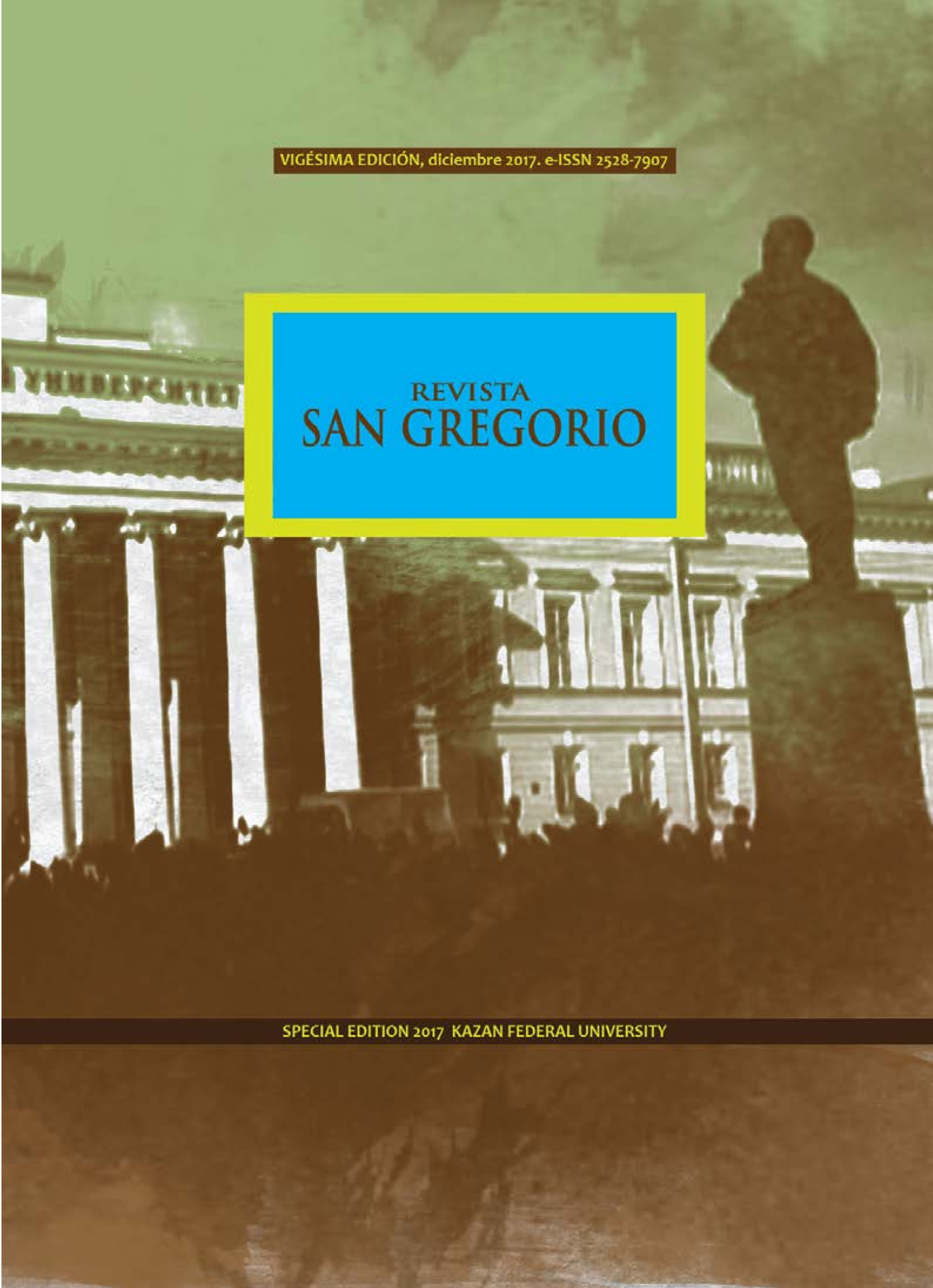

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LAS OPINIONES EXPRESADAS EN LOS ARTÍCULOS DE ESTA REVISTA SON RESPONSABILIDAD DE SUS AUTORES Y NO REFLEJAN LA OPINIÓN DE LA REVISTA SAN GREGORIO NI DE SU CONSEJO EDITORIAL

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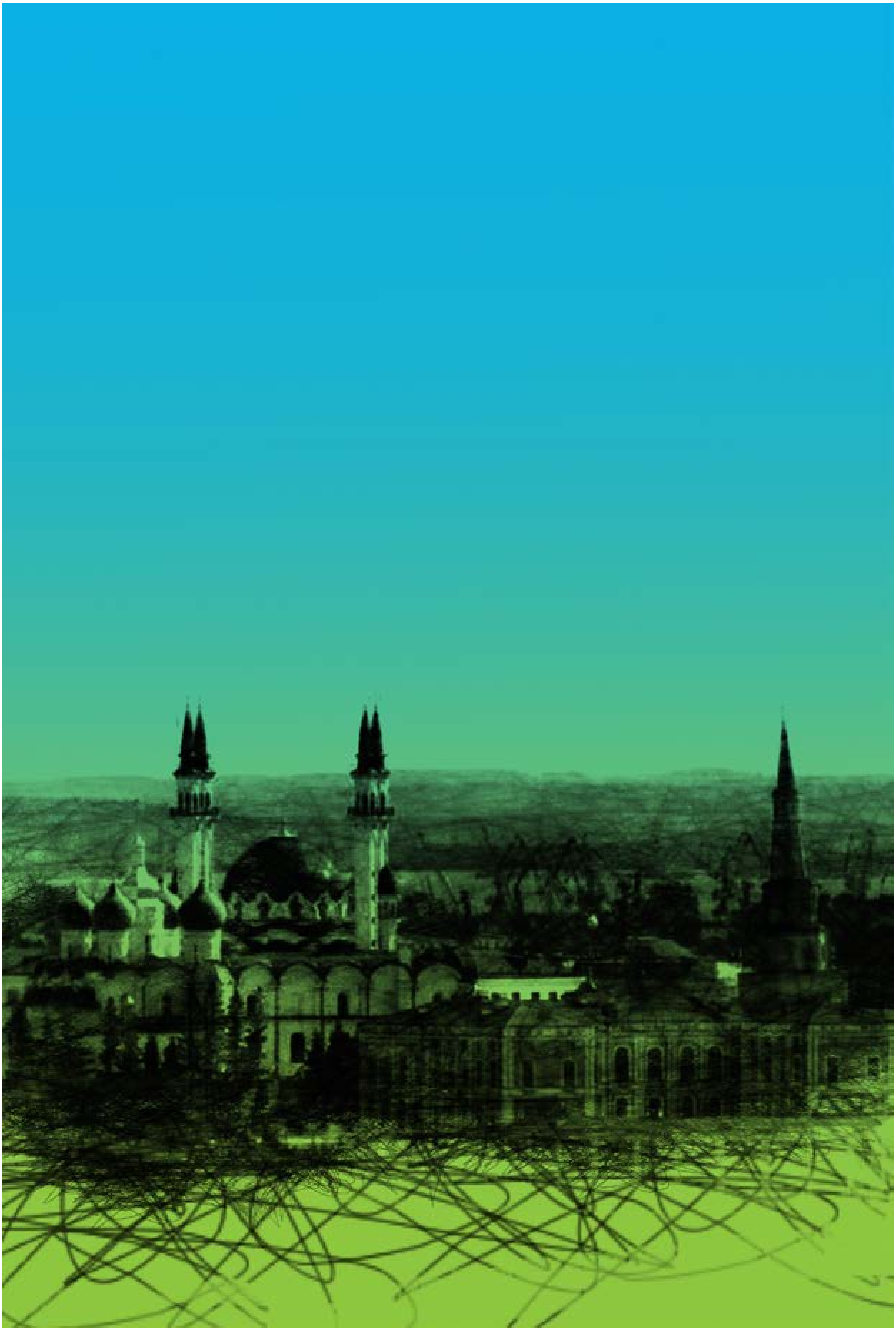
SUMMARY



PRESENTACIÓN

La Revista San Gregorio ha logrado incluirse en bases bibliográficas de alta calidad, lo que ha contribuido decisivamente a incrementar el interés de muchos profesionales nacionales y extranjeros a publicar en ella.

Ha publicado en los tres últimos años seis números especiales en formato digital de las siguientes universidades: Universidad de Cantabria, España; Universidad Católica de Murcia, España; Universidad Federal de Goiás, Brasil; Universidad Cooperativa de Colombia, Colombia; Universidad de Aveiro, Portugal; Universidad Nacional de Chimborazo, Ecuador; Universidad de Castilla-La Mancha, España; Universidad Autónoma Metropolitana de México, México.

Del total de artículos publicados el 43% corresponde a autores extranjeros de España, Colombia, Chile, México, Cuba, Argentina, Brasil, Venezuela, Paquistán, Portugal y Reino Unido.

En el marco de la política del Comité Editorial de incrementar la visibilidad internacional de la revista, se da inicio con este número especial (en que se presentan artículos de profesionales de la Universidad Federal de Kazán, Rusia) a la publicación de artículos en idioma inglés. Para ello se ha seleccionado y evaluado un grupo de artículos que son afines a las temáticas que aborda la Revista San Gregorio, y que tienen, a juicio de los árbitros revisores, trascendencia global.

La Universidad Federal de Kazán es una de las más antiguas de Rusia, con más de 200 años de existencia, su matrícula es de 46500 estudiantes, incluidos extranjeros de 74 países. Tiene firmado 190 acuerdos de colaboración académica con socios de 53 países. Es una universidad que prioriza el trabajo científico orientado al incremento de la competitividad global.

El Comité Editorial de la Revista San Gregorio agradece a los profesionales de la Universidad Federal de Kazán su decisión de postular sus artículos a nuestra revista, y espera que la publicación de este número especial marque el inicio de una fructífera colaboración futura.

San Gregorio Journal has managed to be included in high quality bibliographic databases, which has contributed decisively to increase the interest of many national and foreign professionals to publish in it.

The journal has published in the last three years six special issues in digital format of the following universities: University of Cantabria, Spain; Catholic University of Murcia, Spain; Federal University of Goiás, Brazil; Universidad Cooperativa de Colombia, Colombia; University of Aveiro, Portugal; Universidad Nacional de Chimborazo, Ecuador; University of Castilla-La Mancha, Spain; Universidad Autónoma Metropolitana de Mexico, Mexico.

Of the total number of articles published, 43% corresponds to foreign authors from Spain, Colombia, Chile, Mexico, Cuba, Argentina, Brazil, Venezuela, Pakistan, Portugal and the United Kingdom.

In correspondence with the policy of the Editorial Committee to increase the international visibility of the journal, we start with this special edition (which includes articles by professionals from the Federal University of Kazan, Russia) presenting the publication of articles in English. For this purpose, a group of articles that are related to the topics addressed by the San Gregorio Journal have been selected and evaluated, which have, in the opinion of the reviewers, a global significance.

The Federal University of Kazan is one of the oldest in Russia, with more than 200 years of existence, its population is 46500 students, including foreigners from 74 countries. It has signed 190 agreements of academic collaboration with partners from 53 countries. It is a university that prioritizes scientific work aimed at increasing global competitiveness.

The Editorial Committee of the San Gregorio Journal thanks the professionals of the Federal University of Kazan for their decision to submit their articles to our journal, and hopes that the publication of this special edition will mark the beginning of a fruitful future collaboration.

COMITÉ EDITORIAL

Moosle-ee: Massive open online social learning environment for english elearning system

Moosle-ee: Massive open online social learning environment for english elearning system

Moosle-ee: Entorno abierto de aprendizaje social masivo en línea para el sistema de e-learning en inglés

ABSTRACT

In language learning there is a need for collaborative and social learning. A kind of learning that gives the students the opportunity to work together online and use the foreign languages in real time. This article is to list the kinds of social and learning properties that we already have online. We will give a small review about a new idea MOOSLE (Massive Open Online Social Learning Environment), which uses the collaboration and social environment to build a platform for sharing courses and learning materials. MOOSLE opens a new way for collaboration and gives the users the power of sharing their work and courses and tracking it inside or outside of the system for free. They search for other courses, engage in new MOOCs (massive open online course), work in groups. We are trying to push the reusability to the extreme with MOOSLE, to use the common social properties in a structural collaboration way for learning.

KEYWORDS: English, collaboration, learning management system, student, MOOC, eLearning, MOOSLE.

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RESUMEN

En el aprendizaje de idiomas, existe una necesidad de aprendizaje colaborativo y social. Un tipo de aprendizaje que les da a los estudiantes la oportunidad de trabajar juntos en línea y usar los idiomas extranjeros en tiempo real. Este artículo es para enumerar los tipos de propiedades sociales y de aprendizaje que ya tenemos en línea. Presentaremos una pequeña reseña sobre una nueva idea MOOSLE (Massive Open Online Social Learning Environment), que utiliza la colaboración y el entorno social para construir una plataforma para compartir cursos y materiales de aprendizaje. MOOSLE abre una nueva forma de colaboración y les da a los usuarios el poder de compartir su trabajo y sus cursos y rastrearlo dentro o fuera del sistema de forma gratuita. Buscan otros cursos, participan en nuevos MOOC (cursos en línea abiertos masivos), trabajan en grupos. Estamos tratando de llevar la reutilización al extremo con MOOSLE, para usar las propiedades sociales comunes en una forma de colaboración estructural para el aprendizaje.

PALABRAS CLAVE: Inglés, colaboración, sistema de gestión de aprendizaje, estudiante, MOOC, e Learning, MOOSLE.

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Guzel Rinatovna Eremeeva
Kazan Federal University. Russian Federation
guzeliksanova@rambler.ru

Ekaterina Vladimirovna Martynova
Kazan Federal University. Russian Federation

Farida Bizyanovna Sitdikova
Kazan Federal University. Russian Federation

Ibaa Haidar
Kazan Federal University. Russian Federation

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1. INTRODUCTION

Social networks are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with who they share a connection, view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site [1]. From an e-Learning researcher's view we can say that social networks are a platform which has user management that allows discussions, collaborative work and learning, publishing experiences and thoughts, sharing information and resources. The increased popularity of social networks such as Facebook and Twitter have enormous number of social users. It gives the opportunity to access more resources in terms of learning and sharing [2] and allows people to communicate, share memories, information and feelings. All these features attracted a huge amount of users reaching to 1.71 billion monthly active ones who were on Facebook in 2016 [3] and 1 billion users on YouTube [4], 317 million users on twitter [5], 500 million users on Instagram [6], 450 million members on LinkedIn [7]. Through those social networks people could establish their communication [2], share their photos, videos, emotions, texts, educational subjects and learn from each other. In this paper we will list the properties of MOOCs and social networks to show effectiveness of a social collaboration platform.

2. METHODS

The current paper is focused on definitions to learning systems, their structures, advantages and characteristics used in learning English. There applied such methods of study as observation, testing, investigating and summarizing the experience of other researchers. The information approach has provided expeditious and high-quality implementation of feedback. The materials for this study were the researches of Evriklea Dogoriti and Jenny Pange, Gregory S. Anderson in their work "The use of social networking and learning management systems in English language teaching in higher education" [1], Huseyin Bicen, Saide Sadıkoglub, Gunay Sadıkoglu "The Impact of Social Networks on Undergraduate Students Learning Foreign Language" [2]. We also use the results of the research that was held by Nadire Cavus, Huseyin Uzunboylu, Dogan İbrahim "Student opinion towards using an open source learning management system together with a collaborative tool" [8].

3. RESULTS

We will only speak about the social features of social networks considering that all those characteristics can be used in a collaboration and social learning environment.

We can say that a social website will have the main social system and other sub-systems. The sub-systems contain all the information about the users, materials and connections between them. We see that one of the sub-systems is a user management sub-system, which defines their profiles and the relationships between them. The profile allows people to express themselves and what is going on in their lives and choose what to share and with who. We can see CMSS (Content Management Sub-System) permits to upload files, photos and videos with setting the privileges of access.

Another important sub-system to control the pages, events and groups defines the relationship between them and the users. The users can share information, media files, experiences in their profiles and have the privileges to comment any material. Communications between the users are defined by the relationships between them in the main system. These relationships can be sharing, tagging and chatting with each other or with a group of people, doing conferences or life time videos [9].

MOOC properties

MOOCs (Massive Open Online Courses) are courses designed for a large number of participants. They can be accessed by anyone anywhere as long as they have an internet connection. MOOCs are open to everyone without entry qualifications and offer a complete course experience online for free. The creator of MOOCs is Dave Cormier, when he published one course on the internet and 2000 students participated in that course in 2008 [10]. Massive Open Online Course is a response to the challenges faced by organizations and distributed disciplines. People could get access to the information about a topic and the instructors analyzed journals and books to pull the information together from a library. They might have found others who were also interested in the same things. MOOC is one the ways of learning in a network world. MOOC is an open interactive course supporting lifelong network. It has materials, dates of beginning and finishing, participants themselves. It is a way to connect and collaborate while developing digital skills, to engage in the learning process where people can get together and work and talk about any topic. The course operates in the following ways:

All the work is done in areas accessible for people to read, reflect and comment on.

The users can go ahead and take the course without paying for it.

The work done in the course is shared between all the people taking it.

The material is put together by the facilitators.

The users get to keep their work in the system and everybody else gets to learn from it because the course is participatory. The course is distributive and it posts the discussion of videos, comments to articles, tweets and tags. All these are linked together to create a network course and mostly not found in one central location all over the internet but in different pockets and clusters. There is no right way to do the course, no single path from the first week to the last. This allows new ideas to develop and different points of views to coexist. It also means that one of the side effects of MOOC is the building of distributed knowledge base on the net. MOOC promotes independence among learners and encourages participants to work in their own spaces, to create authentic networks that can maintain after the course finishes. In the course educational content Video – Audio – Text – Games (incl. simulation) – Social Media – Animation may be included. The course offers possibilities for readers' interaction, such as social media channels, forums, blogs or RSS (Really Simple Syndication) to build a learning community.

Participants are provided with some feedback mechanism. It can be automatically generated (e.g. quizzes) only by peers (peer feedback) and/or general feedback from academic staff. The course always provides some kind of recognition like badges and a certificate of completion. A formal certificate is optional and most likely has to be paid for. The course usually contains a study guide syllabus, which includes instructions how students may learn from the presented materials and interactions.

4. DISCUSSION

Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way [11]. We think that learning a language is a social thing because it is a social tool for face-to-face communicating with other people or texting. From this point we can understand that it will be a good practice to try teaching or learning languages in a social site with the help of other people in an open collaborative and structured way. Actually, students have stated that they have a positive effect of social networking sites on learning foreign languages [2]. The study showed that Learning Management System (LSM) can become more efficient if it is enhanced by collaborative learning tools [8]. Recommendations are made in relation to the effective use of a social networking platform to support productive and meaningful learning [12]. Students have mentioned that they follow recommendations of professional foreign language teachers and use various available facilities in order to improve their speaking skills [2].

In our opinion, one of the best ways to teach or study a language is by a social platform or an interactive course, which gives the students the feeling of working with someone else. We consider it is not enough to have a social network to start learning languages. The students can study but not with good results, because there is always a need for some structure that must be presented LMS courses. That means we need a social network and a structured course like MOOC. We definitely must track the students and if we cannot do it with MOOC. WHY? As we have already understood MOOC can be distributed. Therefore, if we really want to track our students, we must give an interface for communicating with our system from the outside. Inside the system we must allow the users to share lessons or learning materials, do a repository for all learning lessons and materials for others to use those assets. If we use the system like LRS, teachers can share the courses on their websites and have the opportunity to track their students in other LRS. We also can save this tracking information in our LRS in the same time.

MOOSLE Structure

In MOOSLE we started to think about socializing courses not only making collaborative courses. But we give the users the power to share courses online, to do their channels of the lessons in their own way, to put the content for free, to get a certificate for some money and to share the materials in the repository which holds all the learning content of our social learning environment.

All the users can share their content in their profiles, or in groups for collaboration work, or in MOOC. The access privilege can be for a group of users or public.

Figure (1) The structure of MOOSLE (See annexes)

In both ways the content will be available for everybody from the repository of the system. For every MOOC, lesson or learning asset there will be meta data in the repository which informs who used it in our system. This meta data helps the users to access the historical information of the learning material for reading.

There are a lot of structures inside the environment for people, schools or universities.

For every user there will be a profile, where they can put and share all their personal information and academic knowledge, have friends, share photos, videos, albums, music and lessons.

The users can participate in MOOCs, be a part of a group, an event, a discussion, or reuse any material inside or outside the system. MOOCs stand alone, and the users enroll in them with or without collaboration. MOOCs have assignments, discussions and learning materials in the system. Being a group member gives the privilege access to MOOCs inside them without registration, and all the students in the group are tracked together. Students' results have a hierarchy in the system to help teachers to control their work. However, we are not saying that this MOOC is for a particular school or group. When MOOC is a part of a group, it gives the users of this group the privilege to participate in private discussion, which can be accessed to other groups only for reading. MOOC has an open discussion for public users.

In MOOSLE we use the same technique as LRS in a matter of saving all the users' data online or offline and from different platforms.

We save offline data because using something like LRS gives the opportunity for the users to work offline where there is no secure internet. There are two reasons for the platforms. Firstly, MOOC functions on different platforms simultaneously. The second reason is the reusability of the course or content. When we work in a tracking system, the users must give the system URL or web service to the materials (lessons, MOOCs, games, simulations) and the materials get access to the system. Therefore, we obtain the information about all the users, which worked with this material all over the internet.

5. SUMMARY

Summarizing all the above we can conclude that MOOSLE gives the users the opportunity to do courses which are free. They collect information and provide feedback about their work. Using social networks, MOOCs and outside tracking systems help to track and visualize data depending on the groups of users, discussions and feedback.

MOOSLE uses a social network to connect people with each other and teachers with their students in a way of sharing and having fun in the same time.

MOOSLE offers the users to do MOOCs and give knowledge for free to more people than usual as a lot of people like to do it on YouTube but in more professional way.

MOOSLE allows the users to share and to get a big feedback with all the details that they need.

MOOSLE gives the users the opportunity to work with other courses from the system repository and to reuse it inside or outside the system.

6. CONCLUSIONS

Using only LMS for teaching language is not enough in our time, and doing a non-structured social network for teaching English is not a good idea. In the end we confirm that using MOOCs in a social network does a big deal with English learning. For tracking the system needs an interface and this interface lets the users share materials inside and outside the system. These materials link to the system and can be tracked despite they are in the system or not. This kind of work is to do a social collaborative network for sharing learning materials in a good and structured way to make professional and free learning.

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ANNEXES

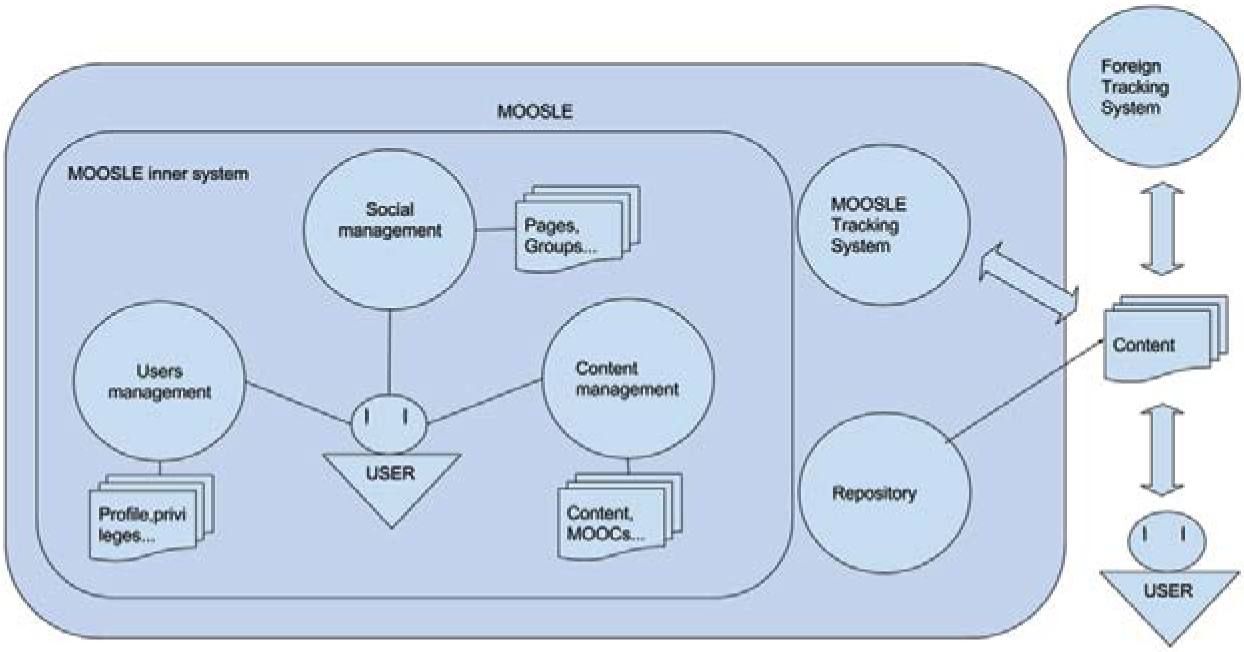
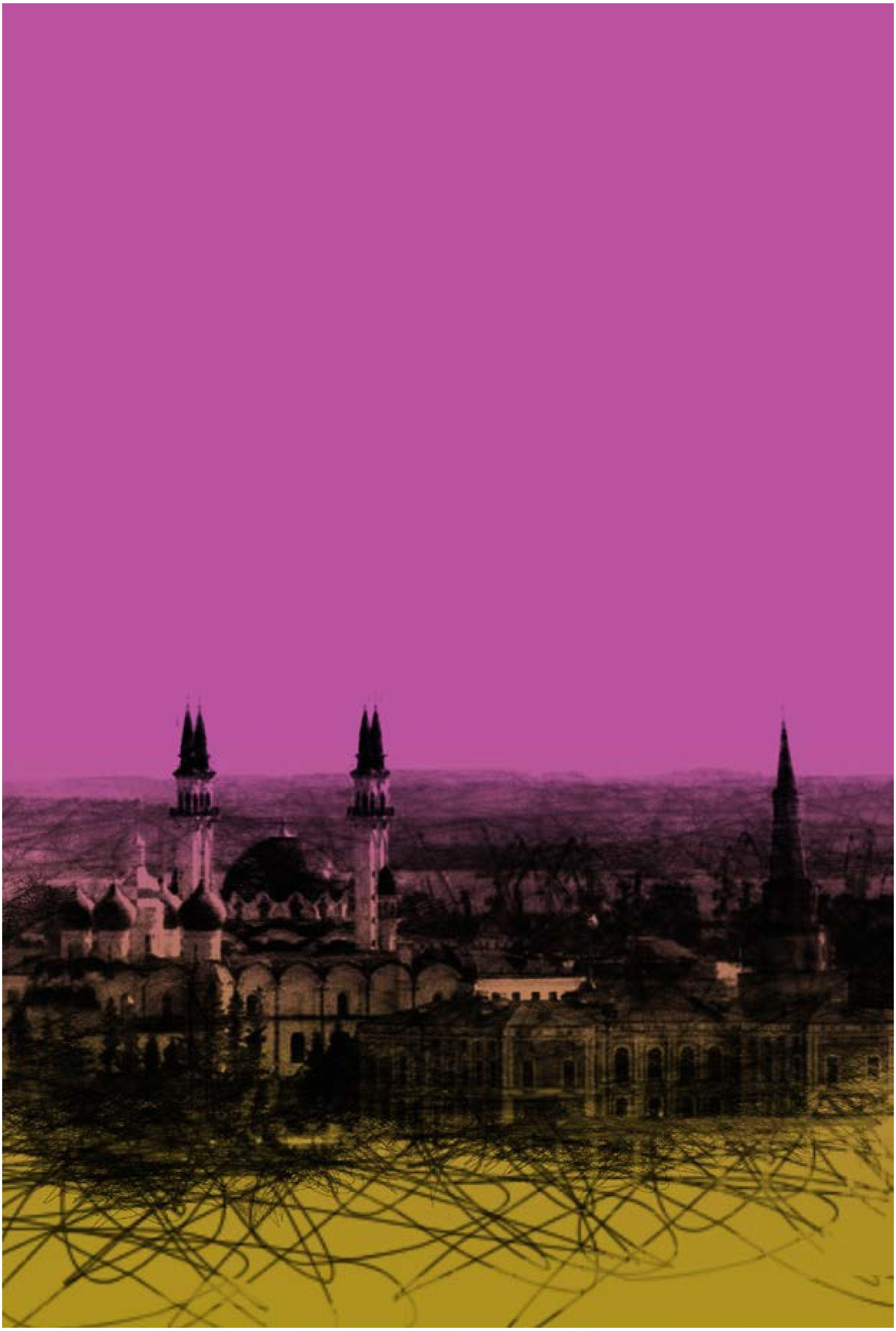
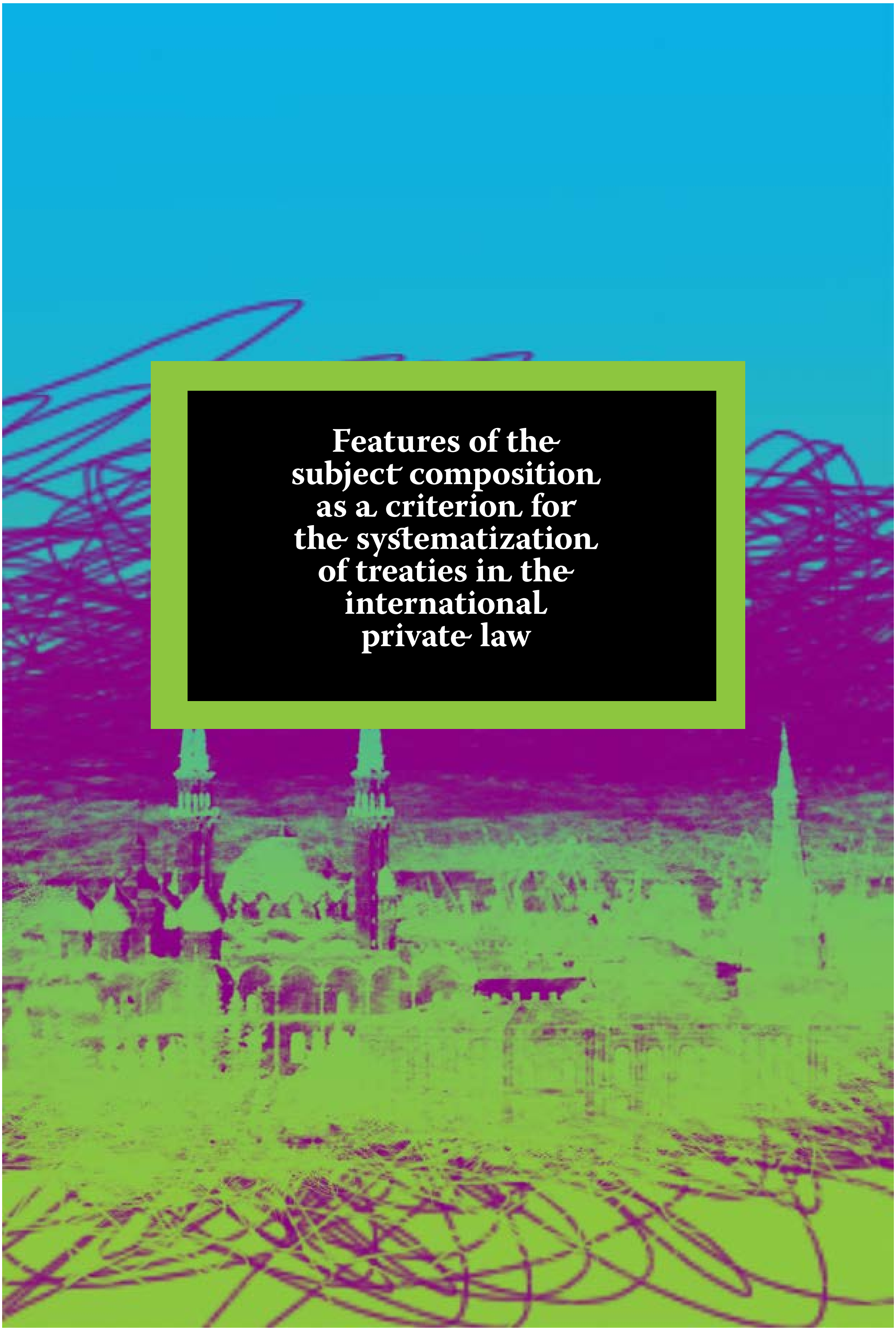


Figure 1. The structure of MOOSLE





Features of the subject composition as a criterion for the systematization of treaties in the international private law

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Características de la composición temática como criterio para la sistematización de tratados en el derecho privado internacional

ABSTRACT

This article is an attempt to study the system-forming criteria of civil law treaties complicated by a foreign element.

The common goal of establishing the treaties within the agreed system is the creation of a structure, the logical harmonization of agreements, schemes and a mechanism for the regulation of economically important relations of a transboundary nature. A competent system approach predetermines the primary achievement of the law-making goal - the organization of effective impact of modern legislation on the emerging legal relationships. It is the criterion of such systematization, correctly chosen and used, is the guarantee of the formation of an effective legal canvas. This study combines general and private-scientific methods of cognition, which include such as formal legal one, used in the analysis of regulatory legal acts and legal norms adopted to regulate legal relations in the field under consideration; logical and legal one, through which the content of legal norms is studied in relation to this problem under consideration; concrete-sociological one, used to analyze the documents and publicistic articles in the course of work; and historical method. It is concluded that the foreign element does not affect the substance of the transactions under consideration. However, a special status of the parties to the agreements causes the emergence of specific features of their legal regulation that allow using the subject composition of treaty relations of an international nature as a system-forming criterion of great importance, including from the point of view of law enforcement practice. Further doctrinal and practical study of such features is seen as important and theoretically interesting.

KEYWORDS: civil law, treaty, system of treaties, system-forming features, subjects of law, foreign element.

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RESUMEN

Este artículo es un intento de estudiar los criterios de formación de sistemas de los tratados de derecho civil complicados por un elemento extraño.

El objetivo común de establecer los tratados dentro del sistema acordado es la creación de una estructura, la armonización lógica de acuerdos, esquemas y un mecanismo para la regulación de relaciones de importancia económica de naturaleza transfronteriza. Un enfoque de sistema competente predetermina el logro principal del objetivo de elaboración de leyes: la organización del impacto efectivo de la legislación moderna sobre las relaciones jurídicas emergentes. Es el criterio de tal sistematización, correctamente elegido y utilizado, es la garantía de la formación de un lienzo legal efectivo. Este estudio combina métodos de cognición generales y privado-científicos, que incluyen el legal formal, utilizado en el análisis de actos legales regulatorios y normas legales adoptadas para regular las relaciones legales en el campo bajo consideración; lógica y legal, a través de la cual se estudia el contenido de las normas legales en relación con este problema bajo consideración; concreto-sociológico, utilizado para analizar los documentos y artículos publicitarios en el curso del trabajo; y método histórico. Se concluye que el elemento extranjero no afecta el contenido de las transacciones consideradas. Sin embargo, un estatuto especial de las partes en los acuerdos provoca la aparición de características específicas de su regulación legal que permiten utilizar la composición temática de las relaciones convencionales de carácter internacional como criterio de formación de sistemas de gran importancia, incluso desde el punto de vista de la práctica de la aplicación de la ley. El estudio doctrinal y práctico adicional de tales características se considera importante y teóricamente interesante.

PALABRAS CLAVE: derecho civil, tratado, sistema de tratados, características de formación de sistemas, sujetos de derecho, elemento extranjero.

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Dinara Anvarovna Musabirova

Kazan Federal University. Russian Federation

musabirovadinara@mail.ru

Maria Vitalievna Krivenkova

Kazan Federal University. Russian Federation

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1. INTRODUCTION

The concept of "system" has an extremely wide range of application and various interpretations, due to the content that is attached to the described concept in relation to a specific object under consideration. Nevertheless, the main features of the system retain their significance in any definition.

For the purposes of the study made, the system of treaties will be understood as the aggregate of civil law treaties possessing intrasystem connection, its own structure, for which the object of regulation is common, the general principles of legal regulation, as well as the specific features inherent in this category of agreements, which allow attributing them into a separate group of contractual relations.

A theoretically grounded system of treaties is necessary in order to clarify certain contractual relations and develop not just legal regulation, but to give it such properties that reflect an adequate relationship between these contractual structures, the absence of contradictions between the functioning of various structures in this field.

Any systematization is based on a certain criterion. V.N. Blotsky [1; p. 439] has some point in this aspect of the rights, pointing out that if any specific feature of objective legal matter is reflected in the legal establishment and substantially corrects the elements of legal mechanism, thus predetermining a "fateful" nature for such a feature, it can be analyzed as a systemic property.

Therefore, when determining the legally significant characteristics, one should proceed from the principle of an open circle of considered circumstances. It is necessary to analyze any feature as a systemic one, if it affects the legal regulation. At the same time, it does not really matter which of the obligation features is characterized by it [2; p. 47].

2. METHODS

The systemic approach assumes that a certain set (in our case - civil law treaties), connected by special interrelations, should be considered to be a "system". The system features are determined not only by the characteristics of individual elements and by those traits that are caused by the interaction of individual elements, therefore, if we describe the system of private international law (PIL) treaties, it will be not just a set of individual treaties, but also the basic properties and principles that are laid in the system of regulation of public relations, being developed in the presence of a foreign element. It is these general rules and principles that are not deducible from the content of individual treaties; they are manifested only in their system-forming aggregate.

Another important feature of the system is its structuredness, that is, the possibility of describing the system through the establishment of its structure, in which all elements and parts are interrelated and interconnected, both with each other and with the environment or law, if we consider this feature in the context of the system of treaties.

The most substantive study of the aspects of the systematization of civil law agreements is considered to be the work of Yu.V. Romanets [3; p. 144]. According to the position of this author, "the classification of treaties on their systemic features has a definite regulatory and legal significance, since it allows forming a legal system that has not only scientific, but also practical value" [3; p. 144].

In our case, we believe that the main system-forming factor is not so much the presence of a foreign element in the relevant contractual structure, but rather the appearance of this element.

Of course, we should consider the PIL essence here. It is called international because the relations regulated by it are not domestic, but international, they are complicated by a foreign element. It is called private because the subject of regulation is represented by the private, non-public relations. The foreign element of a civil legal relationship can be expressed in three options: a foreign subject, a foreign object or a foreign legal fact.

The division of civil law agreements into groups, depending on their direction, is the leading, generally accepted, and, moreover, actually established division of treaties in the Civil Code of the Russian Federation. The correct and important treaty division on their direction plays an important role in their regulation. However, considering it within the framework of an application to the practical needs of the system of treaties complicated by a foreign element, it is important to note that it does not affect the object under consideration. Therefore, such differences are not of great importance for clarifying the specifics of the system of treaties in the PIL - the regulatory regulation does not reflect the specifics of material and conflict norms in such emerging relations on the basis of their orientation.

3. RESULTS AND DISCUSSION

The criteria for the formation of a system of civil law treaties are represented by the signs of social relations significant for the law. The foreign element does not affect the essence of the transaction under consideration, it remains a private-legal relationship of an international nature. But its presence is a legal form of relations that arise between the elements of a private legal relationship and various national legal systems. Thus, these relations are regulated not from the position of establishing the rights and obligations of the relationship participants, but from the position of determining the applicable law.

Therefore, the system of treaties in the PIL is characterized by the following system-forming features: the need to take into account foreign legislation and international law, special regulatory role of the treaty, special conflict regulation over the material one, complicated order of conclusion and some others.

The system is also internally differentiated into several groups.

The notion of a contractual relationship complicated by a foreign element covers the treaties with different subject matter (within and outside of business activities, as well as with the participation of the subjects with a special public status of activity - the public and legal entities). However, the complications associated with the individual groups of subject in private relations, generate a special conflict-legal regulation, contained not only in the Russian legislation, but also in the legislation of foreign countries and the international legal acts.

4. SUMMARY

When determining the legally significant characteristics, one should proceed from the principle of an open circle of considered circumstances. It is necessary to analyze any feature as a system one, if it affects the legal regulation.

When assuming certain conditionality of differentiation of certain types of treaties, which is often explained only by the convenience of regulatory regulation of the relevant legal relations, we note that this approach to everything else largely corresponds to the law enforcement needs. The leading principle of direction does not affect the conflict-legal regulation of such contractual structures.

In turn, the subject composition of contractual relations is of great importance in the national legal relations, being developed in different states. Despite the principle of equality of the parties proclaimed in Art. 1 of the Civil Code of the Russian Federation, it is important to take into account the specific status of a person participating in the legal relationship for the formation of special rules of legal regulation, especially when it arises a contractual legal relationship of an international nature in order to comply with the principle of fairness in legal relations. Based on the analysis of the provisions of Russian civil legislation, the laws of certain foreign countries, as well as international acts, it is the specificity of the subject composition that determines the application of certain conflict rules. We believe that such a complex differentiating criterion allows us dividing all civil-law treaties of an international nature into four groups: treaties between the individual persons, agreements involving consumer, foreign trade transactions and treaties involving public subjects.

The principle of autonomy of will, which is inherent in the contractual relations, has been substantially adjusted concerning treaties involving consumers in the international space. This is due to the fact that the consumer is a weaker party in the contractual relationships than the entrepreneur. Legal regulation of relationships complicated by a foreign element should provide a certain balance of interests and protect a less powerful participant in these relationships. At the same time, the focus on maximum protection of the consumer's rights is manifested in the sphere of PIL not only and not so much due to the special norms of substantive law, but rather by fixing a special procedure for determining the law applicable to these contractual legal relationships [4; p. 18].

According to the Russian legislation, the application of the principle of autonomy of will of the parties when concluding a treaty involving the consumer should not affect the protection of his rights and legitimate interests. Even if the applicable law is determined by agreeing the wills of the parties to this legal relationship, the legislator restricts the application of the chosen legal system in a situation where the mandatory provisions of the consumer's country of residence give him special legal protection. Such an approach of the legislator can be fully explained by the fact that the consumer, as a rule, does not have special legal knowledge.

Foreign scientists repeatedly paid their attention to the specifics of legal regulation of consumer contracts, in particular, to the difficulties of the consumer's access to the administration of justice in a foreign state [5; p. 225], to the problems of compensation for damage caused to the consumer [6; p. 125].

Similar conflict-legal regulation is contained in the legislation of foreign countries. So, according to the Austrian Law of 1979 on PIL, the law of the consumer's country of residence is applicable to the treaties involving the consumer in the absence of parties on the applicable law, if it provides the consumer with a special legal protection.

Taking into account the fact that the Regulation No. 593/2008 of the European Parliament and the Council of the European Union "On the Law Subject to Application to the Treaty Obligations ("Rome I")" has been in effect in the European Union countries since 2009, [7] it should also be noted a fixation of a similar approach to regulation of the consumer treaties in this document. The fact that the approach to consumer treaties adopted earlier in the Rome Convention of 1980 was accepted within the framework of this Regulation, was repeatedly subjected to analysis in the scientific literature [8; p. 91], [9; p. 52].

Although the latest changes have established an additional guarantee of protection of the consumers' right with their participation in legal relations with a foreign element in electronic space, at the same time the existing practice clearly demonstrates the need to modify the approaches and methods of legal regulation of distance trade, especially on the Internet. In this regard, in our opinion, we should pay attention to the following areas of legislation development and the ways to resolve legal problems arising in the implementation of remote commercial activities.

The possibility of separating business contracts of an international nature into a separate category is also fully justified by the distinctive feature of modern business relations, namely, the expansion and development of trade and investment ties complicated by a foreign element. Such internationalization of virtually all spheres of public life in recent decades has given impetus to the enrichment of test factors regulating private law relations complicated by a foreign element. It is a question of the so-called replacement (or addition) of a "rigid" test factor (lex loci delicti commissi) to a more "flexible" one, to which many lawyers attribute the autonomy of the will of the parties, the application of the state's law with which the relationship is most intimately connected, and etc. At the moment, the autonomy of the will, as the fundamental conflict principle, has received the greatest recognition. However, the lack of uniformity of its application leads to asymmetry in the ways the parties express their will, in determining the applicable law, as well as in the meaning of mandatory rules of law [10; p. 437]. The possibility of applying the above Regulation Rome I to business transactions of an international nature, as emphasized in the scientific literature [11; p. 172], is not unambiguous, which once again underlines the specifics of this treaty precisely from the point of view of conflict-legal regulation.

The more free regulation of entrepreneurs' activity is associated with their special status - the status of a professional who should take into account all possible risks and choose their own behavior when participating in relations complicated by a foreign element.

According to the PIL doctrine, the state can also participate in the international legal relations in two different ways: as a sovereign, a carrier of public authority (jure imperil) and as an economic entity, a carrier of private interest (jure gestionis). In some cases, the relations involving the state obligatory by their nature can arise from the international treaties for public purposes and have a legal nature that essentially distinguishes them from civil ones, as well as distinguishes the subject under consideration from the legal status of other persons. We can talk about the existence of private-legal relationships only if the public-legal entity participates in the economic activities. However, in this case, one should also remember the features of concluding such agreements (despite the absence of special test factors in the Civil Code of the Russian Federation), as well as the specifics of the immunities granted to the state, established in the legislation of the Russian Federation and the international agreements.

5. CONCLUSIONS

The central category of all private law is a treaty that appears to us as an instrument for mediating the external manifestation of the subject of civil law influence, vested with a specific legal form of expression. This category defines and consolidates the essence of a relationship aimed at satisfying the interests of the subjects.

The systemic nature of the treaties that mediate civilized relationships is derived from the systemic nature of law, which includes these models as an organic part.

The analysis of conflict rules of Section VI of the Civil Code of the Russian Federation ("Private International Law"), the laws of certain foreign countries, as well as international legal acts testifies to the summary of a special attention of the legislator to the subjective composition of relations complicated by a foreign element. We believe that such a complex (though it is called "secondary" in the literature [3, p. 84]) differentiating criterion - the subjective composition of relations - allows us dividing all civil-law treaties in the PIL into four groups: treaties between the individual persons, agreements involving the consumer, foreign trade transactions and treaties involving public subjects.

Until recently, most researchers considered it unpromising to study the probabilities of a substantive legal unification of the regulatory regulation of the status of organizations due to the fundamental differences inherent in the corporate law of diverse countries. Meanwhile, the experience of recent years, and, above all, the development of the European Union's common law, demonstrates that the statement of such a request of reality is not only possible, but also necessary. Consideration of the issue of raising the level of legislation quality in a certain sphere depends on its doctrinal justification, which implies unity, absence of collisions and gaps in legal regulation, as well as provides legislative economy.

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The systematization of contractual relations will make it possible to streamline the law enforcement practice as well.

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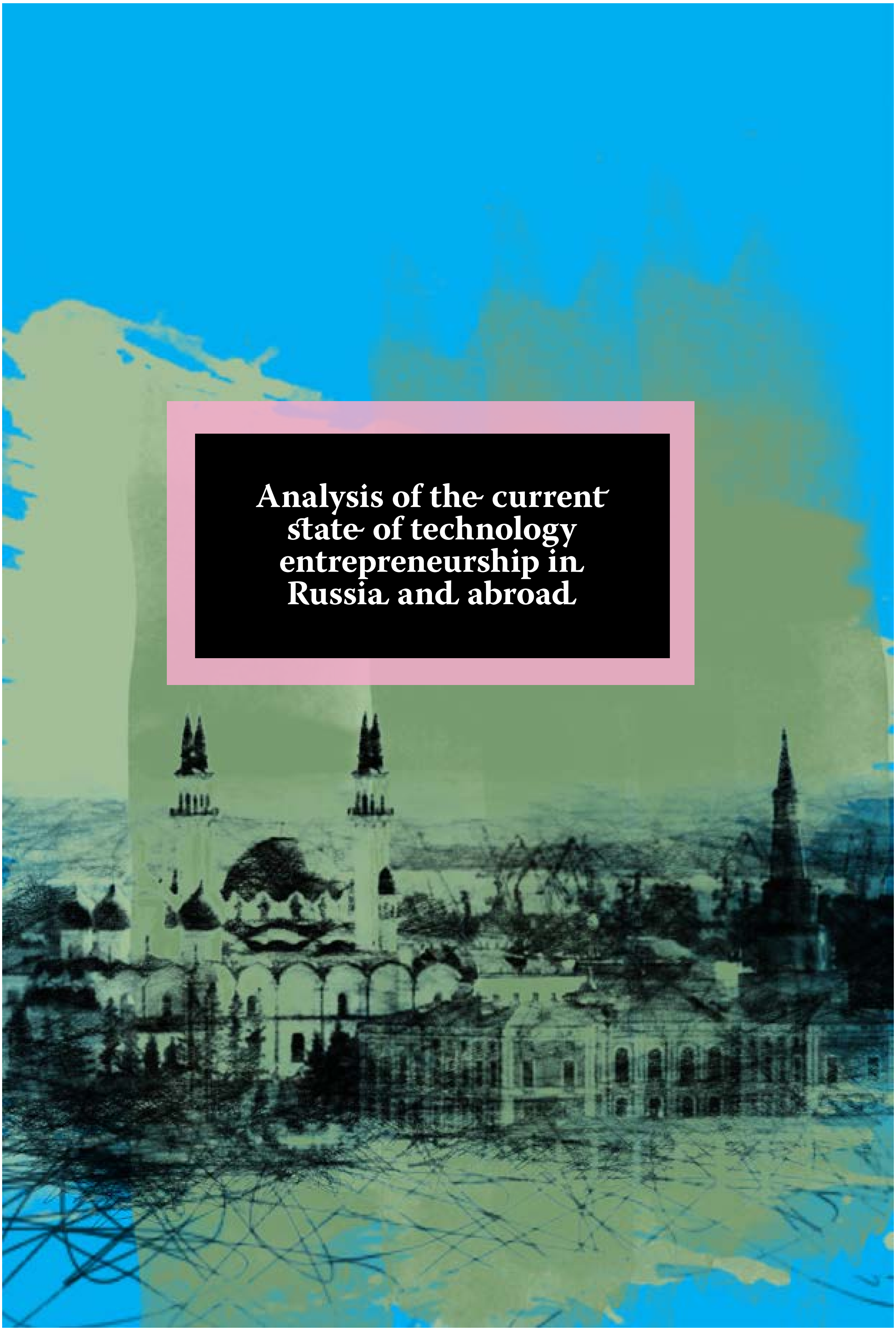

Analysis of the current state of technology entrepreneurship in Russia and abroad

Analysis of the current state of technology entrepreneurship in Russia and abroad

Análisis del estado actual del emprendimiento tecnológico en Rusia y en el exterior

ABSTRACT

The paper presents the current state of innovative entrepreneurship in Russia and foreign countries, which occupies a significant share in the creation of GDP in the economies of developed countries, and also attracts researchers from different countries due to the lack of a unified theory of technological entrepreneurship. One of the reasons which prevent raising the level of innovation in the Russian economy is a low level of activity of technological entrepreneurship entities. Features of technological entrepreneurship predetermine the need to develop measures of regulation, financing, etc. adapted to its specifics. The influence of macroeconomic dynamics on the development of innovative entrepreneurship in Russia is shown, and a comparative analysis of innovative entrepreneurship in Russia and the European Union as an example of developed economies is conducted. The presence of cultural and behavioral barriers to the further development of technological entrepreneurship in Russia is revealed, a conclusion is made about the decisive influence of macroeconomic dynamics and the steady development of the institutional environment for the implementation of technological innovation by small businesses.

Keywords: innovative entrepreneurship, microeconomics, innovation activity support infrastructure, technological entrepreneurship, commercialization models, behavior.

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RESUMEN

El artículo presenta el estado actual del emprendimiento innovador en Rusia y países extranjeros, que ocupa una parte importante en la creación del PIB en las economías de los países desarrollados, y también atrae a investigadores de diferentes países debido a la falta de una teoría unificada del emprendimiento tecnológico. . Una de las razones que impide elevar el nivel de innovación en la economía rusa es el bajo nivel de actividad de las entidades de emprendimiento tecnológico. Las características del emprendimiento tecnológico predeterminan la necesidad de desarrollar medidas de regulación, financiación, etc. adaptadas a sus características específicas. Se muestra la influencia de la dinámica macroeconómica en el desarrollo del espíritu empresarial innovador en Rusia, y se lleva a cabo un análisis comparativo del espíritu empresarial innovador en Rusia y la Unión Europea como un ejemplo de las economías desarrolladas. Se revela la presencia de barreras culturales y de comportamiento para el desarrollo posterior del emprendimiento tecnológico en Rusia, se llega a una conclusión sobre la influencia decisiva de la dinámica macroeconómica y el desarrollo constante del entorno institucional para la implementación de la innovación tecnológica por parte de las pequeñas empresas.

Palabras clave: innovación empresarial, microeconomía, infraestructura de apoyo a la actividad de innovación, emprendimiento tecnológico, modelos de comercialización, comportamiento.

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Alsu Kamilevna Amerhanova

Ylyanovsk StateTechnical University. Russian Federation

nat-grig17 @ yandex. en

Nataliya Sergeevna Seliverstova

Kazan Federal University. Russian Federation

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1. INTRODUCTION

At the present stage, the level of efficiency of national economic systems, as well as their position in the world market and competitiveness, are determined by the dynamics of innovation development [1]. At the present stage of economic relations development, technological entrepreneurship remains a key to maintaining competitiveness in the world market, creating additional jobs and improving the quality of life and education. Over the years, new criteria for the accreditation of engineering programs designed to improve the quality of technological training in universities are being developed [2].

At the same time, M.V. Khairullina notes that on the basis of the analysis of the current program documents and the legal and regulatory framework for entrepreneurship, as well as expert assessments, one can speak of the absence of favorable trends for the accelerated technological development of the Russian economy in the near future [3]. In the last four decades, technological entrepreneurship has become one of the fastest growing global phenomena [4]: the number of references in various papers for the period of 1970-2011 increased by 45%, what confirms the relevance of the study.

Technological entrepreneurship performs a number of important functions for the state: it provides employment for a significant number of economically active population, reduces the dependence of the economy on large companies and contributes to the diversification of the industry structure, increasing its sustainability; it also facilitates the redistribution of capital between industries due to high mobility. The small size of enterprises allows often effectively to fill the market niches which are unattractive for large business and the multinational corporation [5; 6].

2. METHODS

The research used the method of scientific abstraction, analysis and synthesis, as well as deduction method. The data of Eurostat, as well as of the Federal Service of State Statistics of Russia in the field of evaluation of technological entrepreneurship indicators for 2006-2016 were collected and analyzed.

According to the results of the Eurostat data analysis [7], it can be concluded that if to evaluate technological entrepreneurship by the number of companies, then small enterprises of the EU countries were less inclined to innovate than large and medium-sized companies. The highest ratio of small innovators to their total, 68%, was observed in Ireland. While the smallest analogous ratio among large manufacturing companies was observed in Italy - 73%.

3. RESULTS

Foreign researchers consider the phenomenon of entrepreneurship in the context of innovation and competitiveness of a firm. In 1973 the paper "Technical entrepreneurship: what do we know?" [8] dedicated to high-tech entrepreneurship, which at that time was mainly considered from the point of view of attracting venture financing investments, has been issued. To date, technological entrepreneurship is spread mainly in the software development sector where new developments can be quickly commercialized. In addition, now there are distinguished trade, financial, insurance, and intermediary technology entrepreneurship and businesses in the health sector.

Innovations serve as a special tool for entrepreneurship, and not innovations in themselves, but a directed organized search for innovations, the constant targeting of entrepreneurial structures [5]. According to Eurostat, the lowest share of investment-active companies among small businesses was observed in Belgium (13%), and the maximum in Ireland (60%), which is seemed as the exception to the rule against the background of other countries [9]. At the same time, if to compare the costs of technological entrepreneurship to turnover, results will be opposite. Small manufacturing companies have spent on innovation measures relatively more revenues than large businesses. So, if to consider data for 2014, small enterprises have invested 5.1% of their revenues to expenses on innovations. The size of the deductions of large companies was 4.7%. Such a picture was even more pronounced in the service sector, where the innovative costs of small business accounted for 10.2% of turnover compared to 3.1% in large enterprises.

In addition, the distribution of innovative activity of small businesses among European countries was very heterogeneous. The activity studied varied from 21% in Luxembourg and Spain to 68% in Ireland. The share of small companies involved in R & D in the manufacturing sector ranged from 6% in Luxembourg to 57% in Finland. A similar indicator of average manufacturing enterprises varied from 15% in Italy to 72% in Finland. At the same time, the smallest share of large companies participating in R & D was observed in Italy (35%), and the largest in Finland (93%) [10].

Innovative activity of small and medium-sized businesses in the countries of the European Union in 2011-2013 characterized by the following indicators (see Table 1. Annexes).

The conclusion that can be drawn from the analysis of the data in Table 1 is that small and medium-sized businesses in the countries of the European Union still lag behind in terms of innovation activity from the large business, and the representatives of small businesses lag behind more significantly.

Special attention should be paid to the statistics of technological entrepreneurship innovation, since these data will be required in the future for a comparative analysis of the technological entrepreneurship innovative activity in Russia and the EU countries. Data on the activities of small and medium-sized European businesses in the implementation of technological innovation separately in the manufacturing sector and the service sector are shown in Table 2.(Annexes)

Before assessing the performance of Russian small and medium-sized businesses in the field of innovation, it is necessary to make a brief commentary on the existing system for observations of the innovative activity of the business and its indicators in Russia in order to correctly perceive the result of such an analysis.

Statistical observation of small technological entrepreneurship is carried out by the state only in relation to industrial small enterprises. This leads to the fact that small enterprises that carry out the following types of economic activity fall out of sight: production of goods, performance of works and provision of services in agriculture, performance of works in the construction industry, provision of services in the sphere of trade, transport and communications, services hotels and restaurants, real estate transactions and other services (which is an essential part of the country's small enterprises). The survey of medium-sized enterprises is carried out within the framework of statistical observation of the whole set of enterprises, except for individual entrepreneurs, small and micro-enterprises, i. e., together with large enterprises, as well as for a wider range of economic activities. This means that medium business is not identified as an independent unit of statistical observation, which also does not allow for its consideration in our research. The microenterprises and individual entrepreneurs are not considered in statistical observations. To assess the innovative activity of technological entrepreneurship in the subjects of Russian small business, we will use data of Rosstat (Russian Federal State Statistics Service) reflecting the share of small enterprises in the total number of small businesses that carried out technological innovation, the share of innovative goods in the total volume of shipped small business goods, and the volume of small business expenditures for technological innovation (Table 3, data on medium and large businesses are listed as reference)(Annexes).

Thus, it can be concluded as a result of the analysis, that the share of enterprises that carried out technological innovation in small business in 2013 was 5.1%, and in 2016 it was 4%. At the same time, there was no such a drop among medium and large businesses, and growth continued there. Probably, it was the small business that was more sensitive to the negative macroeconomic dynamics which had been observed in Russia since the second half of 2014.

In terms of the share of innovative products in the total volume of shipped goods, work performed, and services rendered, the situation changed in a similar way.

The share of organizations that carried out technological innovation in the total number of organizations surveyed in Russia was significantly influenced by the events at the end of 2014 (Figure 1), what had increased the tendency to reduce the share of enterprises using technological innovations after 2014.

Fig. 1. The share of organizations that carried out technological innovation in Russia, in percentage, 2012-2016.(Annexes)

At the same time, the cost of technological innovation has continuously increased, so, Figure 2 shows the dynamics of this indicator over the entire period available from open data.

Fig. 2. Costs of organizations for technological innovation in Russia, in thousands of rubles, 2006-2016. (Annexes)

This discrepancy may be caused by an increase in investments in major transformations which are predominantly carried out by large businesses, and a sharp decline in the financing of modernization processes by small businesses in Russia amid a sharp decrease in its incomes in recent years, as evidenced by data on the level of demand of the Russian population for services (Table 4). (Annexes)

Thus, the results of a comparative analysis of the technological entrepreneurship innovative activity indicators in the European Union countries and Russia, even taking into account their some incompatibility, allow us to conclude that Russian enterprises are lagging behind in developing and implementing scientific and technological achievements.

The current dynamics of the technological innovation growth in Russia will not allow us to overcome the existing gap with the economies of developed countries in the medium term, which will hinder the increase in the role of small and medium-sized businesses in the Russian economy and achieve the goals set by the Government of the Russian Federation to increase the contribution of small and medium-level of the developed countries [12].

4. DISCUSSION

Of course, the unstable macroeconomic dynamics of recent years has a significant impact on entrepreneurship in Russia. The sanctions policy pursued in relation to Russia allows strengthening protectionist activity against domestic producers, especially in the sphere of agriculture. Thus, the number of economic partnerships and societies in Russia has grown from 25,488 in 2013 to 28,959 in 2016 (according to data on the number of enterprises engaged in the production of agricultural products).

However, in general, demand for services fell in most sectors, with negative dynamics observed for several consecutive quarters (table 4), what ought to become a catalyst for structural changes.

The share of enterprises that produce innovative products in Russia has been steadily declining since 2014 (Figure 1), despite the increase in total technology costs for the economy as a whole (Fig. 2). Perhaps this is due to the redistribution of the burden of innovation costs: even their larger share now falls to a large business that is more resilient to macroeconomic market fluctuations and fluctuations in demand compared to small businesses.

5. SUMMARY

Based on the results of studies of the collected statistical data, it can be concluded that the innovation activity of Russian technological entrepreneurship is relatively low with regard to their foreign colleagues from the European Union. This requires appropriate awareness from the entrepreneurial community which must recognize that the ability of their companies to innovate is a powerful factor of competitiveness and business efficiency, and, consequently, the survival, which is so lacking today for Russian companies. However, it seems that Russian enterprises prefer to save costs for this item, especially with a relatively unfavorable macroeconomic environment. On the one hand, their caution is understandable; on the other hand, it shows the presence of cultural and behavioral barriers [13], which both the local state authorities and civil society must jointly identify and overcome.

It is impossible to develop technological entrepreneurship without changing the institutions that provide an effective credit mechanism, training qualified specialists, reliable legal protection of entrepreneurship, facilitating its access to sources of economic and legal information. To stimulate the innovative activity of Russian enterprises, it is necessary to keep the refinancing rate set by the Central Bank of Russia at 5-7% (taking into account the profitability of the leading manufacturing industries), with the extension of the term of loans provided by credit institutions.

6. CONCLUSIONS

A technological challenge is defined as the process of transforming knowledge into products, processes, strategies, or business models characterized by the availability of economic [14], social and environmental utility [15]. Thus, the source of profit of technological entrepreneurial structures is a qualitatively new use of the results of investments made earlier, which necessitates the transfer of technology from one type of economic activity to another. However, the positive dynamics of these processes is possible when financial and general macroeconomic stability is achieved, as well as in carrying out the corresponding educational and outreach activities, increasing the financial literacy of the economically active adult population - that is, implementing an integrated system approach to the development of technological entrepreneurship.

7. ACKNOWLEDGMENTS

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ANNEXES

Business category / name of indicator	Share of enterprises that implemented innovations,%	Share of revenues of enterprises that implemented innovations,%	Share of people employed in enterprises that carried out innovation,%
Small business	54.8	61.8	57.3
Medium business	76.2	81.8	78.3
Big business	85.2	83.4	85.8
Total	59.5	78.0	77.2

Table 1. Indicators of innovative activity of EU enterprises engaged in the manufacturing sector and carried out technological innovations in the period of 2011-2013

Business category / name of indicator	Share of enterprises that implemented technological innovations,%	The share of revenues of enterprises that carried out technological innovation,%	Share of people employed in enterprises that carried out technological innovation,%
Small business	48. 8	61. 4	51. 5
Medium business	75. 9	87. 4	77. 7
Big business	85. 8	93. 0	87. 0
Total	56. 7	88. 7	77. 0
Enterprises of all categories	46. 8	70. 8	68. 1

Table 2. Innovation activity indicators of the European Union enterprises engaged in the manufacturing sector and services sector and carried out technological innovations in the period of 2011-2013.

Business category / name of indicator	Share of enterprises that carried out technological innovations in the reporting year,%				Share of innovative goods, works, services, in the total volume of shipped goods, works performed, services,%			
	2011	2013	2015	2016	2011	2013	2015	2016
Small business	4. 1	5. 1	4,5	4	1. 5	2. 1	1. 6	1
Medium and large business	7. 7	8. 9	9. 5	13. 4	9. 2	14. 1	9. 4	8. 7

Table 3. Indicators of innovation activity of enterprises in Russia, 2011-2016.

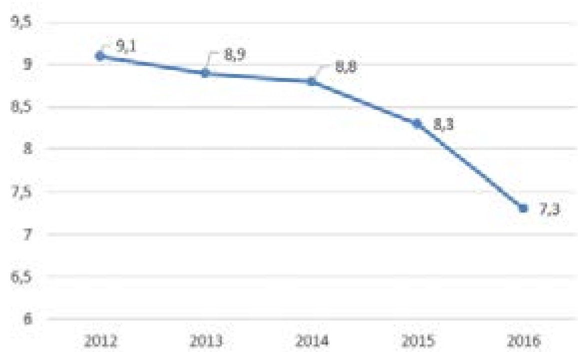


Fig. 1. The share of organizations that carried out technological innovation in Russia, in percentage, 2012-2016.

ANNEXES

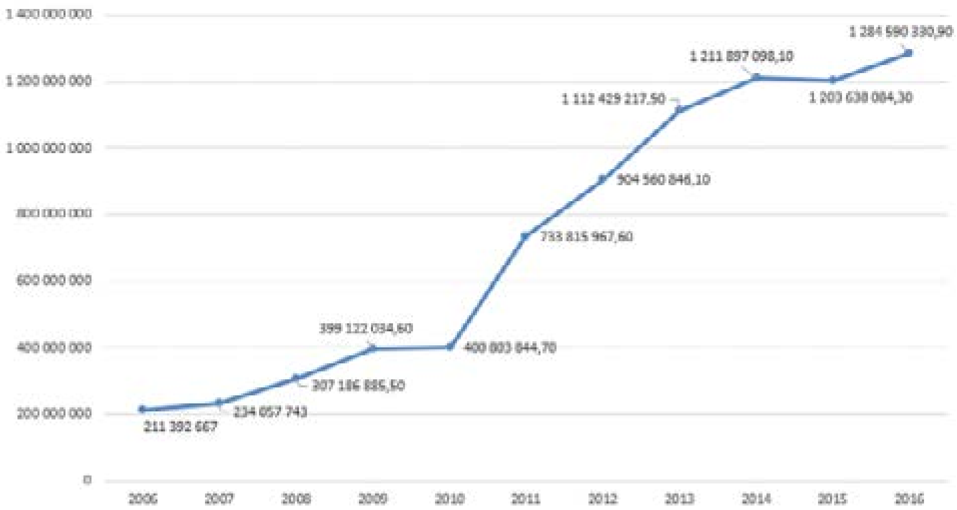
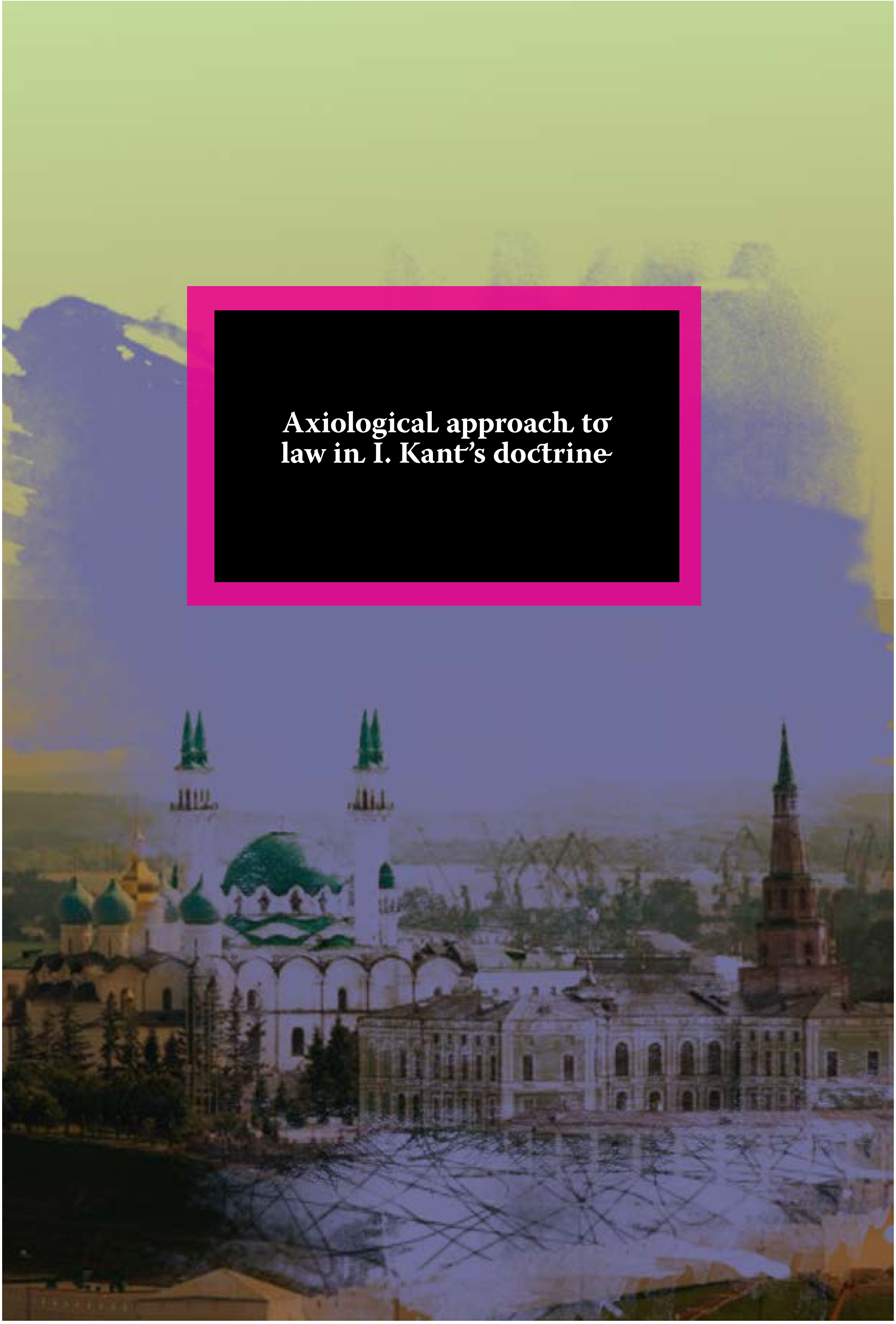


Fig. 2. Costs of organizations for technological innovation in Russia, in thousands of rubles, 2006-2016.

Year	Quarter	Assessment of the change in demand for services as a percentage of the previous value	Year	Quarter	Assessment of the change in demand for services as a percentage of the previous value
2013	I quarter	-17	2015	I quarter	-26
	II quarter	2		II quarter	-7
	III quarter	0		III quarter	-8
	IV quarter	-6		IV quarter	-14
2014	I quarter	-18	2016	I quarter	-30
	II quarter	0		II quarter	-7
	III quarter	-2		III quarter	-6
	IV quarter	-7		IV quarter	-13

Table 4. Assessment of the actual change in demand for services in Russia, 2013-2016.



Axiological approach to law in I. Kant's doctrine

Axiological approach to law in I. Kant's doctrine

Enfoque axiológico de la ley en la doctrina de I. Kant

ABSTRACT

This article outlines the views of the founder of the German classical philosophy of Immanuel Kant on the nature and essence of the state and law, namely, studies the concept of the state as a "night watchman", analyzes the draft of the jural state, reveals the concepts of categorical and hypothetical imperatives, from which the thinker deduces morality and legality of people's actions. Kant is first to draw attention to the need to comply with a number of conditions (basic and preliminaries) when concluding peace treaties between the states.

Kant, an advocate of the contractual theory of the origin of the state, saw the goal of the state not in "the achievement of happiness by every citizen of society" as Aristotle did, but in the formation of the state of the greatest conformity of the state structure with the prescriptions in law. He became the founder of the value approach to law. The concept of law is interpreted by the thinker exclusively as a combination of coercion with the freedom of the person: "law is a set of conditions under which the arbitrariness of one person is compatible with the arbitrariness of another in terms of the general law of freedom". Thus, the law of Kant is reduced to the system of laws, i.e. to the objective law. In this case, natural law is called by the thinker as private law, and positive law as public law.

KEYWORDS: Kant, categorical imperative, hypothetical imperative, the legality of an act of man, a law-based state, a project of everlasting peace between states.

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RESUMEN

Este artículo describe los puntos de vista del fundador de la filosofía clásica alemana de Immanuel Kant sobre la naturaleza y la esencia del estado y la ley, es decir, estudia el concepto del estado como "vigilante nocturno", analiza el borrador del estado jurídico, revela los conceptos de imperativos categóricos e hipotéticos, de los cuales el pensador deduce la moral y la legalidad de las acciones de las personas. Kant es el primero en llamar la atención sobre la necesidad de cumplir con una serie de condiciones (básicas y preliminares) al celebrar tratados de paz entre los estados.

Kant, un defensor de la teoría contractual del origen del estado, vio la meta del estado no en "el logro de la felicidad por cada ciudadano de la sociedad" como lo hizo Aristóteles, sino en la formación del estado del mayor conformidad de la estructura del estado con las prescripciones de la ley. Se convirtió en el fundador del enfoque de valor de la ley. El concepto de ley es interpretado por el pensador exclusivamente como una combinación de coacción con la libertad de la persona: "la ley es un conjunto de condiciones bajo las cuales la arbitrariedad de una persona es compatible con la arbitrariedad de otra en términos de la ley general de libertad". Por lo tanto, la ley de Kant se reduce al sistema de leyes, es decir, a la ley objetiva. En este caso, la ley natural es llamada por el pensador como ley privada, y la ley positiva como ley pública.

PALABRAS CLAVE: Kant, imperativo categórico, imperativo hipotético, la legalidad de un acto del hombre, un estado basado en la ley, un proyecto de paz eterna entre los estados.

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Olga Maratovna Belyaeva

Kazan Federal University. Russian Federation

olga.beliaeva@mail.ru

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INTRODUCTION

Immanuel Kant (1724-1804) is a professor at the University of Konigsberg, the founder of German classical philosophy, the legal thinker of the Enlightenment, the founder of the theory of the rule-of-law state, the author of the project for the establishment of the everlasting peace between states, the founder of critical philosophy. Surprising is the fact that a citizen of one of the most absolutist states (Prussia) has become one of the most prominent representatives of classical liberalism, and, as correctly noted in the literature [1], of liberalism, not described in books, as in J. Locke, but suffered by the very author.

Kant himself faced a personal crisis when the Prussian government condemned his published book, Religion within the Limits of Reason Alone. As long as Frederick the Great, "the Enlightenment King," ruled, Kant and other Prussian scholars had broad latitude to publish controversial religious ideas in an intellectual atmosphere of general tolerance. But Frederick was succeeded by his illiberal nephew, Frederick William II, who appointed a former preacher named Wöllner as his reactionary minister of spiritual affairs. The anti-Enlightenment Wöllner issued edicts forbidding any deviations from orthodox Biblical doctrines and requiring approval by official state censors, prior to publication, for all works dealing with religion. Kant managed to get the first book of his Religion cleared by one of Wöllner's censors in Berlin. But he was denied permission to publish Book II, which was seen as violating orthodox Biblical doctrines. Having publicly espoused the right of scholars to publish even controversial ideas, Kant sought and got permission from the philosophical faculty at Jena (which also had that authority) to publish the second, third, and fourth books of his Religion and proceeded to do so [2].

It is necessary to distinguish among the main works of Kant the following:

- "Critique of Pure Reason" (1781);

- "Critique of Practical Reason" (1788);

- "Criticism of Judgment" (1790);

- "Towards Everlasting Peace" (1795);

- "Metaphysics of Morals and Manners" (1797);

- "On the proverb "Maybe this is true in theory, but not good for practice" (1793).

Kant's legal and political views were greatly influenced by the ideas of the French Enlighteners, J.-J. Rousseau, Ch.-L. Montesquieu, etc. Also Kant was well versed in the work of rationalists (such as B. Spinoza, R. Descartes) and the representatives of empiricism (J. Berkeley, D. Hume, J. Locke). Moreover, the fact that Kant managed to bring philosophy out of the impasse which it reached in the dispute between the rationalists and the empiricists is regarded as a merit.

Kant analyzed the work of Newton, Hume and, above all, Rousseau who, in his own words, had 'put him on the right track' and sparked off 'a revolution in his personal thinking [3].

Kant was a man of such permanent habits that people started their watches the moment he left his doors for a walk, but one day his schedule was frustrated for several days: this was when he was reading "Emil" [4]. True, some researchers [5] still point out that this was another work by the same author - J.-J. Rousseau "On the social contract".

At the same time, I. Kant underwent severe criticism of the teaching of I. G. Fichte: "... I declare that I consider the Science of Fichte to be a completely untenable system" [5].

METHODS

The methodological basis of the research is a set of methods of scientific knowledge, among which the dialectical method takes the leading place. The article uses universal (dialectics and metaphysics), general scientific (analysis and synthesis, systemic and structural) and private scientific methods (formal legal, comparative legal, hermeneutic).

RESULTS

On the categorical imperative. In the Kant's doctrine, morality is of great importance, and it is not without reason that he is also called "the philosopher of morality". In this connection, Kant introduced the concept of categorical imperative - the rule of appropriate conduct, which is not related to the specific goal attainment. The meaning of the categorical imperative is "one must, because one must" and the pragmatic goal is completely absent here. It contains only the general idea of "duty in the face of humanity" [6], giving the individual full scope for deciding on his own, which line of behavior goes with the moral law most of all. Therefore, a person who follows a categorical imperative is a moral person. Kant called the categorical imperative to be the law of moral freedom and used these concepts as synonyms. Kant contrasted categorical imperative with hypothetical imperative - this is the rule that a person lays down in order to attain a specific goal. The philosopher believed that a moral personality cannot be guided by hypothetical or conditional rules which depend on circumstances.

Kant proposed several formulations of the categorical imperative (moral law) [7]:

- "act only according to such maxim, guided by which you may at the same time wish that it became a general law";

- "do in such a way you to always treat humanity in your face and in the face of everyone else like towards the goal, and never to treat it only as a means".

At first glance this is a rendering of the demand of the New Testament: "Treat people in such a way you want people treat you". But in fact, this expression has deeper roots. Since, as Kant pointed out, each individual for another one has an absolute moral value, i.e. the happiness of others for the individual is as a goal and at the same time as an obligation. According to Kant, the benefit of others is primarily a debt, because each individual hopes for love and understanding of others and thereby turns himself into a goal for the rest. At the same time, he must make others the goal of his own activity.

In "Critique of Practical Reason", Kant introduces the notion of morality and legality of an action. "Since they (the laws of freedom) concern only external acts and their laws, they are called legal laws; if they set up a claim that they (laws) themselves are the determining bases of actions, they are called ethical, and in this case they say: compliance with the first is legal, with the second - the morality of the deed". Continuing further: "since we are not allowed to know the motives of the act - they are hidden in the person as noumenon - we will never know whether the person acted on the basis of a sense of duty or his action was determined by some other ones, perhaps even selfish motives, but we can appreciate what manifests itself in the phenomenal world, i.e. in the external act of man" [8]. So, to act in accordance with duty means to act legally, and to act out of a sense of duty - morally, i.e. in the first case, observing only the letter of the moral law, and in the second, both the letter and the spirit [9].

At the same time, Kant clearly realized the insufficiency of the categorical imperative as a regulator of human behavior, and he saw the way out in law. Considering the relationship between law and morality, Kant characterizes legal laws as a kind of first stage of morality, anticipating thus the well-known expression by V. Solovyov that "morality is a minimum of morals" The general source of moral and legal laws, namely, practical reason or free will of people also testify in favor of this expression.

If the philosophers-educators (S.-L. Montesquieu, F. Voltaire, J.-J. Rousseau) considered reason to be an inherited quality of the individual, I. Kant considered it to be a consequence of the progress of culture, which should be regarded as a world-historical process. It is not for nothing that a priori nature of the categorical imperative is defined by the philosopher as the people's striving for moral perfection, this is the leading internal idea, the need of reason. In the society where only law without morality is dominant, "a complete antagonism" persists between individuals.

On law. Law as a social regulator is opposed to more universal rules - moral - and is a kind of general ethical norms.

Kant's law is different from legal system and has a value dimension, in particular, it is measured through the concept of "freedom". "Law is the restriction of everyone's freedom with the condition of its consent to the freedom of each other, as far as possible under the general law" [8]. These conditions include: the existence of compulsorily implemented laws, the guaranteed status of ownership and personal rights of the individual, the equality of members of society before the law, as well as the resolution of disputes in court.

In point of fact, the definition of law as a system of external laws is before us, that is, law is objective, written. Kant understands all the inadequacy of such definition of law, therefore he introduces the notion of a general principle, or a general legal law, which can be called a categorical legal imperative [1].

In practical and ideological terms, Kant's definition of law is consonant with the ideology of early liberalism, proceeding from the assumption that individuals free and independent from each other are able by themselves, by mutual agreement, to regulate the relations that arise between them, and need only these relations to have a reliable protection.

According to Kant, the general legal law should be formulated in such a way as to exclude any moral demands from it. And it was done not in vain. First, in order to exclude any discrepancies on the part of "ordinary" citizens.

Kant believes that the question "what is law?", addressed to the lawyer, is akin to the question "what is truth?", addressed to the teachers of logic. He can still indicate what follows by right (quid sit iuris), i.e. what the laws say or said in one place or another at one time or another; but the right (recht) is what they require, and what is the universal criterion on the basis of which one can distinguish in general between legal and non-legal (iustum et iniustum) - this remains a secret for him, if for some time he does not give up these empirical principles and does not seek the source of these judgments in one mind only (even if the above-mentioned laws served him as a good guide) to establish the basis for possible positive legislation. A purely empirical doctrine of law is the head (like a wooden head in Phaedra's fable), which can be beautiful, but, alas, is brainless [10].

Legal practice is carried out by legal lawyers, for whom the question of legality of the current legislation sounds, according to Kant, absolutely ridiculous. "The legal lawyer", - writes the thinker in the work "The Dispute of Faculties", - seeks laws that guarantee mine and yours, not in one's mind, but in the legal code that is promulgated and sanctioned by the highest authorities". It cannot be demanded from him for justice to prove the truth and validity of these laws, as well as to defend against the reasoning expressed by reason against them. Indeed, only the decrees indicate that it is in accordance with the law, and the question of whether the orders themselves correspond to the law, the lawyer should reject as odd. It would be ridiculous to avoid subjecting to the external and higher will on the grounds that it is allegedly inconsistent with the reason. After all, the prestige of the government lies precisely in the fact that it gives its subjects the freedom to judge what is right and wrong not according to their own concepts, but according to the legislative authority.

His [lawyer's] obligation is only to apply the existing laws, and not to investigate whether they need to be improved ...". As we see, Kant unambiguously advocated the literal interpretation of law.

On the state. Kant characterized the state as follows: "state is the unification of a multitude of people subordinated to legal laws". As we see, Kant gravitated toward the contractual theory of the origin of state and the natural-legal theory of the origin of law.

At the same time, the primary treaty on the formation of the state appears to the thinker exclusively as a speculative construction: "... this treaty is nothing but an idea of the reason, which, however, has an unquestionable (practical) reality in the sense that it imposes the duty on each legislator to promulgate one's own laws so that they can proceed from the united will of the whole people" [11]. "Indeed, - Kant noted, - it is difficult to suppose that the people agreed to a law on the hereditary privileges of the estate class. Such law, which elevates one part of society over another, seems unlawful ..." [10].

The development of this position enabled Kant to overcome the contradiction so characteristic of the natural-legal theory that represented the state simultaneously as a real agreement reached between the state and each individual in particular and as a model for the future organization of political power.

On law-based state., Kant, like many preceding thinkers and jurists, raises and analyzes the question of the rule of law in his works. Kant opposed the ideal of a legal state (Rechtsstaat) to a paternalistic state (imperium paternale) [7]. For in a paternalistic state, "the sovereign wants to make people happy according to his ideas and becomes a despot".

The project of everlasting peace. The desire of mankind to prohibit wars dates back to antiquity. The idea of an eternal peace occupied the minds of thinkers not only of antiquity and the Middle Ages, but also rode on a wave of popularity among the scientists and statesmen during the period of bourgeois revolutions.

Kant also devoted a separate work to the problem of peace-building – "To the Eternal Peace" (1795), which rode on a wave of popularity among contemporaries. Suffice it to recall that during the lifetime of the author this work had been published 12 times.

I. Kant singled out six preliminary (preliminaries) conditions and four basic (definitive) conditions necessary for establishing everlasting peace. Among the preliminaries, the following conditions were named [12]:

1. when concluding a treaty of peace, there should be no secret reasons for rekindling the war, namely, it is impossible to include in the text of the treaty those provisions that can break out the war between the parties;

2. one cannot give, inherit, hand down as a portion, etc. the territory or a part of the territory of the state;

3. permanent armies must be disbanded;

4. state loans taken to finance military operations are prohibited;

5. interference of one state with the internal policy of another state is inadmissible;

6. military actions must not be conducted with such means that would undermine the trust of the parties in the future, for example, sending secret killers, poisoners, violation of the conditions of surrender, incitement to treason in the enemy state.

Kant lists four conditions among the basic conditions for concluding a peace treaty,:

1. it is more difficult to levy war under the republican system, so the republics must become the parties to the treaty;

2. as a result of the conclusion of a treaty, states are united in a union (a federation of free states) in which each state retains its sovereignty;

3. cooperation and mutual hospitality are established between the states;

4. (a secret condition), rulers must confer with philosophers in making state decisions.

It is worth noting that the listed conditions formulated by the thinker are important today as well.

SUMMARY

According to Kant, the goal of the state is not the good and not the happiness of every citizen, but the condition of the greatest conformity of the state structure with the principles of law, "for which the reason requires us to strive with the help of a categorical imperative". This radically differentiates Kant's views from the traditions of ancient philosophy, which saw the achievement of common good as a goal of the state. The general good, from the point of view of Kant, is not a legal principle, as it cannot be realized everywhere and understood by every citizen in their own way.

Therefore, I. Kant concludes: "the sovereign does not have the right to coerce its citizens into actions that contribute to the common good, but must use violence so that private goals not to interfere with everyone else". Consequently, the rule of law should give a guaranty civilians freedom to citizens, and not care about the well-being of individual citizens.

Kant developed the anti-statist tradition in interpreting the state as "a night watchman", limiting the scope of state regulation, primarily by the function of legal protection of the interests of the private owner and removing educational, social and other functions from the list of state functions [11].

Kant considered the parliamentary republic and the constitutional monarchy with the separation of powers to be the ideal forms of government. It should be emphasized that Kant treated the principle of separation of powers not in the context of the idea of "control and balance", the so-called system of checks and balances, but functionally. That is, the three branches of power complement each other "for perfection" and none of the branches of power can take over the functions of the other.

All three branches of power can be represented as judgments in the syllogism: "a great premise containing the law of generally united will; a smaller premise containing the order to act, that is, the principle of behavior under this will, and the conclusion containing the court decision (judgment) as to what in this case corresponds to the law" [10]

CONCLUSION

As a conclusion to the work "Critique of Practical Reason" (1788), Kant himself sums up: "Two things fill the soul with a new and growing surprise and blessing, the more often, longer we reflect on them - the starry sky above me and the moral law in me" [8].

As Popper notes, "Kant believed in the Enlightenment, he was his last great proponent" [13]. Kant himself wrote about the idea of Enlightenment: "Enlightenment is a person's going out of the minority status in which he is through his fault. Minority is the inability to use one's mind without the guidance of someone else. Minority through one's own fault is caused not by a lack of reason, but by a lack of determination and courage to use it without the guidance by someone else. Sapere aude! - Have the courage to use your own mind! - this is, therefore, the motto of the Enlightenment".

I. Kant exerted a significant influence on the political and legal thought of Russia: P.I. Novgorodtsev, B.A. Kistyakovsky, M.M. Speransky, L.N. Tolstoy, as well as the West - Del Vecchio, G. Radbruch, R. Stammler, and others.

Kant's doctrine of law and state is the perfection in the development of West European political and legal thought in the eighteenth century. It raised such crucial issues as the methodological foundations of the general theory of law, the differentiation between law and morality, the philosophy of law, international public law, and others.

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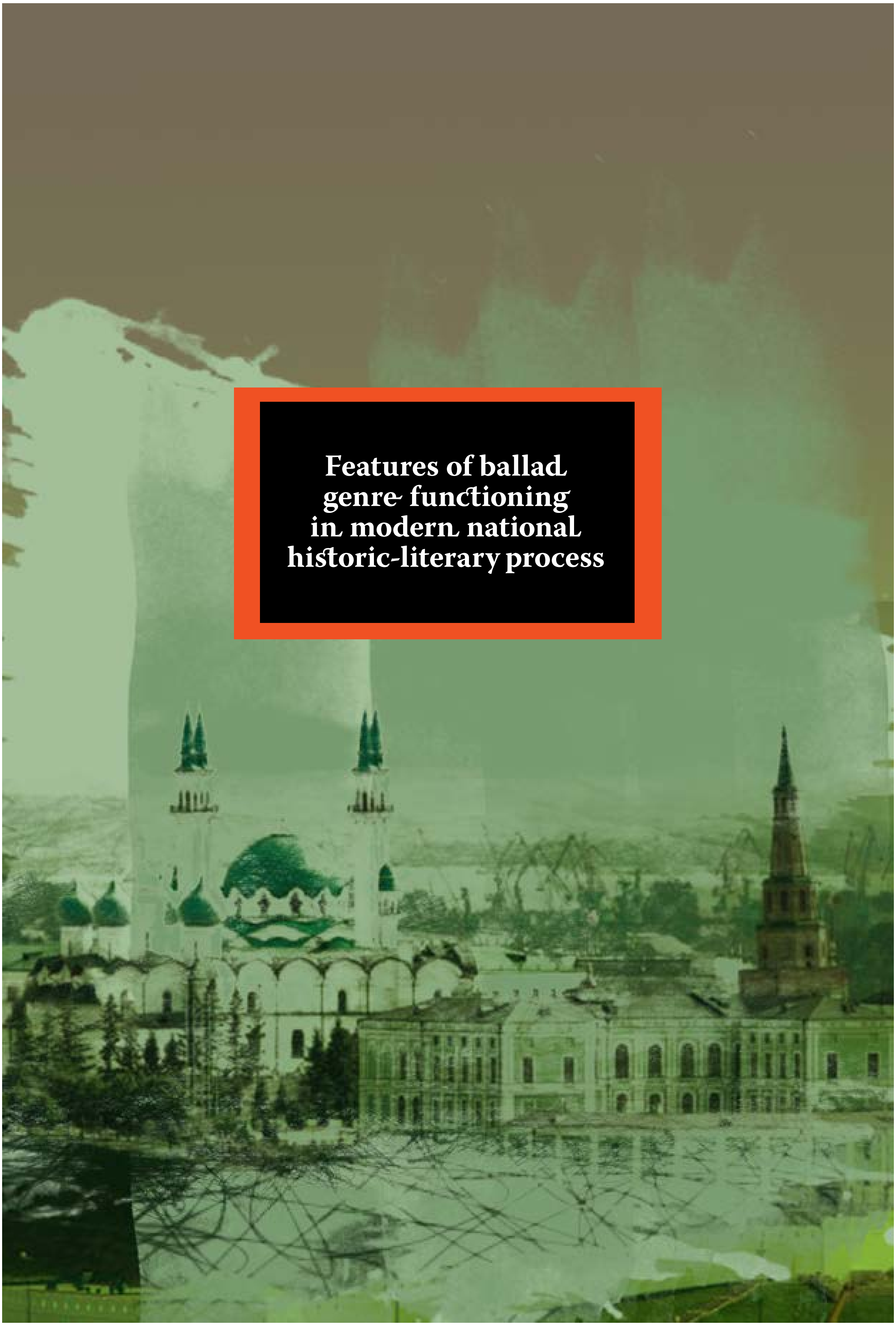
Features of ballad genre functioning in modern national historic-literary process



Features of ballad genre functioning in modern national historic-literary process

Características del género de baladas que funcionan en el proceso histórico-literario nacional moderno

ABSTRACT

Art opportunities of the ballad, the genre of the Western European literature which was widely spread in the romanticism era, become demanded in the XX-XXI centuries literature including in modern Tatar literature in which a specific place was always held by liro-epic works. The novelty of the conducted research is determined by the fact that ballad is considered as one of the genres reflecting essential feature of poetics of lyrical works of the Tatar poet Zulfat (Malikov Dulfat Usmanovich) – their narrativity. A number of the poems of Zulfat having author's designation of a genre "ballad" or reproducing traditional ballad plots and also representing different theme groups (historical, military, love ballads) became a subject of the analysis.

The works of domestic and foreign scientists devoted to problems of genre identity and genre typology became methodological base of the conducted research. Objectives were solved with the help of system and structural, and semiotics methods. The conclusion is drawn that the ballad in Zulfat's creativity keeps communication with classical ballad tradition and functions as the very tectonic form of a tragic mode of artistry. At the same time a genre canon collapses. Factors under the influence of which there is a transformation of a traditional design are allocated: new organizations of the subject sphere of the principles, genre hybridism of works, reaccentuation of elements of a plot peculiar to the initial ballad. It is established that this art form functions in the poet's works as a special way of expression of existential situations of human life. The received results matter for the characteristic of tendencies and regularities of historico-literary process of the end of the XX – the beginning of the XXI centuries, determination of specifics of national art thinking.

KEYWORDS: Tatar poetry; genre; canon; sintetizm; subject sphere; plot.

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RESUMEN

Las oportunidades artísticas de la balada, el género de la literatura de Europa occidental que se difundió ampliamente en la época del romanticismo, se exigen en la literatura de los siglos XX-XXI, incluida la literatura moderna tártara en la que un lugar específico siempre estuvo ocupado por obras liro-épicas. La novedad de la investigación conducida está determinada por el hecho de que la balada es considerada como uno de los géneros que reflejan la característica esencial de la poética de las obras líricas del poeta tártaro Zulfat (Malikov Dulfat Usmanovich): su narratividad. Varios de los poemas de Zulfat que tienen la designación del autor de un género "balada" o la reproducción de tramas de baladas tradicionales y que también representan diferentes grupos temáticos (históricos, militares, baladas de amor) se convirtieron en un tema del análisis.

Los trabajos de científicos nacionales y extranjeros dedicados a problemas de identidad de género y tipología de género se convirtieron en la base metodológica de la investigación realizada. Los objetivos se resolvieron con la ayuda del sistema y los métodos estructurales y semióticos. Se llega a la conclusión de que la balada de la creatividad de Zulfat mantiene la comunicación con la tradición de la balada clásica y funciona como la forma muy tectónica de un modo trágico de arte. Al mismo tiempo, un canon de género se derrumba. Se asignan los factores bajo la influencia de que hay una transformación de un diseño tradicional: nuevas organizaciones de la esfera sujeto de los principios, el género hibridismo de las obras, la reaccentuación de los elementos de una trama peculiar de la balada inicial. Se establece que esta forma de arte funciona en las obras del poeta como una forma especial de expresión de las situaciones existenciales de la vida humana. Los resultados recibidos son importantes para la característica de las tendencias y regularidades del proceso histórico-literario de finales del siglo XX - el comienzo de los siglos XXI, la determinación de las especificidades del pensamiento artístico nacional.

PALABRAS CLAVE: poesía tártara; género; canon; sintetizm; esfera de sujeto; trama.

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Venera R. Amineva

Kazan Federal University. Russian Federation

amineva1000@list.ru

Landysh N. Yuzmukhametova

Kazan Federal University. Russian Federation

land_yz@mail.ru

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INTRODUCTION

The ballad – the genre of the Western European literature which was widely spread in the romanticism era. D.M. Magomedov defines it as a "hybrid" genre, "combining lyrical, epic (a narrative plot) and drama (dialogical remarks of characters) beginnings" [1, p. 26]. Art opportunities of this genre form become demanded in the XX-XXI centuries literature. In the Russian poetry there is a number of works in which heading complex conscious author's updating of a genre was shown: "The ballad about the leaving time" by S. Kekova, "The ballad of a night call" by E. Rein, "The ballad about galoshes", "The ballad about neighbours", "The ballad about meaning of life" by O. Khlebnikov, "Ballads" by D. Bykov, "The ballad about Andryushe Petrov", "The ballad about solar heavy rain" by T. Kibirov, etc. The ballad becomes a significant art form in literatures which go back to other, than Russian and Western European, cultural and art, and esthetic traditions. Modern writers addressing genre traditions of other literatures build different types of dialogue of "own" and "others" in the lyrical text. From this point of view R.A.Kudryavtseva analyzes the ballad "Mother's heart" [2, p. 61-62] by the Mari poet Yu. Ryazantsev. I.A. Kazharova reveals features of this genre in modern kabardino-Circassian literature [3, p. 89]. O.I. Naldeeva establishes that in the genre system of modern Mordovian poetry a specific place is held by a genre of the ballad reflecting signs of an ethnic picture of the world and revealing features of national character [4, p. 31-32].

Genre potential of the ballad is actively used also in modern Tatar literature in which always a specific place was held by liro-epic works [5]. The ballad sintetizm corresponds to features of national art thinking and can be considered as a special case of cultural synthesis which was shown in the Tatar literature as connection of traditions and innovation, "East" and "West", "own" and "others".

The poet Zulfat[1] to whose creativity works a number of researchers are devoted [6, 7, 8] addresses a genre of the ballad. The novelty of the conducted research is determined by the fact that the ballad is considered as one of the genres reflecting essential feature of poetics of lyrical works of Zulfat – their narrativity. It is provided with existence of the fable structure motivating psychological state of the lyrical subject. The fable is most distinctly shown in a ballad genre. A number of the poems of Zulfat having author's designation of a genre "ballad" or reproducing traditional ballad plots and also representing different theme groups (historical, military, love ballads) became a subject of the analysis.

MATERIALS AND METHODS

Methodological base of the conducted research is the theory of a genre as "three-dimensional constructive whole" created by M.M. Bakhtin [9]. The works of domestic [10, 11] and foreign [12-18] scientists devoted to problems of genre identity, initial and uncanonical genres, differentiation of patrimonial and genre structure of the literary work, genre contents and genre form have exerted impact on the concept of work.

In the solution of objectives use of system and structural, and semiotics methods which effectiveness in a research of genres is revealed in a number of modern works [19-21] is supposed.

RESULTS AND DISCUSSION

In the poem "Tynym beta …" ("I Choke …", 1976) Zulfat addresses a plot about the construction victim (the woman immured in a wall at construction of fortress, the bridge, church, etc.) which is very widespread in folklore of the different people. The epigraph setting initial situation, the emotional tone and chronotope sends to national legends about the woman buried under the basis of a tower of the Nizhny Novgorod Kremlin with buckets and a yoke. Zulfat's poem consists of two parts – a monologue of the girl immured in the base of a tower of the Nizhny Novgorod Kremlin and the statement of the lyrical hero. The different principles of the art image

1. *Zulfat is a pseudonym, a real name is Malikov Dulfat Usmanovich (was born in 1947 in N. Saitovo's village of the Muslyumovo district [Galiullin, Mustafin 2005, 2: 503].*

correspond to two subjects of consciousness and the speech. In the monologue of the heroine which is genetically going back to munadzhat[2] several intensions intertwine: the complaint to intolerable physical sufferings with which the speech begins and comes to an end, and the narration about the custom accepted at masters which victim the heroine became. Own tragic destiny is perceived by the heroine as individual option of the general fate of all live, manifestation of a certain uniform regularity. At the same time this story is twice killed by complaints about fatal accident: "Eh if I haven't gone having taken a yoke, / That morning for water to the quiet spring!" [5, p. 96] (Here and further translated by authors). Thus, the heroine is ruined by combination of circumstances, ruthless predefiniteness. The monologue according to functional and stylistic installation of a genre comes to the end with mourning of the ruined youth and beauty.

Question: "Tyshta kaysy gasyr?" (What century is it now?) connects two temporary streams: the past and the present, erasing borders between them. At the same time for the heroine this is apocalyptic, stopped time which bears in itself semantics of inescapable flour. The Koromyslov tower of the Nizhny Novgorod Kremlin crystallizes this motive, having become the realized metaphor of fossilized suffering and a symbol of memory of it. The motive of eternal suffering gains development in passionate, emotionally uneasy speech of the lyrical hero. He thinks not only of what happens to many people, but also about what became his destiny. The relevance of the lyrical hero's fate to the tragic story of the girl is expressed in different forms. First, in recognition that the familiar voice is heard from walls of the Koromyslov tower. Secondly, in the special lyrical generalized manner of the speech and its hyperexpressional intonation. From a concrete, isolated case the thought moves to the general sense of the event. Death of the girl with a yoke discloses tragic hopelessness of beauty which is sacrificed for the sake of force and power. Thanks to emotionally charged general formulas this statement is perceived not as philosophical and abstract ascertaining of cruel regularity, but as the gained thought for which it is paid by expensive price of personal experience. The inescapable heavy grief got by awareness of this need is replaced by a passionate strong-willed rush – aspiration by all means to save and protect beauty: "Oh! – it is necessary to save beauty immediately! / Oh! – beauty absolutely choked!" [23, p. 98]. Thirdly, in final stanzas of the poem subject syncretism – the existential relations of unity "I" and "you" is formed. The lyrical hero not only sympathizes with the girl doomed to fall a construction victim but also suffers from the same anguish, as she endures the same pain. At last, the autonomy and the sovereignty of lyrical characters disappears, "I" and "she" are combined, forming syncretic unity, and each of them asks the same questions: Who will lift a stone, who will help to save? [23, page 98].

Social collisions and crisis situations by which XX century was marked have induced the poet to philosophical-ethical and moral-psychological judgment of topical problems of time. The imperative and immutable invasion of hostile forces into life of the hero and his beloved leading to disaster – death of the heroine becomes fundamentals of ballad poetics in the poem "Tau yashene" ("A mountain lightning", 1981). The existential organization of the text, hronotopic images and motives act in a role, traditional for the ballad, become means of forcing of ominous omens of a meeting with danger. Action happens in the mountains of Afghanistan, during the war, in the back of the enemy. The heroine cures the wounded Soviet soldier, carried him to sepulchral hills of the parents and tells story of their tragic death.

The existential fear and disturbing presentiments penetrate a monologue of the girl turned to saved by her warrior. This speech is structured by genre paradigms of crying and a spell entreaty. Crying shows emotional experience of the grief and it consists of "autocharacteristics of the sorrow" [23, p. 139] – loneliness, fear, loss of moral and psychological support in the world, thoughts of death, etc.

Recognition of dependence of the person from the external to him forces intertwines with the passionate aspiration to influence them, to operate life forces. On the one hand, this appeal to the death as to the supersubject of special type and recognition of the ability

2. Munadzhat - "a genre of folklore and written literature of the people of Turkic and Iranian language groups. It goes back to pagan appeals to the sky, the sun, the moon, etc. It is connected with Shamanism. Pagan echoes in the Tatar munadzhat haven't remained, they contain only the addresses to Allah and his prophets" [22, p. 276].

to resist to him, to go beyond own limits. On the other hand, feeling danger and the powerlessness in the face of fatal inevitability, the girl begs the soldier not to abandon her, to take away from this house. V.I. Tyupa defines an archaic prototype of lyrical architectonics of this kind in the following way: it "is performative of will expression (volition, expectation, aspiration, dream, search) as speech action "let it be!". By the initial nature such performative is a spell …" [23, p. 139].

Actually the spell speech of the heroine consists of two parts. The first part is accompanied by ritual action – plaiting of a basket from willow rods: "This I will plait for melancholy, / This one for for the beloved appearance, / And this one for two not dying away stars will be lit in the sky/" [23, p. 122]. The rhythmical-intonational and syntax parallelism integrating lines expresses relation between action and result which is based on the existential-subject relation and defines the "openness" of apposition of structures, their interpenetration to each other. Everything that comes into the view of the heroine, appears in subject forms. Subjects to which she appeals appear sequentially as "the Afghan willow", "destiny", "stars", "sad hills". These animated life forces by verbal impact on them are involved in a life situation of lyrical characters and induced to a spiritual response.

Bad omens which marked a way of the soldier who quitted to look for the road from this gorge also belong to elements of ballad poetics. Space - the natural world comes into contact with the traveler, warning him about misfortune: the horse goes hard and rears, in the sky there are no stars patronizing lovers. At last, the prepared ballad event is made – hostile forces interfere in the world of heroes.

Catastrophe in life of the soldier and the girl who fell in love him is comprehended as change of a pattern of the world, the moment of loss revival of all space. Between "them" (murderers of the heroine) and "a mountain lightning" the relations of semantic equivalence are established. It is syncretic human - space elements which specify a certain transcendental law – fate, predetermining, destiny, foreordained and mandatory for execution, at the same time it reveals an entity and a measure of the social and political evil. In the last speech of the heroine the performative of crying and the genre strategy of the elegy corresponding to it dominate. The ballad is framed by the words addressed to the younger brother who would like to learn plaiting of the Afghan baskets. At the beginning of the ballad this address motivates the story by the hero about what happened to him during the Afghan war. In the final it becomes a reason for a moralizing opinion and a method of art completion of a tragic story about love of the Soviet warrior and the Afghan girl.

In the poem "Fatiyma" (Fatima, 1971) the motive of a miracle – transformation of the girl, who has learned about death of the beloved, into an insect (ladybug) becomes a basis for expansion of genre poetics of the ballad. The plots realizing motive of transformation of the person in a tree, a plant, an animal, a bird and an insect are known in fairy tales and ballads of the different people. Fatima's transformation into a ladybug isn't occasional. Fatima receives in this way release from terrestrial weight and ability with ease to achieve any provisions and the objectives and to leave them – that quality which is necessary for her for search of the beloved.

In Zulfat's ballad the metamorphosis which has happened to the heroine is based on two reasons: first, experience of a strong grief: "The message which is breaking off heart has come / the Girl was bent, as a thin yoke " [23, p. 265; 24, p. 580-585]. The architectonics of the ballad image of a person is created by designation of the expressive gesture, totally and generally transferring his state of mind. Epic time – the chronological sequence of events – is forced out by the lyrico-dramatic, subordinated to a problem of alienation from the plot and image of worries of the heroine. The second reason of the occurred metamorphosis – Fatima's unwillingness to marry the stranger.

In the ballad artistic approaches of wedding ceremonial poetry are widely used. The parallelism which is the cornerstone of a number of couplets generally and allegorically opens the possible, but not implemented in the destiny of heroine situations. These stanzas are killed by the elegiac meditations which are piling on the agony of disturbing presentiments. The ballad plot about wonderful transformation of Fatima comes to the end with the cathartic final approving the saving and reviving power of love granting the heroine immortality. In the ballad "March" (1986) the similar ability allocates music. At the heart of a plot there is one episode of the Great Patriotic War when "the March of the Soviet Army" of S. Saydashev, on which performance the battalion commander insists on, aspires fighters to the attack. War blows up the course of everyday life by shaking of bases of national life. Music changes this catastrophic state of peace, restoring the former system of values.

The most part of the ballad is made by the description of the sustained in an idyllic modality images of the native nature, everyday life, mother and father– the associative and semantic streams which are given rise by S. Saydashev's music. It is remarkable that S. Saydashev's march makes similar impact also on enemies. Idyll, as V.I. Tyupa established, goes back to a performative of the rest and represents a genre, antitetic to the ballad [11, p. 130-131]. Within idillic genre model the elegiac situation, which fixes dramatic intensity of emotions and prepares the main ballad event – death of the battalion commander and other soldiers in fight, is developed.

The nature becomes the active participant of the human history. The ballad plot is realised uncanonically – music erases borders between life and death, "the own" and enemies, natural and human life, creates a possibility of their existential and valuable coincidence.

CONCLUSIONS

The ballad in Zulfat's creativity functions as a very tectonic form of a tragic mode of artistry. It keeps to a certain extent connection with classical ballad tradition and is characterized by drama tension of the plot which is built on collision of two worlds – "local" and "other world"; prevalence of dialogues in speech structure, a combination of the "wonderful" and "awful", "mysterious" and "mystical", focusing on a philosophical and social, and moral perspective.

At the same time there is a destruction of a genre canon. Firstly, the traditional ballad is transformed under the influence of the new principles of the organization of the subject sphere. Images of ballads embody two major subject forms of Zulfat poetry: hero of role lyrics and lyrical hero. Secondly, the ballad owing to the hybridism incorporates other folklore and literary genres (munadzhat, crying, spells, idyllic and elegiac genre models, etc.) which conduct to the shift of a traditional ballad construction. Thirdly, we can see reaccentuation of elements of a plot peculiar to the initial ballad: testing of heroes, their stay on border between life and death can be allowed not only by accident, but also by the cathartic final approving the changing and saving power of love and arts; mistic-metaphysical description is given not only to characters of the "other world", but also public and socio-political circumstances which bring destruction to heroes, deprive of them harmony.

Summary. The ballad in Zulfat's creativity gains special art expressiveness. As a form of completion of the art whole and as an element of art system in poems by Zulfat it becomes means of expression of existential situations of human life. These are liro-epic works which are characterized by sharp dramatic nature, using of various approaches of the psychological image, both synthetic and analytical, the emotional and expressional estimation which is expressed in the speech of the lyrical hero or storyteller. The epic beginning is pushed aside by the subjective experiences defining special subjective and lyrical type of the organization of space and time.

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The formation of managerial competence of students in the process of interactive learning

The formation of managerial competence of students in the process of interactive learning

La formación de la competencia gerencial de los estudiantes en el proceso de aprendizaje interactivo

ABSTRACT

Innovative technologies now form an integral feature of education within the higher education context. The use of interactive teaching techniques as an example of such technologies has become fairly widespread. Interactive teaching techniques such as game-based teaching methods, case-based teaching, are essential in developing students' critical thinking, logical reasoning and communication skills.

Analysis of the existing requirements set for students' learning outcomes indicated that according to the new National Education Standards teachers' scope of work massively expanded. In addition, there was a substantial increase in the number of students which led to new demands put forward with regard to professional tasks and the development of new competences.

Today the society favors mobile, educated and talented teachers who can make conscientious decisions and foresee results and learning outcomes. Teachers also need to be good managers, collaborators and facilitators. Thus, given the above mentioned requirements imposed on teachers, the problem of content renovation, quality improvement and development of professional competences and its constituent parts becomes acute. This research focuses on one of such constituent parts, managerial competence.

KEY WORDS: interactive teaching and learning, interactive methods and technologies, game-based teaching methods, case-based teaching, development of the managerial competence.

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RESUMEN

Las tecnologías innovadoras ahora forman una característica integral de la educación en el contexto de la educación superior. El uso de técnicas de enseñanza interactivas como ejemplo de tales tecnologías se ha generalizado bastante. Las técnicas de enseñanza interactivas, como los métodos de enseñanza basados en juegos, la enseñanza basada en casos, son esenciales para desarrollar el pensamiento crítico, el razonamiento lógico y las habilidades de comunicación de los estudiantes.

El análisis de los requisitos existentes establecidos para los resultados de aprendizaje de los estudiantes indicó que, de acuerdo con el nuevo alcance de trabajo de los docentes de las Normas Nacionales de Educación, se amplió enormemente. Además, hubo un aumento sustancial en el número de estudiantes que dio lugar a nuevas demandas presentadas con respecto a las tareas profesionales y el desarrollo de nuevas competencias.

Hoy la sociedad favorece a los profesores móviles, educados y talentosos que pueden tomar decisiones conscientes y prever resultados y resultados de aprendizaje. Los docentes también deben ser buenos gerentes, colaboradores y facilitadores. Por lo tanto, dados los requisitos antes mencionados impuestos a los profesores, el problema de la renovación del contenido, la mejora de la calidad y el desarrollo de las competencias profesionales y sus partes constituyentes se agudiza. Esta investigación se centra en una de esas partes constituyentes, la competencia administrativa.

PALABRAS CLAVE: enseñanza y aprendizaje interactivos, métodos y tecnologías interactivas, métodos de enseñanza basados en juegos, enseñanza basada en casos, desarrollo de la competencia gerencial.

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Richat Rizvanovic Ganiev

Kazan Federal University. Russian Federation

rigan1506@yandex.ru

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1. INTRODUCTION

Increasing demands for quality teacher education led to a growing number of requirements towards teachers' professional skills. Such demands also act as one of the indicators of teachers' competitive abilities and show that their professional skills and experience are valued in Russia and abroad.

Enhancing the quality of teacher education at universities is one of the main priorities of the higher education public policy of the country. Indicated policy direction is essential with regard to the effectiveness of various branches of science and due to the ongoing process of modernization of the whole education system.

In this respect the challenges faced while improving the system of teacher education at universities, maximizing its effectiveness, upgrading its content, forms and methods in accordance with new requirements become rather significant.

There is a contradiction between a logical necessity to employ interactive technologies in the process of teaching and learning and difficulties that are encountered by teachers when managing the interactive technologies.

The question that is addressed in this research paper concerns the didactic conditions of using the interactive technologies as an effective method of developing students' managerial competences.

The aim of this study is to identify the didactic conditions for the full development of students' managerial competences while using interactive teaching technologies.

The hypothesis put forward in this study suggests that interactive technologies can act as didactic conditions for developing students' managerial competences if:

- the content and the structure of the managerial competence act as an aim of teaching and learning;

- interactive technologies are used in accordance with the standards of development of students' managerial competence;

- the technologies' managerial functions are fulfilled by the scope of didactic means and tools.

The main focus should be shifted towards ensuring solid, multifaceted, comprehensive students' managerial competences in the given subject area (Ivanov, 2011, p.245).

2. METHODS

The following theoretical and empirical research methods were used in the study. Theoretical research methods are analysis and synthesis of scientific literature on teacher education, psychology, teaching methodology; review of dissertation theses on the topic; analysis of interactive technologies; identification of foreground technologies aiming at the development of managerial competences. Empirical research methods are testing, experiment, statistical analysis of data, identification of managerial competences using an adapted version of Clark Wilson's Survey of Management Practices. Managerial competences are identified in order to indicate the main developmental zones according to managerial competences' criteria.

3. RESULTS

The results of this research contribute to the enhancement of teacher education and boost of its effectiveness. Managerial competences were singled out after a careful consideration of the requirements to the students' professional competences development at universities set by National Education Standards (NES) and a range of subject-specific teacher education programs. The level of acceleration and development of students' managerial competences was measured with the use of the questionnaire. The results showed that some aspects of these competences were better developed in students than others. The research was conducted in Kazan National Research Technological University. The first stage took place during 2015-2016 and the second stage – during 2016-2017. The sample comprised 230 students. During the first stage of the experiment the undeveloped aspects of students' managerial competences were singled out. With that in mind the ways of their development were set to be devised. The preliminary work included the review of theoretical and methodological literature, selection of the research approach and research instruments, identification of suitable methods to develop managerial competences. We set the aim of the research, put forward the hypothesis, defined the objectives of the study, devised the didactic means to accomplish research objectives which will ensure the development of students' managerial competences. After detailed and thorough consideration of innovative technologies we elected the most efficient methods of interactive teaching and learning. These are game-based and case-based teaching methods. At the second stage of the experiment these methods were employed by teachers during the lessons. The participants of the experiment were observed during the whole process in order to determine how they developed managerial competences. Test-retest technique was applied when measuring indices of managerial competences developed by students. Thus, the hypothesis was confirmed and the research objectives were attained.

The hypothesis formulated at the beginning of the study was accepted and the following implications were made:

1. With regard to the research aim and the research problem the hypothesis was put forward: interactive teaching technologies can act as didactic means of developing students' managerial competences if:

a. the content and the structure of the managerial competence act as an aim of teaching and learning;

b. interactive technologies are used in accordance with the standards of development of students' managerial competence;

c. the technologies' managerial functions are fulfilled by the scope of didactic means and tools.

The objectives of the study which are based on a theoretical problem and a hypothesis proposed are manifold:

1. To define the meaning of basic notions mentioned in the study, namely, 'managerial competencies', 'competency-based approach' and 'interactive learning'.

2. To theoretically examine didactic conditions contributing to successful development of managerial competence among the students in an interactive learning environment.

3. To monitor the effectiveness of interactive learning in the process of managerial competencies development.

The implementation process of the aforementioned didactic conditions for managerial competencies development helped achieve the goal of the study, address its challenges and confirm its hypothesis.

4. DISCUSSION

The effectiveness of the training while implementing interactive technologies in teaching process at institutions of higher education will be discussed in this section.

Modern educational standards are based on a competency-based approach, so that the use of interactive technologies in the classroom is one effective means for the development of competencies among students while implementing these standards. Interactive learning is regarded as a priority strategy and tactics of university education which is based on on-line and off-line interactions of those engaged in the teaching and education process including pedagogical support, and contributing to the development of competencies and students' self-development. Interactive learning includes:

- collaboration of all learners, including a teacher;

- participatory and cooperative learning;

- a teacher and a student involved in education;

- special emphasis is placed on student activities rather than on the teacher's efforts;

- the teacher acts as a facilitator of learning process, a group leader and a person who is able to create the necessary conditions to make students engage in learning process;

- new knowledge and competencies develop through students' understanding of their own experience and their ability to learn from other people's experience.

The use of interactive technologies in education increases students' engagement in learning process, develops their thinking, cognitive abilities and learning skills. Students learn to cooperate, perform tasks together, i.e. they develop cooperative and communication skills as well as leadership and organizational competencies. Interactive sessions are action-oriented, so that students develop competencies in the course of the practical training. Team building strategies include tasks for problem-solving. Teamwork, which is aimed at seeking a solution to the problem, is seen as an activity that involves intellectual and emotional tension. Such activity is also characterized by the allocation of responsibilities between students which leads to their personal development and makes them familiar with what they will be doing in the future. Training sessions for students include game-based and case-based learning (Zeleeva, 2016, p.120). Such teaching methods, in our view, have been the most effective in building and developing managerial competencies among students. For instance, the use of business games in educational process helps enhance personal traits of students. A business game is a part of an educational activity which imitates situations which will be faced by students in their future professional career (Golovanova, 2014, p.288). Case-based teaching and learning allows for the possibility of making students actively engage in learning process, including critical analysis of different viewpoints, and providing autonomy in decision-making.

Management is a process towards achieving organizational objectives and including staff efforts. The management process presupposes that responsibilities related to achieving the objectives are shared between all participants: the manager sets objectives, while other people take concrete actions to achieve these objectives. The development of managerial competencies is based on the interlinkages between the following components:

1) the content of managerial competencies;

2) didactic conditions for the development of managerial competencies among students;

3) the results of the development.

The analysis of approaches to understanding managerial competencies enables us summarize their content as follows:

- purpose-oriented managerial competencies: all actions become purposeful if there is an objective; the ability to set objectives always leads to outcomes; planning;

- organizational (managerial) competencies: teamwork; the delegation of authority;

- motivational managerial competencies: fostering staff motivation and self-motivation. As a result, employees take initiatives rather than simply perform tasks;

- communicative managerial competencies which deal with the ability to influence people and resolve conflict situations;

- business-oriented managerial competencies: understanding of the basic framework of marketing, market-based economic relations, etc.

Structural components of managerial competencies that formed the basis for this study are as follows: Unit I. Employees are given instructions about goals and objectives and their importance; Unit II. Planning and problem-solving; Unit III. Providing necessary working conditions; Unit IV. Feedback; Unit V. Monitoring; Unit VI. Reward (Chiker, 2004, p.176).

In recent years, extensive experience has been gained about the implementation of requirements of competency-based approach in higher education. Dozens of theses related to 'competence', 'competency', 'professional competencies', etc. have been written. Methods and techniques for building professional competencies among bachelors and specialists of different spheres have been recently addressed (Ibragimov and Ibragimova, 2016, p.43).

When determining didactic conditions for the development of managerial competencies during interactive learning, we have relied on the fact that competency-based approach is at the forefront in the implementation of State educational standards.

Competency-based approach is a methodological framework for a new emerging form of higher vocational education in Russia. Competence reflects how well a person possessed required skills. At the same time, a person applies competencies while performing particular tasks. Thus, the overall level of competence of a person depends directly on how well all competences are developed. From a psycho-educational perspective, competence relates to the level of education of a person, including a person's ability and willingness to deal with any types of problems.

Spencer (1993) defines competence as 'a relatively permanent personal trait' related to effective implementation of activities. A similar approach to competence was used by J. Hay who defined it as 'a personal trait necessary for undertaking activities' and including such components of competence, as knowledge, skills and motives (Fortier, 2009).

Competencies presuppose appropriateness of activities, creativity, self-organization, self-control, the ability to access yourself and rectify own mistakes, self-regulation and self-actualization.

The requirements of a competency-based approach which are applied to teaching technologies, monitoring and evaluation tools in education should be taken into account, as the implementation of these requirements will diversity teaching styles, and students will be engaged in discussions, debates, problem-solving, working on projects, etc.

The underlying philosophy of a competency-based approach defines the nature of its application. Using a competency-based approach in practice in the context of higher education implies a special culture in teacher-student interaction. This kind of interaction aimed at achieving educational goals is used in higher education along with the technologies of interactive learning. Interactive learning is the main strategy of organizing university education, the strategy that is oriented towards well rounded interaction among all educational subjects under coordinating support of teachers and aimed at helping students develop creative thinking.

5. SUMMARY

The technologies of interactive learning are at the cutting edge of educational technologies today. They should be directed at developing students as creative thinkers capable of solving practical problems. They need to be aimed at achieving the goals of effective education and the ultimate goal of interactive learning – 'learning to learn': learning to interact with others, to acquire new knowledge collaboratively, to be proactive. When helping students develop their managerial competencies in the course of interactive lessons it is important to encourage students to set their own goals, to plan their activities, to organize the work of others, to set tasks for others, to delegate, to help others, to control various situations, to reflect and evaluate outcomes, to acknowledge other people's work and reward them. We must teach students how to analyze situations, to search for effective solutions with minimal risks. We have considered all the new (innovative) technologies of interactive learning, technologies that can stimulate the work of students, encourage them to seek new knowledge, to acquire new skills and competences necessary to effectively manage staff. Interactive technologies can be used to form and develop cultural and professional competencies which are specified in the new federal educational standards (FES) for various specializations. Moreover, developing managerial competences will help new specialists be good engineers and effective managers in any context. Today the requirements for new specialists are steadily rising which makes it important to work on increasing the effectiveness of educational processes. The new federal educational standards for professional education also specifically underline the importance of interactive technologies in educational processes.

In the course of our study organizing educational activities, aimed at professional preparation with the use of interactive methodology, has been focused on the application of game-based technologies and case-study method (situation-based method), which in our opinion are most effective when developing students' managerial competencies. The use of business games helps activate students (first of all enhance their intellectual and emotional spheres). Business games have the features of both educational activities and professional work. Solving cases is a method of active learning based on real-life situations requiring students to deal with real managerial problems. This method gives an opportunity to actively involve as many students as possible in learning, exchanging opinions and making decisions. Case method prompts students to analyze situations, to solve problems in ways that lead to lowest risks. Interactive technologies at university can be effectively used in the course of seminars for specialization-specific preparation as well as for general knowledge preparation.

There is a tendency for constantly improving education quality today which leads to the increase in interactive activities and new technologies within the area of professional education used to help students develop their managerial competencies.

Designing interactive educational activities aimed at building managerial competencies enabled instructors:

- To clearly define educational goal for each lesson (seminar, lecture, etc.),
- To make the development of competencies more understandable and desirable by helping student see them as essential for a successful professional life,
- To stimulate the development of student motivation to explore various relations that their chosen specialization has with other fields,
- To organize an effective way to transmit and receive feedback in the course of each lesson through the use of interactive methods and assessment practices.

6. CONCLUSIONS

Both theoretical and experimental work carried out under this research project does not highlight all the issues related to the formation and development of managerial competencies of future specialists; rather it outlines the issues that require further theoretical analysis and methodological provision.

The future prospects for this study include the application of its findings to develop students' managerial competencies in the course of interactive learning. This would involve further investigation of the structure of managerial competencies (including those that can be developed at later stages of education); designing new approaches, forms, methods, innovative technologies and new levels for the development of managerial competencies; creating new educational materials and teaching guides focused specifically on managerial issues.

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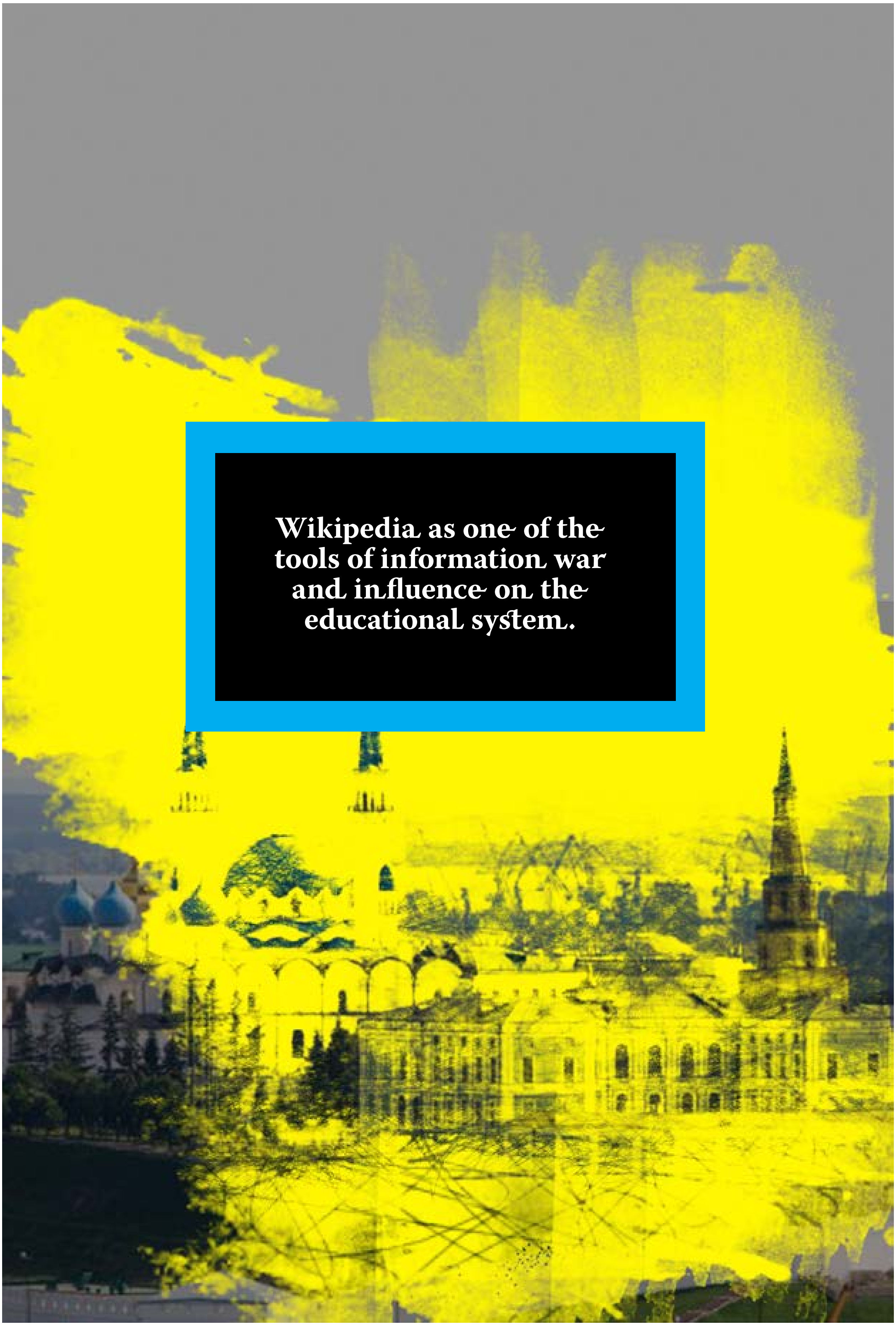
Wikipedia as one of the tools of information war and influence on the educational system.



Wikipedia as one of the tools of information war and influence on the educational system.

Wikipedia como una de las herramientas de guerra de información e influencia en el sistema educativo.

ABSTRACT

The article analyzes Wikipedia as one of the problem components of national information security of different countries, and as a factor of influence on the educational system. We considered all components of this problem. We proposed ways to solve this problem. Wikipedia should be politically indifferent. The true encyclopedia is an encyclopedia of timeless and eternal knowledge, and the present is not yet encyclopedic and controversial. Something that is being established should not be the basis for Wikipedia content (political topics, etc.). How can we make it so that Wikipedia is just a collection of truths, rather than a site of conflicts and disputes, particularly interethnic ones?

KEY WORDS: cyber security, virtual war, information war, free encyclopedia, Internet influence on the educational system.

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RESUMEN

El artículo analiza Wikipedia como uno de los componentes problemáticos de la seguridad nacional de la información de diferentes países y como un factor de influencia en el sistema educativo. Consideramos todos los componentes de este problema. Propusimos formas de resolver este problema. Wikipedia debería ser políticamente indiferente. La verdadera enciclopedia es una enciclopedia del conocimiento eterno y eterno, y el presente aún no es enciclopédico ni controvertido. Algo que se está estableciendo no debe ser la base del contenido de Wikipedia (temas políticos, etc.). ¿Cómo podemos hacerlo para que Wikipedia sea solo una colección de verdades, en lugar de un sitio de conflictos y disputas, particularmente interétnicas?

PALABRAS CLAVE: ciberseguridad, guerra virtual, guerra de la información, enciclopedia libre, influencia de Internet en el sistema educativo.

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Ramil R. Garifullin

Kazan Federal University. Russian Federation

garifullin@mail.ru

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INTRODUCTION

It is necessary to recognize that the Internet has become the main source of information for the educational system at present. It is understandable, because it takes much less time to find the right information on the Web. Therefore, on the one hand, there is an opinion about the usefulness of the Internet among the young students, and on the other, it is increasingly heard that not all the information resources are so good and useful from the point of view of developing the level of knowledge and outlook of the younger generation. One of such controversial and problematic information resources is the free Internet encyclopedia "Wikipedia", which takes the leading place in various search systems. It is this information resource that appears first of all, when the students are engaged in the search for new and useful knowledge. Therefore, we will try to show in this article, based on the analysis of this leading information resource, that Wikipedia, despite its popularity, has become one of the problems of information national security. In addition, we will try to identify the components of this problem from the point of view of the influence on Russian student youth in this article.

The philosopher Nietzsche [1, p. 292] would be pleased by the emergence of Wikipedia. He was very worried because the mankind misfortunes were connected with the fact that a lot of things were changing, and people, parasitizing on the Aristotelian principle of identity (A = A), did not take it into account. The Aristotelian logic [2, p. 15] does not allow breaking out of the old texts, from the paper and static encyclopedia of the world. Due to the Internet, Nietzsche's dreams finally came true, and it appeared a living knowledge system of mankind - Wikipedia! The philosopher Gilles Deleuze said that the encyclopedia of the world was over and the pedagogy of perception began, that was, the education of perception through the video texts. The traditional texts have not yet died, in spite of the fact that our students practically do not read anything! Due to the web-site "Wikipedia", the encyclopedia of the world continues, but now it has become a living encyclopedia of the living world. Does it seem that we should be happy!? The dream-fun of Jimmy Wells, the founder of the free encyclopedia - Wikipedia, was implemented. Today, people who can form and express various knowledge of the world, can participate in the formation of this living and free encyclopedia of the living world [6]. But is it so? How much is this freedom limited for the talented authors who are able to form and express true knowledge about the world? Is it possible that free Wikipedia is not implementable from the very beginning, since it has its own master, subordinate to the country in which he lives? And in general, the keys to the Internet are not available to all countries, that is, a control of the global information field disconnection is not available to all countries. This is where the sources of the national security problem of all countries lie. Is not Wikipedia created to form the right ideology and worldview? What if Wikipedia is just an information wiki-cloud, artificially maintained at its height due to some hidden pragmatic projects? Or what if Wikipedia is just a form of PR or propaganda disguised as reference materials?

Apparently, all of the above is now done with the help of the Internet, in particular - with the help of a "free" encyclopedia - Wikipedia, run by administrators creating the necessary political and economic truth? It is not by change some countries want to free the Internet from the impact of the world's largest information crowdsourcing "Wikipedia", shaping the worldview of the people of the planet.

Study method: Survey-analytical method.

RESULTS AND DISCUSSION

It has been accumulated a sufficient number of facts that confirm that Russian Wikipedia is being formed not only by Russian authors [4]. Here are just excerpts from these studies: "Virgil Griffith, a researcher at the California

Institute of Technology, created the Wikipedia Scanner utility to identify users editing materials in Wikipedia. The study results received with the help of this program showed that the articles were edited from the computers of the CIA, the FBI, US government and educational institutions, private companies, news agencies and political parties. The amount of discontent with rigid censorship in the English-speaking Wikipedia is growing. Everyone knows that the historical and political articles have some locks and any changes are automatically tracked by the "bots". This is evident if we read at least the articles about Russian history, the history of the Great Patriotic War, etc.

The interest of special services to adjusting the content of Russian Wikipedia is not a surprise to anyone. But the scale of adjustments and the effectiveness of Western influence on Russian Wikipedia is staggering. For example, everyone knows the famous motto "an encyclopedia can be edited by everyone" [8]. However, everyone who wants to adjust or add something should be liked by the administrator in charge of this topic. And most administrators are not the citizens of Russia, and even worse, "a couple of them receives wages in the US Wikipedia Fund" (the Wikipedia member - golosptic 23rd-Nov-2010 04:53 am (UTC).

It is good that the Freedom and Truth are promoted due to Wikipedia, but this healing sauce, useful for the whole world, is filled in by the American ideology. If there is no American ideology, then it is used the ideology of another country, which is also sometimes criminal. How to be? How to form Wikipedia, not obeying either American or Russian ideology, but obeying only the Truth [7]? It is useless to forbid and close Wikipedia on the basis of ideology, but it is possible to do it on the basis of slander, incitement of ethnic hatred, propaganda and PR! Wikipedia happens to be complaisant when there is a danger of its blocking and closing on the grounds of not complying with the legislation of those countries on which it influences by its content. Contrary to the above mentioned, Wikipedia is so cunningly positioned that it still has no legal responsibility. Being anonymous, this encyclopedia disclaims responsibility for its content very masterfully. For example, the participants of all levels are disguised under different nicknames and have become a separate secret service, and Jimmy Wells is also not responsible for anything, since he has sold Wikipedia to another company, which is also difficult to contact. Also, one cannot ignore the so-called dolls, due to which some subject or organization write articles under a variety of nicknames, forming the illusion of the Internet society or, on the contrary, a large number of participants, society or even a small country use one nickname. It especially refers to an online resource that represents itself as an encyclopedia. Transferring responsibility to some free members of Wikipedia should not remove legal responsibility before the administration of this Internet resource.

Thus, there is reason to believe that Wikipedia is not only the main source of primary knowledge, but also a mean of ideology, which is consistently becoming a factor of national security for many countries of the world. Today, there is no stronger tool for monitoring Russia and other countries than Wikipedia. This encyclopedia positions itself supposedly as an educational project, and not a research one. Therefore, there is reason to believe that Wikipedia, under the mask of forming its texts and their discussions, extracts valuable and secret information for the development of projects free of charge. There are examples of how Russian scientists, including those who worked in various secret and strategic areas, discussing the importance of their person for Wikipedia, spread the actual directions not only of their past research, but also of present ones through the intermediary participants [9]. Therefore, there is a question: "Does not Wikipedia policy turn into a mirror of the traditional, expansionist, foreign policy of some countries?"

To answer the above questions, it is necessary to conduct a content analysis of not only the texts of Wikipedia articles, but also of the texts of dialogues and correspondence of the participants of this information resource. Moreover, it is necessary to carry out a comparative analysis of materials received for publication and materials, which have been retained or removed. Particular attention should be given to a definition of the true motivation of Wikipedia participants in the study of the above problems. Whereby are the participants driven to write articles for Wikipedia: the joy of creativity, of their usefulness and vanity? The youth contributes to the formation of the "World Intelligence of the Bible-Wikipedia", to the formation of the list of "Gods", etc. Look at the site "Wikireality" - an information resource where the participants and admins can satisfy their vanity. After all, Wikipedia does not say anything about them. This is a special megalomania - Wikimania, which is due to work in Wikipedia. The participants satisfy their vanity through their nicknames. People write on them and their names are really well-known. We can learn about these hidden members of Wikipedia through "Wikireality". Wikireality was formed not only by those who were expelled from Wikipedia, but also by the participants themselves, in order to somehow present themselves to the Internet community. There is a lot of truth in Wikireality. It is so since the truth about the world is not contained in Wikipedia, but in the para-Wikipedia space and the discussion of articles that takes place inside it. This resource includes a category of offended and excluded Wikipedia participants, who objectively reveal the negative aspects of the project "Wikipedia" in their articles. That is why many of the conclusions that we managed to make in this paper are made on the basis of the content analysis of "Wikireality".

Some participants are driven by their complexes. For example, one failed writer works out his unimplemented complexes of the failed successful writer, and makes it on the well-known writers, humiliating them. It is dishonorable. This crime, legalized by the Internet, is often subject to an unpunished slander. The same happens with failed scientists, and there are a lot of such in Russia due to the collapse of Russian science. This plays exactly into the American leaders of the Russian Wikipedia, whose goal is to create the conditions in which Russian science would never rise from its knees. That is why, according to the content analysis of remote materials on the development of science in Russia, we can conclude that Wikipedia, represented by many of its participants and most administrators of Wikipedia, is engaged in subversive and derogatory activities against the development of Russian science. For example, the articles about many successful scientists in our country have been reworked and presented in Wikipedia only as articles about the participants in the Great Patriotic War, and their scientific merit and work have been removed from the articles [6]. Or another example, the current articles with the lists of honored Russian scientists, stimulating the scientists, were removed (the publicity about the achievements and awards of scientists should exist!) In general, the Russian Wikipedia has very slow process of filling scientific articles, in contrast, for example, to the English Wikipedia. At best, our domestic wiki-participants, acting not patriotically, copy and translate articles from the English Wikipedia, raising the prestige and image of American science. At the same time, the content analysis of the English Wikipedia shows that this encyclopedia is a model of American patriotism in the sphere of its scientific achievements. We are frightened by the composure and pedantry with which Russian-language authors wash away all past achievements, as well as real sprouts, wishing to raise Russian science from Wikipedia.

The articles on the development of culture and art in the regions of Russia are making their way with great difficulty. Many articles are written, but most of them are deleted. We made these conclusions using the example of articles sent by Wikipedia participants from Tatarstan. At the same time, we should not forget that Russia will rise only when the regions rise.

In general, it should be noted that a considerable number of articles on the development of science, culture and art in Russia, written for Russian Wikipedia, were deleted, but the same articles translated into English were well received and published in the English Wikipedia.

CONCLUSIONS

Our content analysis showed that a considerable part of talented authors who wish to write and write on Wikipedia has already been curtailed by administrators and participants of different levels. This already allows us asserting that Wikipedia has long been a non-free encyclopedia. It promotes the idea of freedom of knowledge, but it is limited by the paid admins and participants. The biggest threat to Wikipedia itself is not its censorship, but the extinction of its community and the authors making it. At the same time, we should not think that Wikipedia should be a kind of schizophrenic monster, in the "brain" of which the information should "walk around and pass by" in chaotic and free way. Wikipedia should contain some orientation and setting and it should be connected with the desire for independent and objective information, and not with the financial and pragmatic subjectivity of the participants summarizing and administrators removing the article, due to lack of financial stimulation from Wikipedia participants or external customers. Moreover, this subjectivity should not be based on the policy of Wikipedia administrators. However, there are already a lot of materials speaking of a significant increase in this subjectivity on the Internet.

It would be naive to believe that the administrations of different countries of the world have no influence on the administration of Wikipedia. Wikipedia, apparently, is one of the instruments of foreign policy of many countries. It seems that these countries want to make a kind of "free Wikipedia" from the whole world, so that the whole world can be supposedly freely engaged in its world order. But this "freedom" will again be dictated by the administrators supervising Wikipedia. Thus, Wikipedia claims the role of an information framework in the project to introduce a "free" world order dictated by the leaders of some countries of the world at present. It is not by chance that Wikipedia is artificially maintained in the first places in all Internet search systems and is sponsored by various government and business structures. Therefore, there is a question: is not Wikipedia really a big rich monster who masquerades itself as a poor, honest and free bum beggar to whom the whole world confesses?

Wikipedia is afraid of many subjects, including international one (personalities, famous world media, representatives of the legislative and executive authorities, and even representatives of special services, etc.) and this fear is due to the possibility of losing the ability to post the article about oneself or getting image and material losses caused by the content of the article about oneself. Therefore Wikipedia, from this point of view, is an excellent manipulator between different subjects of the world. This, apparently, creates conditions for various financial and corruption methods of settlement, the arising disagreements and discontent of various parties.

Lying in the form of informational transmission, which is often practiced in Wikipedia, and then its further correction causes moral damage. This is a hooligan virtual world. The USA makes these information transmissions as a basis for monitoring and searching for the truth. The administrators of Wikipedia deliberately do not delete these informative transmissions under the pretext of apologizing for not noticing this, and promising to be more attentive next time. However, some articles are instantly deleted. Wikipedia is a tool for spreading rumors, which are then more difficult to curb.

The fact that there are thousands of questionable web-sites on the Internet claiming the role of the media, makes no doubt. Most of their visitors read them with sufficient level of criticism. These web-sites, due to their relatively small attendance, are not the basis for the formation of primary knowledge and the world view of hundreds of millions of visitors and therefore do not represent a national security problem. But it cannot be said about the Wikipedia, which has actually turned into the largest and most influential world media, while not having any responsibility to hundreds of millions of people on the planet. This encyclopedia says on its main page that it does not bear any responsibility for its content, for example, slander, lie, provocative materials, etc.

China, seeing the problem of its national security in Wikipedia, promptly organized its home-grown Internet encyclopedia "Hudong" independent from Wikipedia and took away a significant part of the readers, thereby defeating the informational American wiki expansion for a short period of time. Hudong is the largest on-line encyclopedia in China and in the world, founded in 2005. At the moment, according to the number of articles, Hudong exceeds three largest Wikipedia put together (English, Dutch, and German), being the largest encyclopedia in the world.

Thus, China has temporarily blocked some articles and all Wikipedia and managed to raise "Hudong" during this time! And therefore, the Chinese assess Wikipedia rather neutrally or negatively, than positively at the moment.

SUMMARY

There is only one conclusion from the above: "Wikipedia should be self-sufficient, independent and home-grown in every country!" [10]. There is a project according to which the Russian Wikipedia should be divided into two parts. One of them will include the articles with comparatively less controversy and political influence (natural sciences, etc.). This part of Wikipedia will gradually turn into a prestigious encyclopedia, which can be referred to without censure when quoting in scientific and other publications. Another part, on the contrary, will include the articles with a high share of doubt and controversy.

Thus, Wikipedia should be politically indifferent. The true encyclopedia is an encyclopedia of timeless and eternal knowledge, and the present is not yet encyclopedic and controversial. Something that is being established should not be the basis for Wikipedia content (political topics, etc.). How can we make it so that Wikipedia is just a collection of truths, rather than a site of conflicts and disputes, particularly interethnic ones? Apparently, some Wikipedia articles should have the notes: “This article may be dangerous.” At present, Wikipedia wrote about this only in its “header”, which almost no one reads.

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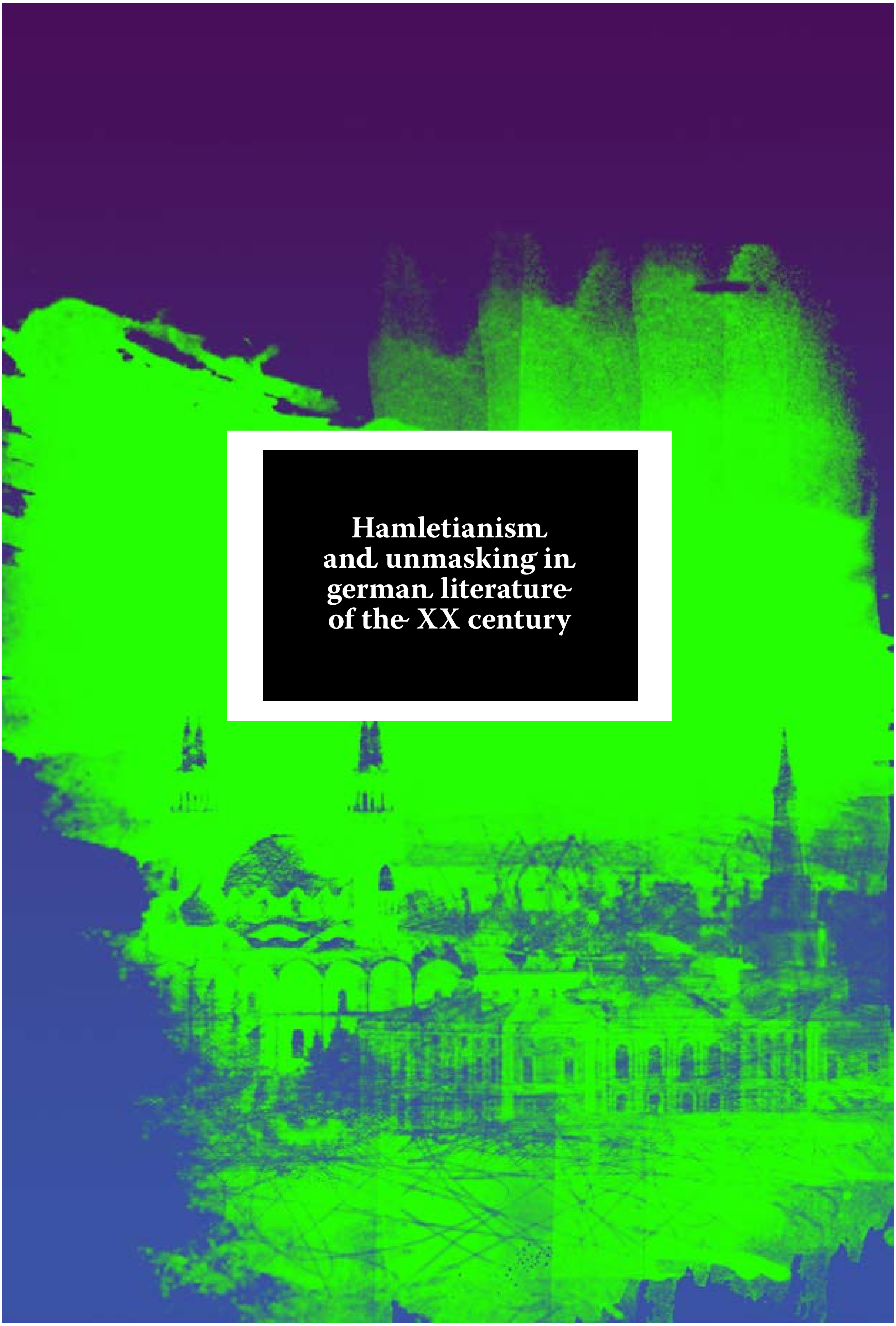
Hamletianism and unmasking in german literature of the XX century



Hamletianism and unmasking in German literature of the XX century

Hamletianismo y desenmascaramiento en la literatura alemana del siglo XX

ABSTRACT

A large number of research works all over the world is devoted to the questions of Shakespeare study and reception of Shakespeare in Germany which once again proves high scale of his works and their influence on world artistic consciousness. The present article studies the change in the perception of the image of Hamlet in Germany in different historic periods whilst the main emphasis is put on the evolution of motives of self-condemnation and unmasking used by German writers of the XX century alongside with identification of the main character with the image of Hamlet. The basic research method is comparative contrastive method combined with the complex descriptive text analysis. Comparison of Germany with the image of Hamlet was formed in German artistic consciousness in the middle of the XIX century and was made public by the poet F. Freiligrath. This comparison simultaneously acquired morbid and self-accusing character. By the middle of the XX century Hamlet features of central characters are already acutely tied with sense of guilt both on personal crimes and on world evil. The culminating in this sense have become the novels by E. Weiss "Georg Letham: Physician and Murderer" (1932) and A. Doeblin "Hamlet oder Die lange Nacht nimmt ein Ende" ("Tales of a Long Night") (1946). Furthermore in the works written after World War II the motive of guilt has particularly historical interrelation. Later on Hamlet's motive of guilt transforms into accusations (M. Walser "The Black Swan" ("Der Schwarze Schwan", 1964)) and by the end of 1970s the central character identified with Hamlet diminishes and loses its former scale, tragedy of Hamlet's image, pathos of unmasking and humanistic vector of development.

KEY WORDS: reception of Shakespeare, reception of Hamlet in Germany, motive of unmasking, Hamletianism.

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RESUMEN

Una gran cantidad de trabajos de investigación en todo el mundo están dedicados a las preguntas del estudio de Shakespeare y la recepción de Shakespeare en Alemania, que una vez más demuestra la gran escala de sus obras y su influencia en la conciencia artística mundial. El presente artículo estudia el cambio en la percepción de la imagen de Hamlet en Alemania en diferentes períodos históricos, mientras que el énfasis principal se pone en la evolución de los motivos de autocondena y desenmascaramiento utilizados por los escritores alemanes del siglo XX junto con la identificación del personaje principal con la imagen de Hamlet. El método de investigación básica es el método contrastivo comparativo combinado con el análisis de texto descriptivo complejo. La comparación de Alemania con la imagen de Hamlet se formó en la conciencia artística alemana a mediados del siglo XIX y se hizo pública por el poeta F. Freiligrath. Esta comparación adquirió simultáneamente carácter morboso y autoacusado. A mediados del siglo XX, las características de Hamlet de los personajes centrales ya están estrechamente relacionadas con el sentimiento de culpabilidad tanto en los crímenes personales como en el mal mundial. El punto culminante en este sentido se han convertido en las novelas de E. Weiss "Georg Letham: médico y asesino" (1932) y A. Doeblin "Hamlet oder Die lange Nacht nimmt ein Ende" ("Cuentos de una larga noche") (1946) . Además, en los trabajos escritos después de la Segunda Guerra Mundial, el motivo de la culpa tiene una interrelación particularmente histórica. Más tarde, el motivo de culpabilidad de Hamlet se transforma en acusaciones (M. Walser, "El Cisne Negro" ("Der Schwarze Schwan", 1964)) y hacia fines de la década de 1970 el personaje central identificado con Hamlet disminuye y pierde su antigua escala, tragedia de Hamlet imagen, pathos de desenmascaramiento y vector humanista del desarrollo.

PALABRAS CLAVE: recepción de Shakespeare, recepción de Hamlet en Alemania, motivo de desenmascaramiento, Hamletianismo.

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Svetlana Georgievna Kolpakova

Kazan Federal University. Russian Federation

sgkolpakova@kpfu.ru

Alsu Aleksandrovna Khafizova

Kazan Federal University. Russian Federation

Alexandra Yrevna Yusupova

Kazan Federal University. Russian Federation

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INTRODUCTION

Works by Shakespeare have had great influence on intellectual life of Germany which revealed itself in various spheres from fictional and philosophical to political thought [1, 2, 3]. In German literature of XX century there is quite frequently observed the motive of German guilt, i.e. self-accusation or unmasking of the guilty. In a number of works the motive of guilt is tightly connected with the image of Hamlet to which German writers appeal not by coincidence. Reception of Shakespeare and Hamlet's image in Germany has had a long path beginning with XVI century when plays based on Shakespearean plots only started to be staged in Germany. S. Harwood writes about these plays and the first acquaintance of the Germans with Shakespearean Hamlet [3]. Translations made by J. Eschenburg and M. Wieland which gave an opportunity to German readers get acquainted with Shakespeare's works became an important stage in the XVIII century. During the Enlightenment when the problem of developing national drama principles, its forms, language, subjects and characters have become topical, Shakespeare became one of the literature masters as a counter to French writers. Merits of Shakespeare's drama were estimated by E. Lessing in his works [4]. During Storm and Stress (Sturm und Drang) the situation has considerably changed. Since this moment each literary epoch has always found something new in Shakespeare for itself and understood the image of Hamlet in its own mode. Representatives of Storm and Stress period appreciated Shakespeare and his works as the best master. Particularly during this period in Germany thanks to W. Goethe the cult of Hamlet starts to originate; he is thought to be a person of beautiful, clear, noble, highly-moral nature who died under exorbitant burden (of history and debt of honour). Goethe's representation of the Prince of Denmark as the basis with some or other changes would last in Germany within the whole of the XIX century. In Weimar classicism literature interest to Shakespeare generally decreases but in the works by romanticists it picks up with new power. At that time as W. Kohlschmidt says Hamlet becomes an independent character not associated with the tragedy by Shakespeare. The image of the Prince starts to be reconsidered, it acquires more contradictions, inclinations to intellectual reflections, his doubts become the basis of mixture of facts and fiction [5]. At the end of the XVIII and first part of the XIX century great contribution of drawing together German culture and Shakespeare's works was made by A. W. Schlegel and J. L. Tieck translations which have become classical in Germany.

METHODS

By the middle of the XIX century there formed emotional identification of Hamlet with Germany which was declared by F. Freiligrath in his poem "Germany-Hamlet" (F. Freiligrath "Deutschland ist Hamlet", 1844). From now on the simile Germany-Hamlet is actively used as metaphor to characterize historical political situation of Germany. This idea is backed up by words of K. Larson: "Shakespeare is a valuable property (…) not just among publishers but among political ideologies and even nations (...). Writers like Shakespeare are valuable politically, both because of the prestige that attaches to them and because how we interpret and celebrate them helps to define our national values and identity" [6].

F. Freiligrath's poem reflects the notion of "Hamlet's disease" which is understood as suffering from one's own doubts and passivity. From the second part of the XIX century on the basis of this simile there increases tendency to overcome "Hamletism" of Germany and reach its opposition, i.e. identification with Fortinbras [8]. "Hamlet's disease" is actively criticized (especially after failed March revolution in 1848 and victory in Franco-Prussian War in 1870-1871) almost till the outcome of World War I. Period of percepting Hamlet as symbol of German inactivity and idle reflections ends by World War I; Hamlet's debt of honour transforms into the sense of specific German guilt which will quite frequently be revealed in German literature of the XX century on the basis of Hamlet's image.

Before the time national socialism wins power; there appear novels about Hamlet which express unhealthy atmosphere in society and feeling of coming crisis (E. Weiss "Georg Letham: Physician and Murderer", 1931; G. Britting "The Story of Life of one Fatty whose Name was Hamlet", 1932 (E. Weiß "Georg Letham. Arzt und Mörder", 1931; G. Britting "Lebenslauf eines dicken Mannes, der Hamlet hieß", 1932). In these novels the image of Hamlet is presented to be sick, screwed up and with the feeling of guilt and obsession to death.

E. Weiss forms development of the main character Georg Letham (anagram Letham – Hamlet) as alternation of his acceptance and non-acceptance of existence as the consequence of uncontrolled sense of guilt. The scene of the novel evolves in the aspect of expiation of guilt. All sides of guilt are presented in the first part of the novel. The second part is devoted to the history of expiation of guilt. The guilt of the character is presented on three levels. The only personal crime of the main character is plot-forming murder of his wife committed by him. However the main character also takes inherited blame on himself. Firstly, it is the guilt of all-powerful father to his son for his mental destruction in childhood. Secondly, it is the world evil and catastrophes which the mankind is guilty of, but the main character put the blame on himself: "… who should I have blamed? Who unless me? … Human nature itself is guilty" [8]. This idea of co-guiltiness of the world evil will become particularly topical in literal reflections after World War II.

Expiation of all aspects of guilt goes step-by-step from personal to general. Personal guilt of the murder of unloved wife is expiated by the main character's sufferings who is like a doctor had to observe painful death of a teenage-girl from yellow fever, the girl to whom he felt sense of love for the first time in all his life. The guilt of his father is embodied in the idea of terrible world and as consequence fear to give birth to one's own children Georg expiates by symbolic aid in obstructed labour. The sense of guilt of the world evil is relieved due to doctor Letham's discovery of yellow fever treatment. Getting rid of Hamletianism is spirited by Christianity and follows the path of relieving of the feeling of chosenness to depersonalization of the main character and his happy dissipation in the crowd.

Since 1933 and till the beginning of World War II some writers of polar political views address to Hamlet subject. G. Haupmann avoids political actualization of his works and speculates on the accuracy of Shakespeare's "Hamlet" structure (e.g. novel "In the Whirl of Calling" ("Im Wirbel der Berufung", 1936)) and writes prehistory of the tragedy's plot (e.g. drama "Hamlet in Wittenberg" ("Hamlet im Wittenberg", 1935)). His novel about Hamlet written in neoromantic style gives an idea of Hamlet close to the XIX century with more exaltation, mysticism, belonging to secret forces which thrill to the core.

The novel "Amleth" by G. Wenz-Hartmann (1936) may be called the illustration of Hamlet's image represented in national social practice which applies to Shakespeare as to the chanter of German heroism. In the novel Amleth becomes a fighter for blood purity of his northern people. Moreover in the text there is used traditional language of Hitlerite Germany. Antifascist novel "Mephisto" by Klaus Mann (1936) is ideologically opposed to the novel "Amleth". Here transcendental image of Hamlet begins a dialogue with the main character who plays the role of Nazi Hamlet, denies its genuineness and stresses features of genuine Hamlet who has to possess corporal elegance, delicacy and genuine nobility of nature, must be a sufferer not dancing after usurper's pipe.

After World War II the motive of guilt in the image of German Hamlet is complicated by the search for truth about the past and understanding of responsibility to history. Because of his inactivity and search for justice Hamlet enters into a conflict with history and sufferings which it has caused. K. Jaspers was the first to announce these peculiarities which will soon become the topic of many works of fiction. In his book "The Question about Guiltiness" (1946) (K. Jaspers „Die Schuldfrage") the philosopher highlights responsibility of Nazi for committed evil. It is particularly important that K. Jaspers touches on the theme of metaphysical guilt of every person and mutual responsibility for injustice. Consequently the philosopher brings up the subject touched on by E. Weiss (Weiß) which got its further development in postwar literature.

In literature the motive of guilt and genuineness is also developed on the basis of Hamlet plot. "Hamlet" in this case may exist as composition in composition but first and foremost it is a full or partial borrowing from the main plotline of "Hamlet", i.e. search for the guilty of the crime where there are such main figures as son, father/stepfather and mother. The main character may identify himself with Hamlet (A. Doeblin "Hamlet oder Die lange Nacht nimmt ein Ende" ("Tales of a Long Night", 1946)) or this identification results from the plot (M. Walser "Der Schwarze Schwan" (The Black Swan", 1961-1964)).

In A. Doeblin's novel in the course of plot development there comes an answer to the main character's (Edward Ellison's) question: who is guilty of the fact that during World War II he has become a cripple. Feeling certain guiltiness of the public the main character starts investigation which leads to revealing genuine nature of guilt. The truth searching process starts with the global war problem reflected in a particular case on Edward, then it passes on to resolving family drama and through revealing hidden family conflicts it again goes global to common to all mankind guilt of wars existence. So in this way A. Doeblin at one time with T. Jaspers applied to the problem of mankind's guiltiness of world evil: "The whole drama is Hamlet's search for truth. But truth is the answer not only to a narrow question about crime components, it is much more. The whole order of the world is that it could have happened, it could have remained a secret, and now it tries to avoid detection" [9].

In A. Doeblin's novel the image of Hamlet starts to be reconsidered, his mental activity and search for truth transform him into a vibrant character. Edward imagining him to be Hamlet carries out an investigation uncovering the reasons of internal and world misfortunes. According to A. Doeblin actions of some people and family conflicts are peculiar reflection of world events.

In the middle of the XX century perception of the image of Hamlet as someone sick and distorted continues to develop: "Let's bring an end to indecision and vacillation, to this devilry" [9]. It should be mentioned that A. Doeblin also had a variant of novel ending when the main character appealed to Christian religion in common with E. Weiss's character which was gradually losing Hamlet's traits and acquired features of Christ and Job. With the uncovering of the essence of guilt and finding the guilty Doeblin's main character recovers from indecision, concentration on himself and like Weiss's main character fuses with people.

Works by E. Weiss and A. Doeblin made it possible to interweave naturally Hamlet's image as a prototype of Germany with the motive of guilt of world catastrophes (typical for spiritual consciousness of Germany after two World Wars), which appeared in literature during the tuning point of the history.

In 1960-1970s the motive of guilt gradually goes into the background, and the idea of remembrance and responsibility to history steps forward. There is no search for guilty any more – they are already known; the aim of the character who takes on Hamlet's role is to make people repent (M. Walser "The Black Swan"). In some novels there shapes a tendency when characters acting Hamlet's role or being in Hamlet's situation start to grow small. There is no traditional elevated and noble nature, no deep reflections and sense of responsibility before starting an action, motivation of actions becomes mercantile and trivial (G. Kunert "By the Name of Hats" ("Im Namen der Hüte", 1967)). The tendency of decaying of the character performing the role of Hamlet is observed (W. Jens "Herr Meister", 1963; H. Müller "Die Hamletmaschine", 1978). Hamlet's name emerges in disconnection with Shakespeare's plot. Traditional characteristics of Prince of Denmark transform into impromptness, actions inadequate to traditional logics, and loss in the alien world. It is another dangerous part of Hamlet's image which was described by S. Critchley in his article [10]. In drama by H. Moeller there is already no Hamlet's painful sense of guilt. Hamlet of late 70-s of the XX century is not only incapable of fulfilling Hamlet's tasks (e.g. expiation of guilt, unmasking and punishment of the guilty), but he himself choses criminal path which proves the loss of humanistic ideals.

RESULTS AND DISCUSSION

Hamletianism in German literature was changing from accusing intelligentsia of passivity and inaction in the middle of the XIX century to painful self-accusations of generalized world evil between two World Wars. After World War II Hamletianism evolved firstly in unmasking the guilty and their punishment, and in 70-s it turned out to be a dehumanized and dangerous side of the complicated image of Hamlet. Such evolution of

German literal Hamletianism marking definite side of Hamlet's image is directly tied with the changing historic situation in Germany of the period under review full of tragic, radical social political changes.

SUMMARY

The research proved that German association with Hamlet was formed by the middle of the XIX century and through understanding Hamletianism to be a disease led to the reflection of a specific sense of guilt. The most vivid manifestation in German literature of Hamlet's sense of guilt as self-accusation and its realized interconnection with definite historic events comes on the middle of the XX century as the consequence of social understanding of World War I, apprehension of the danger of national socialism and reflection on the personal involvement in the tragedy of World War II. As a result the motive of guilt is complicated by the idea of responsibility. In postwar literature Hamlet's character gets away from self-accusation to unmasking and punishment of the guilty. Later on the motive of guilt loses its German specific character connected with the appealing to the subject of World Wars and acquires general human qualities with key problems of catastrophic state of the world, violence, power and humanity. At the same time the image of Hamlet stops to be the bearer of humanistic ideals.

CONCLUSION

The article reflects the change of characters Hamletianism in German literature of the XX century in the aspect of motive of guilt from self-accusation to unmasking and punishment of the guilty in humanistic clue to dehumanization of Hamlet character.

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History teaching in the Soviet school of the 1920s - 1930s: (for example, schools in the city of Kazan).

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Enseñanza de la historia en la escuela soviética de la década de 1920 - 1930: (por ejemplo, escuelas en la ciudad de Kazan).

ABSTRACT

This publication is devoted to the problems of history teaching in the Soviet school in the 1920s-1930s. The article presents the main conclusions and provisions that characterize the change in government policy regarding historical science in general, and the teaching of school history course, in particular. It was shown the evolution of state policy, which resulted in the fact that the government refused of the experiments of the 1920s in the 1930s. All this eventually led to the nationalization of historical science. Of all the variety of directions that existed in the late XIX - early XX century, the government chose and turned Marxist direction into the only one that had the right to life and the right to be considered truly scientific.

When writing the article, we used the system-structural approach, dialectical, general historical and logical methods, which allowed revealing the essential features of history teaching in the Soviet school. Consideration of the problem both at the all-Union level and at the regional level made it possible to identify the general and particular, the difficulties and contradictions in the adaptation of historical narrative for the purposes of teaching in the secondary school. Practical application of this publication is aimed at focusing attention of the professional community of historians and educators on the achievements of Russian historical thought, the integrated application of particular developments and recommendations developed by the Soviet historians and teachers.

KEYWORDS: People's Commissariat for Education (Narkompros), the Tatar Autonomous Soviet Socialist Republic (TASSR), school reform, civil history, linear system of history teaching

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RESUMEN

Esta publicación está dedicada a los problemas de la enseñanza de la historia en la escuela soviética de las décadas de 1920 y 1930. El artículo presenta las principales conclusiones y disposiciones que caracterizan el cambio en la política del gobierno con respecto a la ciencia histórica en general, y la enseñanza del curso de historia escolar, en particular. Se mostró la evolución de la política estatal, que resultó en el hecho de que el gobierno se negó a los experimentos de la década de 1920 en la década de 1930. Todo esto condujo finalmente a la nacionalización de la ciencia histórica. De toda la variedad de direcciones que existieron a fines del siglo XIX y principios del XX, el gobierno eligió y convirtió la dirección marxista en la única que tenía derecho a la vida y el derecho a ser considerada verdaderamente científica.

Al escribir el artículo, utilizamos el enfoque sistema-estructural, dialéctico, histórico general y métodos lógicos, lo que permitió revelar las características esenciales de la enseñanza de la historia en la escuela soviética. La consideración del problema tanto a nivel de toda la Unión como a nivel regional permitió identificar lo general y particular, las dificultades y contradicciones en la adaptación de la narrativa histórica para la enseñanza en la escuela secundaria. La aplicación práctica de esta publicación tiene como objetivo centrar la atención de la comunidad profesional de historiadores y educadores en los logros del pensamiento histórico ruso, la aplicación integrada de desarrollos particulares y las recomendaciones desarrolladas por los historiadores y docentes soviéticos.

PALABRAS CLAVE: Comisariado del Pueblo para la Educación (Narkompros), República Socialista Soviética Autónoma Tártara (TASSR), reforma escolar, historia civil, sistema lineal de enseñanza de la historia

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Rimma Gabdarxakovna Shamsutdinova

Kazan Federal University. Russian Federation

ami.kpfu@gmail.ru

Elena Mikhailovna Shuvalova

Kazan Federal University. Russian Federation

Albina MarselevnaI Mamutdinova

Kazan Federal University. Russian Federation

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1. INTRODUCTION

The history both in the past, and present is called to be a system-forming discipline. The status of historical knowledge is very high almost in the public consciousness of almost any state. In the modern Russian school, the process of reviewing the content of historical education continues - this requires new approaches to the creation of textbooks, programs, methodological developments that most fully reflect the achievements of historical science and pedagogical thought.

In this regard, there is the question of to what extent the modern system of school history education is adequate to the tasks faced by it in Russia. Undoubtedly, there is a clear connection between the prospect of building a civil society and modern qualitative education at this time. The large-scale modernization of such an important sphere of public life as education is one of the most urgent tasks. The 1920s and 1930s are of particular interest, when a whole series of social transformations have been undertaken in the country. The activity of all state cultural and educational organizations and institutions during the period under study was aimed at solving the problem of the education and upbringing a Soviet man. At that time, a special role was assigned to the educational work of the school, which was to carry out the tasks of ideological training and educating of youth in the spirit of the ideas of communism. The effectiveness of its implementation was largely determined by the conditions of the process of history teaching at school, which in fact was the instrument and conductor of socialist modernization. The school reform, which was carried out within the framework of the Bolshevik project of "Cultural Revolution", helped lay the foundations of the educational system and established the educational standards of the Soviet school for decades. The identification of the peculiarities in the development of historical science and the history teaching in the schools of the Republic and Kazan is also of particular relevance in connection with the possibility of using it in the modern conditions. The study of the process of history teaching in the 1920s-1930s allows identifying the main vectors of the development of state and regional educational policy, evaluating and characterizing the scale of transformational processes unfolded in the region during the specified period.

2. METHODS

The methodology of research approaches allows seeing the main trends in the development of such a science as a method of history teaching, to evaluate the diverse practice of theoretical researchers, methodologists and practicing teachers, to understand the structure and level of methodological knowledge of predecessors and contemporaries. The theoretical and methodological basis of our work was the conceptual provisions of scientific researches in the field of studying the problems of history teaching in schools and universities. The use of methodology and technique of existing researches contributes to the development of methodological scientific thought in the practice of teaching basic historical disciplines, methods and ways of scientific research in this field. The system-structural approach provided an opportunity to consider the system of methods and techniques of history teaching in the secondary school, to choose the best methodological methods for teaching these disciplines for the university students, and to combine the theory and methodology of historical research within the framework of a unified teaching methodology. The dialectical method helped to trace the interrelationships between the phenomena inherent in the development of the methods of history teaching at the level of the subject of the Russian Federation, the all-Russian and global trends. The general historical and logical methods allowed building the created methodology in its continuity and consistency with internal logical connections between certain elements.

3. RESULTS

Thus, the state laid the basic and main principles of the functioning of the Soviet system of school education at the all-Russian and regional levels in the 1920s-1930s. The government and workers of the public education system adhered to the basic principle that was laid in the legislative acts of the Soviet state and the republic - the education of a new generation in the spirit of the Marxist-Leninist ideology. The search for a new approach in history teaching in the school was quite complex and thorny. In the 1920s, the school was declared labor, having turned into an experimental site for the development of new methods of teaching public disciplines. The new government won fairly quickly the struggle for school as a network of educational institutions, but the process of solving the personnel issue, the development of new programs and textbooks on the subject, the preparation of methodological manuals for teachers was quite difficult and lengthy. The experiments in the field of education led to rejection of the subject system in schools, respectively, this also affected the history teaching. Thus, the concept of "history" was deleted and replaced by the concept of "social science". It was understood as the totality of knowledge on political economy, law and sociology, knowledge of history, constitution of the RSFSR. The programs were oriented toward a sociological approach to studying the past. The issues of class struggle and social history were the main components of knowledge. A great place was given to the studying the history of the native land. In the upper classes, there was a substantive study of history, but already within the framework of the Marxist sociological scheme. Historical knowledge, in accordance with the programs of 1920, was to reflect the development of productive forces and production relations, classes and class struggle, the theory of scientific communism (socialism), the activity of the masses. The whole basic concept of a single labor school was built not on a scientific basis, but on the principles of studying life complexes. There were three main topics in the content of the training material: first-nature, second-labor and third-society.

The central place of all school education was taken by the labor activity of people. Children had to receive knowledge, showing creative independence, while the physical work of students occupied the leading positions. The historical information given at the school was communicated in connection with the issues of the present day: disclosure of the essence and origin of capitalism and the emergence of labor movement both in the West and in Russia; comprehension of the socialist construction, the policy of the Bolshevik Party and the Soviet state. Consequently, the changes touched the very approach to historical education, the old system was rejected, it was believed that a detailed study of antiquity and the Middle Ages distracted the younger generation from the problems of modernity.

When the TASSR autonomous republic was formed in 1920, the main goal of local authorities was to raise the cultural level in accordance with the needs of the peoples living in it. It was planned to spread education among the Tatars, to create equal conditions for the full implementation of the native language for all nationalities of the republic, but, due to the type of social, interethnic and ethno-confessional differences of the population, the process of organizing school education had its own peculiarities. New forms and methods of teaching, curricula and plans appeared in the republic. They had the following tasks: the unification of the school with the socio-political life of the country, labor education, the formation of materialistic views on the phenomena of nature and society, the communist worldview. But when the history teaching was terminated as a separate subject in the Soviet school, the Tatar people history teaching was also ended. Only certain topics were preserved in the general course of Social Studies ("Conquest of Kazan", "Struggle of Kazan with Moscow", "Commercial Rivalry between Kazan and Moscow", "Campaigns of Ivan the Terrible to Kazan", "National Composition of Kazan") [14].

In the early 1930s, the People's Commissariat of the RSFSR made an attempt to introduce the history elements into the school teaching of social science. However, there was a problem when the students could not learn a new course without introducing systematic study of domestic and foreign history in the school programs. The situation in the history of science and humanities began to change in the mid-1930s. Such a turn of government to the history was due to the socio-economic processes taking place in the country. It was no longer enough for the government to be only communist, it needed to prove its historical legitimacy. The soviet power is the legitimate heir of Russia's millennial history, tried to enlist the patriotic support of the people. The main emphasis was not only on the upbringing of a "fighter defending the gains of the revolution", but a patriotic citizen [7]. As the researchers note, the revolutionary culture, inspired in many ways by utopian ideas, poorly rooted in national soil, has been replaced by a culture of stability - pragmatic and national, reflecting the archetypes of popular consciousness oriented toward tradition [6]. There is also another interesting aspect, which explains why the historical science has been brought to the forefront in the ideological and politico-educational, educational work of government in the 1930s. The fact is that unlike philosophy, historical science could appeal to a wider audience, since it dealt not with philosophical abstractions that were difficult to understand, but with such material that possessed clarity, concreteness, could be represented in images, concealed the opportunities for educational action. Another prerequisite for the evolution of the Bolshevik ideology was related to the external threat. Beginning with the spring of 1934, the foreign policy factor came to the forefront as a catalyst for the further evolution of the Bolshevik ideology and policy of the formation of new historical consciousness among the population of the country.

In 1933, the People's Commissariat for Education of the RSFSR issued new programs on history. They were based on the Marxist-Leninist doctrine of socio-economic formations, which was considered to be the only correct one from the point of view of the scientific periodization of the historical process for that period of time. The class-lesson teaching system was restored. On May 15, 1934 the Council of People's Commissars of the USSR and the Central Committee of the All-Union Communist Party of the Bolsheviks (b) issued the Resolution "On Civil History Teaching in the Schools of the USSR" [13]. This decision marked the beginning of a new stage in the development of historical science and the history teaching in the school.

The document noted the unsatisfactory state of teaching history in schools, its abstract, schematic nature of teaching, criticized the content of programs and textbooks. The condition for the students to master the course of history was, as stated in the Resolution, the scientific periodization, the introduction of courses of Russian and foreign history, which together gave students an idea of the process of human society development. The basis was represented by a linear principle, which supported the interest in the history by the novelty of the educational material [15]. The task of historical courses was to bring students to the scientific materialistic understanding of civil history. The government, accepting this document, took into account not only the internal causes, the need to raise the level of education and upbringing the successful socialist construction, but also the international situation caused by the world economic crisis. All this together required knowledge of the heroic past of the Motherland and the most important events in the world history. According to the Resolution, the teachers had to express the discipline taught, to teach the students how to work with the textbook. Also, the need to increase the responsibility of students and the observance of school discipline was stressed [11]. According to M.M. Gibatdinov, there were no significant changes with the restoration of history as an independent subject in the secondary school in the situation with teaching the history of the Tatar people. The restored systematic course of history was a simplified mold of the university course in the history of social forms. The history of Russia, and not the history of the peoples of the USSR, was given in the section of the Russian history program; there was no material describing the conditions for the development of individual nationalities, etc. The material on the history of nationalities completely "dropped out" of the program [3].

4. DISCUSSION

Beginning in the mid-1920s, the Soviet historians attempted to sum up the results of the development of historical science in the republic, [5] but for ideological reasons the main emphasis was placed on the development of local history and study of the local land [17]. The authors were to solve not so much scientific, as political tasks and draw the corresponding conclusions. In the future, the schematism, the use of vague phrases of agitational and propagandistic sense and Stalin's quotations was growing.

By the beginning of the 1930s, the number of scientific researches of a general nature [1] on certain issues of historical science in the republic [10] and the study of local land was growing in the Tatarstan.

Mass repressions against prominent academic historians in the mid-1930s led to a decline in interest in the humanities, in particular history in the country. There are almost no researches on the development of science in

Tatarstan in the works of this period, and the available publications are usually made in the form of articles, whose volume does not allow sufficiently covering the problem.

A general, regional and thematic historiography appeared in the subsequent period. The works on certain issues of the history of science, the works of Russian and Soviet historians began to be published, the study of historiography [8] of the former Soviet autonomies began to be carried out, the national historiography of the peoples of the USSR began to be developed. Concerning the problem study at the regional level, it is possible to single out the works of N.A. Konoplev [9], N.K. Mukhitdinov [12], V.M. Gorokhov [4], Z.G. Garipova [2] et al. They contain important factual material and correspond to the official ideological paradigm of that time [1], highlighting the issues of education administration by the party.

The works of modern historians of Tatarstan are of particular interest. Thus, the monograph of M.M. Gibatdinov [3] shows the main stages and features of the development of the Tatar people history teaching, changing its status in the early years of Soviet power. It should be also noted the study of I.I. Khanipova [16], examining the issue of the formation of new social knowledge of students of the TASSR schools in the 1920s-1930s. But, unfortunately, the authors, in practice, do not cover the peculiarities of history teaching in the republic and Kazan since the mid-1930s, giving only a concise review. The topic of the transformation of methods and techniques of teaching various school disciplines in the Soviet school is also covered in the English-language literature [6]. Thus, one of the authors, L. Holmes, reveals an interesting feature - the transition from the experiments of the 1920s to the nationalization and pragmatism of the 1930s in school politics, was initiated not only by the supreme power, but also went from below - from the parental mass worried about fate of their children, who often did not receive well-mastered knowledge [7].

5. SUMMARY

The following stages are highlighted in the development of the Soviet school in the 1920s-1930s. The school construction of the 1920s can be characterized as the period of formation of the Soviet education system: the introduction of universal compulsory education, the growth of the number of educational institutions, the ideological and political leadership of the Communist Party of the people's education and school history education, in particular. The experience of transformations in school history education had many negative sides (at first, the history exclusion from the school curriculum and its replacement by a simplified set of social science disciplines) in the TASSR, as in other regions of the country, in the 1920s-1930s. However, this period was not deprived of attractive and useful undertakings due to the peculiarities of the republic (introduction of new programs, including history and methods, taking into account national specifics, increasing the number of teachers and improving their skills, taking into account the education of students of different nationalities, etc.). In the mid-1930s, the civil history was "returned" to the school. The pragmatic moments of strengthening the legitimacy of the Soviet regime in the face of a tense international situation played a significant role in this process.

6. CONCLUSIONS

The identification of the peculiarities of the teaching system of such school discipline as history is of particular relevance in connection with the possibility of using the material revealed for a detailed reconstruction of the everyday life of Soviet society in the 1920s-1930s. In addition, the issue of the fate of history as a school subject in the Soviet school in the TASSR in the 1920s-1930s did not receive full coverage in the historiography and did not become the object of a special study up to the present time.

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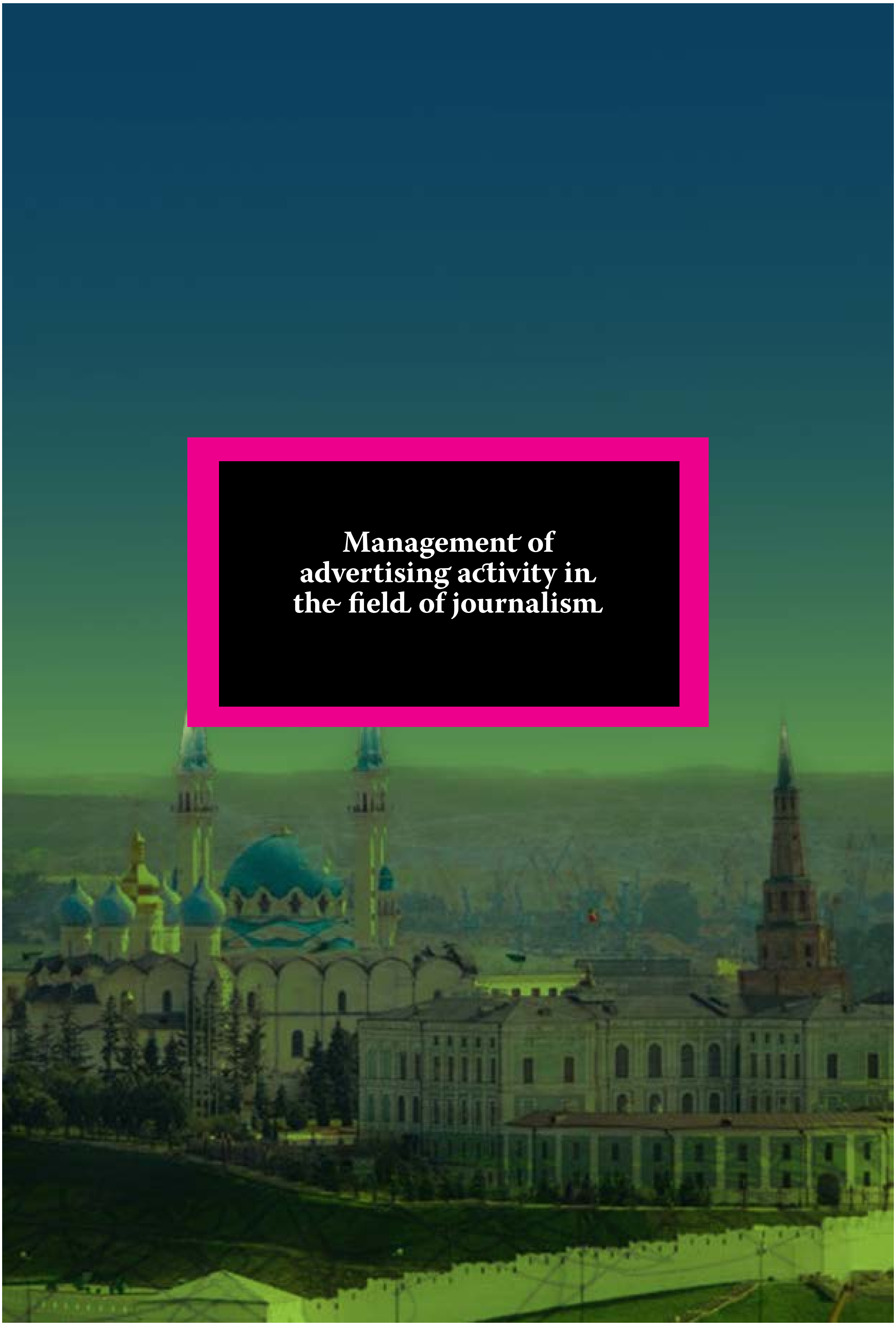

Management of advertising activity in the field of journalism

Management of advertising activity in the field of journalism

Gestión de la actividad publicitaria en el ámbito del periodismo

ABSTRACT

Advertising activity has become an important element of the socio-economic policy system in the modern information society. It is obvious that advertising of domestic goods, works and services contributes to the growth of the budget of our country, and not the income of foreigners. Since the proceeds from sales goes to the wages of compatriots. At first glance, advertising of domestic competitive goods not only in their country, but also abroad is a progressive matter. Consider cases of advertising when domestic production of goods is granted a little more benefits than foreign. Then the advertising of foreign goods can and should be considered fair in the conditions: 1- such advertising allows citizens to satisfy their needs in a more attractive foreign product. And this should really compensate for the loss of jobs in the country; 2- such advertising encourages domestic commodity producer to improve the quality of their goods in order to equitably compete in "their" and "foreign" territory, etc.

If the goods are not competitive in its market, such advertising on the prepared soil is harmful. For example, when the country specifically created the conditions for increasing the cost of domestic products. No high-quality domestic goods will be able to compete with foreign ones because of the extremely high cost due to a specially created and unfair tax burden for domestic production. The harmfulness of advertising in such conditions is hidden in a special way for an inefficient taxation system, etc. Therefore, in this article, the authors emphasize the importance of researching the content of advertising activities and its role in social and economic policy.

KEYWORDS: advertising activity, management, information, information management, state regulation.

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RESUMEN

La actividad publicitaria se ha convertido en un elemento importante del sistema de política socioeconómica en la sociedad de la información moderna. Es obvio que la publicidad de bienes, obras y servicios nacionales contribuye al crecimiento del presupuesto de nuestro país, y no a los ingresos de los extranjeros. Dado que los ingresos de las ventas van a los salarios de los compatriotas. A primera vista, la publicidad de productos nacionales competitivos no solo en su país, sino también en el extranjero es una cuestión progresiva. Considere los casos de publicidad cuando la producción nacional de bienes recibe un poco más de beneficios que los extranjeros. Entonces, la publicidad de productos extranjeros puede y debe considerarse justa en las siguientes condiciones: 1- dicha publicidad permite a los ciudadanos satisfacer sus necesidades en un producto extranjero más atractivo. Y esto realmente debería compensar la pérdida de empleos en el país;2- dicha publicidad alienta al productor nacional de productos básicos a mejorar la calidad de sus productos para competir equitativamente en "su" territorio y "extranjero", etc.

Si los productos no son competitivos en su mercado, tal publicidad en el suelo preparado es perjudicial. Por ejemplo, cuando el país creó específicamente las condiciones para aumentar el costo de los productos nacionales. Ningún bien nacional de alta calidad podrá competir con los extranjeros debido al costo extremadamente elevado debido a una carga impositiva especialmente creada e injusta para la producción nacional. La nocividad de la publicidad en tales condiciones se oculta de manera especial para un sistema impositivo ineficiente, etc. Por lo tanto, en este artículo, los autores enfatizan la importancia de investigar el contenido de las actividades publicitarias y su papel en la política social y económica.

PALABRAS CLAVE: actividad publicitaria, gestión, información, gestión de la información, regulación estatal.

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Aigul Agalarovna Guseinova
Kazan Federal University. Russian Federation
russia@prescopus.com

Rezeda Lokmanovna Zayni
Kazan Federal University. Russian Federation

Albina Nazipovna Afanasyeva
Kazan State University of Architecture and Engineering. Russian Federation

Albina Rimovna Shakurova
Kazan Federal University. Russian Federation

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INTRODUCTION

Advertising activity is a part of the management system of companies that make media products or services in the form of interrelated elements complex that affect the success of the whole company. The analysis of the advertising activities' main terms is conducted for the presentation of the material. This allows to develop a single logical toolkit.

Advertising activity is a one-way activity (without any exchange) on the dissemination of "information" about goods, the image of commodity producers and the "mission of organization" [1]. Advertising is the most important tool of the marketing strategy of media holdings, which provides a solution to its operational and tactical tasks, and depends on the quality of strategic decisions at higher levels and planning other elements of marketing. The analysis of the scientific literature allowed us to identify the problem of ambiguity and incorrectness of the use of such terms as "advertising", "advertising activity" and "advertising effectiveness". Therefore, the need for a more detailed study of the term and content of advertising activities from the position of state regulation was justified.

METHODS

The methodological basis of the study was legislative and other normative acts, studies of domestic and foreign scientists of promotional activities management, as well as works in the field of advertising and marketing.

Proceedings of various authors are devoted to research of advertising management problems [2,3]. The scientific understanding of advertising activity reflects the exceptional complexity of this concept. For example, the first keywords describing advertising activities in the reference literature are: "familiarization", "(free) notification", informing, "dissemination of information". It is fundamentally wrong. The definitions presented in the educational literature are more tendentious. The more they deviate from the legislative definitions, the more they are "free". The more they deviate from some other normative regulations, including public ones, the more they are "free".

Analyzing the definition of "advertising activity", given in a number of textbooks, the closest to reality is given in the American training manual with reference to the American Marketing Association [4]. This definition is affected by the influence of professional politicians and managers. All other definitions are very far from the essence of advertising. Therefore, our criticisms will become more understandable after the transition to consideration of advertising activities essence.

In the course of the research work, various methods were used: logical analysis, system approach, expert evaluation method, retrospective analysis, and others.

RESULTS

Management of advertising activities is the process of organizing, planning and coordinating the use of human and material resources in the advertising process throughout the project cycle, aimed at achieving the communication and media objectives of the project through the application of methods, techniques and technologies of management and advertising marketing [5]. In this connection, it is possible and necessary to say that all the variety of enterprises that are subjects of the advertising process belong to the most diverse spheres of economic activity and have various sources of profit. Motivational management is the central link in the complex of the advertising process. That it is the subject of our study.

Details on the structure and content of advertising activities are presented later in this paper.

Thus, under advertising activities, the authors mean a special kind of motivational management of potential consumers of goods produced by this legal entity which is aimed at inducing management objects to purchase advertised goods.

Advertising can be a useful and progressive tool of market relations, if the state authorities and society are able to effectively protect the rights of the people, commodity producers (primarily domestic) and the state.

The main participants in advertising activities according to the Russian law "On Advertising" are: advertiser, advertising producer, advertising distributor, consumers of advertising.

Consider how the Civil Code of the Russian Federation interprets the idea of advertising. It follows from this that "advertising" can be considered as "a proposal to make an offer". However, the advertised product does not belong to consumers, but to the advertiser. Therefore, advertising in principle can not be considered as a proposal "to make an offer." Advertising is a public, unaddressed proposal, and not a "proposal to make an offer." Therefore, it is impossible to consider advertising as a "proposal to make an offer", if you do not turn inside out the essence of advertising.

If you clearly place the goals of all participants in the places and understand the essence of the advertising effect as a kind of motivated management, then the essence of advertising the goods can be defined as follows: "advertising is a specific public offer, that is an offer to all objects of the advertising to make a purchase of the advertised goods."

The advertising type of offer does not contain all the essential features of the contract, but only two groups of characteristics: the identification of a product that makes it possible to distinguish an advertised product from a competitor's product, and "incentives" that induce the objects of an advertising effect to buy an advertised product.

Advertising method of "product offers" active managers specifically try to "separate" from "the concept of offer" and specifically disseminate the "opinion" that advertising is not an "offer" but "just informing".

This "legal quirk" aims to remove from advertisers any responsibility for deceiving potential consumers. If advertising recognized as an offer, then any advertiser, including the media, will be responsible for cheating consumers and advertising low-quality goods [6]. If advertising is not recognized as an offer, then all participants in the advertising process will not be held liable for violating the rights of consumers, for causing damage to the people and their state.

From these positions, the rules and norms of the Law "On Advertising" should establish requirements for the conditions and nature of the following:

1) all contractual relations between domestic and foreign advertisers with domestic manufacturers and distributors of advertising, taking into account the interests of the people and the state;

2) establish the differences and correlations of the rules of such regulation for foreign persons in fair conformity with the rules and conditions of such regulation for domestic advertisers, providing certain ("protectionist") advantages for advertising and distribution on their territory of domestic products in comparison with foreign ones of the same purpose;

3) the implementation of the command-motivated impact of advertising distributors on Russian citizens, without allowing "unfairness" of advertising, irresponsibility of participants in advertising activities to consumers, the people and the state, without prejudice to Russia's national security.

DISCUSSION

Advertising activity is a special kind of motivational management of potential consumers of goods produced by these legal entities, which, first of all, is aimed to inducing people to purchase advertised goods [7,8].

As in general, motivational problems in the sphere of management play a key role in modern journalism. Therefore, for a detailed study of advertising activities, it is necessary to consider in detail the concept and content of motivational management.

Advertising can be carried out through various means of "information dissemination". The main platform for advertising is the mass media. The second highest latitude of use and importance are the outdoor advertising, etc. [9,10].

Since the media play a crucial role in the system of power in any country and are very diverse and powerful in the motivational management of the masses, we will proceed from the use of the media when considering the essence of advertising.

The fact that advertising is a managerial activity is hiding in every possible way in public literature [11]. It can be aimed at causing damage to persons who are objects of advertising management.

The main technical method of influencing the consciousness of consumers is the high frequency of advertising messages (incentive commands) brought to citizens (consumers). Induced memory arises if one and the same advertisement is influence many times per person. When attacking the new territory of the market, advertising messages can reach several hundred consumers within a month. This leads to a relatively long memorization of the advertising team (advertising message) and to the automatic (unconscious) actions of consumers under the influence of such exposure.

Therefore, special attention should be paid to the fact that the Law "On Advertising" does not regulate relations on the production, placement and distribution of advertising. These relations are governed by the civil legislation of the Russian Federation (mainly through the norms of contract and lease contracts). The law under review regulates the relations arising in the process of production, placement and distribution of advertising, that is, relations arising from the conclusion of civil law contracts between the relevant subjects of advertising activities or between them and other legal entities and individuals on the production, placement and dissemination of advertising or after the conclusion of such advertising treaties.

Consider that, in principle, supposed to regulate the state law.

Lets recall that the law is adopted by the highest representative state power, which in principle is obliged to serve citizens of the country, their interests and ensure socio-economic policy (SEP). Therefore, any law, including the Law "On Advertising", should regulate the following relationships:

1) between domestic entities in such a way that domestic producers can receive a legitimate income and distribute it fairly among themselves, employees, society and the state, without prejudice to the constitutional rights and freedoms of citizens of the country;

2) between domestic entities and foreign entities operating in our state territory in such a way that under no circumstances foreigners suppress domestic production, would not lead to a reduction in the employment of Russians, a reduction in their incomes, an unfair export of capital, especially due to the import of low-quality products and to other consequences directed against SEP;

The main actors in advertising activity in Russia are:

1) public authorities that set the "rules of the advertising activities game" and monitor their implementation;

2) foreign and domestic producers of goods (products, works, services) that are "advertisers";

3) Russian producers and distributors of advertising, including the media;

4) objects of advertising, including objects of final impact - citizens who become consumers of the advertised goods;

5) intermediaries through which citizens acquire the advertised goods on their territory, including retail enterprises, "dealers", etc.

The objects of the law "On Advertising" are, on the one hand, all persons who participate in advertising activities, all persons affected by advertising and all persons whose condition depends on advertising activities.

Along with such objects of advertising activity and its state regulation, objects of state regulation are all "contractual relations" and the results of contractual relations.

If the law says that "the law regulates relations arising in the process of production, placement and distribution of advertising ...", then this is "legalized stupidity". The law should not regulate what has already arisen somehow during the process established by someone, but the conditions for the emergence of such a process, its nature, the conditions and procedure for implementing this process, as well as the "regulation" and "planning" of all the consequences the actions of such a process.

From this point of view, the rules and norms of the law must establish the requirements for the conditions and the nature:

1. All contractual relations between domestic and foreign advertisers with domestic manufacturers and distributors of advertising taking into account the interests of the people and the state.

2. To establish the differences and correlations of the rules of such regulation for foreign persons in fair conformity with the rules and conditions of such regulation for domestic advertisers, providing certain ("protectionist") advantages for advertising and distribution of domestic products on their territory in comparison with same foreign.

3. Implementation of the command-motivated impact of advertising distributors on Russian citizens, avoiding unfair advertising, irresponsibility of participants in advertising activities to consumers, the people and the state, without prejudice to the SEP and national security of Russia.

If the funds of Russians spent on the purchase of goods go abroad, it means that at the expense of such means, wages are paid and the well-being of foreign entrepreneurs, foreign workers and the filling of foreign budgets are increased. Moreover, in the framework of any commercial advertising, the fundamentals of Russia's national security are often ably undermined.

The money Russians spent to the purchase of foreign or domestic goods, are sent to the "one" or the "other" side and lead to these or other "consequences". It should be noted that the system of "sellers-intermediaries" and the system of "advertising distributors" in aggressive management can turn into political enmity towards the country that became the target of such attack, etc.

In spite of everything, the essence of state regulation of advertising activity is reduced to regulating capital flows, human rights and freedoms, property rights in one way or another - in favor of Russians and Russia or in favor of foreigners, including in favor of competitors.

Neither the setting of the goal, nor the definition of concepts, nor the content of the law text under consideration so far correspond to the interests of citizens and Russia. Different science shaped comments only "confuse" the disclosure of advertising and do not contribute to the improvement of the Russian legislation in the interests of Russia SEP.

Thus, advertising can and should be carried out only from the standpoint of its utility to society and the state. Today in Russia, advertising activities are extremely "negative", harmful, essentially uncontrolled from the standpoint of society and the state interests.

CONCLUSIONS

Thus the literature does not disclose the content of advertising activities that involve management activity. In this case, this circumstance can lead a harm to persons who are objects of advertising management. Therefore, having investigated this definition in detail, the authors came to the conclusion that advertising activity as a special kind of motivational management of potential goods consumers produced by this legal entity is aimed to inducing objects to purchase advertised goods.

The effectiveness of motivational management is always determined by the ratio of benefits from management, which are expressed in the value equivalent, and is defined as the cost of motivation (motivation and acceptance of the stimulus). Also, the analysis of the harmfulness or usefulness of advertising activities can not be separated from the general principles of public administration of legal relationships between individuals and legal entities in a given country.

SUMMARY

Summing up, advertising in the modern information public space plays very important economic and political role. In other words, we must first identify individuals in relation to which one should consider the utility or harmfulness in determining the usefulness or harmfulness of advertising. Then it is necessary to establish the most general target criterion of socio-economic policy, concerning which utility or harmfulness should be assessed. It is assumed that everything that corresponds to socio-economic policy and leads to an increase in the material and spiritual wealth of each individual citizen is useful. If advertising activity, in the long run, is directed in the opposite direction, then it should be considered harmful. Accordingly, advertising activities can play both a positive and negative role in society.

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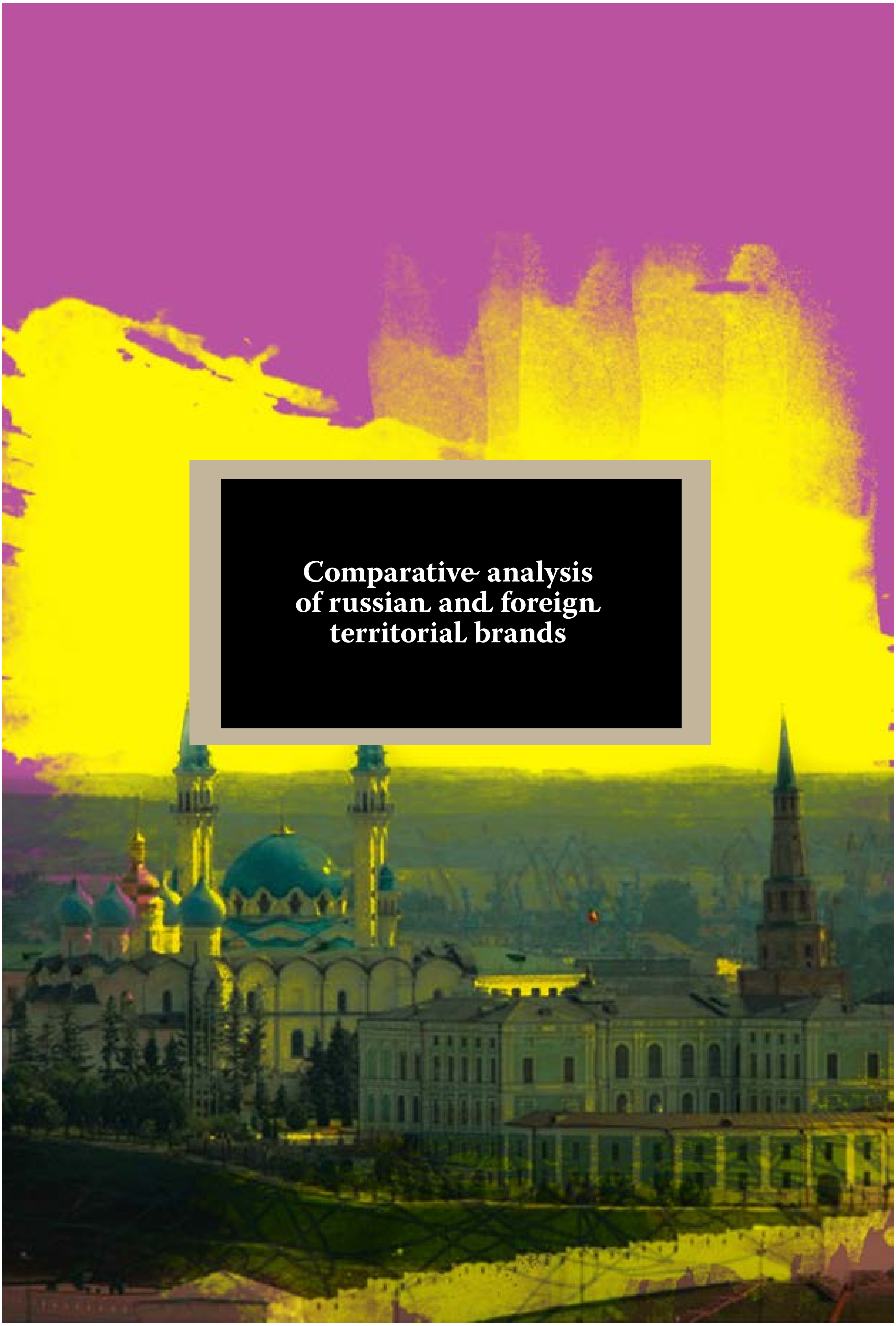

Comparative analysis of russian and foreign territorial brands

Comparative analysis of russian and foreign territorial brands

Análisis comparativo de marcas territoriales rusas y extranjeras

ABSTRACT

The article provides a comparative analysis of territorial brands development and promotion both in the Russian Federation and abroad on the level of countries, provinces and cities. The authors consider foreign territorial brands of such states, as Australia and Germany, the Austrian Land Tyrol and the Chinese city of Hong Kong, showing their strengths and opportunities for promoting the respective territorial entities. Russian territorial brands under discussion include Saint Petersburg, Omsk and Kaluga regions, Perm, Ulyanovsk and Kazan.

Much attention is paid to comparing the strengths and weaknesses of domestic and foreign territorial brands. In the conclusion the authors state that every region of the Russian Federation should create its own original brand, which should complement and develop each other. The researchers emphasize the necessity of creating a national Russian brand.

KEYWORDS: territorial brand, regional branding, investment appeal of the region, tourist and recreational attractiveness of the region.

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RESUMEN

El artículo proporciona un análisis comparativo del desarrollo y la promoción de marcas territoriales tanto en la Federación de Rusia como en el extranjero a nivel de países, provincias y ciudades. Los autores consideran las marcas territoriales extranjeras de dichos estados, como Australia y Alemania, el Land Tyrol austríaco y la ciudad china de Hong Kong, que muestran sus fortalezas y oportunidades para promover las entidades territoriales respectivas. Las marcas territoriales rusas en discusión incluyen las regiones de San Petersburgo, Omsk y Kaluga, Perm, Ulyanovsk y Kazan.

Se presta mucha atención a la comparación de las fortalezas y debilidades de las marcas territoriales nacionales y extranjeras. En la conclusión, los autores afirman que cada región de la Federación Rusa debe crear su propia marca original, que se complemente y desarrolle entre sí. Los investigadores enfatizan la necesidad de crear una marca nacional rusa.

PALABRAS CLAVE: marca territorial, marca regional, atractivo de inversión de la región, atractivo turístico y recreativo de la región.

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Boris Mojshevich Eidelman
Kazan Federal University. Russian Federation
nz99nz@yandex.ru

Yuliya Nickolaevna Gorelova
Kazan Federal University. Russian Federation

Liliya Raisovna Fakhrutdinova
Kazan Federal University. Russian Federation

Oleg Aleksandrovich Bunakov
Kazan Federal University. Russian Federation

Niyaz Kamilevich Gabdrakhmanov
Kazan Federal University. Russian Federation

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1. INTRODUCTION

Currently the idea of territorial branding is undergoing major development all over the world. It constitutes an important and topical trend in the modern marketing of territories. The category of territorial branding is wildly discussed in the scientific literature with a large number of definitions provided [3,4,5,7,10]. In our opinion, the territorial brand characterizes a set of ideas emerging in the people minds about a certain region, supported by the value characteristics of a region in various fields: administrative, recreational, sport, innovative, and some others. [8, p.40]. The territorial brand, in the long run, represents a stable visual image of the region for a long time, remaining in the minds of everyone who has noticed it.

The increasing vitality of territorial branding is attributable to a number of circumstances, the most important of which are the following:

- increased regional competition for strengthening their investment appeal and the consequent urgent need to increase their competitiveness;

- establishment of the region's tourist-recreational attractiveness with the purpose to develop domestic tourism;

- the importance of timely solutions to the regional socio-economic problems (low economic growth rates, high unemployment, weak development of small businesses, improvement of the population living standards and many others) and the development of the region's investment appeal;

- the need to increase the residents' pride and patriotism for their region with the view to overcome the negative consequences of population migration to the central part of Russia and, particularly, to Moscow, as well as to foreign countries, etc.

2. RESULTS AND DISCUSSION

Under modern conditions, the number of countries engaged in territorial branding is constantly growing. They include such developed countries as Germany or Australia and some developing countries, such as Turkey and Kazakhstan. However, in many countries the territorial branding is at the early stage of its development. As a result, some territorial brands are still difficult to identify, and in the future these countries will need to take great efforts for deeper development and implementation of the branding strategy.

In recent years special attention has been paid to territorial brands development in Russia. The brands of regions, cities and even rural settlements were created. This paper describes an attempt to compare brands created abroad and domestically, as well as to identify their strengths and weaknesses.

Foreign territorial brands

Fig.1. The brand of Australia.

The brand of Australia, created in 2009, could serve as an example of an effective country brand (Fig. 1).

The brand creation is based on the idea of the Australian infinity. This is the country which is, on the one hand, located very far from other countries, and on the other, occupying the whole continent and possessing huge natural and economic potential, which is not currently used to its full capacity and which has great reserves for accelerated growth. In this case, the arrows of the discussed brand are presented in the form of a boomerang, which is one of the most famous Australian symbols. The lower part of the right arrow is reminiscent of the island of Tasmania, which also acts as a symbol and an integral part of this country.

It should be noted that more than $ 20 million was invested in the creation of this brand, supported by the government. It derives from the need to raise funds and further increase the tourist and recreational attractiveness of this country. Its positioning as a country of "unlimited opportunities" allows not only to enhance the world reputation, but also to identify the investment image of Australia, making it clear and understandable to a huge number of people in all countries. At the same time, the brand acts as one of the conditions for the country's long term financial, economic and socio-cultural development.

It is worth mentioning that territorial brands are created not only by countries that are remote from historically formed world economic and cultural centers with the aim of popularizing them in modern conditions. The world leading economically developed countries are also engaged in brand building with the view to change their image or to introduce some new features.

In this respect one should particularly mention the brand of Germany, which has more recently been developed and promoted at the highest level by the government of this country (Fig. 2).

Fig.2. The brand of Germany

The image of Germany urgently needs some repositioning and enrichment of its concept, which is caused by the significant recent changes taking place in the world. Well-known around the world, Germany appears in this case in a new role of the "Country of Ideas".

If Germany was traditionally perceived as a recognized center of automotive, machine-building, chemical and processing industries, energy, etc., then the current brand radically changes these stereotypes. This is a new, largely unknown and mysterious country. The developed brand concept emphasizes the propensity for innovation, the constant search for something new and advanced in line with modern world realities.

Meanwhile, the innovative attractiveness of Germany as a country aimed at achieving the highest world quality standards for all types of manufactured goods and services has significantly increased. There is a tendency to constantly generate new ideas and projects. It is very interesting to show the country as the world's leading center for innovative technologies, creativity and ingenuity.

Germany as the "country of ideas" demonstrates to other countries its effectiveness and inspiration in various types of production. It can serve as a rather illustrative example of a properly developed marketing concept for creation and promotion of territorial brands on a global scale.

The creation of a brand for the Austrian land of Tyrol could serve as an example of successful regional brand development. This economically prosperous region urgently requires further "advancement" in the market as well as strengthening its competitive position in relation to other Austrian regions and neighboring countries (Fig. 3).

Fig.3. Austrian land of Tyrol brand

The province of Tyrol, with its capital Innsbruck, is on the one hand the recognized center of alpine skiing, which is visited annually by millions of tourists from all over the world, and on the other hand - the largest social, economic and cultural center of the European continent. Currently, this brand is widely used in goods of various firms, representing the region in many industries.

One of the world's most famous urban brands is undoubtedly the Hong Kong brand. It is one of the largest financial, economic and socio-cultural centers in the world, which was under British control for a long time. Only in 2000 it gained independence and became the part of the People's Republic of China.

The past and present of Hong Kong demonstrate the deep historical ties between Asia and Europe, and this heritage best provides for this metropolis positive development prospects in the foreseeable future.

The Hong Kong brand (Fig. 4) was developed immediately after the departure of the British in 2001 and its purpose was to preserve and multiply the multicultural and multinational values accumulated over many years. Meanwhile, the dragon looking to the bright future, is the main character of the brand of Hong Kong, like the whole of China.

Fig.4. Brand of Hong Kong

Russian territorial brands

In recent years, a fairly large number of territorial brands for regional entities of varying size (regions, cities and even rural settlements) have been developed and promoted in the Russian Federation. Unfortunately, it can be stated that until present moment there is no national brand in Russia, which, in our opinion, is an unacceptable situation requiring to exert maximum efforts to develop a scientifically based concept of brand building and promotion.

Among the most significant brands, in our opinion, are the following:

1. St. Petersburg

Cost: 10 000 000 rubles
Designer: Artem Tamazov, Volga-Volga
Logotype: Peter and Paul Fortress and the raised bridges + the head of the lion

The St. Petersburg brand was among the first to be developed in Russia in 2006. The main purpose of brand creation, as stated, was to increase the tourist and recreational attractiveness of the city and the surrounding areas. The city authorities spent about 10 million rubles to achieve this purpose. However, the project lacked integrity and consistency, which was due to the lack of preliminary marketing research and a constant change of project executors. Initially, the work was done by the artist A. Tamazov and the agency Volga-Volga, but then the project was assigned to a foreign (German) company that tried to use a different logo and as a result the project has not been completed.

2.Omsk region

Cost: 10 000 000 rubles
Designer: Stanislav Ivanchenko
Logotype: Bear paw

The Omsk region brand, symbolized by the bear's paw, caused a rather ambiguous public resonance and interpretation among the population and the society. The reasons for this include the significant for the region sum of money spent on the brand creation, identification of the brand with the ongoing political processes in the country, and not entirely successful artistic solutions.

3. Kaluga region

Cost: €40 000
Artist: Artemy Lebedev
Logotype: K, encircled O

The creation of Kaluga region brand cost much less than the development of two previous brands. The logo designer A. Lebedev originally and uncomplicatedly introduced the abbreviation of the Kaluga region, which currently has a sufficiently high investment appeal for domestic and foreign financial organizations.

4. Perm

Cost: withheld
Artist: Artemy Lebedev
Logotype: Red letter «П»
Slogan: Simply, clearly, repeatably

A large red letter "П" became the Perm brand. In this case, a rather simple and accessible slogan was chosen: "simply, clearly, repeatably".

The brand was designed by A. Lebedev, who also took an active part in creating the brand of Kaluga region. In general, the population of the region liked the brand, as it was quite recognizable, although it could be associated with other cities, whose name begins with the letter "П".

5. Ulyanovsk

Cost: 3 000 000 rubles
Artist: Stas Marketing Partners
Logotype: Slogan with airplane
Slogan: «Ulyanovsk - ready to take off»

Ulyanovsk brand creation is associated with the aircraft industry development in the city. This is indicated by the brand logo - the sketch of the aircraft and the slogan "Ready to take-off". In other words, Ulyanovsk in this case is represented as the aviation capital of Russia, although this thesis is rather controversial, given the presence of aviation enterprises in many other Russian cities, including the neighboring regions: Kazan, Samara, Saratov and some others.

6.Kazan

A tourist brand of Kazan was designed immediately after the events dedicated to the celebration of the 1000th anniversary of Kazan foundation. Its logo included the word KAZAN, executed in the Renaissance style, which was complemented by the "eastern ornament and the stylized image of the dragon Zilant." The slogan ran: "Kazan is where Europe meets Asia."

However, it was decided to continue the brand improvement, and in 2009 the capital of Tatarstan patented the title of "The Third Capital of Russia". A new territorial brand with the slogan "Kazan is the third capital of Russia" was developed.

Cost: withheld
Logotype: word KAZAN
Slogan: Kazan is the third capital of Russia

Kazan brand concept was based on 4 values: friendship, the fusion of two cultures, kind relation to each other; love, symbol of which was the registry office on the bank of Kazanka river; family, the natural continuation of love, the birth of children, growth; traditions, the preservation of cultural values and respect for the values of other cultures. The same principles provided the basis for developing Kazan brand visual solutions.

Simultaneously, billboards with the symbols of the Kazan brand, booklets with various sightseeing tours around Kazan and souvenirs were created as examples.

3. SUMMARY

Thus, when comparing foreign and domestic territorial brands, the following conclusions can be drawn:

- Development and promotion of territorial brands abroad began earlier than in Russia, since in the 80's - 90's of the XX century many countries has fully recognized the significant role of territorial branding in increasing the competitiveness of the states, their parts and even individual settlements.

- Foreign brands are currently being promoted at the highest level: by the state governments or by the authorities of individual provinces or cities.

- To date there has been no nationwide brand of the Russian Federation; there are only brands of individual regions and cities seeking to increase their recognition and appeal in the current conditions.

- Many regions and cities of the Russian Federation either do not have their own territorial brands at all or have not yet fully defined their identity to develop their attractive and positive image.

- Some economically developed countries, such as Germany, "reposition" their image, creating new brands.

- In recent years many Russian regions have been actively involved in territorial brands development. This entails the attraction of significant financial and material resources. Consequently, the recognition increases together with positive sentiments of domestic and foreign tourists towards many Russian regions. The attitude of local people, government and various public organizations improves as well.

4. CONCLUSIONS

In conclusion, it is worth mentioning that each region of the Russian Federation should create its own original brand. These brands should complement and develop each other. Meanwhile, the development of territorial brands modern architecture can ultimately provide a greater return contributing to the establishment of effective tourist destinations in various regions of the Russian Federation.

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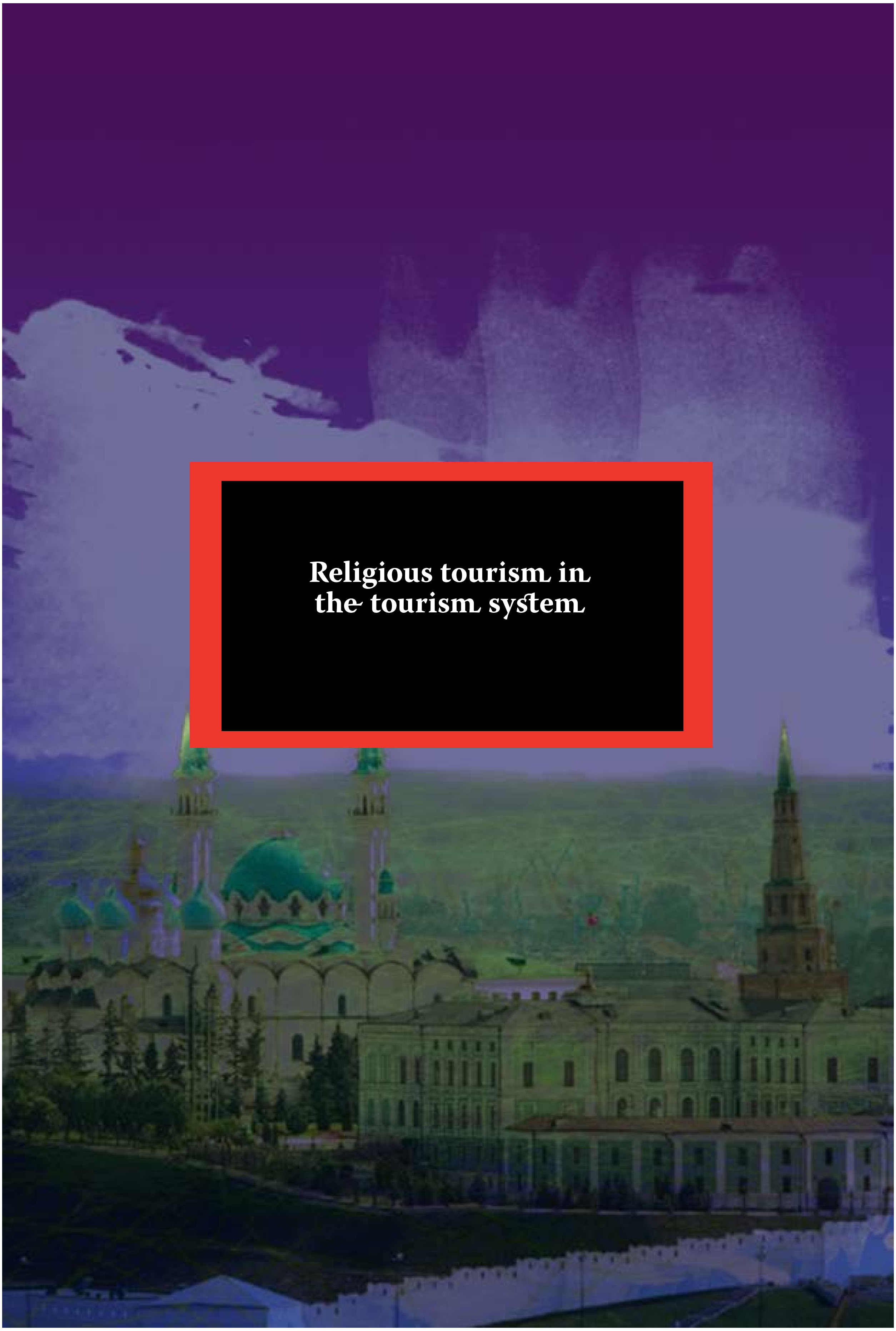

Religious tourism in the tourism system

Religious tourism in the tourism system

Turismo religioso en el sistema turístico

ABSTRACT

The paper considers the concept of religious tourism. Religious tourism is the departure of a person from a country of residence for a period of no more than six months in order to visit holy places and centers of religion. On the other hand, this concept can be viewed as an activity aimed at providing services to the tourists travelling for religious purposes. One distinguishes the pilgrimage tourism and the religious tourism of excursion - cognitive focus. The difference between these two types is that the religious tourism of excursion - cognitive focus means visiting temples and holy places without the tourists' participation in the religious life of the shrine. The Pilgrimage tourism provides an opportunity to participate in worshipping and praying. The Pilgrimage can also be classified according to the number of participants, i.e. individual, family, group. If one considers the duration of the tour, one can identify long and short pilgrimages. Depending on the location of the shrine, there are domestic and foreign tours. It should be noted that both the religious tourism and the pilgrimage has a number of reasons. At the heart of the pilgrimage is the human being conventional attitude to religion, his conscious activity implies the desire to see the shrines that have significance precisely for him. The definition of tourism as a kind of activity is in no way inferior to the concept and essence of the pilgrimage. Relying on the scientific definition of the pilgrimage and religious tours, it can be said that it applies more to tourism than to human spiritual activity. It gives an evidence to talk about the pilgrimage as a tour.

KEYWORDS: tourism, religious tourism, pilgrimage tourism, tourist, pilgrimage.

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RESUMEN

El artículo considera el concepto de turismo religioso. El turismo religioso es la salida de una persona de un país de residencia por un período de no más de seis meses para visitar lugares sagrados y centros de religión. Por otro lado, este concepto puede verse como una actividad destinada a proporcionar servicios a los turistas que viajan con fines religiosos. Se distingue el turismo de peregrinación y el turismo religioso de excursión - enfoque cognitivo. La diferencia entre estos dos tipos es que el turismo religioso de excursión - enfoque cognitivo significa visitar templos y lugares sagrados sin la participación de los turistas en la vida religiosa del santuario. El turismo de peregrinación brinda la oportunidad de participar en la adoración y la oración. La peregrinación también se puede clasificar según el número de participantes, es decir, individuo, familia, grupo. Si uno considera la duración del recorrido, uno puede identificar peregrinaciones largas y cortas. Dependiendo de la ubicación del santuario, hay tours nacionales y extranjeros. Cabe señalar que tanto el turismo religioso y la peregrinación tiene una serie de razones. En el corazón de la peregrinación está la actitud convencional del ser humano hacia la religión, su actividad consciente implica el deseo de ver los santuarios que tienen un significado precisamente para él. La definición de turismo como un tipo de actividad no es de ninguna manera inferior al concepto y la esencia de la peregrinación. Confiando en la definición científica de la peregrinación y las visitas religiosas, se puede decir que se aplica más al turismo que a la actividad espiritual humana. Da una evidencia para hablar de la peregrinación como una gira.

PALABRAS CLAVE: turismo, turismo religioso, turismo de peregrinación, turismo, peregrinación.

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Liliya Raisovna Fakhrutdinova
Kazan Federal University. Russian Federation
nz99nz@yandex.ru

Niyaz Kamilevich Gabdrakhmanov
Kazan Federal University. Russian Federation

Elena Valerevna Grigorieva
Kazan Federal University. Russian Federation

Boris Mojshevich Eidelman
Kazan Federal University. Russian Federation

Oleg Aleksandrovich Bunakov
Kazan Federal University. Russian Federation

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INTRODUCTION

Religious tourism is the departure of a person from a country of residence for a period of no more than six months in order to visit holy places and centers of religion. On the other hand, this concept can be viewed as an activity aimed at providing services to the tourists travelling for religious purposes [1]. Generally, religious tourism is classified in the following way:

- the pilgrimage tourism;

- the religious tourism of excursion - cognitive focus.

The difference between these types is the religious tourism of excursion - cognitive focus means visiting temples and holy places without the tourists' participation in the religious life of the shrine. The Pilgrimage tourism provides an opportunity to participate in worshipping and praying. The Pilgrimage can also be classified according to the number of participants, i.e. individual, family, group. If one considers the duration of the tour, one can identify long and short pilgrimages. Depending on the location of the shrine, there are domestic and foreign tours. It should be noted that both the religious tourism and the pilgrimage has a number of reasons. They are:

- the desire to be healed of spiritual and physical ailments;

- human need to pray for relatives and himself;

- praying for forgiveness;

- forwardness to demonstrate the devotion to faith;

- the need to attain the life purpose and achieve the spiritual comfort.

RESULTS AND DISCUSSION

At the heart of the pilgrimage is the human being conventional attitude to religion, his conscious activity implies the desire to see the shrines that have significance precisely for him. The tourist seeks to transform the environment: spend free time, change the social circle and even food to meet his spiritual needs [2]. Intentional readiness to meet with difficulties during the journey, making a sacrifice of the material welfare for the sake of eternal values is the signs of the long-present pilgrim's inner world. But we cannot fail to mention that some pilgrims visit places of worship in order to broaden their horizons, gain knowledge in this sphere, and also to study the nature or resources of the area. Based on the data of the International Institute of Tourism Sciences, the latter category represents about 30% of the total number of tourists on religious itineraries. Taking into account the statistics, one notes that only 1% of believers living in Moscow make religious tours annually. It can be said that at the moment the pilgrimage tourism is not the dominate current of the tourist flow. According to the Federal State Statistics Service, over a period of January-December 2015, the following number of Russians went to world-class pilgrimage centers: Israel – 299,000; Greece – 634,000; Italy – 662,000; Turkey - 3,460,000. By contrast in 2014: Israel – 361,000; Greece - 1,165,000; Italy – 994,000; Turkey - 4,216,000. Undoubtedly, the percentage of those who visited these countries for religious purposes is not the same; it varies from 3-5% in Italy, to 60% in Israel.

From the data given, one can see the decrease by an average of 20% of the total number of travelers during the period of 2014-2015 because of the world community instability and disunity, and the economic crisis. This is due to the fact that the religious factor in the system of international relations has recently become most currently important, and various religious organizations and associations are expanding their influence in society. Despite scientific achievements and progresses in all spheres of knowledge, religion till present has great importance in politics. The development of fundamentalist trends in major world religious denominations creates a number of problems for the extension of world globalization, and in some cases endangers the security [3]. These factors affect the tourist flow to the countries where citizens' lives can be endangered. The resolution of religious conflicts is a complex and lengthy process, therefore the outflow of tourists from such countries can seriously impact the country's economy [4].

However, above all, disunity in religious life affects the society, both the citizens of the country and potential visitors. In this context, religious tourism becomes an instrument of peoples' rapprochement. The irenic nature of religious tourism encourages learning the traditions and customs of other ethnic groups and cultures, promotes the spiritual and patriotic education of the population, and therefore, provides an opportunity to rally people in the effort for peace in the world. Under the circumstances of instability, people need to turn to morally well-established phenomena. These can be shrines or the pilgrimage places. According to the researchers, the importance of religious tourism is growing noticeably in the time of crisis. The Russian Orthodox Church supports the most relevant internal religious tourist destinations. It is done with the aim of developing national pride for the monuments of Russian religion, primarily among the population of the country. In conditions of world globalization, religious tourism does not stay on the sidelines. The Imperial Orthodox Palestine Society and the Ministry of Culture of the Russian Federation signed an agreement on the development of religious tourism and pilgrimage. "The signing ceremony took place on October 19 in Moscow", the website of the IOPS (Imperial Orthodox Palestine Society) reports. The program is designed for the period of 2015-2020, and is divided into several implementation stages. The first stage (2015-2016) assumes the formation of a legal, financial and organizational base for further activities. The second stage, scheduled for 2017-2018, is intended to open the National Tourist Offices in the regional branches of the IOPS. Their number reaches 28 in Russia and beyond. The third stage happens to be in 2019-2020. According to the official website of the IOPS, "further qualitative boost of activities, monitoring, controlling and evaluation of work effectiveness, implementation of the best Russian and foreign experience to develop of religious tourism and pilgrimage" is planned in these terms. In addition, the program includes setting up the conditions to organize the tourist and pilgrimage tours to the Holy places of Russia and world Orthodoxy, and financing scientific research in this field. The plans also involve designing the website with the possibility of booking the tours. The organizing of the religious tourism requires thorough preparation of visiting programs and the participants of tours to give them positive atmosphere perception of the attractions visited [5]. In practice, new trends and phenomena and the emerging information opportunities associated with the latest technological achievements should be taken into account.

In the world tourism industry there is a special field that unites travelers who want to go on a trip to holy places [6]. Pilgrims are people who make the decision about the extensive pilgrimage tours, sometimes, not the easiest ones in terms of travel comfort to enrich their own spirit world, to prove their faith devotion, to touch the great shrines of the planet and undertake the honorable mission imposed on every believer by divine postulates. This feature of religious tourism distinguishes it significantly from the usual rest in a seaside resort or visiting ancient monuments [7]. Every religious confession contains traditions providing careful attitude to shrines. This is why more than a million pilgrims go annually on pilgrimage tours to visit the main centers of religious tourism in the world. The concepts of "pilgrims" and "pilgrimage" come from Orthodox Christianity. These definitions have become universal, and these days one can use them in respect to all religions in the world.

It should be noted that traveling representatives of other faiths are called differently: in Catholicism they are "pilgrims", in Islam people commit "hajj", religious tourism in India (and in general among Buddhists) is usually referred to as "kora". There are two main types of religious tourism having their own peculiarities: sightseeing tours to visit monuments, temples, museums; organized pilgrimage tours providing a visit to the world centers of religions, as well as travel to places having the great significance in the genesis and dissemination of a particular religion. In the first case, people seek to pervade their spirit world, broaden their horizons and gain new knowledge about the history of religion. Since the houses of worship in many countries are at the same time their main sights, it becomes obvious the popularity of excursion religious tourism. The second type of tours, most likely, will suit people traveling on spiritual motives, and dreaming to worship shrines [8].

If one plans to go on a pilgrimage tour, one should find out the peculiarities of religious tourism of this kind. One should have in mind that the trip will not always be comfortable. In most cases, the tour route runs through seldom-visited or, conversely, too overcrowded religious centers. Pilgrims have to stop for a night's lodging or to stay in camping sites, encamped for the period of a religious event, or in monastic cells, low-key hotels and resorts. It is not always possible to provide a variety of food, especially if the tour schedule coincides with fasting strictly observed by believers. In especially challenging tours believers can count only on packed meal and water. In this sense, pilgrimage tours and sightseeing tours of religious orientation are different. The tourist excursions organized assume a high level of comfort [9]. Therefore, if you do not feel sure of yourself and your own abilities to withstand all the hardships of pilgrimage, then go on thematic excursions safely. Such excursions are intended visiting religious monuments and comfortable accommodation.

Each of the world religions is characterized by its own specific features of religious tourism, its own routes and shrines scattered throughout the world. The exclusion may be the city which has thousand years history. It is Jerusalem located on the territory of modern Israel. This ancient city can be considered as the cradle of several world religions: Christianity, Judaism and Islam. A huge number of attractions represented by shrines for hundreds of thousands of pilgrims are concentrated here. The representatives of Christianity come to Jerusalem to visit places associated with the biblical events - the Crucifixion and the Resurrection of Christ. Moreover, tourists make excursions to other monuments of antiquity regarded as the Christian shrines. The ancient shrine of the Jews is the Wailing Wall which is the part of the Temple Mount complex. It is the only surviving sector of the ancient fencing of the city. The Jewish pilgrims come here from different parts of the world to worship the shrine and leave messages with their wishes in it. The focus of Muslims attention in Jerusalem is the Dome of the Rock mosque which has the form of an octagon. According to the legend, it was here that the Prophet Mohammed left his feet print, and there is his beard hair in one of the pillars of the ancient building.

Along with Jerusalem Muslims also commit Hajj to Medina and Mecca to see the Al-Kharam mosque and the Kaaba. Every faithful adept of a prophet should visit these Holy places at least once in his life. The peculiarity of religious tourism among Muslims is that it is necessary to visit the shrines before Kurban-Bayram. Muslims perform all the rituals prescribed by the Koran within 10 days on the eve of a religious event.

Religious tourism in Europe is popular among Christian Catholics. As a rule, they go on pilgrimage tours to European cities to admire the beauty of the Gothic cathedrals survived from the Middle Ages. However, the center of the Catholic religion is the Roman Vatican city. The Orthodox believers of Central and Eastern Europe travel to the Holy places of Russia (Diveevo, Suzdal, Vladimir, Moscow, Solovetsky Islands), Ukraine (Kiev Pechersk Lavra), Bulgaria (Veliko Turnovo), Greece (Athos), Serbia (Vvedensky Monastery) and Montenegro (Cetinsky Monastery). The main centers of Buddhism are Lumbini (Nepal), Kushinagar, Sarnath (India), Lhasa (Tibet), Nara (Japan) and Sri Lanka. In recent years, among the Buddhists, there is a tradition to visit the largest temple complex in Europe located in Kalmykia (Russia). The pilgrimage tourism, including visits to museums, estates, shrines and the study of religion itself, will be perfect for lovers of history, culture, art and holy places. It is a kind of religious tourism consisting of tourist and Orthodox excursions. During the excursions pilgrims can attend divine services, say prayers venerating the relics and famous icons. People who spend most of their time on pilgrimage are called pilgrims. In the ancient world, the pilgrims traveled to see new holy places for them, to pray, to be healed of ailments. Sometimes it took years, but someone became a religious pilgrim entirely, devoting a whole life to it. Currently it is much easier to be a pilgrim. The age of technology allows learning in death the history of holy places, to find out the route, the cost of the tour and accommodation, as well as all other details that will be useful during the trip.

Recently, a separate type of religious and pilgrim tourism has emerged, gaining strengths and becoming popular among the population.

There is a misconception that the pilgrimage is losing its significance. On the contrary, the tourism to holy places is gaining stream, due to the availability and the opportunity not just to travel anywhere in the world, but also with the help of competent tour guides to learn the subtle aspects and features of a particular place. The goals of the tour are different for everyone: someone is just interested in learning more about the religion; someone needs to visit temples in order to attain faith in themselves; and someone even tries to come through fatal diseases, because there is no other hope for healing. It is not necessary to go on tour to the other end of the world for the purpose of pilgrimage. One can start with the vast expanses of our homeland, incredibly rich in churches, historical attractions. Often, tourists travel a thousand kilometers to visit a church in a village with a population of less than a hundred people. Russia has much unique of worldwide fame and attracts even foreigners. The most popular holy places among foreign tourists and pilgrims are Valaam, the Holy Trinity-St. Sergius Lavra and Diveevo. The Holy places are endowed with a certain blessed energy, thanks to the miraculous events taking place there and the holy people lives. Cultural places of religious significance can be churches, monasteries, natural landmarks: for example, lakes, rivers, forests or mountain slopes. It is widely thought that if one says the prayer in a worshipful place, it will gain great strength. Pilgrimage is not an ordinary rest, but an exciting cognitive tour giving the opportunity to plunge into the most sacred and intimate. During the religious tours one can learn many new details from the history of Orthodoxy, gaining faith in God, and also become a participant of church rites. All mentioned above will be incredibly interesting to a curious traveler and a devout believer.

CONCLUSION

The definition of tourism as a kind of activity is in no way inferior to the concept and essence of pilgrimage [9]. Relying on the scientific definition of pilgrimage and religious tours, it can be said that it applies more to tourism than to human spiritual activity. It gives the evidence to talk safely about the pilgrimage as a tour. In the Federal Law "Concerning the Fundamental Principles of Tourist Activities in the Russian Federation", a tour is defined as: "a complex of services for accommodation, transportation, tourists food, excursion services, as well as tourist guide services and other services offered depending on the tour purpose." Religious tourism plays an important role not only in the economic sphere, bringing income to both the state and the local population of the visited territories [10]. However, its main goal is to create a favorable atmosphere between the participants of the tourist activity - the host and the visitor. This contributes to overcoming interethnic misunderstanding and intercultural tension in the world. Religious tourism is an integral part of the modern tourism industry. Cathedrals, mosques, hieratic museums and spiritual centers are tourist places that are increasingly in demand, which means that they are a place of direct interaction between people of different nationalities.

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The historical background of entrepreneurship emergence in Russia

The historical background of entrepreneurship emergence in Russia

El trasfondo histórico del surgimiento del emprendimiento en Rusia

ABSTRACT

The paper covers the historical background of entrepreneurship emergence in Russia. The authors assume, that the tendencies contributing to the sole trade creation, had concrete reasons contingent on constant shortage and suppressing of sole trade constituent as well. They were characterized by a certain geographical position along with the people's public life and, what is more, international invasions. Examining some distinctive features of domestic finance formation and market conditions all over the world, Russia was gradually increasing its residents' entrepreneurial agility. However, historically grounded state-bureaucratic structure concerning the masses' interests protection and the businessmen activity regularly sustained that phenomenon. The more the government was striving to regulate and make social development "objective", the more controversial result it was. Instead of taking control over the situation, the public was involved in speculation first and then in egalitarian regression. Independence of entrepreneurial activity may exist if the former management system limits itself. The loss of entrepreneurial base negatively influenced not only the country's financial development, but its financial well-being. Russian traders and industrialists who were considered to be representatives of Russian sociality and culture more than other layers, did a lot in order to preserve it. Thus, a specific nature of entrepreneurship is imbued with cultural development of modern Russia from the times of Rus' and the Russian Empire breaking up to the October Revolution and current state with the market economy rebound.

KEYWORDS: entrepreneurship, business, economy, entrepreneur, entrepreneurial activity.

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RESUMEN

El artículo aborda los antecedentes históricos del surgimiento del emprendimiento en Rusia. Los autores suponen que las tendencias que contribuyen a la creación de comercio único, tenían razones concretas contingentes a la escasez constante y la supresión del componente de comercio único también. Se caracterizaban por una cierta posición geográfica junto con la vida pública de las personas y, lo que es más, las invasiones internacionales. Al examinar algunas características distintivas de la formación financiera nacional y las condiciones del mercado en todo el mundo, Rusia aumentó gradualmente la agilidad empresarial de sus residentes. Sin embargo, la estructura estatal-burocrática fundamentada históricamente en relación con la protección de los intereses de las masas y la actividad de los hombres de negocios regularmente sostuvo ese fenómeno. Cuanto más se esforzaba el gobierno por regular y hacer que el desarrollo social fuera "objetivo", el resultado más polémico fue. En lugar de tomar el control de la situación, el público participó en la especulación primero y luego en la regresión igualitaria. La independencia de la actividad empresarial puede existir si el sistema de gestión anterior se limita a sí mismo. La pérdida de la base empresarial influyó negativamente no solo en el desarrollo financiero del país, sino también en su bienestar financiero. Los comerciantes e industriales rusos que se consideraban representantes de la sociabilidad y la cultura rusa más que otras capas, hicieron mucho para preservarlo. Por lo tanto, una naturaleza específica de la iniciativa empresarial está impregnada del desarrollo cultural de la Rusia moderna desde los tiempos de Rus y el Imperio ruso hasta la Revolución de Octubre y el estado actual con el rebote de la economía de mercado.

PALABRAS CLAVE: emprendimiento, negocios, economía, emprendedor, actividad emprendedora.

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Liliya Raisovna Fakhrutdinova

Kazan Federal University. Russian Federation

nz99nz@yandex.ru

Oleg Aleksandrovich Bunakov

Kazan Federal University. Russian Federation

Boris Mojshevich Eidelman

Kazan Federal University. Russian Federation

Niyaz Kamilevich Gabdrakhmanov

Kazan Federal University. Russian Federation

Ekaterina Olegovna Murtazina

Kazan Federal University. Russian Federation

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INTRODUCTION

Entrepreneurship in Russia has its own peculiarities connected with local mentality, cultural and historical development of economic affairs.

In line with Article 2 of the Civil Code of the Russian Federation entrepreneurial activity is an independent activity carried out at its own risk aimed at the systematic receipt of profits from the use of property, the sale of goods, the performance of work or the services rendering by persons registered as such in the manner prescribed by law.

Also, the term "entrepreneurship" is closely related to the term "business", which means absolutely any activity aimed at making a profit.

Based on these definitions, it is worth saying that the main differences between business and entrepreneurship are the innovative nature and the presence of risk on the part of the entrepreneur, as well as state registration of the latter one [1].

At the same time, state registration takes place as formation of one of the organizational and legal forms of entrepreneurship envisaged in the legislation. This may be entrepreneurship without a legal entity formation (IP(entrepreneurship)), and a joint-stock company (PAO (or Public Limited Company), JSC (a joint-stock company), and a partnership, which the authors will consider in more detail further.

These provisions are applied to entrepreneurship in all sectors of economy.

2. RESULTS AND DISCUSSION

Let us consider the historical background of entrepreneurship emergence in Russia, which has influenced the structure of a future market, business ethics, entrepreneurs and population's mentality.

Investigating the chronology of the entrepreneurship formation, it is necessary to distinguish that in Ancient Rus' the Slavs demonstrated themselves as energetic and courageous traders, capable of working in the interests of the Prince, the country and individual circumstances.

Unfortunately, the socio-political, military and geographic prerequisites by no means enabled the Slavs to improve their entrepreneurial opportunities. This would allow Kievan Rus' to enter a number of European developed countries at the expense of its rich natural resources, flowering cities and talented people, and, in addition, there would be a chance to evade the Tatar-Mongol ruin [2].

Favorable conditions developing in the Novgorod Republic, especially clearly demonstrated entrepreneurial talents of Russian people.

The principles of autonomy, the independence of groups, strata, personalities, are poorly combined with centralization; but they are necessary for entrepreneurship. Mongol-Tatars adversely affected the formation of domestic entrepreneurship, having braked it for centuries.

Until the XVI century entrepreneurship was expressed only in the form of agrarian crafts, fishing and hunting, tar distillation, forestry, salt production. Then there was a noticeable rise in trade. Fur, leather, wax, hemp, flax, metal goods became the core products. Since that time a well-known Nizhny Novgorod Fair was born.

Since the XVI century there was a rise of commercial and industrial entrepreneurship in the Moscow State as a consequence of the Moscow merchant class actions. There were the whole dynasties of entrepreneurs. The first of these is the Stroganovs family, who became the largest traders and industrialists. A domestic business model is the business life of monasteries. Monastic colonies in Kirillo-Belozersky, Trinity-Sergius, Solovetsky monasteries became sources of economic and entrepreneurial work and demonstrated examples of entrepreneurial economies development. According to the testimony of historians, one can find out that domestic entrepreneurs were associated with a combination of prudence and imagination, hard work and the ability to relax, the desire to show themselves, the presence of deep introspection for a long time.

A significant growth of entrepreneurial activity in Ancient Rus' was characterized by extensive formation of credit relationships. Novgorod businessman, merchant Clement, who lived at the end of the 12th – the beginning of the 13th century, was able to combine his extensive trade work with the allowance of credits. As for the entrepreneurial loan in Russia, there was a special position. Taking large interest was considered to be shameful. After a while, Vladimir Monomakh introduced the Charter, which contained the amount of interest paid according to the loan (no more than 20% per year).

At the end of the XVI century patrimonial business was superseded by the most independent municipal one, which led to an increase in commodity-money relations. Carpenters and masons, weavers and tailors were being hired. In Novgorod, Kazan, Serpukhov, approximately 200 kinds of handicraft trades have been glorified. The basic principles of the forthcoming manufactory production awoke, the distribution of work and its qualification as well such as kaftanniks, armeniks, shubniks are increasing. The majority of specialties was getting narrower: single specialists sewn loops, pockets, buttons. Settlements were famous for its craft rows such as collar, fur coat, cap. It should be note that fairs were getting extensive promotion. In the middle of the XVI century Tthe Makariyev Fair opened, big fairs also took place in the Holopievo city in Mologa, in the village of Simonov Monastery of Vesi-Egonsk.

Summarizing the results of this stage, it is necessary to highlight that the formation of entrepreneurship in the XVI century in Russia was extremely ambiguous. Quickness of work as well as high-quality complication of its configurations were taken into consideration. Entrepreneurs appeared in the truest sense of the word. This process was not a result, but a reverse side of current circumstances, demonstrating

due not because of, but in defiance of existing circumstances, again showing the ineradicableness of the financial and other initiative of people. In a similar way, in the Middle Ages Russia was formed back and forth in the sphere of entrepreneurship [3]. In Russia, there were adherents of gradational reform, but the specific historical preconditions and the desire to have everyone immediately sent Russia on a different path.

Back in the XVI-XVII centuries Russia had a mature trading network. In settlements, villages, near monasteries numerous merchants and traders actively sold their goods at the fairs, high-intensity barter took place between separate zones of the state. All these contributed to the all-Russian market emergence.

During the reign of Peter I a powerful stimulus was given to the formation of entrepreneurship: the number of manufactories increased from 10 to 220 pieces. The sons and descendants of the founder of the Demidov family built over forty plants, in which about 40% of all Russian pig iron was produced.

Hereafter entrepreneurship dynamically accelerated its growth. Under Peter the Great's rule there were still certain restrictions on the independence of trade, however, under Catherine II, the need to obtain "permissive decrees" in order to set up the business was eliminated. Catherine II founded the most appropriate circumstances to form Russian entrepreneurship. She canceled all permissible limits and declared the liquidation of monopolies and the introduction of absolute independence of trade. The reforms of the 1860s and 1870s divided the history of Russia into two stages: pre-reform and post-reform once.

The post-reform period, which lasted until 1913, can be characterized by the golden age of entrepreneurship. Elimination of serfdom freed peasants, giving them a chance to train in entrepreneurship. The prospective reforms motivated to rapidly expand the factory concept based on the use of machines and steam engines, as a result of which the 1880s ended up with industrial changes in the main sectors of the economy: metallurgical, coal and mining ones. Concentration of manufacturing led to the emergence of monopoly organizations.

The emergence of joint-stock companies is also worth mentioning as they are the main institution of the market economy, which provides the opportunity to accumulate fixed capital, with the purpose of maintaining the present economy. The expression "joint-stock company" itself, as well as the legal rule, which it is based on (the limitation of the shareholder's liability at the cost of his proprietary shares) is familiar to Russia since the 18th century, during which a number of joint-stock companies functioned in the state.

The post-October period seems to be the forcible imposition of a market economy corresponding to the current industrial production, anti-market, natural trends through a managerial division of resources and finished goods. But even at these stages, if the anti-market direction was conducted more swiftly (including the period of "military communism"), the leadership of the state could not eliminate the market with its all characteristic features. Such household attributes as a banking organization, a currency organization, and several general companies operated during that period.

The forced transformation from "military communism" to the newest economic policy (NEP) based on the application of management market principles, partly of commercial work, was, first of all, illogical, and secondly, regarded as a compulsory, short-term deviation from the "right" anti-market strategy. Municipal enterprises began to lose their economic support, subsidies were reduced, current inefficient production was closed, the nation-wide industry was re-established. There were the concentration of manufacturing in the best firms. Trusts were considered as municipal industrial companies, to which the government gives independence in manufacture in accordance with the confirmed charter for each participant and which function with the aim of extracting income [4]. There was a certain revival of individual business, which increased the ability to intensify business work.

It should be mentioned that during the NEP period a number of operations were carried out, which contributed to the revitalization of entrepreneurship. But it is necessary to accept the fact that not all restrictions on entrepreneurial activity were removed, because it wasn't the very task. However, the adopted resolutions that contributed to the formation of entrepreneurship were randomly introduced into life-sustaining activity, or were not carried out at all, especially in the component which the district administrations were responsible for. Ultimately, NEP envisaged both the entrepreneurship formation and its settlement, as well as its repression. The return to commodity-money relations and the activation of entrepreneurial work was then viewed as an unpleasant, forced and short-term deviation from the deliberately correct strategic direction for the eradication of individual property, individual entrepreneurship, and the market formation of the economy [5], by the policy-makers themselves. Since the very founding of the NEP in the industry management, some rules are being formed, which are difficult to reconcile not only with entrepreneurship, but also with actual financial relationships.

Companies started to be classified into profitable and unprofitable. For instance, the companies of the military industry, river fleet, railway transport, state farm, and eventually all the heavy industry can be referred to unprofitable ones. These were self-supporting companies operating on generally applicable principles and rules of self-sufficiency at that time in Russia.

Along with this, the State Central Bank as the newest mechanism for regulating the economy, mainly its state division got into the disposal of the country. And for the purposes of the bank and municipal trusts, it was such a time period that corresponded to the essence of their relations, based on financial regulation and trade calculation. The Central Bank, in an established measure, took upon itself the resumption and formation of a nation-wide industry and accomplished this much more successfully than administrative management organizations [6].

The economic situation in Soviet Russia formed quite poor opportunities for expanding and maintaining individual trade. The main obstacle for the individual trade formation was the lack of products, the collapse in industry. Resale has captured all areas of population, and to a significant extent, of working people. This was due to the fact that the wages of employees of state companies were presented in kind - up to 90%. Even after the nationalization of trade occurred, the large and middle classes basically stopped all legal activity. Most of the businessmen either emigrated abroad, took their own capitals, or found jobs in Soviet institutions, not creating or producing, but using social products, or spending their savings waiting for the best times. The maximum number of residents of private trade in the NEP period were illiterate, or semi-literate merchants, who were representatives of the older generation, mostly women [7].

The tendencies that were observed in the formation of entrepreneurship, had specific reasons associated with a stable deficit and, in particular, with the suppression of the entrepreneurial work component. Such features as geographical location and social life of the population, and, finally, foreign invasions were quite distinctive for them. Investigating the characteristic features of domestic financial formation and the conditions of the world market, Russia increased the entrepreneurial dynamism of its citizens over time. However, this move was regularly maintained by the historically established mission of state-bureaucratic structures to "protect the interests of the masses", the trusteeship of the businessmen themselves [8]. The more the government sought to settle, to make "social" development "objective" (according to the declared goals, but in practice it turned out to be much worse) [9,10], the more contradictory and reverse output was obtained. As a result, instead of the situation control, the public was involved first into speculation, and then into equalitarian regression. The independence of entrepreneurial work can exist only if the old management system limits itself. In Russia the course of economic emancipation was delayed. In 1913 entrepreneurship is prohibited on pain of death. A whole layer of professional instigators of the economy was eliminated. The loss of the entrepreneurial layer has irreparably affected the financial development of Russia, not only its financial state. Russian merchants and industrialists, to a greater extent than the other strata, were considered to be the bearers of Russian sociality and culture, did all their best to save it. It is necessary to renew the foundations of Russian business, in which state features and financial performance were combined.

In 1987, the Decree on personal work activity, gave birth to the development of the newest domestic entrepreneur. Two periods can be noted in the restoration of entrepreneurship. The main one is the period of people's work who, taking risks started a new business. They set up their own business: they opened stores, video salons, individual insurance companies, and produced printed publications. The next stage of the entrepreneurship restoration begins in 1992, when government of the Russian Federation announced a radical transformation into the market. Another state was formed, in which business and entrepreneurs were considered to be a significant and necessary component.

3 CONCLUSIONS

Thus, the specificity of entrepreneurial activity has been penetrated with the cultural formation of modern Russia from the times of Rus' and the Russian Empire fragmentation to the transitional period of the October Revolution and the present state with a market economy.

This, in its turn, allows us to talk about the incompletely formed entrepreneurial culture, the ever-changing legal and economic environment, as well as the weighty influence of political aspects on market conditions, which undoubtedly found its reflection in the tourism services market.

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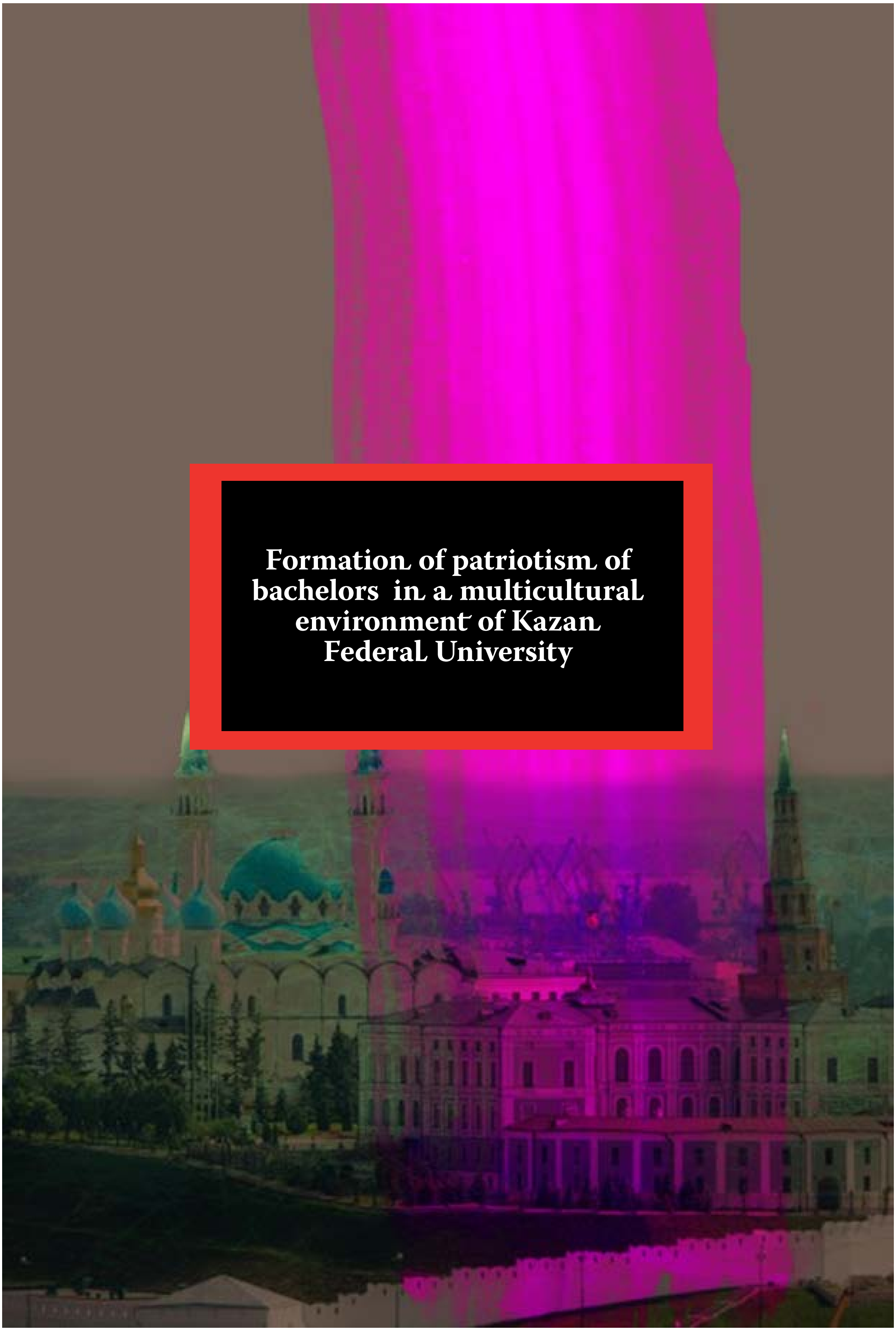
Formation of patriotism of bachelors in a multicultural environment of Kazan Federal University

Formation of patriotism of bachelors in a multicultural environment of Kazan Federal University

Formación de patriotismo en bachilleres en un entorno multicultural de la Universidad Federal de Kazan

ABSTRACT

The relevance of the research is due to the fact that the formation of patriotism of bachelors in a multicultural environment is an important aspect in the laying of professionally meaningful competences, tolerance, love for the Motherland and respect for world powers. Therefore, this article aims to study the level of patriotism of bachelors in a multicultural environment of the University. The article reveals the importance of patriotic education in the conditions of university education. The formation of patriotism is an integral part of modern life. As a result patriotism forms a positive perception of the surrounding reality while critical thinking develops which plays an important role in the formation of the student as an independently developing personality. Work on the formation of patriotism of bachelors in the multicultural environment of the university contributes to enriching knowledge about their homeland and the world as a whole. With such work, the civil position, responsibility and activity of the student are fixed taking into account the needs of the society. As a result of the experimental study, the initial levels of patriotism formation of bachelors in the university environment are given.

The materials of the article can be useful for employees of educational organizations, psychologists, teachers, as well as for a wide range of readers.

KEYWORDS: bachelor, student, patriotism formation, patriotism in multicultural training, professional competencies, value orientations, higher professional education, personality.

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RESUMEN

La relevancia de la investigación se debe al hecho de que la formación del patriotismo de los bachilleres en un ambiente multicultural es un aspecto importante en el establecimiento de competencias profesionalmente significativas, tolerancia, amor por la Patria y respeto por las potencias mundiales. Por lo tanto, este artículo tiene como objetivo estudiar el nivel de patriotismo de los bachilleres en un entorno multicultural de la Universidad. El artículo revela la importancia de la educación patriótica en las condiciones de la educación universitaria. La formación del patriotismo es una parte integral de la vida moderna. Como resultado, el patriotismo forma una percepción positiva de la realidad circundante mientras se desarrolla el pensamiento crítico que juega un papel importante en la formación del estudiante como una personalidad en desarrollo independiente. Trabajar en la formación del patriotismo de los bachilleres en el entorno multicultural de la universidad contribuye a enriquecer el conocimiento sobre su patria y el mundo en general. Con tal trabajo, la posición civil, la responsabilidad y la actividad del estudiante se fijan teniendo en cuenta las necesidades de la sociedad. Como resultado del estudio experimental, se dan los niveles iniciales de formación de patriotismo de bachilleres en el entorno universitario.

Los materiales del artículo pueden ser útiles para los empleados de organizaciones educativas, psicólogos, profesores, así como para una amplia gama de lectores.

PALABRAS CLAVE: licenciatura, estudiante, formación de patriotismo, patriotismo en la formación multicultural, competencias profesionales, orientaciones de valores, educación profesional superior, personalidad.

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Almira Maratovna Garifullina

Kazan Federal University. Russian Federation

russia@prescopus.com

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1. INTRODUCTION

The concept of "patriotism" from Greek is translated as "compatriot". From the popular electronic free dictionary it is known that "patriotism is a moral and political principle, a social feeling, the content of which is love for the motherland and the willingness to sacrifice one's interests for its sake. Patriotism presupposes pride in the achievements of the Motherland, the desire to preserve cultural characteristics and identify oneself (a special emotional experience of belonging to the country and its citizenship, language, traditions) with other representatives of the people of the homeland. Patriot strives to protect the interests of the Motherland and his people, to show love for this country, attachment to the place of birth, to the place of residence [1].

The Cambridge dictionary gives the following interpretation: "patriotism - love for and pride in your country" [2].

The Government of the Russian Federation adopted the document "The concept of patriotic education of citizens of the Russian Federation". The Concept says that patriotic education is an integral part of the educational process and is a systematic and purposeful activity in the educational environment. The document also implies the formation of patriotic self-awareness among the bachelors and the fulfillment of civic duty.

The Concept outlines the main aspects of "nurturing and strengthening" patriotic feelings: starting from the regulatory framework, ending with various activities with students.

Several decades ago patriotism in our country was seen as a kind of confrontation with external unfavorable factors of the development of our state: world wars, ideological oppositions of our country to foreign ones.

Views on patriotic education are evolving, however, around the world the question "How to raise a patriot?" and to this day occupies a leading position.

1.1 Relevance of the study

Patriotic education in Russia has a three-hundred-year history - since the opening of Peter I Tsifirny schools. Paradoxically, many researchers, practitioners, and educators considered patriotic education as a way out of difficult life situations: K.D. Ushinsky, A.S. Makarenko, V.A. Sukhomlinsky and others. At a meeting with the winners of the "Teacher of the Year of Russia" contest Vladimir Putin stressed that the moral guide for teenagers in Russia should be patriotism: "We will not think of anything else. I thought a lot about this topic; it is patriotism in the best healthy sense of the word. Nothing else can be invented. Love for the Motherland must be developed "[3]. The head of our country often speaks of patriotic education. Thus speaking to the organizing committee "Victory" it was noted that "patriotic education should become an organic part of the life of our society" [4].

The formation of patriotism of bachelors in the multicultural educational space of the Kazan Federal University determines the value orientations in teaching and upbringing focusing on the best traits of people. National and ethnic minorities need support for individual differences and the development of special uniqueness. Patriotism is a space with different invariants and perspectives of bachelor's development organizing an integral national concept and practice of the upbringing and education of students (Gabdulkhakov, 2015).

2 METHODOLOGICAL FRAMEWORK

2.1 Methods and techniques

In the course of our research various tests and techniques have been used such as systematic analysis of scientific literature; methods of pedagogical sociology (questioning, interviewing, peer review); methods of mathematical statistics, as well as techniques that have made it possible to approach patriotic education at the university ("Green map", "Saw", "Aquarium", etc.)

At the Institute of Psychology and Education of the Kazan (Volga region) Federal University we conducted research in which various methods and techniques were used to determine patriotic competencies:

- to study the state of problems of patriotic education and demonstrate a critical assessment of the state of knowledge in this field;

- to use theoretical and practical knowledge in the field of patriotic education for the development and application of ideas in project activities;

- to have communication skills in the field of patriotic education and be able to solve the tasks.

2.2 Formation of student patriotism at the university

To achieve the best results on the implementation of multicultural training for future educators to work in the children's environment, we divided it into the following stages:

- adaptive-diagnostic - informing bachelors about the nature, structure, character of patriotic training and diagnosing their individual psychological and national-regional peculiarities manifested in communicative interaction;

- incentive - the awakening of interest in patriotism, the activation of knowledge about the professionally significant patriotic qualities of a multicultural personality.

- information-content - implementation of patriotic training on the basis of the following principles: communicative orientation and activity of bachelors, the subjectivity of communication, the representation of subjective positions of interlocutors in the internal psychological and foreign-policy plan;

- executive-realizing - the embodiment of bachelors of patriotic knowledge and skills in professional activities acquired at the Kazan Federal University.

- creative amateur - independent creative use of patriotic competencies in their own pedagogical activity.

Such a stage has a beneficial effect on the general understanding and knowledge of students - their creative processes are activated, they acquire new skills, as a whole there is a diversified and multifaceted personality.

3. RESULTS

At the Kazan Federal University in 2017-2018 academic year we conducted an experiment. In the first stage bachelors of the first year were asked to "Study the state of the problems of patriotic education and demonstrate a critical assessment of the state of knowledge in this field" after reading the poem "Goodbye, unwashed Russia ..." by the great Russian poet Mikhail Yurievich Lermontov. The students needed to express their opinion about the poem and try to explain why the poet wrote so.

In the second stage "To use theoretical and practical knowledge in the field of patriotic education for the development and application of ideas in project activities," the student was invited to consider the geographical map of the world and to say where he would like to find himself at the moment, why and for how long?

In the third stage "To have communicative abilities in the field of patriotic education and be able to solve the tasks set", the students were asked to write an essay on the topic: "I'm a patriot!", "Why is it good where we do not exist? ..", "What is patriotism ? "," What can I do for my Motherland? "," Russian folk sayings, or I need where I was born! ", as well as on a topic previously chosen and coordinated with the teacher.

The purpose of our experiment was to study the initial level of the formation of patriotism of bachelors in the multicultural environment of the Kazan Federal University. From the diagram below it can be concluded that bachelors of 1 year demonstrate an average and high result in the level of patriotic feelings formed in the three stages of the study. Systematically-sequential algorithm of "inclusion" of various technologies and techniques certainly contributes to the formation of certain professionally significant patriotic qualities.

Research in this field of study will continue.

4. DISCUSSIONS

In a multicultural environment the dynamics of the formation of patriotism are well traced. One of the goals of the formation of patriotism in a multicultural environment is the awareness of a person as part of a certain state, culture and social belonging. Thus it is vitally important for a bachelor to have a certain mentality and culture that he can represent and also to defend certain interests.

The patriotism of bachelors in a multicultural environment at university is nothing more than positive self-expression in a certain educational space for the formation of knowledge and skills. This is the sphere of joint activity of teachers and students which is a harmonious union of general cultural, social, educational and individual principles. Creating a patriotic model of a multicultural space it is necessary to find common ground that will ensure the integrity of the world and state cultural space while not limiting further positive development of its components [10].

In the modern society the formation of patriotism plays an important role: it should help bachelors learn the philosophy of cultural identity. However, it is necessary to explain that each person can be at the intersection of several cultures and be a representative of ones. Now no one doubts the idea that the patriotic beginning starts with the feeling of being a part of the global universe: from the realization of one's cultural identity, from the knowledge of the culture of the people, from the knowledge of world powers and their cultural identities.

It should be noted that patriotic education is carried out not only in an educational institution, but also in the family. Moreover, patriotic education should begin in early childhood when the laying of spiritual and moral foundations takes place.

5. CONCLUSIONS

Many aspects of the formation of patriotism of bachelors in a multicultural environment remain uncharted: the specification of educational results, taking into account the national and regional conditions of various regions of the Russian Federation, the methodological tools for diagnosing educational outcomes, the correlation of labor functions, actions and competencies. This will constitute the prospect of our further research.

6. ACKNOWLEDGEMENTS

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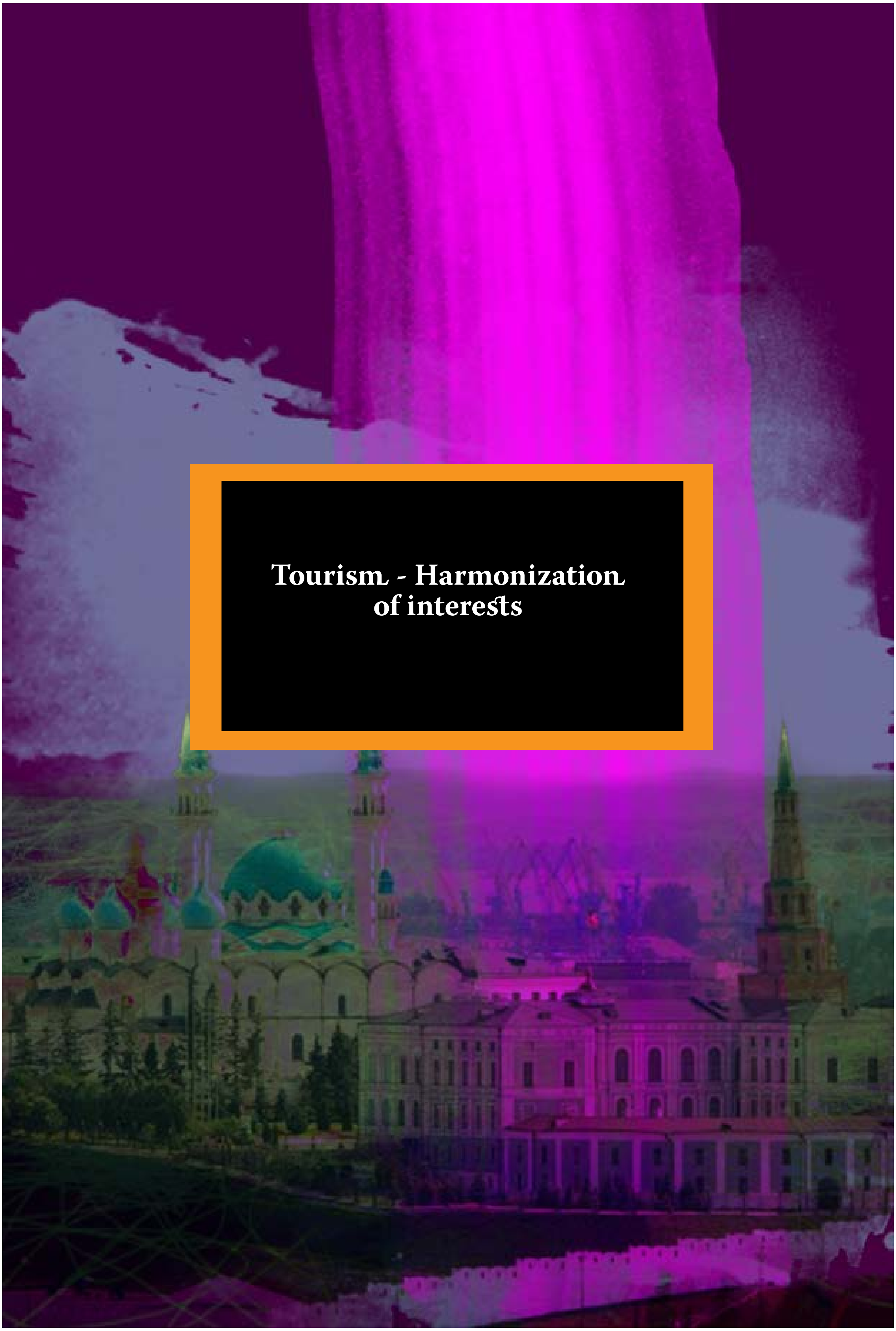

Tourism - Harmonization of interests

Tourism - harmonization of interests

Turismo - armonización de intereses

ABSTRACT

Tourism is a popular and complex phenomenon. The territorial tourism system has many elements and different levels of structure. Its organization and operation is based on the harmonization of a multitude of interests. Many typical tourist tasks have the increased complexity in the congruence of interests. This relates to the issue of managing the development of tourism in the region, to the problems of organizing a tourist trip and a service enterprise. Trends in the global tourism industry are aimed at systemic solutions in the alignment of interests. When developing tourism destinations, it is possible to trace regular processes regarding to the harmonization of interests.

KEYWORDS: tourism, territorial tourism system, harmonization of interests, destination

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RESUMEN

El turismo es un fenómeno popular y complejo. El sistema de turismo territorial tiene muchos elementos y diferentes niveles de estructura. Su organización y funcionamiento se basa en la armonización de una multitud de intereses. Muchas tareas turísticas típicas tienen una mayor complejidad en la congruencia de intereses. Esto se relaciona con la gestión del desarrollo del turismo en la región, con los problemas de organizar un viaje turístico y una empresa de servicios. Las tendencias en la industria del turismo global apuntan a soluciones sistémicas en la alineación de intereses. Al desarrollar destinos turísticos, es posible rastrear procesos regulares con respecto a la armonización de intereses.

PALABRAS CLAVE: turismo, sistema de turismo territorial, armonización de intereses, destino

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Aleksandr Ivanovich Zyrianov

Perm State National Research University. Russian Federation

nz99nz@yandex.ru

Vladimir Anatolyevich Rubtsov

Kazan Federal University. Russian Federation

Niyaz Kamilevich Gabdrakhmanov

Kazan Federal University. Russian Federation

Liliya Renatovna Ismagilova

Kazan Federal University. Russian Federation

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1. INTRODUCTION

Tourism is multi-element and polystructural system. The particular complexity of the tourism system is expressed in the fact that its structure has different levels, since it includes natural, social, economic, technical, and other components of a various nature. Researches on the theory of territorial tourism systems confirm this thesis clearly [2, 3, 4]. In connection with this property of the tourism system, many tourist issues, problems and processes are transboundary in both scientific and managerial aspects. In addition to different levels, the complexity of the system is expressed in a multitude of elements - in the atomization of the macro-industry - according to the terminology of A.Yu. Aleksandrova [1].

2. RESULTS AND DISCUSSION

The multi-element and polystructural tourism system operates based on the harmonization of multiple interests [5,6]. Technology of tourism is represented by stages of congruence of interests. Let us consider the specificity of tourism in the harmonization of interests on the examples of solving some typical modern problems [7].

The task of effective sustainable development of tourism in the region as an industry and as a type of activity. This is the task of territorial authorities. How to manage the development of tourism in the region? Regional authorities play critical role in coordinating, informing, promoting, monitoring tourism. It should be decided: "Which department of the regional administration should oversee the industry?" It may be too ambitious to create a separate department or ministry of tourism in the region if, for example, the region is non-tourist, however, it is disadvantageous and flawed "to tie" it to any of the existing ministries. Almost all ministries and departments in the regional government deal with separate blocks of tourism development issues, and they are especially closely connected to the following: economy and entrepreneurship, culture, physical culture and sports, natural resources and ecology, transport, regional development, agriculture [8, 9].

In the Perm region since 1993, "tourism" changes its management address every two to three years. Over this time the branch has shifted from the department to the department, beginning "Physical culture and sports" to "Economy and entrepreneurship" to "Agriculture" to "Culture" to "Physical culture, sport and tourism" to "Culture". This transfer along the branches of regional power, the lack of a unified policy and continuity even led to the discovery of the law, which was formulated as: "The attraction of tourism is that it develops on its own!"

However, everything is not so bad! Moving from one department to another and often changing leaders, responsible specialists, Permic tourism is saturated with ideas, approaches, tools of completely different power structures and received strong, multidirectional impulses which would not exist within the same departmental subordination.

The interests of all ministries are connected with tourism. Frequent transfer of tourist powers can disrupt the activities, hinder the work on long-term projects, on the other hand, each new ministry has its own understanding and accentuates the development of tourism in its direction. This makes it possible to develop tourism in the region comprehensively.

Based on the example of tourism management in the Perm region, we see how difficult the regional tourism system is. The described example of the frequent transfer of the coordinating function in tourism is an attempt to expand the circle of potential participants in the regional tourism system and the mechanism for the most complete harmonization of their interests.

The task of planning and organizing a trip. This is the task of the tourist himself/herself and the tour operator. The harmonization in planning and organizing a trip can be divided into two types: 1) coordination of interests within a tourist group, between people traveling together; 2) coordination of interests with tourism providers and service enterprises. Trends in world tourism show that the second type of issues is solved more easily than the first. It is easier to coordinate interests with the enterprises rendering tourist services than to coordinate interests within a group.

The number of people who organize trips by themselves is growing rapidly. The share of free independent travelers, families and small groups in the total volume of tourists is increasing. The reasons for the outstripping growth of independent tourism are many. One of the reasons for strengthening tourist individualism is the complexity of reconciling interests at the interpersonal level. Why do many prefer to travel alone on a self-developed route and program, and not in the tourist group compiled by the travel company? In some respects in modern society it is more difficult to coordinate the interests of people and their personal physical communications face-to-face than remotely. The trend in world tourism - the growth in the number of independent travels - indicates the complication of the processes of harmonizing interests in modern society.

When organizing a journey, there is a lot of unforeseen coordination of different interests. Let us consider the need to reconcile interests during an active catamaran trip along the Usva river in the Perm region in July. Typical parties with which it is necessary to harmonize the interests of the group during the route are: a) recreants of a different form of recreation, for example, campers or fishermen, b) tourists of the same profile but of a different recreation culture, c) similar groups, d) local residents.

The tasks of creating a service enterprise and managing a tourist and recreational facility. When creating and operating a tourist-recreational enterprise, harmonizing of interests is a very significant factor. To talk about this can be due to the following two features in tourism. A tourist enterprise is usually a small enterprise where interests are agreed upon more easily. The tourist service company is often a family enterprise, where the coordination of the interests of employees is simplified.

In tourism, the harmonization of interests penetrates deeply into the content of activities; therefore, the development of tourism as a global industry is impossible without a systemic solution of issues on this topic. Many modern actions in tourism can be considered manifestations of the desire to reconcile multiple interests. These include the standardization of services, the classification of tourism and service objects, the segregation of society in terms of tourism interests, the identification of tourism types and their ever-increasing fragmentation, etc. The geography of tourism develops in favor of harmonizing interests to create destinations, including specialized ones.

Let's show graphically the process of tourist development of the area and the creation of the destination (Fig. 1).

The X axis reflects the volume of tourist travel, for example, the increase in visiting of the area where tourist arrivals are growing, moving away from the origin.

The Y axis shows the degree of difficulty in reconciling interests in tourism. This is a very complex concept. On this graph, it can be reflected in more understandable categories. Therefore, along the ordinate axis, we consider the magnitude of hazards, risk, and also put structure indicators of the tourism system, for example, the number of types of tourism and recreational activities.

Let us turn to curve A. Near the origin, the territory is little known and it is unvisited by tourists. For the first visitors, the degree of risk and all sorts of dangers is great, there are many force majeure circumstances, the number and complexity of reconciling interests are difficult to measure.

At the next stage, with a certain increase in the number of visitors, the degree of danger, the number of negative moments and, accordingly, the complexity of reconciling interests in tourism can grow slightly, since the area is treated cautiously in the media, it is not expected to receive positive news, and negative and extraordinary information spreads quickly. The first visitors, after their positive feedback, can be accused of adventurism, be called reckless and criticism of the area as a place for tourism increases.

Further the curve goes first smoothly, and then everything is steeper down as the number of tourist visits to the area goes up. Business begins to react, services appear, tourism services become more diverse, the tourism industry and infrastructure are established, all sorts of stable relationships develop. The level of danger reduces, the coordination of interests is simplified.

Still further, the curve reaches a lower position, in which hazards are reduced and the harmonization of interests is simplified as much as possible, but then excessive volumes of the tourist flow begin to gradually give a negative effect from the destination overload. The ecological problems, rise in crime, the dissatisfaction of the visitors due to excessive crowds of travelers are making themselves felt. The complexity of reconciling interests begins to increase.

Let us analyze curve B from left to right. It shows the complexity, structures of the tourism system which are manifested, for example, among the types of tourism. When the first tourists visit the territory, the number of types of tourism is approaching a minimum.

If the number of visitors somewhat increases, the number of types of tourism and recreational activities can be further reduced, since there is ill-preparedness of the area, excessive risk, impossibility to reconcile interests in some types of tourism, as they try to pioneer. Then the curve smoothly, and then more steeply goes upwards, reflecting the diversity growth in the structure of the tourist system and in the number of types of tourism as the arrivals increase.

Further, the curve flattens out and reaches its highest point on the graph, where, with a certain gain in the number of visits, the area reaches its maximum breadth of specialization of the tourism system, the largest number of types of tourism and recreational activities. Then the number of tourism types gradually begins to decline, as a result of destination overload.

On the graph (See annexes), you can see three important situations in the mutual arrangement of lines A and B:

1. A is in the extreme upper point, and B is in the extreme lower. This is the most difficult, critical situation in the tourist development of the territory, when the visits began, but there is no flow, because there is no service, infrastructure, organization, entrepreneurship. Coordination of interests is an exclusive business of those arriving. The case is shifted for the better when the region admits those arriving and with the development of the service.

2. A and B intersect. This is the time of the greatest positive dynamics in the development of destination, when the tourist market is growing rapidly. The emerging tourist system actively participates in the coordination of interests, that is more active, which stimulates the development of the tourist business.

3. A is in the lowest position and B is in the uppermost position. The tourism system achieves its greatest development in structural and organizational terms. The processes of reconciling interests in the destination are maximally regulated.

3. CONCLUSIONS

Versatility of tourism is expressed in the increased complexity and diversity of the territorial tourism system, whose processes can be viewed as harmonization of interests. Many current tasks in the field of tourism reflect the increased complexity of this issue. Modern tourist trends reflect system solutions in the coordination of interests.

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ANNEXES

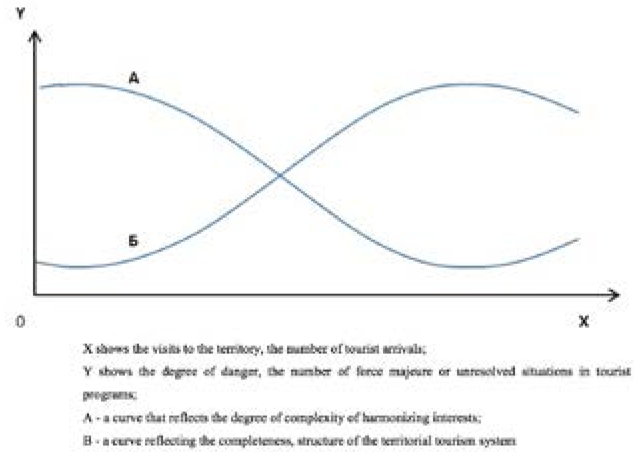
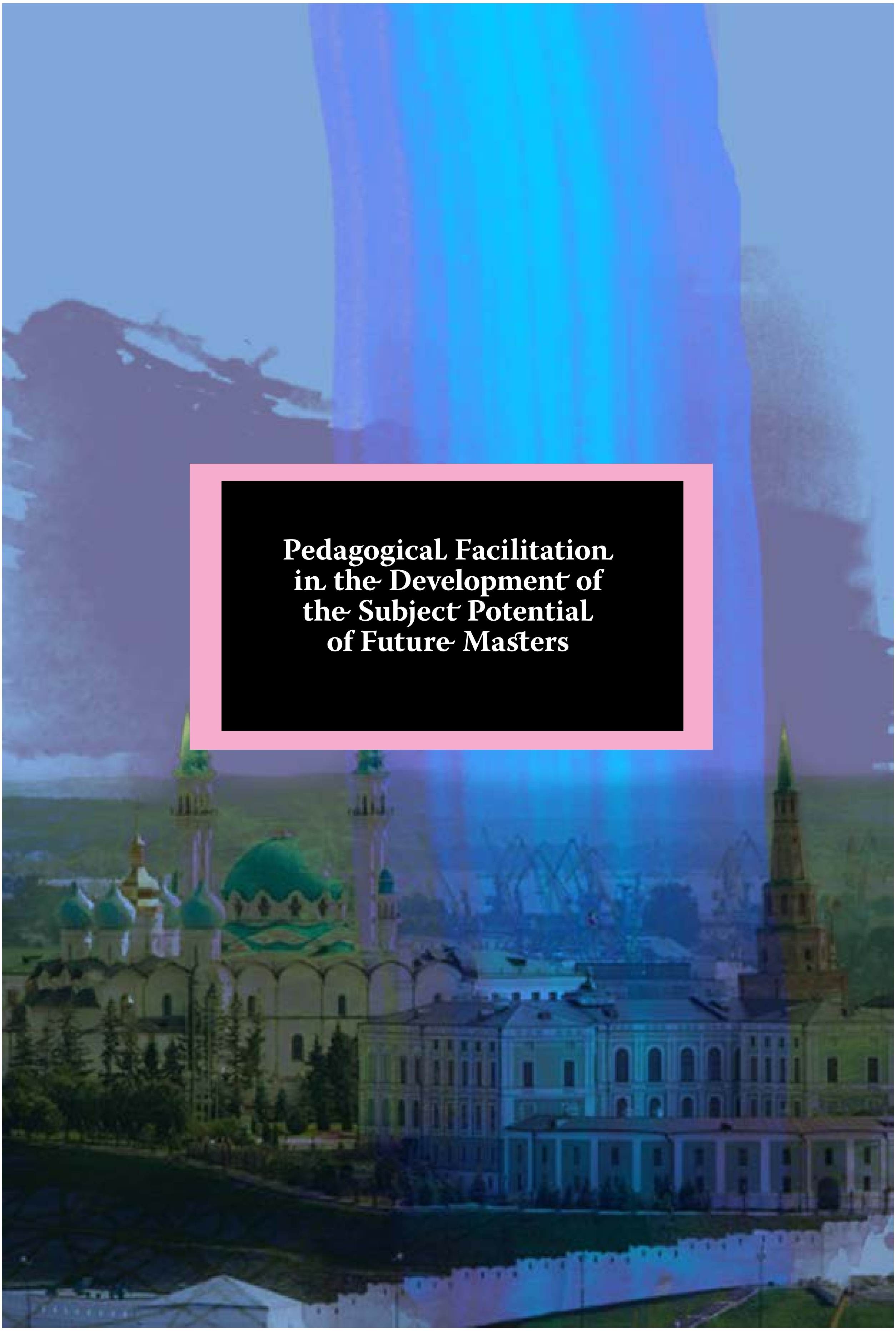


Fig.1. Development of destination and coordination of interests.



Pedagogical Facilitation in the Development of the Subject Potential of Future Masters

Pedagogical Facilitation in the Development of the Subject Potential of Future Masters

Facilitación pedagógica en el desarrollo del potencial de futuros magísters

ABSTRACT

The article presents the author's vision of the use of pedagogical facilitation in the development of the subject potential of future masters. The relevance of the possibility of using pedagogical facilitation in the preparation of future masters stated in the article is due to the fact that there is a new social and pedagogical phenomenon in the higher education in Russia - facilitation. The pedagogical facilitation in higher education is considered by us as "strengthening", increasing the productivity of education (teaching, upbringing, development) among the students as subjects of educational and professional activity. Pedagogical facilitation is a technology based on the use of a special style of communication by the university teacher in the context of the personality of teacher and student, based on the use of new ideas in the training group as a team to solve a particular problem. A special role in this process is played by the technologies of "nurturing" the subjectivity of the future master through the use of coaching technologies, trainings, consultations, talks, conferences, etc. The leading method of studying the problem of pedagogical facilitation in the university is a method of theoretical analysis that has allowed us considering facilitation in higher education, both in social and in pedagogical contexts. The main approach, based on the solution of this task, is the subject-oriented approach to the students of the university, which is necessary for the university teacher to create a facilitation situation for the student's development as a subject of educational and professional activity. The practical significance of the results lies in the possibility of extrapolating the results of the article to the professional training of future masters as teachers of the university, focused on improving the professional training.

KEYWORDS: education, facilitation, psychological facilitation, teaching facilitation, facilitator, subject of activity, subjectivity, attribute ring of pedagogical facilitation.

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RESUMEN

El artículo presenta la visión del autor sobre el uso de la facilitación pedagógica en el desarrollo del potencial de los futuros máster. La relevancia de la posibilidad de utilizar la facilitación pedagógica en la preparación de los futuros másters que se menciona en el artículo se debe a que hay un nuevo fenómeno social y pedagógico en la educación superior en Rusia: la facilitación. La facilitación pedagógica en la educación superior es considerada por nosotros como "fortalecimiento", incrementando la productividad de la educación (enseñanza, educación, desarrollo) entre los estudiantes como sujetos de la actividad educativa y profesional. La facilitación pedagógica es una tecnología basada en el uso de un estilo especial de comunicación por parte del docente universitario en el contexto de la personalidad del docente y el alumno, basada en el uso de nuevas ideas en el grupo de capacitación como equipo para resolver un problema en particular. Un papel especial en este proceso lo desempeñan las tecnologías de "nutrir" la subjetividad del futuro maestro mediante el uso de tecnologías de coaching, capacitaciones, consultas, charlas, conferencias, etc. El método principal para estudiar el problema de la facilitación pedagógica en el La universidad es un método de análisis teórico que nos ha permitido considerar la facilitación en la educación superior, tanto en contextos sociales como pedagógicos. El enfoque principal, basado en la solución de esta tarea, es el enfoque orientado a la asignatura de los estudiantes de la universidad, que es necesario que el docente universitario cree una situación de facilitación para el desarrollo del alumno como sujeto de la actividad educativa y profesional. La importancia práctica de los resultados radica en la posibilidad de extrapolar los resultados del artículo a la formación profesional de los futuros maestros como profesores de la universidad, centrados en mejorar la formación profesional.

PALABRAS CLAVE: educación, facilitación, facilitación psicológica, facilitación docente, facilitadora, sujeto de actividad, subjetividad, anillo de atributos de facilitación pedagógica.

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Flera Gabdulbarovna Mukhametzyanova

Kazan Federal University. Russian Federation

florans955@mail.ru

Didar Muratovich Orazov

Kazan Federal University. Russian Federation

Ramil Ravilovich Khairutdinov

Kazan Federal University. Russian Federation

Alfiya Shaukatovna Yarullina

Kazan Federal University. Russian Federation

Alsu Rustemovna Gaysina

Kazan Federal University. Russian Federation

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1. INTRODUCTION

The relevance of this work is conditioned by the need of the higher education system in the use of pedagogical facilitation in the process of training future masters capable of translating it into the process of professional training. The socio-economic conditions for the development of society cause the search for new methods, forms, technologies and training mechanisms in the professional education. In this context, the discovery of the facilitation phenomenon as an educational phenomenon in psychology and pedagogy is of great interest. Therefore, the study of the possibilities of using pedagogical facilitation by the university teacher in developing the subject potential of future masters creates the opportunities for activating the activity of both the university teachers and the students themselves of the educational and professional activity in the conditions of modern higher education [1-3].

The origin of the concept of "pedagogical facilitation" has its own history. The very term "facilitation" comes from the English verb "facilitate" and is translated as "to facilitate, to help, to contribute". In this context, pedagogical facilitation in the process of teaching future masters is considered by us as an educational process focused on the "strengthening", increasing the productivity of master's education (teaching, upbringing and development) as subjects of educational and professional activity on the basis of subject-oriented communication styles and "attractive" features (charisma) of the university teacher's personality [3-5].

It should be noted that the main principle of the subject-oriented approach in higher education is the principle of subjectivity, aimed at creating and developing conditions for "nurturing" the student's personality as a subject of educational and professional activity. Today in the university, the interactive training becomes the dominant method of teaching in the university, in the context of which facilitation serves as an indicator of the development of the subject potential of future master [3]. At the same time, the subject potential of a master student is his ability, possibility, "forming forces" of a person to become a subject of educational and professional activity, that is, the creator of his professional development [1-2].

We consider the method of pedagogical facilitation in the university as a professional organization of the process of group or team work of students aimed at achieving the lesson goals, making team decisions in the learning process, and solving the problems of increased complexity and importance by a group of students. When preparing future masters, the application of the method of pedagogical facilitation plays a special role in maximizing the development of their subject potential [6-8].

2. METHODS

We used the methods of theoretical research (analysis, generalization, synthesis, reflection), as well as methods of empirical research (questionnaire) in the study.

- at the first stage - the preparatory stage - we analyzed the current state of the problem of pedagogical facilitation in the development of the subject potential of future masters in theory and practice; we developed a program of research methods;

- at the second stage, we analyzed the phenomenon of pedagogical facilitation in the context of subject-activity theory at the theoretical and applied levels;

- at the third stage, we introduced the model of pedagogical facilitation in the development of the subject potential of future masters;

- at the fourth stage - the final stage - we systematized and summarized the study results, clarified the theoretical conclusions; carried out processing and registration of the study results.

3.RESULTS

If certain conditions are met in the pedagogical activity, pedagogical facilitation can be considered as a technology of educational activity in the preparation of future masters and as a mechanism for developing their subject potential. The technology of pedagogical facilitation in the preparation of future masters is distinguished from the classical method of teaching by the fact that the teacher does not give some pieces of advice, recommendations, i.e. does not act as a mentor, and "finds" solutions to the problem situations, tasks in common with the group members united by a common goal together with the masters. In a broad sense, pedagogical facilitation is implemented in practice as a social-pedagogical facilitation, i.e. as the integration or "synergy" of the activities of all subjects of the pedagogical process (teacher and students) to increase the productivity of activities in the situations of "difficulty" and solving problem situations and tasks.

Therefore, the analysis of current state of the elaboration of pedagogical facilitation in the preparation of future masters has shown that the "facilitation" of the learning process implies the development of the subject potential of students, if they learn to go beyond the framework of the main facts and events. The future master begins to be in progress in the situation of "suprasituational activity" in the process of using pedagogical facilitation by the university teacher [1-2].

Different methods of "support", instructions, projects given by the university teacher in the process of preparing future masters in conducting lectures and seminars will make this process "facilitating". This is the essence of pedagogical facilitation in the preparation of future master - not "moralize", but teach to work in a team.

To illustrate the use of pedagogical facilitation in the process of teaching future masters, we present the methods for conducting lectures/seminars with an aim of developing the subject potential of students.

When using the pedagogical facilitation in the process of preparing future masters, we, first of all, focus on the application of the discussion method. For example, the method of discussion in large or small student groups has great possibilities. At the same time, a small group of future masters provides a more diverse social environment, in which subject-subjective knowledge and skills can be used, improved, integrated on the basis of "synergy" principle, i.e. uniting the forces of subjects of educational and professional activity for their strengthening. If, usually, there is one type of relationship between two subjects, then the group or team receives a strengthened set of different relationships between the team members, including rejection and exclusion. This phenomenon is extremely undesirable for the pedagogical facilitation. The benevolent atmosphere and the favorable psychological climate are much more effective in the discussion. If the subject of educational activity can count on the support of only one person in a pair work, then the subjects seek the support of a much larger number of people in a group, or, even better, in a team. At the same time, the subjects form different feelings, emotions and reactions. If the students are limited by the possibilities of comparing themselves, their behavior patterns and results with only one person in a pair work, then these opportunities increase many times in the team according to the principle of synergy. The subjective features of team members are differentiated by the qualities of the individual, expert knowledge, competence, efficiency, ambition, innovation, readiness for change and other criteria, which provide together a multifaceted comparison, self-assessment and mutual evaluation of team members. Thus, the diversity of relationships in the master's team provides them with the opportunities to learn and develop themselves as subjects of educational and professional activities [11-13].

2. The situational role-playing games are used by us as a kind of communication that can be used to convey messages, express or excite emotions, negotiate and convince, as well as for many other purposes [13].

3. The debate method is used by us as a "call" of students - future masters - to research activities, i.e. helps them develop their ability to work with arguments and defend their subjective positions [10-13].

4. Today the multimedia presentations are especially in demand, because some students better remember and are easier taught with the visual accompaniment of lectures due to the active use of multimedia technique and technology [11-12].

Thus, pedagogical facilitation is considered by us as the development mechanism of subjects of educational and professional activity. This provides a favorable psychological climate in the student group, develops the capacity for creation, creativity and ensures the development of the subject potential of future undergraduates.

The observance of these conditions in order to organize pedagogical facilitation in the process of teaching future masters contributes to the formation and development of such personal qualities as a subject of educational and professional activities as: individualized activity, independence, cognitive activity, self-realization and creativity.

Pedagogical facilitation in the process of preparing future bachelor is the help of neutral side, whose task, first of all, is to "facilitate" the interaction within the group as a team. The teachers-facilitators keep the meeting in a time frame and help to accurately withstand a clear agenda, know how to ensure that they are listened, create an environment of active communication, state the problems constructively, sum up the results and look for arguments. The experienced and successful teacher-facilitator is able to maintain impartiality, create opportunities for constructive dialogue between all participants. He or she is an outsider and can remain neutral during the meeting [9-11].

The purpose of applying "pedagogical facilitation" in the educational process in developing the subject potential of future masters can be reduced to solving business cases, specific business situations, where it is necessary to find solutions, analyze problems, collect ideas, clarify tasks, plan actions, etc. [1-3].

The organization of classes using the method of "pedagogical facilitation" for the development of the subject potential of future masters is appropriate in cases when "acute", problematic subjects requiring specific solutions are raised. Pedagogical facilitation in the process of teaching future master is relevant, when the situation needs to be considered comprehensively, from different sides. Pedagogical facilitation is appropriate when it is required to organize an effective group discussion, where each participant can speak out, share ideas, experiences and assumptions.

We can use the following facilitation technologies and methods in the process of teaching future masters in the university: "Open Space Technology", World Café Technology, Search Conference, Dynamic facilitation, Developmental facilitation, Technology of Participation, Walt Disney's strategy, "log-idea" technology, "scamper", grape cocktails.

4. DISCUSSIONS

Studying domestic and foreign historiography on this issue, we see that the scientists have done a lot of work and have accumulated a lot of theoretical materials showing the origin of the theory of pedagogical facilitation as a mechanism for developing the subject potential of future master [7-9]. Subject-activity theory considers a person, first of all, as a subject of activity and a subject of all social relations. At the same time, the concept of humanistic psychology was formed in the foreign pedagogy and psychology focused on revealing the mechanisms of self-development, self-education, self-realization and self-actualization, which, we believe, implicitly contained the basic conceptual provisions of the subject-oriented approach to personality [1-4]. At the same time, the psychological mechanism of facilitation was not considered in the context of humanistic psychology from the standpoint of the subject-activity concept of developing the potential of future masters [3]. However, the processes of self-realization of youth are not formed in the university at the specially organized educational events. There is growing interest in the socially important and popular practices of organizing and implementing the processes of self-realization and self-actualization of young people all over the world, and the marketing of this process makes them relevant and more needed in the system of professional education and preparation of a mentor-facilitator [5].

5. SUMMARY

Pedagogical facilitation gives a number of requirements both to the learning process and to the teacher's personality, especially to his ability to build relationships with students as subjects of educational and professional activity.

The essence of pedagogical facilitation in higher education is to overcome the traditional consolidation of the performing part of joint activity for students and thereby move from the formation of a functionary to the preparation of future master, which will be active, capable of carrying out the independent analysis and accepting the non-standard solutions. The needs and motives of active behavior are formed not in the performance, but in the orientation part of the interaction. In this regard, the task of the university teacher in the process of teaching future masters is to include masters in joint orientation, to share a number of managerial functions with them in order to create conditions for awakening a deep interest in the subject and the emergence of real content motives in the subjects of educational and professional activity.

6. CONCLUSION

Pedagogical facilitation is a qualitatively higher level of professional training of future masters corresponding to the modern requirements of practice. In practice, the master student learns just as much as many questions he has, i.e. how active he has been in the teaching process. No emotional and logically constructed material presentation gives the desired effect, if the students have remained passive listeners who are only present at the classes and fix their content in a stereotyped way for some reasons. Each master takes exactly as much material from the studies at the university as much consciousness he manifests in his perception [12-13].

At the pedagogical facilitation, the university teacher gets the opportunity to use the non-dogmatic methods and techniques, and those of them that contribute to the creative assimilation of the necessary information form the ability to reason and seek new facets of the problems in the already known material. It allows the university teacher taking a position not "over", but "together" with the masters and not be afraid to be accused of "ignorance of existing problems in practice" at the same time, which are analyzed and can be questioned.

At the same time, pedagogical facilitation in the university teacher's activity as a mentor is considered by us as a "trigger mechanism" for finding and developing the personality subjectivity of the future master in the context of his individualized activity, independence, "sanctioned" initiative, creativity [8-11]. A special role in this is played by the technologies of "nurturing" the subjectivity of a young person on the basis of coaching technologies, trainings, consultations, conversations, conferences, etc.

The practical significance of the results lies in the possibility of extrapolating the results of the article to the professional training of future bachelors as future university teachers, focused on improving the professional training.

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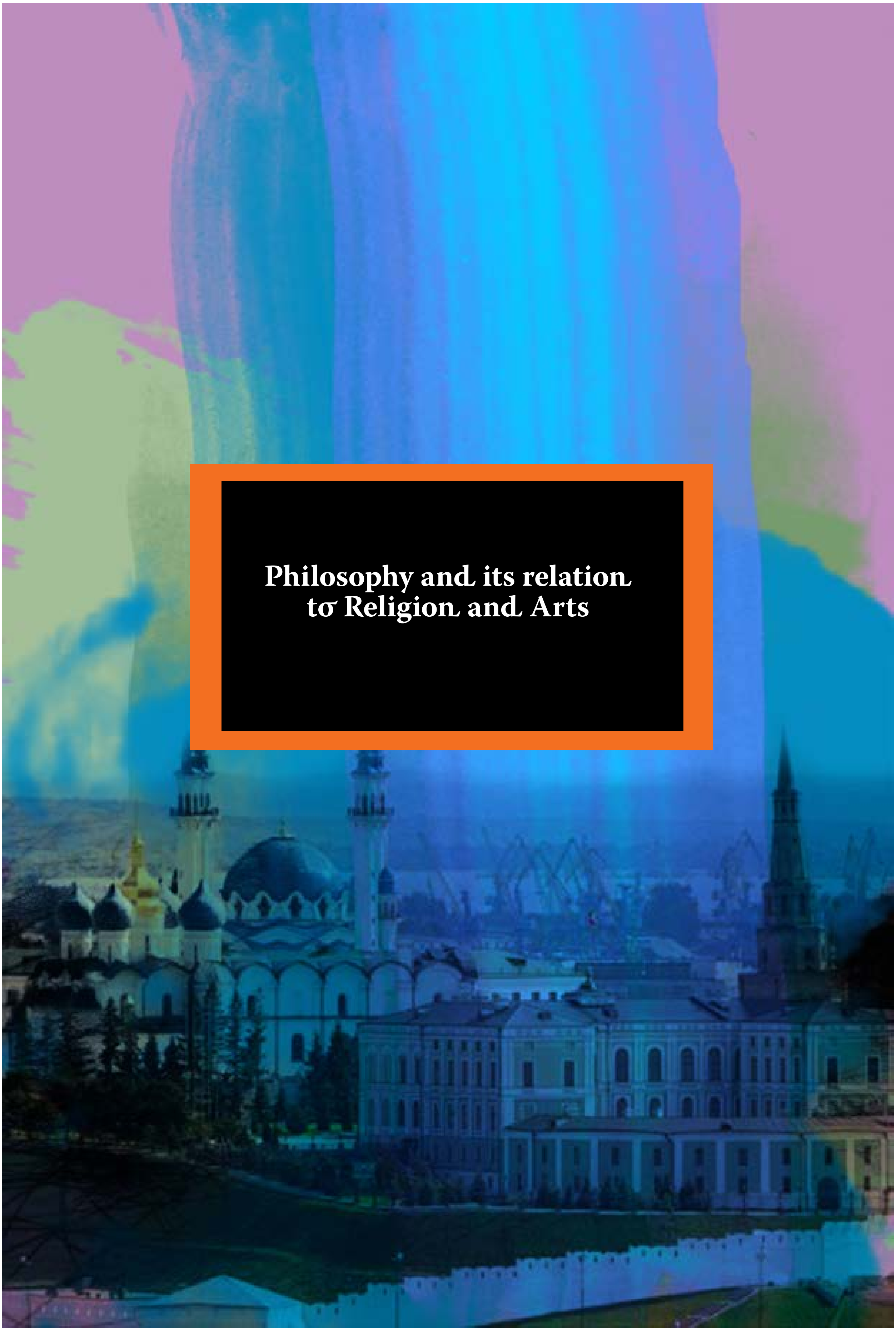

Philosophy and its relation to Religion and Arts

Philosophy and its relation to Religion and Arts

Filosofía y su relación con la religión y las artes

ABSTRACT

Presently existing philosophical schools and tendencies show a fundamentally different form of the very philosophical thinking, and therefore, radically different solutions to the problem of the essence of philosophy. One way to find an answer to the question of what philosophy represents is to compare philosophy with other forms of spiritual culture that are related to it: art, religion, and science. The article covers the variants of the mutual correlation of the concepts "philosophy", "religion", "art" and attempts to compare them. On the one hand, these phenomena cannot be clearly opposed to each other because of their obvious connection, on the other hand, their identification will also pose a serious threat to a correct understanding of the system of spiritual culture of modern society.

KEYWORDS: Spiritual culture, philosophy, religion, art, theology, rhetoric, truth, artistic image.

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RESUMEN

Las escuelas y tendencias filosóficas actuales muestran una forma fundamentalmente diferente del pensamiento filosófico y, por lo tanto, soluciones radicalmente diferentes al problema de la esencia de la filosofía. Una forma de encontrar una respuesta a la pregunta de qué es lo que la filosofía representa es comparar la filosofía con otras formas de cultura espiritual que están relacionadas con ella: el arte, la religión y la ciencia. El artículo cubre las variantes de la correlación mutua de los conceptos "filosofía", "religión", "arte" e intenta compararlos. Por un lado, estos fenómenos no pueden ser claramente opuestos entre sí debido a su conexión obvia, por otro lado, su identificación también representará una grave amenaza para una correcta comprensión del sistema de la cultura espiritual de la sociedad moderna.

Palabras clave: cultura espiritual, filosofía, religión, arte, teología, retórica, verdad, imagen artística.

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Konstantin Vladimirovich Kondratiev

Kazan Federal University. Russian Federation

kons-kondrat@yandex.ru

Roman Kamilievich Smirnov

Kazan Federal University. Russian Federation

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1. INTRODUCTION

Philosophy is a kind of unique spiritual phenomenon, the peculiarity of which lies in the fact that for 2500 years of its existence it has not formed any single, continual field of problems in relation to which it would be possible to formulate some consensus solution shared by all philosophical community. This is also true in point of the question on the specifics of the very philosophy, its distinctive features. As I.G. Fichte wrote: "even between true philosophical writers there is hardly a half-dozen of those who would know what philosophy really is" [1, p. X]. We can describe a similar situation, which continues to be in philosophy up to this day as a permanent crisis of grounds.

One of the ways to solve the problem of the essence of philosophy is to correlate philosophy and other contiguous forms of spiritual culture - religion, art and science. Nevertheless, it is difficult to find a common opinion on this question: Bertrand Russell argued that philosophy "is something intermediate between theology and science" [2]; A. Camus noticed in his diary: "You can only think through images. If you want to be a philosopher, write novels" [3]. Of the more recent authors, one can mention Nikiforov A. L [4], Bibikhin V. V [5], Bochkovy DA [6], Bolotnikova E. [7] and others.

Of course, it is not possible to determine the relationship between philosophy and other forms of spiritual culture in simple formal-logical terms of identity, mutual intersection or subordination. Nevertheless, some points of contact that allow of talking about the possibility of a convergence of philosophy with art, science or religion can be determined. In this article, we confine ourselves to comparing philosophy with art and religion, since the question of the relationship between philosophy and science, in our opinion, is more complex and requires morecircumstantialconsideration, to which we will return in one of the following publications.

2. METHODS

The main method used in our work is the method of comparative research, which makes it possible to reveal the specificity of the object being determined by comparing its characteristics with other phenomena that are similar in content and form. In addition, we used the method of semantic analysis of the use of concepts, as well as a genetic method that makes it possible to trace the development of a certain cultural phenomenon through its origin.

3.RESULTS

Philosophy and Religion.

Philosophy and religion converge in their claim to expressing some truth. And we are not talking about any, but about some "higher", the most basictruth. For example, Aristotle, in fact, identified the term "theology" with what he called the "first philosophy" or"-metaphysics" as it was called later. The content of "the first philosophy" is the doctrine of the divine, which, according to Aristotle, "is preferable to other speculative sciences". The divine, as it is well-known,according to Aristotle, is a fixed driver or a self-thinking mind [8].

Does it mean that philosophy and religion are identical in content? In no way: after all, philosophy today can exist in a completely atheistic and materialistic hypostasis. On the other hand, religion can do without philosophical reflection: for example, in the form of everyday religiosity of ordinary parishioners of temples, which do not go into the subtleties of theological questions. In this sense, an assertionsuggests itself that philosophical theology is an intersection of spheres of religion and philosophy, which in themselves preserve non-overlapping areas.

However, the relationship between philosophy and religion at this point of intersection is far from a well-balanced and mutually beneficial symbiosis. When philosophy in the form of theology acquires a right to reflect on the problems of religion, it immediately brings with it an element of criticism - doubt, which is probably an integral part of rational thinking. At the same time, religion categorically does not accept doubts in a certain body of truths, fixed as dogmas.That is why theological teachings need additional sanction, which affirms a certain theology as canonical, implying that other variants of theological reflections are not canonical, and, therefore,must be condemned by the official church. Although theology assigns the tasks of defending, substantiating, and systematizing the basic tenets of religion to philosophy, very often, after some time, new measures of protection must be taken against the yesterday's defenders themselves, who in polemical fervor have passed very narrow boundaries set by the official canon.

Can we then conclude about full lack of coincidence between philosophy and religion on the basis of criticism of the first and non-criticism of the second? It ismost likely also to be wrong. V.V. Bibikhin wrote: "Pious askesis is so similar to the thought that it is necessary to be surprised at that decades to bein fact very few in the history when philosophy permitted itself to be festively open; but even then the basis and guaranteeing of the fest remained austerity" [5, p. 34].A certain sense of humility that the philosopher experiences before Truth, many times exceeding his ownself, probably makes religion related tophilosophy. The philosopher does not choose the truth, moreover, does not create it with his imagination - he serves it, just as the priest serves his deity. Moreover, Truth is by no means always a kind and grateful mistress, it can be cruel, heartless towards its ministers (let us recall, for example, the fate of F. Nietzsche).Truth is not what we choose in accordance with our own preferences, on the contrary, the recognition of truth often requires us to be courageous, which is resisted by a completely sincere craving for self-deception. A philosopher is to endue all this submissively, otherwise philosophy becomes a salon wisdom, where the main task is to sparkle with erudition and wit, to represent his self as vividly as possible, having received friendly favor from people of the same circle.

The critical function of philosophy does not contradict this pious humility: first of all, because doubt and criticism have as their supreme task not a victory over an opponent, rewarded by a sense of one's own intellectual superiority, which is also achieved, not always, by legitimate methods of eloquent persuasiveness (this is typical for salon disputes), but, rather, the coordination of intellectual forces in a single direction - towards the truth. Philosophical criticism does not seek to refute the truth but wants to bring the one. who expresses the criticized views, to the truth, by pointing out one's errors.

Philosophy and Art

Ordinary language sometimes easily identifies philosophy and art: for example, philosophy is sometimes calledto be "the art of a beautiful thought". For a number of reasons, philosophy really looks more like art than science: in philosophy, there is practically no advancing progress, the accumulation and addition of knowledge, as well as the obsolescence of past ideas and concepts, as it is always the case in science. Comparing the progress of medicine from the time of Hippocrates, K. Jaspers asserts that in philosophy we have hardly "advanced further than Plato did" [9].Philosophy contains always several competing, often even mutually exclusive directions and theories that more resemble art styles than scientific schools.

And yet, it seems possible to outline the difference between philosophy and art. For the first time this problem was the subject of special consideration in classical philosophy - by Socrates and his disciple Plato. In ancient culture, the closest form of art to the philosophy was considered oratorical skill, eloquence. In the tradition of the Sophists, eloquence was factually identified with philosophy itself and teaching to eloquence was perceived as teaching to the highest wisdom. Nevertheless, eloquence and philosophy, though they can use identical methods, have practically opposed a imsand applications of these methods: where philosophys trives to point to the truth asitis, irrespective of preferences of the speaker, or the listener, the task of eloquence is to convince of the truth of a viewpoint, being for some reason or other desirable for the speaker at the moment – in spite of the fact whether this point of view is true, erroneous or its truth is unknown.

Let us call to mind how Socrates in his well-known "Apologia" shows the boundary between the speeches of his accusers who spoke very expressively, but they did not care of the truth, and his own speech: "They, I repeat, haven't say a word of truth, and you will hear the whole truth from me. But Is wear on Zeus, the Athenians, you will no thear floweryspeech, embellished, astheyhave, with various turns and expressions, I will speak naturally, using the words coming first to my mind – after all, I am convinced of the truth of my words". Speaking of myself, Socrates says that he is"an orator but not according to their model"[10, p. 18].

The distinctions of Socrates from the traditional rhetoricians is most probablyin the very readiness, courage to tell the truth in any situation irrespective of the fact whether it is unpalatable for an interlocutor or creates danger for a person who tells the truth[1] – in essence, it is this Socrates's adherence to the truth that was a real cause of trial where he was sentenced to death.Another important distinction of the philosophical speech from eloquent speeches of ther hetoricians and poets is marked bySocrateswhen he relates his studies initiated concerning divine message that "there is no one who is wiser than Socrates". When Socrates comes to the poets who are considered to be the wisest for their works, he begins toask them: "I tookthose of their works, which I thought were most carefully worked out by them, and asked them what exactly they implied, and, by the way, to learn from them something". And then he realizes that "it is not because of wisdom they can create what they have created, but thanks to some kind of natural endowments, as if in a frenzy, like fortune-tellers and soothsayers; because these people also say a lot of good things, but they do not know at allwhat they suggest" [10, p. 21]

Thus, philosophy is supposed to bea discipline of thinking, expressed at least in the fact that the philosopher must always be able to explain why he adheres to this, and not to another opinion, on this or that question. It does not mean that his opinion should be accepted by all as the only true, just as we accept the scientific truth that went through all the necessary procedures of acknowledgement. However, it cannot be said that in philosophy all opinions and points of view are of absolutely equal worth - the validity and consistency of the point of view in philosophy are the most important requirements. If strictness and consistency of thinking leadthe philosopher to a contradiction to his own convictions, whatever attractive they are, he has either to abandon them and toturn to other positions, or in this way to modify his theory, so that this contradiction to be eliminated: just so Plato did, having undertaken in his old age a large-scale revision of his theory of ideas under the influence of criticism of Aristotle.

And yet, there exists something common between philosophy and art. The task of the artistic image, which art operates with, is not merely to describe, reflectan object that the artist conceives. The object reflected in the picture or described with the poet's words is just an excuse for conveying a certain emotional mood; the ultimate goal is to form a new emotional response in the soul of a person perceiving work of art. Science is completely inaccessible: the scientific language can accurately describe the subject, including the emotional state of a person (within the framework of psychological research) - however, science is powerless to evoke this emotional state in the person who is perceiving, it needs an artistic image.

Not with standing the declared rejection of rhetorical devices, Socratesuses many of the mind Plato's dialogues, and this is not an accident or inconsistency - such devices are strictly necessary for the purpose of conveying a philosophical idea. After all, philosophy also does not so much describe an object as it seeks to convey the thought that the philosopher has seized. However, it is impossible to convey a thought like a letter in an envelope, from one consciousness to another, the philosopher can only hope that his speech or the text will evoke a thought that is close in content in the consciousness of the perceiver. And this task to be decided requires the use of the artistic methods as well: in particular, it can be rhetorical techniques - figures of eloquence, rhetorical gestures, as well as the ways of persuasion. In the final analysis, we should always think for ourselves - using the results of someone else's thinking (including thinking of the philosopher) will be just the assimilation of information, but will never be thinking itself. The philosopher can only serve as a kind of a road sign in that direction, perhaps,there lies the thought. We should always move along this road alone. However,so as toreally want for a person to move in the direction indicated by the philosopher,

1. This formation of the truth used to be designated with the word «parrhesia» in Greek culture, which denoted perfect and free speech, expressing everything a man has in sleeve, even under those conditions when this perfect statement can be dangerous for the speaker. A detailed analysis of functioning this notion in Greek philosophy can be found in later lectures of M. Foucault: [11, 12, 13] sometimes he needs to be encouraged in a somewhat tender way, and perhaps even somewhat impolite, and philosophy can be understood as a kind of art of pushing a person to a thought.

4. DISCUSSIONS

One should not forget that speaking about "philosophy ingeneral" in this article, we make a very crude reduction, by abstracting from the multiplicity of forms of existence of philosophy both in history and at the present time. In reality, most likely, there is no single "philosophy in general", but there is a fairly largecorpus of different "philosophies", each of which can be located closer or further to science, religion and art.The purpose of our study was to reveal those bridges that cross spiritual chasms that separate the phenomena under discussion and make it possible for philosophy to approach a particular cultural form, never coinciding with it until it is indistinguishable. Ultimately, each concrete form of philosophy can be represented as a point between these cultural poles - art, religion and science.

5. SUMMARY

Certainly, philosophy is not a religion, although it contains a certain feeling of reverence, similar to religious veneration, which makes the philosopher follow only Truth and reason in everything and always - within the framework of those historically changing criteria of the first and the second, which the philosopher is dictated by his epoch. And even the desire to change these criteria inherent in the philosophers of the turning-ages, during which the fundamental paradigms were changing, was carried out exclusively in the quest of a more authentic Truth and a more perfect Reason.

Philosophy is not an art, because it still requires some general validity of its results and does not allow to treat its fruits only from the standpoint of judging subjective tastes - which, as is known, differ. The dispute over philosophical concepts and positions respecting certain rules is an absolutely necessary and most fruitful attitude to philosophy. Nevertheless, the common thing between philosophy and art is that they do not seek to convey some objective information about the subject that absorbsthem most of all: this is the world of human emotions and passions- for art, the world of thinking - for philosophy. The real goal is to evoke in the mind of the perceiver an emotion (for art) or a thought (for philosophy), close to an emotion or a thought experienced by the speaker - and this task already requires the use of means and methods that are of an artistic nature; rhetorical art proves to be the closest for philosophy in this case.

6. CONCLUSION

Thus, we come to the conclusion that the relation of philosophy to art and religion is not described in terms of rigid formal-logical relations-even the intersections of the content of the concepts that we have revealed differ from the formal-logical intersection by the nuances of treatments and interpretations of phenomena. The continuum of points in the plane located between the three main poles: science, art and religion, where philosophy would be in a state of unstable equilibrium, being constantly subject to forces of repulsion and attraction, could serve as the best model for describing the relationship of the concepts under study.

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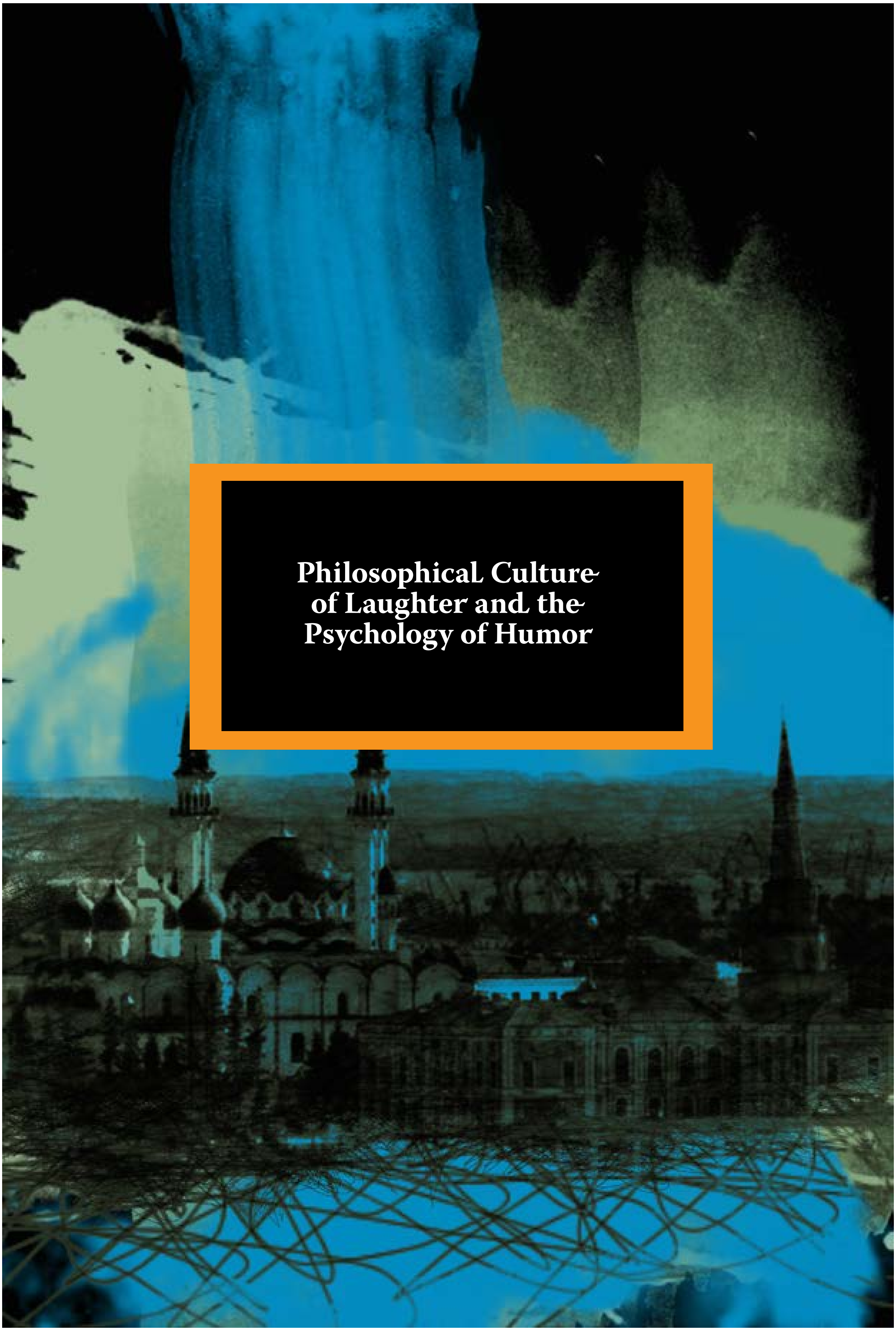

Philosophical Culture of Laughter and the Psychology of Humor

Philosophical Culture of Laughter and the Psychology of Humor

Cultura Filosófica de la Risa y la Psicología del Humor

ABSTRACT

The study of the phenomenon of laughter opens up opportunities in understanding the phenomenon of culture, since humor is an important element of culture, reflects the characteristics of national consciousness and attitude, is a means of regulating and preserving social values. The phenomenon of humor in Russian psychology is not fully disclosed, so it is important to turn to philosophy, cultural studies, in terms of which several areas of the study of the comic are of interest for psychology: the comic as deviation from the norm and the destruction of the sign system; distinguishing physiological laughter and social (cultural)laughter; the proportion of emotions and intellect in the comic.

The aim of the research is to reveal the lines of research in philosophy, culturology, sociology, which reflect the problems of human existence, the use of the comic in activity and education.

The analysis makes it possible to assert that the phenomenon of the comic is essential to study in all its manifestations in wholeness and unity: the physiological laughter and the comic laughter, the unity of emotion and intellect in understanding and creating the comic. It has been revealed that humor possesses a powerful potential, allowing the individual not to easily accept the norms and laws of society, but show some flexibility in the interpretation of these norms. To gain a better insight into thecomic, it is necessary to take into account the emotional and cognitive componen to fit. The results of the research can be useful for educational purposes in the development of programs for the development of creativity and the reduction of stress, the formation of a cultural identity of children and adolescents.

KEYWORDS: the comic, culture, humor, satire, irony, witticism, norms, emotions, cognitions, sign system

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RESUMEN

El estudio del fenómeno de la risa abre oportunidades para comprender el fenómeno de la cultura, ya que el humor es un elemento importante de la cultura, refleja las características de la conciencia y la actitud nacional, es un medio para regular y preservar los valores sociales. El fenómeno del humor en la psicología rusa no se revela por completo, por lo que es importante recurrir a la filosofía, estudios culturales, en términos de que varias áreas del estudio del cómic son de interés para la psicología: el cómic como desviación de la norma y la destrucción del sistema de signos; distinguiendo la risa fisiológica y la risa social (cultural); la proporción de emociones e intelecto en el cómic.

El objetivo de la investigación es revelar las líneas de investigación en filosofía, culturología, sociología, que reflejan los problemas de la existencia humana, el uso del cómic en la actividad y la educación.

El análisis hace posible afirmar que el fenómeno de lo cómico es esencial para estudiar en todas sus manifestaciones en la totalidad y la unidad: la risa fisiológica y la risa cómica, la unidad de la emoción y el intelecto en la comprensión y creación del cómic. Se ha revelado que el humor posee un potencial poderoso, que permite al individuo no aceptar fácilmente las normas y leyes de la sociedad, pero muestra cierta flexibilidad en la interpretación de estas normas. Para obtener una mejor comprensión del cómic, es necesario tener en cuenta el componente emocional y cognitivo. Los resultados de la investigación pueden ser útiles con fines educativos en el desarrollo de programas para el desarrollo de la creatividad y la reducción del estrés, la formación de una identidad cultural de niños y adolescentes.

Palabras clave: the comic, cultura, humor, sátira, ironía, witticism, normas, emociones, cogniciones, sistema de signos

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Tatiana Vasilyevna Artemyeva

Kazan Federal University. Russian Federation

tatyana.artemeva@kpfu.ru

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INTRODUCTION

The issues connected with the investigation of the comic are of etern discussed in russian studies on philosophy, linguistics, sociology: the works by Musiichuk [1], Sychev [2], Kulinich[3], Ryumina[4], Latyshev [5], Karasev[6]. Philosophy of comic and laughter, linguoculturology and humor, sociology of political humor, aesthetics of laughter, cognitive mechanisms of humor in the comic structure, the phenomenon of humor in social and information interaction, and the laughing culture of students as a creative and ontological phenomenon are studied. It is emphasized that laughter is born and exists in the zone of contact: of personalities and social groups, cultures and epochs.

The theories of the comic that unify sciences and highlight different levels of the ridiculous - from the linguistic game to global philosophical constructions - are widely studied in philosophy and, cultural studies, sociology, but serious psychological researches that reveal the phenomenology of humor, age-related features of understanding and creation of comic products are insufficiantly carried out. Shcherbakova's research, aimed at studying intellectual mechanisms of humor, is of interest [6]; Artemyeva'sstudy of dialectical actions in understanding of humor by children [8]; normative behavior of children [9].

In foreign science, via comic stories, scholars Ersoy and Turkkan [10] bring the problems with which children face in society to light. Cornelio-Mari [11] emphasizes that cultures, in which children live, exerts an important influence on their interpretation of social problems. Goel and Dolan [12] study the mechanisms of regulation by children ofaffective experiences of humor under the influence of social norms.

KellnerandBenedek [13], Nusbaumet al.[14] actively studied the effect of humor on cognitive (intellectual) development of children. The use of humor in education, for improving creativity of students, was studied in the works by Boyle and Stack [15]. Thework with comic texts containing humor, according to Teske et al. [16],furthers the development of creativity of younger schoolchildren, creates a positive attitude of mind.

METHODS

The methodological basis of the study were:

- Bakhtin's position [17] on laughter culture; Likhachev's studies [18] concerning the laughing world, Karasev's philosophy of laughter [5], the studies of social functions of humor and laughter by Dmitriev [19], of cognitive mechanisms of the structures of the comic by Musiychuk [1].

- basic points of cultural-historical theory of mental ontogenesis byVygotsky [20].

DISCUSSION

PhysiologicalLaughing– Comic Laughing: Nature and Culture

The predominant in the works of scientists is the idea of distinguishing two kinds of laughing: physiological laughting (laughing of the body) and social laughing(laughing of the mind), which are in opposition "nature - culture". The function of "laughter of the flesh" is no more than the expression of elation, while the actual comic attitude to the world is realized in "laughing of the mind" (Karasev). According to Sychev [2], laughteris closely connected with the biological nature of man (vulgar and causeless bodily joy, gluttony, drunkenness, debauchery), is opposedtocultural (civilized, purposeful, honed and reasonable)laughter.

The distinction of the comic,according toE.Aubouin,comes about the courseof the unconscious – the conscious, the purposeless–the purposeful, that one can also regard it as a specific kind of dichotomy of nature - culture [21]. Ryumina [4] differentiates the three aspects of laughter: the manifestation of human physiology, the manifestation of his psychic life, and as a phenomenon of culture. The pre-cultural, "psychophysical laughter" is connected with bodily comfort, the comic is viewedas the phenomenon of culture. Sychev [2] also speaks of the division of laughter in the line of "nature – culture": the laughter of the body and the laughter of the mind. The funny is the phenomenon of psychophysiological order, and the comic, according to Borev [22], has an aesthetic nature and social character.

Physiological (Natural) Laughter

L.V. Karasev [6] refers silly, low, laughter, the laughter with joy, vital laughter, the laughter of satiety and pleasure to "the laughter of the flesh" or "the laughter of the body". But the bodily laughter stands for nothing but the memory about vital energy, about the enthusiasm of reproducing and playing body. Physiological laughter is externally causeless, while the presence of an object, i.e., something ridiculous which people laugh at, is inherent incultural (social) laughter [4]. Physiological laughter, according to Latyshev [5], can be caused with tickling and the impact of chemical substances: alcohol, narcotics, etc., and also one can refer hysterical laughter, the laughter of psychically unbalanced peopleto it.

M.A. Kulinich [4] refers a rather wide circle of phenomenato the laughable: chance coincidences, absurd external situations, a clown trick, a funny trick of anabsent-minded person, a witty aphorism, an unexpected discovery of inner emptiness and insignificance of a person - anything that can arouse a corresponding language reaction.

Humor as a Cultural Phenomenon

Cultural laughter, the laughter of "the mind",as Karasev thinks [6],is connected with comic evaluation. According to Stolovich [23], the comic is self-disclosure of phenomena and people, the exposure of their true value sense, a contradiction and contrast between the phenomenon and its individual sides with negative value potential and genuine values being common to all mankind.

In the philosophical tradition it is considered that the comic is satirical and humorous and is in three main forms, which are called humor, satire and irony. Hartmann, studying various forms of the comic, speaks about its two subdivisions: hearty (humor) and heartless (satire) cheerfulness [22]. Stolovich [23] also distinguishes two basic forms of the comic: "satiric comicality" and "humorous comicality". Latysh [5] argues that it is impossible to draw boundaries between these concepts: at the best, one can distinguish borderline areas.In Borev's judgement [22], satire and humor are marginal poles of a wide spectrum of various forms of the comic. The intermediate form of the comic is irony. Pure states of humor, satire and irony in real life occur rare. This is due, first of all, to the fact that the character of laughter is determined by the intentions of the subject, which are difficult for an outside observer to appreciate.

Latyshev [5], singling out sarcasm as another independent form of the comic, believes that it is,but not satire,a marginal pole of all possible forms of the comic.

Ridkozubova [24] subdivides the culture of laughter into irony, caricature, parody, satire and humor, defining the culture of laughter as a cultural and psychological phenomenon, in which the person'sability to comic evaluation of reality is expressed. Ryumina [4] differentiates the following "subcategories" of the comic: humor, wit, irony, satire, parody, caricature, grotesque.

Hence, in philosophical studies one distinguishes humor, satire, irony, sarcasm, wit in the structure of cultural laughter.

Laughter – Social and Moral Norms

In philosophy, cultural studies, and sociology the comic is often regarded as a divergence from the norm. The discrepancy between the objective features of the object and the existing idea of the norm in consciousness of a man is the fundamental premise of the comic. The dual aspect of the perception of the world and human life has existed already at the earliest stages of the development of culture. In the folklore of the primitive peoples alongside with serious cults, there were also thecults pf laughing that ridiculed the ribaldries of the deity. The folk culture of the Middle Ages and the Renaissance has been explored by Bakhtin [17], who believes that all the laughter forms underwent rethinking, complication, deepening and became the basic forms of expression of the people's attitude, the popular culture (carnival). The carnival temporarily relieved a person of the prevailing truth and existed system, abolished all hierarchical relations, privileges, norms and prohibitions [17]. By means of a timely joke, the laughing cooled the things down, created by "prohibitive social norms" [19].In an implicitand explicit form in this "monkey business" there is a critic of the existing world, the existing social relations, social injusticeare exposed. The comic appears as a deviation from the social and moral norms. Often this laugh was directed at the laughing themselves [17]. The laughing laughed at himself, at his misadventures and failures [18]. The variance with the norm gave rise to an external comicality (the disturbances of the physiological type of random situations), the variance with the ideal - the value-generalizing comicality, the comicality of internal inferiority, insignificance. The laughing a priorihas the ideas of the due, with which the reality with all its imperfectionsis compared [25]. The social functions of humor in interpersonal communication have been studied by Ziv [26], Bowker [27], Akhmetzyanova [28].

Laughter as a SignSystem

Laughter, according to Likhachev [18], violates and destroys the entire sign system, existing in the world of culture. The sense of the Old Russian parodies consisted in destroying the meaning and ordering of the signs, making them senseless, giving them an unexpectedly irregular meaning, creatinga disodered world, a world without a system, anabsurd world. The purpose of the parody was the destruction of the sign system of this society and the creation of an absurd world in all respects – the world of "anticulture", via special intonation, facial expressions, gestures, behavior, conventional clothing and makeup. These signs were used to give the work another meaning, which was absent in the parodied object-the laughing meaning.

Making the word senseless was of ten used in one of the national Russian forms of laughter- buffoonery [18]. Buffoonery destroyed the meanings of words, distorted their external side, using the wrong etymology, the words were similar in pronouncing. Rhyme united different meanings with superficial resemblance, made the phenomena silly, by making the similar different, depriving the phenomena of individuality, removing the seriousness of the narrated story. In order to destroy the sign system and cause the comic effect, a certain system of phenomena or concepts, that is, the system of words[29], meanings [6], was deliberately constructed. By destroying humor, something one's own was built: the world of disturbed relations, the world of absurdity, logically not justified relations, the world being free from conventions [18].

Emotional and Intellectual Constituents of the Comic

Emotional Constituent of the Comic

Bergson believes [30] that comic does not exist out of a person, laughter is the strongest emotion that has a pronounced "social significance".The comic is based on a particular sensuous-emotional state, which is initially manifested as a physiological reaction. Sychev [2] believes that laughter as an emotional state is opposed by fear. Fear and laughter can be interpreted as specific types of reaction to physical, moral and social evil.

By the nature of the emotions caused by that or other kind of the comic, laughter is subdivided into: cruel, acrid, tormenting, contemptuous, affecting,fond, sarcastic, tragicomic, refined, crude, healthy, sick. One also distinguishes the types of laughter depending on the level of consciousness of the laughing. Laughter is conscious when a person completely controls the process of perceiving the comic and his emotions about what is going on at present [30]. Comic criticism is emotional: laughter becomes laughter, only when it is connected with a gamut of diverse feelings - fromwell-disposed reproach to wrathful unmasking[22].

Humor reflects apositive attitude towards man, subject. Humor implies that something positive and attractive stands for the ridiculous, for the flaws that cause laughing. One laughs with humor at the shortcomings of the beloved. In humor, laughter combines with kindly feelings for that it is directed to[1, 31].

Satire is directed towards the negative features of the ridiculed. The purpose of the comic, expressed in the form of satire, is in the struggle with the old and the obsolete [3]. However, the comic does not require heart anesthesia of short duration, the strong emotions (pity, sympathy, etc.) kill laughter. The object of laughable cannot be a crime or misfortune [32], it should not cause sympathy: people's grief, suffering, troubles turn laughter into an ethical unacceptable act.

Cognitive Aspect of the Comic

Wit is defined, first of all, as a mental, cognitive characteristic, manifested in ingenuity by creating ridiculous or caustic expressions, subtlety of the mind. The basic aspect of wit is cognitive. Wit is characterized by a semantic surprise, drawing remote concepts accordingto the essential characteristics together.

The cognitive aspect of the concept of "wit" is singled out by Churmayeva [33], Luk [34], emphasizing that witisism contains a semantic surprise, a quick reaction of thought to the words of the interlocutor or to the situation.

Wit does not fully enter into the sphere of the ridiculous: its main characteristic feature is the elegance and refinement of speech, the subtle taste, the ability to connect heterogeneous notions and situations in an exact and actual expression[32].

According to Morreall J [35], the theory of excellence is focused on the sense and emotional side of laughter (on emotions included into laughter), the theory of discrapency is on the cognitive side (on the objects or ideas that cause laughter), the theory of relief - on the physical side of laughter (on the physical form of laughter, as well as its biological function).

CONCLUSION

The analysis of philosophical, cultural and sociological studies conducted by the scholarsmake it possible to claimthat laughter cannot be only the laughterof the mind or the laughterof the body. The investigation of laughter must take into account the existence of various tendencies in the comic (corporeal and rational), the possibility of their intersections, coincidences, mutual influences.

Humor has a powerful potential, allowing the individual not just to adopt the norms and laws of society, but demonstrate some flexibility in the treatment of these norms. Psychologically, laughter allows to relieve a person of the responsibility to behave according to the existing norms in the society [36].

The process of cognition, based on humor, proceeds through the resolution of contradictions and is mediated by intellectual activity. To understand the phenomenon of the comic, with the aim of education it is necessary to take into account the emotional and cognitive component of the comic. And if humor is primarily conditioned by emotional, mental characteristics of man, wit –by intellectual distinctions, intellectual activity. Since the ability is formed and developed in the ontogenesis of the sense of humor of a particular person, the level of his development will reflect the psychological and age, social, cultural and moral characteristics of man.

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The polyfunctuanality in the names of newspapers and magazines.

The polyfunctuanality in the names of newspapers and magazines.

La polifuncionalidad en los nombres de periódicos y revistas

ABSTRACT

The rapid growth in the number of newspapers and magazines in the communicative space of Russia at the end of the 20th century and the beginning of the 21st century, caused by civilizational, economic, cultural and communication processes. This poses the task of scientific coverage of the nomination problem of periodicals, including the private task of establishing the role of the newspaper and magazine names in the communication processes. The authors solve this task based on two fundamental theses. First, the article highlights the antinomical communicative status of the names of newspapers and magazines. In the processes of communicative interaction, the title of a periodical can be used in isolation from the whole text of a newspaper or magazine and be relatively independent, i.e. autosemantic. Thus, in the combined catalogs of printed periodicals, in the process of verbal or text communication, when it is necessary to point to a specific media publication, the name of periodical is used as a self-sufficient sign. Secondly, the name of the type we are investigating is syncretic: it is not only the designation of a newspaper or magazine (hemeronym), but it is a commercial name (ergonym). The above circumstances predetermine the polyfunctionality of the object under study. The study established that the title of periodicals performs the following interrelated functions in the communication processes: nominative, individualization of the publication, excretory-identifying, graphically structuring, potentially predictive, influencing, advertising, creating the information effectiveness of a newspaper or magazine, reducing the risk of incorrect purchases, aesthetic. The work emphasizes that the functional mobility of the name is largely shaped by visual means - graphic and paragraphemic.

Key words: newspaper, magazine, name, trademark, market model of mass communication, functions.

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RESUMEN

El rápido crecimiento en el número de periódicos y revistas en el espacio comunicativo de Rusia a fines del siglo XX y principios del siglo XXI, provocado por procesos de civilización, economía, cultura y comunicación. Esto plantea la tarea de la cobertura científica del problema de nominación de las publicaciones periódicas, incluida la tarea privada de establecer el papel de los nombres de periódicos y revistas en los procesos de comunicación. Los autores resuelven esta tarea en base a dos tesis fundamentales. Primero, el artículo destaca el estado antinómico de la comunicación de los nombres de periódicos y revistas. En los procesos de interacción comunicativa, el título de una publicación periódica puede utilizarse de manera aislada del texto completo de un periódico o revista y ser relativamente independiente, es decir, autosemántico. Por lo tanto, en los catálogos combinados de publicaciones periódicas impresas, en el proceso de comunicación verbal o de texto, cuando es necesario apuntar a una publicación de medios específica, el nombre del periódico se utiliza como un signo autosuficiente. En segundo lugar, el nombre del tipo que estamos investigando es sincrético: no es solo la designación de un periódico o revista (hemerónimo), sino que es un nombre comercial (ergonym). Las circunstancias anteriores predeterminan la polifuncionalidad del objeto en estudio. El estudio estableció que el título de publicaciones periódicas realiza las siguientes funciones interrelacionadas en los procesos de comunicación: nominativo, individualización de la publicación, identificación excretoria, estructuración gráfica, potencialmente predictivo, influyente, publicitario, creación de la efectividad de la información de un periódico o revista, reduciendo el riesgo de compras incorrectas, estéticas. El trabajo enfatiza que la movilidad funcional del nombre está conformada en gran medida por medios visuales: gráficos y paragraphemicos.

Palabras clave: periódico, revista, nombre, marca comercial, modelo de mercado de comunicación masiva, funciones.

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Liliya R. Muhametzyanova

Kazan Federal University. Russian Federation

aklilya@bk.ru

Leyla A. Mardieva

Kazan Federal University. Russian Federation

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INTRODUCTION

Since the end of the 20th century, the rapid growth of the periodical publications market has been observed in Russia, due to the development of new technologies in the production of printed materials, the emergence of private non-state media, the increasingly differentiation of newspapers and magazines into different types, depending on the target audience, goals and objectives of publishers etc. According to the official report of the Federal Agency for Press and Mass Communications of the Russian Federation, today the print press remains one of the main information and communication media along with the Internet, television and radio: “Out of 79,786 mass media included in the register of the Federal Service for Supervision in the Sphere of Communications, information technologies and mass communications (Roskomnadzor) as of April 17, 2017, two thirds are periodicals” [1].

These facts demonstrate the relevance of the periodical naming problem and the urgent need for scientific research of the names of newspapers and magazines, and in particular the establishment of their functions in the processes of mass and interpersonal communication.

MATERIALS AND METHODS

The variety of the name forms of periodic publications in the communicative space determines their antinomic communicative status. The name of a newspaper or magazine is relatively autosemantic in the conditions of its isolated use from a newspaper or magazine text. For example, in the united catalogs of “Rospechat”, “Press of Russia”, etc.; in texts of various genres and styles, if necessary, with the reference to a particular media outlet and etc.

The name of a newspaper or magazine is synsemantic, if we consider it as a structural element of an integral sign - the cumulative text of a newspaper or magazine. Antinomic communicative status of newspaper and magazine names in many respects predetermines the multifunctional nature of the object under study.

Polyfunctionality of the name of periodical is also determined by the conjugation of the name type (hemeronym) in question with commercial names or ergonyms. Ergonomics in the broad sense include the names of business associations and the names of brands, “lines” of goods and services. [2]. If the newspaper and magazine is a “periodical printed publication, which is a form of periodic distribution of mass information” [3], then the edition of this periodical “is an organization, which carries out the production and release of mass media” [Ibid.]. In the name of a newspaper or magazine, both these hypostasis - the edition and its editors - are inseparable from each other, which predetermines the conjugation in the title of the periodical of the actual hemeronymic essence and its ergonymic nature.

Such syncretism is typical for many modern proper names. It is no coincidence that S.A. Kara-Murza considers some onyms from the point of marketing and naming as a sign of firm identification [4]. In K.R. Isyanov’s research, the names of periodicals are included among other names in the category of commercial names [5].

The question of the functional purpose of onyms is in the center of attention for many researchers. The functions of the names of periodicals were not the subject of special consideration. However, scientists raised certain problems of the functional purpose of the names of periodicals. Thus, E.A. Khomenko singles out the utilitarian function of the header complex, defining it as a newspaper header. According to the scientist, the integral part of the headline complex of the newspaper is the logo (the original graphic outline of the publication title) - an orientation tool, indicating the beginning of the publication and appears to be its label and trademark. The publication logo becomes an identification mark of the newspaper [6]. V.V. Tulupov also writes about the orientation function of the title of publication, considering the title of publication as part of the general design of the periodical [7]. At the same time, there are no special studies devoted to the functions of the names of newspapers and magazines.

Research material included over 500 titles of newspapers and magazines published in the Russian Federation from 1917 to 2017.

RESULTS AND DISCUSSION

The name of a newspaper or magazine, like any other name, fulfills the nominative function: as a special kind of onym - hemeronym. It refers to periodicals as onym, combining in itself the signs of an ergonym (trademark) and performs the individualization function of a newspaper or magazine and its editorial staff.

The constancy of the title is one of the main defining characteristics of the newspaper or magazine and is emphasized by the right of exclusive use of the title by the publisher [8].

The name of a newspaper or magazine, like any proper name, is an identity mark, hence, the name of this group of objects performs a selective-identifying (or selective-recognizing) function. The name allows the publisher to single out its publication from among similar ones, and the potential reader to identify it from a number of other periodicals of this type and to recognize the similarity of this newspaper or magazine release with previous ones.

We understand the newspaper and magazine as a complex intellectual-communicative product, where many texts united into one whole, embodied in the title of the publication by the intention of publishers and owners. Such an approach presupposes recognition of the fact that the name of the publication "together with its adjoining elements forms a special kind of text (nowadays more and more polycode character)" [9], which occupies a separate and supra-textual position and is visually highlighted due to its location (at the top of the first page of the newspaper or on the cover of the magazine) and special graphic means [Ibid.]. The synsemantic nature of the newspaper or magazine name (as a complex semiotic sign) predetermines its graphically structuring function, as well as the potential prognostic function and, of course, the advertising function.

The name of periodical should attract the attention of the potential reader (the advertising function) and induce him to act - to buy and read a newspaper or magazine (the incentive function). Some works consider the incentive (also called the influential) function the same as the advertising one. We propose to distinguish these functions.

Let's consider the previously allocated functions in more detail from the perspective of properties and features of commercial signs. Just like the hemeronyms, the names of brands of goods and commercial organizations are characterized by polyfunctionality (for example: Supernanskaya [10]; Sialm-Bossard [11]; Grosse, S. [12]; Klickow, R. [13]; Voigt, G. [14]; Scharf , A. [15]; Platen, C. [16]; Stoll, K. U. [17]). Among the main functions of commercial names, K. Schmidt includes the following: the creation of the image of the goods, information efficiency and reducing the risks of incorrect purchases [18].

The name, and, to be more precise, the whole verbal-visual complex forming with the name one visual field, as a rule, reflects the information content, the so-called "content" of the periodical, and due to its synsemantic nature represents the image of a newspaper or magazine, hence fulfilling predictive and advertising function. The image of publication, embodied in the brief form in its title (presented as verbal, paragraphemic and non-verbal means) attracts the attention of its readers, launches mechanisms for activating the memory and cognitive activity of potential readers and consumers of the publication, awakening their interest. The name of a newspaper or magazine performs a recognizing / identifying function, and induces (stimulates) the reader to buy a newspaper or magazine - the product of commercial activities of its editorial office. Thus, the title of a periodical, as a complex semiotic sign of a heterogeneous character, is a means of creating information effectiveness of a product (newspaper or magazine) and reducing the risk of incorrect purchases.

The functional proximity of the hemeronyms with ergonyms raises the question of the expressiveness of the object under study and its potential influence on the consciousness of readers-consumers of newspapers and magazines. The active function of the language, as a rule, is primarily associated with expressiveness. However, not every name as a linguistic phenomenon can and should be expressive (see, for example, the names of republican newspapers: "News of Tatarstan", "Tax News", "Leninogorsk Vesti", "Woman", "Bank newspaper"; magazines: "Elite of Tatarstan", "Kazan Medical Journal", "Accountant of Tatarstan", "All Real Estate", etc.). The influence of such types of periodicals is rational. At the same time, one cannot but recognize the expressiveness of the names of newspapers and magazines of the first half of the twentieth century (for example, "For Land and Freedom", "Banner of the Revolution", "Forward", "Wings of Soviets" "Red Banner", etc.). Of course, the topic touched upon requires a special study. At this stage, I would like to emphasize the following. The expressiveness of the newspaper's name is often formed by paragraphemic means or by non-verbal elements (for example, pre-existing visual images (19)) included in the structure of the title as a special complex type of text of a polycode character. Thus, the expressiveness of the name "Evening Kazan" is largely determined by its position on the newspaper page: the diagonal arrangement creates a visual effect of the movement, thus suggesting the dynamic rhythm of the city's life. Here we see a vivid example of the use of paragraphemic expressive elements.

The influential function, and therefore, the advertising purpose of the publication title as a complex semiotic formation is largely promoted by its aesthetic function (the aesthetic function of the onyms is written by K.U. Stoll, M.E. Novichokhina, A.P. Kisilev, V.V. Tulupov, E.A. Khomenko, and others).

To the linguistic and aesthetic properties of the commercial name, K.U. Stoll relates: relative simplicity, readability and pronunciation, euphony, intelligible acoustic perception, interlanguage adaptability [17]. As you can see, the scientist focuses on the phonics of the name of a commercial product. For the title of a newspaper or magazine as a printed product, especially in the aspect of its synsemantic nature, its visual implementation is of a high importance (graphic, printing, design solution).

Noting the paramount importance of the functional properties of the periodical, A.P. Kiselev also draws attention to the importance of aesthetic qualities: "Making a newspaper or magazine publication can be impeccably rational in practical terms, but if it is not aesthetically expressive, then the external appearance of the publication at best will leave the reader indifferent, and at worst - will make him feel bored and irritated. And aesthetically attractive form is able to interest the reader even before acquaintance with the publication content and induce him to read" [20]. V.V. Tulupov points to one paradoxical requirement for the form of the periodical: "The more imperceptible (convenient) the form is, the less it distracts the viewer's attention, the more grounds to consider it expressive, since it fulfills its main task - to disclose content"[21], about this same wrote and A. Khomenko [6]. This remark is true with respect to the text. However, certain elements of the form, for example, the title, need to have such a property as signaling, that is, be noticeable and memorable.

The graphic individuality of the newspaper is determined, first of all, by the name (logo) delivery form. It highlights the stylistic features that can create the effect of an instant association with the publication orientation. For example, the logo of the "Rossiyskaya Gazeta" is stylized under the title font of the Cyrillic print of the old printed books, which associatively indicates the special "Russianness" of the publication. "Izvestia" and "Pravda" all the time of their existence retain in the font design the stylistic features of the beginning of the century, when these publications were born, thus associated with the revolutionary transformations of the Soviet era. The reader's visual memory in many respects connects the content of the newspaper with the features of the form and the inscription of the title, the cardinal changes of which can destroy the visual image of the publication that has developed in memory.

CONCLUSIONS

Thus, the names of newspapers and magazines perform the following functions: nominative, the function of individualization, excretory-identifying, graphically structuring, potentially prognostic, advertising and aesthetic function. All these functions are closely interrelated and interdependent, due to the syncretic onymic nature of the newspaper names and largely predetermined by their antinomic communicative status. Functional mobility of the name is formed not only, and often not so much, by lexical means, but also visual means - graphical and paragraphemic, quite often the appearance of the name evokes interest of the potential addressee, forms associative increments set by the publisher and makes the reader select and remember this periodical

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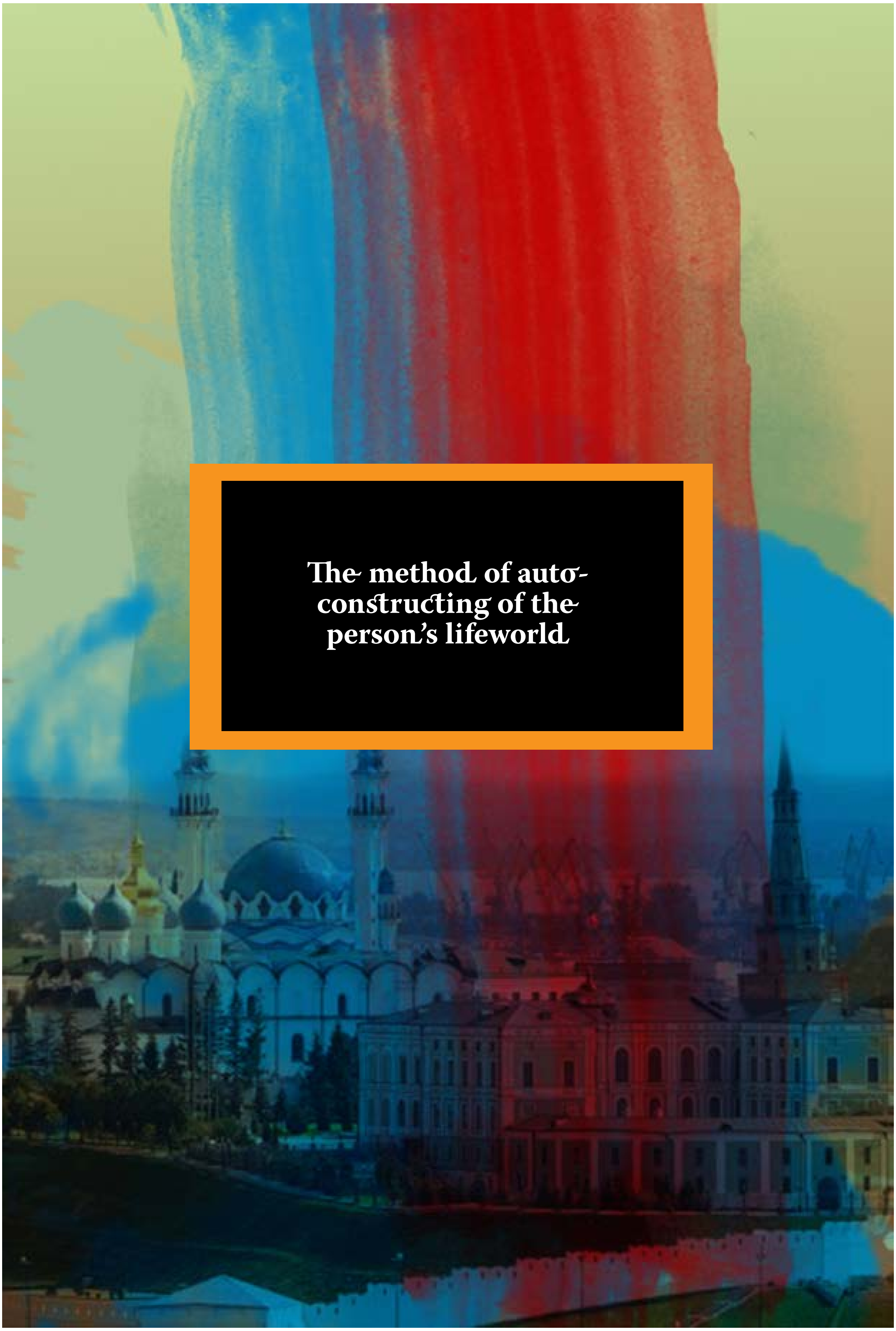

The method of auto-constructing of the person's lifeworld

The method of auto-constructing of the person's lifeworld

El método de autoconstrucción del mundo de la vida de la persona

ABSTRACT

Auto-constructing is one of the new person's self-processes, determined by the necessity to use new terminology in the experimental psychology of the postmodern period - the time of practice-oriented results. If self-development is, in our opinion, a term, which characterizes the initiative actions of the person during process of her multi-directional growth, auto-constructing is the term, which describes a more directed self-transformation of the personality in the conditions of a specific social situation.

The leading method of research was modified version of "Self – Interview". The considered variations of the "Self – Interview" method allow to manifest person's activity as self-transformation in the form of "self-development", which is carried out in many ways. One of the ways is auto-constructing of the person's life path towards a specific, self-chosen goal, which is determined by the social situation. Modification of method "Self – Interview", suggested in this research, based on idea of influence of reflexive self-analysis on the goal choice with psychological searching of the possibilities for its achieving. So, this method translates the idea of introception – transforming of external goal which is chosen by experimenter into the internal goal of the person.

KEY WORDS: self-development, auto-constructing, person, method, practical psychology.

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RESUMEN

La autoconstrucción es uno de los procesos propios de la nueva persona, determinado por la necesidad de utilizar una nueva terminología en la psicología experimental del período posmoderno: el momento de los resultados orientados a la práctica. Si el autodesarrollo es, en nuestra opinión, un término que caracteriza las acciones de iniciativa de la persona durante el proceso de su crecimiento multidireccional, la autoconstrucción es el término que describe una autotransformación más dirigida de la personalidad en el condiciones de una situación social específica.

El principal método de investigación fue la versión modificada de "Entrevista personal". Las variaciones consideradas del método de "autoentrevista" permiten manifestar la actividad de la persona como auto-transformación en forma de "autodesarrollo", que se lleva a cabo de muchas maneras. Una de las formas es autoconstruir el camino de la vida de la persona hacia un objetivo específico, elegido por uno mismo, que está determinado por la situación social. Modificación del método "Autoentrevista", sugerido en esta investigación, basado en la idea de la influencia del autoanálisis reflexivo en la elección del objetivo con la búsqueda psicológica de las posibilidades para lograrlo. Por lo tanto, este método traduce la idea de la introcepción: la transformación del objetivo externo que el experimentador elige en el objetivo interno de la persona.

PALABRAS CLAVE: autodesarrollo, autoconstrucción, persona, método, psicología práctica.

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Pavel Nikolaevich Ustin

Kazan Federal University. Russian Federation

pavust@mail.ru

Leonid Mikhailovich Popov

Kazan Federal University. Russian Federation

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INTRODUCTION

According to the work of social scientists (Baudrillard, 1996; Gergen, 2012; Jameson, 2015; Derrida, 1980; Foucault, 2008 etc.) the modern stage of development of society can be labeled as “era of postmodern”. In the system of scientific knowledge postmodernism as a reflection of the “era postmodern” assumes a critical treatment of the categories, concepts and methods which corresponded to the “era of modern”.

In the framework of psychological science the serious criticism of the existing theoretical positions (in particular, behaviorism, humanism, cognitivism) was carried out in the framework of social constructionism. Social constructionism is a new direction which reflects the idea of postmodernism in scientific knowledge. According to A.M. Ulanovskiy social constructionism recognizes the primary role of discourse and relations between people in the construction of their world and self (Ulanovsky, 2012). It positions the need to reject the ideas about universal absolute truths, standards of behavior, psychological processes and considers these ideas in relation to the culture and history of specific communities.

Community is one of the key concepts in the framework of social constructionism. This is due to the fact that one of the characteristic features of postmodern society is its fragmentation. The result of such fragmentation is appearing of diverse communities (e.g., gamers, childfree, neo-paganism, etc.). This communities form (construct) their own lifeworlds which undermine the common (universal) system of concepts and symbols.

Thus, the life-world is another key concept of social contructionism. In turn, the proximity of social constructionism with the ideas of phenomenology allows to use phenomenological approaches related to such concept as “lifeworld”: the works of the founder of phenomenology E. Husserl (Husserl, 1970) and the works of the founder of phenomenological sociology of A. Schutz (Schutz, 1973). In psychology this is ideas about gestalt psychology in studies of perception and productive thinking (M. Wertheimer, K., Koffka, K. The Dunker), “phenomenological field” (K. Levin) and psychology of emotions (F. E. Vasilyuk, 1984).

A qualitative transition of modern society to a new level opens a scientific problem: the lack of research methods and technologies for experimental studies of psychological and socio-psychological phenomena occurring in modern society. In psychology this problem can be solved through transformation (development) of the arsenal of existing methodological means in the context of qualitative changes that reflect the postmodern society.

This study is one of the variants of the research method transformation to the demands of modern psychology through integration of key positions of the socio - constructionistic trends in categorical and conceptual apparatus of the person-activity approach. It presents a description of method “Self-Interview”, which was modified according to modern realities and which is focused on self-knowledge of man’s life-world and stimulation of its auto-constructing.

METHODS

The experimental base of research was Kazan (Volga region) Federal University in Russia Federation. The participants of research were students and graduate students from various learning profiles (psychology, mathematics, physics, history, jurisprudence, biology and etc.). The number of participants was 120.

Methods of research were: interview, qualitative analysis, introspection, constructing and auto-constructing, theoretical analysis.

The leading method was interview. Specific of interview was determined by its focus on inner psychological processes of participants and included self-describing (introspection), influence of experimenter (constructing) and stimulation of initiative activity of person (auto-constructing).

Qualitative analysis included content analysis and systematization of empirical data during modifying of interview algorithms.

The theoretical analysis included the study and systematization of literature resources about psychological mechanisms and patterns of introspection, self-development and initiative activities of person.

The procedure of creating of method included working out its algorithm, instructions, psychological instruments. The efficiency rating of technology included observations, interviewing, feedback and qualitative analysis.

RESULTS

The method of "Self- Interview" was based on our desire to provide research participants with method of systemic and structural comprehension of their inner world, which includes the possibility of self-transformation, that is, self-development. The research participants were asked to write an essay about themselves as an alternative form of the exam. It was given a plan of self-cognizing, based on the basic blocks of human psychology: "I am as a person", "My intelligence", "My emotional world", "My will", "My contacts", "My influence". It was also encouraged the selection of difficulties (problems) for each block and searching of the assumed ways of its overcoming. Also criteria for quantitative assessment of works were developed. They included two vectors: the ability to master psychological culture and ability for self-development.

Experimental material which was received over many years of working within the framework of this problem showed that there are three types of "Self- Interview": structured, semi-structured and free (unstructured). From the position of self-development ability semi-structured and free interviews are more interested. They are characterized by initiative desire to go beyond the marked script. And interviews, which were written in semi-structured and free styles, included a variety of social situations with the participation of the author of the work. However, it should be recognized that in most part of the obtained materials was dominated by the external goal (the goal of the experimenter) – interviews were written in structured or semi-structured styles.

The part of interview, connected with the instruction for participants to describe their psychological characteristics that is to show their level of mastering the psychological culture encouraged most part of students to present information about themselves as unique person formally: about their intelligence, emotions, communication and influence. Also the desire to borrow (compile) text from literary sources was noticed. So, this part of text was written not in productive (creative) but in reproductive style.

But, the suggestion of the experimenter to note the difficulties and possible ways of their overcoming in half of the cases found the response from the students and they shared their problems in the hope to obtain from the experimenter an advice or consulting. It can be assumed as primary attempts of initiative (active) behavior, associated with experimenter's work. And only in individual cases some students demonstrated real initiative (active) behavior – they changed suggested interview plan or rejected it and created their own composition variant. Such materials were considered as semi-structured and free interviews. So the behavior of most participants in experimental research can be interpreted through the scheme: "stimulus-response".

Such results generated new task - to implement the basic idea of the W. Stern's concept – the idea of 'introception' - when an external purpose, i.e. the purpose specified from outside, transforms into the internal goal of the person.

This problem was solved by changing of "Self-Interview" instruction through the terms of "Activity theory" (Leontiev, 1977). New instruction was constructed with using such elements as: purpose, actions, ways of their doing and emotional attitude to them ("experience"). Using this type of "Self-Interview" allowed to receive a large number of self-descriptions. In some cases this descriptions included a comprehensive portrait of yourself, your needs, abilities, moral obligations to parents, academic leaders. In other cases this descriptions distinguished by a focus on a specific goal (e.g. "to be a psychologist of top level"). Such cases showed the chain "I – Want – Can" and participant's desire to correlate all components of this chain with the intended purpose.

The practical value of information about inner world of "Self-Interview" respondents was increased during work with graduate students who represented a component of "Want" (motivational component) more directionally. For them it is correlated with the specific purpose - want to write a dissertation. This fact stimulated us to formulate more complete instructions in activity part of "Self-Interview". Activities of respondents should be provided with describing of time and space, connected with time-consuming and limits transitions from stage to stage. It turned out that in some cases, the goal has remained without working out of the space-time parameter, in others it was taken into account. Most part of interviews was described in semi-structured style. In some cases, interviews were written in free style with a description of the biographical data and the obstacles that had to be overcome.

Next step of "Self-Interview" method customizing included integration its general algorithm of self-describing with theoretical provisions of S.L. Rubinstein about the structure of personality in the form of a triad: "I want" – "I can" – "Who I am" (Rubinstein, 2012). S.L. Rubinstein allocated motivation, abilities and personality as central psychological components of human being. Taking into account potential initiative of person and its regulation determinants, we expanded this list of components. So this list also was complemented with person's activities, person's attitude toward these activities and also its volitional and moral components. So the algorithm of introspective self-description has received such form as: "I" – "Want" – "Can" – "Must" (as signs of will and moral duty to someone) – "Act" – "Worry". Thus, such approach included not only full describing of respondent as the person, but also it stimulated identifying his numerous needs, motives, and abilities.

What is about such element as "Must" in algorithm of method, it was introduced for accounting of person's inner obstacles, which could be presented through particle "Not" in the chain: "I"-"Want"-"Can". For example: "I want to, but I can not" or "I do not want to, but I can"." So, element "Must" reflects the willpower of the person in overcoming obstacles during solving problem and person's moral duty in front of someone. It should be noted that in all cases of this variant of method we couldn't fully transform external goal (from experimenter) to internal (own personal).

At final step of "Self-Interview" method customizing we concreted the content of elements for more effective stimulating of transforming external goal to internal goal (to stimulate the process of independent formulating of goal by a person). Was proposed following variant of algorithm: "Want" – "Can" (according to abilities and qualities of person) – "Must" (as "will" and "moral debt") –"Act" (taking into account the factors of time and space, but also "risks" when person achieves every goal) – "Worry" (attitude toward activities). So we removed element "I" and focused on features and characteristics which are most important in effective goal achieving.

Also new category "risks" was introduced into content of such element as "Act". Under risk we understood sudden obstacles which may prevent the achievement of goals, up to the task's reorientation of the person. This reorientation can happen, for example, in situations of frustration. Thus the final version of the "Self-Interview" reflected concrete motivation and actions of the human being linked to a particular situation in his life and connected with his desires, opportunities and risks. Such approach allowed to use "Self-Interview" as method of individual constructing (auto-constructing) by person his lifeworld. So final variant of method gives to respondent complete algorithm of self-describing, but goal and ways of its achieving person find itself, without help of experimenter.

DISCUSSION

The subject of the study is the technological embodiment of lifeworld auto-constructing by the person through introspective reflection and subsequent inner intellectual activity.

This research is appropriate to include in the context of modern Russian methodology, where the question about an independent theory of practical psychology is too actual (Zhuravlev, Nestik & Yurevich, 2016). Practical psychology has accumulated in its arsenal a sufficient number of technologies and methods that encourage people to evaluate themselves as individuals with subsequent personal growth. However, there is a gap between theoretical principals about the person's inner world and psychological practice. Traditionally, theoretical strategy is based on abstract understanding of human being. Practical strategy includes trainings, counseling, games and is built on the eclectic use of various theories in solving personal growth tasks and overcoming conflicts.

The global problem consists in the search for ways to break the gap between the theoretical, logically constructed psychology as a science and psychological practice with its support for an eclectic set of positions from different theories (Ponomarev, 1983).

Obviously, the scientific, the "abstract-analytical psychology" needs to look for ways of it's implementation in practice of modern social life, and practical psychology – points of contact with research psychology to create its own methodology and correct interpretation of empirical results

The methodology (Kornilova & Smirnov, 2006) includes two general parts: the doctrine of original foundations of cognition and the doctrine of the methods and methods of research, which we consider as a practical component of the methodology.

In this work the problem of integration of theory and practice is solved at a particular example – an experimental study shows the possibility of considering the methodological provisions of a number of recognized theories to ensure the effectiveness of the technology of person's lifeworld auto-constructing.

Staying in the position of person–activity approach, we consider it is necessary to state the following:

First – the main task of both scientific and practical psychology is to understand the full breadth and depth of the inner world of man as an initiator of communication, cognition, behavior, contemplation and transformation of the World, which for him acts as a world of Objects (Brushlinsky, 2003).

Second, in interaction of man with himself, when he himself becomes the object in its entirety should be presented the processes, technologies and products of self-cognizing and self-transforming (self-development, self-actualization).

Third, the central moment of the person-activity approach is the question about the driving forces and the process of person's activity in external and internal forms. This issue includes accounting of external and internal determinants, basic psychological elements of activity and associated with it experiences.

The fourth major element of this approach is the initiation of the person in all its acts of interacting with internal and external objects.

Fifth – scientific method of learning is reflection, where the main thrust of the action is self-cognizing, which includes reflecting of the object and its transformation, when the knowledge about the object "completes" and "rebuilds" – namely, it changes and becomes other than it was until the process of reflection (Kornilova & Smirnov 2006).

Implementation of the given positions can be provided by the method, which has capability of holistic (systemic and structural according to B.F. Lomov) comprehending of man's inner world. Also this method must be able to be used in external discovery and multidimensional self-discovery, with subsequent self-transformation, that is, auto-constructing.

Despite the skepticism of many researchers against introspection, with its lack of reliability, we believe that the introspective method has two advantages over test method of data collection: the first - diagnostic introspective self-definition includes a wide range of psychological characteristics; the second – estimation of person's inner world promotes forming of its holistic image, helps in understanding of its own problems and generates a proactive desire for self-transformation (full or partial).

SUMMARY

In this work the modified method "Self-Interview" is presented. "Self-interview" is the method, which is built on self-analysis of cognitive-psychological culture of person and includes its comprehensive assessment. Activation of person's motivation provided by free choice, which motivates a person to arbitrary, that is, self-selected behavior.

The essence of the method lies in the fact that people can express their thoughts and views according to algorithm, suggested by experimenter. A practical embodiment of the method encourages the participant as the person of self-description, self-evaluation and self-development beyond the proposed algorithm. As a result – possible description of the path of life with a focus on the most important for the person events, experiences. This method is difficult to analyze, but has considerable potential, because questions can be modified for the tasks of the study.

The final variant of "Self-Interview" directed on auto-constructing of person's lifeworld has such algorithm: "I want" – "I can" (according to abilities and qualities of person) – "I must" (as "will" and "moral debt") –"I act" (taking into account the factors of time and space, but also "risks" when person achieves every goal) – "I worry" (attitude toward activities).

CONCLUSIONS

The method of auto-constructing of the person's lifeworld is created and tested. It is based on the idea of integration of key positions of the socio - constructionistic trends with conceptual apparatus of the person-activity approach.

Approbation of technology has proved its effectiveness among students and graduate students.

Algorithm of method can be used in psychological consulting, diagnostics and also in educational processes.

This method can be used as a mean of development and auto-constructing of lifeworld of students and graduate students – the representatives of modern society.

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The culture of political communication in social networks in the Republic of Tatarstan

The culture of political communication in social networks in the Republic of Tatarstan

La cultura de la comunicación política en las redes sociales en la República de Tatarstán

ABSTRACT

In conditions of fast changes and economic transformations in social Russian world, the problem of civic participation in these processes is one of the most important, because today, traditional channels and mechanisms of interaction between the population and the state are imperfect. This article analyzes the status and the level of the regional political communications in social networks in Russia. It`s based on the research of accounts of authorities of Tatarstan Republic. The results of the study indicate that the level of activity of politicians in social networks, and the degree of their popularity of online diaries among the Internet audience is low.

In the course of the study, we faced the task to develop an understanding of the modern concept of "culture of political communication" because the concept and the sphere are at the stage of formation. In this article we have stopped to a greater extent on the normative definition of culture: when culture acts as a system of rules of almost all aspects of life and of human existence: perception, thinking, activities, behaviors.

KEY WORDS: political communication, culture of political communication, social networks

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RESUMEN

En condiciones de rápidos cambios y transformaciones económicas en el mundo social ruso, el problema de la participación cívica en estos procesos es uno de los más importantes, porque hoy en día los canales y mecanismos tradicionales de interacción entre la población y el estado son imperfectos. Este artículo analiza el estado y el nivel de las comunicaciones políticas regionales en las redes sociales en Rusia. Se basa en la investigación de las cuentas de las autoridades de la República de Tatarstán. Los resultados del estudio indican que el nivel de actividad de los políticos en las redes sociales y el grado de popularidad de los diarios en línea entre la audiencia de Internet es bajo.

En el curso del estudio, nos enfrentamos a la tarea de desarrollar una comprensión del concepto moderno de "cultura de comunicación política" porque el concepto y la esfera se encuentran en la etapa de formación. En este artículo nos hemos detenido en mayor medida en la definición normativa de cultura: cuando la cultura actúa como un sistema de reglas de casi todos los aspectos de la vida y de la existencia humana: percepción, pensamiento, actividades, comportamientos.

PALABRAS CLAVE: comunicación política, cultura de comunicación política, redes sociales

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Akhmetshina Ideliya Fanisovna

Kazan Federal University. Russian Federation

ideliyaaif@gmail.com

Akhmetshina Elmira Gabdullovna

Kazan Federal University. Russian Federation

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INTRODUCTION

Political communication is a special process of broadcast of political information. It`s providesthe sustainability of relations and contacts that are necessary for political actors to realize their functions and politics roles [7].According to the data that we observed in the latest global digital statistics study from «WeAreSocial» and «Hootsuite» agencies, the amount of people in the world who use social networks have already overcome a fundamentally important mark of 3 billion. And slowdown is not expected.Number of active subscribers increases approximately on 1 million a day [9]. One of the most important features of social networks is the interactivityi.e. the ability to make contacts, to be aware of all the events in the period of their relevance, ability to influence political and social processes in society.An availability of such an important method of interaction as feedback makes social networks irreplaceable for political management. It provides conditions for rapid response to questions, requests, comments, wishes of citizens, which they express in social networks.An integral part of such communication is a cultural behavior of actors.At this stage of the development of democratic society, we see it`s development as the process of identifying power risks and opportunities of communication, and in the process of building strategies in the virtual space by citizens depending on the position of the politicians. So, speaking of the culture of political communication, we mean the standards embodied in traditions and customs, a system of standards for the transmission of political information, which organizes political activities and gives it the new value that shapes public opinion and political socialization of citizens with regard to their needs and interests.

MATERIALS AND METHODS

The authors of this article made a theoretical research question with the aim of developing the semantic component of the concept of “political communication culture” and its components and made research using content analysis: analyze of total number of subscribers-readers account, the average number of messages per month, the presence and the nature of the feedback, the average number of comments to a single message, the format of the account and the nature of the content, the subject of the message.

The research procedure involves the preparation of the card content-analysisseparately for each blog and microblog. For the analysis, we selected the accounts of the representatives of the Executive branch- members of the Government of the Republic of Tatarstan, as the authorities closest located to the population and at the same time really dominant in the system of separation of powers. We considered a social network Vkontakte.ru Twitter and Instagram.com as most large-scale communication platform for the number of authors in Russia. Units of study – notes of the blogs and comments to them. We also used informal method of analysis of documents, which enabled to adapt the information to the research objectives.

RESULTS AND DISCUSSION

The reality, in which social networks occupy a special place in the life of society, forces the authorities to pay attention to this channel of communication.A study of NIU VSHE (National Research University, Higher School of Economics) showed that in Russia, the share of population using social networks at present is 76% and the study showed VCIOM (Russian public opinion research center), in social networks a quarter of young people (18-24 years old) interested in politics [10]. Nowadays, some Russian politicians have their accounts in such popular in our country social networks like Twitter, Vkontakte, Odnoklassniki, Instagtram, Facebook etc. According to the results of recent monitoring, 53 of 85 governors are present in social networks.

All of it is done in order to show their participation in the process of “virtual socialization”. The most popular Russian political blogger for today is the head of Chechnya Ramzan Kadyrov (in Instagram, and 2.8 million subscribers in Facebook - 800 thousand, in "Vkontakte" - 540 million, Twitter - 392 thousand, and he has a blog on Livejournal). In addition to the events of the Republican scale, he shows the facts of life to his family, posting photos to Instagram. The head of the Republic of Tatarstan Rustam Minnikhanov, is also one of the most active regional leaders in social networks. He has daily updated accounts "Vkontakte" (154.5 thousand subscribers) and "Instagram" (261 thousand).

In Tatarstan it was held a seminar of the State Council devoted to questions of interaction with the public on the Internet. The task was "to establish a connection with the electorate" in social networks. The purpose of the seminar is to ensure that the deputies will inform the public, residents of the Republic about "how Parliament works" and "what work of deputies in constituencies". At the same time, among the experts evaluating the events, there is a perception that the state Council will not be able to mobilize deputies to work with voters on the Internet. And experts even say that the Internet is a hostile environment, both for officials and for members [11]. Since 2017, control over the presence of all officials on the Internet has been introduced, this is due to the adoption of a new article of the Law "On the State Civil Service of the Russian Federation" [1]. It prescribes that once a yearstate employees to provide information on their activity in social networks, and anyone applying for the post in state bodies, shall report on their activity over the last 3 years. Such a requirement introduced in the law "On municipal service in the Russian Federation" [2]. The purpose of innovation is the desire to eliminate the possibility of conflicts of interest and to ensure strict adherence to the professional ethics of all state employees and anti-corruption activities.

In order to avoid negative reactions the authorities of Tatarstan have received from the chief of staff of the RT President some guidance on the management of their accounts on the Internet. This document imposed a ban on the deployment of officials of the photos from overseas trips, expensive clothes, accessories and transport.

Our study represents the analysis of blogging and microblogging members of the Government of the Republic of Tatarstan, as it is one of the most progressive regions of Russia. In addition, the President of the Republic is the majority leader of ratings of politicians, who builds communication in social networks.

The results of the study indicate that the level of activity of politicians in social networks, and the degree of their popularity of online diaries among the Internet audience is low. The absolute majority of the representatives of the Executive authorities of the Republic do not use this channel of communication, or their pages are rarely updated and are not popular among users. Only a few politicians private accounts is a popular and highly effective communication tool. Speaking about quality of filling of personal pages of politicians, it should be noted that all of them are directly connected with professional activity. Basically the content is posted from formal business events, meetings images, and usually it`s with low quality or sometimes without textual information. Look more informative posts with industry news, event announcements. In this case, the publication in the account acts as the analogue of the distribution of press releases to the media. Placement of materials this thematic focus could initiate a more mobile counterpart to the traditional press conferences, however, the officials placed the minimum amount of information and do not build communication with their readers, which include journalists interested in receiving the most current information. Also, officials often post photographs taken during his work trips and trips abroad: in addition to images concerning the production, politicians often place the landscapes and architectural objects. This kind of content dilutes the business records, not lifting the veil of private life. To used themes that characterize public policy more fully include leisure and sports and family. If records relating to the first subject, published almost all of the authors of the accounts (Cycling, skiing, extreme sports, etc.), pictures of family members to meet in the accounts is almost impossible.

An important indicator of the feedback is the average number of comments in the accounts. The study revealed that in the studied accounts, very few of them. The data obtained can result from two processes: first, placing a large number of publications in a short period of time, which reduce the average response of the audience for the rest of the records, and secondly, maintaining accounts is not in the information and communication style, but only in a format that is not conducive to dialogue, does not involve discussions, expression of users, more like a summary of news agencies, moreover, most of them do not contain even a text comment, just an image. In addition to the above reasons probably influenced by the fact that account holders do not respond to questions and comments from the audience. Such a position deprives the social network as a platform of communication of the main benefits and can contribute to the image of a politician is negative contributionwhich is visible to all users. However, there are good examples of how this can occur communication via account policy, without his direct involvement, when the questions are answered by representatives of the press service of the Ministry, or other people, competent in the matter.

In the course of the study, we faced the task to develop an understanding of the modern concept of "culture of political communication" because the concept and the sphere are at the stage of formation. Considering this concept, we rely on his awareness as the matrix of human behavior (M. Douglas, J. Plane); as a style of political activity of the person (I. Shapiro, P. Shapan, V. Rosenbaum); political discourse – the system of language use, the combined presence of common units of individual strategies of perception and interpretation of reality (M. Foucault, A. A. Vorobyeva, K. E. Stein, N. L.Leiderman), based on historical experience, deep traditions, the memory of political and social events that formed today in society and the political elite, perceptions, value orientations, attitudes, ideals and behavior. Culture is a complex, multifaceted phenomenon that expresses all the sides of human existence. For Clachan K. and A. Kreber, there are six classes of definitions of culture (descriptive, historical, normative, psychological, structural, genetic). In this article we have stopped to a greater extent on the normative definition of culture: when culture acts as a system of rules of almost all aspects of life and of human existence: perception, thinking, activities, behaviors. These norms are transmitted in the system of knowledge about the world, using existing standards and enshrined in traditions, customs, and various codes or regulations. Referring to the definition of "political communication" that most fully expresses the following is his interpretation: it is "the process of transmission of political information, which structures the political activity and gives it a new value, shape public opinion and political socialization of citizens with regard to their needs and interests" [3]. So, speaking of the culture of political communication, we mean the standards embodied in traditions and customs, a system of standards for the transmission of political information, which organizes political activities and gives it the new value that shapes public opinion and political socialization of citizens with regard to their needs and interests.

Unfortunately, the results of the study, we can conclude that communicating in social networks, participants often forget about the existing norms of communication that formed throughout the existence of mankind in the real world. Getting into the field of the virtual world they think that they can not only to comply with the General spelling and punctuation rules of the Russian language, but even the basic rules of etiquette. Political communication at the regional level, often characterized by closeness to the ruling elite, the alienation of the majority of society from the political life of the region, low level of culture of political communication in General, which negatively affects the interaction of society and authority; lack of effective two-way political communication causes a risk of increasing social tensions. The behavior of politicians on the Internet is not always logical and consistent. The authorities loosely use the social media accounts as a potential resource for quick solution of problems, tasks, urgent issues (rapid-survey on social networks, "Internet reception"), the mechanism of prevention of crisis of confidence, despite the fact that the accounts are operating on the principle of dialogical models give the opportunity to freely exchange any information (positive/negative) and quick resolution of issues in power system-a society and can act as a platform for the implementation of management partnerships.

Strategy and tactics of the communicative actions of the authorities in the Internet need further study and improvement, as well as the formulation of rules of interaction between authorities and society.

SUMMARY

In the process of the study the tasks performed by the accounts of the members of the Government of Tatarstan Republic on social networks. The most important task is to inform Internet audience about the activities of the authorities and the formation of positive public opinion. Second, public communication in social media will definitely contribute to the formation of personal image and reputation management PR entity. Unfortunately, the implementation of feedback you can't call priority pages of the representatives of the Executive branch of the Republic of Tatarstan. However, with proper use of feedback increases the loyalty of the audience, it raises the credibility of the received information. In fact, the profile for the official becomes a personalized means of mass communication and opens up big opportunities for communication with the audience.This contributes to the high speed of information dissemination in social media, as well as the absence of censorship, regulations and information of the interference due to the presence of an intermediary on behalf of the media [6]. The interaction of members of the Government of the Republic of Tatarstan with the public in a modern Internet environment can't be described as a single and successful ongoing process.Internet pages of most part of politicians don't use almost any popularity and do not follow the format of social communication. network. However, the authorities gradually learn to engage with people on the Internet. So one of the main problems in cooperation between authorities and the population – Is the culture of political communication, development of norms and rules of conduct in the social.the networks for both sides, which should be based on the tradition of political communication.And it is important to take into account current realities and trends in the field of communication of our life.

CONCLUSION

Widespread globalization and information – communicative revolution has led to the emergence of new realities in the process of communication and the public authorities and a fundamental change in the media design communication systems in Russia and in the world. Political communications become more complex and multivalued. There have been some changes from manipulative methods to the communicative and interactive methods of interaction. The study of the question of political communication in social networks at the regional level, we came to the conclusion that, despite the appeal of the political elites to the modern platforms of communication – social networks and messengers, effective two-way political communication is not established that it is not possible to fully realize the potential of these sites. Nowadays, the most relevant problems which began in connection with the possibilities of interaction between authorities and society in the Internet. These are "pitfalls" to existing authorities, such as: inability to control the process, the fast spread of negative information, the appearance of negative leaders, the possibility of falsification of facts and documents [8]. Also, an important obstacle to effective online interaction is a low level of culture of political communication of actors. It need to form the political culture to teach critically analyze and identify every influence from the media, to navigate the vast flow of information. Also it needs to study communication techniques to interpret correctly [5]. Strategy and tactics of the communicative actions of the authorities in the Internet need further study and improvement.

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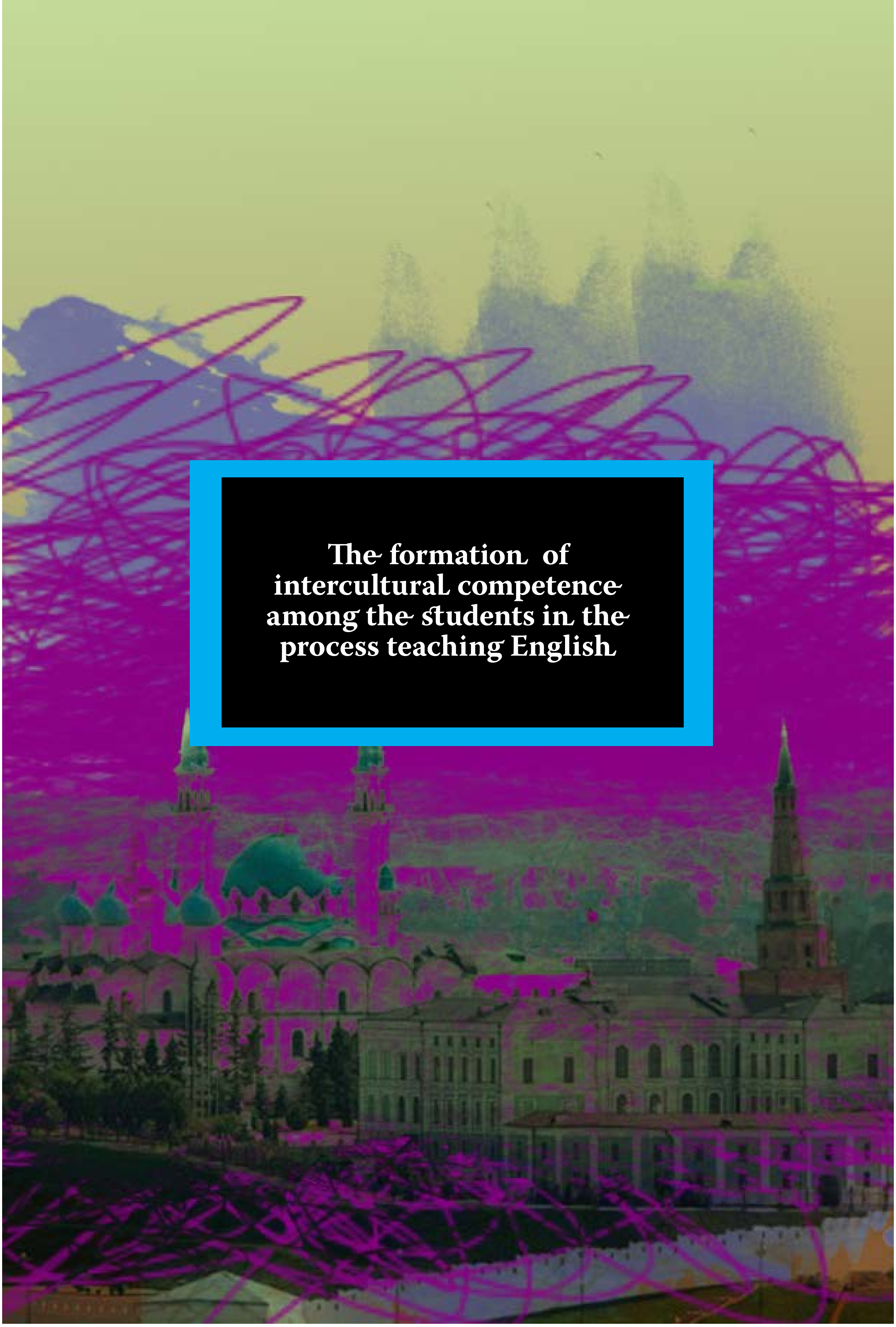
The formation of intercultural competence among the students in the process teaching English



The formation of intercultural competence among the students in the process teaching English

La formación de la competencia intercultural entre los estudiantes en el proceso de enseñanza del inglés

ABSTRACT

In the international level for modern journalist a linguistic and a cultural component have become increasingly important. In addition to knowledge in the professional field, future teacher needs to possess cultural, sociocultural knowledge and skills of intercultural communication. Nowadays this problem is widely discussed due to the active growth of theoretical and practical interest in issues of intercultural communication. The introduction of a two-level education system (bachelor's and master's degrees) in Russia entails a considerable number of changes, including creating courses of a foreign language. These programs must be compiled in accordance with the new federal state standards the main demand of which is to increase the level of intercultural competence of students in the process of teaching a foreign language at a university.

This article touches upon an experiment on the formation of intercultural competence of students. The different technologies as: projects, discussions, brainstorming, and roles games were used for the formation of the intercultural competence. The results of the experiment proved the effectiveness of competence-based approach in the formation of intercultural competence of future journalist.

KEYWORDS: competence, intercultural competence, future Journalist, intercultural communication, foreign language, university, English language teaching.

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RESUMEN

En el nivel internacional para el periodista moderno, un componente lingüístico y cultural se ha vuelto cada vez más importante. Además del conocimiento en el campo profesional, el futuro maestro debe poseer conocimientos culturales, socioculturales y habilidades de comunicación intercultural. Hoy en día, este problema se debate ampliamente debido al crecimiento activo del interés teórico y práctico en cuestiones de comunicación intercultural. La introducción de un sistema educativo de dos niveles (licenciaturas y másters) en Rusia implica un número considerable de cambios, incluida la creación de cursos de un idioma extranjero. Estos programas deben compilarse de acuerdo con los nuevos estándares estatales federales cuya principal demanda es aumentar el nivel de competencia intercultural de los estudiantes en el proceso de enseñanza de un idioma extranjero en una universidad.

Este artículo toca un experimento sobre la formación de la competencia intercultural de los estudiantes. Las diferentes tecnologías como: proyectos, discusiones, lluvia de ideas y juegos de roles se utilizaron para la formación de la competencia intercultural. Los resultados del experimento demostraron la efectividad del enfoque basado en competencias en la formación de la competencia intercultural del futuro periodista.

PALABRAS CLAVE: competencia, competencia intercultural, futuro periodista, comunicación intercultural, lengua extranjera, universidad, enseñanza de la lengua inglesa.

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Rifat Rifovich Fahrutdinov

Kazan Federal University. Russian Federation

russia@prescopus.com

Rezida Ahatovna Fahrutdinova

Kazan Federal University. Russian Federation

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INTRODUCTION

The great interest to the problem of formation the intercultural communication in the modern world is obvious. It is connected with the processes of global integration, the expansion of the information space and enriching personal contacts. Russia enters the world community and this necessitates new approaches in teaching foreign language to students of the university. The problem of formation of intercultural competence of future Journalist is connected with the real process of intercultural communication and requires not only a high level of professional and communicative competence, but also the ability for independent reflexive mastering of their own norms of behavior for intercultural communication.

Formation of intercultural competence of future Journalist

The analysis of the existing university practice in the field of professionally directed teaching of foreign languages shows that in the process of intercultural communication even those specialists who are fluent in a foreign language are still experiencing great difficulties in understanding the meaning of foreign professional communication. This happens due to ignorance of the norms and cultural values of another country, the lack of personal behavioral qualities necessary for effective communication in an intercultural environment. Therefore, the search for ways to organize the formation of intercultural professional competence is one of the topical areas of pedagogical research aimed at optimizing higher education. There is a real need to determine appropriate conditions for the formation of intercultural competence among students of universities in accordance with the requirements of the Federal State Educational Standards of Higher Professional Education [1].

According to this document language and verbal knowledge of a journalist are the following: the students must observe certain speech etiquette for expressing various communicative intentions. The latter may include greeting or farewell, acquaintance, self-presentation, establishing contact, asking questions, searching for necessary information, expressing a request, indicating, completing a conversation. The logical and compositional skills in solving problems of foreign language communication of the journalist include the ability of structuring the sentences correctly, taking into account relationships and sequence patterns, also style and the register of professional communication. It is worthwhile to highlight the ability to compose a professionally significant message or statement, in particular a report on the company's work, the situation of the meeting at the airport / railway station, the presentation of the product, the advertisement of the vacancy, the interview. The student should be able to produce typical samples of professional communication, adequately transmit models of speech behavior and ways of communicating in the professional field. It is also necessary to have intercultural awareness and ideas about the ways to reflect values of the future profession. The student, who is mastering how social factors and relations between business partners influence the choice of language units, can increase the success of professional and business communication in general. [2] Foreign language communicative competence of the student performs as a general, elusive in learning short time aim. It implies such language proficiency that approaches to the language of native speakers by its linguistic parameters; therefore, oral and written forms of training should differ in correctness, disengagement, stylistic adequacy, accordance to the situation of communication. [3]

RESEARCH METHODS

In order to achieve the goal set in the following methods were used: to study and analyze domestic and foreign literature on the research problem; monographic method solid research experience in foreign language teaching students in higher school; observation, conversation method; study products of the educational activities of students, teaching experiment (diagnostic, formative, stages of a control).

In this research were used different methods that can qualify as productive educational activities for students. They were directed to the chose the ones that allow successfully forming the intercultural competence of students in the process of teaching a professionally oriented foreign language course.

Roles games provides conditions for the integrated application of existing knowledge, improving the foreign language skills of students. [4].

Project method is based on recreating a social interaction in a small group during the educational process. It creates conditions that contribute not only to increasing the amount of knowledge of foreign language among students in training, but also has an impact on their mobility, creativity, autonomy. [5] As a student solves creative tasks for the implementation of the project he also acquires knowledge. With the activities done on the way to perform a successful project presentation, students use a variety of forms and methods of work, which indicates the flexibility of thinking, the development of creativity, independence, and intellectual activity in future profession. In a professionally oriented foreign language course, this technology can be effectively used at all stages of training, but its role at the stage of mastering the language in the field of a particular specialty is quite significant. [6]. A complicated ethnic composition of Russia's population and its multi-confessional nature cause the educational system to fulfill the following functions: educational providing the universal education to the country's population regardless of ethnic origin and religion; ethno-cultural function: disseminating and developing ethnic cultures and languages; consolidating function: integrating the ethnically heterogeneous society into a united supranational community – a political nation – with a common system of values.

Case-study is a method of active learning of life situations, based on the organization of discussions on the specific issues. Trainees are encouraged to understand the situations of professional activities, which need the solution of a problem. [7,8] The case method is particularly successfully used only in combination with other methods of teaching foreign languages (modeling, system analysis, mental experiment, problem method, classification method, game methods, «brainstorming» and discussion). [9]

The method of «brainstorming» encourages intellectual-creative and cognitive abilities of students .[10] It purpose is to organize collective cognitive activity of students in order to find the greatest number of non-traditional ways of solving the problems by releasing the participants from the inertia of thinking and stereotypes; to stimulate creative activity; to demonstrate the benefits of the collective search of complex problems' solutions and etc.

These methods give students the opportunity to:

1. Directly participate in team work because the methods under discussion involve a high number of students in the learning process. It is practically impossible to find a student who does not take an active participation in the work.

2. Develop social and personal skills, learn to make decisions together and respect different points of view, thereby revealing leadership qualities. In addition, it also touches upon developing critical thinking and creativity.

3. To learn how to organize their speeches, formulate the main points with illustrative examples in a graphic or collisional form. They start prioritizing, highlighting the main ideas from the less relevant parts. Students also practice creating logical chains and attracting the attention of the audience, which contributes to the development of oratory skills and the ability to represent their own opinions and creative ideas.

The use of interactive methods of teaching include the following components of professionally-communicative orientation:

- Substantial (special vocabulary, texts (including audio and videotext) associated with the profession);

- And procedural (games, situations, discussions, which close to the realistic action and reality, associated with future teachers' revealing their professional communicative competence).

Thus, we can identify the several advantages of the interactive methods of teaching of English language:

1) Interactive methods of teaching can easily be integrated with the content of education into the educational process and they help to achieve the educational goals in language more effectively than while using only traditional teaching methods;

2) Interactive methods of teaching are humanistic in nature, because they provide not only a successful learning, but also the intellectual, creative development, as well as the activity and independence;

3) Interactive methods of teaching promote the realization of communicative function in the process of learning English.

To sum up, these methods of teaching have great pedagogical potential, which is aimed at forming intercultural competence of future journalists in the process of learning English.

RESULTS

The scientific novelty and theoretical significance of the research are:

- The specification of the term "intercultural competence" as an integrated systematized phenomenon of a humanistic worldview, including a high culture of interpersonal communication and a generally developed cultural level.

- Defining content of the main educational programs of the "Foreign Language" discipline and stating their place in the formation of the intercultural competence of students - future journalists in the educational space of the university;

- Creating the model of formation of intercultural competence of the undergraduate student in the process of teaching a foreign language is developed;

- Identifying methodical means (content, forms, methods, conditions) for ensuring the process of forming the intercultural competence of undergraduate students in accordance with the requirements of new educational standards have been determined and their effectiveness has been experimentally proven.

- Research materials can be used by university teachers and methodologists in the system of advanced training and retraining of educators to improve the educational process of teaching a foreign language, in general, and the formation of intercultural competence, in particular.

DISCUSSION

The research was aimed at measuring the awareness of intercultural competence at the beginning of the English language course and at the end after performing certain research tasks. Experimental work on the formation of intercultural competence of students by means of English language teaching has been carried out on the basis of Kazan Federal University. The group of future journalists was exposed to English language classes with the use of different methods such as case-study, project method, and "brainstorming". These methods helped students to enrich their vocabulary, to correct grammar in speech, to work on problem-solving and teamwork as well as to train in presenting themselves and defending their points of view.

The experiment has revealed that more than a half of the students in the target groups are aware of intercultural competence phenomenon. They came across it, know the field it`s used in. However they experience difficulties in giving the proper definition to the term "intercultural competence". Mostly they confuse it with linguistic competence. By the end of the experiment we increased the number of students who are able to define the term from 31% to 65%.

Due to this fact it was quite unexpected that at the beginning of the experiment more that 64% stated the importance of intercultural competence in the process of learning English and becoming successful journalists. They see necessity in its further formation and think that it`s a key issue in developing professional connections. The results of this question were high at both beginning and the end of the research. As we questioned the weakest parts in the process of intercultural communication that students can mention we found out that: 33% cannot carry a successful oral conversation with native speakers, 17% said that they have difficulties in using idioms and special vocabulary that is common in everyday speech, movies and in interviews they watched online. 9% of the students who have taken the survey confessed that they are unfamiliar with the values and proper ways of behaving during different speech situations. They were not sure of the proper greetings or how to behave during the job interview in a multinational company. By using role-plays and other simulation activities we had the number of unconfident in the process of communication students decreased from 33% to 19%. The awareness of core values in the countries of target language rose which led to decrease from 9% of unsure students to 1%.

CONCLUSION

During our study we came to the conclusion that students in the focus group are aware of intercultural competence and recognize its importance for international communication. Nevertheless, there is also a misunderstanding in the proper definition of the term and necessity of working with students` awareness in this field. The results we obtained after conducting the survey and analysing its results could be used for the enhancing English language curriculum in the universities. With the use of information gathered we were able to create an effective set of exercises which helps to work on the points that were proven to be weaknesses of the future journalists.

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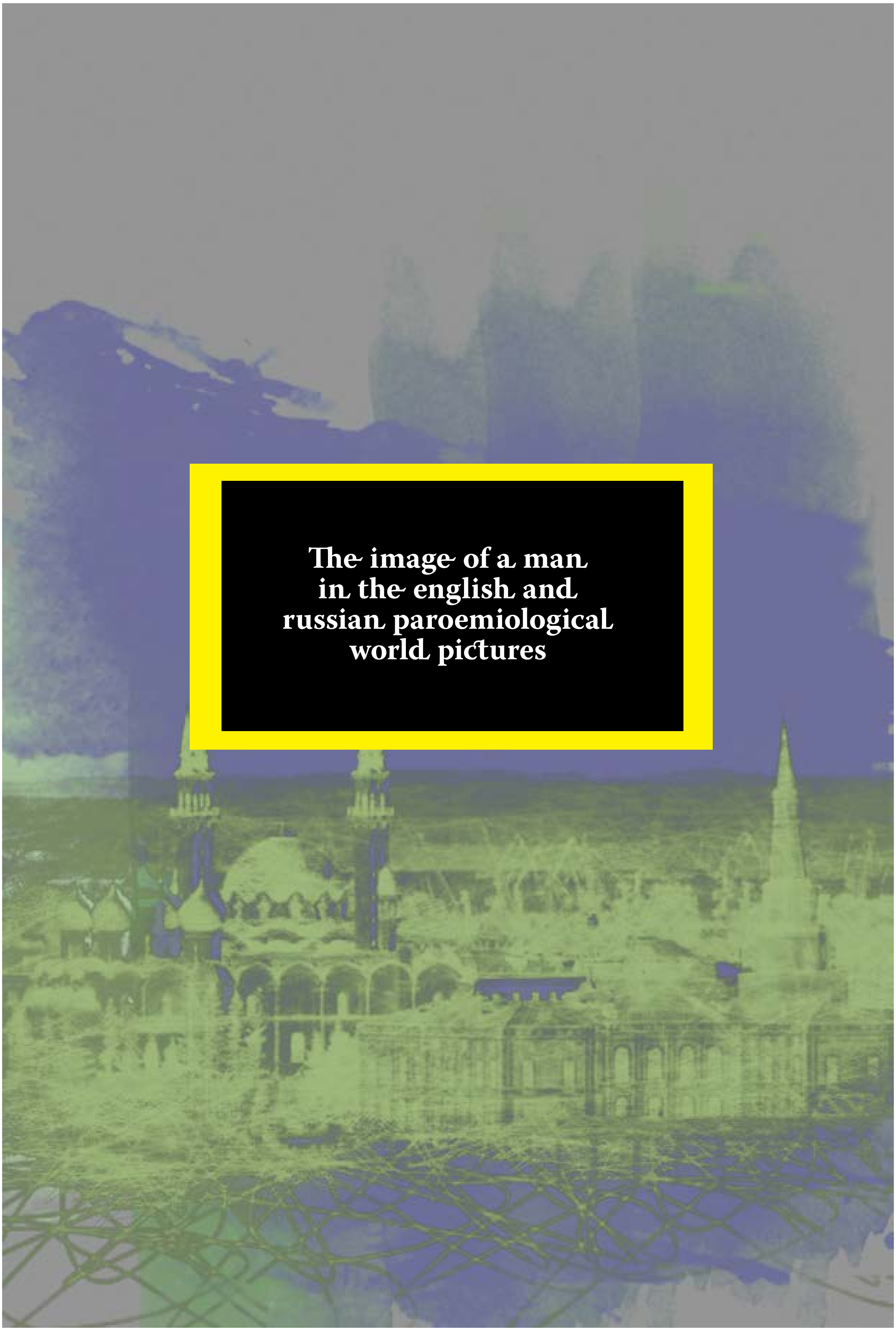

The image of a man in the english and russian paroemiological world pictures

The image of a man in the English and Russian paroemiological world pictures

La imagen de un hombre en las imágenes del mundo paroemiológico inglés y ruso

ABSTRACT

Paroemias constitute an extremely important language layer in the field of gender perspective investigation which helps identify various gender stereotypes of different peoples. This article is devoted to the gender issues in English and Russian paroemiological world pictures, images and assessments correlated to a man, and the semantic areas where they are most prevalent. The main methods of a research are common-language methods: method of scientific observation, comparative and contrastive method, descriptive method. Based on studies of English and Russian proverbs and sayings which reflect the gender stereotypes of the compared ethnic groups, the authors try to create man's image in each socio-cultural environment and to reveal their common and specific characteristics. Analysis of empirical material allows drawing the following conclusion: portraits of the English and Russian men in the considered PWP differ considerably. One of the main components of an image of the English man is the set of the rules shown to him. For the English man except worthy behavior and inner world the large role is played by welfare and appearance.

KEYWORDS: paroemia, paroemiological world picture, gender stereotypes, gender marked proverbs, ethnocultural society

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RESUMEN

Las paroemias constituyen una capa de lenguaje extremadamente importante en el campo de la investigación de la perspectiva de género que ayuda a identificar varios estereotipos de género de diferentes pueblos. Este artículo está dedicado a las cuestiones de género en las imágenes, las imágenes y las evaluaciones del mundo paroemiológico inglés y ruso correlacionadas con un hombre, y las áreas semánticas donde prevalecen más. Los métodos principales de una investigación son los métodos de lenguaje común: método de observación científica, método comparativo y contrastivo, método descriptivo. Con base en estudios de refranes y proverbios en inglés y ruso que reflejan los estereotipos de género de los grupos étnicos comparados, los autores intentan crear la imagen del hombre en cada entorno sociocultural y revelar sus características comunes y específicas. El análisis del material empírico permite extraer la siguiente conclusión: los retratos de los hombres ingleses y rusos en la PWP considerada difieren considerablemente. Uno de los principales componentes de una imagen del hombre inglés es el conjunto de reglas que se le muestran. Para el hombre inglés, excepto en el comportamiento digno y en el mundo interior, el bienestar y la apariencia juegan un papel importante.

PALABRAS CLAVE: paroemia, imagen paleobiológica del mundo, estereotipos de género, proverbios marcados por el género, sociedad etnocultural

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Milyausha Ravilevna Shaimardanova
Kazan Federal University. Russian Federation
milyausha33@mail.ru

Leysan Atlasovna Akhmetova
Kazan Federal University. Russian Federation

Anna Viktorovna Zorina
Kazan Federal University. Russian Federation

Aigul Askhatovna Garipova
Kazan Federal University. Russian Federation

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1. INTRODUCTION

A paroemiological world picture of any language represents a general view, based on particular ethnocultural society's general stereotypes concerning life activities. According to T.A. Shaykhullin, a gender paroemiological world picture can be found in every cultural group. He stresses that "a gender metaphor takes place in the process of assessment of various kinds of social and natural phenomena and has a permanent impact on them" [1]. In accordance with E.S. Khuzina, gender studies are aimed at " psychological, social and cultural factors which determine public attitude towards men and women, individuals' behaviour in relation to their belonging to a particular sex, and stereotypical images about male and female features" [2]. Thus, a gender paroemiological world picture is considered a reflection of gender stereotypes which "reveal the logic of practical reasoning and an axiological conception with regard to a social sex" [3].

2. MATERIALS AND METHODS

The aim of the study is to determine general features of a man or husband in the paroemiological world pictures of the English and Russian languages.

Research data were obtained by means of analyzing 40 English and 42 Russian gender marked proverbs and sayings which contain such key words like man, gentleman, husband, and he.

3. RESULTS AND DISCUSSION

According to the analysis of the study results there are seven semantic groups of different man's or husband's features:

1) inner world,

2) behaviour,

3) relationship a husband (a man) – a wife (a woman),

4) appearance,

5) age,

6) financial security,

7) customary rules.

It should be stressed that being involved in the process of studying of the English and Russian proverbs and sayings describing general man's or husband's features, the authors experienced some difficulties relative to a classification of the data caused by the semantic versatility of the examined proverbs and sayings. "Thus, a specific semantic area can only be well-defined at a high level of contact: a female vision of a world and a male world view. Within each of these areas one can find different semantic groups, but they cannot be regarded as finally defined ones" [4].

A summary of the study results is shown in Table 1 which presents the percentage of the total number of examined paroemias included into the targeted semantic groups.

Table 1. (See annexes)

As the above table shows, the images of an Englishman and Russian man, presented in the paroemiological world pictures of the two languages, differ from each other significantly.

Drawing on the frequency of the paroemies used in the proverbs and sayings, we can determine the most important features for the examined images. The most significant features of the Russian man image in the paroemiological world picture (PWP) belong to the group Relationship. The other groups, in order of importance, are Behaviour, Inner world, Age, Compliance of customary rules, Financial security and Appearance. It should be pointed out that the groups financial security and appearance include a small amount of proverbs.

While studying the image of an Englishman in the PWP, we discovered absolutely opposite stereotype. The main feature of the Englishman's image is a compliance of customary rules. The other groups presented in order of importance are Financial security, Inner world, Behaviour, Appearance, Relationship, and Age. As it can be seen, the features financial security and appearance in the image of an Englishman are more important than in man's image in the Russian PWP. However, there are similar features for the two PWPs in some semantic groups.

The semantic group Inner world both in the Russian and English paroemiological world pictures includes the following negative features:

COWARDICE:

He that feareth every bush must never go a-birding [5]; He that fears death lives not [5].

The positive image of the inner world of Russian and English men in the examined PWPs is represented by one common feature:

WISDOM:

In the husband wisdom, in the wife gentleness [5]; У умного мужа и глупая жена досужа [6] (A stupid woman shows some experience by marriging a clever man), Мужик-то сер, а ум-то у него не волк (не черт) съел [7] (The man isn't handsome but he is clever).

The following personal qualities of a man represent the group Behaviour and are common for the two examined languages:

THRIFT:

Men make houses, women make homes [8]; Мужик в семье, что матица в избе [9] (A man is as important for his family as his wife for his house), Мужик, что мешок: что положат, то и несет [10] (A man takes everything he is given);

HONESTY:

An honest man's word is as good as his bond [5], Правдивому мужу лукавство не под нужду [6] (An honest man doesn't need to be dodgy).

In addition, a man in the English PWP acts as his Motherland's patriot: An English man's home is his castle [5]; an even-tempered man: A gentleman makes no noise [5].

Negative characteristics of the examined paroemias differ from each other completely.

A man in the English PWP behaves silly (like a monkey): A man is an ape in velvet [11], he is a scandal maker: A quarrelsome man has no good neighbours [12].

Man's portrait in the Russian PWP contains a lot of negative features:

SLOPPINESS:

Баба – ай-ай, а муж – малахай [6] (The woman is strong and powerful but her husband is weak and useless), Жена мелет, а муж спит [6] (A husband is sleeping while his wife is grinding grain) , Жена прядет, а муж пляшет [6] (A husband is dancing while his wife is spinning);

JEALOUSY:

За ревнивым мужем быть – не в корысти свою молодость износить [10] (To have a jealous husband means to spoil your life);

MENDACITY:

Не всякую правду муж жене сказывает, а и сказывает, так обманывает [6] (A husband doesn't often tell his wife the truth, even if he does – he tells her lies), Не сказывает муж жене, сколько у него денег в сундуке, да сама знает [6] (A husband doesn't tell his wife how much money keeps in his trunk, but it doesn't matter – she knows it anyway);

DRUNKENNESS:

Мужик год не пьет, и два не пьет, а как черт прорвет, так и все пропьет [9] (A man hasn't drunk alcohol for a year or two, but if he starts drinking, he'll spend all his money on it), Жена у посудника (дома), и муж у посудника (в кабаке) [6] (A wife is at home, but her husband is in the pub);

UNFAITHFULNESS:

У кого на уме молитва да пост, а у него бабий хвост [6] (Some men pray and think about God while others think about having love affairs).

Semantic group Appearance in the Russian PWP is represented by one proverb, which indicates that it is not important for a man to be handsome: Мужчина, коли хоть немножко казистее черта, – красавец [6] (A man is handsome if he is a bit more attractive than a devil). The English PWP, on the contrary, contains more paroemias concerning man's appearance:

appearance can be deceiving:

He looks like a saint but the devil he is [5];

a man must look neat:

A man with a good suit can go anywhere [11].

The semantic group Age in the English and Russian PWP expresses the negative attitude to age difference between a husband and a wife: Old men, when they marry young women, make much of death [5]; Видима беда, что у старого жена молода [6] (The trouble is evident when an old man has a young wife), Муж молод, жена стара – беда не мала [7] (A husband is young, a wife is old – the trouble isn't small), Муж стар, а жена молода – дожидайся детей; муж молод, а жена стара – дожидайся плетей [6] (A husband is old, and a wife is young – wait for children; the husband is young, and the wife is old – wait for lashes).

The special attention in the English and Russian PWP is payed to the old age as a negative male quality: Age and wedlock tame man and beast [12], An old man in love is a flower in winter [11]; Старый муж ворчит-журит, раздевать, разувать велит [6] (An old husband grumbles-rebukes, orders to put off his clothes and shoes), Старый муж да упрямый муж – поперек постели лежит [6] (An old husband is a stubborn husband – across a bed lies), Старый муж и на руку колодой валится [6] (An old husband falls on your hand like a log).

However, in both considered PWP an old husband is considered a little better than a young one: Better be an old man's darling, than a young man's slave [8], Стар муж, так удушлив; молод, так не сдружлив [6] (If a husband is old, it is so suffocating; but if he is young, he is not friendly).

The English paremiological fund contains many proverbs making semantic group Financial security which, in turn, breaks up to the following subgroups:

a man must be prosperious:

Jack would be a gentleman if he had money [5];

wealth is a shortcoming:

Wine and wealth change wise men's manners [5], He that has little, is less dirty [5].

In the Russian PWP two proverbs concerning wealth of a man have been revealed:

financial security isn't important:

Коли у мужа с женою лад, так не надобен и клад [10] (If a husband and a wife have harmonious relations, then treasure isn't a necessary factor);

wealth is an advantage:

У мужа толсто (в кармане), и у жены широко (в угощении, хозяйстве) [6] (If a husband has a thick (pocket), than a wife has a wide (treating, housekeeping).

The following features of the relations between the representatives of male and fimale genders entering into the group Relationship in the English and Russian PWP can be called negative characteristics:

a husband is always ignorant:

The husband is always the last to know [8], И муж не знает, где жена гуляет [6] (The husband doesn't know where his wife walks);

a husband takes a subordinated position in a family:

Age and wedlock tame man and beast [12], He that has a wife has a master [12]; Жена верховодит, так муж по соседям бродит [6] (If a wife bosses, than her husband spends much time at the neighbours' place), Муж в голях, жена в бусовых серьгах [6] (The husband is naked , but his wife is in (glass)beads and earrings), Ження едет родня – отворяй ворота, мужняя родня – запирай ворота [6] (If wife's relatives come – open the gate, but if they are husband's relatives – lock the gate).

Besides, in the Russian paremiological fund there are paroemias revealing the fact of violence against a man by a woman: Бранит жена мужа, а бить его не нужа [10] (A wife scolds her husband, but it's not right to beat him), В старые годы бывало – мужья жен бивали, а ныне живет, что жена мужа бьет [6] (In the old days was – husbands beat their wives, but nowadays a wife beats her husband).

Despite of this fact, the majority of the Russian proverbs (27,5%) represent a man as a chief of a family. The English paremiological fund contains much less (2,15%) proverbs with such semantics: If the husband be not at home, there is nobody [5], Every man is a king in his own house [5]; Муж – голова, жена – душа [6] (Husband is the head, wife is soul), Муж в дому, что глава (крест) на церкви [6] (Husband in the house like the head (cross) on the roof of the church), Мое дело – сторона, а муж мой прав [6] (My business is to stay aside, but my husband is right).

In the Russian PWP a man/husband is presented as:

a getter:

Муж – дому строитель, нищете отгонитель [7] (Husband is the builder of the house, and offkeeper of poverty), Муж – как бы хлеба нажить, а жена – как бы мужа избыть [6] (Husband thinks how to acquire bread, and wife thinks how to destroy her husband), Побереги, Бог, мужа, не возьмет нужа [6] (God, save my husband, not to suffer from poverty), Мужик гол, а в руках кол; на него надежда, то будет и одежда [10] (Man is naked , but he has a stake in his hands; on it is the hope, it will provide clothes);

a defender:

Муженек хоть всего с кулачок, да за мужниной головой не сижу сиротой [6] (Though my husband is not bigger than a cam, I don't sit at the husband's neck like an orphan), Худ мой мужилка, а завалюсь за него – не боюсь никого [6] (Though my husband is skinny, behind him I am not afraid of anybody).

The portrait of a man/husband in the English and Russian PWP is expanded with paroemias, concerning Compliance of Customary rules.

In paremiological fund of the Russian language the following instruction acts as the only standard rule:

there must be a man/husband in a family:

Без мужа голова не покрыта; без жены дом не крыт [6] (Without a husband the head isn't covered; without a wife the house isn't covered), Без мужа жена – всегда сирота [6] (Without a husband his wife is always the orphan), Без мужа не жена [6] (Without a husband she is not a wife).

In the group standard rules at the English PWP there are paroemias imposing a large number of requirements for the English man. This semantic group breaks up into two subgroups: a man must and a man mustn't. Rules are represented in the order of reduction of a quantitative ratio.

A man must:

be able to listen and be silent:

He is wise who says nothing when he has nothing to say [5];

be active:

He that hesitates is lost [5];

be self-controlled::

He is not fit to command others, that cannot command himself [5], He that cannot obey cannot command [8], He that is angry, is seldom at ease [5];

be hard-working:

He that sings on Friday, will weep on Sunday [5], He that won't work shall not eat [11];

keep his word:

He promises mountains and performs molehills [5];

be honest:

He that has lost his credit, is dead to the world [5];

be generous:

He who gives to another bestows on himself [5];

respect others:

He who blackens others doesn't whiten himself [11], He that respects not isn't respected [12];

be married:

Bachelors are but half of a pair of scissors [12];

marry in time:

Men who marry late in life often beget fools [11].

A man mustn't:

drink:

Wine and wealth change wise men's manners [5];

boast:

He that praises himself, spatters himself [5];

commit adultery:

He who has one foot in a brothel has another in a hospital [11].

4. CONCLUSIONS

Thus, the analysis of empirical material allows drawing the following conclusion: portraits of the English and Russian men in the considered PWP differ considerably. One of the main components of an image of the English man is the set of the rules shown to him. For the English man except worthy behavior and inner world the large role is played by welfare and appearance. In the Russian PWP a man is mainly presented as the head, the getter and the defender. In spite of the fact that behaviour of the Russian man is represented rather negatively, than positively, it is still an important feature along with characteristics of his inner world.

5. SUMMARY

Nowadays the need of studying of paroemias is explained by the tendencies observed in modern linguistics in connection with processes of globalization and active interaction of various national cultures that stimulates carrying out researches of national language pictures of the world, features of the language consciousness of various peoples, manifestations of national peculiar features in the course of conceptualization and a categorization of human experience of interaction with surrounding reality.

At the same time comparative researches of works of folklore are of particular importance. According to W. von Humboldt, "various languages are bodies of their original thinking and perception for the nations" [13].

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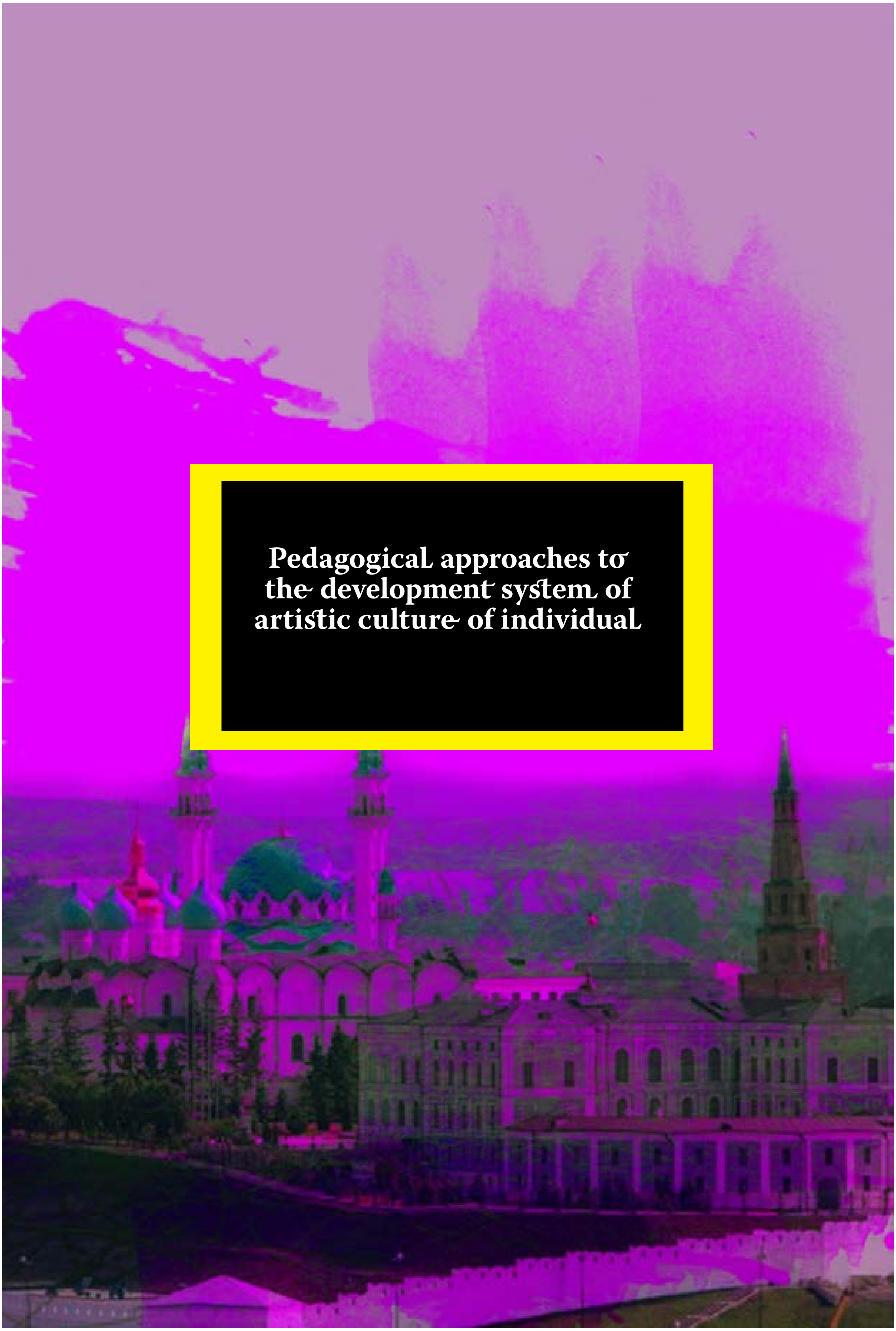
ANNEXES

		English Paroemias			Russian Paroemias		
№	Semantic Groups	Total	Positive Features	Negative Features	Total	Positive Features	Negative Features
1	Inner world	19/14%	3/2,5%	16/11,5 %	17/17,5%	10/10,2%	7/7,3%
2	Behaviour	12/8,5%	9/6,4%	3/2,1%	22/22,5%	3/3%	19/19,5 %
3	Relationship	8/5,7%	3/2,15%	5/3,5%	39/39,7%	27/27,5%	12/12,2 %
4	Appearance	8/6%	6/4,5%	2/1,5%	1/1%	1/1%	___
5	Compliance of customary rules	65/47%	47/34%	18/13%	5/5,1%	5/5,1%	___
6	Age	4/2,8%	___	4/2,8%	13/13,2%	___	13/13,2 %
7	Financial security	23/16%	15/10,3%	8/5,7%	1/1%	___	1/1%

Table 1


Pedagogical approaches to the development system of artistic culture of individual

Pedagogical approaches to the development system of artistic culture of individual

Apropiaciones pedagógicas del sistema de desarrollo de la cultura artística del individuo

ABSTRACT

In this article we consider the most significant pedagogical approaches that are applied in the pedagogical system of the development of the artistic culture of the individual that we have developed. Today, along with traditional pedagogical approaches, innovative approaches are actively being developed and used in work aimed at the subject-subject relationship of the teacher and the student in the educational process [5]. Teacher`s choice of the most effective approaches should be implemented taking into account age features of students. The following priority goals were defined: preschool children (4-6 years) – development of observation and imagination, junior and middle school children (7-12 years) – development of creative abilities, adolescents (12-16 years) – development of interest and preferences in arts, students (16-22 years) – needs formation (professional level). The main findings of the study were made on the basis of both theoretical and empirical study: the experiment from 2012 to 2017 in the open by the authors of the Children's Academy of art and design (ages 4 to 16 years), Design college in Naberezhnye Chelny city(age 16-20 years), a Private educational institution of higher education «Kamsky Institute of art and design» in Naberezhnye Chelny city (18-22 years), the Department of design and national arts of the Kazan Federal University (18-22 years). The main method that we used in the analysis of the effectiveness of the pedagogical process aimed at mastering the fine arts is the analysis of the art works performed by students. The article reveals the main results of theoretical research, confirmed in the course of the experiment.

KEYWORDS: pedagogical system of development of artistic culture of personality, system approach, interactive approach, facilitative approach, integrative approach, differentiated approach.

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RESUMEN

En este artículo consideramos los enfoques pedagógicos más significativos que se aplican en el sistema pedagógico del desarrollo de la cultura artística del individuo que hemos desarrollado. Hoy en día, junto con los enfoques pedagógicos tradicionales, los enfoques innovadores se están desarrollando activamente y se utilizan en el trabajo dirigido a la relación sujeto-sujeto del profesor y el alumno en el proceso educativo [5]. La elección del maestro de los enfoques más efectivos debe implementarse teniendo en cuenta las características de edad de los estudiantes. Se definieron los siguientes objetivos prioritarios: niños en edad preescolar (4-6 años) - desarrollo de observación e imaginación, niños de escuela intermedia y secundaria (7-12 años) - desarrollo de habilidades creativas, adolescentes (12-16 años) - desarrollo de interés y preferencias en artes, estudiantes (16-22 años) - formación de necesidades (nivel profesional). Los principales hallazgos del estudio se realizaron sobre la base de estudios teóricos y empíricos: el experimento de 2012 a 2017 en el abierto por los autores de la Academia de Arte y Diseño Infantil (edades de 4 a 16 años), Escuela de Diseño en Naberezhnye Ciudad de Chelny (16-20 años de edad), una institución educativa privada de educación superior «Kamsky Instituto de arte y diseño» en la ciudad de Naberezhnye Chelny (18-22 años), el Departamento de diseño y artes nacionales de la Universidad Federal de Kazan (18 -22 años). El método principal que utilizamos en el análisis de la efectividad del proceso pedagógico dirigido al dominio de las bellas artes es el análisis de las obras de arte realizadas por los estudiantes. El artículo revela los principales resultados de la investigación teórica, confirmados en el transcurso del experimento.

PALABRAS CLAVE: sistema pedagógico de desarrollo de la cultura artística de la personalidad, enfoque sistémico, enfoque interactivo, enfoque facilitador, enfoque integrador, enfoque diferenciado.

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Elmira Gabdullovna Akhmetshina
Kazan Federal University. Russian Federation
akhmetshinaeg@gmail.com

Lyajsan Habibulhakovna Kadyjrova
Kazan Federal University. Russian Federation

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1. INTRODUCTION

In the modern Russian pedagogical science are important issues for the development of arts education as an integral continuity of the system with specific shared goals and objectives (educational, developmental, educational), and determine target priorities for each age period. The main purpose of the system is to develop the individual's artistic culture, which is formed by each member of the society and determined his needs and abilities to master and create the world of art values. It is about a cultivated aesthetical perception which is able to regulate the productive artistic and creative activity [1]. Nowadays, society is experiencing an objective need of an individual capable of artistic and creative re-comprehension and the development of the surrounding world in accordance with the laws of beauty [7].In this regard, there is a great need of scientific-methodical support in the educational practice in the field of fine arts implemented through system approach. It is necessary to represent art education as a holistic process that includes the student in the art-oriented productive creative activity focused on developing his cognitive aesthetic views and emotional-value attitude towards the fine arts [9].

MATERIALS AND METHODS

The process of development of an individual's artistic culture becomes successful only if the priority principles of goal-setting are clearly defined at each and every level of the person's growing up period. Proceeding from the great practical experience, we can state that, for example, in the work with preschool children, the greatest attention we should pay to the development of observation and imagination, to filling the consciousness of a small person with numerous visual images since the child so far has no significant experience of communication with the outer world. For this, it is necessary to teach him to consider, synthesize and analyze the visual information he received, the techniques and methods of fantasizing and the creation of new objects. In working with schoolchildren, it is important to develop creative abilities, skills and skills in the field of the image of the surrounding world. By the age of 10-11 the child is already able to compare the results of his artistic activity. One is quite self-critical towards them. If he realizes that hisdrawings and the surrounding reality are not alike and recognizes higher qualitative criteria and significance in other children drawings, he will abandon drawing for a long time and even forever.

In adolescence (pre-professional period), it is necessary to create a high level of interest and aesthetic preferences with the aim of consciously choosing the cultural environment where the teenager later plans to live and realize his future plans including the professional field. Working with students, whose future profession is defined, requires the formation of an aesthetic need in a creative attitude to any activity. If the chosen professionis also related to the creation of artistic objects, the teacher's task is to maximize one's involvement in creativity and create daily need for it.

The holistic pedagogical system ensures the realization of goals, sub-goals in accordance with the age limits, the tasks of art education; it is correlated with the traditions accumulated by the historical experience of artistic and aesthetic training of the younger generations and is based on various pedagogical approaches: system, cultural, personality-activity, individual, interactive, facilitation, integrated, multicultural, etc. The teacher, who determining his attitude to the teaching process, his philosophical vision of the organization of the pedagogical process, focuses on the subject-subject or subject-object approach in interaction with students. The prevailing form of education in the modern Russian education system generally is based on subject-object relations, which are based on the teacher's priority in the educational process. Subject-subject relations, involving an equal interaction between the teacher and the student in the process of achieving educational goals, unfortunately, are rare. This is a serious problem that requires timely solutions, since the use of the subject-subject approach significantly increases the effectiveness of the learning process and gives an opportunityof theefficient solution of such educational tasks as: activation of the learning process, increasing motivation for learning, building subject-subject relationships in the human – nature system, brake the barriers between the student and the teacher, activation of thinking, establishment of dialogical relations, promotion of the manifestation of personal qualities, creative their abilities, desire for cooperation and social activity. One such approach (of subject-subject type) in our opinion is an interactive approach, which might be realized by achieving an effective feedback in the teacher-student dialogue. This is continuous, free, active communication, in which teacher provides constant observation of the students' response, and presents constant adjustment and optimization of the educational process. Interactive – which means that the educational process contains an element of interaction, if the object is able to respond to any other object's actions in real time, i.e. here and now, it is interactive. For example, during the process of performing any creative pictorial or graphic task it is exactly the contact that happens between the teacher and the student.

One of the increasingly popular pedagogical approaches is the facilitation approach, which is close to the interactive one. "Facilitation" in the context of the education system means "creating favorable conditions". This approach implies the creation of the good environmentin the classroom, the most optimal for solving educational problems, based on the teacher's cooperation with the students, the acceptance and constant support of the students, belief in their ability, mutual respect and trust.

In our opinion, the possibility of creating a supportive creative environment in the classroom visual arts does not require much effort from the teacher. Entourage in the form of a professional bench-easels, field training tables with still lifes, burning lamps-the floodlights, the kind of theatrical space contribute to this. At the same time, the soft voice of a teacher giving individual recommendations on the conduct of the work. Background not loud classical instrumental music further enhances this effect and adjusts the student in a working mood. Every new bar or swab brings him aesthetic pleasure.If the teacher doesn't like what the student is doing,then immediately corrects it and sends it. So the fear risk of student failure is reducing.

Facilitative approach having a humanistic orientation in our opinion is universal in mastering any kind of art. And the space itself plays a special role in it, which is an integral part of the environment, because the space is empty, not filled with objects, color, sounds, smells, action, learners is not clear. Therefore, we identify the notion of space with the notion of surroundings.

It should be noted that the environment puts forward one more pedagogical condition for the realization of art education – an integrated approach to mastering art ("Every art is a means of organizing space" – P. Florensky). The environment makes it possible to maximize the field of spatial imagination among students, it is integrated by nature. Speaking of spatial imaginations, we mean the breadth, scope of imaginary ideas, fantasy, which from Boris Yusov's theory's point of view are an indispensable condition for the development of the creative potential of the individual [3]. B.P. Yusov developed the pedagogical aspect of the problem of the interaction of art back in the 80's of the 20th century. The same author invented the term "polyartistic approach". This approach presupposes a form of involving learners in art, which allows them to acquire basic ideas and skills in the field of each art, to understand the origins of different types of artistic activity [8]. How can this be realized in the current educational process? Use of music in class: listening to/"immersing" in music, associative perception and image of musical fragments, background sound, creating creative compositions in accordance with the theme of the song, and even simply drawing musical instruments, studying their design, the principle of sound production – an emotional mood and a desire to immerse in the musical environment too.The improvisational nature of the synthesis of the arts, which underlies any creativity, is a constantly evolving evolutionary process that gives rise to a new in culture, science, and education.

In spite of the fact that the teacher primarily searches for approaches to work with the teaching staff, one must not forget that a person, especially a creative one, requires an individual approach or a differentiated approach to the organization of the educational process [2]. Unfortunately, this approach is fully possible only for experienced masters who possess a rich set of knowledge, skills and pedagogical abilities; these are teachers with a pronounced professional orientation. In each age period of human development, both the general properties inherent in the social group and the specific, individual characteristics are formed.

The development of creative abilities can not be the same for all children because of their individual characteristics [10]:

- Some students present themselves more fully in decorative work, others – in thematic tasks, some - in modeling, sculpture, volumetric modeling, and the others – in drawing from real objects;

- Someone more likes to draw with crayons, paint, but someone, with a pencil and even just a pen;

- Someone draw interesting and rather complex compositions, others choose a very simple plot and are primitive, they simply solve it, others like to represent the same objects, for example, tanks, planes, other equipment, but are indifferent, say, to depicting objects of nature and people .

That is why individual approach to students and differentiation in the organization of training are very important, which contributes to the creation of conditions for the development of all, not only those capable of visual activity. Teachers with skillful leadership should give every child the opportunity to actively, independently express himself and experience the joy of creative work. Selection of tasks of different levels of complexity, preparation of auxiliary materials with more detailed explanation of the creative task, assistance to the lagging child, the definition of artistic material in accordance with his preferences, the choice of an individual pace of the task – all this will help the learner to more successfully cope with the work performed, to believe in one's own strength.

RESULTS AND DISCUSSION

During the experiment on introduction in educational process of pedagogical approaches indicated we made the following conclusions: teacher, implementing the pedagogical system of the development of artistic culture of personality is necessary in orientate in a wide range of modern technologies, trends, ideas, schools [11].Traditional pedagogical experience is our wealth, to which we must be treated with respect and maximum use. Despite that, new ideas, approaches to teaching children deserve attention. Subject – subject approaches aimed at an active equal interaction between the student and the teacher acquires the greatest relevance in the modern educational environment. To which we include such pedagogical approaches as: system (pedagogical system of development of artistic culture of personality), interactive (interaction of teacher and student), faculty (organization of creative environment), integrative (multicultural, synthesis of arts), differentiated (individual). The introduction of these pedagogical approaches in the practice of special educational institutions artistic direction showed high performance in the system of additional education of children (Children's Academy of art and design) significantly decreased the percentage of those who cease to attend classes and to engage in throughout the school year (from 33% at the beginning of the experiment to 8% at the end of the experiment); in the system of professional education (College or University) increased quality indicators, the average score at the evaluation of results of creative activity rose from 3.8 to 4.3 (with a five-point system), has increased interest in developing the profession, the desire for professional realization in their profession.

CONCLUSION

The effectiveness of art education in different age groups mostly depends on how well the priority goals are set and how did pedagogical approaches are determine in the system of development of the artistic culture of the individual. At the same time, we should consider that only the genuinely creative personality of the teacher, who organizes the given pedagogical process, is able to stand on same level with the student and to conduct the dialogue as equal.Only this interaction brings the exact result which we expect from the system of art education.

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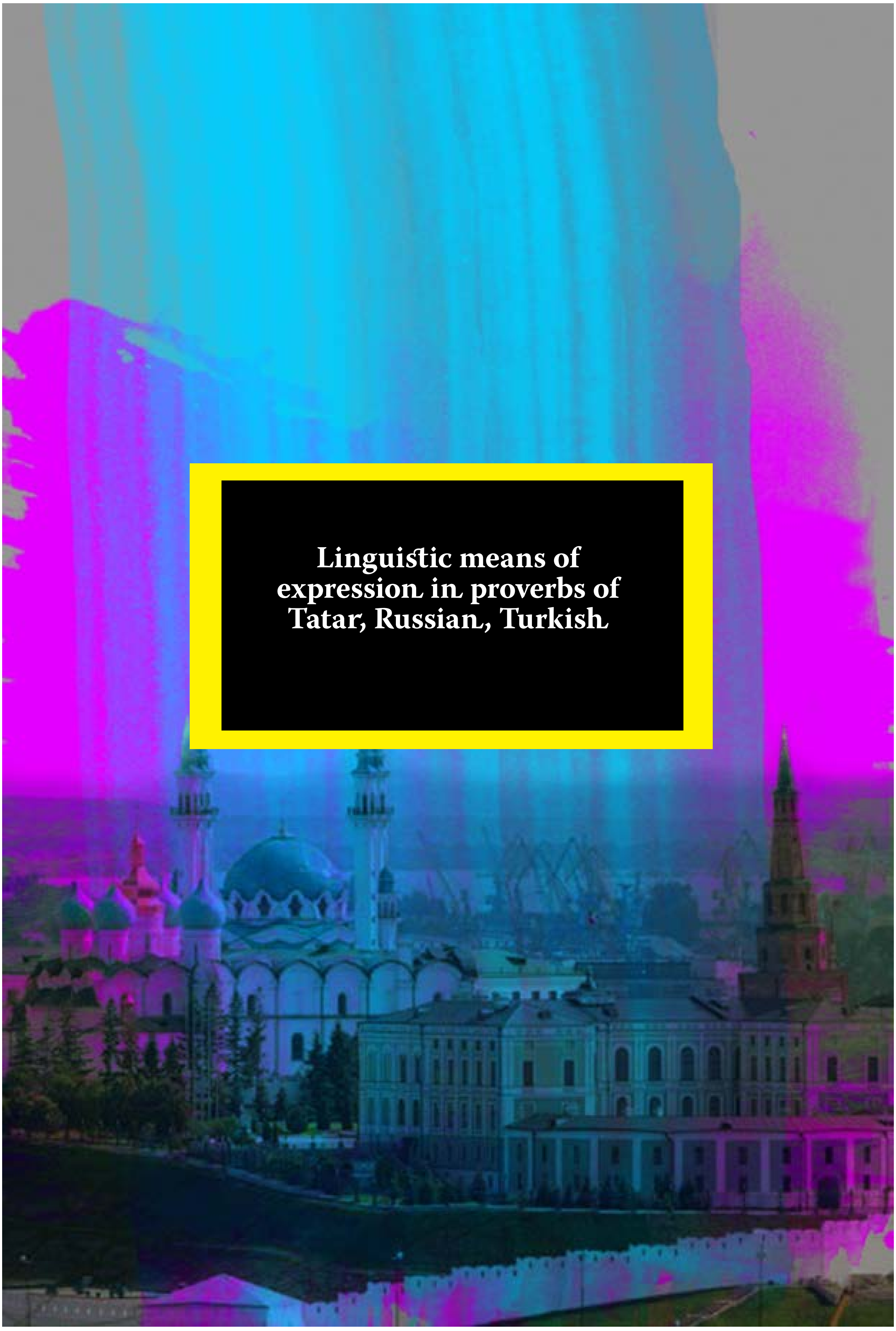
Linguistic means of
expression in proverbs of
Tatar, Russian, Turkish

Linguistic means of expression in proverbs of Tatar, Russian, Turkish

Medios lingüísticos de expresión en proverbios de tártaro, ruso, turco

ABSTRACT

Literary and linguistic means of expressiveness adorn proverbs, and help to disclose the semantic meaning that lies in these works of oral folk art. This article attempts to compare literary and linguistic means of expressiveness in Tatar, Russian and Turkish proverbs. In the process of studying the proverbs about language, natural phenomena, relations between people, wealth and poverty, and others, the authors compared them in terms of using literary and linguistic means of expressiveness in them. The proverbs of all three languages revealed the use of comparisons, although this device is used more oftenin Tatar and Russian. In the proverbs of the Tatar and the Russian languages, comparison is often commented on,the antonyms are usedto compare. In Russian proverbs, comparison was built with the help of conjunctions “как” (“like”), “что”, “ровно” (“just like”), “словно” (“as if”); expressed by instrumental case; by means of syntactic parallelism. There were non-conjunctive and negative comparisons. There were less common in Turkish proverbs than in Tatar and Russian. In this language, comparisons were expressed by syntactic parallelism, by the form of ablative case -tan / -dan, the form of negation, the intonation of opposition, the nominal predicate, as well as the non-conjunctive forms of negation. The use of different forms of the verb was characteristic for the Tatar, the Russian and the Turkish languages. In all three languages metaphors, personifications, and synecdoche were the favorite proverbial devices.

KEYWORDS: the Tatar language, the Russian language, the Turkish language, proverbs, literary devices, linguistic means.devices, linguistic means.

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RESUMEN

Los medios de expresividad literarios y lingüísticos adornan proverbios y ayudan a revelar el significado semántico que se encuentra en estas obras de arte popular oral. Este artículo intenta comparar medios literarios y lingüísticos de expresividad en proverbios tártaros, rusos y turcos. En el proceso de estudiar los proverbios sobre el lenguaje, los fenómenos naturales, las relaciones entre las personas, la riqueza y la pobreza, y otros, los autores los compararon en términos de usar medios literarios y lingüísticos de expresividad en ellos. Los proverbios de los tres idiomas revelaron el uso de comparaciones, aunque este dispositivo se usa con mayor frecuencia en tártaro y ruso. En los proverbios de las lenguas tártara y rusa, a menudo se comenta la comparación, los antónimos se usan para comparar. En los proverbios rusos, la comparación se construyó con la ayuda de las conjunciones “как” (“me gusta”), “что”, “ровно” (“al igual que”), “словно” (“como si”); expresado por caso instrumental; mediante el paralelismo sintáctico. Hubo comparaciones no conjuntivas y negativas. Las comparaciones fueron menos comunes en los proverbios turcos que en tártaro y ruso. En este lenguaje, las comparaciones se expresaban mediante el paralelismo sintáctico, la forma de ablative case -tan / -dan, la forma de negación, la entonación de la oposición, el predicado nominal, así como las formas no conjuntas de negación. El uso de diferentes formas del verbo fue característico de las lenguas tártara, rusa y turca. En los tres idiomas, las metáforas, las personificaciones y la sinécdoque fueron los dispositivos proverbiales favoritos.

PALABRAS CLAVE: el idioma tártaro, el idioma ruso, el idioma turco, proverbios, dispositivos literarios, medios lingüísticos.

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Damir H. Husnutdinov
Kazan Federal University. Russian Federation
domer1982@mail.ru

Shukru Haluk Akalin
Hacettepe University. Ankara ,Turkey.

Liliya M. Giniyatullina
Kazan Federal University. Russian Federation

Ramila K. Sagdieva
Kazan Federal University. Russian Federation

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1. INTRODUCTION

Proverbs and sayings are recognized as the oldest genres of oral folk art. All the peoples of the world have these kinds of folklore, and the peoples who lived even before our era are not an exception. The Tatar language, as any other language of the world, contain set expressions, that is, proverbs. A certain stylistic function is assigned to them.

A.Karimullininhiswork"Татарфольклоры. Аннотациялəнгəнəдəбияткүрсəткече: 1612-1981"("Tatar Folklore. Annotated Index of Literature: 1612-1981")pointed out the first printed source on Tatar folklore [Karimullin,1993]. This is "Грамматикакыпчакского языкаисловарь" ("Grammar of the Kipchak Language and the Dictionary") by Hieronymus Megisser, publishedin1612 in Leipzig [Megiseri, 1612]. This book contains more than 220 proverbs and sayings.

University scholars Karl Fuchs, I. Berezin, V.V. Radlov, N.F. Katanov and others made a great contribution to the collection and study of works of folk art. In the 19th century, Tatar folklore studies began to develop as a separate science. And this is connected with the name of Kayum Nasyiri.

The earliest ancient Russian monuments of literature have delivered information about the existence of proverbs and sayings from ancestors. "The Tale of Bygone Years", an ancient chronicle, records a number of proverbs: "Неидетместокголове, аголовакместу", "Мирстоитдорати, аратьдомира", "Непогнетщипчел – медунеедать"[-Nikitin, 2005] and others.

Turkish folklore is rich in proverbs and sayings, which have been collected since the middle of the 19th century in Turkey itself. The Turkey proverbs and sayings have the characteristic name аталарсезю(the word of ancestors). Ancient Turkish proverbs represent a reflection of the state of society. Psychology, world outlook of peoples, national character, which had been formed by the described period, are mirrored in proverbs.

Turkish folklore has been so far poorly studied. The first scholar who undertook investigation of it was Russian scholar V.V. Maksimov (the middle of the 19th century). It is also worth listing the names of the following scientists who contributed to the further study of Turkish folklore: M. Kunosh (Hungarian scholar), V.D. Smirnov, V.A. Gordlevsky (Russian scholars), F. Gize (German scholar).

This study is aimed at a comparative study of the use of artistic means in Tatar, Russian and Turkish proverbs.

Despite the fact that in linguistics in this direction there is a large arsenal of works [Anikin, 1976; Akhmedshina, 2000; Makhmutov, 1995 and many others], there remains a number of unresolved problems requiring a detailed investigation in the scientific aspect. The relevance of this topic is determined by the fact that a comparative study of the use of literary devices in Tatar, Russian and Turkish proverbs will be a definite contribution to the international classification of proverbs.

In Tatar, Russian and Turkish, the proverbs are an expression of folk wisdom. It should be noted that the spheres of life and the situations that are reflected in proverbs are similar in all languages under our consideration.

METHODS

We used the following methods. The method of analysis and synthesis allowed us to carry out a logical study of the collected facts, to work out concepts and judgments, to make inferences and theoretical generalizations. The method of comparison was used to compare proverbs in the three chosen languages.

RESULTS AND DISCUSSION

When comparing the proverbs of the three languages, the authors revealed the use of literary devices and linguistic means such as comparison, metaphor, personification, set epithets, the use of proper names in the meaning of common nouns. In the proverbs of the Tatar and the Russian languages, comparison is often commented, antonyms are used for comparison, the use of different forms of the verb is characteristic. It is revealed: proverbs of all three languages are diverse in form of expression.

Folkloric works should quickly influence human mind, feelings. That is why, they very actively use all kinds of literary device sin Tatar, Russian, and Turkish. The proverbs, as is customary, narrate something abstract, but each of them reflect a certain good quality: diligence, intelligence, wit, education, etc. Or, on the contrary, they condemn negative qualities: laziness, stupidity, rudeness, etc.

As a rule, complex concepts, feelings and specific, visible images are contrasted in the proverbs. This explains the frequent use of comparisons in proverbs. They are revealed in Tatar, and in Russian and Turkish.

Let us provide illustrations which express witticism of words, tongue:

In Tatar: Усалтелкышкебек, яхшытелязкебек.

In Russian: Язык не стрела, а пуще стрелы.

In Turkish: Dilkılıçtankeskindir.

It should be noted that the Tatar and the Russian languages are richer in comparisons. Comparisons in proverbs have a variety of forms.

In the Tatar language, comparison is more often expressed by postposition кебек;the affix, forming adverbs-дай/-дәй, -тай/-тәй [Shakirovaetal, 2016]; the affix of the ablative case -дан/-дән, -тан/-тән, -нан/-нән; an auxiliary verb булып; syntactic parallelism; the form of negation; the contrasting intonation, nominal predicate.

The following proverbs can be offered as an example: Тышы гөл кебек, эче көл кебек.Күрше тавыгы каз кебек, йомыркасы баз кебек. Аяз көнне яшен суккандай. Бар чагында – бүредәй, юк чагында – шүредәй. Бала баласы балдан татлы. Исереккә диңгез тубыктан. Дус – акчадан кыйммәт. Күрше тавыгы күркә булып күренә. Дошман, кырмыска булса, фил булып күренер. Вакыт комны ташка, ташны комга әйләндерә.Авыр тормыш тилмертә, җиңел тормыш тилертә. Авызыңны ач та айны әйт, күзеңне ач та көнне әйт. Бурдан кала, уттан калмый.Көчең белән мактанма, акылың белән мактан. Агач күрке – яфрак, адәм күрке – чүпрәк. Авыл башы – манара, акыл башы – замана. Тышы мамык, эче кабык.Вакыт белән якут табып була, якут белән вакыт табып булмый [Isanbat, 1959]

The comparisons in proverbs are sometimes commented:

Заман кош кебек: очып киткәч, кире кайтмый.Ярлының бер яман чир: әдәплене үтермәс, үтерсә дә көлдермәс[Isanbat, 1959] .

In Russian proverbs the comparison is built with the help of the conjunctions "как", "что", "ровно", "словно" ("like", "as though", "exactly like", "as if"), is expressed by instrumental case; syntactic parallelism. Non-conjunctive and negative comparisons are fixed.

For example: Богатыйвденьгах–чтомышьвкрупах. Вертится, словно на ежа сел. Сердце петухом запело. У рака мощь в клеще, а у богача – в мешке. Чужая душа – темный лес. Наше счастье – вода в бредне. Не в бровь, а прямо в глаз[Anikin, 1976].

The Russian proverbs, as well as the Tatar ones, often comment comparison: Горе–чтоморе: непереплыть, невыпить. В народе, что в туче: в грозу все наружу выйдет. Счастье–непалка, врукиневозьмешь [Anikin, 1976].

The proverbs may contain two or more comparisons at one and the same time.

In Tatar: Бауның озыны, сүзнең кыскасы яхшы. Ай кебек калыкты, кояш кебек балкыды.

In Russian: Молодец – что орел, а ума что у тетерева. На словах – что на гуслях, а на деле – что на балалайке[Anikin, 1976].

We must admit that antonyms are used for comparing in Tatar and Russian [Husnutdinov, 2015]

In Tatar: Башланган эш – беткән эш.

In Russian: Хороша веревка длинная, речь короткая.

It has been already mentioned above, in Turkish proverbs comparison is less frequent than in Tatar and Russian proverbs. It is expressed by syntactic parallelism, the form of ablative case -tan/-dan, the form of negation, intonation of contrasting, nominal predicate. There are also non-conjunctive forms of negation.

Aldatmak alçaklık, aldanmak ahmaklık. Az uyku, az yemek insanı eder melek, çok uyku, çok yemek insanı eder helak. Çirkin karı evini toparlar, güzel karı düğün (sokak) gezer. Aç kalmak borçlu olmaktan iyidir. Arif düşman ahmak dosttan daha iyidir. Bugunkü tavuk yarınki kazdan iyidir.Acıkmış kudurmuştan beterdir. Adamın yüzü değil, özü güzel olsun. Gece gözü – kör gözü. Bekârlık maskaralık. Ağaç sevgisi olmayanda evlat sevgisi olmaz. Muhabbet özge halattır, giriftar olmayan bilmez. Namussuz yaşamaktansa namuslu ölmek yeğdir. Vakit nakittir. Borç en kötü yoksulluktur. Rüya boş gezenlerin sermayesidir. Sağlık varlıktan yeğdir. Bir çocuktan bir deliden al haberi [Ömer Asım Aksoy, 1994].

There are the proverbs where comparison is expressed by antonymy and antithesis.

İnsan yedisinde ne ise yetmişinde de odur. Âşık ile delinin farkı biri gülmez biri ağlamaz imiş[Ömer Asım Aksoy, 1994].

Comparisons are sometimes commented, as well as in Tatar and Russian. Aşkbirderyadır, dalmayanbilmez.

“The proverbs of all three languages under study are diverse in form of expression. In Russian proverbs, itisoftenbuiltonindirectspeech(Великасвяторусскаяземля, авездесолнышко), monologue(Излука – немы, изпищали – не мы, апопитьдапоплясатьпротивнаснесыскать), dialogue(Тит, подимолотить! – Брюхоболит. – Тит, подивинопить! – Ох, дайоблокочусьдакак-нибудьдоволокусь)” [Zueva, 2002].

In Tatar proverbs: indirect speech (Буяучыдан: «Кайсытөснебигрәксөясең?» – дигәнгә,– «Алтынсарысыбеләнкөмешагын», –дигән. Кыш көне эт тә: «Җәйгә чыксам сөяктән сарай салыр идем»,– дип әйтер, ди.)

In Turkish proverbs: indirect speech (Devekuşuna «yükgötür»demişler, «benkuşum»-demiş. «Uç» demişler «deve uçar mı?» demiş. Tembel «kudretimyok»der.)[Ömer Asım Aksoy, 1994].

From the point of view of syntactic structure, the proverbs are often simple sentence: Азыклы ат арымас. Острый язык змею из гнезда выманит. Ağrısız baş yastık istemez. Adam adamı bir defa aldatır, orasyndetic compound:Абзар сатып алма, күрше сатып ал. Кончил дело - гуляй смело. Akılsız başa devlet konmaz, konsa bile çok durmaz. Akıllı düşününceye kadar deli oğlunu everir. Akıllı babanın akılsız oğlu olur. Akıl olmayınca ne yapsın sakal? Ağladım başaramadım, güldüm günümü geçirdim.

In the Russian there are fixed the proverbs built with the help of the adversative conjunction “а”: На языке медок, а на сердце ледок.

In the Tatar language there are a lot of proverbs, which are a compound sentence of a synthetic typein their composition: Ай яктыртканда, йолдыз күренми.

In all three languages studied, metaphors, personifications are often used as art devices.

In Tatar: Дөреслек утта да янмый, суда да батмый. Ярлы кеше акчасы, торна булып кычкыра. Кесәдә җил сызгыра.

In Russian: Правда в огне не горит и в воде не тонет. Хмель шумит -ум молчит. В кармане соловьи свищут.

In Turkish: Yalancı topaldan kolay tutulur. Para isteme benden, buz gibi soğurum senden. Şeytan paranın bulunduğu yerdedir.

In Russian proverbs, proper names are often used in the meaning of common nouns. The names are used for the rhyme, and sometimes quite recognizable figures. For example, a man who chatters incessantly is associated with the name of Emelya. Often frequent are the names, such as Makar, Ivan.

The use of different forms of the verb is characteristic of The Tatar, the Russian and the Turkish languages [Husnutdinov, 2016; Yusupov, 2015].

Акыллыатынмактар, юләрхатынынмактар, шыртилеүзенмактар (Future Indefinite Tense). Акыллыдошманнанкурыкма, ахмакдустанкурык (Imperative Form). Ачхәлентукбелмәс (Infinitive). Алдыңаберкарасаң, артыңабишкара [Isanbat, 1959] (Conditional Form, Imperative Mood) an-soon.

Кто рано встает, тому Бог подает (PresentTense). Бог дал, Бог и взял (PastTense). Скажиктотвойдруг, ияскажуктоты (ImperativeMood, FutureTense) and others.

Tatlı dil çok adam aldatır. (Future Tense). Yüz dinle, bin düşün, birkonuş (Imperative Mood) Allah güle güle verdirsin, ağlaya ağlaya istetmesin(Imperative Mood) and so on.

In the Tatar and the Turkish languages there are often antonymous pairs:

Акка кара белән язылган. Акка кара тиз йога. Аяз көнне бар, болытлы көнне юк. Аяз-аяз көннәрдә җиләк җыяр аппагым, болыт-болыт көннәрдә урак урыр аппагым. Зур күтәреп бәләкәй суккан.

Ak akça karagüniçindir. Azsöyle, çokdinle.

In the proverbs of all the languages under study, there are a lot of fixed images of animal sand birds, which are used to denotethe nature of people, their relationships:

Аптыраган үрдәк арты белән чума ди. Үзеңә тимәгән елан мең яшәсен. Аерылганны аю ашар, бүленгәнне бүре ашар.

Спит лиса, а во сне кур щиплет. Пожалел волк кобылу: оставил хвост да гриву. Не велик кулик, а все-таки птица. От вороны павы не жди.

Irmaktan geçerken at değiştirilmez. Bir taşla iki kuş vurmak. Balık baştan kokar. Öküz altında buzağı aranmaz. Havlayan köpek ısırmaz. Vakitsiz öten horozun başını keserler. Eşek hoşaftan ne anlar (anlamaz). Kuzguna yavrusu şahin görünür

In Russian proverbs, there are very often set epithets (evaluative or pictorial): Великасвяторусскаяземля; МатушкаМосквабелокаменная.

Various forms of tautology are used: homonymous(Здоровомувсездорово; Играйданезаигрывайся), synonymous (Изогнядавполымя; Изпустоговпорожнее) [Zueva, 2002]. In the proverbs of the other two languages, they are not fixed.

SUMMARY

It can be concluded that figurative characteristics in all three languages are very close but have often a national character. When studying the proverbs of different nations, this fact must be taken into account. In comparative study of the proverbs, similarities and differences are found constantly. It follows from this that one cannot translate the proverbs literally and understand their meaning, but it is necessary to look for the equivalents.

The proverbs of Russian, Tatar and Turkish express the wisdom of the people, one can find a historical memory in them. This is a set of life rules, people's philosophy. They reflect all spheres of life and situation.

We have studied and compared the proverbs of the Tatar, the Russian and the Turkish languages and have drawn certain conclusions: the proverbs in all three languages are rich in artistic devices, but in Russian and Tatar, comparisons are used more frequent in different forms and variants, and the Turkish language is stingy for vivid and emotional comparisons, it is more laconic, strict and restrained.

CONCLUSION

The proverbs of every people is the wealth of the nation. They are not literally translated into other languages, since every word of the proverb has a certain meaning, peculiar only to a given language. One must recognize the fact that proverbs express the thoughts figuratively and emotionally, bearing at the same time the imprint of a unique national color for rendering of which the artistic devices and the means of language are actively used.

ACKNOWLEDGEMENTS

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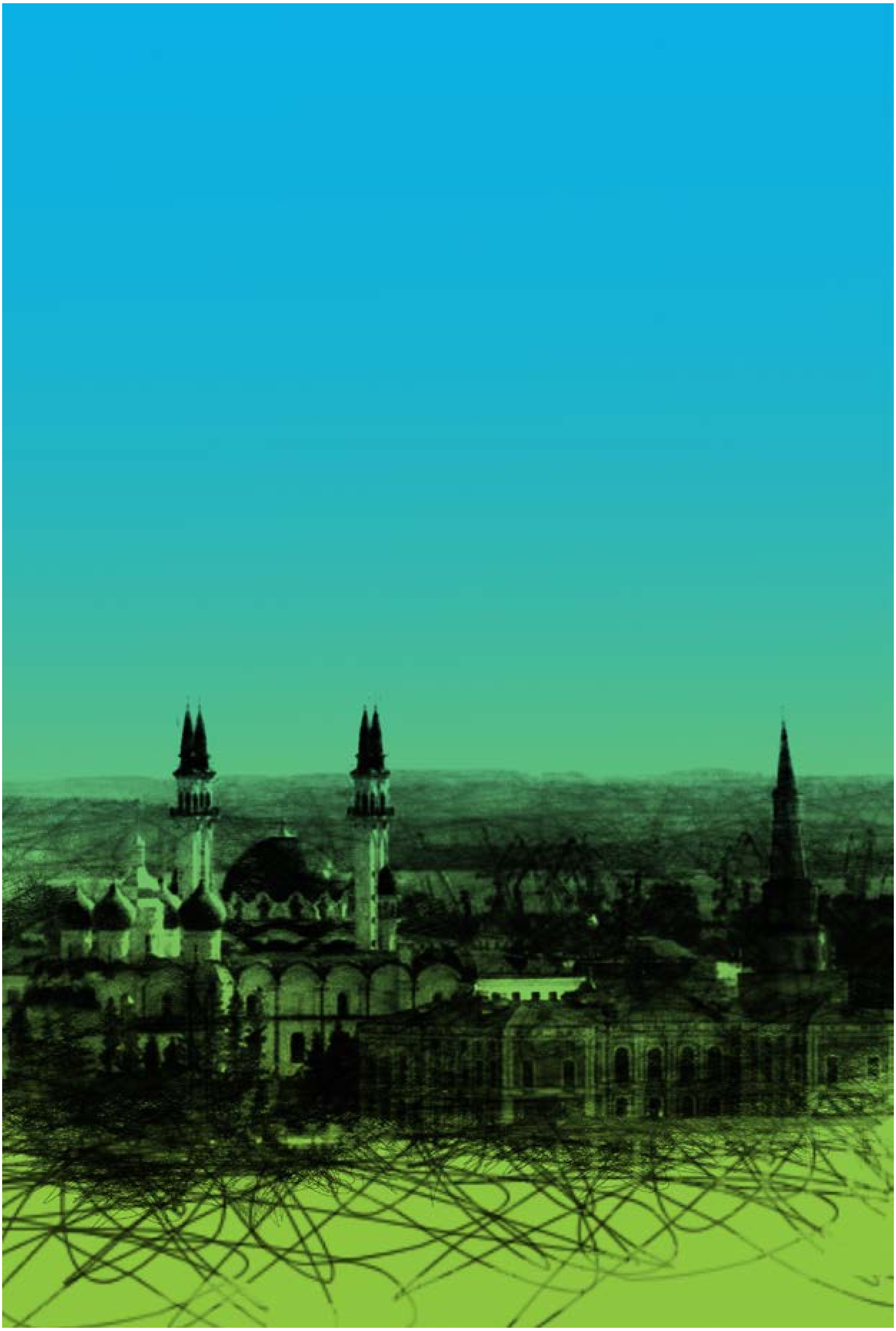

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San Gregorio Magazine (ISSN: 1390-7247, and ISSN 2528-7907) is hosted on the Open Journal System Platform (OJS), so Authors and Evaluators are advised that the texts must be postulated (for publication) or revision) in revista.sangregorio.edu.ec. For their incorporation, the authors must click on "register" and follow the 5 steps.

For the submission process, authors are required to verify that their article meets the requirements shown below.

- Must be original and unpublished texts.
- Must correspond to universally accepted categories as research products.
- They can not be submitted for evaluation by another journal at the time of its mailing to San Gregorio Magazine.

The magazine San Gregorio, is a scientific journal so its content should be represented by 70% and 90% of scientific articles and can include the following types of scientific publications.

1.- TYPES OF SCIENTIFIC PUBLICATIONS

- Original articles: Reports about research studies or own experience.
- Review articles for an area or topic
- Reviews of books or translations of scientific interest, of books published in the last five years.
- Theoretical articles (Hypothesis, abstract analysis ...)
- Methodological articles
- Case studies

The length of the articles will be between 3,000 and 5,000 words, except for review articles and reviews:

- review that its extension will be between 4,000 and 6,000 words,
- book reviews, its extension will be 1,000 and 1,5000 words.

2.- STANDARDS

A) Format

- Paper: letter size (21.59 cm x 27.94 cm (8 1/2 "x 11")).
- The margins of 2.54 cm on all sides of the sheet.
- Sangria: When starting a paragraph should be indent in the first line of 5 cm, with respect to the edge of the sheet. Do not place spacing between paragraphs.
- Times New Roman font size 12pt.
- The alignment of the body of the scientific work should be to the left and with a double line spacing.
- The numbering should start on the first page of the written work and the location of the number should be in the upper right.
- Titles of figures and tables should be made to coincide with the horizontal distance of the text and appear in the body of the text, they will be 12 point size and 1.5 cm spaces.
- Tables and figures should be sent in attached files as a "complementary file" on the magazine's platform. In attached (Complementary files) must send in Word format to full page each one of them.
- Photographs must have a resolution of 300 dpi in A4 size. The titles and sources should be clear and concise; and the information must be necessary to help with the reading. In case any authorization is necessary for the publication of the material, it is for the account of the person who writes the article.
- The footnotes will be 12 points in size and should not exceed 5 lines (40 words), if they are exceeded they should be explained in the body of the text. The work must have a number equal to or less than 5 footnotes.

B) Sections

FIRST PAGE. It must contain the following sections:

- TITLE. In Spanish and English, Lowercase. Justification centered. Do not exceed 15 words
- DATA OF THE AUTHOR OR AUTHORS. Lowercase Justification centered. It should appear: full names and surnames, institutional affiliation (full name, for example, San Gregorio de Portoviejo University, Ecuador) and email.

SUMMARY. It is written in a single paragraph. It must not exceed 200 words and is presented in Spanish and English (ABSTRACT). It must contain the importance and topicality of the topic, objectives pursued, temporal and spatial context of the research, methodology used, progress of findings, conclusions, objects and subject of study.

- KEYWORDS. Five words or groups of sentences, arranged alphabetically, the first with initial capital, the rest in lowercase, separated by semicolons (;), must be presented Spanish and English (KEYWORDS).

- ARTICLE BODY. It must contain the following sections, all justified to the left, in bold and lowercase:

-Introduction. It should make clear the background, justification, objectives and problems addressed, as well as the methodology to be used.

- Methodology. It must be presented with sufficient clarity and detail in such a way that another researcher can replicate the study.

- Results The data must be presented clearly and succinctly. There should be no redundancy between the text, tables and figures. The analysis must be consistent with the type of data, which must be well executed and interpreted.

- Discussion. The results must be located within the framework of the research presented in the introduction. Literature should be handled appropriately, citations being adequate and sufficient.

- Conclusions. They must be expressed clearly and in relation to the objectives, data, interpretation and discussion.

- References. All the works cited in the body of the text should appear referenced in the section of references in alphabetical order. It is part of the APA style 6th edition (http://normasapa.net/normas-apa-2016/). Must contain at least 15 updated academic references (last 5 years). All references with url must appear between vanes (<>).

BIBLIOGRAPHY - APA STANDARDS 2016 - 6 EDITION

The bibliography will be the section where all the sources that were necessary for the realization of the written work will be collected.

To add QUOTES in the text, there are two variants.

Short quotations with less than 40 words: it is written immersed in the text, in quotation marks and without italics. Point is written after the appointment is finished and all the data.

QUOTES with more than 40 words: they are written separately from the text, indented, without quotation marks and without italics. At the end of the appointment the point is placed before the data. The organization of the data may vary depending on where the emphasis is placed (on the author, on the work, on the year, etc.).

Contact with the magazine:

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El Comité Científico remitirá los artículos sin el nombre del autor a DOS (2) evaluadores externos que funcionarán como pares ciegos, en caso de existir correcciones o sugerencias se devolverán a los autores para que consideren su incorporación, en un plazo no mayor de quince (15) días hábiles. Si hay dudas, el trabajo puede ser remitido a un tercer evaluador. El Comité Científico no podrá designar como evaluador de un artículo a quienes tengan nexos de hasta tercer grado de consanguinidad y hasta segundo grado de afinidad con el (los) autor(es).

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