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UDK 576

Biological Parameters of Poor Cod, *Trisopterus minutus* (Linnaeus, 1758) (Osteichthyes: Gadidae) from the Eastern Adriatic Sea

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Key words and phrases: Adriatic Sea; age; exploitation rate; growth; poor cod.

Abstract: Biological parameters were analyzed for poor cod sampled in the eastern central Adriatic Sea. Samples were collected monthly from January to December 2009 on the random basis. Growth rings on otoliths revealed six age classes, ranging from 1 to 6 years, including a very high proportion of 2 years old individuals. The von Bertalanffy growth parameters were for males: L_∞ = 26.81, K = 0.186, t_0 = 1.41 years; for females: L_∞ = 29.5, K = 0.197, t_0 = 1.33 years; and sex combined: L_∞ = 28.76, K = 0.194, and t_0 = 1.34 years. The values of b for males (2.97), females (3.01) and sex combined (2.99) indicated isometric growth. The fishing mortality (F = 0.51) and exploitation rate (E = 0.50), revealed a high fishing pressure on the stock in studied area.

The poor cod, *Trisopterus minutus* is a gadoid fish, which inhabits the Mediterranean and eastern Atlantic coast from Norway to the coast of Morocco [6]. It is common in the Adriatic Sea on the sandy-muddy bottoms between depths of 40 and 250 m [6]. In the eastern Adriatic Sea, poor cod is one of the main target species of the commercial trawl fisheries with an annual catch about 40 tones [12]. Despite its abundance very little is known about biology of this species in the Adriatic Sea. The aim of the present work is to determine, age growth, length-weight relationships and mortality of poor cod. Namely, studies of these biology parameters and exploitation rates are crucial for stock assessment of poor cod from the eastern Adriatic Sea. Samplings of poor cod were collected from three localities in the eastern central Adriatic, Croatian coast (Kornati Archipelago: 43°38'4'' N – 15°25'8'' E; Murter Channel; 43°49'0''N – 15°10'1'' E; Blitvenica fishing area: 43°45'6'' N – 15°03'4'' E). Fish were sampled with commercial bottom-trawls using a 22 mm stretched mesh size cod-end. Monthly random samples were collected from January to December 2009. Total length (**TL**) of all specimens was measured to the nearest 0.1 cm, and body weight to the nearest 0.1 g. Sex was assigned macroscopically. Sagittal otoliths were removed, places in water to remove surrounding membranes, cleaned and stored dry for age determination. Age was determined by counting the number of hyaline bands. Each otolith was read three times by three different readers. Only coincident readings were accepted. Mean length at age data, as derived from length frequency analysis, were used to estimate the growth parameters of the Bertalanffy growth equation. The relationship between weight and total length fish was calculated by applying exponential regression $W = aL^b$, where W is the fish weight (g) and L the TL (cm) [3]. Significant difference of b values from 3, which represent isometric growth, was tested with the t-test [7]. The total (Z) and natural mortality (M) were used to calculate fishing mortality ($F = Z - M$) and exploitation rate ($E = F/Z$) [7]. Of the total fish examined (N = 1 263), 800 were females and 463 males. Total length of females ranged from 10.4 to 21.3 cm (mean 14.4 ± 1.89), and weight from 10.1 to 112.4 g (mean 56.2 ± 13.1). Total length of males ranged from 10.9 to 21.5 cm (mean 13.3 ± 1.50), and weight from

Table 1. Number (*n*), mean and *SD* values of total length for *T. minutus* females and males within each age class

		females		males	total (*n*)
Age (years)	*n*	*x* ± *SD*	*n*	*x* ± *SD*	
1	1	10.4 ± 0	1	9.2 ± 0	2
2	166	13.99 ± 1.06	63	12.66 ± 0.81	229
3	23	16.55 ± 0.89	41	14.00 ± 0.85	64
4	13	19.08 ± 0.93	17	17.08 ± 0.92	20
5	5	20.56 ± 0.69	0	–	5
6	–	–	1	21.5 ± 0	1

9.9 to 118.0 g (mean 48.1 ± 9.26). Length-weight relationships were calculated separately for males, females and for sexes combined. The values of *b* for females (*b* = 3.01; *t* = 1.36; $t_{0,01}$; *t* crit = 2.58), males (*b* = 2.97; *t* = 1.09; $t_{0,01}$; t_{crit} = 2.58) and both sexes combined (*b* = 2.99; *t* = 0.19; $t_{0,01}$; t_{crit} = 2.58) did not significantly differ from 3. Only coincident readings of 330 individuals (208 females and 122 males) were used for growth study. The oldest female was estimated to be 5 years of age and the oldest male 6-year of age (Table 1). Two-year old individuals ranging dominated in sample. The parameters of the von Bertalanffy growth equation are: L_∞ = 28.76, *K* = 0.194, and t_0 = 1.34 for all specimens; L_∞ = 29.5, *K* = 0.197, and t_0 = 1.33 for females and L_∞ = 26.81, *K* = 0.186, t_0 = 1.41 for males. The asymptotic length values agree well with the maximum observed length. Total mortality for sex combined were *Z* = 1.01 year^{-1}. Values of natural mortality for total samples were *M* = 0.50 year^{-1}. Calculation of fishing mortality and exploitation ratio gave *F* = 0.51 year^{-1} and *E* = 0.50 indicating a high fishing pressure on the stock.The poor cod is a relatively short-lived species in the Adriatic Sea. In the present study, the oldest specimens were 6 year old. Similar oldest specimens were found from the Strait of Sicily [9]. Moreover, in the Norwegian waters poor cod was 8 year old [1]. It has been observed that cool waters produce larger, older, later-maturing individuals of species than do warm waters [10]. Estimates of *K* indicated that Adriatic poor cod is relatively slow growing fish. The *b* values for males, females and sexes combined showed that growth of poor cod was isometric i.e. proportional in length and weight. Contrary, some authors recorded positively allometric growth of poor cod in the Adriatic Sea [2; 4; 11]. The observed difference in Adriatic population could be due to the period of capture, stage of gonad maturity, length of fish and sample size [2; 4; 11]. For instance, in the central Adriatic poor cod were collected during the spawning period (winter), when gonads were massive, which increased growth exponent (*b*) [4]. Positively allometric growth reported recorded in the eastern Adriatic could be explained by small samples size dominated by larger individuals [2].

Higher fishing mortality and exploitation ratio revealed a high fishing pressure on the stock in eastern Adriatic Sea. Possibly, high fishing pressure caused of low proportion of specimens older than 3 years in the catch. Similar, higher fishery mortality of poor cod was observed in the Aegean Sea [8]. High fishing pressure leads to decrease in maximum length [6]. For instance, maximum length for this species recorded in the Adriatic Sea is 32 cm [5], which significantly larger than maximum length obtained in this study (TL = 21.5 cm).

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Биологические параметры обыкновенного капелана *Trisopterus minutus* (Linnaeus, 1758) (Osteichthyes: Gadidae) из Восточной Адриатики

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Ключевые слова и фразы: Адриатическое море; возраст; темпы разработки; рост; обыкновенный капелан.

Аннотация: В работе проанализированы биологические параметры обыкновенного капелана, обитающего в водах восточной Адриатики. Образцы были получены ежемесячно с января по декабрь 2009 г. методом случайной выборки. Годичные кольца на отолитах позволили выделить шесть возрастных групп, начиная от 1 до 6 лет, в том числе очень высока доля 2-х летних особей. Были выявлены следующие параметры роста Фон Берталанфи для самцов: L_{∞} = 26.81, K = 0.186, t_0 = 1.41 лет; для самок: L_{∞} = 29.5, K = 0.197, t_0 = 1.33 лет; средние показатели: L_{∞} = 28.76, K = 0.194, и t_0 = 1.34 лет. Значения b для самцов (2.97), самок (3.01) и средние показатели (2.99) продемонстрировали изометрический рост. Смертность рыб (F = 0.51) и темпы разработки (E = 0.50), указывают на высокую промысловую нагрузку в исследуемой области.

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Acquisition of Sociolinguistic Competence in English through Language Teaching

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Key words and phrases: effective communication; ESL; learning process; sociolinguistic competence; sociolinguistic skills.

Abstract: The paper deals with some issues of teaching English as a second language. Developing sociolinguistic appropriateness is in the focus of the study. Some ways of improving sociolinguistic competence have been discussed.

Knowing and understanding how to speak given the circumstances you are in is a skill which any speaker of a foreign language is supposed to master. When we speak in our native language, we don't have to think about who we are talking to, or how we should say something. Our words come naturally, and we don't even realize all the complexities that go into the process. The problem is that when speaking a foreign language we often employ the same rules as we do when speaking our native language. As a result, there's a transfer of socio-cultural patterns from native language to English, which prevents effective communication.

One of the most difficult areas of language acquisition is studying sociolinguistic aspects of language. Many learners of English as a second or foreign language, though they may speak it fluently and even idiomatically have difficulty with choosing the appropriate ways of expressing themselves. As it was stated above, the most typical assumption by second language learners is that they can just transfer how they say and understand language functions from their native language to the target language. It often causes difficulties in the communication in a second language. Although what the learner says may be grammatically correct, it may not be pragmatically acceptable.

Richards and Sukwiwat (1985) identified four aspects of non-correspondence between learner's mother tongue and a second language that might result in problems with transfer [2]. They include:

1. *Differences in social situations*. There may be social situations in one culture that do not exist or are very rare in the other culture. For example, Russian people may not be familiar with some rules of behavior.

2. *Same situation, different routine*. A Russian speaker is likely to answer a negative tag question with 'yes' which might mean 'no' in English. For example: you don't know him, do you? Russian ESL learners might give a brief answer like 'yes' which is equivalent to 'no, I don't know him' in English , but actually which is a direct translation from the customized answer in the mother tongue («Да, мы не знакомы»).

3. *Same routine, different function*. Russian people often use imperative constructions when making a request, while the British never do. Russian learners may have difficulties because they might sound rude and impolite.

4. *Correct routine, wrong situation*. A speaker might generalize an expression to a situation that it is not intended to be used in. For example; "It was nice meeting you" is used only when you want to finish the conversation, but not at the beginning.

According to David H. Broersma (2001), good sociolinguistic skills in a second language are important because if you make serious mistakes in this type of competence, people will not simply think that you are ignorant (which they may think if you have poor grammar); rather, they will think that you are ill-mannered, dishonest, insincere, rude, pushy, etc [3].

To avoid sociolinguistic mistakes learners must be aware of the pragmatic expressions and interpretations (and reactions to the expressions) that differ between their own native language and the second language. These are referred to as cross-cultural and/or cross-linguistic difficulties.

Improving sociolinguistic competence needs to be a part of the language learning process. Most teachers focus almost exclusively on language components such grammar, vocabulary, and pronunciation, and very little attention is paid to helping students understand how to be appropriate in a new cultural context.

The following are some suggestions for increasing learners' sociolinguistic competence. These are tips that can be successfully incorporated into the learning process by ESL teachers.

Firstly, teachers must raise learners' awareness of the importance of sociolinguistic appropriateness. Being fluent in the target language is not limited to correct grammar and wide range of vocabulary and structures. Learners should focus on how they say equally to what they say. They should be aware of cross-cultural norms that guide the linguistic choices we make in speaking and interpreting messages. Language learners should make a focused effort to learn the speech acts they need in order to function in the target language. Speech acts are the things people do with language such as apologize, invite, accept and refuse invitations, compliment, sympathize, complain.

Secondly, teachers need to develop a variety of exercises to build learners' sociolinguistic competence. To achieve this, a teacher can apply contextualized practice and select the situated activity that should be appropriate and follow target language socio-cultural norms. This will help make learners aware of how to select the best ways to express themselves in the given context and also how to react to what is said to them appropriately and successfully. Another good way to make learners aware of socio-cultural norms is to encourage them to be increasingly committed to becoming observers of the interactions of native speakers. Watching videos featuring real life situations can become useful tool not only in teaching grammar and vocabulary but social aspects of the target language. By knowing what to look for, learners can discover a great deal through observation.

Thirdly, teachers should develop learners' ability for self-evaluation, encourage self-monitoring of their own expression and gain an awareness of their performance. Role plays can be an effective way to illustrate socio-cultural norms and practice speech acts, which are communicative acts that convey an intended language function. To develop sociolinguistic competence, teachers need to make sure that language experiences are meaningful for students. This will help develop competence "because it is very difficult for students to learn when content is not meaningful" [4, p. 117].

To sum up, developing sociolinguistic competence is an essential part of the ESL learning process. A foreign language teacher plays an important role in setting up communicative situations and teaches not only the form but the function of the language.

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Формирование социолингвистической компетенции в процессе обучения английскому языку

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Ключевые слова и фразы: эффективная коммуникация; английский язык как иностранный; учебный процесс; социолингвистическая компетенция; социолингвистические навыки.

Аннотация: В статье рассматриваются некоторые вопросы преподавания английского языка как иностранного. Формирование социолингвистической компетенции представлено как одна из задач обучения иностранному языку. Рассматриваются некоторые способы формирования социолингвистической компетенции через различные виды учебной деятельности.

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Encouraging Socially Responsible Behavior of Adolescents in Training

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Key words and phrases: socially-responsible behavior; teenager; training.

Abstract: This article describes a specific form of socially responsible behavior of adolescents in the training.

Teenagers' socially responsible behavior involves meeting a set of expectations of society, government, adults, peers and family. If teenagers are not ready to accept the conditions and rules of social development, they can face with a conflict, either internal or external, that reflects the essence of the problem of relations between an individual and society, the problem of adolescent socialization. Most of teenagers' actions tend to acquire social significance: they influence the family, school, community organizations. Supposedly, teenagers' behavior is under social control, it has to comply with standards of communication, interaction and function. Pedagogical and psychological support of an individual is aimed at guiding teenagers and helping them to make right decisions. In this article, we will look at training as a tool for the development of socially responsible behavior, in particular, specific training of teenagers.

We rely on the definition of training given by Elena Alexandrovna Levanova, who claims that training is a psychological and educational technology of effective group work, which is structured by a set of active methods of group work, logically and thematically matched; training has a goal, which ensures the achievement of pre-planned and correctly diagnosed results for an individual, a group or an organization in the process of group dynamics [3].

The main objectives of the training of adolescents to develop socially responsible behavior are:

1. Raising young people's motivation for discussion and analysis of social situations;
2. Creating the conditions for developing mutual acceptance and trust;
3. Maintaining flexibility and formation of social and behavioral characteristics.

Specificity of training work with adolescents determines the following levels of formation of socially responsible behavior:

1. The first level is the knowledge and compliance with the laws that are introduced by the society. These may include legal requirements, social norms and rules. Training can involve such methods as: mini-lecture, discussions, debates, group work and exercises on the adoption of the rules, analysis of situations of participants, etc. The task of a trainer is monitoring of the execution rules and regulations established in a group or in the organization by the participants; developing cognitive interest in the topic;

2. The second level is the implementation of socially responsible behavior by achieving a certain social status, acceptance by peers and significant adults. The training includes the following methods: themed games and exercises, analysis of situations of participants, reflection, etc. The task of a trainer is to give productive feedback to participants, organize direct communication within the group, create situations of choice and decision-making, requiring understanding, awareness, responsible position;

3. The third level includes those manifestations of socially responsible behavior as respect for the people around them, care and assistance. The training includes such methods as: brainstorming, analysis of situations of participants, group work, themed games and exercises, reflection, etc. The task of a trainer is to analyze the behavior and motives of the participants, focusing on the values and positions of responsibility.

The process of developing socially responsible behavior through training involves the three key steps [1; 2; 4]:

Step 1. Withdrawal of non-constructive behavior from the internal to the external zone.

During the training "problem areas" that need to be changed are diagnosed. It happens through the feedback from the participants and the trainer. Psychological defenses and breach of communication

are likely to occur. In the future, feelings and vision of the problem are refined and concretized through feedback mechanisms, identification and reflection. Development of socially responsible behavior it is important to apply the mechanism of "objectification" of non-structural elements of behavior. This is possible through role modeling and verbalization;

Step 2. Building a model of ideal behavior in the external zone.

In the course of training one can not give advice on what is "ideal behavior". To achieve this, it is necessary to provide practical psychological and educational support for joint activity of the trainer and the participant. In the course of joint activity a product can be "created" that will satisfy both sides.

Empathy is an essential tool for building communication between the trainer and group members.

The trainer helps to develop individual behavior of each participant taking into account age and gender characteristics. The trainer and teenagers need to model situations and look for options for interaction. The main objective of training is to stimulate teenagers' activity aimed at creating a socially responsible behavior. New knowledge becomes the main way for the development of socially responsible behavior. But the real transformation of behavior occurs when the process is deliberate and arbitrary.

Step 3. Adjusting behavior close to the standard.

Participation in training is an attempt to learn more about successful tools of shaping behavior. The trainer highlights successful models of behavior in terms of intra-psychic, translates them into the inter-mental plane, and helps participants to develop a new behavior. Here comes mastering of socially responsible behavior. Participation in training stimulates analytical and reflective skills. It is worth noting that sustainable change of behavior is required for acquiring new behavior.

In conclusion, the stages of developing socially responsible behavior in the training create the conditions required for its maintenance, implementation, and social orientation.

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Формирование социально ответственного поведения подростков в тренинге

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Ключевые слова и фразы: социально-ответственное поведение; подросток; тренинг.

Аннотация: В статье описывается специфическая форма формирования социально ответственного поведения подростков в тренинге.

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Practice-Oriented Professional Training of a Teacher

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Key words and phrases: teachers' training; practice-oriented approach; professional training.

Abstract: The article focuses on the practice-oriented professional training of a future teacher. In the modern system of professional training of students of teachers' training universities are supposed to develop readiness for educational work with children and teenagers.

Changes in the current socio-political and psychological situation in the society characterized by redefining of the values, the abandonment of ideological dominance in the complex process of moral identity development have led to the search of new approaches to teachers' training on the basis of humanization of the whole system of education. In contrast to the dominant technocratic approach in teaching, the essence of "humanistic paradigm" is determined by the humanistic character of educational activities centered on the personality.

The humanistic orientation of pedagogical education includes transition from technocratic paradigm to anthropological one; it promotes the readiness of teachers for interaction with pupils in extracurricular activities, orientation at personal component of professional training.

The humanization of pedagogical education provides, first of all, the development and self-development of a teacher to participate in educational process, implement modern pedagogical technologies, and apply creative approaches in all spheres of their professional work. The technology of developing practical readiness in the complete system of professional education as the principle of development and self-development of a teacher is fundamental. The developed and approved technological cards of training and interaction of students in real process of practical pedagogical activities provide, along with formation of professionally significant qualities of personality, mastering by each student the system of knowledge about the natural relationship between man and nature, ways of personality development in real socio-cultural and educational space, development of creative potential of future teachers aimed at self-education and self-development. One of the possible options of implementation of this principle is based on independent creative pedagogical activity that can include training of students through out-of-class activities or participation in real social and pedagogical projects. It gives the chance to every student to feel a valuable member of professional group and a participant of pedagogical process.

In modern system of students' professional training the problem of raising students' readiness for educational and social work with children and teenagers is relevant. It is necessary to emphasize that in modern conditions it is necessary to redefine the concept of educational work. The analysis of available literature and scientific sources, the authors' experimental work allowed formulating the definition of educational work, which is understood as pedagogical expedient process of interaction of a teacher with children and teenagers based on effective communication and interaction, and organized joint activities promoting development of personality.

Continuous school practice incorporated in the educational process helps students to accumulate the necessary experience, and try themselves as teachers. Working as camp counselors at children's summer camps students acquire the skills required for their future pedagogical work. It should be noted that work in summer camps enriches the pedagogical experience and provides huge opportunities for creativity. The main goal of this is training of a future teacher, a counselor in professional and pedagogical work.

The big role is played here by the out-of-class work with a professional focus: for example, the optimum system of training a teacher to interaction with children and teenagers involves conditions for the development of professional and pedagogical orientation together with the creative use of the abilities necessary for qualified educational activity of a teacher.

Certainly, it is necessary to remember that the process of teachers' training in educational work is naturally accompanied by its continuous improvement. According to V.A. Slastenin, improvements are an inevitable stage in the development of any system, including the system of professional training of a future teacher. It is connected with overcoming of arising contradictions between new and old methods, between changing functions and their components, the nature of external and internal communication. Improvements always assume correction, transformation of the system and transition to a higher level of development. Therefore, the process of improvement of students' training for interaction with teenagers is characterized by the following signs: acquisition of knowledge, skills necessary for professional activity to meet the modern requirements; assimilation of experience appropriate for short-term and long term goals.

The content and the objectives of practical training of students need improvements and corrections as functions of pedagogical activity constantly change and replenish in connection with the increase in social requirements. These changes influence the process of development of professional and pedagogical orientation and have impact on the development of professional thinking, creativity, abilities and skills, required for professional growth.

Current requirements for modern teachers have increased so much, that the pedagogical education is beginning to lag behind the school. The destruction of the old traditions did not help to find new ways to higher education level. Therefore, the problem of improving acutely confronts the modern pedagogical science.

Thus, it is possible to identify the main drawbacks of the prior training of teachers for practical pedagogical activities that prevent the implementation of principles of interaction with teenagers:

- most graduates have authoritarian attitude to children, they lack communication skills and have little or no contact with children;
- most graduates face challenges of real life that force them to change their values;
- the majority of graduates have no intention to develop their individual teaching style; rather they tend to imitation and copying, which manifests in a certain dogmatism in behavior;
- many young teachers do not possess effective tools of verbal and nonverbal communication; they experience serious difficulties in diagnostics of educational process, its correction and forecasting of estimated result;
- young graduates often tend to blame external circumstances for their faults, they often lack responsibility;
- most young teachers lack their own experience of pedagogical activity which they could have accumulated in training at university if the educational process organization was properly organized.

The analysis of the effectiveness of professional training in higher educational institutions allowed drawing a conclusion on imperfection of the organization of educational process, lack of integration of educational practical activities, weak methodical and technological training of graduates. The experimental and skilled work implemented at teachers' training institutions, enabled to identify the main criteria of practical readiness to interaction with pupils. They include:

1. The existence of a developed professional thinking of a teacher and orientation to practical work with children that promotes positive attitude to children and communication and interaction with them. Professional thinking of a teacher is also characterized by the degree of agreement of pedagogical goals as socially and personally meaningful to people. Subjectively, it is shown in the reflection of differentiated educational purposes that determine the desire of an individual for self-fulfillment as a teacher and tutor.

2. Development of personal components of the professional activity including existence of the major qualities and properties of the personality, such as kindness, empathy, call of duty, enthusiasm for work, general and pedagogical culture, erudition, communicativeness, creativity, independence in the solving educational tasks, systematic self-education, goodwill, sociability, modesty, initiative, ability to improvisation, sincerity, justice to self-criticism, observation and resourcefulness, persistence and irreconcilability to shortcomings, insistence to itself and many others.

Thus, the most important intrinsic characteristics of practical readiness for interaction with children of different age is the development of professional orientation of a teacher, ability of introspection and self-assessment, pedagogical abilities and professional skills.

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Практико-ориентированная профессиональная подготовка учителя

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Ключевые слова и фразы: подготовка учителей; практико-ориентированный подход; профессиональное обучение.

Аннотация: В статье рассматриваются вопросы практико-ориентированной профессиональной подготовки будущего учителя. Современная система профессиональной подготовки студентов педагогических вузов должна способствовать формированию готовности будущего учителя к воспитательной работе с детьми и подростками.

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Reflexivity as a Factor of Cultivating Meaningful Life Orientations of an Individual

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Key words and phrases: life meaningful; meaningful life orientations; reflection.

Abstract: The paper discusses the link between reflexivity and meaningful life orientations. Particular attention is paid to the analysis of reflexivity as a factor in the development of meaningful life orientations of an individual. Reflexivity acts as a factor in the formation of adequate personal meanings.

The question of the meaning of life has always been fundamental to individuals and humanity in general. Human nature is always intentionally directed at the outside; people in society tend to focus on multiple tasks at one time. Therefore life for many people becomes very dull and lacks meaning. The desire to find the meaning of life is solely a human phenomenon. Victor Frankl's work emphasized finding value in an individual's life in order to attain meaningfulness [9]. To gain the true meaning of life, a person must go through the development from individual to personal level, which is implemented through activities [7].

According to D.A. Leontyev, the meaning of life is the essence of the transformation of an individual into personality. At the higher levels of development an individual redefines the role of personality, which no longer seems to be the result of direct layering of external influences [5].

Meaningful life orientation is manifestation of the highest level of development of an individual's orientations, in other words "meaningful life orientation of an individual" is guided by the search for the meaning of life and building up their own destiny. Meaningfulness is achieved when one feels able to effectively live his/her life and achieve goals [13].

The search for the meaning of life is based on the awareness of finiteness of life and the desire to find its meaning and get a sense of accomplishment. It's important for any person to get the feeling that life is not in vain. Therefore, one of the most important aspects in the search of the meaning of life is a temporal context. A person is "building" his/her life, which is finite in time. According to the D.A. Leontiev, one of the most common characteristics of meaning as a psychological phenomenon is contextuality (the meaning of something is always determined by the relation to a wider context) and intentionality (a target orientation, direction of motion). The immediate source of meaning is the needs and motivations of an individual. Meaningfulness is included in the system, it does not exist in isolation, there may be conflicting relations, but in general, the system forms the core of meaning and forms the personality.

Meaningful life orientations and a particular set of activities constitute the first level of the hierarchy of semantic regulation. Motives, semantic constructs and dispositions form the second level. The third and highest level of semantic system of regulation consists of values, projected to all other structures.

Meaningful life orientations are controls or mechanisms regulating the activities of an individual. They form a generic hierarchical structural and dynamic system of ideas that is the basic element of the internal (dispositional) personality structure; they are formed and secured through life experience of an individual in the process of socialization and social integration on the background of individual-typological characteristics and so, they are the subjective component of the phenomenon of the meaning of life.

The semantic sphere of personality is shaped by society, social relations and cultural values; it is expressed through the moral values of an individual. Acquiring the meaning of life is always in the context of human activity and it depends on age, gender and religious characteristics [6; 13] and occupational characteristics.

The meaning of life is essential for the normal development of an individual, the lack of meaning leads to neurotic personality and even its destruction. The meaning of life is assumed in the form of a hierarchy of “large” and “small” senses having a dynamic nature. The person must be a responsible and active participant in the construction of his/her life strategy.

Currently, the meaningfulness theory postulates that meaningfulness is a subjective evaluation of how meaningful one’s life is for that person. However, the most important issue is to find the motivation for developing life orientations. In our view, such a factor is the development of reflexivity. Reflexive attitude of individuals to their life is one of the characteristics of human development and an important factor in the formation of values and life orientations. Reflection is a source of self-identity. The development of reflexivity begins at an early age, when people begin to engage in social relationships, and is formed only by the end of adolescence. It can be argued that reflexivity is nothing but a psychological mechanism of formation of the meaning of life. Thus, reflexivity is an instrument of building a ‘‘semantic vertical’’, it’s the key to building an adequate meaning of life.

Reflexivity inspires philosophical understanding of life. Consciousness appears here as a way of complete absorption in the immediate process of life. It helps to develop an appropriate attitude to life and create the system of judgments. Every action a person takes is subject philosophical judgments in terms of their attitude to life. In fact, there is a problem of human responsibility in moral terms, the responsibility for all their actions [7].

Following the ideas of A. Karpov, we define reflexivity as an integrated process that allows the mind to go beyond your limits [3]. Reflexivity is one of the most important mental qualities peculiar to man as a prerequisite for the development of his/her personality. The ability to analyze and reflect on life is intrinsic of human beings only. This quality, in our opinion, is one of the factors in the formation of adequate, productive life orientations of an individual.

In our work, reflexivity is understood as a process contributing to rethinking the essence of self-awareness and gaining a more holistic and complete image of the “self”, consistent with the aims of human existence. In considering the relationship of reflexivity and meaning of life it is assumed that reflexivity contributes to the development of adequate life orientations of an individual.

Reflexivity possesses the ability to change the structure and identity of an individual. The high level of reflexivity gives an individual more reserve for analysis, restructuring the life orientations, finding the meaning of life at different stages of ontogenesis.

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Рефлексия как фактор формирования смысложизненных ориентаций личности

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Ключевые слова и фразы: смысложизненный; смысложизненные ориентации; рефлексия.

Аннотация: В статье рассматривается связь между рефлексией и формированием смысложизненных ориентаций личности. Особое внимание уделено анализу рефлексии как фактору развития смысложизненных ориентаций. При этом рефлексия выступает в качестве механизма, способствующего формированию адекватных личностных смыслов.

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Psychoeducational Programs and Psychotherapy: Common Ground and Distinctions

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Key words and phrases: psychoeducation; psychoeducational approach; psychotherapy.

Abstract: The paper explores the features of psychoeducational programs in medical, social and psychological rehabilitation. The purposes and the main objectives of psychoeducational programs are described; distinctions between psychoeducation and psychotherapy are shown.

For medical, social and psychological rehabilitation in Russia psychoeducational work with patients (suffering mental and somatic diseases), their family environment and the medical personnel is absolutely a new kind of activity. Psychoeducation is considered as professionally organized method of treatment and the rehabilitation, combining psychotherapeutic and training strategy of intervention from various experts (first of all psychologists, specialists in social work and recreation therapists). Unlike many forms of the psychosocial help which are based on medical models (disease pathology, treatment and dysfunctional conditions), psychoeducation reflects a paradigm of competence-based and bio-psychosocial approaches and is based on models of training, cooperation and formation of basic competences of people with various disorders of somatic and mental health.

Psychoeducation is the integral component of the process of psychotherapy and psychological consultation. The format of a psychoeducational program in many respects depends on a disease, age, a psycho-emotional condition and personality traits of a patient, his/her requirements and/or requirements of the family and medical workers, involvement into the process of treatment and rehabilitation of members of the family of the patient, attraction to psychoeducation of experts of a various profile (medical psychologists, specialists in social work, doctors of narrow specialization, teachers) and existence of various administrative resources. Psychoeducational programs can be realized in a group format (for example, for the women having a cancer of a mammary gland), family-focused format (psychoeducational groups for relatives of patients with bipolar frustration) and individual-focused format (for example, psychoeducation of a patient with disturbing frustration). In some cases psychoeducational approach can be an important component of psychotherapeutic treatment of a child, with the involvement of his/her family, friends, teachers and physicians.

In 1988 C. Goldman assumed that the psychoeducation purpose is involvement of patients in therapy and development of their adaptive mechanisms providing a coping with situations or problems, causing a disease [4]. At present in literature it is noted that participation of a patient in psychoeducational programs promotes increase in their self-assessment, commitment to the treatment, better socialization and increase in the period of remission [1; 7]. In this regard, the main objectives of the psychoeducation, which is based on the main theoretical and methodological concepts of pedagogy (for example, competence-based approach), psychology (for example, behavioral tradition) and psychotherapy, is as follows:

– Information (completion of deficiency of information on the disease, its etiology, prognosis, methods of treatment and rehabilitation, pharmacotherapy, physical restrictions connected with the disease, etc.);

– Support (development of the supportive relations of the patient with the medical personnel and family members, granting social and emotional support, decrease in level of stigmatization and self-stigmatization if psychoeducation is used concerning patients with mental disorders; reducing emotional

pressure caused by the fact of an illness and its manifestations on patients and members of the family);

– Social and personal (development of skills of recognition in patients with symptoms of his disease and the development of appropriate tactics of behavior; skills to cope with the disease and stress, the development social competence of patients);

– Medical (familiarity with pharmacotherapy in the treatment and rehabilitation, decrease in the probability of recurrence of the disease).

It should be noted that psychoeducation is not a psychotherapy method in a pure form; it is a specific form of education, a component of the process of rehabilitation and treatment. In spite of the fact that psychoeducational approach is based on a wide range of psychological ideas and theories (psychodynamic psychoeducation and/or cognitive psychoeducation), psychoeducation is distinguished from psychotherapy by the following characteristics:

1. The quantity of meetings and their duration are strictly regulated. Any psychoeducational program, unlike psychotherapy process, has a clear concept of implementation and accurate limit, a structured plan with the indication of subjects and a number of hours, taken away for their discussion. For example, the Barcelonan psychoeducational program intended for work with patients with bipolar frustration, is calculated on 21 sessions (90 minutes) within 6 months [3].

2. The relations between the participant and the leader. Implementation of a psychoeducational program implies the relations between the leader (the psychologist, the psychotherapist, the physician or the teacher) and the participant.

3. The role of a leader. The leader of a psychoeducational program has to be a teacher, first of all, whose main objective consists in conceptualization for the participant of the concept ‘‘deficiency’’ that can be filled through training (for example, deficiency of knowledge in the field of pharmacotherapy, etc.).

4. The role of a participant of a psychoeducational program. The patient (the relative or any other member of a social environment of the patient) is considered not as passive ‘‘student’’, and as the active and independent ‘‘agent’’, capable of managing the process of his/her own psychoeducation [6].

5. A psychoeducational program defines specific methods and forms for its participants, including the use of visual aids (leaflets, booklets), audiovisual lectures, binary lectures, Internet resources, practical examples, cases, diaries, etc.

Thus, a psychoeducational program based on an accurately formulated concept, with clear objectives and tasks, possesses a huge potential, as from the point of view of improvement of quality of life and the solving the problems of socialization of apatient, and increase in probability of his/her commitment to treatment and rehabilitation.

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Программы психиатрического просвещения и психотерапия: точки соприкосновения и различия

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Ключевые слова и фразы: психиатрическое просвещение; подход, основанный на психиатрическом просвещении; психотерапия.

Аннотация: В статье рассматриваются особенности программ психиатрического просвещения в медицинской, социальной и психологической реабилитации. Описаны цели и основные задачи программы психиатрического просвещения. Показаны различия между психиатрическим просвещением и психотерапией.

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UDK 378

The Problem of Pedagogical Communication with Addictive Adolescents

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Key words and phrases: addictive behavior; adolescent communication; empathy; pedagogical communication.

Abstract: The paper analyzes the problem of pedagogical communication in the context of prevention of addictive behavior of adolescents.

Specialists dealing with adolescents' problems are sure that qualitative and stable adolescent development has a positive impact on psychology of personality and behavior in adulthood. Otherwise, lack of understanding, indifference, and pedagogical repulsion provoke together moral protest, refusal to communicate and as a result adolescents' inclusion in an asocial environment.

At this age communication becomes the main value and the basis of understanding of human relationship building. Adolescents acquire the first communication experience with their peers. They can be unpredictable and ambiguous, change former behavior stereotype, well-established habits and attitudes as well as form distorted subjective world understanding.

Communication with peers and older children is necessary to be considered as an important basis of adolescents' preparing for the socialization process. In addition, communication with peers suggests the emergence of new interests and hobbies, the expression of their own individuality, a subconscious search for protection, the formation of new relationships with peers of both sexes, achieving emotional independence from parents and other adults.

Communication plays a significant role in the process of formation of adolescent psyche. Communication with ethical, cultured, well-bred and literate people promotes passing on and imprinting positive experience of interaction and communication in adolescents' mind, forms their views and aims at social maturity achieving. Such communication with peers has a positive effect on adolescents' behavior, minimizing the risk of addiction development. If this communication is destructive, probability of addictive adolescents' behavior increases greatly.

Theoretical justification of adolescent communication reduces to the fact that communication is considered as a way of developing adolescent self-determination, self-consciousness, on the one hand, it helps to acquire norms of behavior and moral principles, and on the other hand, it changes views on the concepts ‘‘loneliness’’ and ‘‘seclusion’’.

Adolescent communication is the process of active cognition of adults' world, the way of gradual plunging in new social relations and making new contacts, social attitudes and seeking identity.

Adolescents acquire skills of communication, interrelation with people thanks to pedagogical communication that provides them with creative, moral, cultural and psychic development realization.

Such Russian scientists as B.G. Ananyev, A.A. Bodalev, A.N. Leontyev, B.F. Lomov, V.N. Myasishchev, and others examined the problem of communication [1, p. 656].

G.M. Kodzhaspirova defines pedagogical communication as professional communication of a teacher with students during the pedagogic process, developing in two directions: arranging relations with students and communication management in children's collective [1, p. 656].

Pedagogical communication is also teacher's skill to communicate with students in a constructive and diplomatic way, pedagogic support of students unable to learn and acquire communication culture; pedagogical prevention and support of adolescents followed by attracting them to the culture of interaction and cooperation with adults.

The problem of pedagogical communication with addictive adolescents is one of the most important psychological and pedagogic problems.

In psychological and pedagogic literature addictive communication is understood as an escape from reality by the means of psychic state changing.

Arranging pedagogical communication with addictive adolescents represents bilateral purposeful work of a teacher and adolescents.

Pedagogic practice proves that the most widespread models of communication with addictive adolescents are educational and disciplined, and personality-oriented models of communication [1].

The first model is based on the authoritarian style of interaction. A teacher applies the authoritarian style of communication through admonitions, prohibitions, threats, and punishments. Choosing the authoritarian style of communication with adolescents, a teacher promotes the development of warped conceptions of the world, relations, hobbies and interests, thus provoking addiction development; relations between the subjects of communication lack empathy.

In K. Rodgers's opinion, to be in the state of empathy means to perceive other people inner world exactly with tone and shade of meaning [1, p. 568].

Personality-oriented model of pedagogical communication provides addictive adolescents with removal of the feeling of psychological insecurity. This model of communication is based on trust, non-violence, understanding, collaboration, sincere positive relations between the subjects of integral pedagogic process.

Humanistic style of communication of a teacher with addictive adolescents influences positively their complete individual development, relieves the stresses in dialogue contact, and promotes healthy way of life forming and secure adolescents' behavior.

However, choosing one of the two models of pedagogical communication with adolescents, the latter one should be chosen, as it promotes improving mutual relations, shows qualitative and effective communication, forms adolescents resistance to negative factors. Such a model doesn't interfere; on the contrary, it contributes to pedagogical prevention of addictive adolescent behavior and psychological and pedagogic support during their life activity.

The efficiency of pedagogical interaction with addictive adolescents directly depends on the right pedagogue's selection of individual ''pedagogic tools'' for each adolescent such as:

– explanation, assuming teacher's theoretical and argumentative report about drugs and alcohol harm, excessive interest in computer games;

– teacher's statement in the form of report or description of subjective adolescents misinterpretations about drugs, computer and Internet games, giving real examples of consequences of their abuse;

– conversation with addictive adolescents is a crucial point in teachers' professional activity. The efficiency of conversation depends on the readiness of the parties to make a compromise and open dialog. Such a conversation makes addictive adolescents more interested in learning, promotes pedagogic interaction, reduces risk of addiction forming, and deprives pedagogic communication of stereotypes, suspicion and pedagogic despotism.

G.M. Kodzhaspirova considers conversation as an educational method, its' a question-answer way to attract adolescents to the discussion and analyze their actions, make their own judgments, develop moral concepts and opinions about duty, morality, the good and the bad, patriotism, honesty and justice [1, p. 418].

It is also necessary to follow special rules of pedagogic communication with addictive adolescents:

1. To communicate with adolescents as adults: a teacher must understand clearly that they deal with not only with a child but a mature person who seeks teacher's understanding and support, assistance in solving some problems, etc.

2. To use a consistent style of communication: a teacher develops a consistent style of communication with addictive adolescents on the basis of their personalities and interests respect, mutual understanding.

3. To develop a pedagogical strategy and communication tactics: a teacher and parents develop a consistent set of measures of educational influence to prevent unwished behavior and nail down positive tendencies in behavior;

4. To follow communication ethics: a teacher must always keep ethical level of mutual relations and follow the rules of ethical communication with adolescents regardless of situation or circumstances. It is necessary not to go into personals, offend and humiliate an adolescent's personality.

Thus, competent pedagogical communication with adolescents has great preventive and educational impact on their behavior. A teacher investigates adolescents' problems fully by means of pedagogical communication; they coordinate and correct their behavior through established contact, thereby reducing the risk of adolescents' addiction development.

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Проблема педагогического общения с аддиктивными подростками

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Ключевые слова и фразы: педагогическое общение; аддиктивное поведение; подростковое общение, эмпатия.

Аннотация: В статье анализируется проблема педагогического общения в контексте профилактики аддиктивного поведения подростков.

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UDK 378

Study of Local Lore as Factor of Spiritual and Moral Education of Future Teacher

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Key words and phrases: professional training; spiritual and moral education.

Abstract: The paper deals with some aspects of spiritual and moral education of a future teacher, conditions and factors of spiritual and moral education in professional training of future experts.

The democratic processes in Russia raised the study of local lore to a new level, improved its educational role, and promoted the development of interest in local history. Higher educational institutions offer a variety of opportunities to study local history, publish the findings of local history research, disseminate new knowledge in this area, and use the results of these activities in practice.

Dynamics of economic and social development of society sets new requirements for future teachers in terms of their professional and moral qualities. In addressing these challenges the study of local lore has a high potential.

Practical training at higher educational institutions is closely connected with acquiring theoretical knowledge and creating conditions for mastering professional skills, development of personality, achieving an appropriate level of professionalism and development of the necessary skills and qualities of a future expert.

The findings of the research showed, that pedagogical opportunities of studying the local lore are not used efficiently at university. However, increasing interest in local history, the history of native land can significantly increase the role studying the local lore in education and upbringing of the younger generation and professional training.

According to G.P. Pirozhkov, the study of local history is a valuable component of professional training of an expert. It helps to develop a set of steady values, and prepare oneself for professional and vigorous civil activity. The key to the successful development are reasonable theoretical and methodological foundations of local lore, reviving the tradition of training in study of local lore, creative use of the experience of colleagues, the introduction of innovative technologies. This helps strengthen the connection of local lore with social practice. Higher education institutions stir up local history activities, develop teaching methods, and publish the works of professional ethnographers [1].

Higher educational institutions prepare experts for a certain region, and acquisition of “experience of regional culture development” is especially important for future teachers. Local history approach in professional training of future teachers promotes the development students’ cultural values. The study of local lore will help a future teacher learn more about the culture of the region, develop such professional qualities, as: the ability to organize specific actions aimed at the study of the history of their homeland; familiarizing with the spirituality and moral culture of the region, application of a creative approach to the teaching process, the desire for professional development, etc.

According to N.G. Fedotova, the study of local lore is an important source of development of spiritual culture of an individual; it is a crucial factor in socio-cultural self-identification [3].

The analysis of pedagogical literature and practical experience showed that the study of local lore in professional training of future teachers is an urgent requirement of educational process of higher educational institutions. Spiritual and moral education of a future teacher will be effective if integrative possibilities of the study of local lore are incorporated in the classroom and out-of-class activities. Thus, it is essential to strengthen integrative application of modern educational technologies in the educational process.

The content of future teachers' training in local history has to correspond to modern teaching practices, deep mastering of local history will provide readiness for its dissemination and exchange. The positive learning experience will provide future teachers with humanistic motivation, development of spiritual values for practical and professional implementation in pedagogical activity [2].

It is obvious that a future teacher has to possess local history competence that assumes a certain local history training, development of local history culture, which is a part of personal and professional growth of a future teacher. The local history culture possesses huge educational, educational and developing potential. Introduction of local history in the process of teaches' professional training motivates students to understand and love the native land through studying its history, and using this knowledge in future professional activity; it also promotes spiritual and moral education of a future expert.

Local history as a factor of spiritual and moral education of future teachers at the university should be based on the general principles of education (systematicity, integrity, consistency, scientific character, availability, etc.), the implementation of which requires the efforts of lecturers of different disciplines. In our opinion, an integrative system of teachers' training in local history is the most effective, as it involves a set of teaching practices, including the designation of goals and objectives of the local history education, the development of essential modules, the amount of students' research works, testing, etc. that ensures the development of local history competence of future experts.

In our view, spiritual and moral education of students has a complicated structure; it implies step-by-step implementation of the educational potential of local lore, which is evident and reflected in the semantic logic of the educational process. The main tools of students' spiritual and moral education in the study of local lore includes: updating methods of teaching local history in the educational process; raising motivation for mastering local history; stretching the area of productive manifestation and application by future teachers of the knowledge and skills acquired in the course of studying local history; compliance of the content and forms of education to its objectives; integrated approach to organization of educational, practical, individual classroom and out-of-class activities.

The effectiveness of moral education of future teachers is determined by the link of local lore with the multifunctional nature of spiritual and moral orientation of the content of education. Local history promotes spiritual and moral education of an individual through its deliberate inclusion in the educational process (information, research, practice), providing optimal conditions for the development of intellectual activity, spiritual and moral culture, the development of relationships with people, self-realization, self-determination in society, acquisition of significant moral character and social experience.

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Краеведение как фактор духовно-нравственного воспитания будущего учителя

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Ключевые слова и фразы: профессиональная подготовка; духовно-нравственное воспитание.

Аннотация: В статье рассматриваются некоторые аспекты духовно-нравственного воспитания будущего учителя, условия и факторы духовно-нравственного воспитания в профессиональной подготовке будущих специалистов.

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The Analysis of Youth Problems in the Soviet History

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Key words and phrases: modern society; Soviet period; youth problems.

Abstract: The paper analyzes the youth problems in the Soviet history. The author explores the issues of “western influence”, some problems of the Young Communist Leagu, the youth problems generated by “the heritage of stagnation” and ways of overcoming them in the modern society.

Young Communist League (**YCL**) was rigidly criticized and at the same time there was a discussion on the new forms of youth groups and associations. When YCL lost its status of mass organization, the youth was authorized to leave its ranks. Having decided against the prohibition of informal associations that could make them even more attractive, the Komsomol ideologues took the “differentiated” approach to the classification proposed by the scientists of the Komsomol. It was necessary to re-educate neutral nonconformists and help them with socialization. In order to attract young people to these new associations, the Komsomol initiated the creation of rock laboratories, clubs of motorcyclists, sports circles, etc. Especially courageous Komsomol activists made an attempt to join new different informal associations (parties) to guide them in the right direction. YCL had only one real way of work with antisocial groups, it was the way of fight against them.

These processes were reflected in theoretical works dealing with problems of youth. One example of these is the collective monograph of that period “Socialism and youth”, which reveals the discrepancy and latent struggle of the youth at that period [1].

It was the first response to the challenges of a new political era. The book reflects inconsistent dialogue between the Soviet youth issues and the need for the young people to adapt to the conditions of the global changes.

The book covers the effects of the “western influence” and some deviations in the work of YCL, discusses the youth problems generated by “the heritage of stagnation” and the need for ways to overcome these problems in the modern society. The young people had to face those deviations and socialism deformations which were caused by “personality cult”, forcible, dogmatic and bureaucratic perversions of stagnation. It led to social passivity, political apathy, conformism, double morals of the youth [2].

The new problems were not caused by external influence. Despite the evidence of the “direct social order”, this moment deserves special attention. Here begins the history of the internal structure of the social problem of youth. Along with the growth of uncertainties regarding the creation of communism and raising an individual of a “new type”, the idea of “the youth is our future” gets a new interpretation: today, young people are creative and spiritual forces of society, therefore, they are solely responsible for the present. Thus, the formation of spiritual (moral) maturity of the youth is determined by their education; in fact, it is a new understanding of socialization. Criticism of formal and bureaucratic methods characteristic of the Young Communist League in the last decade caused massive alienation of young people and stimulated subculture groups. The new identity of youth is described not only in the context of “western influence”, but also cultural deviations (as defined in moral terms): Proponents of pop music, punks, hippies, rockers, followers of Krishna and other youth groups in Bulgaria, East Germany, Hungary, Poland and Czechoslovakia are the result of some delay of public institutions from the objective processes of social change in society that the younger generation feels and expresses concern about them in an unconventional and peculiar form [4].

The concept of leisure-time activities has become a topic of scientific discussion; the ideology of consumerism has fallen within the interests of young people. Inattention to this side of young people's life brings about the risk of penetration of Western ideology. Using an arsenal of social and psychological methods of treatment of young people, the bourgeois media seek develop political apathy, nihilism, consumerism, individualism, clericalism, and other bourgeois ideals in the minds of young people. Stereotypes of the bourgeois way of life penetrate through fashion, music, films, popular culture taking root when the state and public organizations can not find the correct use of the energy of the youth or properly organize their work and leisure [4].

It should be noted that the interest in the new areas of young people's life has not changed; rather, the youth is positioned not only as an object of cultural influence, but as a group incapable of self-creation of cultural identity. I. Ilyinsky developed an approach to youth as a social demographic group that implies a certain age group division age within the range of 15 to 30 years inclusive. The social structure of youth was identified by the scientist in accordance with the status and professional features, the distinctive feature of which is the general trend from class differentiation to social uniformity. Referring to data of sociological studies, I. Ilyinsky states that the youth possesses all signs of socialist moral values [3].

The survey of three-five years ago showed that 80.9 % of young people think about the meaning of life, i.e. 84 % believe that socialism is the only social order which ensures the basic social and political rights and freedoms. More than two thirds of young people giave a positive answer to the question in our questionnaire: Are you ready for the slow down of your personal well-being, if it is vital to strengthen the defense of our country? The findings also showed that most young people are committed to deepening political knowledge. Nevertheless, there were some contradictory statements that 48 % of young people do not understand the need to assess the world of literature, art, and music, giving preference to consumerism.

Among the negative aspects of the new era the author notes: reducing moral responsibility, consumption growth is understood as a desire to possess a lot of material goods, including imported clothing, footwear, radio and video, which is a kind of "pass" to informal groups [3].

Consumerism undermines moral and political unity of society: the fall of the regulatory role of the moral ideal, together with the appearance of double standards lead to spiritual degradation of an individual, the loss of communist beliefs. The attitude towards work is changing, disregard for the working trades is growing. The majority of school leavers are guided by the admission to higher education institutions, and only 35 % are going to choose low-skilled work as a career [3].

Thus, the main directions of the "transitional" youth construct at the turning point in the Soviet history can be described as follows:

1. The state youth policy started to break up and caused the policy of reorganization. Informal youth activities were legalized, as a result, the issues of the youth identity got into the sphere of political interests. The Komsomol tried to keep its positions at the expense of self-criticism and "new" informal ideology.

2. Commitment to the ideals of socialism is the central concept of the youth policy. It is conducted in two areas: the overcoming of the "heritage of stagnation" (ideological perversion of the essence of socialism) and struggle against the new ideals of consumerism that undermines the moral values of the youth. The focus is on the problem of leisure.

3. The struggle between two opposing structures remains dominant: on the one hand, there are young people who are loyal members of socialist society, which gives us hope that they are worthy proponents of social ideals; on the other hand, some young people came out of the moral control, and became dependent on material and consumer values.

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Анализ проблем молодежи в советской истории

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Ключевые слова и фразы: современное общество; советский период; проблемы молодежи.

Аннотация: В статье анализируются проблемы молодежи в советской истории. Автор исследует вопросы «западного влияния», некоторые отклонения, связанные с проблемами в комсомольской работе, проблемы молодежи, порожденные «наследием застоя» и пути их преодоления в современном обществе.

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On Observance of Rights of Individuals and Groups

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Key words and phrases: cultural identity; human rights; social workers; various groups.

Abstract: The paper explores some documents to support the observance of rights of individuals and groups. Social workers have to be informed and have sufficient knowledge of cultural identity of the clients and to be sensitive to cultural distinctions between people and various groups.

Code of the National Association of human rights can be best illustrated if we take the example of any ethical responsibility of the Code and compare it with the corresponding provision of the Universal Declaration of Human Rights. The Universal Declaration draws attention to the rights of individuals and groups, with few ties to the government or state, and their commitment to improving the human rights situation. The Universal Declaration itself is a document that pays attention to a real improvement in the observance of human rights. However, many countries are now taking conventions to give them the force of law to respect human rights, as stated in the Declaration. Therefore, the Universal Declaration bears the essence of the concept of human rights, and provides the basis on which you can rely on in the practice of social work in the field of human rights.

Besides, according to the ethical code of NASW, social workers have moral obligations to clients that include understanding of culture in society and in human behavior. Social workers have to be informed and have sufficient knowledge of cultural identity of the clients and to be sensitive to cultural distinctions between people and various groups. Social workers have to try to understand the reality of social distinctions and the oppression nature, especially concerning racial or ethnic origin, skin color, sexual orientation, age, relationship status, political convictions, religious and physical or intellectual restrictions. The Universal Declaration of Human rights contains these ethical guides to action in its provisions.

Appeal to the ethical issues necessitates the discussion of an individual's human rights. However, the essence of social work should be equally focused both on an individual and surrounding environment in general.

Moral code that encourages social workers not to put up with or tolerate any form of discrimination on racial, ethnic, national character, the color of the skin and other signs correlates with the various principles of human rights. The Universal Declaration affirms the equality of all people before the law. Everyone should have the opportunity to exercise their rights regardless of race, color, sex, language, religion, political affiliation, national or social origin, private property, birth or status.

While many moral duties of social workers correlate with human rights, the whole group of moral duties of the Code of NASW has obviously something in common with provisions of the Universal Declaration. These are moral duties before society as a whole [1].

They include the following:

• Social workers have to promote the general welfare of society and support creation of the living conditions favorable for satisfaction of basic human needs;

• Social workers have to provide knowledge and participation of general public in social policy and social institutions;

• Social workers have to provide the corresponding professional services in the maximum volume to meet the public needs;

• Social workers have to be involved in social and political activities to provide the opportunity of everyone to have equal access to employment and sources of material resources;

- Social workers should be actively working to expand the choices for all people, especially vulnerable populations, people with disabilities, the oppressed and exploited people and groups;
- Social workers should promote creation of conditions which provide respect for cultural and social distinctions in the United States and in the world as a whole;
- Social workers should work actively to interfere and eradicate domination, operation and discrimination against any person, group or a class.

These provisions are quite similar to the Universal Declaration.

As for the ethical code of the British association of social workers, it was adopted in 1975 and has been edited several times. The last edition took place 2002. This document formulates the following key values and the principles of social work:

- Human dignity and value;
- Social justice;
- Service to humanity;
- Integrity;
- Competence.

Social work has to promote respect for human dignity, and ensure social justice, service to humanity, honesty and competence.

Further certain criteria and the principles of implementation are compared to each of the values.

The first value in this Code is an absolute priority of human dignity and values of an individual. It follows from this that each person is unique in itself. All people have the right to social welfare, to self-fulfillment and control of their own lives as far as it doesn't damage the rights of others. Social worker has to:

- respect the fundamental human rights reflected in the Universal Declaration of Human rights of the UN and in other agreements of the declaration;
- show respect for all people and honor their beliefs, culture, goals, requirements, preferences, relations and identity;
- protect and encourage rights, duties and identity of an individual and groups;
- promote individual well-being and autonomy due respect of the rights of other people.

The second key value which is also directly connected with idea of human rights is social justice. According to the provisions of the Code of the British association, social justice assumes:

- equitable and equal distribution of resources for satisfaction of the main human needs;
- equal access to public services and privileges for achievement of human potential;
- recognition of the rights and duties of individuals, families, groups and communities;
- equal protection by law;
- social development and management of environment in the interests of present and future welfare of an individual;
- search of social justice affects the need to mitigate the adverse conditions and support strategies to overcome them.

Separately, in the Code of the British Association states the value of service to humanity, which combines the concept of social justice and service to humanity in the interests of the people as the primary goal of social work. The implementation of this principle involves:

- Satisfying personal and social needs;
- Promoting development of opportunities of people;
- Making contribution to social justice in society.

The fourth value in the Code of BASW is integrity. The integrity includes personal and professional qualities of a social worker, such as honesty, reliability, openness and impartiality. In this regard social workers are obliged to:

- put needs and interests of an individual above your own beliefs, purposes, opinions and benefits, and not to use the professional relations for obtaining personal, material or financial benefit;
- ensure that their personal behavior doesn't cause the risk to professional duties, and avoid the behavior that contradicts professional principles and standards or which causes damage of integrity of a profession;
- be honest concerning the qualifications, knowledge, experience, achievements and belongings to any groups;

• establish and strengthen clear and appropriate professional boundaries to eliminate the risk of the conflicts or harm in all relationships with the clients, participants of studies, students, persons under supervision or colleagues.

And the last position in the list of key values of social work in the Code British association is competence. This section of the code states the obligations which promote professional development of a social worker.

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К вопросу соблюдении прав человека

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Ключевые слова и фразы: культурная идентичность; права человека; социальные работники; различные группы.

Аннотация: В статье рассматриваются некоторые документы в поддержку соблюдения прав человека. Подчеркивается необходимость формирования профессиональной культуры специалистов социальной работы в области прав человека с учетом социокультурных ценностей и различий.

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Competence-Based Approach as the Basis of Integrated Tendencies Implementation in Education

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Key words and phrases: competence-based approach; integration; model of teacher's competence development.

Abstract: The paper deals with the problem of competence-based approach which integrates values, content and forms of education. Also, the model of teacher's competence development has been described.

The main trends of integration turn out to be manifested at various levels of theory and practice of science and education. The Bologna process has launched the integration of Russian system of education into the European Educational Area, that caused its fundamental institutional changes, changes in the regulatory framework (Federal Law ''On Education in the Russian Federation'', Action Plan ''road map'' etc.). The transition to Federal State Education Standards (**FSES**) marked new competency-based paradigm of modern education, defined modern requirements of education results through competencies.

The main direction of the competence-based approach as a new criterion of education is to create an active specialist position of career development in the provision of socially expected result. Competence-based approach is the basis for goal setting (e.g. value of education, social order, focus on the labor market, etc.) and for the maintaining higher education (e.g. institutional changes, changes in the activities of teachers and students, the forms of their interaction, methods and training, monitoring the quality of education, etc.).

These changes based on modern requirements have caused the development of the integrated model of psychological and pedagogical competence. Such a model is based on the pattern of teacher's activity and takes a broader look at the problems of teacher's training. It also seems to be extremely important both in today's perspective and in the future perspectives of career development in terms of the increasing requirements for professionalism.

The meaningful models which are most widely applied in the scientific-humanitarian knowledge tend to implement the description, explanation, and design of objects.

The development of teachers' professional competence requires the approach that integrates the most important positions known in science. Thus, all the above mentioned approaches have important characteristics of the internal relationship that imply complementary and additional relations to each other as their efficiency and value are received only in integration. The competence-based approach seems to serve this function.

Search for new ways of education development in new social context requires the profound research into competence-based approach capacities. National and foreign scholars have noted that this approach allows you to pass to higher education which is focused on the reproduction and application of knowledge in practice. It also contributes to implementing the strategy of graduates' employability; guide inter-subject and integrated variability to the result of the education process; focus human activity on infinite variety of occupation and life experience.

Building a conceptual model aims to design a complete structural and functional model of psychological and pedagogical competence of teachers, determine the conditions and factors of development and integration of the structural components of psychological and pedagogical competence as well as its interdependency and systematic interrelated cluster. Therefore a holistic and functional structure of psychological and pedagogical teachers' competence is defined as the integration of value-motivational, cognitive, social, communicative, professional-activity and reflexive components.

All the structural components of the desired competence involve a set of competences. Based on this, we consider competence as a goal of education, and the goals are systematic factor of the quality of education.

Technological model of teachers' competence is an implementation of specialist training for educational system as a complex, multi-dimensional, multi-level process that ensures teachers' professional development and self-development and forms the teachers' value-sense orientation, subject position, experience, professional-oriented activities based on humanistic principles, interaction, motivation, creative transformation, as well as the development of professionally significant qualities such as empathy, flexibility, tolerance, openness to dialogue and collaboration.

Thus, the professional teacher's competence is a motivated professional activity regarded as the willingness and ability of a teacher to transform scientific and practical knowledge into effective and creative solutions to solve psychological and education problems.

Among the major trends shaping psychological and pedagogical competence of teachers are integrity, aimed at ensuring the necessary level of knowledge in the field of education and psychology, the theory of education and the history of education, the specifics of the modern education system and its use in the process of developing psycho-pedagogical competence, development of positive and value-oriented attitude to the profession and the construction of interaction, sharing their own experience in psychological and educational activities, communication, emotional and voluntary regulation as well as the willingness to update them in problem-solving situations, reflection on their own careers.

Competences based on integrative modular technology are formed not only on the substantial level; their formation is due to the systematic integration into the whole educational process. It is an integrative approach that requires updating of psychological and pedagogical knowledge in dealing with specific educational tasks.

Also, integration as an essential characteristic of the competence-based approach applies to students' activities which are used in the development of expertise. Training modules are implemented as integrated training, which combine theoretical and practical forms, with practice-oriented domination.

Firstly, integrative block-modular technology allows finding the levels of interdisciplinary links between humanities, social and economic sciences, general mathematical and natural sciences, as well as general professional disciplines. Secondly, holicity is manifested in the target modular subject structures as a single complexity, thirdly – in block-modular construction programs and individual courses.

On the one hand, the aim of our study was to present psychological and pedagogical competence as integrative characteristics of a teacher, including basic psychological and pedagogical knowledge and experience gained by their effective implementation and manifests itself in the unity with the personal qualities. On the other hand, we tried to identify entities of psychological and pedagogical teachers' competence, define specific career in education. Hence, the competence is defined as an integral characteristic, complex personal formation, values-based, professional and personal development and self-development of an expert, formation of individual position, experience, professional-oriented activities, which lie at the base of fundamental knowledge and practical experience [1].

Competence appears not only in the activity (and, therefore, it can only be checked in the activity). This is based on the dilution of the concepts of ‘‘competence'' – as ‘‘potential'' component of competence, and ‘‘competence'' as an integral characteristic shown in real activity [1]. Psychological essence of competence is that it can appear only in the organic unity of an individual with the values, i.e. with deep personal interest in a particular activity.

The implementation of competence-based approach in education is fundamental to integrative function as the integration of psycho-pedagogical knowledge and their application in professional work, which contributes to a motivational-value ratio and the need for professional and personal development of a teacher.

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Компетентностный подход как основа реализации интегративных тенденций в образовании

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Ключевые слова и фразы: компетентностный подход; интеграция; модель формирования компетентности педагога.

Аннотация: Статья посвящена проблеме компетентностного подхода, интегрирующего ценности, содержание и формы образования. Представлена модель формирования компетентности педагога.

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Credential Evaluation and Innovative Methods of Teaching History at Higher Education Institution

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Key words and phrases: credential evaluation; innovative methods; teaching; history at higher education institution.

Abstract: This article discusses reforming of the educational system in Russia; innovative approaches to educational activities and educational content are actively introduced; new educational technology and innovative forms and methods of teaching are developed.

The reform of educational system in Russia promotes innovative approaches to educational activities, and improvement of the content of education which is manifested in the development of new educational technologies and new forms and methods of teaching.

Modern scientists, who are engaged in the development and deployment of new forms and methods of training at higher educational institutions, propose nonconventional forms and training methods aimed to increase students' interest and motivation for learning. In pedagogy they are often called active forms and training methods as they improve students' memory and attention, creative and productive thinking.

Numerous experiments show that students have huge interest in nonconventional and non-standard methods of training. They foster their creative abilities and critical thinking skills.

Today, major methodical innovations are connected with the application of interactive methods of training. Here, the word "interactive" is understood as "mutual". Interactivity is an ability to interact, so, interactive training involves interaction between a teacher and a student; it is a form of the organization of information and knowledge-based activity. Joint activity of students in the course of training implies a special individual contribution; there is an exchange and sharing of knowledge, ideas, and ways of activity.

The new content of humanitarian education in History includes various alternative approaches to solving and assessing the problems of the past. These include the analysis of situations of a historical choice, moral assessment of historic figures and events, comparability of chronological processes and many other aspects of history.

Training in History can be defined as specially organized development of students' ability to make independent judgments about the problems having social and personal significance in various fields of activity, on the basis of studying of the history of society. Therefore, it plays an important role in accumulation by an individual and society as a whole of humanitarian intellectual potential.

Today's concept of training in History essentially differs from traditionally applied methods in the Soviet and even in Russian education system. Knowledge has to have humanitarian and synthetic nature. It is not linear, and therefore it does not necessarily reject a habitual textbook and outdated traditional system. However, textbook-based training implies certain challenges caused by some ideological issues.

In addition, new directions of modern historical science have emerged: social history, historical psychology, historical anthropology, daily occurrence history, etc.

We understand the meaning and value of historical education, the complexity of the cogitative strategy providing students with tools of independent interpretation of events.

Innovations are a resource of development of university. In 2010 with the adoption of Bologna system, the education system has become more open. The main processes of the Bologna system are reduced to the following principles: two-tier training, credential evaluation system of the educational process, continuing training, matching the needs of the employment market, practical training of students

to facilitate further employment in the existing labor market. Thus, a university becomes a sort of intermediary between employer, society and student.

Today, training implies application of the modular system which creates complete idea of a certain subject domain and allows acquiring certain competences. The higher education is guided by students' development of a certain set of competences promoting their optimum inclusion in dynamics of socio-cultural development. The terms ''competences'', ''competence'' are used now in the most different areas and act as result of development of fundamental abilities which are generally gained by an individual. In a general view it is possible to mark out five competences: ability in a concrete situation to distinguish and formulate problems which can be solved by means of a training course; possession of special terminology; ability to draw chronological parallels; ability to allocate the historical information necessary for the solution of a certain problem; ability to draw conclusions and to formulate a solution on the basis of the analysis both available in a situation and collected information.

A module is part of a discipline (set of subjects, sections), having a certain logical completeness in relation to the established purposes and results of training with further control of students' progress.

The modular system means refusal of subject teaching and introduction of expanded educational programs in which disciplinary borders are expanded and are considered absolutely differently, than in traditional forms. Within modules theoretical training is closely connected with the practical training providing the analysis of concrete situations, decision-making (cases). Each module represents the finished part.

Modular training is one of ways of encouraging students' work, developing skills of independent work. By the end of each module a student is supposed to demonstrate certain skills acquired in the course of studying.

For example, when studying subject ''Russia after the first revolution: sources of new crisis'' it is possible to study this subject according to the following scheme: 1) motivational conversation; 2) entrance control; 3) Stolypin agrarian reform; 4) political maneuvering of the authorities; 5) labyrinths of the Russian idea; 6) finishing control; 7) reflection (feedback).

Modern class in history in higher education institution has to be methodically constructed so that the training material is perceived by students not as static "dead" information, but as a thinking development tool. The primary goal of a teacher is to teach students to think logically, to understand and analyze historical events. At lectures and seminars frame methodology can be applied, which implies intensification of educational process and activization of cogitative activity of students.

The founder of the frame theory was the American scientist in the field of artificial intelligence of M. Minsky, who defined that frames are "structure of data for representation of a stereotypic situation". The understanding of the term "frame" is related to the English word "framework" and points to "analytical skills", by means of which we comprehend our own experience.

At the same time, the frame technology can solve some problems: formation of complete knowledge and critical thinking, systematization, deepening, expansion of theoretical knowledge, development of subconscious abilities of creative initiative, formation of independent thinking, development of abilities to use theoretical documents, etc.

Now, application of frame approach gains quite wide circulation when studying various disciplines (English, physics, biology, technology, etc. The frame scheme assumes existence of a visualized rigid frame structure), imposed on a set of subjects and being means of structuring of training material. This method has been successfully applied by the author for more than 10 years. For example, the comparative analysis of personal and professional characteristics and qualities of historic figures, for example heads of the states, the main reformers, commanders is etc. is carried out by means of the frame.

There are some options of studying this subject. The personality can be studied by the five-benchmark algorithm, which performance allows estimating the most intrinsic qualities of personality. This method promotes development of scientific approach to studying. However, separate blocks of this algorithm can be excluded from the research chain, depending on the existence (absence) of this aspect in activity of the personality (fig. 1).

It is possible to use another option, which involves designing a block diagram to fill in biographical data of historic figures (table 1).

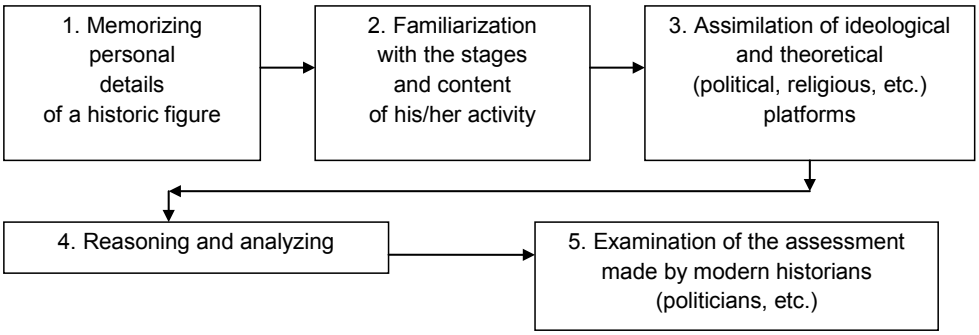

Fig. 1.

Table 1.

Life period	Views	Ideas	Solved problems	Activity stages	Historical value of this personality

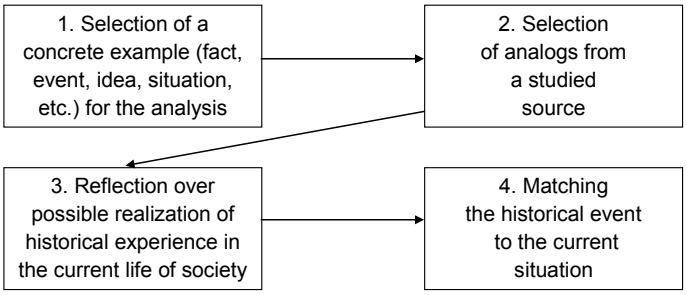

Fig. 2.

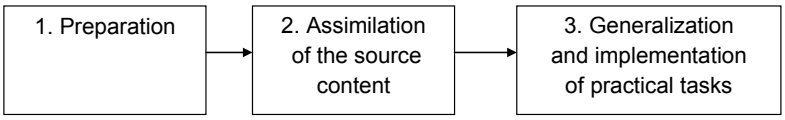

Fig. 3.

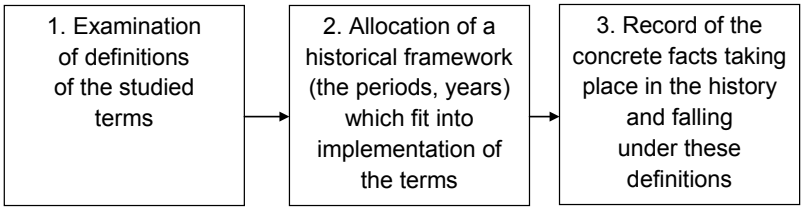

Fig. 4.

The material has to be presented in the brief form, without insignificant details and aspects; also, it has to be based on historical background of that era, the period in which this historic figure lived and acted.

Students can design block diagrams quite independently on different problems, for example, wars, revolutions, etc. For this purpose they need to be given necessary recommendations which will help them to accomplish the task.

Frame approach allows studying historical sources more deeply.

The questions of practical importance of the studied source can be presented in a certain algorithm of action (fig. 2).

The order of the algorithm can be adjusted according to the requirements and as a result new options for the examination of the studied source can emerge.

When studying historical literature it is possible to use a method of stage-by-stage examination of sources, which includes 3 consistently interconnected stages of work (fig. 3).

The preparatory stage includes explanation of terminology of the studied source, clarification of the details of historical conditions, the analysis of the facts and events, detection of qualitative characteristics of personalities.

The 2nd stage involves examination of the relevant questions, ideas and basic provisions.

The 3rd stage includes establishing certain interrelations of ideas and provisions, explanation of the value of these ideas the studied historical period and the present, the analysis of events and processes.

Implementation of practical tasks encourages students to make use of the richest historical experience.

There are certain rules of reading historical texts.

The differential algorithm unlike the integrated one implies allocation of semantic units. Experts consider that one of the main tasks of the teacher is training students to deal with concepts.

Schematically the algorithm can be represented as follows (fig. 4).

First of all, it is necessary to write out headings of sections from textbooks, to write out the main concepts, categories, to find the general concepts or the categories uniting all the content of the text. Then it is the stage of constructing a logical scheme, including selected concepts and categories. Finding generalized concepts and categories is one possible outcome of designing the logical.

If one concept follow from the others, it is possible to establish relationships of cause and effect and to construct logical chains. If concepts, categories, and facts are connected chronologically, it is possible to construct chronological tables. The most important thing is that, schemes have to be meaningful and help to understand certain historical events.

Today, a class in history at university is no longer “storage” of historical events; it is more likely a tool of development students’ thinking. The main goal is to teach to analyze, understand history, and project it on your own activity.

History has different functions in the process of education. The first one is informative. In the process of learning the students are taught the basic laws of nature and society, social groups, political systems and forms of political systems of different countries, milestones, issues, characteristics and patterns of development of the world community and the state. The second function is educational. Studying history promotes the development of such qualities, as humanism, civic consciousness, and tolerance. All this stimulates the development of civil initiative, puts the self-development mechanism, etc. The third function is communicative. In the course of studying communication skills of are improved.

To conclude, teaching History is in higher education institution meets the state and public interests, therefore it is a part of federal education program of higher education.

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Балльно-рейтинговая система и инновационные методы преподавания истории в высших учебных заведениях

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Ключевые слова и фразы: балльно-рейтинговая система; инновационные методы; преподавание истории в высшем учебном заведении.

Аннотация: В данной статье рассматриваются проблемы реформирования системы высшего образования в России. На современном этапе активно внедряются инновационные подходы к образовательной деятельности и содержанию образования, разрабатываются новые образовательные технологии, инновационные формы и методы обучения.

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Economic Situation in Education in a Number of European Countries

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Key words and phrases: education; economic situation; European countries; crediting.

Abstract: This article analyzes the economic situation in education in a number of European countries. The higher education is presented by a big variety and gives opportunity of a choice of specialization.

At the beginning higher education in the UK was free. Tuition fees were first introduced across the entire United Kingdom in September 1998 as a means of funding tuition to undergraduate and postgraduate certificate students at universities, with students being required to pay up to £1,000 a year for tuition. However, as a result of the establishment of devolved national administrations for Scotland, Wales and Northern Ireland, different arrangements now exist with regard to the charging of tuition fees in each of the countries of the United Kingdom. In England, developments in the funding of higher education were announced in January 2004 when the UK government increased the level of tuition fees that universities were allowed to charge, to £3,000 a year. The teaching and higher education bill was passed into law on 16 July 1998. The act introduced a means-tested method of payment for students based on the amount of money their families earned. Students whose families earned less than £23,000 would be exempt from fees whilst those families earning between £23,000 and £35,000 a year would be charged a percentage of the fees on a sliding scale. Those families who earned over £35,000 a year would be charged the full fees which amounted to £1,000 a year. Thus 30 % of the students belonging to families with the low income receive full compensation of payment; 40 % of students who belong to the most prosperous segments of the population pay in full; the remained 30 % receive partial compensation, proceeding from level of individual income.

On 9 November 2009 a further review into fees and university funding was announced in England, led by John Browne, former chief executive of British Parliament. He said that variable tuition fees currently provided universities with a secure income of £1.3 billion a year and ‘‘since they were introduced, student numbers have continued to rise, along with the numbers coming from lower-income backgrounds’’. The Browne Review into the future of Higher Education Funding published its report on 12 October 2010 in a document entitled Securing a Sustainable Future for Higher Education [3]. The report based its recommendations on six principles which were:

- More investment should be available for Higher Education;
- Student choice should be increased;
- Everyone who has the potential should be able to benefit from Higher Education;
- No-one should have to pay until they start work;
- When payments are made they should be affordable;
- Part-time students should be treated the same as full-time students for the costs of learning.

The main recommendations of the report were:

- Removing the cap of £3,290 a year that universities could charge for tuition;
- Raising the point at which tuition fees loans are paid back from £15,000 to £21,000 a year;
- Changing the repayment scheme such that loans were only to be paid back at 9 % of any income earned over £21,000;
- Giving part-time students equal entitlement to tuition under the Student Finance Plan.

The Browne Review got strong criticism from students and citizens of the UK.

Training in higher education institutions of Germany is free, installments are insignificant, and students can get loans from the state. Since the early 1990s, the structure of higher education study courses and the internal organization have been the subject of reform. This has involved a review of the standard periods of study and examination requirements and improvements in teaching and a separation of study aimed at preparing students for the practice of a profession and the qualification of a new generation of academics and scientists. Further reforms concerning the staff structure and recruitment requirements for professors were introduced through the Act's amendment in 2002. Within the new graduation system of consecutive courses leading to a BA/BSc after three to four years, a Master of Arts/ Science may be acquired after another one to two years.

In Germany by the new rules accepted in 2000, a half of the sum of the funds allocated in the form of the help to students from needy families (to 1000 DMs a year) has to be returned within five years after obtaining the degree.

In Germany in 1995 at the age of 45–54 years university degrees have been awarded to quarter of Germans; on this indicator Germany conceded in EU framework only to Sweden. The regular faculty in the German higher education institutions is in the ratio to number of students in a proportion 1:12.

Education in France isn't state monopoly. Along with the free public educational institutions supervised by the state, there are the private institutions which raise a tuition fee and usually being under authority of the private or religious organizations. For providing standards of training the Ministry of Education defines the maintenance of training courses for all students, wishing to gain official diplomas irrespective of where they are trained. Almost in all professions it is necessary to have a university degree. Even for receiving work it is desirable for workers of physical work to have the document on full or incomplete vocational.

The higher education in France is presented by a big variety of schools and universities and gives opportunity of a choice of specialization.

Universities offer a wide choice of subjects for studying. At each university there are the offices (UFR) which are engaged in training and researches on each discipline. Offices are headed by the director who is elected for a period of 5 years. Other educational institutions include: professional institutes (IUP) offering a course in technical science; institutes of technology (IUT) offering courses in a services sector; institutes of policy (IEP); institutes of preparation of teachers (IUFM); the higher schools.

The Netherlands higher education system is represented by three types of institutions:

- Research Universities (WO);
- Universities of Applied Sciences (HBO);
- Institutes for International Education (IO).

The universities (WO) focus on independent research-oriented work in an academic or professional setting. The universities of professional education (HBO) are more practically oriented, preparing students directly for specific careers. The universities and universities of professional education award both Bachelors and Masters degrees, but with a difference in orientation: most degree programmes at universities focus on science, and those at universities of professional education on applied science. The institutes of international education (IO) offer Masters and Postgraduate (PhD) programmes designed specially for foreign students.

All students get basic educational grant from the government. Since 2000 it has been supplemented with a tuition fee of about 1 300 US dollars and gradual replacement of the system of grants with crediting. However, the system of grants is being gradually transformed into the gratuitous loan. Considering unwillingness of students to borrow money from the bank, especially after introduction of an interest rate, and aspiration to receive employment right after school, combining subsequently work with evening education has grown. In 2001 a new type of a grant has been introduced. It is provided to working students for a period of 10 years for full-time students.

The student's loan also can be converted into a subsidy on condition of high tuition fees. Payment begins after two years after completion of training. The interest rate is calculated by the formula: the standard interest rate + 1 % of a bonus.

The system of professional education of Denmark comprises higher schools, technical institutes and colleges, academies and universities. For the last decade the number of students has increased by 25 % in higher educational institutions of the country. Universities of Denmark provide students with practical education demanded in the market which promotes personal and public prosperity.

In Sweden, as well as in all Northern Europe, the higher education is three-tier: as part of adapting its higher education system to the rest of Europe's, Sweden introduced a new structure for education and degrees with three levels, starting in 2007. All higher education programs were divided into Bachelor, Master and research levels. Each level requires that students have a degree from the preceding level of study. The new system is compatible with the European Credit Transfer System (**ECTS**).

All Swedish university students are entitled to financial assistance, partly in the form of a grant and partly as a loan. The rate at which they pay it back depends on their income when they start working. Tuition fees are fully subsidized for students from Sweden, the EU/EEA area, and Switzerland. Students from outside the EU/EEA and Switzerland pay tuition fees but scholarship programs that cover tuition and living costs are available for a number of non-EU countries.

Nearly four percent of Sweden's GDP goes towards research and development, one of the highest rates in the world. As a result, Sweden has a leading position in areas like environmental technology, cancer research and nanotechnology. The bulk of the research taking place in Sweden – about 75 % – is financed by companies. These investments have helped companies including Ericsson, Sandvik and the Volvo Group become leaders in their fields.

Eighty percent of funding for Sweden's universities and university colleges comes from the government, with 65 percent of this coming in direct government grants. A further 7 percent comes from other public sources of funding, which means that almost 88 percent of financing is in the form of public funds. The remaining funding comes from private sources and financial revenue.

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Экономическое положение в сфере образования в ряде европейских стран

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Ключевые слова и фразы: образование; экономическая ситуация; европейские страны; кредитование.

Аннотация: В статье анализируется экономическая ситуация в сфере образования в ряде европейских стран. Высшее образование представлено большим разнообразием и предоставляет возможность выбора специализации.

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Application of Carbon Nanomaterials in Green Construction

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Key words and phrases: carbon nanomaterial ‘‘Taunit’’; environmental standards; nanomodified additives; sustainable construction.

Abstract: The paper describes the features of green construction as one of the promising trends in the industry. The stages of sustainable construction as well as its positive impact have been stressed. Application of nanostructured materials to improve a number of concrete properties: strength, setting time, durability, frost resistance and others, has been discussed.

Green construction is the industry, which includes the construction and operation of buildings with minimal impact on the environment. The main objective of green construction is to reduce the consumption of resources (energy and material) throughout the building’s life cycle: from siting to design, construction, operation, repair, demolition.

However, green construction is aimed at one more purpose, namely, improving the quality of construction and comfort of the internal environment. This is achieved through high-tech solutions (implementation of green technology) and passive architecture [1; 2].

Advanced countries have successful experience of introduction and implementation of measures to promote sustainable construction. International standards have evolved from a number of national standards by healthy market competition and currently are presented by the two leading schemes – LEED and BREEAM.

The number of buildings constructed under environmental standards is an important indicator of market development of sustainable construction in a given country. According to a recent RICS survey (March, 2011), about 6,000 buildings in Europe have been certified by various rating systems and more than 3,000 have been registered for certification.

All certification systems enable to organize the assessment procedure in two phases – assessment under construction and assessment at the stage of completion.

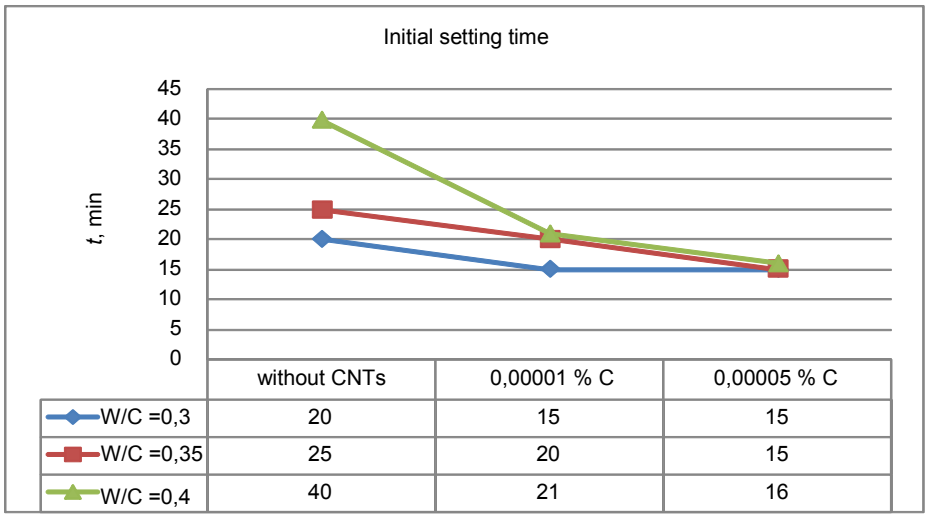
Assessment at the design stage and the intermediate certificate help to assess the performance of the building at the stage of the project, usually before the start of construction on the site. However, the certification at this stage does not reflect the operational performance of the building [3].

The assessment at this stage implies the project to be brought to the stage at which it is possible to show BREEAM or LEED appraiser building specifications against the requested criteria. Thus, the assessment at the stage of the project is available during the design and construction documentation.

Assessment at the completion of construction and certification provide an estimate of performance indicators and the relevant rating of BREEAM or LEED. The final assessment and certification by BREEAM are implemented by a qualified appraiser after practical completion of the construction work.

The main objective of green construction is to reduce the consumption of resources (energy and material) throughout the life cycle of a building, the use of construction materials of local origin (reduction of environmental damage from transportation of materials), as well as the use of materials with enhanced energy efficiency and conservation [4].

One of the ways to reduce the consumption of energy and material resources at the stage of construction and operation of the building is the use of advanced nanostructured composites, including concretes with advanced features.



	without CNTs	0,00001 % C	0,00005 % C
W/C =0,3	20	15	15
W/C =0,35	25	20	15
W/C =0,4	40	21	16

Fig. 1.

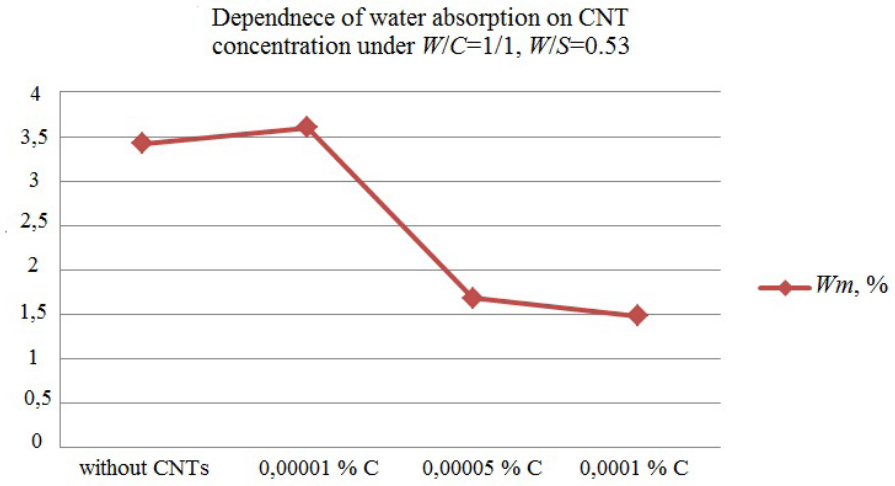


Fig. 2.

In the last two decades there has been a qualitative leap forward in the technology and properties of concretes with the emergence of new types of concrete – high-tech, low-shrinkage, etc. New classes of additives to concrete affect the deeper mechanisms of structure formation. These are the so-called nanoadditives or nanomodifiers, which application should be deliberate, purposeful, and scientifically sound.

According to domestic and foreign studies, nanomodification of concrete is expected to affect the following physical and mechanical characteristics of composites: strength, endurance, flexibility, electrical conductivity, thermal conductivity.

In this work, nanostructured material "Taunit" produced in industrial plant (JSC "Nanotehtsentr" Tambov) is proposed as a carbon nanomodifier to raise a number of concrete properties: strength, setting time, durability, frost resistance and others. Investigation of the structure of the fine concrete modified with "Taunit" shows that reducing the size of the structural elements, leads to the formation of specific continuous thread-like structures that are formed as a result of three-dimensional contact between nanoparticles of different phases, and significantly improves their operational characteristics [5].

The presence of these structures makes it possible to reduce the formation of cracks. Upon solidification in the air portlandcement shrinks. If this shrinkage is greater than the inherent deformability

of concrete, a crack is formed. Application of carbon nanotubes can maintain a balance between these forces, preventing the formation of cracks in the concrete.

In order to compensate the instability of cement and produce the concrete mixture with the required strength it is often necessary to increase the cement consumption, which automatically lowers the characteristics of durability, i.e. water- and frost resistance. These factors have a direct impact on the consumption of material resources and the subsequent energy efficiency of construction products.

The greatest decrease in water absorption is observed in the case of using modified mixing water with a concentration of nanomodifiers reaching 0.00005 %. Under the same concentration range of nanomodifiers, the water mixing is characterized by an increase in bending strength and compressive strength of cement paste. Also, the strength characteristics increase when nanomodifiers are added to cement stone, 15 % upon bending, and 25 % upon compression [6].

On the basis of the analysis we have selected the method of production of nanomodified concrete by preparing aqueous suspensions of nanomodifier CNT ‘‘Taunit’’ and introducing it in pre-mixed dry ingredients.

Investigation of the effect of CNTs on the setting time of cement paste was carried out at different concentrations of carbon nanomaterial, different values water cement ratio and different cement and sand ratio. Part of the test results is presented in Fig. 1.

As it can be seen from the results, the initial setting time of cement paste is reacher earlier, which may result in reduced water consumption, and increase in the strength of cement paste, and thus the strength of the concrete.

The study of water absorption of cement-sand mixtures at different ratios of cement and sand under constant water-cement ratio on fine-grained sand shows that the introduction of carbon nanomaterial ‘‘Taunit’’ in cement-sand mixture reduces water absorption and, therefore, increases the strength and durability of the material. Graphically Fig. 2 shows the results of tests at equal ratio of sand and cement.

Conclusion

The research resulted in the following conclusions:

The introduction of carbon nanomaterial ‘‘Taunit’’ improves quality parameters of concrete, thus increasing its energy and material efficiency. This, in turn, allows the use of building materials in the green construction.

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Применение углеродного наноматериала в «зеленом» строительстве

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Ключевые слова и фразы: наномодифицированные добавки; углеродный наноматериал «Таунит»; экологические стандарты; экологическое строительство.

Аннотация: В статье описываются особенности «зеленого» строительства как одного из перспективных направлений данной отрасли. Определены стадии экологического строительства, а также исследовано его положительное влияние. Обсуждаются возможности применения наномодификаторов с целью повышения ряда свойств бетона: прочности, сроков схватывания, долговечности, морозостойкости и других.

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Professional Vocabulary in Sociolinguistic Interpretation

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Key words and phrases: idiolect; professionalism; professional speech; sociolect; stratum; term.

Abstract: This paper describes a narrative monologue on the topic by 24 informants grouped by gender, age, education and place of birth. The analysis shows that the primary user of professional vocabulary is a woman of 35–44, a Perm city inhabitant having secondary education. The primary user of terminology is a man aged 25–34, a Perm city inhabitant having a higher education.

The problem of professional language is becoming more and more relevant. It is connected primarily with the expansion of the influence of technical progress on all aspects of life of human society, and the development of a huge number of scientific and general cultural concepts and the need to fix them in the frame of the national language.

Professional speech is treated differently. In some studies professional speech is understood as a sublanguage with a highly developed terminology [6]. Professional vocabulary has become the lexical component of the system as a result of professional division of society [1]. Finally, there is a common understanding of the nature of professional communication as the speech of a given social group united by a common profession of the given group [5].

Studying the language as a real fact of social life leads to the introduction of the construct “sociolect”, which is understood as a set of speech means of a certain group and determined by several factors of the strata. Stratum is a sign according to which the stratification (layering) is held. If we consider the term “stratum” in this way it means that the strata factors will be the components that form sociolect because the stratum is a fundamental feature of a certain group of people and it can be of social, biological and psychological nature (gender, age, education, place of birth, temperament, etc.). Thus, sociolect is the speech of an average individual representing a social group and culture, in other words sociolect is an invariant feature of the socio-labeled language subsystem. Consequently, sociolect represents a collective or group language [3].

This work is based on the material of the anthology “Городские социолекты: пермская городская речь: звучащая хрестоматия” [4]. Here are the texts of spontaneous monologue speech of inhabitants of the city of Perm. The sample of informants (24 people) is divided by the following social characteristics: gender, age, education, place of birth. Informants were asked to tell about their work. The peculiarity of this topic is to identify the mechanisms that trigger informants to use of special terms and professional words.

The peculiarity of a spontaneous monologue is that it is intermediate between the reading and the dialogue in terms of casual speech, and therefore there are non-literary features in it [2]. In a spontaneous monologue the speaker focuses on the listener, but doesn’t get any deployed verbal response from him that is also reflected in the specific feature of the monologue, while in a dialogue speakers tend to “tune” to the voice of the interlocutor. During a monologue there is no such “tuning”. Thus, a monologue, on the one hand, makes it possible to trace the characteristic features of all types of spontaneous speech, and on the other hand it reveals the features inherent to the given informant, not the ones that appear in the speech under the influence of the interlocutor. From this point of view a monologue is the most adequate form of speech that is suitable for the study of urban speech, in this case the professional one.

The analysis of the material allows us to determine that the dominant component of the urban area sociolect in terminology is professional vocabulary – 0.64 % of the total number of words. The number of terms is 0.29 %.

The analysis of professional vocabulary in the stratum “age” (informants are divided into three groups: persons aged 25–34 – early maturity, persons aged 35–44 – the average maturity, persons aged 45–54 – late maturity) showed that 35–44 year-old informants used 0.32 % of professional words of the total number of words in their speech, more than in any other age groups, compared to 0.12 % – in the group of 25–34 years and 0.21 % – in the group aged 45–54. It is not accidental since the informants aged 35–44 are an active segment of society involved in professional activities and they do not just use professional words in their speech but also they are able to create them themselves.

The terminology is also used in the speech of the informants. In the group of 25–34 year-olds it accounted for 0.14 %, in the group of 35–44 year-olds it reached 0.1 %, and in the group of 45–54 year olds it was only 0.07 %. As you can see, with age the use of the terminology is reduced because domestic sphere takes the dominant place in the speech of elderly people.

Let us consider the influence of the stratum “gender” on the use of professional vocabulary. Men use 0.23 % professional words in their speech and women do it almost twice as often, 0.43 %. It is assumed that this is due to (but not directly determined by) the ways of thinking that characterize men and women: men are more attracted to normalized, standard speech.

In the use of terminology there is a small difference: males use 0.18 % terminological units of the total number of words, while for women this figure is 0.14 %. However, our data confirm the conclusions of other studies on the priority of the use of terminology (and in some cases, better knowledge of terminology) by men.

The stratum “place of birth” has two grades: the indigenous inhabitants of Perm and informants who grew up in the area. Since Perm is a major industrial center it is quite natural that the informants in this group have knowledge of both professional vocabulary (0.38 %) and terminology (0.23 %). This is a higher percentage than in the speech of rural residents, 0.29 of professional words and 0.07% of the terms of the total number of words, respectively. These data can be interpreted as follows: 1) the factor of economic life is directly reflected in the linguistic material, and 2) the sphere of existence of professional vocabulary is live speech that promotes their formation and functioning.

The stratum “education” is presented in the experiment with two subdivisions: higher and secondary education. Informants with secondary education use more professional words in their speech than the informants with higher education (0.38 % and 0.27 %). This is due to the fact that an important element in the speech of the informants with higher education is terminology, which is 0.24 % of the total number of words. The comparison of the results of the use of terminology and professional words in the speech proves that the level of education is an important factor in the occurrence of professional vocabulary in the speech: they appear 0.11 % more often in the speech of informants with secondary education.

To sum up, the primary user of professional vocabulary is a woman aged 35–44, an indigenous inhabitant of the city of Perm, who has a secondary education. The primary user of the terminology is a man aged 25–34 year olds, an indigenous inhabitant of the city of Perm with university education.

It appears that the direction of this work is promising both in studying the usage of these units and in terms of the structure of education. It seems that the use of variance analysis of force impact will enable to clarify some socio-psycholinguistic relations of the use of terminolgy/professional words in the speech of informants, to determine the strength of influence of each of the studied strata in the combined model of sociolect.

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Профессиональная лексика в социолингвистической интерпретации

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Ключевые слова и фразы: идиолект; профессионализм; профессиональная речь; социолект; страта; терминология.

Аннотация: В статье представлены результаты социолингвистического исследования монологической речи 24 информаторов, сгруппированных по следующим признакам: биологический пол, возраст, образование и место рождения. Анализ показал, что профессиональную лексику в основном используют женщины в возрасте 35–44 лет, жительницы города Перми, имеющие среднее образование. Терминологию в основном используют мужчины в возрасте 25–34 лет, жители города Перми, имеющие высшее образование.

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Frame “Social Relations” in Mental Lexicon of Komi-Permyak, Tartar and Russian Speakers

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Key words and phrases: frame “Social Relations”; Komi-Permyak; mental lexicon; Russian; structure; Tartar.

Abstract: The structure of frame “Social Relations” in the mental lexicon of Komi-Permyak, Tartar and Russian speakers is under discussion. The quantitative and qualitative analysis of the lexicons of Komi-Permyaks, Tartars and Russians shows that the structure of the frame “Social Relations” depends on the language and national culture.

Nowadays it is impossible to study cognitive processes without studying the mental lexicon structure. The actual mental lexicon is understood as the part of linguistic competence, which is directly connected with conceptual and categorical system of an individual; it is the overlapping of language and cognition [2; 3]. The structure of mental lexicon depends on the language itself and social background of the speakers. In this regard it is very interesting to compare mental lexicons of different nationalities that speak different languages but live in the same region and belong to the same social group.

We compare the frame “Social relations” in the mental lexicons of three ethnic groups that live in the Perm region: Komi-Permyaks, Tartars and Russians. These national groups are the largest ones in the Perm region and have been interacting with each other for several centuries.

The Perm region is situated in the West Urals. The population of the territory is 2.7 million people. The biggest national groups are: the Russians account for about 2.2 million people; the Komi-Permyaks account for over 80 thousand people; the Tartars account for over 115 thousand people and the Bashkirs (who speak Tartar) are estimated about 33 thousand people. Coexsistance of several ethnic groups in one region allows us to refer the Perm region to a polyethnic region of modern Russia.

We used the actual lexicon method offered by A.K. Agibalov [1]. Actual lexicon is the base part of an individual’s mental lexicon and represents the most frequent lexis of idiolexicon. Actual lexicon reflects the most vital for an individual and the most significant conceptual classes (frames) and lexis that is connected with their denomination. The method of studying actual lexicon is as follows: informants are asked to write a list of one hundred words which, in their opinion, they use in their speech most frequently.

The informants were the students of different universities of the Perm regions: Komi-Permyaks (20 prs.), Tartars (25 prs.), and Russians (30 prs.). As a result of the survey 7 487 responses were collected from 75 informants. The words of the frame “Human” were analyzed in the given material of mental lexicon. The quantitative parameters of lexis of the frame “Social relations” in the Komi-Permtak, Tartar and Russian actual lexicons are given in Table 1.

The variety of the words of the frame “Social relations” (the glossary volume of frame), as well as the part in the general glossary, is greater in the Tartar lexicon than in the Russian and Komi-Permyak ones. So the words of the frame “Social relations” are less vital for Komi-Permyak and Russian students than for Tartar students.

The subframe “Social relations” includes words denoting all types of social functions of a person. This subframe can be divided in its turn into a number of smaller subframes. They are: “occupation”, “social status”, “social role” and “members of the same group”. The subframe “occupation” includes words denoting ‘doctor’, ‘actor’, ‘seller’, ‘fishman’, ‘lawyer’, etc. The subframe “social status” includes the words denoting ‘director’, ‘chief’, ‘pensioner’, ‘soldier’, etc. The subframe “social status” includes the words denoting the acting roles of man as ‘viewer’, ‘guest’, etc. Finally the subframe “members of the same

Table 1. The quantitative parameters of frame “Social relations”

Parameter	Lexicon		
	Komi-Permyak (20 prs.)	Tartar (25 prs.)	Russian (30 prs.)
Sample volume of frame	9	61	33
Part in general sample (%)	0,5	2,4	1,1
Glossary volume of frame	4	33	22
Part in general glossary (%)	0,5	3,3	1,9

Table 2. Subframes of the frame “Social relations” and their quantitative characteristics (total quantity of lexeme / quantity of different lexeme)

Subframes	Lexicon		
	Komi-Permyak (20 prs.)	Tartar (25 prs.)	Russian (30 prs.)
Occupation	8/4	31/16	26/9
Social status	–	13/11	15/11
Social role	1/1	12/3	3/2
Member of the same group	–	5/3	–

Table 3.

Komi-Permyak	Tartar	Russian
вӧралысь ‘hunter’	*балыкчы* ‘fishman’	*журналист(ы)* ‘pressman’
велӧтысь ‘teacher’	*биюче* ‘dancer’	*писатель* ‘writer’
гижысь ‘writer’	*галим* ‘scientist’	*поэт* ‘poet’
велӧтчись ‘pupil’	*җырчы* ‘singer’	*"препод"* ‘lecture’
	кортчы ‘beekeeper’	*преподаватель* ‘lecture’
	мулла ‘mullah’	*проститутка* ‘prostitute’
	пешекче ‘cook’	*стихоплёт* ‘rhymer’
	рәссам ‘painter’	*студент(ы)* ‘student’
	сатучы ‘seller’	*учитель* ‘teacher’
	саучы ‘milker’	
	табиб ‘doctor’	
	укучы ‘pupil’	
	укытучы ‘teacher’	
	хәрби ‘serviceman’	
	шагыйрь ‘poet’	
	язучы ‘writer’	

group” includes the words denoting the members of any social group or community: ‘compatriot’, fellow-countrtyman’, ‘classmate’ (We compared the meanings of these words, rather than the words of different languages).

The division of different subframes of the frame “Social relations” in the lexicons is shown in Table 2.

Table 2 shows that subframes in different lexicons are presented by different numbers of words and their occurrence rates in the lexicons are different. Some subframes are the parts of only one or two lexicons. The subframe “Occupation” is the only one that is important in the Komi-Permyak lexicon. In the Russian lexicon the most important subframes are “Occupation” and “Social status”. All the subframes are vital for the Tartar lexicon.

These are the words of subframe “occupation” (Table 3).

The words common for all the students are the ones relating to their main occupation i.e. studies (the words meaning ‘teacher’ and ‘pupil’ and ‘writer’). In the Russian lexicon words *студент* ‘student’

Table 4.

Tartar	Russian
һәвәскәр ‘diletante’	*бомж* ‘homless person’
оста ‘master’	*директор* ‘director’
пәйгамбәр ‘prophet’	*домохозяйка* ‘howsewife’
рекордчы ‘record holder’	*заведующий отделением* ‘head of department’
солтан ‘sultan’	*заочники* ‘correspondence student’
теләнче ‘begger’	*классный руководитель* ‘class mistress’
түрә ‘boss’	*мастер* ‘master’
халык артист ‘peopl’s artist’	*президент* ‘president’
эшсез ‘unemployed’	*староста* ‘class monitor’
эшче ‘worker’	*террористы* ‘terrorists’
	шахидка ‘terrorist’

and *преподаватель*, *препод* ‘lecturer’ have similar meanings.

The most frequent word of the Tartar lexicon is *укытучы* ‘teacher’ (8 informants named it), in Russian lexicon it is the word студенты ‘students’ (12). In the Komi-Permyak lexicon the words *велӧтысь* ‘teacher’ и *велӧтчись* ‘pupil’ have equal rates (3).

The other words of the subframe “occupation” are specific for each group of the informants. Russian students showed further orientation on studying (words *поэт* ‘poet’, *стихоплет* ‘rhymer’, *журналист* ‘journalist’ are the responses of the students of philological faculty). The Komi-Permyaks only named one word вӧралысь ‘hunter’ rds (hunter is a traditional occupation of forest inhabitants of Komi according to the social anthropology). However, the Tartar informants’ list of occupations is long enough. This fact proves evidently that they focus a lot on social relations.

The subframe “social status” is non-existent in the Komi-Permyak actual lexicon. In the Russian and Tartar languages these subframes practically don’t overlap (table 4).

Only the words with the meaning ‘master’ are common in both lexicons. We can observe the same trend that was typical of the previous group in the subframe “occupation”: the Russian students focused on their own personal environment and on the negative perception of events (*террористы*, *шахидка* ‘terrorists’), but the Tartars are more open to society.

In the subframe “social role” all informants named the word with the meaning ‘guest’: *гӧсьт* in the Komi-Permyak lexicon, *кунак* in the Tartar lexicon and *гости* in the plural form in the Russian one. In addition, the Tartar lexicon includes the words *әңгәмәче* ‘interlocutor’ и *юлдаш* ‘traveller’. Only the Tartar actual lexicon has the subframe “members of the same group (the words *ватандаш* ‘compatriot’, *якташ* ‘fellow-contryman’, *сыйныфташ* ‘classmate’). The presence of these words in the Tartar actual lexicon emphasizes again that social identity is very important for the Tartars.

The quantitative and qualitative analysis of the actual lexicons showed that the Tartars are more socially oriented, while the Russians are more self-centered. In the Komi-Permyak lexicon there is no clear evidance of the social focus. So, the structure of the frame “Social relations” depends on the language and national culture. Despite the common social background of the informants, even the same subframes are represented by a different number of words and with different occurrences in the structures of lexicons. The actual lexicon reflects different social orientations of the informants and the variety of their social relations.

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Фрейм «общественные отношения» в ментальном лексиконе носителей коми-пермяцкого, татарского и русского языков

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Ключевые слова и фразы: ментальный лексикон; коми-пермяцкий; русский; структура; татарский; фрейм «общественные отношения».

Аннотация: В статье рассматривается структура фрейма «общественные отношения» в ментальном лексиконе носителей коми-пермяцкого, татарского и русского языков. Количественный и качественный анализ лексикона коми-пермяков, татар и русских показывает, что структура фрейма «общественные отношения» зависит от языка и национальной культуры.

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Linguistic Diversity and the Phenomenon of Bilingualism

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Key words and phrases: artificial languages; bilingualism; cultural identity; cross-cultural communication; linguistic diversity; multilingualism; natural diversity; spiritual development.

Abstract: The paper explores the phenomenon of bilingualism as an important source of society's spiritual development. Linguistic diversity is a unique fact and it can cause the formation of bilingualism/multilingualism. But cultural bilingualism is impossible without a means of mass media that produce bilingual, semi-manufactured products and stereotypes that become widespread among the broad masses of the population.

At the present time more than five thousand different languages and an even larger number of dialects exist. Many languages do not have anything (or almost anything) in common. Some of them are the property of an extremely small number of nationalities. The Biblical narrative of the Tower of Babel stated that the descendants of Noah tried to erect a tower to the sky itself, but the Lord, judging them for their pride, deprived them of the common language that made it possible for them to understand each other. This narrative, in which linguistic diversity is explained as the punishment of God, has determined our attitude toward languages for many centuries. As a result the conviction has arisen that linguistic diversity is essentially undesirable. In reality this fact may be observed as an important source of society's spiritual development and it is necessary to re-examine the policy that at the present time threatens the existence of numerous small languages. If this does not happen, the ability to receive the knowledge and experience accumulated by a significant part of mankind will be lost forever. Linguistic diversity is a unique fact whose significance has been underestimated in coping with reality on a theoretical and practical level.

Not a few attempts have been made to replace the natural diversity of humanity's languages with one. In addition to the efforts made during the Enlightenment, in the second half of the nineteenth century there were followers of artificial languages like Volapiuk and Esperanto, which acquired millions of supporters all over the world. Many Esperantists not only hoped that it would become a universal auxiliary language everywhere, but that it would be left as the only language in the world at a later stage. A single language is often seen as a necessary connecting component for the formation of the new nations. The need to surmount the linguistic and cultural barriers that have become sharper in recent decades as a result of the strengthening of integral processes may be accomplished by various means. One of the widespread means consists in having two peoples, living on contiguous territories but speaking different languages, master their neighbor's language. This is called active two-sided bilingualism. If only one of the two communities masters the neighbor's language, it is called active one-sided bilingualism. The representatives of an extremely small number of linguistic communities, living near larger ones, usually master several neighbors' languages. Such people may play an important cultural role as intermediaries and translators. Another resolution of the problem of intercultural communication is also possible, when bearers of two or more native languages from adjacent areas understand their neighbor's language, but do not speak it. In such situations all the participants in the discourse speak in their native language, but partners understand them. This is called passive bilingualism (or multilingualism). It is especially widespread among the bearers of the various Turkish or Mongolian languages in Central Asia, but is also encountered in the various regions of Africa and New Guinea. In all the cases presented above the discourse arises in a language that is native to at least

one of the groups participating in it. Frequently it is such that a language that is not native to any of the conversationalists fulfills the role of the instrument of interethnic discourse. Such situations arise in discourse between Europeans and non-Europeans, let us say, when a Russian, Frenchman, Norwegian, Hungarian and Japanese man speak to each other in English. Such a language, which is used for discourse by people from different countries, is called a lingua franca. Many such languages exist in the world, and their status is connected with a whole number of causes. One cause may be that the bearers of the language possess the cultural characteristics that are attractive for others or attain cultural or political supremacy over others, which gives their language prestige in the eyes of those who speak other languages. Many linga francas owe their rise to commercial ties, when the bearers of the said language carry their commodities to the ends of the earth, and their own language with them, which their buyers learn, at least on an elemental scale. In the past on the ‘‘silk road’’ that crosses all Asia such Iranian languages as Sogdian and Middle Persian, and in more recent times New Persian, functioned as commercial linga francas. Some commercial languages have become transformed into pigeon (hybrids). They are languages where the grammar and vocabulary have become impoverished and distorted. Many of these pigeons in locations where in course they have forced out the languages that gave rise to them become basic for the local population. Such languages are called creole.

With the expansion of the boundaries of the missionaries’ activity they continued to use this language in other regions, thereby giving it the features of an artificially introduced lingua franca. With the curtailment of missionary work in many parts of the world and the implantation of European religious sects these languages in some cases were transformed into secular lingua francas. A similar situation took shape where the colonial or occupation administration chose one of the local languages as its working language. Usually such a language was widespread in the given region and had the advantage of a certain prestige. The languages of the mother country connected with colonial or a similar type of rule, past or present constitute another type of lingua franca. Even after the acquisition by the colonies of independence these languages in the majority of cases preserve the functions of a lingua franca, usually among the groups within the population that make up society’s elite. These have great popularity, especially among youth. The result of linguistic interaction primarily depends on the social conditions of contact. ‘‘A language does not overcome its rivals on the strength of its internal qualities, and therefore its bearers are more likely to be military, fanatic, cultured, or enterprising’’ [1]. But one must observe that the language of the more developed culture is not always dominant (or victorious). The attempt to explain the question of how two (or more) languages can co-exist in the consciousness of bilingualism. It is understood that the actual contact among languages occurs through the individual’s bilingualism. One must observe that multilingual situations are rarely balanced. The rarity and instability of balanced bilingualism is explained by the fact that the co-existence of two languages in the socio-ethnic conditions in the form of a symmetrical model does not actually occur in one society. According to the contemporary scholars, B. Gavarnie, A. Martina and E. Khaugen the autonomous (without blending) possession of two languages exceeds the psychological abilities of the ordinary person [2]. As a rule, in the linguistic consciousness of the ordinary person the separate features and structure of the new language are erroneously assimilated with the similar characteristics of the native (or basic, dominant) language. The interference (imposition) of the two language systems, their partial identification and blending are most often the result of this. Moreover, stabilized bilingualism is impossible and for a functional causes: two languages cannot be functionally identical. One of the languages, as a rule, is the basic for family discourse, while the other acts as an external (public) one. This disrupts the psychological balance of the languages in the bilingual’s mind. In his speech is observed the tendency to select a different language depending on the theme and situation of the discourse, the purposes and subjects of the communication. Depending on the degree to which the bilingual masters the two languages, an individual’s bilingualism can be symmetrical (the possession of the two languages to an equal degree) or asymmetrical (the mastery of one is better than the other). The distinction between autonomous or combined bilingualism depends on how the two languages function in the bilingual’s speech. With autonomous bilingualism a person builds his speech on each language, only using the resources characteristic for it. With combined bilingualism speech in the language that they know less well is constructed with the assistance of the resources of the basic (dominant) language. It is natural that the increase in the amount of speaking activity in the second language exceeds the bilingual’s knowledge of that language. The communicative

strength of the first language completes the building of the second: both languages begin to fuse and become somewhat identical. When such processes of greater or less fusion of languages occur in the linguistic consciousness and speech of many subjects of a given society, it can be said that the process ceases to be a matter of individual speech and instead embraces the entire language. Among the common prerequisites for interference is the fact that, speaking in the second language, a person unconsciously uses the norms and structures of his native language. This to an equal degree can ease mastery of the second language or lead to persistent errors. The closer the two languages the more the individual relies on his own first language. The interference associated with this type of bilingualism is observed more and is overcome with great difficult.

One language's influence on another assumes special forms. For example, fashion, prestigious images, and social standards influence the formation of the speaker's attitude towards a language, its styles, dialects, and speech, i.e. their linguistic ideals. This dependence is apparent in the typological similarity of the standard stylistic systems of the corresponding languages. Given the presence of stylistic influence, the similarity of the contexts in which the languages exist is mostly cultural and ideological. This is the basis for the formation of the phenomenon called cultural bilingualism. It is characterized by mass (and massive) borrowings, which penetrates the consciousness of the bilingual (and on a broader level enters the language) from above, through the interpreters, important journalists, ideologists, and politicians, i.e. those who master a prestigious foreign language as a result of numerous cultural contacts. In this instance the second language becomes an indicator of eliteness, being part of the chosen, affiliation with a definite circle, the basis for working out a specific jargon, tonal and stylistic originality that consciously cultivates and reproduces the current elite stratum. Cultural bilingualism is impossible without a means of mass information and communication that produces and prints definite bilingual, semi-manufactured products and stereotypes that become widespread among the broad masses of the population.

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Языковое разнообразие и билингвизм

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Ключевые слова и фразы: искусственные языки; билингвизм; культурная идентичность; межкультурная коммуникация; языковое разнообразие; мультилингвизм; природное разнообразие; духовное развитие.

Аннотация: В статье рассматривается феномен билингвизма как важный источник духовного развития общества. Языковое разнообразие является уникальным фактом, способствующим формированию билингвизма/мультилингвизма. Однако развитие билингвизма невозможно без участия средств массовой информации, которые являются источником распространения двуязычных продуктов и стереотипов среди широких масс населения.

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Reflection of Human Values in the Structure of the Lexical-Semantic Field “Human”

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Key words and phrases: associative experiment; human values; lexical-semantic field.

Abstract: This paper presents the analysis of the findings of the research into philosophical value of universals in the structure of the lexical-semantic field “Human”. The hierarchy arrangement of the units in the mental lexicon of native Russian speakers allows drawing conclusions about their importance in the system of worldview.

Human values regulate the relations of an individual and society, and the relations of members within a particular community. Introducing a system of beliefs, they are fixed in the mind of an individual and are the factors that determine their behavior in general. The structure that is directly related to the experience of human interaction with the surrounding world is the mental lexicon, the main function of which is to guarantee access to the processed data obtained from this experience [1, p. 155–156]. Mental lexicon is a dynamic structure that may change over time due to several reasons such as the accumulation of individual experience, the change of the surroundings (the transformation of society), etc. Being universals, human values, however, can occupy different positions in the minds of individuals. Consequently, their hierarchy in the mental lexicon will also line up in different ways. This is due to several reasons, the main one being belonging to a particular ethnic group, as it is the ethnic component which is dominant in forming the system of human values.

The study of the question of human values is the interest of many sciences and every science considers the problem from a different perspective, using its methods and toolset. As for linguistics, according to E.F. Tarasov, linguists form their subject of study in the object field of human values, exposing their content and its change over time, and comparing the contents of human values in different ethnic groups [2, p. 10].

Psycholinguistic methods of studying mental lexicon allow detecting fragments of the surroundings most important for the individual’s mental lexicon. During the study of the structure of the lexical-semantic

Table 1. Groups of the lexical-semantic field ‘‘Human’’ and their quantitative characteristics

№	Groups	Number of responses	Share of responses (%)
1.	Subjective evaluation of a person	1 842	37,75
2.	Social characteristics of a person	1 662	34,06
3.	Objective physical characteristics of a person	1 091	22,36
4.	Scope / kind of activity	113	2,32
5.	Attributes	92	1,87
6.	Living space	31	0,64
7.	General concepts	25	0,51
8.	Nominations of a person	15	0,31
9.	Life / death (presence / absence)	9	0,18
	TOTAL	4 880	100

Table 2. Values

security	fame	nature	justice
faith	love	proficiency	stability
power	charity	equality	art
attention to people	peace	development	labor
confidence	might	motherland	beliefs
duty	hope	freedom	respect to parents
wealth	independence	family	pleasure
friendship	education	meaning of life	success
legitimacy	calmness	agreement	
health	decency	cooperation	

Table 3. Anti-values

aggression	stupidity	deception
poverty	cruelty	loneliness
soullessness	envy	meanness
iniquity	pollution	enslavement
lack of responsibility	greed	lust
unemployment	laziness	disunity
disease	revenge	sacrilege
bribery	drug and alcohol addiction	weakness
war	lack of proficiency	rudeness
degeneration	failure	callousness

Table 4. Groups of values/antivalues

№	Groups	Number	Share (%)
1.	Subjective evaluation of a person	28	41.2
2.	Social characteristics of a person	27	39.7
3.	Scope / kind of activity	6	8.8
4.	Objective physical characteristics of a person [health]	3	4.4
5.	Living space	3	4.4
6.	Life / death (presence / absence)	1	1.5
7.	Attributes	–	–
8.	Nominations of a person	–	–
9.	General concepts	–	–
	TOTAL	68	100 %

field “Human” we conducted a directed associative experiment, where the subjects were asked to write words that refer to the concept of “Human”. The informants were Russian students studying in Perm universities. All responses (4 480) given by the informants were divided into groups and subgroups according to the classification developed by us (see Table 1).

For the survey we used the basic values (38 positions) and anti-values (30 positions) of Russian culture (see Table 2, 3), defined by the researchers experimentally: sociologists presented lists of human values to informants (a total of 200) and asked them to rank these values according to their importance, then the most frequent values were allocated [2, p. 15].

Table 5. The representation of values in the mental lexicon

№	Groups	Number of responses	Share (%)
1.	Social characteristics of a person	504	10.3
2.	Subjective evaluation of a person	105	2.2
3.	Scope / kind of activity	34	0.7
4.	Objective physical characteristics of a person [health]	27	0.6
5.	Living space	–	–
6.	Life / death (presence/absence)	–	–
7.	Attributes	–	–
8.	Nominations of a person	–	–
9.	General concepts	–	–
	TOTAL	670	13.7 %

Values/anti-values defined by the researchers (a total of 68) were classified on the same basis as the informants' responses which were received in the experiment with the stimulus "Human" (see Table 4).

We see that the values/anti-values are distributed in groups in almost the same percentage as the responses to the stimulus "Human" received from the informants (with the exception of responses referring to physical human characteristics such as gender, age, etc.). This fact suggests that in the minds of the Russian language speakers there is a priority system, according to which the hierarchy of human values and characteristics is formed.

Since the universal values are enshrined in the consciousness of the individual and thus have a lexical expression, we justify the basis for the analysis of representation of the values in mental lexicon, as the mental lexicon is the mechanism that connects the conceptual and linguistic levels. The study of the mental lexicon, in turn, allows identifying parts of the surroundings most important for linguistic consciousness of an individual.

For the purpose of such analysis the units, which are universal values, were defined among all responses to the stimulus "Human". From 4 880 responses a total of 670 responses representing 13.7 % of the total number of vocabulary were defined and divided into groups according to our classification (see Table 5).

The table shows that values related to the sphere of relations of an individual with society are most numerously presented. Firstly it is vocabulary denoting family relationships (family, parents, children, etc.), personal relationships (friendship, confidence, deception, meanness, etc.), as well as describing the situation in the society at the state level (unemployment, law, peace, war, etc.). Subjective characteristics are universal values that represent evaluation connotation (weakness, greed, laziness, etc.), as well as reflecting emotions and feelings (love, calmness, envy, aggression, etc.). Vocabulary of professional (art, labour) and anti-social (rudeness, bribery) spheres is often foregrounded. Values referring to objective physical characteristics are those reflecting health/disease (health, disease, drug/alcohol addiction).

The analysis of the hierarchy of human values in the structure of the lexical-semantic field "Human" let us identify the values/anti-values that are reflected in the mental lexicon of native Russian speakers, so they are the most significant part of their worldview.

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Отражение человеческих ценностей в структуре лексико-семантического поля «человек»

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Ключевые слова и фразы: ассоциативный эксперимент; человеческие ценности; лексико-семантическое поле.

Аннотация: В статье представлен анализ результатов исследования языковых универсалий в структуре лексико-семантического поля «Человек». Иерархия структурных единиц в ментальном лексиконе носителей русского языка позволяет сделать выводы об их важности в системе мировоззрения.

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Social Contract as an Instrument of Social Protection: Specificity of Measurement

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Key words and phrases: federal law; low-income population; poverty; social contract; social protection; social technology.

Abstract: The article describes the specificity of measurement of the new social technology – the social contract. The goal of this social innovation is to reduce the disparity between the rich and the poor in the Russian society.

Conducted in Russia socio-economic reforms, which resulted in the transition to the market economy, are accompanied by an enormous increase in the number of socially vulnerable groups of the population who can not afford to achieve a decent standard of living, which has led to the need to introduce additional measures in providing state social support and increasing the number persons eligible to receive it.

Fundamental changes in the provision of state social support have been made by the Federal Law of December 25, 2012 No 258-FZ "On Amending the Federal Law on state social support", which established the legal and organizational basis for granting state social support to needy families and single people on the basis of the social contract. These include people who for reasons beyond their control have per capita income below the subsistence minimum established in the corresponding subject of the Russian Federation.

In accordance with the federal law social contract is an agreement that is negotiated between a citizen and social protection authorities at the place of residence of a citizen and according to which social protection authorities provide social support to the citizen as part of the implementation of government programs of social adaptation [1].

Currently, according to official data, more than 13 % of the population live in Russia under the poverty line, nearly one in seven Russians is not able to fully meet their basic needs [2]. According to the Federal State Statistics Service, the subsistence minimum in the III quarter of 2012 amounted to 6 643 rubles. The number of people with incomes below the subsistence minimum reaches 16.4 million people. It means that if your income is 7 000 rubles per month, you do not fall into this category. In this case, everybody understands that the cost of living is not poverty, as officially announced, it is the level of poverty. By poverty status of the population Russia is on the 32nd place in the world community [4]. According to official data, about 66 percent of the population is below the poverty line in Russia. Essentially this means a paradoxical situation: paid work is no guarantee of a decent standard of living. There are a lot of poor people who work in the field of education, health and other sectors, that is, people with high levels of education and social expectations.

In 2010–2011 a sort of "laboratory experiment" on the implementation of the social contract in 17 regions of the Russian Federation was held. The experimental results show that the new technology has good prospects. For example, in the Republic of Sakha (Yakutia), the average family income amounted to 2 673 rub before the "experiment". By the time the social contract was expired, it went up to 4 217 rubles due to the involvement of families in employment in its new economic forms. In the Kamchatka Territory the mean lump sum payment in 2010 amounted to 122 076 rubles, in 2011 it reached 451 355 rubles. The positive dynamics of growth is obvious.

In modern Russian society the social contract is a new provision of the state social support to low-income families and low-income citizens who are in difficult situations. This person is not deprived of other social benefits to which entitled. It's kind of incentive for these families or single people to improve

Table 1. Household structure in terms of communication with the labor market, %

Household type from the point of view of the labor market and attitudes to social contract	All households	Including	
		Poor households	Non-poor households
Households composed of able-bodied unemployed	16.8	35,0 (2/3 – not looking for work)	8.1
Households that do not comprise working-age population	27.2	18.1	31.5
Households where all able-bodied are employed	56.0	46.9	60.4
	100.0	100.0	100.0

their financial situation and to escape poverty. This target type of support from the government aims to encourage people to find a way out of a difficult financial position, improve their economic activity and social status.

Due to the fact that the social contract provides for agreements for the mutual obligations between the low-income family, and social security agencies, we first need to fulfill the following obligations: to engage people actively seeking work through the employment center, to register them as unemployed, to provide training for self-employment, to help them undergo treatment for alcohol (drug) addiction, to provide repairs of their housing facilities and carry out other activities under the program of social adaptation.

The social contract provides, first of all, the involvement in the employment of able-bodied adults from families. The monthly social allowance for the duration of the social contract is defined within the difference between a living wage of the applicant and his total income. The minimum level of benefits is set at the level not less than the minimum monthly social benefits to low-income citizens established in the regions of the Russian Federation.

For the effective implementation of the system of social contracts in the practice of the subjects of the Russian Federation, it is necessary to determine the number of potential participants in such programs. First of all, these are poor families, whose participation in the program will contribute to the improvement of social adaptation of people to improve their social responsibility.

NOBUS data show that 16.8 % of households are composed of unemployed able-bodied as seeking and not seeking work (Table 1). The category of non-working age classified 7.6 % of the population (10.8 million), reflecting the widespread unemployment of able-bodied citizens and the high potential for the development of forms of social support, based on the principles of a combination of cash benefits with elements of increased economic activity of participants in social programs [5].

To assist the family by social contract it is important to have able-bodied members, as often state social support provided to disabled citizens: seniors, handicapped, children, etc. In this case, in the course of implementing the program there is the need to provide social support for people whose socio-economic status is difficult.

Currently, participation in employment and more sustainable employment, with a subsequent transition of program participants to self-sufficiency of social contracts is difficult. For real participation in unemployment it is necessary to create enough jobs, carry out a detailed study of employment opportunities and barriers, on the basis of which we should be built individual program of measures to help people with disabilities, in particular, to get employment, it is necessary to introduce more stringent penalties for failure to comply with contract terms, as well as strict control and evaluation of the effectiveness of the program of social adaptation. At present, it appears that most able-bodied members of social contracts in Russia will focus on the development of private farming and partly self-employment.

Objective and subjective factors shaping the presentation of a new model of welfare state support and its funding may lie in different planes and at different levels. They can be formed under the influence of individual characteristics and resources of the people, and under the influence of the peculiarities of the country.

The analysis of international research experience of the social contract, where such systems have been functioning for ten years shows that the welfare state has wide support in all countries. Public attitude to it varies depending on gender, age, social position. Important differentiating factors are also the characteristics of the country of residence and the main characteristics of individual citizens (gender, age, education, having children, self-assessment of income, health status, the status of the labor market).

The analysis of measures for the development of socially vulnerable groups of the population under the above federal law, shows that the demand for social contract in our society and its impact on the development of targeted assistance to those who find themselves in difficult situations, has great potential resources that can be detected by methods of sociological diagnosis of the processes.

Currently, the Russian Government Decree No 2553-r of 27 December 2012 approved the Russian State Program "Social support to citizens" for 2013–2020. To minimize the social risks associated with the lack of necessary for the implementation of the State program of research and development, both at the federal and regional levels, as well as for the implementation of activities within the framework of the subprogram "Development of social support for certain categories of citizens" includes seminars, meetings, "round tables" with the participation of representatives of federal executive bodies, executive bodies of subjects of the Russian Federation, social institutions, academic and civil societies and other organizations.

For the successful implementation of the social contract in the practice of regions of the Russian Federation, it is required to adopt international best practices: the priority of the employment and social security authorities must involve non-able-bodied people in employment, clearly separate the functions and coordinate the activities of agencies and organizations implementing social contracts; allocate sufficient funding for the system of social contracts from the federal budget, revise the priorities of social policy and social spending, seek additional funding for the system of social contracts, create an institution of individual consultants to accompany the process of engaging in employment including professional training and monitoring of participants of the social contract, master the methodology to assess the impact and effectiveness of the social contract, as well as improve the social status of low-income people, providing a decent standard of living.

The above modern approaches to the provision of social support for low-income citizens on the basis of the social contract provides the possibility to achieve the main goal, which is to reduce the level of socio-economic inequalities estimated as 84 % in 2012 according to the Global Wealth Report.

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Социальный контракт как инструмент социальной защиты населения: специфика измерения

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Ключевые слова и фразы: федеральный закон; низкий уровень доходов населения; бедность; общественный договор; социальная защита; социальная технология.

Аннотация: В статье описывается специфика измерения новой социальной технологии – социального контракта. Целью этой социальной инновации является сокращение различий между богатыми и бедными в современном российском обществе.

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The System of Information-Analytical Support of Strategic Management

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Key words and phrases: architectonics-structured support; concept; engineering support; hypotheses; information-analytical support; information support; strategic management; paradigms; results; structured plan of the accounts.

Abstract: The article states and proves the concept of formation of analytical support in the management of a construction organization, based on the use of paradigms, hypotheses and theories of information, architectonics-structured engineering support of the results obtained through information-flow analysis, and effective use of the system of strategic management.

The urgency of developing the concept of strategic management in Russia has been linked to the transition to the market economy. Over the last twenty years, strategic management has become widespread in Russia, and it is implemented in various forms and methods.

Strategic management plays a significant role in the management of economic activities. Experience shows that only 5 % of all firms develop a strategy and make a profit above the industry average. The Russian market has entered a stage where the lack of a strategy hinders the development of organizations. The plight of the majority of potential bankrupts is rooted in poor management system: out of one hundred percent of problems of industrial policy and production only 25 % of the objectives of innovation policy, 25 % of information support and only 12 % of planning strategy are solved [3].

The solution to these problems is provided by the change of architectonics accounting, forecasting, monitoring, analysis for the integration of information systems, adaptation, changing of the applied methods, accounting and analysis tools, devices and technologies, analytical criteria for the design and evaluation of the strategy, the choice of alternative options for the development and making strategic decisions. Main characteristics of strategic management should ultimately be aimed at the preservation, development and efficient dynamic capacity owned by the organization. For these goals adequate information and analytical support are necessary.

In general, accounting and analytical system is a set of accounting information obtained on the basis of data analysis for decision-making.

The solution of the set of strategic objectives requires an appropriate system of business information.

Issues of information, accounting and analytical support in decision-making have been discussed by many researchers and have a systemic approach: G. Benson, T. Limperg, William Payton, A. Hopwood, O. Shmalenbah, Ronald Coase, P. Drucker, A. Toffler, D. Forrester, I. Ansoff, H. Mintzberg, etc. All these researchers applied a systemic approach and a division of information into three levels: data, information and knowledge. In the XXI century, the basic form of capital is knowledge, which covers 90 % of the value of the organization. The higher the capacity of the organization to generate knowledge, the greater is the ability to reduce uncertainty and risk [1].

Systemic approach to accounting, control and analysis was used by M.I. Bakanov, I.N. Bogataya, L.T. Gilyarovskaya, O.I. Colvakh, G.E. Krohicheva, N.T. Labyntsev, F.B. Ripoll-Saragosi, V.I. Tkach, N.N. Hahonova, A.D. Sheremet, A.N. Shchemelev etc.

According to the author's point of view, the system of information-analytical support of strategic management is a logical set of accounting information system and resulting analytical data, operating

in real time on the basis of using the tools of strategic engineering, functionally designed for strategic decision making.

Accounting and analytical support should be of a relevant nature to make appropriate decisions, which implies a conceptual understanding of the theory of information support and the formation of the information base for strategic management.

Information support of strategic management is based on its target orientation on sustainable competitive advantage and increase in profits on the basis of strategic forecasting, analysis and management, determining long-term business strategy of the organization, the identification and analysis of critical success factors, predicting a desired future in terms of the cost of organization, analysis and continuous monitoring of the influence of external factors and the impact on the cost of the organization.

Grounding of the concept of formation and analytical support for the strategic management was conducted by the author in the following areas:

– The use of paradigms, hypotheses and theories involved in the formation of information-analytical support of strategic management processes and providing the possibility of organizing and conducting various types of strategic analysis;
– Basic principles of the theory of strategic management information support;
– Concepts of the theory of architectonics-structured support;
– The theory of conceptual engineering support;
– The results obtained and their use in management.

In this case, such ideas were taken into account:

– Industry-related, organizational and managerial features of business processes in construction, influencing the formation and functioning of information-analytical support;
– Accounting and analytical aspects of the investment and construction activities affecting the formation and functioning of information- analytical support;
– Information support, the sources and types of information, engineering tools and information technologies used in the formation and functioning of information-analytical support;
– The results of the questionnaire survey of construction companies of the Southern Federal District.

The developed concept of information-analytical support for strategic management of a construction company is formed by five patterns:

– Paradigms, hypotheses and theories involved in the formation of information-analytical support;
– The theory of information support;
– Theory of architectonics-structured support;
– The theory of engineering software;
– Results.

The concept of formation of information-analytical support for strategic management of the construction organization provides a single information field of strategic management based on the use of patterns of the presented concepts.

The first pattern is formed by paradigms, hypotheses and theories participating in the formation of information-analytical support: the paradigm of global strategic management, the paradigm of information systems and technologies, the hypothesis of external factors, the hypothesis of risk, uncertainty hypothesis, the hypothesis of effective large number, fractal hypothesis, theory of decision-making, theory of changes, theory of forecasting, forecasting theory, the theory of strategic thinking and behavior.

The second pattern of the concept is formed by the concept of information support of strategic management processes, the use of which supposes: the organization of an effective information support and the information base analysis.

Organization of information support supposes a comprehensive solution and use of the system for collecting, structuring and transfer of information from the media to the consumer in order to create a common information space, the selection and use of sources of information primarily of an external nature: information support, sources of information, strategic diagnosis, strategic modeling; performance assessment strategy.

The third pattern of the concept is the theory of architectonics-structured support of strategic management of construction companies on the basis of a combination of organic and strategic

opportunities of architectonics-structured chart of accounts, structural architecture, integration architecture, tool architecture, algorithmic architecture, adaptive architecture, control architecture.

The fourth pattern is the theory of engineering support of construction company strategic management: tools of strategic engineering, technology engineering procedures and information-analytical support of engineering, management of objects and processes.

The fifth pattern is formed by such results:

– The bottom line in the form of net assets and net liabilities as indicators of strategic success.

Net assets are the aggregate indicator of property and are defined in different economic situations by analyzing a variety of external factors, and provide adaptability to changes, risks, etc. Net assets are determined by subtracting the assets of the organization, after the system of adjustments of obligations in areas of strategic activity, activity, activity segments, alternative development scenarios, etc.

Net liabilities are disaggregated property indicator and are determined by the hypothetical realization of assets and hypothetical satisfaction of liabilities in a corresponding prices as a rule in a market or fair prices, in order to ensure real property management processes.

– The comparison of the net assets and net liabilities by dedicated tool for strategic engineering zone of economic security as an indicator of the effectiveness of the strategy is determined in terms of the aggregated state of the organization's resources and their sources (including the ongoing strategy, predicted in the case of a change in strategy, taking into account a variety of situational factors and strategic activities, subject to price changes, etc.):

– Active: availability of cash resources, which can be used in other areas;

– Passive: there is a lack of resources on demand, and the necessity to make decisions on their search;

– Neutral: characterized by relative equality of resources and needs;

– Strategic alternatives;

– Analysis of alternatives;

– Decisions;

– Control.

In developing the strategy, one should be aware that the achievement of goals may be different; hence it's necessary to develop some strategic options. The result of the process of linking the goals and resources of the company with the alternatives of development is characterized by temporal and quantitative characteristics of the distribution of all types of resources for the implementation of the risk factors [2], which leads to the need for the analysis of strategic alternatives:

– Statement of the problem to be solved;

– Determination of the facts and their impact;

– Collection of data on alternative solutions;

– Modeling of alternative solutions;

– Selection of the best option;

– Adoption of strategic decisions;

– Implementation of strategic decisions;

– Monitoring and analysis of the results.

Strategic decision is based on the receipt of information on all possible policy options, analysis of alternatives, comparing them in relation to the cost of the organization and selection of the optimal one in terms of the goals and objectives, and is aimed at maximizing profits, increasing ownership, restoring solvency to achieve a sufficient level of backup protection and achievement of sustainable competitive advantage, that is strategic growth of the organization.

The above concept is based on an engineering approach to information processing and strategic management of the ever-changing challenges, processes, situations, objects, on the basis of the construction components and their use in the form presented in the concept of patterns in the context of company goals and objectives.

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Система информационно-аналитического обеспечения стратегического менеджмента

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Ключевые слова и фразы: архитектоника структурированной поддержки; концепция; инженерная поддержка; гипотеза; информационно-аналитическая поддержка; информационная поддержка; стратегический менеджмент; парадигма; результаты; структурированный план счетов.

Аннотация: В статье обоснована концепция формирования информационно-аналитического обеспечения управления строительной организацией, основанная на использовании парадигмы, гипотезы и теории информации, структурированной инженерной поддержки результатов, полученных с помощью анализа информационных потоков и эффективного использования системы стратегического менеджмента.

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Web Application for the Site "International Information Nobel Centre"

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Key words and phrases: international; Nobel; software; website; web application.

Abstract: The paper focuses on the need to develop web application for the site "International Information Nobel Center", which was established in Tambov to promote the research into "nobelistics". The client-side web application that provides remote access to information on the site has been described.

A new scientific direction, Nobel informatics and biosciencemetrics, now bound by the term ''nobelistics'' was formed in the 1980s in the International Information Nobel Centre (**IINC**), which was established in Tambov (Russia) to concentrate the immense, but dispersed information on the life and work of the Nobel Prizes Winners, Alfred Nobel, the Nobel family, the Nobel institutions, as well as to create an international environment in a central location using the heritage of outstanding representatives of the most perspective directions in science, economics, literature and peace policy.

Creating IINC was the first step in implementing large programs in Central Russia to design a set of international institutions for the poly-thematic fundamental research on a global scale – the International Nobel Institute for Advanced Studies (**INIAS**) and the International Development Research Centre (**IDRC**) [1].

Currently, the IINC is a steady interest, but in open sources it is difficult to find complete information about it. This is due to the fact that the existing IINC site does not support the database and its content requires from the author of the texts the knowledge in the field of publishing and hosting administration.

The objective of this study is to create a web application to manage a database and provide users with information on the activities of the IINC. To achieve this goal it was necessary:

1) to analyze the IINC activities on the basis of available sources and docu-ments in its Library, Museum and Archives;
2) to design the site structure and develop the core web application for working with its content;
3) to implement HTML layout model of site pages in accordance with the design, developed jointly by the employer and approved by them;
4) to design and develop the server side web application that provides fully functional work with database;
5) to design and develop a client-side web application that provides remote access to information on the site;
6) to conduct testing and debugging of web applications;
7) to fill the created site with content.

For modern organizations, especially research ones, it is important to interact with the public and communication systems to publicly report on the results of their work. The main purpose of the web site that is associated with the scientific institutions is connected with function. From these positions the content of a scientific organization should, at a minimum include the following data:

– the name and status of the Organization;
– its purpose and directions of activities;
– the composition of the Organization and its employees;
– the current tasks and the results of its work; publications, conferences and other scientific and social events held by the organization.

In a broader sense the website should serve as a means of not only a passive presentation of common data and the results of the activities of the institution, but also contribute actively to its work: structuring and revitalization of domestic life and the relationship with the outside world [2].

The easiest way to get information for a remote user is accessing the site through the medium of the Internet. An implementation of this method is possible if you have a computer, a browser (which is usually distributed with the operating system) and connection to the network. At the same time, the site may be available only as a set of html-pages whose content without the use of specialized software can be a complex task, because it will require a significant amount of time, and specialists with expertise in the field of web engineering. You can optimize the work on the creation of a site and filling it with content by using specially developed for this web application.

A Web application is a client-server software type, where the user's browser plays the role of the client and specialized software, i.e. the role of the server. It allows you to work with the content, in particular, with the database. At its core, a web application is a website for the end user, i.e. a collection of themed and structured information in a standard way, registered and available on the network. On the physical level, this information is represented by a set of web pages, style sheets, background information, on which a dynamic content web site is formed [2]. However, for the site administrator this software is a tool that enables you to manage information on the site by working with the database.

During application development, the material about IINC was analyzed. It allowed forming the following major topics and site modules:

1) static pages that contain shared content items; such pages have no sub-levels, links to them are included in the menu that appears on all pages of the site;

2) articles are the main elements of the site, as the information contained in them, is the basis for the formation of the content; such components may contain information about the parent and child articles as well as links to files attached to them;

3) files as many information units on the site are represented as files with different extensions; they may appear in any article;

4) authorization module that provides access to the complete set of administrative functions only for the site administrator; for other users, both authorized and unauthorized access is provided only to client-side web-applications;

5) internationalization module, which provides information in various natural languages and support of the language versions of the site, different in content, and the presence of "dynamic" pages; the static pages and articles are displayed with references to the selected language (at present in Russian and English) and content's reference to a particular language group.

During the research, scientific literature on building web applications and sites was analyzed, a list of technologies, methodologies and software tools needed to create a web application was compiled, the application requirements were analyzed, the structure of the site and database was designed. As a means to implement the application the language PHP was chosen, Yii-framework was used as a software platform. As a result we developed a web application for the information support of the IINC.

The web application supports database, internationalization (Russian and English versions of the site), authorization, and the administrative part of work with the site content. The site is placed on the Internet on the technical resources of Tambov Affiliate of Moscow State University of Culture & Arts. In future we mean to extend the functionality of the web application, set up a virtual museum and create functionality to register participants in the events of the IINC.

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Разработка WEB-приложения для сайта «Международного информационного нобелевского центра»

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Ключевые слова и фразы: международный; Нобель; программное обеспечение; веб-сайт, веб-приложение.

Аннотация: Статья посвящена необходимости разработки веб-приложения для сайта «Международного информационного нобелевского центра», который был создан в Тамбове целях содействия исследованиям в области нобелистики. Описано клиентское веб-приложение, которое обеспечивает удаленный доступ к информации на сайте.

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Improving Energy Efficiency of Bitumen Modification with Reclaimed Crumb Rubber

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Key words and phrases: road surfaces; asphalt mixture; petroleum bitumen; modification; reclaimed tire crumb.

Abstract: The paper explores the problems of reducing energy consumption by modifying petroleum road bitumen with reclaimed tire crumb.

Low operating performance of road surfaces in an ever-growing load on the roadway leads to the fact that more and more often preparation of asphalt mixtures (**AM**) requires the use of modified binders instead of the traditional petroleum road bitumen [1]. Modification of bitumen improves its adhesion, strength and strain characteristics, which in turn contributes to the improved properties of the road surface. Synthetic rubber materials have been widely used for this purpose for quite a long time. The introduction of such modifiers improves the elasticity of bitumen and has a positive effect on the performance of road surfaces, thus, significantly increasing the cost of production of these road binders. One way to reduce the cost of modified binders is the use of recycled materials, such as scrap rubber tires [2], which allows addressing the important task of conservation at the same time. Given the scale of road construction and repair work in the road sector, the prospect of large-scale use of products of recycled waste tires for modifying road bitumen is very attractive.

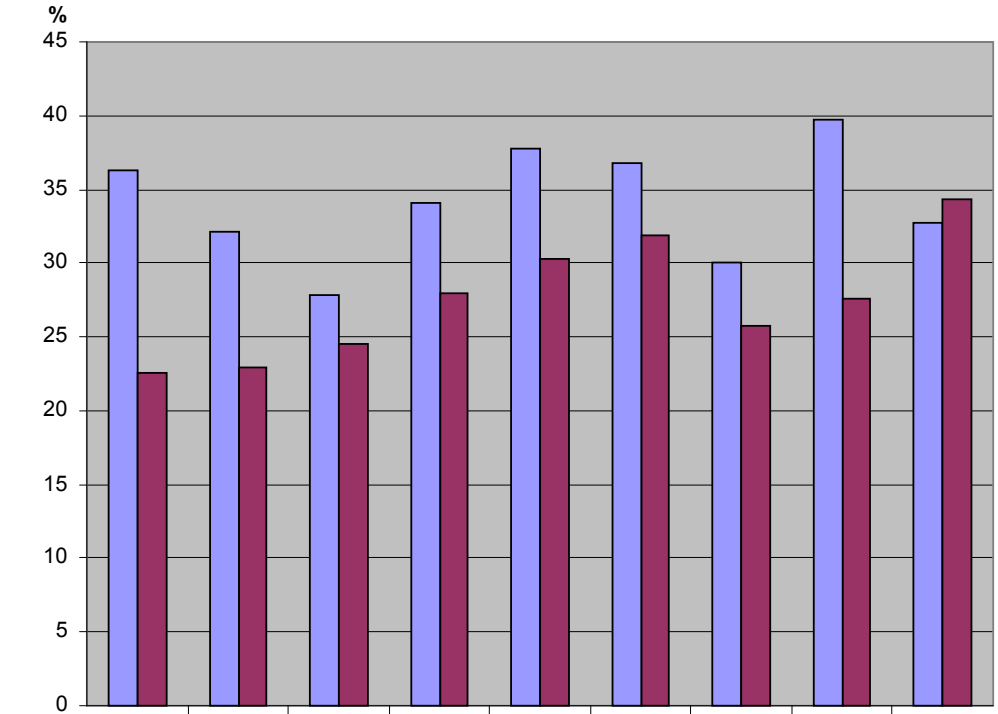
In our studies, we used grade BND 60/90 bitumen, recommended for use as a binder in the second road traffic climate zone to which the Tambov region belongs. Crumb rubber produced from recycled tires by thermal method was used as a modifying agent.

The studies were conducted in a laboratory setting, which is a paddle batch mixer with the volume of the working chamber of three liters [3]. In the upper and lower parts of the mixing device the propeller mixers with the opposite inclination of working blades were located, the centrifugal blades were located in the central part, thus enabling to create intense vertical and horizontal flows of the material in the body to ensure turbulent mixing and high dispersing impact on the material. After mixing bitumen with recycled rubber crumb its samples were subjected to laboratory tests to evaluate the physical and mechanical properties [3].

Pre-crushed tires were separated from metal and other impurities, mixed with softeners and devulcanization agents and placed in the furnace heated to a predetermined temperature. As a result of processing the mixture at high temperature there was disruption in *SS* and *C-S* bonds of spatial grid rubber. In contrast to using quite effective toxic chemicals as traditional plasticizers and devulcanisation agents, our study was built on the principle of minimizing the negative impact of the developed technology, materials and final modified products on the environment.

Assessment of soluble portion (**ASP**) and the degree of devulcanization (**DD**) of crumb rubber with the change of the process parameters of devulcanization (exposure time 60, 90, 120 minutes, temperature in the furnace 160, 200, 240° C) was conducted by chloroform and acetone extraction in accordance with the GOST 3350-78. Figure 1 shows the results of the devulcanization of tire crumb in obtaining reclaimed rubber depending on the process conditions of devulcanization (temperature and exposure time).

As it can be seen from the diagram, the increase in the devulcanization temperature and exposure time of the material leads to an increase in the degree of devulcanization of produced reclaimed rubber. The greatest degree (35 %) was achieved in the reclaimed tire crumb at 240° C and 120 minutes of exposure time.



	160°C 60 min	160°C 90 min	160°C 120 min	200°C 60 min	200°C 90 min	200°C 120 min	240°C 60 min	240°C 90 min	240°C 120 min
ASP	36.33	32.14	27.84	34.13	37.82	36.8	30	39.7	32.75
DD	22.57	22.96	24.56	27.91	30.29	31.84	25.8	27.61	34.28

Fig. 1. The content of soluble portion and the degree of devulcanization of crumb rubber in various regeneration conditions

Our previous studies conducted on the basis of high rubber compositions showed that the presence of predominantly long or short chains of molecules in the composition does not provide a higher quality product performance than in the case of long and short chains of rubber molecules. Therefore, our studies were not limited to reclaimed rubber with the highest degree of devulcanization, we tested all over the above range of the process parameters of the regeneration process of tire rubber crumb with the desired modifier for road bitumen.

The studies showed that reclaimed rubber obtained by thermal method at the temperature of 160° C and different time parameters, hardly changed the penetration and softening point of bitumen, and it remains within the GOST for the grade BND 60/90 bitumen. At the same time the modified bitumen acquired the elasticity of about 37 %.

The reclaimed rubber obtained by thermal method at 200° C after 60 minutes of exposure in the furnace showed the best results in the modification of bitumen – its ductility and penetration rates met standards for polymer-bitumen binder of the GOST R52056-2003, the softening temperature remained within the GOST, elasticity was 40 %.

The reclaimed rubber obtained at 240° C and exposure time 60 and 90 minutes had reduced penetration and ductility of road binder, while softening point and flexibility parameters remained the same as in the modification of reclaimed rubber obtained at 160° C and did not comply with the GOST. Increasing the exposure to 120 minutes led to the fact that penetration and softening point of bitumen remained within the GOST for petroleum bitumen road BND 60/90, but its ductility decreased.

As it can be seen from the research findings, the introduction of reclaimed tire crumb into the road binder obtained by a thermal method gives rise to the elasticity of the binder in the range of 35–40 %, thereby reducing the produced road surface rutting. In most cases, the softening point and penetration of bitumen modified reclaimed tire crumb remains within the GOST for the grade BND 60/90 of petroleum bitumen road.

Thus, the studies have shown that modification of petroleum bitumen road grade BND 60/90 can be conducted by thermal of devulcanization of tire crumb at the temperature of 200° C and exposure time of 60 minutes, which can significantly reduce energy costs compared to the process parameters for maximum devulcanisation of recycled tire crumbs.

The research was conducted as part of Scientific School (SS 01.2012.05 Tambov State Technical University) established 28.05.2012, ‘‘Theory and practice of sustained development of natural and industrial systems. Design of regional recycling complexes, technologies and equipments’’.

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Повышение энергоэффективности процесса модификация битума регенератом резиновой крошки

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Ключевые слова и фразы: дорожные покрытия; асфальтобетонные смеси; нефтяные битумы; модификация; регенерат шинной крошки.

Аннотация: Рассмотрены вопросы снижения энергопотребления при модификации нефтяных дорожных битумов регенератами шинной крошки.

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UDK 657

Improving the Efficiency of Tax Control in Russia

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Key words and phrases: accountability; control; international experience; performance; principles; taxes; testing.

Abstract: Over the past years, Russia has been involved in the active process of improving the forms and methods of tax control. The paper evaluates the use of foreign experience with the historical features of the Russian tax system and the economy as a whole.

The problem of increasing the efficiency of tax control is closely connected with adopting some of the international experience. The analysis showed that the use of indirect methods in the course of the tax audit is a common practice in the world.

Currently, in most developed countries tax law and conceptual approach to taxation is fundamentally different from that in Russia. Tax doctrine of a democratic society comprises the most important and fundamental principles of tax justice and balance of rights and obligations of the tax authorities and taxpayers. In the West, the application of this principle is strictly controlled by the society.

Thus, the principle of fair taxation involves the use of a progressive scale of taxation of income (higher incomes are taxed at higher tax rates), i.e. a proportional system of taxation revenue. This principle requires the exclusion from taxation of people whose income does not exceed the subsistence level. From this follows the principle and the procedure for establishing tax rates in the West: the highest taxes are levied on “gratuitous” income (gifts, lottery and casino), the lower taxes are imposed on the so-called “passive” income (dividends, interest on deposits) and even lower taxes are imposed on the income from entrepreneurial activity and employment, zero taxes are imposed on the income which does not exceed the cost of living.

The principle of balance of rights and obligations of the tax authorities and taxpayers is expressed as specific rules:

– all the discrepancies in the texts of the tax laws are interpreted unambiguously in favor of the taxpayer (which is already enshrined in the Tax Code of the Russian Federation);

– tax authorities may not enact a taxpayer to apply such forms and methods of work, in which he would be obliged to pay the highest taxes (which is also beginning to be recognized in Russia, for example, tax planning);

– equal responsibility of the state and taxpayers in their financial (tax) relationship.

Speaking on the rights of the tax authorities in Western democracies it should be noted that they are very broad and include the possibility of interference with privacy. For example, the tax authorities collect a variety of information about the private lives of taxpayers [3].

The arsenal of the U.S. tax inspectors includes various methods of control. The most common method of selecting taxpayers’ declarations for further inspection is a method of ‘‘distinctive setting’’. It is a mathematical approach used by the Internal Revenue Service (the IRS). This method allows classifying tax returns as a function of the probability of the presence in them of inaccuracies and errors.

In the U.S., there are three types of tax audits: correspondence (sending documents to the Regulatory Authority IRS by mail), cameral (held at the location of SVD), exit (held at the location of the taxpayer).

Desk audits are conducted in IRS tax audits. Site inspections involve a comprehensive analysis of the correctness and completeness of paying more taxes. Such audits conducted by tax inspectors, which in comparison with the tax auditors are more experienced and qualified professionals.

The U.S. tax inspectors offset controls and tax principles that auditors are required to comply with. However, during tax audits taxpayers are legally granted a number of safeguards.

There is a ban on certain types of requests for tax audit. That is, certain people of the state are not entitled to make inquiries in the IRS on/or termination of tax audits, as well as to influence the course of audits to specific taxpayers. This prohibition applies to the president and vice-president of the United States, their staff and other state employees, replacing government positions.

Another important point is that the IRS can not use this method to detect undeclared income as the establishment of the financial position of the taxpayer. In other words, the tax inspector can not, after analyzing the financial position of the taxpayer, draw a conclusion that the taxpayer has not declared their income [2].

Willful violation of the above rules is subject to criminal liability.

The Tax Agency in Sweden in addition to purely fiscal functions takes into account not only the taxpayers, but the entire population of the country.

The level of computerization and methods of control over income enable the majority of the population to submit tax return directly into the tax agency. There is no need to fill out a tax return, as for most taxpayers, especially individuals, it is very challenging. Data on personal income tax are not confidential [1].

In addition, a number of countries specialize in attracting foreign businesses through tax benefits.

IRS France works quite effectively. The first important principle of tax control in this country is to comply with the criterion of economic feasibility and monitoring purposes. Another important principle is to respect and guarantee the rights of the taxpayer.

In France, the tax office has three levels: national level (management of national and international audits, management audits of the tax provisions, the National Office of Tax Investigation), the regional level (Office of the Central Region), low-level (tax administration departments).

In France, tax control checks are carried out once a year. But in Russia, as noted earlier, the main figure depends on the cost of the tax authorities and the amounts of taxes and fees for a certain period. Qualitative indicators characterizing the tax office in France include:

– Firstly, the amount of additional taxes with additional charges must indicate the reason (conscious avoidance, forgetfulness, and carelessness) and the actions taken for the payment of taxes in full;

– Secondly, the ratio between the input charges and the total value of additionally accrued amounts.

In Germany, there are two clearly defined areas of the tax police: criminal prosecution and tax search. In the field of criminal offenses, the competence of the tax police includes tax crimes and tax offenses. Tax crimes include tax evasion, smuggling and counterfeiting of excise stamps and seals, tax sheltering of those who have committed a crime. Tax violations are “less serious offenses”, including violations of the calculation and payment of taxes.

In general, Germany has a detailed tax legislation, which excludes a different interpretation of certain provisions to minimize disputes between taxpayers and the tax authorities regarding the application of the law and contributes to a high level of tax collection.

Summarizing the foreign experience, you can identify the factors that contribute to the efficiency of tax services of the developed countries:

– Detailed tax legislation, with clearly formulated procedures of taxation, as well as real equality of the parties;

– Predominance of the functional approach in the organization of the tax services (functional principle creates a system of checks and balances that makes it possible to improve the skills of employees and increase productivity through specialization and integrated approach providing unity of tax procedures);

– The concept of tax control and concentration of efforts of specialists in key areas of control; focused selection of companies to check on the basis of a broad knowledge base;

– Evaluation of the work of departments and employees of tax authorities on the basis of clear criteria, creating incentives to improve the efficiency of tax control.

In general, the tax process in the developed Western countries is rather complicated. Using the normal statutory solution to the dispute is often prohibitively expensive, and for both sides, and so we

have to invent a more simplified ways and means of resolving disputes. The U.S., for example, has recently introduced the law on regulation of the controversial issues to coordinate the positions of tax reporting, production of recommendation instructions on how to address the most common issues; programs to reduce disputes in certain sectors, the use of accelerated and simplified procedures for the resolution of issues.

Recently, Russia has been improving the forms and methods of tax control; however, to evaluate the possibility of using foreign experience for these purposes it is necessary to take into account all the historical features of the Russian tax system and the economy as a whole.

Some of the methods used in international practice can be recommended as a way to improve the efficiency of the tax authorities in Russia.

One of the methods used in foreign countries to detect the facts of income concealment is the comparison of declared income of real spending of the taxpayer. To do this, the big purchases over the years are compared with the figure specified in the official income tax return for the same period. The discrepancy between the amounts of revenues and expenses can serve as a basis for financial investigations and bring legal proceedings on charges of tax evasion. This system is used by many countries, including France, USA, Germany, and Spain.

The main objective of improving the forms and methods of tax control is to increase its effectiveness. Foreign experience of tax control is very important in the current reforming of the Russian tax legislation.

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Повышение эффективности налогового контроля в России

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Ключевые слова и фразы: подотчетность; контроль; международный опыт; производительность; принципы; налоги; тестирование.

Аннотация: За последние годы Россия активно участвует в процессе совершенствования форм и методов налогового контроля. В работе оценивается использованием зарубежного опыта с историческими особенностями налоговой системы России и экономики в целом.

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Consumption-Value Aspect of Measuring Labor and Consumption: Criteria and Indicators (Sociological Aspect)

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Key words and phrases: consumption; consumption force of society; consumption value; consumer production; labor saving; productive force of society.

Abstract: The paper explores the sociological aspect of consumption-value measure; its main concepts, criteria and indicators are presented which are presented in terms of reproduction approach to community development.

Consumption-value aspect of measuring is inherently based on such concepts as consumption and consumer production, categories of use value, consumer and productive forces of the society and the law of use value. We have proposed to consider consumption in terms of understanding it as the element of production of the society, social life and man.

In the socio-economic literature, the term “consumption” is defined in different ways. Economists believe that consumption represents the use of social product, and is the final stage of expanded reproduction, it is closely connected with its initial stage – production that determines the consumption. Sociologists define consumption as the process of using socio-economic, cultural and environmental benefits in order to satisfy the needs of man, social groups and society as a whole. The articles of consumption are understood as food products, services, information, cultural objects, etc. Consumption implies realization of the product’s use pattern embodied in the product, which is created at the previous stages – first of all, at the stage of production. The use of the consumer products depends on social and cultural environment in which they are consumed. The content and structure of consumption depends on: the level of development of productive forces, the structure of social relations, the social differentiation, environmental and climatic features, traditions, fashion, social norms and values.

Depending on the nature of social needs, we distinguish industrial consumption, and consumption by population (private consumption), which can be considered as final consumption, which results in the destruction of the product of labor. The process of using the product alone and the accompanying processes (creation of the social life) are taken out of the scope of social research. They usually become the domain of study in biology, medicine, physiology, and psychology.

In economics, production processes are usually divided into several stages (production, distribution, exchange). Thus, economists put consumption in the same line with production and distribution, and deprive it of social and economic content. That is why consumption, from this point of view, is not a matter of economic or social relationship, as far as it represents the attitude of a subject to a thing, and the relationships of people with one another are not taken into account in this case. So it turns out that the entire sphere of human relations stays beyond the scope of the analysis, because consumption is understood as the goal of production, and target relations or subjective preferences cannot be included into the scope of economic relationships.

In sociology, consumption is often studied in the aspect of the subjective manifestation forms: the needs, interests, value orientations, etc. Inclusion of consumption into the system of public relations can be based on it understanding as production and reproduction. On the one hand, the purpose of production will have a well-defined form – the form of realization of man and his needs, and on the other hand, consumption relationships will reveal themselves as another form of human relationships dedicated to the matter of their own reproduction as subjects. Production and consumption will not be divided as

the two objects of different sciences, but will represent the two opposing forms of one and the same matter. Thus, consumption becomes the continuation of public production and production relations, and will be extended over to the sphere of consumer production, i.e. the limitations of stage-by-stage division of social production will be overcome [1, p. 250].

Due to such understanding, consumption and the term “consumer production” alone was initially introduced by K. Marx in the introduction chapter to ‘‘Critique of Political Economics’’, where he describes consumption as an activity destroying the product of material production, as its opposite, the second type of production, the consumer production in which a man himself is being produced and reproduced. Thus, consumer production includes in itself not only the reproduction of human life, but also social production.

According to V.Ya. Elmeev, reproduction does not end with consumption, but rather, it by itself being the consumption as the process of formation of a man, just begins therewith. The impact of labor and its facilities to the reproduction of society is mediated by the product of material activity, and not just by the one that gets back to the material production and functions in the form of productive forces, but mainly by the one, which is implemented in the individual consumption [2, p. 76].

As we can see in the dedicated economic and sociological literature, the development of a man and the entire society is associated with productive labor: it is considered as a consequence of the evolution of labor, its content, technological changes and innovation transformations in the manufacturing sector. While consumption is represented in the form of reproduction of the labor force based on the production costs, means of subsistence, the value contributed to the variable, i.e. “human” capital. Consumption as consumer production is understood as an aggregate of the processes by means of which the social content of life, the social definition of man is produced and reproduced.

Thus, consumption is of great social importance for the society. First, material consumption necessitates the involvement of everyone into social life; and secondly, it reproduces the social structure of the society as the basis for the types of social life and lifestyles. As far as man is involved in social production in a certain social capacity, material consumption reproduces his social status in the process of this production. Third, material consumption, the structure thereof (that is, what man eats, drinks, in what conditions he lives, etc.), the culture of consumption, and the scope of use of the functional potentials of the product, etc., reproduce the material conditions of everyday living (household, health condition, material prerequisites of public, social and cultural development, demographic behavior, etc.). Fourth, spiritual consumption is involved in formation of the world outlook, value-specific orientation, ideals, and life principles of man. Such importance of consumption for an individual and society in general may let us name it consumer production [3, p. 24–27].

Please note that, in the consumption activity, a thing, item of goods, a product of labor appears to be, in respect of man, a use value. Introduction of the category of use value allow us to realize the following principle: production for the sake of satisfaction of needs.

As you know, use value is, above all, a subject a man deals with in the process of reproduction of his life. He applies it in order to satisfy his needs, and it is the usefulness of the subject that makes the latter to become use value, which has the important socio-economic function: it serve not to a single person, but to lots of people, that is, it can be defined as a public use value stipulating exchange of use values between people. Public nature also results from the corresponding characterization of labor as a source of consumer value having public nature. Labor costs manufacturing the value can be reduced to a uniform, identical amount of labor input. This can be done also with respect to the results of work that make up the use value. Labor saving is also the result thereof, providing the society with release of a certain amount of labor, thanks to which the society gets time that is free of material production that can be used for the other activities.

This result is also use value, but it is not already directly related to the cost of labor as the source of product, the subject of human activity. This result is primarily intended for man, providing the conditions for his existence and development. Its purpose is to serve man and his needs. That is how its usefulness and value manifest themselves. One can determine the use value of labor force and means of labor (equipment), through measuring the productivity of labor (labor productivity). Similarly, we can treat the use value of means of subsistence, subjects of individual consumption, both on social scale and from the point of view of their influence on individual development.

Quantitative characteristics of product as the use-value, according to which the social ratios at exchange of use-values are established, depending on the level of society's development, are such factors as the minimum consumer goods basket, the set of consumer goods, sufficient for normal well-being of every person, the volume of benefits, providing for full welfare and comprehensive development of man.

The law of use value establishes the dependence of the costs of living labor on the social use value of product, on the need for it. Recall that the law of value expresses the feedback coming from the living labor in the form of socially- required costs to the results thereof, materialized in value. Thus, if the law of value formally represents a functional ratio of the kind $Y = f(X)$, where Y is the results of labor, X is labor, f is some function the form of which is not considered here, the law of use value represents an inverse relationship: $X = g^{-1}(Y)$, and $g^{-1} \neq f-1$. Here we are talking about the inverse relationship, which implies that the starting point (function argument) in this case is the need for the product (result of labor – Y), use value to which certain amount of labor $X = g^{-1}(Y)$ shall be spent.

According to the law of use value, the society determines the amount of time required for material production, to meet their subsistence needs (i.e. the needs that are satisfied by the products of different types of labor). Production and consumption, to a certain extent, must correspond to each other, and the law of use value establishes the "relationship of proportionality between different masses of use values and the corresponding needs, on the one hand, and various quantifiable mass of total social labor" [2, p. 57], i.e. satisfaction of different needs of people requires application of the appropriate volume of various types of labor, and production of various quantities of products. This requirement is the essential condition for functioning of any production facility, as its final result is consumption and reproduction of man himself.

In terms of consumption-value aspect of measuring thereof, labor is considered not from the point of how much effort of labor has been expended on average for the means of subsistence, subject to the production conditions, but according to the cost of labor associated with the consumption conditions, i.e. from the point of satisfying the specific needs that require certain amount of labor cost. It is this labor – labor under the terms of consumption – that should be considered as a measure of participation of the society in general as well as of the individual member of such society in the individually-consumed part of the product: to get a certain share of the product for consumption, you need to spend certain amount of labor.

It is important for the society and people to know what determines the value of the living labor which they have to spend in order to get a certain amount of life benefits. People need to know how much they have to work to get a certain well-being and achieve progress. This task is solved on the basis of the law of use value.

Let us note that it is the use value of the worker's means of subsistence that determines the cost of labor and the time needed for production. Labor hours and workforce required for living of the society depends on the number of people in need of the means of subsistence, i.e. on the total number of consumers and consumer baskets, on the consuming power of the society F_p^t, which is understood as the society consumption capacity. The measure of the society consumption capacity is represented by (other than the quality of goods) the number of people and the public set of benefits taking into account socio-demographic, national and other features of consuming population. In characterizing the society consumption capacity one must take into account the productive force of the society, as well as the state of ratios of product distribution into the parts destined for personal and production consumption, proportional distribution of labor by spheres of production, and compliance of such distribution with the structure of distribution needs of the society. The society consumption capacity represents a certain function of the productive power.

The main criterion of socio-economic development, from the point of view of consumption-value aspect of measuring, is "substitution, release by the means of production of the living human labor, and increasing its productivity" [2, p. 61]. Reduction of working time as a result of innovation activity (scientific-and-technological advance) leads to the increase in the wealth of the society and extended free time. The latter, becoming a measure of human development as the main wealth, also becomes the measure of the society's ability to consume, the measure of the society consumer power.

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Потребительностоимостное измерение труда и потребления: критерии и показатели (социологический аспект)

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Ключевые слова и фразы: потребление; потребительное производство; потребительная стоимость; экономия труда; производительная сила общества; потребительная сила общества.

Аннотация: В работе рассмотрен социологический аспект потребительностоимостного измерения, основные понятия, критерии и показатели которого представлены с точки зрения воспроизводственного подхода к общественному развитию.

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Forming Mechanisms of Sustainable Economic Development of Industrial Enterprises

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Key words and phrases: mechanisms for sustainable development of industrial enterprises.

Abstract: The article outlines the mechanism for sustainable development of industrial enterprises, principles, characteristics, elements. A unique feature of forming mechanisms of sustainable development of industrial enterprises in the transition to a new technological system is a combination of internal tools of an industrial enterprise and external instruments of the state.

The problem of developing mechanisms of sustainable development of an industrial enterprise remains relevant despite the fact that the emphasis in management theory and practice has shifted to the service sector. On the one hand, this is due to the fact that the role of traditional industries is huge as material needs of economic entities form the base of the pyramid of an individual's needs. On the other hand, the industry is self-sufficient and provides the means of production for all sectors of the economy. Core industries that include a set of mechanical engineering and construction industries are self-sufficient and are able to create tools for other sectors of the economy [4].

The concept of sustainable development of industrial enterprises is ambiguous. Sustainable development is understood as internal changes aimed at improving adaptability of enterprises to changing environmental conditions and factors, the growth of quantitative indicators of industrial enterprises and qualitative changes in the structure (organizational, technical, technological, etc.), the progressive increase in the complexity of engineering and technology. Sustainable development is linked to the priorities of future generations, economic growth, and a qualitatively new type of development. The diversity of this concept reflects its complex character.

An industrial enterprise is a complex system involving subsystems (components) and the elements, so the degree of coherence, timeliness and comprehensive response to changes in the external and internal environment of the enterprise depends on the position of the discrete in time and economic environment. Laws of the current stage of economic development (globalization, integration, increased competition, depletion of natural resources, etc.), the increasing interdependence of economic agents give synergistic economic effect. Consequently, the formation of an adequate mechanism for sustainable development should be the focus of both an industrial enterprise, and the state as a whole [5].

Under the mechanism for sustainable development of industrial enterprises we understand a set of organizational structures, forms, methods of administration, rules of law, which are implemented by means of the process of reproduction at the level of the enterprise, as a permanent regular directed forward motion. The pattern in this case is understood as a necessary, essential, repeating the interconnection and interdependence of components and systems of industrial enterprises and the environment. An industrial enterprise as a system includes technical and technological, organizational, economic, financial, informational, social, marketing, environmental, and other subsystems or components that can be detailed. Every company, in its turn, is a part of ecosystem at different levels – regional, sectoral and macro-economical. Sustainable development involves the allocation of strategic enterprises and ancillary subsystems and components, as well as the establishment of stable relationships with specific systems and components of the environment. According to the concept of system-integration theory, the mechanism of sustainable development of industrial enterprises should be

based on the principles of sovereignty, multi-dimensionality, multi-functionality, comprehensive functioning of management decision-making, autonomy and non-reduction of their interests to the interests of others, intentionality of reproductive balance, internal consolidation and coordination of market incentives, market signals, social responsibility. In our opinion, the principles should be complemented by a combination of transparency and preservation of trade secrets, as well as environmental responsibility. The last principle is significant in terms of the direction of development of the company, the state, and the world as a whole [2].

Irreversibility means that the impact of external and internal factors of the industrial enterprise as a system to changes in domestic economic proportions, quantitative and qualitative indicators of adequate current socio-economic trends is immense. These economic proportions should include the establishment of the necessary quantitative (cost) of correspondences between all sub-systems, and (or) the elements of the system of industrial enterprises, as well as between the company and the environment.

Orientation requires a dynamic trend of continuity of accumulated changes and awareness of the need not to deviate from the path of a given direction, use management mechanisms. The orientation is specified in the aims and objectives of company management. In determining the goals and objectives it is necessary to apply a balanced approach that takes into account the development of the system elements of the enterprise, such as means of production (raw materials, equipment), technology, products and services, innovation, finance, personnel, environment, organizational form, regulatory support, etc. The analysis of the scientific literature on the subject shows that the mechanism of sustainable development has a three-pronged focus: economic, social and environmental. This means that the change in the economic performance of industrial enterprises should be linked with their social and ecological responsibility. These three characteristics of enterprise sustainable development are inseparable unity.

The mechanism of sustainable development is a continuous spiral process that takes place in an ever-changing external factors and internal environment. The elements of this mechanism should have the properties of mobility, adjustability, but the degree of flexibility depends on the current legislation, the legal form of the enterprise, internal organizational structure, qualifications and motivation, competition, availability of financial resources. The mechanism of sustainable development of an industrial enterprise should include: market analysis tools and analysis of consumers' demand for products, tools to determine business strategy, development tools, management of new products and services, marketing tools, tools, organization of production, human resource management tools, content management tools, tools of financial management, environmental management tools, tools of external relations, innovation management tools, risk management tools [1].

Stage of formation of the modern mechanism of sustainable development of the industrial enterprises is on a boundary of change of technological structures. The first decade of the twenty-first century is characterized by the end of the technological structure, the core of which consisted of: electronic industry (microelectronics), robotics, manufacturing and processing of gas, the use of the software, telecommunications, and fiber optic technology. The main factors that influence the transition in Russia is a new technological system, the limits are increased exports of raw materials, the weight of the equipment aging, reducing the number of working-age population, the limits of the stock price competition. With the transition to the new technological order are changing the priorities of the economy, industries and individual enterprises. It's become a key factor in nano-technology, cellular technology and genetic engineering, the development of alternative energy (hydrogen power, wind power, solar). In these conditions strategic and tactical objectives of management of industrial enterprises are corrected.

In addition, it should be noted that, during the period of transition to market relations in the Russian Federation there have been destroyed well-established links between the academic and industrial (manufacturing) enterprises, closed academic departments in the research and production associations. The Russian Federation has practically ceased to operate a system of continuing professional education, reduced the number of employees of industrial enterprises. So far in targeted ministries bet on the purchase of high-tech engineering products abroad. Studies show that major constraints to business development in the Russian Federation are: inadequate level of tax administration, corruption, lack of access to finance. This means that the problem of leveling the institutional factors that inhibit the

formation of an adequate mechanism for the sustainable development of the industry remains in the interests of the state. The above gives a reason to conclude that modern Russian industrial enterprises have not yet formed a mechanism for sustainable development, are not quite ready to adopt new technological tools, so the use of instruments of state regulation of the formation mechanism of the sustainable development of industrial enterprises seems justified [6].

Currently, under the expanded state industrial policy such tools as public-private partnerships, federal funding to federal and departmental target programs, subsidies in the provision of government guarantees, support for major investment projects are used.

All tools can be divided into three groups. The first group consists of instruments for the economic component of the mechanism for sustainable development of the enterprise. The second group of tools will activate the mechanism of the social component of sustainable development. The third group of tools aimed at the development of the environmental component of the test mechanism.

The first “economic” tool group comprises:

1) tools aimed at strengthening the competitive position of Russian industrial enterprises in the domestic market (funding from the federal government under the federal target programs to support the production and implementation of seasonal procurement of raw materials; support to state-owned enterprises; acquisition of additional shares of strategically important enterprises - public companies; budget crediting backbone enterprises, debt refinancing businesses, providing loan guarantees);

2) tools used to expand the share of Russian industrial enterprises in a shrinking market (subsidizing Russian industrial exporters, government purchases of industrial production, an increase in the volume of advancing when placing orders for goods, works and services for state needs; abolition of VAT on the lists of process equipment imported into Russia, analogues of which are not produced in the country);

3) tools to promote innovative development of industry (use of public-private partnerships, the development of infrastructure to support innovation, the creation of integrated structures in high-tech machinery, subsidies from the budget of the cost of interest on loans; technical re-equipment and modernization of production, including timber and light industry, transport and power engineering, pipe industry, automotive industry, military-industrial complex, the use of the Investment Fund to support key investment projects, provision of state guarantees for investment projects of industrial enterprises) [3].

The second “social” group of tools used by the State and embedded into the mechanism of sustainable development of industrial enterprises, promotes activation of human capital. It should be noted that this group of tools is aimed at ensuring the availability, quality and effectiveness of education, integration of education and science, training of employees in the industry, development of programs in the field of compulsory medical, social and pension insurance.

The third ‘‘environmental’’ group of tools is aimed at the formation of resource-environmental component and provides a mechanism to create legal mechanisms to ensure the formation of industrial motivation to reduce energy consumption, promote introduction of energy-saving technologies and energy-efficient implementation of innovative projects, accelerating the development of electricity and heat on the basis of environmentally friendly technologies.

The peculiarity of tools forming mechanism for sustainable development of industrial enterprises by the state, is that the tools of the “economic” group can be used by the enterprise solely on a competitive basis or company included in the list of recipients of budget funds on the basis of the federal or regional law on the budget for next year and the planning period. Tools of “social” and “environmental” groups often specify the parameters and conditions for the development of industrial enterprise’s own tools. Thus, during the change of technological structures the mechanism for sustainable development of industrial enterprises should combine internal and external tools [2].

In our opinion, when determining the trajectory of the strategic objectives of the industrial enterprise and forming the mechanism of sustainable development of the company, the state not always take into account the time factor, the rate of new external factors. It seems that the development of the theory and practice of the mechanism of sustainable development of industrial enterprise in this direction could be fruitful.

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Формирование механизмов устойчивого развития экономики промышленных предприятий

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Ключевые слова и фразы: механизм устойчивого развития промышленных предприятий.

Аннотация: В статье рассматривается механизм устойчивого развития промышленных предприятий, его принципы, характеристики, элементы. Особенность формирования механизма устойчивого развития промышленных предприятий в условиях перехода к новому технологическому укладу заключается в сочетании внутренних инструментов промышленного предприятии и внешних инструментов государства.

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Main Directions of Tax Accounting Reforms in Russia

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Key words and phrases: information base; integration; tax base; Tax Code RF; tax accounting.

Abstract: We consider the problem of improving tax accounting in Russia. The necessity of creating an integrated tax and financial accounting has been justified.

The Tax Code of the Russian Federation suggests that businesses organize their own system of taxation, based on the principle of consistent application of the rules and regulations of tax accounting, i.e. applied consistently from one fiscal period to another. The order of tax accounting is established by the taxpayer in the accounting policy for taxation purposes approved by the relevant order of the head. Tax and other agencies may not establish mandatory tax accounting documents for taxpayers (Article 313 the Tax Code RF).

According to the article of the Tax Code of Russia, tax accounting is a system for compiling information for the determination of the tax base on the basis of primary documents, grouped according to the procedure stipulated by the Tax Code. Tax Code emphasizes that these tax records should reflect the order of formation of revenues and expenses, the procedure for determining the share of expenditures accounted for tax purposes in the current tax (reporting) period, the balance of expenses (losses) to be charged to expenses in the following tax periods, order of formation of the amounts established reserves, and the amount of indebtedness to the budget for income tax (Article 313 of the Tax Code).

In accordance with Chapter 25 of the Tax Code, tax accounting data need to be confirmed by:

1) primary accounting documents (including accountants);
2) analytical tax accounting;
3) calculation of the tax base.

Data on tax and financial accounting of 20 different organizations was used in the studies. More than 30 statements and suggestions on possible ways of development and improvement of systems and methods of tax accounting in Russia were analyzed.

15 major proposals for the creation or adaptation of the system of tax accounting and financial accounting were systematized, including:

– parallel tax and accounting;
– convergence of accounting and taxation on the basis of uniform accounting policies;
– application of redundancy as a method of tax accounting on the basis of financial accounting;
– parallel double entry for financial and tax accounting;
– single accounting on the basis of cost elements;
– correction of accounting income for tax purposes, which includes more than 50 positions;
– application of sub-accounts to Account 44 “Cost of sales” for commercial enterprises;
– application of off-balance sheet accounts for the purpose of establishing tax off-balance sheet accounting;
– application of tax accounting system organized on the principles of a simple record;
– creation of tax plan accounts on the basis of double entry;
– adaptation of book of accounts for tax purposes;
– establishing a system of tax registers adapted to the financial accounting system;
– complete rejection of financial accounting and tax accounting management only;
– high integration and disintegration of the above methods.

The analysis of proposals to establish the system of tax accounting was carried out in five units and 15 sub-units. For example, the chart of accounts of industrial enterprises in Germany and the system of tax reports are focused on the following cost elements: the cost of raw materials, auxiliary materials purchased goods, the cost of fees, wages, salaries, social security contributions and expenses for old age for benefits and depreciation on plant and equipment; other costs, costs to accept claims on rights and services, the cost of communication (documentation, information, travel, advertising); enterprise taxes; interest and similar costs, unforeseen expenses .

The algorithm for determining the tax base may consist of the following: – the value of goods – income – changes in the balance of resources at the beginning and end of the period (materials, work in process, finished goods, goods shipped) – use adjustment system.

Accounting records can also be used to reflect the tax base for income tax purposes.

In order to create and test an integrated system of financial and tax accounting it is necessary to take into account the following:

1. The basis for the economic security of the country is a system of financial accounting, which has been recognized by the Constitutional Court of Russia in April 2003.

2. In the process of investigation of financial accounting a variety of approaches have been used so as to pay attention to different aspects of these approaches. Legitimate and fiscal approach that has had some impact on the development of accounting and the creation of many of today's accounting systems. After all, almost all governments understand that accounting provides, firstly, the stability of the micro-, meso-, and macro-economic systems, and secondly, helps to create systems that provide the most comprehensive collection of taxes.

3. The study of tax accounting and its relationship with financial accounting requires examining the requirements of ''Fundamentals of the Tax Code of the World'', which was published in 1993.

4. Current financial accounting system in Russia is focused on integrated financial and production records and therefore is not suited for tax accounting.

This inability is determined by the complexity of the system of control over the costs.

The information base for an integrated system of financial and tax accounting are:

– The Chart of Accounts and instructions on its use.
– Provision on accounting ''Income'' 9/99.
– Provision on accounting ''Expense'' 10/99.

Sub-accounts of financial accounting used to record the cost base and income are the same for tax and financial accounting. Subaccounts tax records are used to reflect the tax accounts and are corrective in nature.

The taxable base for income tax accounting data is generated, ± correction data on costs and revenues.

It is recommended to use the following cost elements: materials, wages, social contributions, other expenses, including depreciation.

An integrated accounting system is based on the use of appropriate information base system of accounts and subaccounts, elements of cost, changes in the balances of resources, determining the actual cost, revenue and tax base for the whole company.

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Основные направления налоговой реформы бухгалтерского учета в России

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Аннотация: Рассматриваются проблемы совершенствования налогового учета в России. Обоснована необходимость создания единого налогового и бухгалтерского учета.

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