant behavior, as well as the development of a uniform classification of behavioral deviancy.

The study of wrongful conduct is recognized as one of the persistent problems of society. The current state of the problem of wrongful conduct is characterized by the absence of a unified theory that would fully disclose the causes and factors that lead to behavioral deviation. There is unanimity of opinion only that deviance is formed and determined by a combination of factors, which include biological conditions, external physical and social conditions, as well as psychological reasons [4].

The principles of the study of deviant behavior are based on the criminological and sociological research. Existing concepts in criminology focus on determining the causes of deviations, investigationg social and personal attributes of the offender; an attempt is made to take into account the impact of society on behavior.

Natural factors play an indirect role in the formation of deviance. They determine the nature of the response of a teenager to the influence of the social environment.

Concepts that define the causes of deviations argue that deviant behavior appears as a result of a complex interaction of social and biological factors that are refracted through the prism of personality [5].

Both social and natural factors determine deviant behavior while integrating into the personal and psychological attributes of deviant adolescents. In human behavior the system of external factors is refracted by the system of internal mechanisms: self-direction features, time perspective, goal-setting and obtaining aspects, system of values, personal integrity [2, p. 241].

Deviant behavior is a stable socio-negative system of certain ways of a person`s thinking and acting which deviates from the most important law and morality rules, violates personal development and / or is harmful to social environment; a system having signs of social maladjustment, as well as accompanied by negative external attitude and calling for an appropriate reaction on the part of a social group or society as a whole [7].

Thus, having determined the range of the basic concepts describing the exhibitions of deviations in the behavior of adolescents, we will define the prevention of deviant behavior.

S.N. Enikolopov, E.V. Zmanovskaya, M.E. Pozdnyakov and other modern scholars emphasize the effectiveness of preventive activity in comparison with punishment. The most complete definition of the preventing deviant behavior concept was given by J. I. Gilinskii. In his works this concept is defined as the impact of society, social control institutions and individual citizens on the causes of deviant behavior and as the factors that contribute to it, which lead to the reduction or elimination of committing deviant acts [6, p. 70].

Prevention of deviant behavior as a process aimed at eliminating the causes and conditions conducive to behavioral abnormalities of adolescents is an important and necessary aspect of social control of crime. It is well understood that it is not possible to completely prevent the occurrence of offenses, but a partial prediction of those or other forms of criminal activity is possible and necessary [1]. However, in some cases, preventive measures are mostly formal and largerly based on disciplinary measures impact on the students, the dominance of which makes it difficult to raise socially adapted personality in future. Despite being proclaimed at the level of state policy, the development priority of preventive practices at struggle with deviations is far from effective implementation of activities in educational institutions.

Improvement of the effectiveness of management decisions aimed at preventing and overcoming the causes of deviant behavior of adolescents is only possible by the means of coordination of the activity of all the services included in the deviant behavior prevention of minors system and their interdepartmental interaction as well as the interaction with the public and parents. Among the social institutions involved in the prevention, educational institutions must take the lead in this process.

However, in the educational system there are currently some contradictions between the necessity of improving the efficiency of educational and preventive activities and low professional competence of teachers of educational institutions on the issues of the deviant behavior diagnosis and prevention [8]. Taking this into account, the effective organization of educational and preventive work with adolescents, protection of their rights, special training of parents, teachers and educational managers for this kind of activity becomes very urgent.

That is why it is necessary to ensure a coherent and systematic educational process based on up-to-

date methods and techniques of preventive work in educational institutions.

From our point of view, an important area of prevention of deviant behavior is the development of the practice of diagnosis and prediction of the elaborated cause-factor complex, which causes the development of deviations, and identifying the nature of the interaction of various factors and the implementation of appropriate socio-pedagogical support for children who are prone to deviant behavior.

The success of the prevention activities is certainly dependent on the determination of the preconditions of deviant behavior and its types. At that the social importance of preventive measures will be more effective when having a scientific rationale and taking into account the interaction between social and natural factors that determine the behavior of a person in the already established or perhaps predictable life situations.

The purpose of our study, "Personal and neuropsychological factors of deviant behavior of adolescents" involved identifying the interrelation of types of the functional asymmetry of the brain (determined by the neuropsychological activity of brain structures) and the personality attributes of adolescents, as the prerequisites for deviant behavior [3].

In keeping with this approach, certain empirical research tasks of identifying the prerequisites for deviant behavior or personal immaturity of adolescents were set.

1. To conduct a meaningful analysis of the available science approaches to the study of the role of biological and social factors in the development of deviant behavior.

2. To determine the differential-psychological and neuropsychological components of the similarities and differences among different groups of adolescents - socio-regulatory and anti-social.

3. To compare the types of the functional asymmetry of the brain as a possible natural basis for regulating of behavior of teenagers with a time perspective measures.

4. To identify congruence of certain personality attributes and a time perspective with the type of the functional asymmetry of the brain, which indicate personal maturity or inclination to deviant behavior of adolescents.

5. To determine the ratio of a person`s lateral and individual-psychological specialities associated with a time perspective characteristics, emotional activity in interpersonal interactions, as well as in the behaviour pattern.

The study of the prerequisites of deviant behavior involved 120 adolescents (60 colony inmates , 60 secondary school pupils) at the age of 15-16 years old.

Three diagnostic unit techniques were used in this study:

1. Techniques "Temporal Orientations" and " The Time Semantic Differential" were used to determine a time perspective as an indicator of personal maturity and psychological characteristics of the individual time perception (E.I. Golovakha, A.A. Kronik).

2. Methods of diagnosing the individual psychological personality traits: R. Cattell`s questionnaire (version NSPQ); the method of determining the propensity for deviant behavior (SOP) by A.N. Orel; the technique "The level of neuroticism and psychopathisation" (UNP, The Leningrad Bekhterev Research Institute).

3. Methods of diagnosis of the functional brain asymmetry: motor tests included in the "Map of lateral signs" (A.P. Chuprikov) and used to diagnose the laterality of individuals . As a method of diagnostics of individual differences in the regulatory section of the frontal lobes, A.R.Luria`s motor test " The arms`crossing" ("Napoleon's posture") was used as the only effective measure of latent handedness (N.Sakano). The Japanese scientist N.Sakano proved the validity and reliability of this method in experiments for evoked potentials and research of cognitive processes connected with the functions of the frontal lobes. As known, the frontal lobes are responsible for planning and activitiy control, ie for voluntary functions.

As a result, it was found that the test-persons with the left indicator of the motor test or latent left-handedness (ie, with manifestations of right-brain functions) are focused mainly in the past, isolated, uncommunicative, able to ignore the generally accepted norms and values and prone to addictive behavior and escape from reality by changing their mental state.

The test-persons with the right indicator of the motor test " The arms`crossing" according to A.R. Luria are oriented in the future, they are more dynamic, adequate and effective in communication situations and tend to demonstrate compliance with the social norms.

The research showed that different propensities for deviant behavior were displayed by the test-persons with the left hand chiasm in conjunction with a set of characteristics of emotional-volitional and communicative spheres such as impulsiveness, irritability, carelessness, emotional instability.

In our opinion, in case of detecting the future-based time perspective as an indicator of personal maturity, it is possible to prevent the development of tendencies to deviant behavior of adolescents with

latent left-handedness by creating conditions for the realization of their creative potential resources associated with the dominance of right-brain functions.

The focus on the past implies the existence of a crisis, the causes of which must be found to resolve it; then such adolescents with a tendency to deviation must be directed to creative groups.

The implementation of preventive measures should be started with the expansion of educational resources of school and the capacity of teachers in the field of preventive work on the elimination of the risk of deviant behavior of minors. One of the most important areas of preventive work is training of the diagnosis and assessment specialists: the possibility of deviations in the behavior of students and the development of the preventive and corrective measures. Further, together with specialists from governmental and social institutions these teachers should use the strategy of prevention, taking into account the personality attributes of adolescents.

The proper coordination of subjects of prevention will optimize preventive action. A deeper awareness of the staff of educational institutions and other agencies of the prevention of deviant behavior of minors about juvenile age peculiarities, the types of deviant behavior and its diagnosis and prevention methods will prevent various forms of deviations.

References:

1. Dictionary of Foreign Words / Under the editorship of F.N. Petrov M .: Russian language, 1999. 624 p.
2. Psychological Dictionary / Under the general editorship of A.V. Petrovsky, M.G. Yaroshevsky. M.: Politizdat, 2001. 494 p.
3. Social pedagogy / Under the editorship of M.A. Galaguzovoy. M., 2000. 440 p.
4. Mendelevich V.D. Psychology of deviant behavior. M.: Publishing house MEDpress, 2001. 432 p.
5. Kudryavtsev, V.V. Fighting motives in criminal behavior. Moscow: Publishing House Norma, 2013. 128 p.
6. Gilinskiy Y.A. Sotsiologiya deviance // Sociological researches. 2009. № 8. PP 70-73.
7. Enikeev M.I. Legal psychology. On the basis of the general and social psychology. M .: Norma, 2005. 641 p.
8. Gut Y.N. Personal and neuropsychological prerequisites for deviant behavior of adolescents: Author. Dis. ... Cand. PSC. Sciences. Moscow, 2015. 28 p.
9. Popova E.M., Pedagogical maintenance of prevention of deviant behavior of students of professional educational institutions: Author. Dis. ... Cand. PSC. Science. M., 2011. 24 p.
10. Sakano N. Latent left-handedness. Its relation to hemispheric and psychological functions. Jena: Gustav Fischer Verlag, 1982. 122 p.
11. Boronoev P.G. Comparative-legal analysis of institute of crime prevention in Russia and Japan. Ulan-Ude: Publishing House of the Buryat, Univ:, 2007.
12. Muzaeva J.A. Minimization of problem fields in pedagogical prevention of deviant behavior of orphans in the orphanage: the dissertation ... The candidate of pedagogical sciences: 13.00.01. Omsk, 2007. 207 p.

UDC 159.9 **DOI: 10.18413/2313-8971-2015-1-4-14-18**

Melnikova N. V.

SUMMARY OF THE SOCIO-CULTURAL RIGHTS FROM THE POINT OF PSYCHOLOGY

Doctor of Psychological Sciences, Professor. Shadrinsk State Pedagogical Institute, 3 Karl Liebknecht St., Shadrinsk, 641870, Russia; E-mail:psy-sha@mail.ru

Abstract
Man – the heir to the preceding life in the progressive course of human civilization. He – a product of the environment, active and passive training of volitional behavior and attention. It's his way of thinking and reflecting the work of thought to the development of opinions, wealth of personal consciousness of each "I". The process of development of the personality traits of forms, property, habits, moral standards and meet the requirements of the modern paradigm of values and cultural traditions. Renewal of thought comes at the request of the "I" through the reproduction of ideas. The main thing – understanding the thought process of the individual in the disclosure of the evolution of the human psyche. This is a problem about the concepts of "development" of social and personal development."
Keywords: factors; development; socialization; spirituality; quality; morality; systematic teaching; culture; consciousness.

Мельникова Н. В.

СОЦИОКУЛЬТУРНАЯ СУЩНОСТЬ ЧЕЛОВЕКА С ПОЗИЦИИ ПСИХОЛОГИИ

доктор психологических наук, профессор. Шадринский государственный педагогический институт, ул. К. Либкнехта, 3, г. Шадринск, 641870, Россия;E-mail: psy-sha@mail.ru

A personality performs either constructive or destructive work during its life activities dissipating its energy among the people around it who interactively transfer it to other people. It is being improved within its setting and develops only under influence of biological and social factors. This is an acknowledged phenomenon of bio-social origin. This is correlation of the traces of the social sphere (control of actions and deeds) and organic sphere (new combinations of the biological environment from the exposure of social life conditions).

By analyzing the development process in terms of effect of external factors (social determinateness and biological mechanism), the researchers pay attention to intrinsic motives – discrepancies between the ‘actual zone and zone of proximal development’, between the advanced psycho-physiological and psychological capabilities of a human and established forms of relations and kinds of activity. They denote the nature of development as a process of certain self-movement where a new stage follows the preceding one consistently. Transition from one stage to another one is determined by both external and inherent causes. Here the two formulas act: a) external factors act through mediation of intrinsic factors; b) the intrinsic ones act through external ones whereby they transform themselves.

According to I.M. Sechenov, psychic phenomena originate from identifiable impact on the body surface and end a reflex action in order to establish the single neuro-psychic mechanism this is why psychic improvement proceeds now faster then slower but continuously right until death.

Introduction of a human to the culture is development of his morality, assistance in entering the world of art, science, philosophy on the basis of reflecting consciousness, all roots of the human culture where understanding is of significant importance. Hence, it is crucial that each and every personality participates in the creative activity aimed at development of the own spiritual and intellectual culture and the culture of humankind, contributed the entire energy of his creative activity to the positive transformation of the surrounding world which constitutes the moral obligation of each person.

Development is a human being affected by the surrounding reality, a purposeful activity of the system-educational process aimed at solving the task

of social development. During this process the moral personal aspect of development is often ignored, little attention is paid to the effect of the external factors determining formation of the moral attitude to life [7].

Morality is an intrinsic spiritual quality people are guided by. Этические нормы, moral rules of conduct are determined by these qualities. Morality is not inherited, that's why each person shall undergo the process of moral development and moral education and осмыслить: spiritual-moral values, principles and standards constituting the integrative framework of a personality. Integrative education and development of a personality's social skills over time demonstrate successful socialization of the components of formation of the social experience:

- experience in cognitive activity fixed by knowledge. The system of knowledge and skills is required for design of behavior and orientation within the society;
- experience in the methods of activity and skills to act according to sample. Absorption of the social experience proceeds randomly and is guided by the society. This determined the activity of the individual in terms of learning this experience;
- experience in creative activity along with the skills to take non-standard decisions in problematic situations upon adequate perception of the surrounding reality;
- experience in establishing emotional-value relations along with personal attitudes, establishing a system of relations and communication with people around with account for the social situation.

The core of this is the mental progress being enriched from generation to generation and creating the foundation of the evolving intellectual human culture. This gives birth to the future and morality of each person (V.M. Bekhterev [2]).

Spirituality is the width of views and expertise generated by the width and ability to cognize the world, self, and the own belonging within it. It took some time for the 'spirituality' concept to become scientific knowledge as at first only religious undertone was behind it. It was perceived as a synonym to the words 'sacral', 'divine'. In the modern world this concept gets a broader meaning: a specific historic form of spiritual life of the mankind generated by the needs of social being. With respect to a society this is 'a social phenomenon, product and foundation of culture', 'quality of public conscience', 'essential factor of socialization development' (M.S. Kagan [5]).

The evolutionary state of culture may be different and the development of it is uneven: it may show up in a negative manner as well which is on its minus side. Negative state restrains development of mankind but never stops it. Positive state manifests itself as the power of opposition and energy costs whereby emphasizing morality that is mandatory during communication with people. In view of this a personality faces the necessity of the lifelong moral improvement.

The common human personality is created by the general spiritual personality of the society derived from the set of spiritual personality of the entire nation. During the process of affecting the others a personality faces the action of a number of other personalities that may be of the opposite nature that decelerate dissemination of the spiritual impact of a single personality.

Soul is the set of supreme physic phenomena as well as consciousness of a single personality. It cannot be lost since the loss thereof means loss of humanity. Spirituality is incompatible with lack of sympathy, egoism and orientation towards material profit only. These are supreme aspects of the inner world that manifest themselves in humanism, kind-heartedness, warmth, openness to other people.

Spirituality may be conscious, understood as manifestation of sensitivity. Spiritual culture of a human is being preserved and continues developing. The society shall care of building up the spiritual potential of every single person, introduction to the accomplishments of the material and spiritual culture. In this case a person is described as: good-hearted, kind, intrinsically sincere. A lasting crisis of spirituality of a single person results in devolution.

With regard to a human the modern scientific knowledge interprets 'spirituality' as 'mental capabilities' (V.D. Shadrikov), 'mental needs' (V.P. Simonov). Thus, M.S. Kagan defines spirituality as an integrative quality of a personality: this is the quality of the mental activity of a human expressing the integrity of his inner life, harmony of his emotions, mind, will, coordination of his world-image and self-apprehension.

Formation of interaction in the public life can be implemented through the mechanism of imitation without which a personality as a public person could not have existed. Imitation draws its material from communication with other people by means of language as an instinctive need for communication between people. Communication – words as kind of interpersonal interaction face-to-face, with the use of the human sensory organs, featuring certain level of mediatedness. According to V.M. Bekhterev,

communication means characterize the sign system for transfer of communicative effect.

Social-personal development is the unity of the personal, individual and public, the ability of the own activity and optimality with respect to the society, to the own life and the life of those around. A human is granted the capability of social self-development by means of exchanging information, action and interaction, cooperation with people around.

Life is continuous movement and activity but improvement of human personality cannot be imagined without socialization. Socialization of a personality starts in the family and proceeds at school, college, at work. Life aligned with socialization is a good.

The axiological aspect incorporates the individual-personal values characterizing the personality's goals and drives. This axiological 'Self'' is a system of cognitive formations combined with emotional-conative components constituting the inner cue instigating and guiding its activity. From here formation and manifestation of humanism, value attitude to a human life in the society is derived.

All deeds and actions of a human are determined by the personal sphere of a human. Hence, a human himself expresses his personality through his deeds and actions. His personal response is subordinated to a specific trend of getting to know the past and personal features of this very person. The deeds and actions are tined either with egoism or altruism depending on dominance of the organic or social sphere of another personality. Bad habits can do harm. The liability for them is natural, is reflected in the others, is materialized through methods of affecting the outer world, and is transferred by means of social continuity to future human generations. People shall be taught to verify everything in their own, to see everything with their own eyes, to consider everything in a critical manner.

This is the principle of school education: participation of all sensory organs in the knowledge acquisition process.

Education plays significant role in the development of character and maintenance of the physical and mental health. Moral impact of a teacher may have a positive effect. The teacher's personality is more important than environmental effect. His influence is an essential factor in a pupil's life and prevails over that of parents.

Everything that depresses sensitivity and disables adequate perception of the things being taught shall be removed from the educational system. In education one of such depressive aspects is fear. Intensive tension (critical discussion of критическое обсуждение усвоенного) excites the functions of the higher nervous system: the blood vessels are constricted, heart and breathing rate are accelerated after which reverse response takes place.

Only external reactions providing us with any information concerning manifestation of nervous activity are objective valuable in terms of establishment of the known attitudes of an individual to the external world. Due to the absence of the ideal and inadaptability to the life struggle a personality loses balance of mind while getting disappointed.

The class work of pupils manifests itself in the fact that during the last lesson mental processes proceed slower with the quality or accuracy of work being affected. Interrogative form of teaching excites energy. It develops the self-definition of power and creates credibility which has a positive effect on the character and will. Moral deviations that are easily cultivated in nervous children are also crucial in terms of education.

Personality's conscious view of the world originates from the perspective of culture and activity experience. Thus, it features distinct nature of purposeful reflection of the reality by means of adjustment and re-adjustment of the moral mentality in a person.

The stages of development of human consciousness lead to formation of self-consciousness that gradually becomes independent. This determines the will's ability to control and manage the own moral behavior. Rational thinking is developed: the ability to view the world with the eyes of the society through the lens of the established abstractions and concepts [4].

Consciousness is the prerequisite of programming the specific joint human activity aimed at creation and development of the forms of culture. It fulfills the function of human memory, an established pattern, matrix of reproduction of the accumulated human moral experience. By performing assessment of situations a person documents his attitude to the reality by means of distinguishing himself as the subject of attitude to the specified situation which constitutes the particular feature of the moral consciousness as form of reflection.

Development of the moral conscious is based on clarification of the moral ideas of good and bad behavior; understating of the consequences of violation of moral norms and regulations; mastering the basic ethic concepts in terms of understanding thereof, experiencing and use for identification of the nature of moral actions and deeds. The ethical behavior is developed through enhancement of the

role of moral standards, requirements and patterns; increase in the adequacy of assessment of the own and others' deeds and actions on the basis of ethical knowledge (N.V. Melnikova [6]).

Social development of a person is characterized by the ability to adequately orientate himself within a social setting, express emotions and attitude to the world according to the cultural traditions of the society; the process of positive changes in a personality under the influence of the system of spiritual-moral development, social environment, self-education and personal experience; the state achieved by the personal level of spiritual-moral education at each age (E.E. Sapogova [9]).

Social conditions of life provide specific circumstances for development. The natural properties without generating psychic qualities create pre-requisites for formation thereof. The qualities as such come out of the social inheriting. The social environment is not only external conditions but the genuine source of development as it contains those material and spiritual values embodying the capabilities of the humankind an individual may master during the process of his development.

L.S. Vygotsky stated that conditions of life alone cannot determine immediate mental development. Under the same conditions different peculiarities of mentality may be formed. This will depend on relations with the environment. The activity and relations play the decisive role in the mental development. The social situation of development is the system of relations between a person and social environment which determines the content and trend of development as well as origination of new formations resulting in further improvement of the moral development [3].

Moral relations are also referred to the system of moral values. They are understood as the psychological phenomenon of genesis of a physic formation that consolidates results of cognition of a specific subject, integrates emotional reactions to the subject, behavior patterns applied to it.

Emotional-нравственная сфера of individual mentality is formed under the influence of norms and ideals of the model public consciousness during the process of the culture development. The spiritual-moral reason for being is the process of improvement of its social essence and spiritual grounds. A person uses different information about external behavior: actions, deeds, facial expression, body language, emotional expressions (D.I. Feldstein [10]).

V.S. Mukhina interprets it as an 'external factor of location' including: social structure of the society; national and cultural traditions; kind of family and its quantitative and qualitative characteristics; attitude to the child as such.

A human is a natural creature able for self-development, featuring natural makings, inner strength and drivers for their spontaneous development at that:

a) first biological drivers: instincts, reflexes, needs;

b) then psychological ones: feelings, passions, motives, will;

c) gradually moral and ethical drivers maturate.

According to A.V. Petrovsky [8], the essence of the positive attitude is expressed in manifestation of a unity of moral qualities. This process is long-lasting and contradictory as the essence of morality, the ability to analyze each and every action, to understand whether it will be useful to the others and would harm them – are laid in the human relations only. Sensitive attitude manifests itself in the ability to promptly and adequately identify the mood, to come to aid in the hour of need, and indifference is a mental state characterized by atrophy of interest in people and surrounding reality.

Moral conduct is determined by the conditions of the previous life of the personality, the circumstances that are relevant to him. This is the set of actions featuring moral meaning and committed under the constant or changing conditions. The external conduct regulators are patterns and rules of conduct. According to A.V. Petrovsky, the specific of the personality's behavior is provided in the form of an attitude. Feeling kindness, a human starts taking himself as a kind, moral person. He gets the moral self-esteem being the motive of genuinely moral behavior.

The two independent study areas have been distinguished within the moral development:

– the first study area – voluntary following the ethical standards even if violation thereof provides profit and the person is sure of impunity of his actions;

– the second study area – moral-value and moral-approved attitudes to other people expressed in humanistic and altruistic feelings and relations.

By studying the nature of morality, L.S. Vygotsky [3] spoke of the moral behavior of a human arising on the basis of the intrinsic and instinctive reactions under the influence of the regular environmental exposure. He warned that if recognition of a moral action does not guarantee commitment of this action then recognition of an improper one promotes to committing it.

In terms of psychology the socio-cultural essence of a human includes development of the spiritual-

moral sphere of a personality – as the process of к absorption (interiorization-exteriorization) of the basic ethical concepts on the basis of which ethical standards and patterns are developed.

This proceeds under external and internal psychological-pedagogical conditions: high moral potential of the surrounding social micro-environment; active mastering of the moral experience; dedicated psychological support of development of the moral sphere of a personality and his moral consciousness. The most relevant to a human are values related to responsible attitude to own health, striving for self-development, acknowledgement and recognition in the closest social environment, emotional-positive attitude to cultural and spiritual values.

References

1. Abolin L.M. Psychology at the University of Kazan: Coll. scientific. tr. Kazan: Kazan State University, 2004. PP. 159-172.
2. Bekhterev V.M. Psychology of personality in the works of local psychologists. 2000. PP.146-151.
3. Vygotsky L.S. Psychology of Human Development. Moscow: Eksmo, 2003. P. 136.
4. Znakov V.V. Questions of psychology. 1998. №3. PP.104-114.
5. Kagan M.S. Philosophy of Culture. SPb., 1996. P. 146.
6. Melnikova N.V. Spiritual and moral self-consciousness. Shadrinsk: Shadrinsk Printing House, 2014. P. 234.
7. Myasischev V.N.Psychology of personality in the works domestic psychologists. SPb: Peter, 2000. PP. 95-105.
8. Peter A. To be a person. Moscow: pedagogy, 1990. P. 255.
9. Sapogova E.E. The cultural and social genesis world of childhood. Moscow: Academic Project, 2004. P. 496.
10. Feldstein D.I.World of Psychology. 1998. №1. PP. 5-11.

UDC 159.922.8:378.1 **DOI: 10.18413/2313-8971-2015-1-4-19-22**

Sosnovskiy B. A.[1],
Bitter N. V.[2],
Shakhovalov N. N.[3]

PSYCHO-PEDAGOGICAL ADAPTATION OF FOREIGN STUDENTS TO THE EDUCATIONAL PROCESS IN HIGH SCHOOL

1) Doctor of Psychological Sciences, Professor, Head of the Department of Communication, Socio-cultural and Educational Technologies Altai State Technical University them. II Polzunova, 46 Lenin Prospect, Barnaul, 656000, Russia; E-mail: valeolog@yandex.ru
2) Candidate of Pedagogical Sciences, Associate Professor Altai State Technical University them. II Polzunova, 46 Lenin Prospect, Barnaul, 656000, Russia; E-mail: valeolog@yandex.ru
3) Candidate of Pedagogical Sciences, Associate Professor Altai State Technical University them. II Polzunova, 46 Lenin Prospect, Barnaul, 656000, Russia; E-mail: valeolog@yandex.ru

Abstract
The article discloses the specifics of psycho-pedagogical adaptation of foreign students to the educational process in university. It is noted that the impact of the adaptation of foreign students defines the following set of factors: psycho-physiological, educational, social and living conditions.
There was conducted a sociological survey of foreign students studying in "Tourism", "Hospitality" in AltSTU. Recommendations on improving psycho-pedagogical adaptation of foreign students to the educational process in university were represented.
Keywords: psycho-pedagogical adaptation, educational process, student.

Сосновский Б. А.[1],
Биттер Н. В.[2],
Шаховалов Н. Н.[3]

ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ АДАПТАЦИЯ ИНОСТРАННЫХ СТУДЕНТОВ К ОБРАЗОВАТЕЛЬНОМУ ПРОЦЕССУ ВУЗА

1) доктор психологических наук, профессор, заведующий кафедрой коммуникативных, социокультурных и образовательных технологий Алтайский государственный технический университет им. И.И. Ползунова, пр-т Ленина, 46, г. Барнаул, 656000, Россия; E-mail: valeolog@yandex.ru
2) кандидат педагогических наук, доцент Алтайский государственный технический университет им. И.И. Ползунова, пр-т Ленина, 46, г. Барнаул, 656000, Россия; E-mail: valeolog@yandex.ru
3) кандидат педагогических наук, доцент Алтайский государственный технический университет им. И.И. Ползунова, пр-т Ленина, 46, г. Барнаул, 656000, Россия; E-mail: valeolog@yandex.ru

Development of integration of educational processes across the world as well as reforming of the Russian educational system promote to inflow of foreign students to the Russian universities. This process is two-sided: this is development of international education in Russia and, on the other hand, the issue of supporting the psychological-pedagogical adaptation of foreign students to the university educational process comes up.

During the recent decade the global educational space has become reality, so nowadays export of educational services is one of the priority trends of development of higher professional education (V.V. Putin, VIII Congress of the Russian Rectors' Union). All of this requires acceleration of integration of educational systems. Note that mobility of students and teachers implemented within the frameworks of trans-European educational programs, bilateral treaties between the state institutions concerning cooperation in the sphere of education, science and culture, inter-university agreements concerning academic exchanges are an essential component of internationalization of education [7].

The first year of education at the university is the most difficult to a student as he needs to enter a new social, ethnic, educational environment as well as to adapt to the teachers' requirements, academic

load, social setting, and new living conditions. The student's performance at the university depends on the successful introduction of the student to the new social being.

In the modern psychological and pedagogical scientific literature the process of students' adaptation has been investigated for a long time.

Adaptation (derived from adapto – adaptation, adaptado – adaptability) is the process aimed at maintenance of homeostasis (the state of organism stability) consisting in adapting the organism to the environmental conditions. We are interested in the psychological-pedagogical adaptation as the process of formation and development of the personality's social activity, psychological-pedagogical mechanisms of regulation of the student's entry in the educational and social university environment; aligning the individual and group behavior with the set of standards and values prevailing in the specific society, class, social group.

Psychological adaptation is the process of psychological inclusion of a personality in the systems of social, social-psychological and professional-pragmatic relations in compliance with the relevant role functions [4].

In the pedagogical literature psychological-pedagogical adaptation is characterized as the system of professional activity of a psychologist, pedagogue aimed at creation of social-psychological conditions for successful education, self-identification and psychological development in the situations of interaction during the education process [8].

Students' adaptability to university education suggests presence of the following features in the students' behavior and activity: 1) satisfactory psychological and physical state of a student in the academic and extra-curricular situations within the university; 2) acceptance by the student of the social expectations and requirements imposed on him as well as compliance of his behavior with these expectations and requirements; 3) ability to forward the things going on at the university towards the desirable direction and use the available conditions for successful realization of the own academic and personal expectations and goals [5].

The review of the scientific literature on the issue of psychological-pedagogical adaptation of foreign students to the university educational process showed that the problem of adaptation of foreign students is topical which is evidenced by a number of factors:

- the rate of social changes related to students' mobility is increased which necessitates preparation of foreign students for life and education under new ethnic-cultural conditions;
- psychological-pedagogical support of foreign students' adaptation is often not available at the university.

The following forms of students' adaptation to university conditions are distinguished: formal adaptation relating to cognitive-informational adaptation of students to the new setting, to the university structure, content of education, requirements to the own duties; social adaptation, i. e., the process of inner integration.

Note that the process of adaptation to university education is rather complicated especially for foreign students. Along with that, adaptation of foreign students to the new social, educational conditions by admission to the university is the main factor determining the future performance of the educational process.

The process of foreign students' adaptation to new living conditions features a number of challenges: psycho-physiological challenges (change of climate, psycho-emotional tension); academic-cognitive challenges (language barrier, new academic requirements); socio-cultural challenges (new socio-cultural university space; interpersonal communication between students and teachers, living conditions).

In order to identify the issues of psychological-pedagogical adaptation and analyze the efficiency of the corrective-developing and educational work with the foreign students within preparation for educational process we performed the survey among the foreign students of the Federal State Budgetary Educational Institution of Higher Professional Education named after I.I. Polzunov. At the Altay State Technical University foreign students from China, Mongolia, Vietnam study.

We used the procedure 'Adaptedness of students at the university' developed by T.D. Dubovitslaya and A.V. Krylova – research fellows of the department for psychology of the Sterlitamak State Pedagogical Academy named after Zaynab Biisheva [5].

As the result of the empirical study involving 20 foreign students of the 1-4 courses studying the courses 'Tourism', 'Hotel business' (China, Mongolia) of the humanities department the following results were obtained. The foreign students in the first and second courses have lower,

as compared to students in the third and fourth courses, adaptability both to the class and learning activity (ref. Fig. 1 and Fig. 2). In the Fig. 1 the average values of adaptability of foreign students to the class: 1 course – 5 points, 2 course - 7,2 points, 3 course – 11 points, 4 courses – 14,6 points.

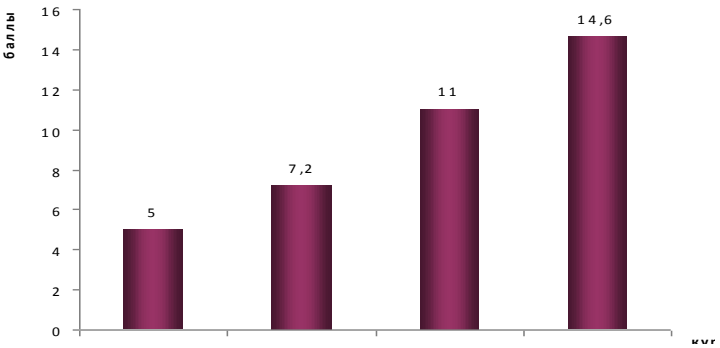

Figure 1. Adaptability of foreign students to study group

Lower values according to the scale of adaptability in the students of the first and second courses indicate the difficulties experienced by the students during communication with course--mates, demonstration of restraint in relations. They find it difficult to find common language with course-mates, do not always share the norms and rules accepted in the group, often face misunderstanding and non-acceptance of their views on the part of course-mates, cannot ask them for help.

An important factor during the process of adaptation to the educational process and social environment is duration of accommodation in the country. This is also evidenced by the data obtained. Since the students of the first courses are in the state of 'culture shock'. The group of upper course students staying in Russia for 3-5 years is distinguished by formation of the adaptive behavior strategies which is evidenced by the fact that they have successfully overcome the 'culture shock' and language barrier, and developed for themselves the efficient pattern of behavior in a new social and educational environment. Thus, by the moment of graduation from the university most of foreign students successfully master the social and educational environment.

In the Fig. 2 the average values of adaptability of foreign students to the academic activity are presented: 1 course – 5,8 points, 2 course - 6,6 points, 3 course – 12,2 points, 4 course – 14,2 points.

Lower values according to the scale of adaptability to academic activity in students of the first and second courses indicate that students hardly master the academic subjects and execute the academic tasks; they may experience difficulties while trying to express their thoughts. They cannot ask a question to a teacher of the necessity arises. In terms of many of the subjects studied they require additional tutorial, they often cannot demonstrate their individuality and capabilities during classes.

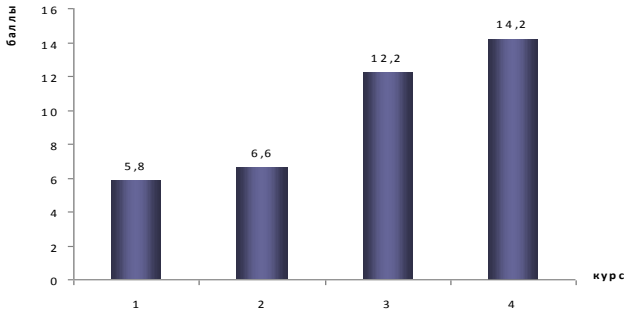

Figure 2. Adaptability foreign students to educational activity

The results obtained speak of the necessity of more careful attitude of mentors, psychological support and the professor-academic staff of the university to the foreign students, especially juniors. Moreover, low adaptability of foreign students as compared to the Russian ones persists during the entire education period which affects their motivation towards academic activity and their academic performance.

On the basis of the results obtained the following conclusions may be drawn.

The efficiency of adaptation of foreign students to the educational process at the university is determined by a set of factors: psycho-physiological, academic, social, household. The existing problems of the psycho-pedagogical adaptation of foreign students are related to inclusions of students in the new environmental, social environment.

Success of adaptation of foreign students to the educational space of the university depends on cooperation between various structural units of the educational institution. It shall be noted that in the AltSTU the own structure has been designed that promotes to successful adaptation of foreign students. At the university there is a psychological service, advising institution providing assistance to students both in the academic activity and in personal adjustment.

One of essential pre-requisites of successful socio-cultural adaptation of foreign students to a new educational environment is organization of interpersonal interaction and mutual understanding

between the tutors and students and representatives of different cultures within the group. Foreign students study together with the Russian students.

It shall be noted that annually the Inter-university international research and practice conference for foreign students and post-graduates 'Foreign student within the professional-educational space of a technical university' is held in which they take active participation.

For the purpose of making foreign students acquainted with the cultural values of Russia the on-site excursions to the places of interest in Barnaul, Altay Krai, Novosibirsk are organized.

Therefore, psychological-pedagogical adaptation of foreign students to the educational environment of the university is a targeted set of actions including a few forms of adaptation. Success of the process of adaptation of foreign students to a large extent depends also on the personal qualities of a teacher, his ability to create comfortable psychological atmosphere at lessons.

The positive effect of the adaptation process ensures adequate interaction of foreign students with the socio-cultural and educational environment of the university, formation of the social status, understanding of the own professional choice.

References

1. Abulkhanova-Slavskaya, K.A. Activity and psychology of a personality. M.,1989. 335 p.

2. Bitter, N.V. Peculiarities of educational work aimed at adaptation of foreign students at the department for psychical education and sports of the AltSTU named after I.I. Polzunov // Main issues and trends of educational work at a modern university. Barnaul; Publishing House of the AltSTU. 2010. PP. 44-46.

3. Bitter, N.V. The role of international integration of educational systems in adaptation of foreign students to the university education process // Main issues and trends of educational work at a modern university. Barnaul; Publishing House of the AltSTU, 2013. PP. 50-52.

4. Gordashnikov, V.A., Osin, A.J. Education and health of students of medical college: monograph. M.: Academy of Natural Sciences, 2009 URL: http://www.rae.ru/monographs/77-2824 (access date: 11.11.2015)

5. Dubovitskaya, T.D., A.V. Krylova. Procedure of studying the students' adaptedness at the university // Psychological science and education: digital journal, 2010. № 2, URL: https://webattach.mail.yandex.net/message_part_real/psyedu_ru_2010_2_Dubovitskaya_Krilova. (access date: 11.11.2015)

6. Krivtsova, I.O. Socio-cultural adaptation of foreign students to the educational environment of a Russian university (by the example of the Voronezh State Medical Academy named after N.N. Burdenko) // Fundamental research № 8 (Part 2) 2011. PP. 284-288.

7. Lazarev, G.I. Integration processes in the Asian-Pacific Region and export of educational services. URL: http://www.russia.edu.ru/information/analit/959/ (access date: 11.11.2015)

8. Rudkova, S.G. Psychological-pedagogical support of students' adaptation at the university: Abstract of the Thesis of of Candidate of Pedagogical Sciences. Birobidzhan, 2005. 23 p. URL: http://nauka-pedagogika.com/pedagogika-13-00-01/dissertaciya-psihologo-pedagogicheskoe-soprovozhdenie-adaptatsii-studentov-v-vuze (access date: 11.11.2015).

9. Tameyem Al-Krad. Pedagogical conditions of adaptation of foreign students to academic activity at the PE department: Thesis of Candidate of Pedagogical Sciences. Voronezh, 2005. 257 p.

10. Ēriks Lingebērziņš Intercultural communication and international tourism business environment URL: http://www.dukonference.lv/files/proceedings_of_conf/53konf/ekonomika/Lingeberzins.pdf (access date: 11.11.2015).

PEDAGOGY OF HEALTH

ПЕДАГОГИКА ЗДОРОВЬЯ

UDC 371.7 **DOI: 10.18413/2313-8971-2015-1-4-23-28**

Irkhin V. N.[1],
Bogacheva E. A.[2]

MANAGEMENT MECHANISMS OF THE HEALTH ORIENTED EDUCATIONAL SYSTEM DEVELOPMENT (BY THE EXAMPLE OF BELGOROD REGION SCHOOLS)

1) Doctor of Pedagogical Sciences, Professor. Belgorod State National Research University, 85 Pobedy St., Belgorod, 308015, Russia; E-mail: irhin@bsu.edu.ru.
2) Candidate of Pedagogical Sciences, Associate Professor. Belgorod Institute of Education Development, 14 Studencheskaya St., Belgorod, 308007, Russia; E-mail: bogacheva_59@mail.ru

Abstract
The article deals with the management mechanisms of the health oriented school educational system development: the structure of management at the public, administrative, pedagogical and pupils' levels; the usage of motivational and reflexive methods of management. The relationship between school management functions and components of the health oriented school educational system (management, educational process, health service, school environment) is shown. By the example of Belgorod region schools the effectiveness of the presented management mechanism is proven.
Keywords: management mechanisms, health oriented school educational system, development, the structure of management, motivational and reflexive methods of management.

Ирхин В. Н.[1],
Богачева Е. А.[2]

УПРАВЛЕНЧЕСКИЕ МЕХАНИЗМЫ РАЗВИТИЯ ЗДОРОВЬЕОРИЕНТИРОВАННОЙ ОБРАЗОВАТЕЛЬНОЙ СИСТЕМЫ (НА ПРИМЕРЕ ШКОЛ БЕЛГОРОДСКОЙ ОБЛАСТИ)

1) доктор педагогических наук, профессор Белгородский государственный национальный исследовательский университет, ул. Победы, 85, г. Белгород, 308015, Россия; E-mail: irhin@bsu.edu.ru
2) кандидат педагогических наук, доцент Белгородский институт развития образования, ул. Студенческая, 14, г. Белгород, 308007, Россия; E-mail: bogacheva_59@mail.ru

The present stage of civilization development is connected with one of the most complicated problem which should be dealt by the Russian society, i.e. creation of a health-oriented educational system. Since in the recent decades the number of health-promoting schools had continuously grown and judging their successful operation the mentioned problem is practically resolvable. Formation of mature health-oriented educational systems (HOES) is the most important condition for valeological efficiency of such schools. We consider a HOES school as an integral phenomenon interacting with the environment and characterized by an ordered set of management systems, an educational process, school services and an object-space school environment combined by an objective to bring up, educate and develop a healthy person [1].

An educational process and school services functioning are to a large extent determined by an intraschool management system. Material resources of a school as well as psychological, organizational, financial, personnel-related and other conditions of activity of participants of an educational process depend on the efficiency of management procedures. Therefore **management** is one of the most important components of a HOES school since it controls harmonization of the school internal organizational structure, the system renewal and achievement of its stability.

Goals of management of HOES school constituents lies in creation of optimum conditions (personnel-related, economical, resources-related, methodological, organizational, social and psychological) in order that an educational system could implement its socialization, culturological,

preventive, correction, rehabilitation and health-strengthening functions aimed at achievement of a general purpose of upbringing education and development of a healthy pupil.

Management content consists in analysis, planning, organization, control and regulation of interdependent activity of school administration representatives, teachers, pupils, parents, school services specialists and public joint by the HOES school purpose.

School management is a dynamic system which features interrelation of the functions of intraschool management and content-procedure aspects of the HOES school components. Each of the stages of management cycle is designed for solution of the tasks of information analysis, motivation and purpose, planning and prognosis, organization and implementation, control and assessment, regulation and correction aspects of interaction between the HOES school constituents in order that the latter could achieve its general purpose.

Management functions are a mechanism of coordination and inclusion of the HOES school components into the HOES school general purpose achievement. Let's consider the content-procedure aspect of the HOES school management through interrelation of the functions of intraschool management and the HOES school components.

The information analysis function of management is aimed at study of the status of a management system, an educational process, a process of medical, psychological, valeological, social and pedagogical support of pupils as well as of object-space school environment in accordance with the general purpose. The function under consideration supposes first of all creation of reliable sources of information, unprejudiced selection of information, organization of information sources, qualitative processing, storage and use of information (at the decision level).

The information content is conventionally divided into four thematic units:

– **management**: organization of structure and procedure of management aimed at achievement of the HOES school goal; work with the pedagogical system constituents focused on their inclusion into educational environment improvement activity; creation of optimum conditions for life activity of teachers, pupils, specialists inside a school; development of a regulatory framework for a health-promoting school; enhancement of the teachers' health culture level and training of the same in order that they could ensure health of pupils etc.;

– **educational process**: content of education and upbringing of pupils; educational technologies; organization of work and leisure of pupils; controlled extent of homework etc.;

– **school health service**: preventive work; diagnostics of pupils' health and development; consultations; adjustment and rehabilitation activity; education and instruction; research; tutorials etc.;

– **object-space school environment**: sanitary and hygienic regulations (air temperature, lighting, color); sanitary and hygienic state of a land plot, school building and school premises; state of furniture, equipment, teaching aids.

Final stages of pedagogical analysis have to deal with synthesis of the obtained information material and making conclusion on the necessity of adjustment of the goal and the existing HOES school in accordance with the real conditions.

A concept of development of the health-oriented educational system (HOES) in schools has been implemented in Belgorod region since 2004 (Irkhin V.N., 2002). The concept describes an entity characteristic and internal structure of the studied educational system, establishes links between its components, determines the functions (socialization, culturological, preventive, adjustment and rehabilitation, health strengthening) as well as procedures, regularities, levels, stages, contradictions specific for the HOES as well as pedagogic conditions for its development and assessment criteria [1].

Let's consider the managerial mechanisms of the HOES school development in detail. To our opinion creation of the corresponding management structure and use of motivational and reflexive management methods could be such a mechanism.

As experience has shown systemic valeologic changes in the Belgorod health-promoting schools started their realization from creation of a structure of management of such activity. All of the experimental schools which are as many as 16 at the moment established:

– *at the public management level*: boards and public associations supporting an innovative project, parents' committees, Boards of guardians, Boards of parents with medical education, general conferences of a health-promoting school, volunteers, public organizations, a coordination council;

– *at the administrative management level*: boards of health, coordinators of health-promoting activity in the capacity of deputy director, valeological renewal of functional responsibilities of school managers as well as of the content of

activities of traditional management structures took place;

– *at the professional pedagogical management level*: methodological associations of health instructors (teachers of life safety, health care, physical culture, biology), creative associations of teachers and specialists with health-oriented specialization, healthcare services;

– *at the pupils' management level:* a system of pupils' self-administration of valeological specialization, permanent and interim creative associations of children (sanitary brigades, organizers of physical activities, assistants of psychologists and medical workers, disputes committees, pupils' councils, healthy life volunteers etc.) [4].

The content of already existing management elements needs to be renewed along with creation of new ones. Therefore the efforts of a parents' committee, a Board of guardians as well as of public, state and commercial organizations are directed at financial, material, information and psychological support of the project "Health-promoting school".

At the administrative level the activity of deputy directors is adjusted to be in compliance with the valeological approach. That's why the management functions of analysis, planning, organization, control and regulation are implemented from the point of view of the tasks to maintain, strengthen and form the pupils' health.

At the professional pedagogical level activity of all methodological associations not just the methodological association of health instructors (inclusive of the teachers of physical culture, life safety, biology) is directed at forming of the pupils' health culture through realization of valeological potential of the academic disciplines content as well as at maintenance and strengthening of schoolchildren's health by means of use of health saving teaching technologies. The list of similar examples in not exhaustive. Therefore all and every management system constituent is involved in the work aimed at achievement of the HOES school general purpose.

Efficient realization of the HOES school model depends on creation of a mechanism of interrelation between its elements both vertically and horizontally. Councils and associations of children and adults are forms of interrelation between the constituents belonging to different levels: a Teachers' Council, a Valeological Council, a methodological association, a Council of Seniors, interim activity councils, councils of centers, a medical-psychological-pedagogical concilium, a school conference etc.

Besides structural transformations the school management system experienced purposeful transition from authoritarian to health-saving **management methods** based on use of reflexive and motivational approaches, ideas and principles of pedagogical stimulation which took into account a motivational sphere of personality of principal participants of an educational process. One of the tasks of **motivational management** consists in provision of conditions for adoption of the general purpose by teachers and specialists of the school services, as well as for forming the corresponding orientation at its achievement. In other words there occurs a necessity to transfer an external purpose conditioned by public needs into an internal one for the constituents of a pedagogical system, at that this internal purpose is initiated by the demands of a school community as a whole and every individual participant of a pedagogical process.

The analysis of a "problem area" allows comparing the actual state of the HOES school with the external purpose, determining a "zone of proximal development" of a pedagogical system, its internal resources on the basis of selection of sets of questions which are to be solved by the school community. To our opinion the range of most typical problems for a general school includes the following

– culturological (low level of health culture of participants of a pedagogical process);

– ack of professional and pedagogical as well as of psychological readiness of a teacher to valeological innovation activity;

– management-related (absence of structure and procedure of transition of an educational institution to a health-promoting school practice);

– resource-related (lack of material, financial, personnel and methodological resources for implementation of valeological innovation; insufficient health reserve of teachers and overload of the same due to a low social status);

– didactic and educational (predominance of health-consuming technologies of education and upbringing (or those ignoring solution of valeological tasks) in a school.

Therefore the **steps** to be taken **to achieve the general purpose** should be aimed at creation of an efficient system of management of the process of transition of an educational institution to the mode of health-promoting school (key purpose – KP_1); at organization of a valeologically-motivated education and upbringing process (KP_2); at establishment of specialized school services providing medical, psychological and valeological support of the education and upbringing process

and personal enhancement of a pupil (KP_3); at improvement of an object-space environment of a school - (KP_4).

Taking into account the above it is possible to create a "tree of purposes" of a health-promoting school as shown on Figure.

The key purposes of a health-promoting school consist of a range of intermediate purposes namely:

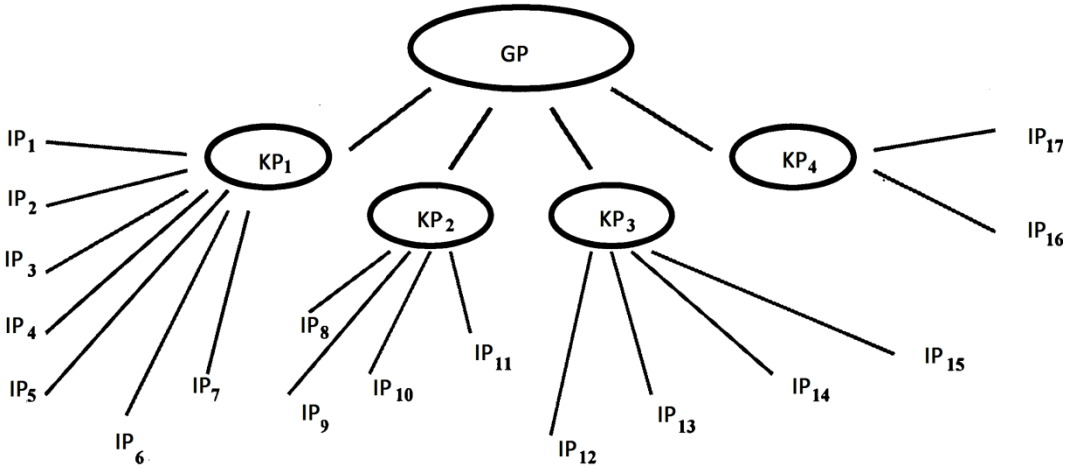

Figure. The «tree of purposes» of a health-promoting school

- IP_1 (intermediate purpose) – organization of a structure of valeological process management in school;
- IP_2 – renovation of functional duties of school administration in accordance with the valeological approach;
- IP_3 – organization of a system of training and encouragement of teachers in order that they would practice valeological activity;
- IP_4 – involvement of parents (family) in health improvement in children's micro society;
- IP_5 – research activity in the sphere of valeology;
- IP_6 – provision of resources for valeological innovation (material and technical, personnel, financial, methodological);
- IP_7 – creation of a mechanism of interaction between the participants of a pedagogical process aimed at achievement of the GP;
- IP_8 – organization of an educational and upbringing process in compliance with the valeological principles and hygienic standards;
- IP_9 – creation of a school upbringing system which would be aimed at maintenance, improvement and forming of pupils' health;
- IP_{10} – implementation of the valeological approach in a lesson;
- IP_{11} – organization of a system of continuous valeological education of schoolchildren;
- IP_{12} – creation of a system for monitoring health of teachers and pupils;
- IP_{13} – preventive activities at school;
- IP_{14} – correction and health promotion activities with involvement of the pedagogical process participants;
- IP_{15} – consultation and instruction activities at school;
- IP_{16} – creation of a specific environment (premises, equipment, furniture, design) promoting maintenance of health of children and adults;
- IP_{17} – provision of healthy nutrition at school [3].

The HOES school functions are implemented when the content and organization of a pedagogical process comply with the HOES school purpose. Socialization and culturological functions take priority place in a pedagogical process of the HOES school. Their leading role is conditioned by the goal to bring up, educate and develop a healthy individual as well as by the peculiarities of the functions concerned aimed at comprehension by a pupil of deferential attitude towards health and healthy lifestyle, unveiling of his/her essential powers, forming of a basic personal culture inclusive of health culture.

The task of pupils' health culture formation is solved in the course of realization of the educational system which includes the lessons of valeological course provided for in a basic curriculum; integrative courses of school component; use of valeological potential contained in the content of school subjects; extracurricular valeological educational activities.

The variety of approaches to the valeological education of schoolchildren has a common basis namely these approaches are supported by common didactic principles, have similar requirements to valeological education and "established" content modules. Practical realization of a generalized model of valeological education of schoolchildren requires specialization in accordance with regional peculiarities.

The HOES school socialization function is most pronounced in the upbringing activity. Improvement of schoolchildren's health being a distinctive feature and result of realization of the HOES school socialization function is achieved in the course of implementation of a principle of interrelation between valeological education and valeological upbringing of pupils.

The principle of health-focused attitude is a guiding principle of organization of a pedagogical process in the HOES school. In all aspects (educational and instructional) and at all levels (all-school and definite forms of educational activities involving children) of a pedagogical process organization the principle of health-focused attitude is aimed at realization of three methodological principles of maintenance, promotion and forming of intergral physical, mental and social health of schoolchildren.

In contrast to a pedagogical process the preventive, correction and rehabilitation functions as well as the health-strengthening function take the central place in activity of the school services (Health Centers). The Health Center activity content and organization are reflected in its program which includes four components: analysis of a problem state and work results, tasks and directions of activity, a set of sub-programs and methods of their realization.

Since implementation of the valeological approach provides for transition of an educational institution to the HOES school functioning mode the function under concern obtains the properties of innovative activity and is closely connected with the technology of organization and implementation of experimental activities at school as well as creation of favorable social climate in a community, purposeful training of teachers in order that they could perform such activities, optimization of intraschool management (forming of vertical structure and horizontal links at all levels of management of a pedagogical system of a health-promoting school), creation of new subsystems and support of their functioning, implementation of scientific organization of labor of pedagogical system constituents, rational allocation of resources of a pedagogical system and creation of necessary conditions for its development and self-development, a democratic personality-centered management style).

Any innovation presupposes correction of attitudes of a teacher to his/her professional activity, considerable time and efforts consumption.

As practice shows introduction of valeological ideas into the existing health-consuming authoritarian school system is accompanied by a painful breakage of stereotypes of teachers involving both their educational activity and their lifestyle. Implementation of the valeological approach requires from a teacher additional knowledge of age-specific physiology and psychology, adoption of health-strengthening education techniques. Therefore there is a growing danger of tension which is a reason of the teachers' performance impairment, aggravation of conflicts and other negative consequences. We consider that the way out of the specified controversies could be in use of a complex of stimuli and stimulus situations which actualize specific needs of teachers and result in their creative activity and high performance.

In the course of experimental work in Belgorod schools great attention was paid to the methodological aspect of intraschool management. As far as the teachers become more trained and involved in the innovation valeological activity the range of participants of the experiment enlarged, the relationships between them strengthened on the basis of a common purpose. In such a manner a structural reconstruction of the educational system happened in the health-promoting school resulting in achievement of an integrative effect of functioning of all its constituents.

Forming of relatively autonomous systems of intraschool management based on the principles of reflexive management (Davydenko T.M., Tretyakov P.I., Shamova T.I.) is one of priority directions for enhancement of realization efficiency of the organization and execution function.

When under the conditions of a health-promoting school inside an educational system a great number of new structural components occur the functions of "old" components tend to renewal, the links between the components diverge and get more complicated, interaction between pedagogical system constituents presupposes their rise to a new creative level. Al these leads to antagonism against the traditional administrative organizational structure with its severe and grandmotherly care which humiliates individuality and generates social dependency and apathy.

The basis of effectiveness of management ensuring maintenance of schoolchildren's health in the course of their education, upbringing and development consists of the assessment of the HOES school maturity dynamics which includes two general groups of markers, i.e. quantitative and qualitative. The quantitative markers provide for involvement of the principal pedagogical process participants in the valeological activity, quantitative changes (simple expansion) of the HOES school: introduction of health-promoting lessons, appointment of specialists in the school services etc., as well as quantitative markers of schoolchildren's health. The qualitative markers are characterized by the degree of enhancement of educational environment, the degree of the HOES school renovation, valeogenic change in the consciousness of teachers and pupils, forming of their health culture and other qualitative indices of human health.

The above supposes that the **control and diagnostic function** of the intraschool management should promote initiative and independence of teachers and pupils and at the same time favor renovation of the HOES school in whole. In connection with this the intraschool management appears to play an important role in determining compliance of a pedagogical system with the HOES school purpose and tasks. Introduction of a monitoring system allows to track efficiency of activity of health-promoting school constituents in such aspects as the state of schoolchildren's health and development, quality of education, a level of training and involvement of teachers in the activity aimed at ensuring schoolchildren's health, a level of satisfaction of pedagogical process participants by the progress and the result of innovation activity as well as to evaluate a degree of "maturity" of the pedagogical system being created.

That's why the HOES school becomes the subject of diagnostics with due regard of its hierarchic structuredness: an integral educational system – components of an educational system – constituents of a pedagogical system at different levels of interaction between each other.

The analysis of the course of experimental activity allowed to establish dependency of the efficiency of valeological innovation process in the HOES school on its management system ensuring the necessary conditions for involvement of teachers in achievement of the desired purposes. The results of our investigation showed that involvement of a teacher in the process of HOES school formation created conditions for professional and personal fulfillment of a teacher, motivated his/her creativity and improvement of the level of professional pedagogical and valeological culture. The investigation allowed acknowledging the following hypothesis: the higher the level of general humanistic and psychological-valeological personal culture of a teacher the faster and more painless the process of the HOES school maturation.

Belgorod-based experience showed that at the initial stage of the HOES school formation when the crisis of old educational system is at its highest point and is manifested through disorganization of its structure, failure or weakening of the old structural links, the role of "management" subsystem becomes defining. Being guided by external and internal capabilities of a social and pedagogical system the administrative components actuate the mechanisms of self-organization and creation of hierarchic structures of the HOES school. Harmonious interaction inside the HOES school leading to decrease of tension in the "bifurcation point" is ensured due to adequate change of management structure and mechanisms [2]. Maximum effectiveness of the management activity is achieved upon condition of precise determination of the actual state, capabilities of the integral HOES school, making adjustments to the program of its development and encouraging pedagogical personnel (with account of personal characteristics of teachers) to implement tasks at the corresponding stage of the HOES school formation.

References

1. Irkhin V.N. Theory and practice of a national health-promoting school: Monography. Barnaul: Publishing House of Barnaul State Teachers' Training University, 2002. 238 p.

2. Irkhin V.N. Health-promoting schools in Belgorod region: Study guide. Belgorod: Publishing and Printing Center "Politerra", 2010.188 p.

3. Irkhin V.N. Experiment in a health-promoting school (by experience of the health-promoting schools in Belgorod region): Study guide. Belgorod: Publishing House of Belgorod State University, 2006. 110 p.

4. Irkhin V.N., Bogacheva Ye.A. Concept of development of a health-oriented educational system (as exemplified in schools of Belgorod region) Materials of the IXth All-Russia Forum "Health of nation is a basis of Russia prosperity". M., 2015. P. 153-167.

UDC 502: 37 **DOI: 10.18413/2313-8971-2015-1-4-29-32**

Shilova V. S.

METHODS OF SOCIAL AND ENVIRONMENTAL EDUCATION OF STUDENTS

Doctor of Pedagogical Sciences, Professor, Academician of the Russian Academy of Natural Sciences
Belgorod State National Research University, 14, Studencheskaya St., Belgorod, 308007, Russia;
E-mail: shilovs@bsu.edu.ru

Abstract
In the article the relevance of the research topic is the need to develop methods for the problems of social and environmental education of students. Reveals the etymology of the concept of "method" is considered its essence in the works of various scientists: teachers, psychologists, ecologists, and, on the steps not only common, but also of higher education. The results of the analysis of the achievements of research allowed to define the essence of one of the main components of the social and environmental education of students - the methods of interaction of the teacher and students.
Keywords: method, teaching methods of training and education in higher education, the methods of the social and environmental education of schoolchildren, the methods of social and environmental education of students, the classification methods.

Шилова В. С.

МЕТОДЫ СОЦИАЛЬНО-ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ

доктор педагогических наук, профессор, академик Российской Академии Естествознания
Белгородский государственный национальный исследовательский университет, ул. Студенческая, 14, к. 1, г. Белгород, 308007, Россия; E-mail: shilovs@bsu.edu.ru

The recent period of social development features aggravation of social and ecological conflicts and this is one of its most important characteristics. These conflicts are necessary to be resolved for the further stable social development requires maintenance of favorable environmental conditions as well as of human health, health of every individual and of nature potential for human living.

Students are destined to play an important role in overcoming the mentioned conflicts. Nevertheless the efficiency of solving of the occurring social and environmental problems largely depends on the level of training of youth, best practices of interaction with natural environment assimilated by them, ability to study, protect, recover and renew natural conditions and resources. Expansion and enrichment of such experience, further development of the ability to optimize social and environmental relationships are to a large extent connected with ecologization of the purposes and contents of education, in particular higher education, with the necessity to form in future specialists both long-lasting social and environmental knowledge and skills of rational nature management, harmonic interaction with the environment, preservation of its potential for the future generations. Therefore there is a need of special social and environmental education of students which would be closely related to their professional training since each profession is someway or other connected with natural environment, uses its potential and at the same time offers definite opportunities for its preservation and recovery.

On the other hand provision of definite level of social and environmental education of students requires development of special diagnostics, finding out certain methods of implementation and depending on the results introduction of necessary changes into an educational process.

Besides study of the problem of social and environmental education of students requires determination of methods of interaction between a teacher and students which is one of the most important elements in an educational process. It is known that a method (*methodos* from Greek stands for a way, an

exploration, an investigation) first of all means a way of cognition, investigation of phenomena of natural and social life; secondly its means a mode/way of operation. It is a means of pursuing a certain objective, a complex of techniques or operations aimed at practical or theoretical assimilation of reality [4].

In pedagogy the researchers understand a teaching method as a way of interaction of a teacher and pupils, of arrangement of cognitive activity of the latter which is oriented at solution of education tasks. At that a method structure is determined through interrelation of techniques or operations, sequential operations of an individual leading to achievement of a result which complies with the stated objective. As Lerner I.Ya. reasonably noted a method in use presupposes a stated objective, an activity complying with the purpose (a system of actions), the necessary means, a process of an object change and a result (an achieved purpose). At that special attention is paid to the presence of the method peculiarities which are conditioned by an object-subject status of students whose activity as well as the corresponding activity of a teacher depends on their interests and will. With mismatching objectives the educative process can hardly demonstrate any progress. In order to achieve progress in movement towards educational goals the students' and the teacher's objectives should adequately fit each other. Various classifications of methods representing any of the features or aspects of interaction between a teacher and students and being elaborated in theory favor education goals achievement [3; 5; 6].

After consideration of the methods of education used in the higher school it is worth noting that their essence remains unchanged, traditional variants of classification are still of importance. Smirnov S.D. draws attention to this fact and makes distinction between teaching methods (lecture, narrative, presentation-demonstration, explanation, conversation etc.); education methods (listening, understanding, exercises, work with a textbook, historical and pedagogical modeling, practical work etc); methods of testing (interrogation, test works, colloquium, test, exam, defense of theses etc.). The author mentions other groups of methods quite common for pedagogical science. These include verbal, graphical, practical, diversified by a knowledge source, methods of acquisition of knowledge and formation of skills (depending on the nature of a didactic task); methods of creative activity formation, testing methods; gaming methods; methods of intensive learning of foreign languages; methods of programmed education; methods of computer-aided education etc [11].

As far as the methods of students upbringing are concerned Smirnov S.D. makes quite reasonable remarks as to existence of definite difficulties connected with their differentiation (in a narrow sense) in the higher school and classification since upbringing is directly incorporated into the process of education and has immediate relation to the same (Smirnov S.D., Kharlamov I.F., Pidkasistyi P.I. et al) [8; 9; 11]. In the meantime higher educational institutions quite successfully use a classification of the methods of upbringing developed by Babanskiy Yu.K. and Slastenin V.A. who marked out the following groups of methods: methods of impacting conscious of an individual, methods of organization of activity and behavior of pupils, methods of stimulation and methods of control [2; 8; 12]. By covering the basic components of structure of personality these methods promote implementation of a learner-centered approach in education, have positive impact on the results of education and upbringing.

All of the above constituted a ground for development of an essence and classification of methods of social and environmental education of students. It is necessary to mention that we've determined the essence of the methods of social and environmental education of pupils in the general education institutions. In simple terms **the method of social and environmental education** (teaching and upbringing) is understood as a mode of interrelated activity of a teacher and pupils aimed at organization of acquisition of social and environmental knowledge and skills by schoolchildren and use of innovations in concert with the environment; forming of positive emotions connected with natural environment, sense of proportion in the process of natural potential use; at understanding the necessity of its preservation and recovery. In other words it's a method of subject-subject and subject-object interaction which contributes to assimilation of contents of the social and environmental education school curriculum, formation of readiness to normative nature management in schoolchildren, formation of their social and environmental consciousness [14].

The discovered essence allowed us to determine the essence of the methods of social and environmental education of students as conditioned by specific objectives and contents. **Methods in the system of social and environmental education of students** are understood as modes of interaction between a teacher and students aimed at:

– acquisition of social and environmental knowledge which penetrates through a professional, personal and psychological-pedagogical content units;

– development of a motivational sphere (demands, incentives, objectives, attitudes, interests) connected with rational nature management (study,

use, protection, recovery and renewal of natural environment);

– formation of skills of interaction with natural environment (at the level of exchange processes, nature management and labor activity);

– detection of creative potential oriented at creative activity in natural environment;

– formation of derived emotions connected with satisfaction of social and environmental demands;

– organization of educational activities favoring both acquisition of experience in social and environmental relationships and formation of skills of self-education, creative self-actualization in natural environment; emotional-volitional self-adjustment in the process of interaction with it.

It's obvious that the methods of social and ecological education of students in regard of content are represented by a complex system of actions, interrelation between techniques and procedures conditioned by the objectives of interaction of objects with environment, its cognition and practical assimilation under the specially created conditions. In the course of the SEES methods identification we were governed by the results of cognition of reality by people, in particular of the sphere of social and environmental relationships: its basic elements (nature-technology-human being-society) and links between them; by the results of studying the regulatory documents in the sphere of geographical and historical education (National standard of higher education, curricula, textbooks etc.); by the results of review of the works of Arkhangelskiy S.I., Yakovets Yu.V., Preobrazhenskiy V.S., Gerasimov I.T. and other authors which allowed to make comparison tables for the methods used in geographical and historical sciences [14].

For example the methods of geographical science include various (field method), cartographic, statistical, aerospace methods, modeling of geosystems, geoecological monitoring; systemic, historical and comparative approaches. Historical science provides for the following investigation methods: historiographic, archeology, source studies, historical statistics and metrology, ethnography, archeography [1; 15; 10].

With respect to the social ecology education methods for the moment they are represented by a definite combination of the methods from various types of education which facilitate deeper knowledge of nature, society and culture, their interrelations, every element of the socioenvironmental system. The links between its elements are studied by means of specific approaches, i.e. systemic, functional, ecological, historical, geographical, comparative as well as by definite methods. In other words the methods of social ecology education have complex nature, appear as complementarity of the methods of education used in various sciences which to a certain extent reflect some or other aspect of socioenvironmental interaction which is being studied during a definite time interval [14].

These methods include natural, sign, mathematical, modeling, simulation, computer methods. The mentioned methods are a part of the sciences under consideration however in order to study the same in the process of education it is necessary to involve special ways of interaction between teachers and students which are formed by means of integration of already existing teaching methods; use of various types of modeling (mathematical, simulation, analogue, orthographic etc.) which at the latest time become more and more popular as the methods of teaching and upbringing and it should be noted that they are used under different conditions.

The analysis of theoretical and practical experience allowed us to elaborate an approximate correlation between the investigation methods used in geographical, historical and socioenvironmental sciences, as well as between the principal elements of structure of a personality (related to cognition, activity and the essence of creativity) and the teaching methods used during the educational process in a higher educational institution.

We'd like to demonstrate a combination of methods for formation of the *cognitive component*:

– *sign (verbal) methods*: explanation; conversation; discussion; persuasion; positive instance; use of an artificial, statistical language; use of a language of conventional symbols; suggestive methods; suggestion box;

– *natural (graphical) methods:* use of natural socioenvironmental objects; demonstration; illustration; use of visual aids; observations; experiments;

– *modeling (practical) methods*: modeling of socioenvironmental situations: experiments, positive instance; study of documentation.

Approximate correlation between the components of structure of a personality, the methods of socioenvironmental investigations and the methods of education in a higher educational institution within the structure of *activity-related component* is as follows:

– *sign (verbal) methods*: explanation, clarification, instruction, study of historical and geographical sources, pedagogical request, public opinion, suggestion box;

– *natural (graphical) methods:* demonstration; illustration, tables, use of visual aids, solution of

socioenvironmental tasks, expert estimation, field work, ecological monitoring, inurement;

– *modeling (practical) methods*: exercises, practical work, laboratory work, work with a computer, work with various information sources.

With regard to the *component related to the essence of creativity* approximate correlation between the components of structure of a personality, the methods of socioenvironmental investigations and the methods of education in a higher educational institution appear to be as follows:

– *sign (verbal) methods)*: discussion, topical narrative, pedagogical request, rewards, punishment, impression-based;

– *natural (graphical) methods:* observation, positive instance method, use of visual aids;

– *modeling (practical) methods*: cognitive, experiments, competition in environmental improvement, creation of a successful situation, expressive (The same source).

The identified groups of methods are interrelated by an objective necessity to cover various aspects of personality of a student in the course of studying an integrated content of socioenvironmental curriculum. At time of selection and use of any of the methods it would be useful to take into consideration the opinion of Lerner I.Ya. stating that a method should necessarily correspond to every component of the content being studied [3; 5; 6].

At the same time the methods of socioenvironmental education of students disclose its integrative function, exactly these methods facilitate achievement of the objectives of education, upbringing and personal enhancement of a student in the course of assimilation of complex socioecological content.

References

1. Arkhangelskiy S.I. Academic activities in higher education institutions, its characteristic principles and methods. M.: Vysshaya shkola, 1980. 200 p.
2. Babanskiy Yu.K. Optimization of education and up-bringing process in school. M.: Prosveshcheniye, 1982. 194 p.
3. Secondary school didactics / Edited by Skatkina M.N. M.: Prosveshcheniye, 1982. 224 p.
4. Dictionary of foreign words. M.: Russkiy yazyk, 1982. 608 p.
5. Lerner I.Ya. School subject, subject matter, lesson. M.: Znaniye, 1988. 96 p.
6. Lerner I.Ya. Didactic principles of methods of teaching. – M. Znaniye, 1980. 102 p.
7. Methods of systematic pedagogic thinking / Edited by N.V.Kuzmina. M.: Prosveshcheniye, 1980. 186 p.
8. Pedagogics / Edited by Yu.K. Babanskiy. M.: Vysshaya shkola, 1988. 487 p.
9. Pedagogics / Edited by P.I. Pidkasistyi. M.: Rospedagentstvo, 1996. 604 p.
10. Preobrazhenskiy V.S., Gerasimov I.P. Fundamentals of constructive geography. M.: Prosveshcheniye, 1985. 234 p.

PROFESSIONAL EDUCATION

ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ

UDC 372 **DOI: 10.18413/2313-8971-2015-1-4-33-36**

Petrova S. V.

FORMATION OF SPEECH CULTURE PRIMARY SCHOOL TEACHERS IN TODAY'S LANGUAGE SITUATION

Candidate of Philological Sciences, Assistant Professor
Belgorod State National Research University 85, Pobedy St., Belgorod, 308015, Russia; E-mail: petrova@bsu.edu.ru

Abstract
The article considers the problems associated with the formation and perfection of speech culture of future primary school teachers. In this paper identifies the main features characteristic of the modern linguistic situation, the working methods aimed at the formation of linguistic and communicative competence of future teachers of primary school. Modeling speech situations is one of their effective exercise in the development of communication skills and mastery of the rules of modern literary language.
Keywords: speech culture, norms, language personality, speech situation, modeling speech situations

Петрова С. В.

ФОРМИРОВАНИЕ РЕЧЕВОЙ КУЛЬТУРЫ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНОЙ ШКОЛЫ В УСЛОВИЯХ СОВРЕМЕННОЙ ЯЗЫКОВОЙ СИТУАЦИИ

кандидат филологических наук, доцент
Белгородский государственный национальный исследовательский университет,
ул. Победы, 85, г. Белгород, 308015, Россия; E-mail: petrova@bsu.edu.ru

Today the issue of increase in the level of speech culture of Russian speakers gains in topicality. Speech culture represents part of the general human culture and plays an important role in the professional establishment of a person, in implementation of his communicative goals. Increase in the level of speech culture of bachelors is one of the main tasks of studying the Russian language at the university. As is known, well-bred speech, appropriate use of linguistic means during the process of communication is one of indicators of the general human culture, his intelligence. The efficiency of the communication process and success of professional communication depend on how accurately and properly according to the specific speech situation a future pedagogue can express his thoughts and ideas.

There are a few definitions of the concept ‘speech culture’, but in our point of view the most accurate and comprehensive one is the definition suggested by the professor A.N. Ksenofontova, according to which we understand speech culture as ‘correctness of speech, i.e., compliance with the literature norms perceived by the speaker and writer as an ‘ideal’ or commonly accepted and traditionally protected ritual, image as well as speech excellence – i. e., not only adherence to the norms of the literary language but also the ability to select from the relevant options the most accurate in sense relation, stylistically and contextually appropriate, expressive, etc. one’ [7, p. 67].

Speech culture is based on standardized speech by which we mean speech compliance with the requirements set to the language within the specific language community during the particular historical period, observance of the rules of pronunciation, stress, language use in terms of lexical meaning, forming, making of syntactic constructions.

Observations on the speech of high school students allow speaking of recession of their speech culture level. This is evidenced by difficulties experienced by perception and processing of text information, as a rule, of scientific content; rather frequently it is referred to insufficient formedness of

the skills of organizing speech communication in a specific situation, lack of knowledge of etiquette formulas exclusive of the most frequently used ones; poor mastering of literary norms; wide use of jargonisms. All of this is yet more proof that it is necessary to perform targeted work aimed at formation and improvement of the speech culture in university students.

Various aspects relating to the procedure of formation of the speech culture in higher school students are presented in the studies of outstanding linguists and methodology experts such as L.A. Vvedenskaya, V.V. Vinogradov, B.N. Golovin, I.B. Golub, A.I. Dunev, D.E. Rosenthal, E.V. Sintsov, E.N. Shiryaev et al. [2, 4, 3, 5, 9, 10, 11].

The work on development of the speech culture is multi-dimensional; it has to be continuous and targeted. It makes sense to hold for the students' audience the round tables on the speech culture issues, conduct trainings aimed at mastering the norms of the literary Russian language, simulation of speech situations. Thus, for example, the round table 'Is it popular to speak properly' was held among the bachelors of the course Primary education and foreign language of the Belgorod National Research University.

The agenda included in the issues related to the problems of functioning of the Russian language in the modern Russian society. As the result of reasoning the students arrived at the conclusion that it is popular to speak properly. They'd love to achieve excellence in mastering the literary language as it is a necessary tool, the key to achievement of both life and professional success by a personality. The participants of the round table also noted that the current linguistic situation in Russia is characterized by increase in the number of borrowings, liberalization of norms of the literary Russian language, use of swearwords. All of this allows speaking of recession of the speech culture level in the population.

In the course the work the bachelors were proposed the tasks execution of which enabled identifying the status of the linguistic passport of the discussion participants. What can be positively estimated is that the first-year students adequately master the language norms, skills of conducting a business conversation, public speaking. As noted by the bachelors themselves, work on the speech correctness is not stopped at this stage. Study of the Russian language at the university shall be aimed at further linguistic development of a person, improvement of skills ensuring fluency in the literary Russian language in different communicative situations.

While reasoning of the actions that could promote to increase in the level of speech culture of Russian speakers, the round table participants stated the following suggestions: it is necessary to conduct the targeted language policy; by employment the requirements shall be applied to the candidates that represent the level of his proficiency in the native language.

The issues of improvement of the speech culture are related to individual potencies of a person. Each of us may decide how to speak, which linguistic means to use, everyone is granted the freedom of choice. However, in this case freedom is associated with the liability for the language future, for cultural heritage of the country as well as with liability before the younger generation as very soon the today's students will come to school as teachers and will not only deal with the linguistic development of junior pupils but also set the example for them. The task of increasing the speech culture of the language speakers is creation of the optimal conditions in order to enable the free and responsible choice.

One of the interesting and efficient methods of increasing the level of speech culture in future pedagogues is simulation of speech situations as students face the task of solving their communicative intensions within the specified communicative situation. In order to do that they need to take into account the stylistic orientation of the conversation, select the necessary etiquette formulas, make up the statement and pronounce it.

One of the main tasks of teaching the Russian language consists in forming a person featuring language, linguistic and communicative competences. In our opinion, simulation representing a significant characteristic of the modern style of thinking plays an important role in this process.

The modern approach to the issues of the speech development of students of higher educational institutions suggests formation in them of sustainable and conscious fundamentals of the speech behavior. It is needed to foresee such situations in the educational process that determine the speech motivation, set the future teacher before the necessity of speech acts, and arouse in him the interest and striving to share his vision of the issue, suggest a solution.

Today the term 'communicative situation' is being considered by representatives of different sciences: linguists, psychologists, sociologists, pedagogues, methodology experts; however, at the current stage there is still no shared vision of the definition of the concepts 'situation' and 'speech situation'.

E.I. Passov defines a speech situation as a 'universal form of functioning of the communication process that exists as an integrated system of social-status, role, pragmatic and moral relations between the communication parties that is reflected in their consciousness and arising on the basis of interaction of situational positions of communicators' [8, p. 83]. As it seems to us, such understanding of a speech

situation allows simulating them during the educational process by creating conditions that are adequate to the real-world ones.

As rightly noted by O.M. Kazartseva, a 'speech act is possible only provided that a speech situation, a situation of communication has been established or created intentionally. Speech situations may be natural, i. e., established during the process of communication between people, or artificial, i.e., created for the purposes of education and speech development. The task of a pedagogue is to create during lessons such speech situations that would feature higher developmental potential and would generate in the students the motive of speaking' [6, p. 137].

In the modern methods of teaching the Russian language at university the method of simulation of a speech act plays on important role along with the traditional teaching methods. It is implemented in the contextual exercises that are based on the dependence of the content and speech design of statement on the conditionally specified speech situation.

As a rule, use of models is more peculiar to тexact sciences but during the speech culture classes aimed at formation of a linguistic identity simulation may be used for production of the own utterance.

Any model of a speech situation incorporates the following components: communication setting (environment) (official, unofficial); addressee (number of listeners; role (thematic) relations, communication relations); purpose of conversation (communication, reporting, impact). Speech acts of people acting as some or other roles are stereotypic. Thus, by offering a student role to students we thereby offer a certain specific program of speech acts. Speech situations may be either standard or non-standard. The standard ones are characterized by repeating elements for implementation of which stereotypic language material is used. Standard speech situations contain much more material and standard language models that are used in the ready prepared form.

The requirements to statement are the following: small volume, clear and concise nature of narration, accuracy and stylistic appropriateness of the language use, use of etiquette formulas.

Thus, students may be proposed to prepare official-etiquette speaking on the following topics: 'Personal narrative', 'Meeting the delegation of foreign students at the airport', 'Organization of a small excursion of the university and department', 'Introducing a visitor to a group of students', 'Congratulating a colleague on the award for professional accomplishments', 'Congratulating first-graders and their parents on the Knowledge Day', etc. Speech situations most closely resemble the real-world conditions the students appear at during studying at a university or will experience in the future professional activity. Guidance on the speaking etiquette by N. I. Formanovskaya is used as the methodological support; it contains the variety of different etiquette clichés for diverse communicative situations.

For example, the ability to tell about self, present oneself having emphasized the own strengths and weakness is relevant to the future professional activity. This may be required in case of acquaintance, moving to a new group or team, entering an organization, employment.

Such personal narrative is aimed at forming a favorable impression of a person in the conversation partners. An approximate narrative pattern may consist of the following clichés to be supplemented**:** My name is…; I am currently…; the person that inspires me … (inspired)…; Events inspiring me …; this is what I may be proud of …; our family heirloom is…; I like …. best of all…; I don't like…; I'd refer … to my strengths …; I take … as my weakness…; My professional motto is…; This is what I am striving for…; I build relationships with people …; I am expecting from the today's meeting ….

In the course of execution of such tasks it is important that the bachelors form the ability to use speech stereotypes that are typical to situations of everyday communication. During speaking before the audience it is necessary to keep observing the norms of the literary Russian language.

A representative of any profession, especially teacher of a primary school the speech behavior of which is the example for his pupils shall remember of the liability that he bears as the language speaker. It is crucial to constantly improve the own communication skills; carefully select the linguistic means to be used. Nowadays those people are demanded who may arrange their speech behavior according to the rules of the literary Russian language and professional requirements. The teacher's profession is oriented towards mastery of the native language, towards continuous and targeted improvement of the speech culture.

References

1. Vvedenskaya, L.A., Pavlova, L.G., Kashayeva, E.Y. The Russian language and speech culture. Rostov-on-Don: Fenix, 2001. 144 p.

2. Vinogradov, S.I. Regulatory and communicative-pragmatic aspects of the speech culture / Edited by L.K. Graudina and E.N. Shiryaeva. M.: Prosveschenie, 1996. 186 p.

3. Golub, I.B. Russian language and speech culture: text book. M.: VLADOS, 2003. 216 p.

4. Golovin, B.N. Fundamentals of the speech culture: text book. M.: Prosveschenie, 1991. 214 p.

5. Dunev, A.I. Russian language and speech culture. M.: Forum, 2004. 368 p.

6. Kazartseva, O.M. The culture of oral communication: training theory and practice. M., 2001. 496 p.
7. Ksenofontova, A.N. The speech activity issue in the pedagogical process. Orenburg: OGPI, 1996. 99 p.
8. Passov, E.I. Communication foreign language education. The concept of development of individuality within the dialogue of cultures. Lipetsk: LGPI-RZIO, 2000. 204 p.
9. Rosenthal, D.E. Guide on spelling, pronunciation, literary editing. – M.: CheRo, 1999. 218 p.
10. Sintsov, E.V. The Russian language and speech culture: text book. M.: Flinta: Nauka, 2009. 160 p.
11. Shiryaev, E.N. Speech culture as a specific theoretical discipline // Culture of the Russian speech and communication efficiency / Edited by L.K. Graudina and E.N. Shiryaev. M.: Prosveschenie, 1996. 256 p.

UDC 372.881.1 **DOI: 10.18413/2313-8971-2015-1-4-37-44**

Romanova N. N.[1], Amelina I. O.[2]

DEVELOPMENT OF SKILLS IN BUSINESS COMMUNICATION BASED ON THE AUTHENTIC AUDIOVISUAL MATERIAL WITHIN THE UNIVERSITY COURSE OF «RUSSIAN AS A FOREIGN LANGUAGE»

1) Doctor of Pedagogical Sciences, Associate Professor,
Head of the Department «The Russian Language»
Moscow State Technical University n.a. N.E. Bauman,
5, 2nd Baumanskaya St., 105005, Russia; E-mail: romanova-mgtu@yandex.ru
2) Lecturer South-West State University, 94, 50-years of October St., Kursk, 305040, Russia;
E-mail: amelina.i.o@yandex.ru

Abstract
The article reveals the importance of business communication skills as an important element of professional communicative competence and its development for university students - future specialists. The role of authentic audiovisual materials in teaching the named aspect is highlighted. The article describes the methodology and analyses the results of an experimental implementation of a business communication course in teaching students of economic and noneconomic specialties.
Keywords: professional and communicative competence, Russian as a foreign language, business communication, audiovisual aids of teaching.

Романова Н. Н.[1], Амелина И. О.[2]

РАЗВИТИЕ НАВЫКОВ ДЕЛОВОЙ КОММУНИКАЦИИ НА ОСНОВЕ АУТЕНТИЧНЫХ АУДИОВИЗУАЛЬНЫХ МАТЕРИАЛОВ В РАМКАХ ВУЗОВСКОЙ ДИСЦИПЛИНЫ «РУССКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ»

1) доктор педагогических наук, доцент,
заведующий кафедрой «Русский язык»
Московский государственный технический университет им. Н.Э. Баумана,
ул. 2-я Бауманская, 5, Москва, 105005, Россия;
E-mail: romanova-mgtu@yandex.ru
2) преподаватель кафедры «Теоретическая и прикладная лингвистика»
Юго-Западный государственный университет,
ул. 50 лет Октября, 94, Курск, 305040, Россия; E-mail: amelina.i.o@yandex.ru

Foreigners who receive higher education in Russia, for the successful rehabilitation in educational and social spheres, to interact with a variety of administrative and social structures, as well as for the forthcoming work is required to have an advanced professional-communicative competence. An important component of the latter is the knowledge, skills and abilities required for the conduct of business communication, which means "the process of transmission and accurate reproduction of ideas, supported by a response that ensures the implementation of actions to achieve the objectives of the organization" [8, p. 3]. Modern world is characterized by the global economic interaction that encourages communicators to produce and perceive operating in this field documents and information materials created not only by professionals in the field, but also by experts from other industries, as well as ordinary consumers, representing different ethnic cultures and having different levels of language, speech, socio-cultural competences [7, p. 382].

Under these conditions, possession of skills of business communication is particularly important for students of economics as "the goal of higher education in the field of economy is the formation of professional competence of an expert, which, along with subject knowledge and skills in management and organizational field implies communicative speech culture of a graduate" [5 , from. 81], and "the ability to clearly express one's thoughts, to be sociable for each specialist is to secure both

professional and interpersonal equitable contact in collaboration with partners, to establish oneself as a person to achieve some progress" [6, p. 78]. For students of other specialties business communication skills are also important, and especially at the initial stage of training (1-2 year undergraduate), because in this period the foundation of educational and professional interactions in a foreign language is being set, including the field of economics, which is included in curricula and educational programs of the various training areas like a discipline of general humanitarian cycle / profile. In this context, the aspect training of business communication skills in the course of Russian as a Foreign Language (RFL) undoubtedly has importance for socio-professional formation of a specialist in economic and other areas.

Location and volume, content and structure of the named aspect in the training of foreign students of Russian language are in the research field of many trainers and teachers practitioners: T.E. Akishina, T.M. Balykhin, T.N. Bazvanovoy, A.V. Velichko, S.I. Elnikova, L.I. Eremina, I.F. Zhdanova, L.P. Klobukova, T.V. Kozlova I.V. Mikhalkin, M.A. Romanov, T.P. Skorikova and others. Many authors had their courses on business communication embodied in textbooks, for example: Akishina T.E., T.P. Skorikova "Business contacts: business course in Russian language" [1], T.M. Balykhin, S.I. Elnikova "Businessmen all over the world speak Russian". [2] It should be noted that the main feature of the textbooks on business communication skills development is their text orientation. Of course, this approach to foreign language teaching traditionally maintains a leading position; but under conditions of general informatization and the need to quickly and efficiently achieve goals mobilizing educational resources get actualized, and above all authentic audiovisual training means (AATM), marked with "high informativeness, rational representing of educational information, description of the studied phenomena in dynamic development, realistic display of reality "[3, p. 66], bright, figurative representation of events, ability to provide immersion in the culture of the target language media, its deeper and fuller understanding [10, p. 1741].

Among these tools feature films and cartoons are in most demand that appeal to both logical-discursive and figurative-emotional areas of students' cognitive activity and thereby increase their motivation in relation to the subject. Such technical possibilities of the named tools contribute to it. Such possibilities include creation of diverse image in scale and the object of frame focusing (they allow, for example, to concentrate on details that may go unnoticed in everyday life, or without special equipment), the use of special sound and visual effects, etc. [9, p. 242]. Given the recognized didactic value of these AATM the authors of the article set up an educational and methodical complex on the aspect training of business communication using audio and video materials for its inclusion in the general system of university teaching Russian as foreign language. We will note that at this stage of the study the developed course is designed to implement this aspect at 1-2 courses (level of Russian as foreign language - B1, or the first certification).

To test effectiveness of the complex as well as the approach to teaching business communication with audiovisual accompaniment an experimental study was carried out.

The experiment was conducted during the fall semester of 2014-2015 academic year on the basis of VO FGBOU "Southwestern State University" (Kursk). It was attended by 25 foreign students of economics (1 course of 12 students and 13 students of 2nd year). In order to determine the possibility of adaptation laid in the foundation of the linguo-didactic model experiment were also 25 students of other disciplines (chemical, technological) in the same ratio (12 students of 1st year and 13 students of 2nd year) have been involved. Methodological feasibility of implementation of a system of skills of business communication training at an early high school stage is conditioned to have subject "Economics" included in the block of the overall humanitarian and socio-economic disciplines specified in the curriculum for directions and specialties of subjects training. It is also conditioned by the fact that during organization of education process of Russian as foreign language, in most cases, the students of different specialties are combined in a single group and study the same material. Experimental training was conducted under standard conditions of educational process: there was a two-hour class once a week (32 hours). As AATM fragments of feature films and television series "Do not be born beautiful", "Office Romance", "Office Romance. Our time ", "Father for Sophia ", "Peter the Perfect", "All for You", "Next-2", "Three half graces", "Queen of the Game", "There would be no happiness" were used.

Experiential teaching has traditionally included three stages that reflected the known methodological sequence: ante-experimental part, training itself and post-experimental part.

The aim of ante-experimental part was to determine the initial level of knowledge of business and professional language and also command of business communication skills. The check was conducted in a test survey way and consisted of three tasks. The tested person had a number assigned to him. It was chosen at random.

Table 1.

Results of pre-experimental cut in the group of students of economic specialties

Order number (№) of the tested student	Course	Total result, ball	Task 1, ball	Task 2, ball	Task 3, ball
1	2	24	12	8	4
2	2	37	16	16	5
3	2	38	22	12	4
4	2	34	16	14	4
5	1	40	23	12	5
6	2	24	10	10	4
7	2	36	13	18	5
8	1	24	7	14	3
9	1	23	3	17	3
10	1	33	14	14	5
11	1	17	4	9	4
12	2	30	17	11	2
13	1	22	8	10	4
14	1	32	15	12	5
15	1	32	12	17	3
16	1	23	7	12	4
17	1	21	4	15	2
18	1	21	7	13	1
19	2	19	6	9	4
20	2	30	12	13	5
21	2	22	11	10	1
22	2	33	19	10	4
23	2	27	6	18	3
24	2	23	4	15	4
25	1	25	5	16	4
Average result, ball		27,6	10,92	13	3,68
Average result, %		55,2	43,68	65	73,6

Table 2.

Results of pre-experimental cut in the group of students of non-economic specialties

Order number (№) of the tested student	Course	Total result, ball	Task 1, ball	Task 2, ball	Task 3, ball
1	2	33	23	10	0
2	2	28	16	12	0
3	2	34	15	15	4
4	2	15	3	9	3
5	2	26	6	15	5
6	2	28	5	19	4
7	1	23	8	12	3
8	1	23	6	12	5
9	1	17	7	5	5
10	1	25	11	11	3
11	2	33	14	14	5
12	2	27	8	15	4
13	1	27	9	13	5
14	1	20	11	7	2
15	2	26	6	15	5
16	2	30	14	12	4
17	1	15	5	10	0
18	1	21	11	9	1
19	2	28	12	12	4
20	1	18	10	8	0
21	1	18	11	7	0
22	2	32	10	17	5
23	1	23	9	9	5
24	2	19	8	6	5
25	1	22	8	10	4
Average result, ball		24,44	9,84	11,36	3,24
Average result, %		48,88	39,36	56,8	64,8

In the first task a list of 25 words related to the professional vocabulary (e.g. supplier, bankrupt, raw materials, business plan, etc.) was given, and the task of the students was to note the words that they know (for every word 1 point was assigned). The results showed that on average students-economists know 10.92 out of 25 offered words, that is 43.68% (see. Table 1), and students of non-economic specialties - 9.84, which is 39.36% and 4.32% less than the result of economics students (see. Table 2).

In the second task the students had to answer 10 phrases (for example: Let me introduce, this is my deputy Alexei Petrovich; Director is not there, you will have to wait a bit, let's discuss the details at business dinners, etc.). The maximum for each answer one could get 2 points; However, this assignment takes into account compliance with the rules and use the formulas of speech etiquette, so any violation while preserving the adequacy of response led to the withdrawal of 1 point. According to the results, the average score of students-economists was 13 out of 20, equal to 65% (see. Table 1), and students of other specialties - 11.36, i.e. 56.8%, the difference in the results - 8.2 % (see. Table 2).

The third task is to determine the genres of 5 documents based on the selection of the options (for each correct answer - 1 point). Students have coped quite well with this task, in which the average for the economics students was 3.68, i.e. 73.6% (see. Table 1), students of other specialties - 3.24, i.e. 64.8%. The difference in the results - 8.8%. The greatest difficulty in the classification caused such genres of business documents as characteristics, CV and receipt.

In general, having performed all the tasks, students can gain maximum 50 points. Results of pre-experimental cut showed that the overall average result of economics students was 27.6 points (55.2%), students of other specialties - 24.44 (48.88%). Thus, the results from economics students were higher than the corresponding figure of students of other specialties by 6.32%.

Experimental training was conducted in accordance with the recommendations developed in the textbook, methods and course directions that foresaw learning of 8 situational-communicative topics during the semester:

1. Business Communication. Features of communication.
2. Speech etiquette.
3. Portrait of business man.
4. Business conversation. Interview. CV.
5. Business telephone conversation.
6. Business negotiations. Business letter (formal).
7. Business negotiations. Receipt.
8. Business negotiations. Business Letter (semi-official).

It should be noted that the feature films and TV series that are used as AATM, show almost no acts of written communication between the characters, so that the application of such means as a kind of speech activity is poorly developed or not developed at all. Meanwhile, the ability to work with business papers is an important component of professional culture of a specialist, as business contacts, negotiations and agreements require documenting of administrative and legal relations between the partners [4, p. 17]. To eliminate the noted didactic gap in the content of each topic exercises to develop skills of written business communication were added that containe sample documents that correlate with subjects of video clips.

In order to determine the effectiveness of the proposed method at the end of the semester final testing of students (post-experimental section) was conducted. Tests based on thematic material of textbook included vocabulary and grammatical phenomena, mastered during the year; the level of complexity of tasks is significantly greater than those measured in ante-experimental cut. The final test was aimed at determining the degree of formation of professional communicative competence (PCC) of students in the field of business communication. 7 tasks allowed to get 100 points; for satisfactory assessment it was necessary to obtain at least 50 points. According to the results of the test levels of formation of PCC were distributed as follows:

Reproductive - the lowest level, which is limited to mere reproduction of knowledge using lexical and grammatical units available in the proposed didactic materials (50-69 points);

Adaptive - the level which involves transformation of knowledge within a new, but similar situation (70-84 points);

Productive - a level that provides for the use of new ways to apply the knowledge in any thematic situations (85-100 points).

The first three main tasks were created to check formation of lexical and grammatical skills. Task 1 (P1) was of the closed nature: 10 questions were asked with 3 variants of answers. One could get 1 point for correct answer. Examples:

Meaning of the word «respite» –	a) wages, money for work; b) the possibility of doing something at a later date; c) expansion of the area of influence, obtaining a higher positions at work.
Serious companies, _____ their reputation, carefully select employees.	a) being protected; б) used to protect; в) protecting;

In Task 2 (32) students had to fill in the gaps in 10 sentences using the listed first words and phrases, if necessary, changing their form. The correct solution gave 1.5 points: 1 point - for the correctness of the chosen phrase and 0.5 points - for the correct use of the form).

In Task 3 (33) it was necessary to put in the correct form the words from brackets, and in the last of the five points – to choose the right word for the restoration of the sentence. For each correct option 1 point was given.

Task 4 (34) and 5 (35) were aligned with the second and third tasks of ante-experimental cut. At the same time task 4 has been expanded and contained more than 15 phrases, which are required to be responded to. The evaluation criteria used were the same as earlier: 1 point - for the adequacy of the reaction and 1 point - for the lack of mistakes (lexical, grammatical, spelling, stylistic). In Task 5 (35) students received 1 point for each correct definition of the genre of the document from the five proposed.

Task 6 (36) was aimed at restoring missing details or their parts in a business letter (10 clauses with 1 point for each).

In Task 7 (37) students should submit a presentation of a company. The job they have carried out orally and in writing during the pilot training under the theme "Speech etiquette." The maximum number of points - 25. The required volume of the prepared statements was 8-10 phrases; If less, a point was removed for every "missing" proposal. For the absence of the forming part (addressing/greeting such as "Dear ladies and gentlemen!" and the like) 5 points were removed, for communicatively significant errors in the design of phrases or sentences - 2 points, in the use of a word - 1 point; for minor communication errors (grammar, spelling, punctuation) 0.5 points were removed.

The results of each task execution presented in Tables 3 and 4 show that the average test result of all economics students was 84.98 points (same percentage). 12 students scored between 88.5 to 98 points, here we can speak about productive level of formation of their PCC; the remaining 13 students scored between 72.5 to 84.5 points, the adaptive level of PCC is shown. The average result of students of other specialties amounted to 79.28 points (percent), which is 5.7% below the average value of economics students. 9 students scored 85 to 94 points (productive level of formation of PCC), 13 students scored between 70.5 to 83 points (adaptive level of formation of PCC), 2 students scored between 61 and 67.5 points (reproductive level of formation of PCC), 1 student scored 45 points, which indicates a lack of development in his business communication skills.

Table 3

Results of post-experimental cut in the group of students of economic specialties

Order number (№) of the tested student	Course	Total result, ball	31, ball	32, ball	33, ball	34, ball	35, ball	36, ball	37, ball
1	2	83	10	13	5	21	5	8	21
2	2	91	10	15	4	28	5	9	20
3	2	95	10	15	5	26	5	9	25
4	2	84	10	14	4	24	5	7	20
5	1	98	10	15	5	29	5	10	24
6	2	90	10	14	5	25	5	8	23
7	2	90	10	15	5	26	5	7	22
8	1	75,5	9	12,5	4	20	3	9	18
9	1	72,5	10	14,5	4	17	3	8	16
10	1	78	7	15	2	18	5	8	23
11	1	76	10	14	4	18	5	9	16
12	2	85,5	7	14,5	2	26	5	7,5	23,5
13	1	88	8	15	5	27	5	9	19
14	1	80,5	9	8,5	3	22	5	8	25
15	1	81,5	9	12,5	3	25	2	10	20
16	1	77,5	7	11	3	21	4	9,5	22
17	1	88	9	14	4	26	3	10	22
18	1	81,5	9	14	2	23	4	9,5	20
19	2	76	10	12	2	16	4	9	23
20	2	88,5	10	11,5	4	25	5	10	23
21	2	82	10	14	5	18	5	9	21

22	2	84,5	8	13,5	3	22	5	9	24
23	2	95,5	10	14,5	5	27	5	9	25
24	2	90,5	10	14,5	4	25	3	10	24
25	1	92	10	14	4	28	5	10	21
Average result, ball		84,98	9,28	13,62	3,84	23,32	4,44	8,86	21,62
Average result, %		84,98	92,8	90,8	76,8	77,73	88,8	88,6	86,48

Table 4

Results of post-experimental cut in the group of students of noneconomic specialties

Order number (№) of the tested student	Course	Total result, ball	31, ball	32, ball	33, ball	34, ball	35, ball	36, ball	37, ball
1	2	91	8	15	5	27	5	9	22
2	2	91	9	14	3	28	5	9	23
3	2	86,5	9	12,5	4	23	5	9	24
4	2	45	3	4	0	14	3	6	15
5	2	79	10	8,5	3	19	5	9,5	24
6	2	83	10	13	4	25	4	8	19
7	1	70,5	10	13	1	18	3	9,5	16
8	1	87	10	9	3	20	15	9,5	20,5
9	1	72	9	13	3	21	5	5	16
10	1	82	10	14	3	23	5	7,5	19,5
11	2	85	10	14	4	23	5	9	20
12	2	94	10	14	5	28	5	9,5	22,5
13	1	89,5	9	13,5	3	25	5	10	24
14	1	89,5	10	13,5	4	26	5	9	22
15	2	83	9	12,5	4	21	5	9	22,5
16	2	85,5	10	12	3	27	3	9,5	21
17	1	67,5	9	8,5	1	16	5	9,5	18,5
18	1	61	9	8	1	16	5	8	14
19	2	80	10	12,5	2	20	5	9,5	21
20	1	72,5	8	12	1	19	5	7,5	20
21	1	74	7	13,5	3	17	5	7	21,5
22	2	75,5	10	14	4	17	3	8	19,5
23	1	75,5	10	14	4	16	3	8	20,5
24	2	82	9	10,5	4	21	5	10	22,5
25	1	80,5	10	8	2	24	5	8,5	23
Average result, ball		79,28	9,12	11,86	2,96	21,36	4,96	8,56	20,46
Average result, %		79,28	91,2	79,1	59,2	71,2	99,2	85,6	81,84

Analysis of the results of obtained cuts suggests a significant increase in indicators of formation of business communication skills in groups of testees: an average of 29.78% for economics students and 30.4% for students of non-economic specialties (see. Table. 3).

Table 5

Comparative analysis of the results of pre-experimental and post-experimental cuts in the group of students of economic specialties

Order number (№) of the tested student	Course	Ante-experimental result, ball	Post-experimental result, ball	Ante-experimental result, %	Post-experimental result, %	Augmentation, %
1	2	24	83	48	83	35
2	2	37	91	74	91	17
3	2	38	95	76	95	19
4	2	34	84	68	84	16
5	1	40	98	80	98	18
6	2	24	90	48	90	42
7	2	36	90	72	90	18

8	1	24	75,5	48	75,5	27,5
9	1	23	72,5	46	72,5	26,5
10	1	33	78	66	78	12
11	1	17	76	34	76	42
12	2	30	85,5	60	85,5	25,5
13	1	22	88	44	88	44
14	1	32	80,5	64	80,5	16,5
15	1	32	81,5	64	81,5	17,5
16	1	23	77,5	46	77,5	31,5
17	1	21	88	42	88	46
18	1	21	81,5	42	81,5	39,5
19	2	19	76	38	76	38
20	2	30	88,5	60	88,5	28,5
21	2	22	82	44	82	38
22	2	33	84,5	66	84,5	18,5
23	2	27	95,5	54	95,5	41,5
24	2	23	90,5	46	90,5	44,5
25	1	25	92	50	92	42
Average result		27,6	84,98	55,2	84,98	29,78

Table 6

Comparative analysis of the results of pre-exper imental and post-experimental cuts in the group of students of noneconomic specialties

Order number (№) of the tested student	Cou rse	Ante-experimental result, ball	Post-experimental result, ball	Ante-experimental result, %	Post-experimental result, %	Augmentati on, %
1	2	33	91	66	91	25
2	2	28	91	56	91	35
3	2	34	86,5	68	86,5	18,5
4	2	15	45	30	45	15
5	2	26	79	52	79	27
6	2	28	83	56	83	27
7	1	23	70,5	46	70,5	24,5
8	1	23	87	46	87	41
9	1	17	72	34	72	38
10	1	25	82	50	82	32
11	2	33	85	66	85	19
12	2	27	94	54	94	40
13	1	27	89,5	54	89,5	35,5
14	1	20	89,5	40	89,5	49,5
15	2	26	83	52	83	31
16	2	30	85,5	60	85,5	25,5
17	1	15	67,5	30	67,5	37,5
18	1	21	61	42	61	19
19	2	28	80	56	80	24
20	1	18	72,5	36	72,5	36,5
21	1	18	74	36	74	38
22	2	32	75,5	64	75,5	11,5
23	1	23	75,5	46	75,5	29,5
24	2	19	82	38	82	44
25	1	22	80,5	44	80,5	36,5
Average result		24,44	79,28	48,88	79,28	30,4

Thus, experimental research has confirmed the effectiveness of a technique of training of students of 1-2 courses of business communication within the framework of discipline of Russian as a Foreign Language based on the integration of language teaching and the specialty and using topical AATM selected on the basis of criteria of situational, thematic, lexical and grammatical significance for formation of communicative personality of a specialist. The presented method has a positive effect on the motivation to learn language, and the use of rich and cultural potential of the above training tools extends the range and significantly increases the level of professional communicative competence of students. We would like to note that this study that reflected the initial stage of the implementation of the chosen method into the general system of training of Russian as Foreign Language in higher education, provides for the continuation of pedagogical research and its expansion to all educational stages, where for the development of skills of business communication it will be methodically logical to attract not only feature, but also documentary films, news reports and other thematically relevant video materials as authentic AATM, representing the current for the given sphere speech and behavioral situations in the cultural context that familiarize future specialists with the realities of the Russian-speaking professional and business communication.

References:

1. Akishina T.E. Business contacts: business-course in Russian as a foreign language / T.E. Akishina, T.P. Skorikova. M.: Russkij jazyk. Kursy, 2013. 376 p.
2. Balyhina T.M., El'nikova S.I. Businessmen from all over the world speak Russian: coursebook. M.: RUDN, 2010. 232 p.
3. Gorbunova T.S., Fahrutdinova A.V. Use of audiovisual aids in teaching a foreign language in non-language universities // Scientific Notes of Kazan Bauman State Academy of Veterinary Medicine. 2014. №2. PP. 64–69.
4. Kuz'mina N.V. Formation non-humanitarian university students' skills in written business communication // Kazan pedagogical journal. 2009. №7-8. PP. 16–21.
5. Romanova N.N., Amelina I.O. Lingvodidactic basics of Russian for business communication course and its educational and methodical support in teaching foreign students of economic specialties // The SWSU Proceedings. Series: Linguistics and pedagogical. 2015. №1. PP. 81– 88.
6. Shul'gina N.P., Ivanova G.I. The dialogue of cultures as means of improvement of effectiveness of educational process in modern universities // The SWSU Proceedings. Series: Linguistics and pedagogical. 2015. №1. PP. 76–80.
7. Agarwal Sh., Chakraborty S. Teaching and Evaluation of Business Communication: Genesis and Growth. International Journal of Innovation, Management and Technology. Vol. 1. 2010. № 4. PP. 381 – 387.
8. Bhatia R.C. Business Communication. New Delhi: Ane Books PVT. Ltd., 2009. 608 p.
9. Champoux J.E. Film as a teaching sourse. Journal of management inquiry. 1999. № 8. PP. 240 – 251.
10. Jiao X., Qi P. The effects of film appreciation on improving the students' intercultural communication competence. Theory and Practice in Language Studies. Vol. 2. 2012. № 8. PP. 1741– 1745.

VECTOR OF SEARCH

ВЕКТОР ПОИСКА

UDC 372.881.161.1 **DOI: 10.18413/2313-8971-2015-1-4-45-50**

Cherkashina T. T.[1]
Novikova N. S.[2]
Sayenko T. I.[3]

COMMUNICATIVE SEARCH FOR A WAY OUT OF THE IMPASSE IN CROSS-CULTURAL COMMUNICATION: CONDITIONS FOR NARROWING THE "GAPS" BETWEEN THE LANGUAGES

1) Doctor of Pedagogical Sciences, Associate Professor, Head of the Russian Language and Cross-Cultural Communication Department State University of Management, 99 Ryazanskij Avenue, Moscow, Russia; E-mail: ttch2004@yandex.ru
2) Candidate of Philological Sciences, Professor Peoples' Friendship University of Russia, 6, Miklukho-Maklaya St., Moscow, Russia; E-mail: natalynov@yandex.ru
3) Candidate of Philological Sciences, Professor Institute of Liberal Arts and Sciences, Nagoya University, Furo-cho, Chikusa-ku, Nagoya, Japan; E-mail: tisayenko10@yahoo.com

Abstract
The paper addresses the issue of linguistic differences in cross-cultural communication and discusses communicative strategies that could be used to mitigate them. The authors argue that lingua-didactic multicultural education can help remove the main obstacle in the traditional teaching of Russian as a foreign language (RFL) - a "clash of cultures"; and not only can introduce a model of teaching to write, read, and speak in Russian, but can also offer a system of instruction that will allow the students to understand the way Russians think, which surely would make it easier for them to "translate" a text from one culture into another in a non-native "cultural environment" providing a polylingual format for interaction.
Keywords: cross-cultural communication; communicative strategies; multicultural education; Russian as a foreign language; ecolinguistic system.

Черкашина Т. Т.[1],
Новикова Н. С.[2],
Саенко Т. И.[3]

COMMUNICATIVE SEARCH FOR A WAY OUT OF THE IMPASSE IN CROSS-CULTURAL COMMUNICATION: CONDITIONS FOR NARROWING THE "GAPS" BETWEEN THE LANGUAGES

1) доктор педагогических наук, доцент, заведующий кафедрой русского языка и лингвистических коммуникаций в управлении Государственный университет управления, Рязанский проспект, 99, Москва, Russia; E-mail: ttch2004@yandex.ru
2) кандидат филологических наук, профессор Российский университет дружбы народов, ул. Миклухо-Маклая, 6, г. Москва, 117198, Россия; E-mail: natalynov@yandex.ru
3) кандидат филологических наук, профессор Университет Нагоя, Япония; E-mail: tisayenko10@yahoo.com

Global integration in all spheres of modern human activity causes the shift of focus in linguistic research to the issues of adequate understanding of other people in a polylingual and multicultural context. Consideration of the addressee factor is a communicatively justified way to develop a dialogue between different cultures, as well as between the communicators representing different language worlds. Charles Morris, a prominent American linguist, stated that 'from the cradle to the grave, and from waking to sleep, a modern individual is exposed to a continuous "barrage "of signs by which others are trying to achieve their goals' [as cited in 9, p.44]. An individual is suggested what he has to believe, what he has to approve or criticize, what he has to do or not to do [as cited in 9, p.45].

So, it is no accident that today researchers discuss the prospects of developing an "ecolinguistic system" [10], and talk about the possibility of

introducing innovative models of a global "linguistic gravitational system" (including a description of the language role, place, and functions) into the socio-cultural environment and practice of cross-cultural communication [2, p.74]. They claim that isolation of the central and peripheral languages in the "linguistic galaxy" would help overcome the consequences of the disaster of the universal language - the Babylonian confusion of tongues. At globalization forums, linguists also talk about the need of linguistic engineering [9], and critically assess, among others, the problem of the "language of homeostasis" of the ecosystem as a whole [1, p.113].

Virtually all reputable modern scientists studying the postmodern process of social and cultural changes (*global village*), talk about the broadening of the scientific interpretation of the term *globality*, attributing to this term the status of the main factor of civilization development, and suggesting various perspectives for studying the phenomenon, including a lingua-didactic one [11; 12]

Innovative models of teaching foreign languages are implicitly linked to the increased attention of scientists and experts to the study of communication process between the speakers of different languages. It is no accident that today methods of teaching Russian as a foreign language (RFL) have got into the field of multidisciplinary interests. Research efforts in multicultural and multimodal format of the "soft power," as the Russian language is called today, are focused on the issues of the dialogue of cultures, - at the intersection of linguistics and almost all of the humanities studying the speaking man. It certainly allows expanded understanding of the process of transferring or receiving information, as well as four (related to it) language skills: listening, reading, writing, and speaking. Reorientation of lingua-didectic studies to culture-appropriate models opens innovative capabilities not as much for foreign language learning, but rather for foreign language education, with an enormous educational, ideological, and social potential to prepare an individual who is ready for a dialogue of cultures [8].

Traditionally, the process of teaching a foreign language was considered mainly through the prism of dichotomies "language - speech", "thinking - speech." But today, according to N. D. Pavlova, scientists are no longer satisfied with the "myth of rational thinking," based mainly on the consideration of speech as a mechanism that supports thinking process, and understanding the language as a well-described system subordinating humans [as cited in 1, p.147]. Suffice it to mention the names of the founders of lingua-pragmatics, such as J. Austin, J. Searle, H. Grice, and others, whose work focused on personality conditioned, nationally oriented interaction of the subjects of dialogic communication. Later, M. Bakhtin introduces the term "dialogic relationships" (or semantic relations between propositions), and suggests that they should be studies taking into account the identity of a given culture, representatives of which are parties to the intercultural dialogue. As you can see, it took time to recognize the primacy of the human factor in the science of language and its functioning[9, p. 204].

In connection with this, authoritative scholars and practitioners (for example, A. Berdichevsky, I. Lysakova, E. Passov, A. Shchukin, and others) talk about the need to revise the traditional methodological view of the Russian as a foreign language (RFL). The language is an integral, organic part of culture that dictates the "rules of the game." To develop a secondary language personality (which is a goal of modern teaching RFL methodology), it is necessary to form student cross-cultural communicative competence with both linguistic and cultural components.

Obviously, communicative competence involves awareness of the communication standards, which allows every participant of the communicative process to jointly build a communication space in the process of the dialogue. To ensure that this dialogue "makes sense," and does not resemble a conversation of the characters from the theater of the absurd, communication rules of its members must be completely, or at least partially, the same. Therefore, there is an interesting question: what, in fact, is the communication norm, what is it composed of, what is the "natural" way of its formation (for example, for a child who is learning about the world and mastering his native tongue), and what problems arise when it is formed "artificially" (when learning a foreign language)?

Being the key to the success of any communication, communication norm is a comprehensive and multi-level concept. In addition to purely linguistic forms (a linguistic norm in its "pure" function), it includes extra-linguistic elements (basic knowledge about the existing and/or pre-existing cultural concepts of the language environment, about the standard reminiscences common for all or almost all native speakers, about the standard ways of structuring and categorization of conceptual space used by the members of the language community, etc.).

Obviously, both purely linguistic and extra-linguistic (cognitive) criteria, for determining the communicative norm, are not stable: the world around us and the means of its reflection in the human mind are constantly changing, the limits and

priorities of concepts are changing, too, and as a consequence, corresponding language means and communication models are also changing.

In itself, the concept of communication norm is rather vague. If we talk only about the linguistic norm (as a part of the communication norm), we can see that native speakers are sometimes not able to explain to a foreigner why this or that expression does not seem right. Very often, this situation is observed in a translation class: all the lexical and grammatical means seem to be chosen correctly - and yet, the phrase sounds strange, does not feel right for a native speaker. But even if not in conflict with the norm of the language, a phrase may not agree with the communicative norm - may be inappropriate (stylistically, or from the point of view of the standard use) in the speech situation.

All of the above leads us to the conclusion that, to develop students' communicative competence in a foreign language, it is necessary first to give them an idea of the communication norm.

It is obvious that the formation of the communication norm requires a fundamentally different approach when we teach foreign students, not native speakers. When children learn to talk, they form their communicative norm "from scratch" - children's speech errors are related, as a rule, to a conflict between the inherent human desire for regularity and violations of regularity, common for a natural language.

If we talk about adults studying a foreign language, the picture is quite different: in the mind of an individual adult, there already exists a nationally specific conceptual model of the world and the corresponding linguistic picture of the world with its language standards, as well as the model of the communication process. If we compare those norms in the native and studied languages, then obviously, they may relate to each other in some ways, may somewhat disagree or may even conflict, but they cannot be absolutely identical. This mismatch of the norms can be both formal - at the level of different syntactic structures (when the interlocutors' common communication space is not broken) - and deep (when deep cognitive components of the interlocutors' knowledge are not the same, and their common communication space is not continuous, but includes "gaps", where the interlocutors experience confusion or misunderstanding of each other).

Let us look at the communication process, and the conditions that make it possible.

As noted by E. Popov [6], during the communication process, in the mind of each of the communicators, there is his model of the world, a model of his partner and of the language they use, a model of the dialogue's structure and a model of himself as a language user. At the same time, if the communication takes place between two interlocutors in their native language, misunderstanding usually occurs when there is a partial mismatch of the knowledge about the structure of the dialogue and/or of the communication task, as well as of the models of the self and other. The model of the language of communication is usually more or less the same. The larger the area of matching, the more successful the act of communication will be and, consequently, the lower will be the risk of misunderstanding or miscommunication between the interlocutors. With significant discrepancies in the models, the risk of misunderstanding increases (as it often happens in the communication between the representatives of different social, age and gender groups).

Generally, as noted by Y. Prohorov [7], if in the language space one of the communicators is not a language personality in full (i.e., his model of the language, of the dialogue's structure, etc. are significantly inferior to the level of a standard native speaker), then a successful act of communication could be possible only if the second party has more than the standard knowledge of the subject they discuss, of his interlocutor (his knowledge - both linguistic and non-linguistic), and of the structure of the dialogue. This observation has been confirmed in the process of teaching RFL, - students successfully communicate with the teacher, but often "crash", trying to find a common language with a native speaker in the street (even with fully matching communicative intentions) because the second interlocutor, in this case, does not know about the level of the foreigner's knowledge, about the gaps existing in his communication model, and does not want to make an extra effort to fill in these gaps to ensure the continuity of the common communicative space.

In principle, when a foreigner is communicating with a native speaker, misunderstandings can be caused by a partial or complete mismatch between any of the above models in the minds of the communicators. As a consequence, a foreigner makes different types of mistakes - stylistic (if his model of the interlocutor is incorrect), grammar and vocabulary (if the language and dialogue's structure models are wrong), and purely semantic mistakes, sometimes surprising for a native speaker because of their complete absurdity (they are caused by a mismatch between the models of the environment, the standard ways of structuring and categorization of conceptual space, and characteristics of the members of different cultural and linguistic communities).

Indeed, in speech generation, the choice of language forms is dictated by the communicative requirement to express a certain meaning, and to express it adequately to the communication situation, making it clear and understandable for the interlocutor. In this process there are the following stages: finding a class of the units that can express the meaning; choosing among the members of the class of lexemes that will satisfy the stylistic requirements (determined by the communication situation, cultural level of the communicators, and individual experience when speaking in similar situations); constructing the "building blocks" for phrases, and finally, designing statements - "assemblying" the "building blocks" into phrases according to the corresponding syntactical rules. In addition, when it comes to speaking, rather than writing, the requirement of correct intonation and sound design should be added to the above mentioned ones.

It is obvious that, in the process of statement generation in a foreign language, the student may make mistakes at any stage. He may choose a wrong lexical form, inadequate for the communicative intention. This may be caused by various reasons. Here are the most common:

1. Foreigners do not know which of the lexical units (expressing similar meaning) are the most frequently used and would be appropriate in a given speech situation (students under the influence of the interference of their mother tongue [3, 10], usually tend to choose lexical units, the most standard in their view, based on the norms of their own language; and these units may not be the most frequently used and standard forms in the language they study).

2. Foreigners have little or no feeling of the units' stylistic coloring, choosing sometimes even obscene forms - in full confidence that they use common, stylistically neutral language units (most often it happens with the people who know the foreign language quite well, - beginners' vocabulary is not rich enough).

3. Students confuse the words that have similar sound forms, but absolutely unrelated in meaning. Note, that one of the criteria for the selection of a particular word by a foreign student is sometimes its "easy pronunciation". Therefore, quite a significant part of the vocabulary, actively used by native speakers, but difficult for foreigners to pronounce, remain in the passive part of foreigners' vocabulary.

4. Foreigners may make mistakes at the stage of phrase and sentence construction - choose a wrong verb tense, agreement or word order (guided by the standard word order in their native language), use set expression common for their native language (but not used in the foreign language), and, finally, may make mistakes in pronunciation and intonation.

One of the standard errors foreigners make is affective [4] and exaggerated "literary" speech (due to the lack of knowledge of the standards in a natural conversational speech). It is especially characteristic of the students who have studied a foreign language at home, and used only textbooks with recorded dialogues and educational texts based on classical literature (mostly of the 19th century). Although such materials are very useful for extended cultural education, they may also do a "disservice" to the students, - it would be inappropriate and funny to speak the language of Turgenev and Dostoyevsky in everyday situations. And a foreigner may be disappointed and surprised to see people laughing; he will not understand why his speech seems comical to Russian interlocutors.

When listening to a native speaker, a foreigner also faces difficulties due to: improper scanning of the sound and intonation form of statements and their individual components (division into syntagms and separate words); inability to recognize set phrase (he tries to translate each word and does not understand the meaning of the entire phrase); misunderstanding (due to ignorance of the norms of acceptable variation) of incomplete sentences in conversation, inability to understand the connotative nuances of words (the subjective-modality of the living speech is particularly difficult for a foreigner to understand).

We would also like to dwell on the problem of so-called "small" words [5]. Working with a foreign audience, instructors are constantly faced with the fact that there is a particular group of words that are difficult for foreigners to understand, remember and use in speech. One of the students called them, very aptly in our view, "little" words (for almost all of them are composed of one or two syllables).

When the students were asked to make a list of difficult to learn "small" words, it appeared that this list includes mostly functional words (particles and conjunctions), as well as a number of adverbs.

Why are these words so difficult for students? Obviously, this is due to the fact that these words have an extremely high degree of contextuality. Each of them can express, depending on the context, a wide range of meanings, but not all of these meanings can be found in translation dictionaries (a real help in such cases could be a dictionary-thesaurus of the Russian language, but foreigners seldom use such dictionaries, preferring to look for direct translation of the words or combinations that include these words in their native language, - and it is not always possible). Moreover, context may not only determine the meaning, but also the part of speech

these words belong to - the words "jump" from one category into another, functioning as a conjunction, as a particle, or as an adverb. This results in a greater variability of their location in the structure of a sentence (compared with the other parts of speech), which creates particular difficulties for students who cannot logically understand the algorithm of their placement in the text, and the degree of their importance for the meaning of the phrase. In addition, the external form of such words does not, as a rule, give any information about the particular part of speech they belong to (again in contrast to the significant words), from the point of view of a foreigner they look like some "outsiders" in the language being studied: students can neither determine their place in this system, nor group them based on any grounds (usually when studying a foreign language words are grouped in the minds of students on the basis of their assignment to the same part of speech, which is usually determined based on the form of the word, - this observation is confirmed, for example, by the fact that students of a foreign language usually look for the words they forgot among similar sounding words of the same part of speech as the forgotten words). Being short in length, "little words" do not allow the student to select morphemes, in particular the root morphemes, in their composition, - and the student is not able to correlate the data of the word with any word-forming unit (morphological analysis, which often makes it possible to guess the meaning of an unknown foreign words, in this case, does not help). Note, that the brevity of these words also prevents their memorization; students have difficulty storing in memory the words that are too long or too short: the easiest to remember are the words consisting of 3-4 syllables.

Various clichés and based on them neologisms or puns, used as expressive means (often to create a comic effect), are also difficult to understand for foreigners.

In general, the problem of the role of standard requires special attention. If for the members of a linguistic community, knowledge of the standard helps anticipation in the process of speech (and, consequently, helps in the perception of information), and its violation serves as an element of surprise, as an expressive means, for a foreigner it is not the same. Not knowing the standard, he takes neologisms based on it as the most common combinations and sometimes uses them later in the generation of his own statements, as standard formations, which confuses and surprises native speakers. Standard for native speakers reminiscences of works of art, films, anecdotes, etc. are also difficult to understand for a foreigner. Deliberate "breaking" of the literary norms - of course, within their allowed variation, - is often used in speech for greater expressiveness, or to establish a better contact with someone. Foreigners, not knowing the boundaries of these frames, are often surprised by the "wrong" statements, and sometimes just do not understand them.

On the other hand, foreigners are always looking in the target language for structures similar to the standard structures in their own language (since they already know the norm in their native language, including the core of this norm - the standard). When the structures agree, the problems usually do not arise, such foreign forms are easy to remember. If the structures do not match, they are difficult to remember. In these cases, it is easier to remember "exactly the opposite" constructions by contrast (as opposed to the matching patterns that are learned by analogy). The worst situation is when there are no complete and partial mismatch structures – the teacher has to spend a lot of time to develop the skills to use such structures before they are stored in memory. This practical observation confirms, in particular, the idea that repetition and contrast are the leading system-forming principles used to develop the student's knowledge of a foreign language in the process of learning.

How can we form a communication norm (and thus communicative competence) in practice, in the process of teaching a foreign language? To address this global problem, we suggest that an intercultural training, which we recognize as an innovative teaching model, should be implemented in the practice of foreign language education. The construction of this model has an analogue in the socio-cultural, educational and professional practice of students, which opens up the possibility for them to learn the traditions of the nationally specific interactions accepted in a given country. Thus, students perform the role of "representatives and retranslators of this particular culture" [1, 9].

One of the main tasks of the intercultural training is to teach students to look for the ways to solve social, educational and professional problems, related to the "cultural iceberg" - visible and invisible national-ethnic-specific values, to acquire the skills of its interpretation, and the ability to use an invisible "cultural backpack" or "cultural assimilator" [2, p. 96].

Having analyzed the models of foreign students verbal behavior, in the course of cross-cultural training, we could define three levels of their perception of the new culture: 1) cognitive value of the information – a cognitive field of training; 2) social experience - a pragmatic field of training; 3) personal experience – an axiological, evaluative field of training. According to such recognized

scholars as T. Balykhina, I. Zimnyaya, V. Kostomarov, V. Kinelev V. Mironov, E. Passow, "for the first level, - it is sufficient to have an idea about the facts of culture, for the second, - you need to possess the concepts and be able to perform any action, the third level requires judgments related to the personal emotional and evaluative attitude to the fact of the foreign culture" [2, p.117]. Thus, multicultural competence of a language user can be considered at three levels: cognitive, affective, and communicative-behavioral. Within the framework of the intercultural discourse (as a historically formed "ribbon of life" that, according to Ferdinand de Saussure, L. Shcherba, E. Benveniste, and Z. Harris, should be included in the communication process), it is impossible to communicate effectively without understanding of the 'foreign point of view on the issue, without comparing, analyzing the specifics of a particular culture, without being aware of the stereotypes of at least two linguistic world. Only on these conditions, the methodological field of learning a foreign language (in particular, the Russian language by foreign students) will expand its limits to the study of the *language-culture-people*, with the intercultural aspect of linguistics reflecting both self-awareness, and cross-cultural awareness [13].

Lingua-didactic multicultural education is designed, primarily, to remove the basic contradiction of the traditional methods of RFL – a "clash of cultures"; secondly, it should introduce not only a model of teaching writing, reading, and speaking in Russian, but also a system of learning in which the students will be able to understand the way Russians think, which surely would make it easier for them to "translate" a text from one culture into other in a non-native "cultural environment", systematically providing a polylingual format for interaction [8, p.341]. The task for the future is to develop a model that will teach students to think in Russian, to feel in Russian and, at the same time, preserve their national identity.

References:

1. Balykhina T., Cherkashina T. Rehabilitation of the Systemic Pluralism as a Perspective of the Lingua-didactic Model Construction for Teaching Chinese Students Studying Management and Economics. /Monograph. – Tomsk, Tomsk Polytechnic University, 2013.
2. Berdichevsky A. Intercultural Education: Fashion or Necessity? // Materials III JORNADASANFALUZAS DE ESLAVITIKA. GRANADA, 2004.
3. Budilceva M., Novikova N., Sayenko T. Language Interference and Development of Communicative Competence. // «Russian Slovestnost». 2013. №1. PP.62-67.
4. Novikova N., Popova M., Serova L., Scherbakova O. Standards of Natural Speaking and Practice of Speech Communication (Applied Aspects) // Communication Theory and Practice: the Collected Articles. Rostov-na-Donu, 2002, PP. 98-108.
5. Novikova N. Semantics of the «Small Words» and Problems of Adequate Understanding. // Materials of International Conference «Functional Semantics and Semiotics. Part 2». Moscow: Peoples Friendship University of Russia, PP.78-85.
6. Popov E. Communication with a computer using the natural language. Moscow, «Editorial URSS», 2004.
7. Prohorov Y. Text and Discourse in Modern Russian Communication Space and the Practice of Teaching Russian as a Foreign Language. //Text in the Linguodidactics Aspect. Kaliningrad: Kaliningrad State University, 2003, PP.9-25.
8. Program of the Course «Intercultural Communication» for Applied Baccalaureate / Cherkashina T., Tartinskih V., Filindash L., etc. Moscow.: INFRA-M, 2013.
9. Cherkashina T. Psycho-pedagogical conditions of forming language personality of the Dialogic type // World of science, culture and education. Bulletin of Gorno-Altai University. 2010. № 6 (25). Part 2. PP. 202-205
10. Calvet L.-J. Towards an Ecology of World Languages, trans. by A. Brown. Polity Press, 2006.
11. Yergin D. The Age of Globality. Newsweek. 1998, Retrieved March, 2008. http://www.newsweek.com/id/92486?tid=relatedcl
12. Holstein, W. J. The American Multinational, Unbowed, The New York Times, June 29, 2008, Retreived April, 2015. http://www.nytimes.com/2008/06/29/business/29shelf.html
13. Sayenko T. & Novikova N. Mitigation of Cross-Cultural Differences in International Communication // NUSB Journal of Economics and Information Science. Vol.57. № .2. PP.87-92.