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#### **Address for correspondence and submissions:**

**Prof. Thomas R. Beyer**

**e-mail: [beyer@middlebury.edu](mailto:beyer@middlebury.edu)**

**[infoccs.edu@gmail.com](mailto:infoccs.edu@gmail.com)**

**Tel: +001-802-233-9447**

**Web: <http://sites.middlebury.edu/ccses/>**

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**INTERCULTURAL PEDAGOGY: THEORY AND PRACTICE**

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**Andra-Mirabela Adascalitei,  
«Ion Pillat» Special Secondary School,  
Dorohoi, Botosani, Romani**

**Cristian Adascalitei,  
«Ion Pillat» Special Secondary School,  
Dorohoi, Botosani, Romani**

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**THE IMPORTANCE OF PERSUASIVE COMMUNICATION IN THE  
PREVENTION AND OVERCOMING OF SCHOOL ADAPTATION  
DIFFICULTIES**

**ЗНАЧЕНИЕ ПЕРСУАЗИВНОЙ КОММУНИКАЦИИ В ПРОФИЛАКТИКЕ И  
ПРЕОДОЛЕНИИ СЛОЖНОСТЕЙ ШКОЛЬНОЙ АДАПТАЦИИ**

**Abstract:**

The research study focuses on persuasive communication and its incidence in the prevention of school adaptation difficulties. The authors worked with two groups of respondents: students of ninth grade and teachers. The aim was to determine the level of school adaptation of the students and the main difficulties they encountered at the beginning of high school; the level of persuasiveness of the teachers. Instruments used: AISS (Adjustment Inventory of School Students) Questionnaire (A.K.P. Sinha and R.P. Singh, 2004), "Adaptation versus Adaptation Difficulties" Questionnaire, so far unpublished (C. Adascalitei, 2019) and "Are you persuasive in communication?" Questionnaire (adapted after E. Țărnă, 2017). The presented data are the result of the determined study regarding the correlation between persuasive communication and school adaptation.

**Keywords:** communication, persuasion, persuasive communication, adaptation, school adaptation difficulties

## **Introduction**

One of the prerequisites for preventing and removing adaptation difficulties is knowing the causes. It is advisable to intervene right before the obvious manifestation of the adaptive disorders. The phase of highlighting the potential factors of the difficulties of adaptation must be followed immediately by the differentiated application of the actions that are meant to prevent and liquidate the conditions that determine the maladaptation. In our view, persuasive communication can facilitate both school adaptation and stimulate love for a particular discipline or profession.

To understand the specificity of preventing and overcoming the difficulties of adaptation, it is necessary to approach the psychological foundations of education, which consist in the fact that the formation of a personality according to the educational ideal implies the conscious commitment of theories of personality development:

- the essence of personality; its developmental tendencies; factorial analysis of the components and qualities of the personality; the dynamic-volitional character of the personality;

- the psychological essence of education (highlighting the objectives, strategies, aims, social-psychological factors of adaptation to changing conditions.

Knowledge about age and individual particularities of the personality; the personality-society relationship (the demands of the constantly dynamic society constitute the mechanism for developing and adapting the personality, the tendency towards the educational ideal); assessing the psychic structure of the personality.

## **Theoretical background**

The specialized literature attests to numerous definitions of persuasive communication illustrating the complexity of this process [1, 5]. From the perspective of understanding and using correctly the concept of persuasive communication, we will analyze some definitions starting from Gass and Seiter's explanation, who assert that «persuasion is better understood as an activity in which people are involved and by approaching persuasion as a process, specialists and researchers are more likely to understand how it works or what determines it, because it focuses on of what is happening, not just on the results» [5, p. 46].

In the context of these references, it follows that a model that must be studied as a whole replaces the linear view of persuasion, assumed by many other definitions, and not just its effects recorded.

In a study on persuasion, conducted under the aegis of the World Bank, called Communication GAP (Communication for Governance & Accountability Program), persuasive communication is defined in Miller's acceptance, as "any message that is intended to shape, consolidate, or change responses to others or to others " [16, p. 1].



The remarkable psychologist R. Cialdini considers that the behavioral mechanisms set in motion by respecting the principles of persuasion (reciprocity, commitment, social validation, attractiveness, authority and rarity) support the manifestation of the act of complacency without exerting pressure and, in many cases, without the manipulation becoming evident.

Generalizing various researches on persuasion and adaptation, we will present the E. Țarnas opinion [15, p. 127]: "Persuasive communication is a constitutive factor of education, a defining and structural factor in the culture of educational communication, without which we cannot understand the relational behavior of the teacher and the student. When we approach the correlation of persuasive communication - school adaptation, we highlight two directions: on the one hand, within the relationship we can develop a series of barriers that can turn into sources of difficulties of educational communication and school adaptation, and on the other hand, to overcome the difficulties of school adaptation it is necessary to be able to develop optimal situations of persuasive communication and efficient relations skills".

Persuasion in the school environment is more about encouraging students to make wise choices between the many options that surround them and to encourage them in affirming their own position and judgment, in attitudes and behaviors worth following. It does not, however, aim only at achieving success by any means and by any methods, but rather it is intended to be an efficient way of transmitting fair, moral and meaningful values.

In Johannesen's view, in argumentative and persuasive situations, the transmitter has the moral obligation to double check the validity of the evidence and arguments before presenting them to others; salvation preparation is not an accepted excuse and does not sweeten the harshness of ethical judgment [apud Larson 7, p. 45]. According to the stated concept, teachers must communicate clearly and concisely to students how to fulfill their duties responsibly and how to resolve certain unavoidable stress situations. On the other hand, certain measures of appropriateness of language, supporting materials and organization of message transmission to reflect the pupil's specificity are the key to success in communication. No sharp rule can be imposed. Teachers need to determine the extent to which they maintain their ideas and their own form and how much they modify them to have a maximum impact on students.

Communication that facilitates the construction of understanding, persuasion and sharing of ideas is an essential goal of education science reform, which promotes science education [2].

According to the Cristea's [4, p. 7]: «School adaptation is a complex process designed and directed by the teacher in order to achieve optimal relations between the student and the educational / didactic environment. From a psychological point of view, the school adaptation marks the tendency of necessary balance between the processes of assimilation and those of accommodation; a tendency achieved, objectively, at the level of the permanent interaction between man and reality. From a social point of view, school adaptation marks the tendency to integrate the object of education in a certain community, within a process that begins in the family and continues in kindergarten, school, society, etc. In this sense, school adaptation is an integral part of a more complex process, which is the process of social adaptation».

«To educate means to adapt the individual to the school environment» [10, p. 134]. Thus, according to J. Piaget, the new methods seek to favor this adaptation, using the child's own tendencies, as well as the spontaneous activity inherent in mental development; they strive to present to children of different ages the educational objects in forms similar to their structure and to the different stages of their development. In the curricular design, it is necessary to think about the particularities of the students, both from a cognitive point of view and from an affective, motivational, volitional point of view. In the work «Psychology and pedagogy», in the chapter "Principles of education and psychological data", the same author defines "adaptation" as a balance between two dissociable mechanisms - assimilation and accommodation, a balance whose conquest lasts throughout childhood and adolescence and defines the proper structuring of these periods of existence [ibidem, p. 136].

The ability of the individual to be flexible and resilient, to cope with stress, contributes to a good adaptation and allows the analysis of adaptation models in terms of: incidence of risk factors, vulnerability conditions and protective factors. Negovan author argues, "Social / school adaptation involves much more than adjusting to stressful situations and resilience through flexibility to current or less common trials. The ecological perspective on adaptation (using the analysis of situations in which people with the same evolutionary risk factors - cultural disadvantage, problematic family relationships - go through both positive and negative development paths and have different capacities of recovery in stressful situations) operate more with the acceptance they are proposed by Zany, «according to the systems of social support (material, economic, etc.) and the available mediators (values, coping skills)» [apud 9, p. 175].

«The degree of adaptation to the school activity shows the capacity and the need of the student to know, to assimilate, to interpret the external requirements, the programmed instructional-educational influences, along with his / her desire and ability to model, to accommodate, to adapt the exterior» notes Kulcsar [ibidem, p. 169].

The period with maximum frequency of manifestation of maladaptive behaviors is puberty (10/11 - 14/15 years), a contradictory psychological stage, in which coexist specific characteristics of childhood (childish attitudes) with those characteristic of adolescence (increased abstraction and anticipation abilities).

Researchers L.R. Gherasim & S. Butnaru, citing the specialized literature, mention: «the ways in which the difficulties of school adaptation can be expressed: decreased school performance, superficiality in approaching learning tasks, decreased motivation for knowledge and involvement in learning, absenteeism, dropout the appearance of problems of behavior or of emotional adjustment to the daily challenges, the abuse of substances, the affiliation to groups with deviant behavior. They may manifest accidentally or continuously, singly or in increasingly complex combinations, which may seriously and in the long term endanger the educational, professional and social evolution of the person» [6, p. 13-14].

«In the well-adapted person (for example, the extrovert engaged in difficult social activities), the dynamic interaction between skills, self-regulation and real-life behavior acts harmoniously.

Social ambitions, the high level of knowledge of one's own social capacities and positive emotions favor the participation in social activities, allowing the acquisition of more abilities and positive results and leading to the maintenance of confidence. In addition, the knowledge of one's own abilities makes the person inclined towards solving the problems focused on the task, leading to the effective implementation and development of the skills» [8, p. 419].

«The essence of identifying the difficulties of adaptation in the school context is outdated in practice by the concern for their prevention in order to develop a harmonious personality. Some preventive action is to identify complicated situations, early and risk groups, before they have a negative impact, triggering personal or group "crises» [apud 11, p. 24].

Therefore, the prevention and overcoming of the difficulties of school adaptation, as a dimension of the educational strategy through persuasive communication of the teachers, favors the organization of the psycho-behavioral functionality of the students.

### **Methodology**

23 teachers and 56 students from two high schools in Romania, the 9th grade, urban environment, attended the determined study at the end of the first semester, 2018-2019. The classes were selected according to the three profiles: Mathematics-Computer science, Natural Sciences, Social Sciences.

The experiment found three stages, during which we aimed to determine the main difficulties of adaptation faced by students at the beginning of the 9th grade, the recording of the level of school adaptation, on the one hand and the persuasive style of the teachers, on the other hand.

The objectives of the determined stage:

1. Establishing the statistically representative sample;
2. Elaboration and application of the research methodology of the presence of the difficulties of adaptation and of the level of school adaptation and the investigation of the persuasive style of the teachers;
3. Processing and analyzing the results of the finding stage.

Experimental tests for students included the "*Adaptation versus Adaptation Difficulties*" Questionnaire and the *AISS (Adjustment Inventory of School Students) Questionnaire*, authors A.K.P. Sinha and R.P. Singh, translated into Romanian by Adascalitei Cristian.

As we mentioned in the theoretical benchmarks of the research, adaptation is a multi-dimensional construct.

In the context of the above, we have specified the dimensions for determining the level of adaptation to high school students: emotional, social and educational (AISS Questionnaire). For this purpose, the questionnaire with 60 items was applied to a number of 56 students from the 9th grade. The answer to the questions contains two yes / no variants, of which the student selects only one. The 60 items are representative of the three established dimensions: emotional (items 1, 4, 7, 10, 13, 16, 19, 20, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58), social (items 2, 5, 8, 11, 14,

17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 23, 56, 59) and educational (items 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60). For each "yes" answer, one point is awarded, and for the "no" answer, no points are awarded. The points obtained from the answers of the items on the three dimensions are totalized, obtaining scores corresponding to each one, as well as an overall score of the adaptation. Depending on these scores, subjects can be allocated into one of 5 categories: A = excellent; B = good; C = medium; D = poor; E = very unsatisfactory.

In our research, we also took into account the fact that a special role in the prevention and overcoming of the difficulties of school adaptation comes back to certain benchmarks (the "Adaptation versus Adaptation Difficulties" Questionnaire): the general perception on high school education (item 1), the perception on the disciplines studied (items 2, 4, 5), time for preparation for hours (item 3), accommodation with colleagues (item 6) and teachers (item 7), vision versus early school leaving (item 8).

The experimental test for the teachers consisted in filling out the «Are you persuasive in communication?» Questionnaire, adapted after E. Țarna, applied for self-evaluation, in order to establish the capacity of persuasion in communication. The grid contains 15 statements that can be evaluated using the following scale: five - always; four - usually; three - sometimes; two - rarely; one - never. The questionnaire was anonymous.

### Results

In the first stage of the experiment, based on the purpose and objectives of the substantive investigation, we applied the "Adaptation versus difficulties of adaptation" Questionnaire, elaborated by C. Adascalitei. Through this method, we aimed to find out the main difficulties of school adaptation that students encounter at the beginning of the ninth grade. The questionnaire was applied by the teachers from the classes subjected to the experiment, in the presence of the school counselor. The questionnaire comprises eight items, and the questions were formulated to allow the choice of an option from three choices of answers.

Figure 1 presents the student's answers regarding the optics on the high school education, compared with the secondary one:

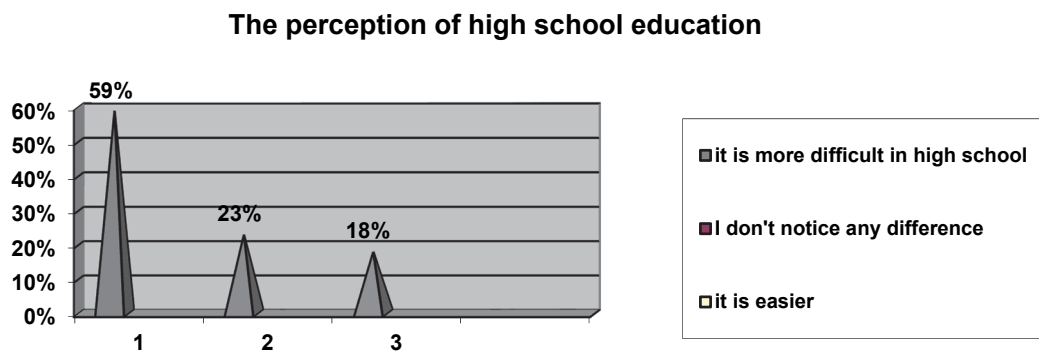


Fig. 1 Student's results on the perception of high school education (determined experiment)

From the data obtained, we observe that most of the students of the ninth grade - 59% consider it more difficult in high school, while 23% claim that they do not notice a big difference

between the two levels of schooling. However, 18% of the students mentioned that it is easier in high school.

The situation regarding the perception on the disciplines studied in the first semester of the 9th class is represented in the table below:

The answer choice	The finding experiment		
	Difficulty of study disciplines (item 2)	Involvement in projects or other activities (item 4)	Degree of comprehension of the information (item 5)
1	62% - 35 students	72%- 40 students	70% - 39 students
2	18% - 10 students	14% - 8 students	5% - 3 students
3	20% - 11 students	14% - 8 students	25% - 14 students

Table 1 Student's results in the "Adaptation versus Adaptation Difficulties" Questionnaire (items 2, 4 and 5)

From the data obtained, a consistent percentage of students - 62% consider that the subjects studied in high school are more difficult compared to those in the secondary school; 18% of students say they are easier and 20% appreciate the difficulty level of the current disciplines similar to those up to the eighth grade.

72% of the students consider that the volume of involvement in projects or other learning or socializing activities is higher compared to the previous years, and only 14% mention that they have noticed the same volume of involvement. A similar percentage of students, 14%, could not make an estimate of their involvement in projects or other activities compared to the previous stages.

Regarding the degree of comprehension of the information provided by the high school study disciplines, 70% of the students declare that they are overwhelmed and notice that they have great difficulties; 25% say that only sometimes they have a hard time understanding the information presented, and 5% have never encountered difficulties.

Referring to the students's opinion regarding the time for preparation / learning for classes, we show in figure 2 the percentage situation of the recorded answers:

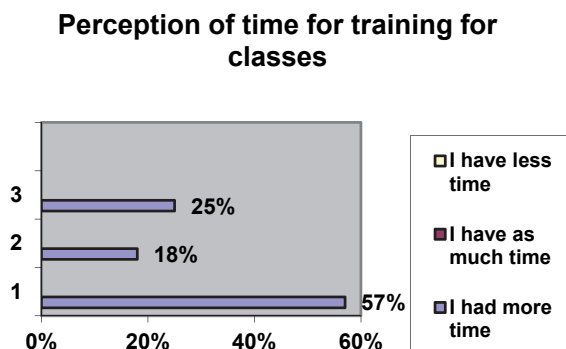


Figure 2 Student's responses regarding the time spent preparing for classes (determined experiment)

As we can see, 57% of the students claim that they had more time to prepare for classes, 18% say they have as much time as in the eighth grade for this activity and only 25% think that the time is longer reduced. We can see that the time spent preparing / learning for classes is a predictor of possible recordings of difficulties in school adaptation, and that is why it is important to know how students perceive this parameter.

Item 6 of the questionnaire aimed at assessing the adaptation with the new colleagues in the first semester of the ninth grade, recorded the following answers: easily (32% - 18 students), harder than I thought (18% - 10 students), respectively I do not believe that I could find colleagues like in the gymnasium (50% - 28 students).

Similarly, item 7 captures the appreciation of the adaptation with the new teachers: easily (21% - 12 students), hard (63% - 35 students), respectively they are the same as those in the gymnasium (16% - 9 students).

The content of item 8 is declared diametrically opposed to the one aimed at adaptation - "Would you like to drop out of high school?". The answers were: yes, but in the following years (38% - 21 students), no, not at all (32% - 18 students), I do not know (30% - 17 students).

The stage of determined experiment continued with the application of the AISS Questionnaire that determined the level of school adaptation. The frequencies of adaptation are shown in Figure 3:

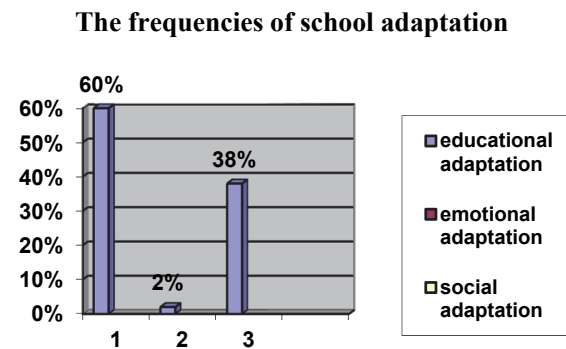


Figure 3 The frequencies of school adaptation of the students in the 9th grade (determined experiment)

Analyzing the illustration, we notice that the emotional adaptation is poorly represented because its frequency reached low levels (2%). In contrast, the feeling of educational adaptation predominates 60%, compared to that of social adaptation 38%.

We believe that the new learning environment is a challenge for the tested students. The results showed that, at the beginning, they are experiencing difficulties of adaptation that affect their development.

Thus, based on the purpose and objectives of the research, the results obtained in the first two confirmatory tests and the conclusion formulated above, the experimental approach continued with the study and determination of the persuasive style of the teaching staff, the need for their full involvement in overcoming the difficulties of adaptation and the setting benchmarks to prevent adaptation difficulties.

The research of the persuasive style of the teachers in overcoming the difficulties of school adaptation of the students of the ninth grade has generated a conventional classification:

1. Highly persuasive teachers (score higher than 64)
2. Teachers with a medium level of persuasiveness (score between 40 and 63)
3. Teachers with a low level of persuasiveness (score lower than 40).

Based on the aforementioned, we also conducted a determined study with teachers teaching in the ninth grade, to record the role of persuasion in overcoming the difficulties of school adaptation. The results are shown in Figure 4:

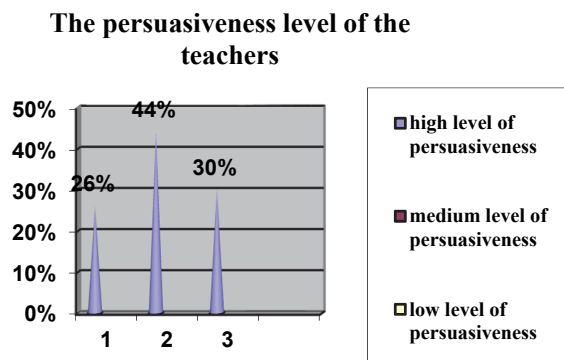


Figure 4 The persuasiveness level of the teachers (determined experiment)

Analyzing the data, we concluded that 6 teachers have a high level of persuasiveness (26%), 10 teachers have a medium level of persuasiveness (44%) and 7 teachers have a low level of persuasiveness (30%).

The field of preventing school adaptation difficulties is quite difficult, requiring some skills from teachers and a certain art in overcoming them.

The training actions must be organized systematically, having the role of exploiting the influences that can be exerted on the students.

## Discussions

According to the authors M. Cojocaru-Borozan, E. Țărnă, L. Sadovei [3, p.46]: “The communication acts by which we influence the students, regardless of whether they are organized or not, whether they are held in specialized institutions or not, enter into the broad sphere of educational communication”. In this sense, persuasive communication is a distinct form of communication through the content specific to the action of persuasion and involves a bilateral teacher-student relationship, following an inverse reaction, which implies the flexibility of roles, an interaction and not just a message transmission, determining the extent to which it was understood, believed and accepted by the student in order to prevent and overcome the difficulties of adaptation.

## Conclusions

The data obtained from the finding experiment indicate that, in the 9th grade, the students adapt to the school environment in different ways, which relate to the construction of their



personality, but also to many other factors, already under discussion. This aspect implies the existence of some capacities of the student to respond to the demands of the educational environment in relation to the requirements of the teachers. Thus, overcoming the difficulties of school adaptation can be achieved only under the conditions of an opportune climate of networking with colleagues and teachers, understanding the role of student and taking into account the responsibilities that come from it. Teachers with a high and medium level of persuasiveness use strategies that can help students to overcome the difficulty more easily, to find those personal resources that favor emotional, educational but also social adaptation.

The results of the present research can serve as a starting point in the implementation of vocational education programs for the prevention of the difficulties of school adaptation, from the secondary school.

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***Information about the authors:***

***Andra-Mirabela Adascalitei (Dorohoi, Romania)*** - Teacher, «Ion Pillat» Special Secondary School, Dorohoi, Botosani, Romania, Pedagogical State University, Kishinev, Republic of Moldova

*1 December Street, no. 30 A, Dorohoi, România*

*E-mail: [adascaliteiandra@yahoo.com](mailto:adascaliteiandra@yahoo.com)*

***Cristian Adascalitei (Dorohoi, Romania)*** – Teacher, «Ion Pillat» Special Secondary School, Dorohoi, Botosani, Romania, Pedagogical State University, Kishinev, Republic of Moldova

*1 December Street, no. 30 A, Dorohoi, România*

*E-mail: [adascalitei.cristian@yahoo.com](mailto:adascalitei.cristian@yahoo.com)*

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***Contribution of the authors:*** *The authors contributed equally to the present research.*

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**Alla K. Bolotova,  
National Research University  
“Higher School of Economics” (HSE),  
Moscow, Russia**

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## **PROKRASTINATION PHENOMENON AND TEMPORARY PERSPECTIVE IN PROFESSIONAL LEVEL**

### **ФЕНОМЕН ПРОКРАСТИНАЦИИ И ВРЕМЕННАЯ ПЕРСПЕКТИВА НА ПРОФЕССИОНАЛЬНОМ УРОВНЕ**

#### **Abstract:**

In professional activities, the skill to efficiently manage your time plays a vital role. Professional activity is a long-term process where time is a critical and nonrenewable resource. Efficient time management ensures life strategies in situations of uncertainty and determines time prioritization in professional fulfillment (K.A. Abul’hanova, A.K. Bolotova). Time remains an important reserve of mental personal organization; however, it is very rarely used. When social development and the rate of activities intensifies the problem of procrastination becomes of practical significance. It becomes necessary to work under difficult time constraints, delay task fulfillment, reallocate time priorities and time limits in situations of interpersonal and professional communication (A.K. Bolotova, 2007). Rational use of lifetime, orientation on future time perspectives (F. Zimbardo, 2010), looming professional horizons and personal growth leads to high career achievements. Today, the study of personal capacity and career opportunities assumes research of time perspectives and activities strategies. However, the amount of these studies in modern psychology is not enough.

**Keywords:** time perspective, procrastination, structure of procrastination, professional level, activity, professional, psychology, communication.

## **Introduction**

Employees of different job titles more and more often face procrastination in their professional activities. Procrastination influences the specific nature of organizing and implementing activities as well as more task oriented time use (A.K. Bolotova, A.A. Chevrenidi, 2017). It should be noted that subjective value of time as a personality resource and duration of time perspective appear to be regulators of organizing activities and personal self-fulfillment.

In 2004, D.A. Leontiev offered a classification of types of personal attitude to timing, where two groups were determined: people living “in the hours” and “outside the hours”. This classification shows how a person feels like in the trinity of time and how the transfer from the past to the future is considered to be a continuous spatial changing process or lifetime. People living “in the hours” perceive their life at the intersection of interconnected time intervals where a person “moves from the past via the present to the future and the world moves from the future via the present to the past” (2004, № 1(4). – p. 113-118). In turn, those living “outside the time” have a tendency to postpone and delay everything, in other words procrastination.

A famous Canadian researcher J.R. Ferrari in 1990 suggested classify demonstration of phenomenon of procrastination depending on personal qualities and personal behavioral strategies. According with his classification there are hesitator or avoiding people and so-called thrill seekers or active procrastinators, which delay major decision-making on purpose.

Despite the relevance of the problem of procrastination in production activities, there is still no common understanding about the contents of professional procrastination and its terminological understanding. Even though most existing research of the procrastination phenomenon are based on the academic sphere, V.V. Barabanshikova and G.I. Marusanova (2016) point out that studies of the procrastination phenomenon are based on particular professions. This makes research about differential phenomenon functioning based on materials of a wide range of professions of particular interest. The authors point out that studying the specifics of delaying things by specialists in the performance of his duties has high theoretical and applicable value. However, there were not enough studies of the procrastination phenomenon at professional level in modern psychology (Ya.I. Varvaricheva (2010), E.P. Il'in(2011). These reasons predetermined the subject matter of our research: Interrelation of time perspectives and procrastination at professional level. P. Ringenbach first introduced the term procrastination in 1977. At that point, it meant putting off things. A. Ellis, W.J. Knaus (1977) and J. Burka and L. Yuen (2008) conducted research on procrastination in this context. P. Steel conducted a metaanalysis of all research in this sphere and came forth with a single definition: “the fact of procrastination presents not just delay but also protraction and non-performance” (2007, p. 65). P. Steel (2010) determined distinctive features of procrastination. According to him, it is the association with the timing aspect. He mentioned that usually people delay things, which have a certain time of performance.

## **Theory**

In Russian psychology, the problem of procrastination is not adequately investigated. Ya.I. Varvaricheva (2010) distinguishes a separate type of procrastination – conscious procrastination. In her work N.A. Chernisheva (2016) makes an integrational analysis of special aspects of procrastination and emphasizes the following characteristics: awareness, irrationality, internal discomfort and negative feelings (worries, guilt) resulting from the delay of things.

A research of V.V. Barabanshikova (2016) shows that procrastination has both negative and positive consequences for a person's activities. People often delay not only personal but also professional responsibilities. O.S. Vindekeder and M.V. Ostanina point out that point out that procrastination has a negative influence on people's success (2014).

According to a number of researches, the contents of procrastination include delaying things for a number of reasons: choosing behavioral strategies (avoidance), low level of motivational and volitional sphere as well as emotional components (fear and dismay). We can find explanations of procrastination in J.R. Ferrari works (1990) who determined the following reasons for delaying: looking for a thrill, hesitation, avoidance of failures, perfectionism and unwillingness to risk.

Usually procrastinators delay things, which have certain deadlines. On that basis, we can assume that demonstration of procrastination is connected with features of formation of the time perspective.

K. Levin (2001) first offered the definition of time perspective similar to a definition of time orientation. He understood it as a projection of his future or past in the present. Introduction of this definition complemented the definition of "vital space" and "psychological field" determining the study of understanding of the past, present and future. When L. Frank introduced the term, "time perspective" in 1939 he characterized time limits as an interconnection and interconditionality of past, present and future, which was presented in the existential model of human behavior.

B.V. Zeigarnik (1982) points out that past personal experience plays a sufficient role in searching for a project of life and determining time landmarks while forming a skill to put in perspective the arising situation and consider it in an unfolding time perspective. This skill is critical for personal development.

In our study, we mainly rely on the definition of time perspective worked out by F. Zimbardo. According to the author's definition, "time perspective is personal attitude to time which is often unconscious and a long-term process of existence which is united into time categories which helps to regulate, structure and give meaning to life" (2010, p. 58). Time perspective represents directives, beliefs and values connected with time. According to F. Zimbardo, time perspective includes several timelike dimensions and orientations: future, positive and negative past, hedonist and fatalist present (2010, p. 47 – 52).

Our research is dedicated to the procrastination phenomenon within the framework of professional activities. We can assume that time perspective and its time limits (future, positive

and negative past, hedonist and fatalist present) are interconnected with procrastination processes allowing to rationally structure personal activities in time – lifetime. The success of professional activities is determined by life-purpose personal orientation (D.A. Leont’ev, 2004) which found reflection in our research.

### Methods

Our research covers responders of different job titles (120 people, 58 top-managers, 62 middle managers) and representatives of different Moscow organizations. The online-research was held using Zimbardo Time Perspective Inventory (ZTPI) adapted by A. Sirtsova, E.T. Sokolova and O.V. Mitina (2008), scales of common procrastination (C.H. Lay) adapted by T.U. Udeeva, N.G. Garanyan, D.N. Shukova (2011) and “Life-purpose orientation” checklist adapted by D.A. Leont’ev (2000). The SPSS Statistics V.22 Software processed attained results.

### Results

The article presents results of statistical analysis of diversities in the level of procrastination and types of time orientation of respondents of different job titles. Differentiation between groups by quantitative indicators was carried out using the Mann-Whitney criteria (table 1).

Table 1

**Statistical analysis of diversities in the level of procrastination and types of time orientation**

Criteria	Middle management	Top management	Value of the differentiation ratio
Level of procrastination	<b>57.2</b>	53.45	<b>1211**</b>
Negative past	<b>31.26</b>	19.43	<b>226**</b>
Hedonist present	<b>24.6</b>	19.8	<b>1023**</b>
Positive past	21.4	<b>36.06</b>	<b>168.5**</b>
Fatalist present	<b>45.7</b>	21.3	<b>53**</b>
Future	22	<b>59.03</b>	<b>0**</b>

Note: \*\* - differences are statistically significant for  $p \leq 0.01$

The results of Table 1 show statistically significant differences of the level of procrastination of top-managers and middle managers. It was identified that top-managers have a lower level of procrastination, which may be linked to a higher level of responsibility and their commitment to career achievements. These results allow us to assume that time limits of top-managers and middle managers have their distinctive features (statistically significant level of differences for  $p \leq 0.01$ ). Comparison studies of time orientation of two groups of respondents show high rates and predominance of Future time perspective only in the top-management group (**59.03** against **22**). Top-management have a low level of hedonist present, which may show the importance of target-setting and looking to the future to draw up long-term strategies of activities and achievement orientation. Low orientation on hedonist present shows ill preparedness to combine active professional activities with enjoying the present “right there and then”. Such people are prepared

to sacrifice “the present” for success in the Future, constantly setting new goals and trying to achieve top achievements in their career (F. Zimbardo, 2010).

In accordance with the point of view of D.A. Leont’ev (2000), time perspectives are linked to personal life-purpose orientation, which influence success in professional activities. The results of our research allow us to unfold life-purpose orientation of employees of different job titles which may determine time perspectives of either the Future (target setting) or the present (process) and the past (goals, results) or all three time dimensions. The results of statistical analysis of differences between selections using the Mann-Whitney U test for tests of life-purpose orientation of D.A. Leont’ev are presented in the table 2.

*Table 2*

**Differences of average group values of life-purpose orientation**

<b>Criteria</b>	<b>Middle management</b>	<b>Top management</b>	<b>Value of the differentiation ratio</b>
Aims in life	29.9	<b>35.28</b>	<b>344**</b>
Process of life	27.7	<b>34.38</b>	<b>175**</b>
Performance of life	24.1	<b>28.38</b>	<b>715**</b>
Locus control – ego	21.25	<b>24.6</b>	<b>904.5**</b>
Locus control – life	29.26	<b>32.7</b>	<b>468.5**</b>
Sense of purpose of life	131.85	<b>155.25</b>	<b>3**</b>

Note: \*\* - differences are statistically significant for  $p \leq 0.01$

The results of this statistical analysis allow us to confirm that statistically significant differences between top-management and middle management can be seen by every measure, that is: “Aims in life”, “Process of life”, “Performance of life”, “Locus control – ego”, “Locus control – ego”, “Sense of purpose of life”. The best results can be seen in the following key figures of top-management: aims in life (**35.29** against **29.9**), locus control (**32.7** against **29.26**) and sense of purpose of life (**155.25** against **131.85**). The middle management group shows much lower results. The received data illustrates major differences in leading components of personal potential while planning and building up one’s career, which become a basis for career achievements (D.A. Leont’ev).

Following you can see the results of correlation analysis of interconnections between quantitative measures and the “Level of procrastination” criteria inside each selection. The analysis was carried out using Spearman’s pair rho. Table 3 presents correlation ratio between quantitative measures and “Level of procrastination” for top-managers and middle managers selections.

Correlation ratio between quantitative measures and “Level of procrastination”

Criteria	Level of procrastination	
	Middle	Top
Negative past	<b>0.78**</b>	0.08
Hedonist present	0.23	-0.11
Positive past	0.02	<b>-0.40**</b>
Fatalist present	<b>0.76**</b>	0.23
Future	<b>-0.46**</b>	<b>-0.77**</b>
Aims in life	<b>-0.26**</b>	<b>-0.57**</b>
Process of life	-0.23	<b>-0.80**</b>
Performance of life	-0.08	<b>-0.75**</b>
Locus control – ego	<b>-0.28*</b>	<b>-0.79**</b>
Locus control – life	<b>-0.43**</b>	<b>-0.70**</b>
Sense of purpose of life	-0.19	<b>-0.52**</b>

Note: «\*» - Correlation ratio, statistically significant at the level of 0.05, «\*\*» - statistically significant at the level of 0.01.

The results of middle management show that statistically significant positive interconnections with the “Level of procrastination” can be seen at the “Negative past” (**0.78**), “Fatalist present” (**0.76**) criterion, and statistically significant negative interconnections with the “Level of procrastination” criteria can be seen at the “Future” (**-0.46**), “Aims in life” (**-0.26**), “Locus control – ego” (**-0.28**), “Locus control – life” (**-0.43**). We could see similar results in T.A. Pychyl (2000), C.H. Lay (1986) et. al. research which were based on the assumption of preference of momentary pleasure from honors and rewards distant in the Future. J. Ferrari and M. Specter research (2000) showed high negative correlation of procrastination with a focus on Future and positive correlation with a focus on negative past.

Top-management results did not show any statistically significant positive interconnections with the «Level of procrastination». Statistically significant negative interconnections with the «Level of procrastination» could be seen at «Positive past», «Future», «Aims in life», «Process of life», «Performance of life», «Locus control – ego», «Locus control – life», «Sense of purpose of life» criterion, which means the lowering of the level of procrastination.

The obtained results show that the high level of procrastination of middle managers may be explained by the influence of their attitude to the past (**31.26**): they are full of memories of the past and do not pay enough attention to their Future orientation. High level of procrastination can also be connected with fatalist perception of the present (**45.7**) and low Future achievements orientation (**22**).

We assume that the low level of procrastination of top-managers can be explained by their positive past orientation, which is an illustrative of knowledge and experience of the past implemented in practical activities. We can also see high Future orientation, which reflects the ability of top-managers to self-regulate and set targets when building their careers. The definition of “personal meaning” (A.N. Leontiev, 2004) correlates with these empirical observations, which often can be estimated as an influence of results on career achievements.



## **Results and discussions**

Our research shows that procrastination and orientation of time perspective are interconnected. Success in professional activities depends on the level of procrastination, life-purpose orientations and personal time relations.

These results are in line with the results of a research by V.V. Barabanshikova and S.A. Ivanova (2016) which reflect the fact that test persons subject to procrastination are able to control the situation to a lesser extent and deter the decision-making process. Available research data proves the results of our research. They show that procrastination is interconnected with personal time perspective and may become a means of time management with a positive effect. The ability to manage time determines success in professional activities, which we found out by comparing the criterion of time perspective with procrastination in top-management and middle management groups whose success was determined by their focus on the future and low level of procrastination.

It is important to note that in our research among top-managers with high professional status and work experience we could see a significant rise of the level of procrastination comparing to the middle management group. We assume that this may be connected with management experience when most important production tasks required immediate attention while all the others were delegated and procrastinated. This type of management goes in line with rational time management and Pareto 20/8 - principle. Our works (2017) can also prove the research of Chu A.H.C., Choi J.N. (2005) and E.P. Il'ina (2011). The authors consider constructive procrastination as an original coping strategy and a predictor of successful activities. From their point of view, procrastination serves as a deliberately chosen strategy leading to positive operating results instead of negative and allows to concentrate on more important things. Our research allows to assume that personal time perspective and orientation is interconnected with the process of procrastination and can be considered in either way, positive or negative, which corresponds to the results of the latest research of procrastination in professional activities by V.V. Barabanshikova (2015). The obtained results allow us to plan some future perspectives for research of contents and consequences of procrastination in different types of activities.

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***Information about the author:***

***Alla Konstantinovna Bolotova (Moscow, Russia)*** – Doctor of Psychology, Professor Faculty of Social Sciences, Department of Psychology, National Research University “Higher School of Economics” (HSE), address: Armyanskiy L., 4/2, Moscow, 101000, Russia, E-mail: [bolotova@hse.ru](mailto:bolotova@hse.ru)

***Contribution of the author.*** *The author contributed equality to the present research.*

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**Anna Gershanova,  
Russian New Universit, Moscow, Russia  
Tatyana Zhuravleva,  
Center of Russian Language and  
Culture «Russian Word»,  
Thessaloniki, Greece**

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**СПЕЦИФИКА КУРСОВОГО ОБУЧЕНИЯ РУССКОМУ КАК  
ИНОСТРАННОМУ: ОСОБЕННОСТИ ПОДГОТОВКИ БУДУЩИХ  
ПРЕПОДАВАТЕЛЕЙ ДЛЯ РАБОТЫ ВО ВНЕЯЗЫКОВОЙ СРЕДЕ**

**SPECIFICITY OF COURSE TEACHING RUSSIAN AS FOREIGN: FEATURES  
OF PREPARING FUTURE TEACHERS FOR WORK IN A FOREIGN  
LANGUAGE ENVIRONMENT**

**Abstract:**

The article is devoted to the features of the organization of coursework. This form of teaching Russian, as a foreign language in modern teaching conditions is one of the most sought after. Course training has a social purposeful focus, takes into account the interests and needs of students in the language, involves the widespread use of modern teaching techniques and technologies. The practice of coursework in foreign language centers (using the example Center of Russian Language and Culture «Russian Word» in Thessaloniki) allows us to identify the specifics of teaching outside the language environment and formulate requirements for teachers of Russian as a foreign language.

**Keywords:** methods of teaching Russian as a foreign language, course training, social order, intensive methods, professional competence.

## **Теория**

В современной практике обучения русскому языку как иностранному курсовое обучение является одним из востребованных видов, получивших статус самостоятельного профиля обучения [9].

Под курсовым обучением понимается вид краткосрочного обучения, особенностями которого являются неоднородность состава слушателей, с точки зрения языковой подготовки, сжатые сроки обучения, интенсивность занятий и их результативность, гибкость обучения в зависимости от интересов слушателей и уровня владения языком [1, с.116-119]. Курсовое обучение имеет яркую целевую направленность занятий, учитывает интересы и потребности обучающихся в языке, предполагает широкое использование современных приемов и технологий обучения, а также материалов социокультурной направленности [8]. Однако в последнее время статус данного вида обучения в условиях зарубежных курсов РКИ изменился: отсутствует языковая среда, курсы приобретают статус основного обучения, осваиваются в длительные сроки, без отрыва от основной деятельности учащихся, опираются на методические традиции национальных образовательных систем [3, с.3].

## **Данные**

Определяющими в современном курсовом обучении являются цели, обусловленные социальным заказом среды, в которой оно осуществляется, влияющие на выбор принципов обучения, содержание, формы, методы и средства обучения. Под социальным заказом мы понимаем отражение интересов тех сторон, чьи потребности удовлетворяются в процессе деятельности образовательного учреждения: «объективная зависимость целей обучения от внешних, социальных факторов выражается в выводимости их из социального заказа», который носит двусторонний характер и «включает потребности общества, с одной стороны, и экспектации и потребности учащихся, – с другой» [6, с. 11]. Всё это ставит определённые задачи в подготовке современных кадров – преподавателей РКИ для зарубежных языковых центров, одним из которых является Центр русского языка и культуры «Russian Word» в Салониках (Греция). Это один из крупнейших в Северной Греции центров, специализирующихся на обучении русскому языку как иностранному, который успешно осуществляет деятельность, разрабатывает и апробирует лингводидактический материал с учетом новых подходов к изучению русского языка, способствует росту интереса к русскому языку, российскому образованию и культуре в Греции. Особый подход к обучению применяется к соотечественникам, выходцам из бывшего СССР, язык которых нуждается в усовершенствовании и развитии.

## **Методы**

В рамках мобильного академического образования и заключённого с этой целью договора о международном сотрудничестве Центра русского языка и культуры Russian

Word (г. Салоники, Греция) и Российского нового университета (г. Москва, Россия) уже третий год осуществляется реализация всех видов практики студентами магистерской образовательной программы 45.04.02 Лингвистика (профильная направленности «Теория и методика преподавания русского языка как иностранного в системе цифрового образования») в соответствии с учебным планом, разработанным на основе Федерального государственного образовательного стандарта высшего образования (ФГОС ВО) [10]. Магистранты наблюдают за учебной деятельностью преподавательского состава Центра Russian Word, обучаясь интенсивным методам работы с обучающимися, осуществляют проведение учебных занятий в группах разного уровня подготовки, участвуют в организации внеурочных мероприятий.

### **Полученные результаты**

Результаты сравнительного анализа методов и приемов в деятельности магистрантов в ходе производственной практики показали необходимость учета особенностей современного курсового обучения в процессе формирования профессиональных компетенций у будущих преподавателей РКИ:

1) курсовое обучение имеет гибкий и подвижный характер, в силу специфики целей, задач и материалов обучения, что позволяет характеризовать курсовую форму обучения, что, с одной стороны, создает благоприятные условия для использования интенсивных форм обучения, а с другой стороны, требует от специалистов постоянного совершенствования методов, приемов, материалов обучения, овладения ими;

2) контингент обучающихся – это самостоятельные и сформировавшиеся личности, люди, имеющие начальную подготовку по русскому языку и нуждающиеся в совершенствовании и активизации речевых навыков и умений в большей степени, чем в приобретении новых знаний, речевых навыков и умений; кроме того, это люди, имеющие базовое образование, готовые к обучению и имеющие для этого собственные мотивы, осознанно выбравшие в качестве предмета изучения русский язык, необходимый в сферах реальной хозяйственной, культурной жизни собственной страны (социальный заказ);

3) курсовое обучение обучающегося осуществляется параллельно с основной работой или учёбой и требует учёта его возможностей, а также особой организации форм проведения занятий от преподавателя, особого стиля его общения с обучающимися, который предполагает уважение и интерес преподавателя к личности взрослого учащегося, что, несомненно, отражается на формах текущего контроля, а также системе оценок успехов учащихся;

4) обучение носит чисто практический характер, что и составляет суть коммуникативной направленности процесса: обучающиеся овладевают русским языком как средством общения в конкретных социальных сферах, ситуациях повседневной культурной или профессиональной деятельности. (В условиях деятельности слушателей Russian Word – это международный туризм, ресторанное и гостиничное дело.) Данная особенность курсового обучения требует особого подхода к отбору существующих учебников и учебных пособий, а также к созданию специальной учебной литературы для различных типов курсового обучения с учетом социального заказа;

5) родной язык в курсовом обучении умеренно используется в качестве посредника.

Данные особенности курсового обучения требуют повышения интенсивности, последовательного обучения видам речевой деятельности в порядке их усложнения при такой организации материала обучения в учебнике или учебном пособии, которая помогает достичь на каждом занятии ощутимых для слушателей результатов обучения осуществления принципа мотивирующего обучения [4, с.17-22].

### **Заключение**

Специфика курсового обучения требует от преподавателя РКИ особого профессионализма, при этом перед системой образования остро встает проблема формирования профессиональной компетенции будущего специалиста, анализ содержания компонентов которой показывает, что преподаватель РКИ должен обладать особым сознанием, которое определяется «как осознанное (регулируемое сознанием) практическое владение языком, обеспечивающее коммуникацию в определенной сфере деятельности (в преподавании русского языка иностранцам) [2, с. 131]. Системообразующим началом в профессиональной компетенции преподавателя РКИ является методическое мышление, способное актуализировать, реализовать методические знания и умения в конкретных образовательных условиях высокого эмоционального напряжения [5]. Оно позволяет интегрировать знания и умения из других сфер в образовательный процесс, что обеспечивает преподавателю полноценное и эффективное включение в функционирующую педагогическую систему. Профессионально ориентированное сознание преподавателя РКИ дает возможность синтезировать все компоненты, составляющие понятие профессиональной компетентности преподавателя, в едином комплексе и подготовить его к решению стоящих перед ним задач обучения русскому языку как иностранному, сформировать умение найти соответствующую информацию и преподнести ее, используя при этом все возможные ресурсы и каналы восприятия, учитывая национальные, психологические и иные особенности аудитории [7].

Данный тип сознания формируется при помощи наиболее эффективных приемов и способов, повышающих уровень специалистов, к числу которых относится организация полноценной и эффективной учебной и производственной практик, выступающих решающим, ключевым звеном в системе профессионального обучения. Практика помогает понять будущим преподавателям РКИ, что их обучающиеся являются представителями разных культур, поэтому им необходимо демонстрировать гибкость в реализации моделей обучения, учитывать национальные, культурные и педагогические традиции обучающихся. Кроме того, важно понимать мотивацию иностранных обучающихся к изучению русского языка, с одной стороны, соотносить с ней цели и задачи обучения, которые должен ставить перед собой преподаватель, особенно, когда речь идет о курсовом обучении.

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**Information about the authors:**

**Anna Gershanova (Moscow, Russia)** - Candidate of Philology, Associate Professor of the Russian Language and Publishing Department, Russian New University (Moscow, Radio Street, 22, [annagershanova@yandex.ru](mailto:annagershanova@yandex.ru), 52 published articles, areas: literary text, discourse, evaluation category, language concepts).

**Zhuravleva Tatyana (Thessaloniki, Greece)** - Candidate of Philology, Director, Center of Russian Language and Culture «Russian Word», Thessaloniki, Greece (Eth. 9 Amynis & Tsimiski 131, Thessaloniki, [russianwordgr@gmail.com](mailto:russianwordgr@gmail.com), 56 published articles, areas: Russian as a foreign language, course training, intensive methods, specialized training, testing).

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**Sergey P. Elshansky,  
Moscow State Pedagogical University,  
Moscow, Russia**

**Elena B. Puchkova,  
Moscow State Pedagogical University,  
Moscow, Russia**

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## **COGNITIVE EFFECTIVENESS OF SCHOOL LEARNING<sup>1</sup>**

### **ЭФФЕКТИВНОСТЬ КОГНИТИВНОГО ОБУЧЕНИЯ В ШКОЛЕ**

#### **Abstract:**

The article deals with the issue of effectiveness of school learning from the viewpoint of cognitive processes. The concept of cognitive effectiveness of learning is considered. The phenomena of cognitive inefficiency of school learning are analyzed. The phenomena are: non-preservation of educational knowledge in long-term memory, inability to concentrate on homogeneous educational material for the required period of time, insufficient formation of the competence of reading comprehension. The possible impact of digitalization and gadgetization on these phenomena is marked. The factors that positively and negatively affect the cognitive effectiveness of learning are analyzed. It is concluded that the problem of cognitive efficiency of learning is complex and requires scientific attention, analysis and research.

**Keywords:** cognitive effectiveness of school learning; cognitive factors of learning; non-preservation of educational information in long-term memory; loss of concentration; attention problems in school; reading comprehension problem.

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## **Introduction**

The problem of effectiveness of school learning is extremely important and relevant. In the absence of the effectiveness, the entire education process becomes of little value. It is obvious that this problem is complex and requires consideration of various social, cultural, pedagogical and psychological factors. The cognitive component of the problem is one of the most important. To refer to this component we can use the term "cognitive effectiveness of learning".

## **Methods**

A search and analysis of literary sources were conducted on the key words "cognitive processes in learning", "memory in learning", "attention in learning", "metacognitive processes in learning", "cognitive learning", "attention problems in learning", "memory problems in learning", "school gadget-stress and its effect to learning"; the theories and concepts possibly connected to the cognitive effectiveness of school learning were analyzed.

## **Results and Discussions**

### *Definition of the concept*

What is cognitive learning effectiveness? Learning can be inefficient and effective. If it is effective, pupils achieve their learning goals — they form the necessary competencies, skills, and abilities, acquire and retain the necessary knowledge, and can successfully apply what they have been taught in practice. Learning process takes place without loss of resources — time, human, intellectual, etc. If it is ineffective, the educational goals are not achieved, competencies are not formed, pupils do not save knowledge, and resources are wasted. It is obvious that the effectiveness of learning is provided by the cognitive processes. The pupil receives new knowledge using the processes of perception and attention, understands and comprehends it using the processes of thinking, stores it in memory, learns the necessary patterns of thinking and imagination. The use of cognitive processes in learning can be effective and help to learn. In addition, it can be ineffective as well. In this case pupils do not retain academic knowledge in memory, or do not keep them within the right time, do not develop the proposed models of thinking, etc., as a result the necessary competencies are not developed.

Since the role of the cognitive sphere in learning is obviously huge, and without proper work of cognitive mechanisms a person will not be able to learn anything, the importance of the issue of cognitive efficiency for learning and education is not just high, but critical. Of course, when considering the work of cognitive functions in the framework of education, it is necessary to understand that in reality their activity is inseparable from the activity of emotions and motives, from personality, it occurs under the influence of the social environment in today's constantly changing world.

If we are talking about the cognitive effectiveness of learning, then we need to formulate what is effective learning in the aspect of the cognitive sphere, cognitive-effective learning.

So what is cognitive-effective learning? This is learning which is effective in terms of

cognitive processes, cognitive resources of the pupil, namely, which provides adequate perception, understanding and comprehension of educational knowledge, preservation of the studied knowledge for the desired period, the required level of educational attention, uses cognitive processes so as to obtain the desired learning result, achieve learning goals, and also provides the necessary development of the cognitive sphere.

To avoid confusion, let us note that cognitive-effective learning and cognitive learning are not the same thing. If cognitive training aims to improve the cognitive activity of an individual, cognitive and intellectual development by special educational methods [Loarer, Yuto, 1997. P. 17], then cognitive-effective learning is learning that effectively involves cognitive processes, achieves the desired educational effect by use of the pupil's cognitive sphere.

### *Effectiveness of various cognitive processes*

Consider the effectiveness of various cognitive processes in learning separately.

The processes of memory. What kind of learning in the aspect of memory is effective.

There are two main types of memory [Brief psychological dictionary, 1985. P. 231], which differ significantly in functions and mechanisms of operation. This is a short-term memory that stores the information received from the senses or recalled from long-term memory. Short-term memory is also called working or operational memory [ibid. P. 232]. Moreover, long-term memory that provides long-term, sometimes throughout a person's life, storage of large amounts of various information [ibid.].

Obviously, both types of memory are constantly used in the learning process. Therefore, there are signs of cognitive effectiveness in relation to both of them. For short-term memory, this is the ability to save the different types and necessary amounts of information used in training activities that come as a result of the work of perception and attention mechanisms or extracted from long-term memory, and the ability to successfully provide mnemonic support for the patterns and the models of thinking and imagination involved in training. For long-term memory — this is the possibility of long-term preservation of the necessary educational information and its actualization in the framework of educational activities of the processes of thinking and imagination.

There is a question, how much long should the educational knowledge be stored in the long-term memory? It should be available to a person all his life, providing his General erudition and information base for further development? Alternatively, if it is not used in life, it can be forgotten forever, erased, and this can be considered a normal phenomenon? If in professional training there is no doubt that the requirement for long-term preservation of the knowledge is necessary, then in General education, when a person acquires knowledge, most of which is practically not used outside of training, and may never be required in later life, the question of whether such education should focus on the preservation of knowledge or this emphasis should be placed on the development of intellectual functions, on teaching a person to learn and think, is open. Still, it seems that learning knowledge must be stored in long-term memory for a long time, otherwise the training itself becomes largely meaningless.

Then there is the second question. What should a modern person keep in their memory after completing school education? What knowledge? Perhaps it makes sense to conduct certain studies in this regard, determining the amount and content of knowledge that provides normal life activity after completion of education.

There is also the question of updating knowledge from long-term memory. After, for example, school education, a person should be able to independently, freely, «at will» recall this knowledge, or they can only be updated in certain cases — if there are some stimulating associations, hints, in specific social situations (for example, in a dialogue)? Which knowledge should be recollected «at will», and which — only in certain cases? It seems that the more knowledge a person can «at will» recall based on the results of school education, the more effective this education was.

There is evidence that pupils with short-term memory deficits often find it difficult to retain instructions, for example, they may remember a three-point instruction, but when they complete the first, they forget the second and third points. They also have problems with reading. Having read a paragraph, they may completely forget the beginning of it [Thorne, 2006]. A deficit of long-term memory often can be a cause of not remembering some facts, dates, and rules that were studied, of the material that was studied in the last school year [ibid.].

Thus, learning can be considered effective in the aspect of memory, if it provides a successful long-term (perhaps even lifelong) preservation of the required amount of information for a person's later life, allows it to be recalled «at will», and provides the necessary development of short-term memory for successful intellectual activity.

In addition to the main types of memory described, there are many other types that differ in a variety of ways. There are different classifications of these types. Definitely, each type of memory has its own place in ensuring cognitive success and learning effectiveness, so it is an urgent task to conduct research on the role and significance of these types of memory in learning, on related to these types of memory cognitive educational difficulties, and on the possibility of developing different types of memory to ensure effective education.

Process of thinking. What kind of learning in the aspect of thinking is effective?

Thinking is a necessary component of learning. It provides understanding, comprehension, processing of educational information, solving educational tasks. The training involves different types of thinking — verbal and logical, practical and theoretical, analytical and intuitive, involuntary and «at will», associative and discursive, etc.

One of the most important types of thinking from the point of view of learning is operational thinking — mental operations of generalization, comparison, analysis, synthesis, abstraction, classification, categorization, etc. When solving educational tasks, performing various educational actions, various mental operations are involved. Without the formation of these operations, successful training and development is impossible.

Learning will be cognitively effective in the aspect of thinking, if a pupil has the necessary

level of formation of the required types of thinking, the necessary level of the mastering of models and patterns of thinking involved in the educational processes.

Processes of imagination. What kind of learning in the aspect of imagination is effective?

Imagination allows you to imagine and predict the result of activity [Brief psychological dictionary, 1985. P. 49], including the educational one, to orient in activity. Imagination is involved in generating and transforming imaginative representations, in particular, the necessary educational images, images of tools and learning outcomes. Imagination helps develop memory by providing visualization of what is remembered [Thorne, 2006]. Imagination, along with intuition, plays an important role in the processes of creativity, in the disclosure of creative possibilities of a person [Brief psychological dictionary, 1985. P. 351].

Lack of imagination can affect the effectiveness of solving creative learning tasks, as well as tasks with a high level of uncertainty or insufficient initial data.

Cognitive-effective learning in the aspect of imagination is provided by the formation of mechanisms of the pupil's imagination, by his capabilities in building educational images, by the ability to build a program of actions in situations with a high level of uncertainty that does not allow effective use of thinking mechanisms.

Process of perception. What kind of learning in the aspect of perception is effective?

Perception ensures that information enters the psyche, is received by the psyche, and that objects, events, and situations in the external world are reflected in a holistic way [Brief psychological dictionary, 1985. P. 52] informs the psyche about what is happening outside and inside the human body. Without the activity of perception processes, information about reality will not get into memory, will not be processed by the mechanisms of thinking or imagination. Perception is closely related to attention. The lack of perception of educational information can become a serious obstacle to learning.

Cognitive-effective learning in the aspect of perception is provided by the formation of mechanisms of perception of the pupil, the possibility of forming integral (combining information obtained through various channels of perception, using various analyzer systems) representations of objects and processes of the external and internal world.

Attention processes. What kind of attention in learning is effective?

Attention processes provide the ability to focus subjective activity on an object, image, process, or event [Brief psychological dictionary, 1985. P. 40]. The characteristics of attention, namely, its selectivity, volume, stability, switch ability and discrepability, are the parameters of cognitive-effective learning in the aspect of attention. Learning activities require a certain level of each of these characteristics, and if one of these levels is not provided by the cognitive sphere, then learning will begin to experience difficulties. Attention also performs the function of internal control of compliance of mental action with the program of its implementation; a high level of such control increases the effectiveness of activities, in particular, educational activities, helps to

overcome distraction [Brief psychological dictionary, 1985. P. 42]. The scientific literature presents methods for attention developing [Thorne, Thomas, Lawson, 2005].

Question of the level and development of intelligence.

Separately, we can specify the question of the necessary level of general cognitive abilities that ensure successful learning. Practice shows that people with a low level of intelligence experience serious learning difficulties and require specialized educational programs [Lebedinsky, 1985. P. 47]. For each training activity, for each type of training, there seems to be a minimum level of intelligence that allows this activity to be carried out successfully.

Another issue is the need and value of developing intelligence in learning. In fact, training should develop intelligence, as it is declared by classical pedagogical science, or it is necessary to develop intelligence in order to ensure the required training, according to the apologists of cognitive training [Loarer, Yuto, 1997. P. 20]? How important is it to improve intelligence in the learning process, and can intelligence develop in learning at all? With the obvious importance of intelligence for cognitive-effective learning, these and many other questions related to intelligence still require research and answers.

The process of speech. What kind of learning in the aspect of speech is effective?

Speech and language factors are definitely extremely important for learning. Speech difficulties can seriously hinder a child's learning and require special learning technologies.

Speech mediates the processes of thinking, imagination, memory, and perception. In the learning structure, speech provides communication between participants of the educational process, understanding the pupil by the teacher and vice versa, reasoning when solving problems, and much more. Thus, the factor of effective use and proper development of speech is one of the most important in ensuring the cognitive success of learning.

Speech can be written and spoken; there are production and understanding of speech. The scarcity of any type of speech can negatively affect learning and create learning difficulties. Therefore, monitoring the formation of all these types of speech is an important component of cognitive-effective learning.

Significance of metacognitive processes for cognitive-learning effectiveness.

Metacognitive processes provide a person with knowledge and understanding of the activities of their cognitive sphere [Chernokova, 2011. Pp. 153-158; Brown, 1987. Pp. 65-66]. They are aimed at the regulation, coordination, integration, and organization of the processes of the cognitive sphere [Karpov, Skiteva, 2005. P. 131]. Pupils' understanding of the features of their cognitive sphere, what cognitive competencies they have already mastered and what they haven't yet, and an adequate understanding of their current level of knowledge proficiency will allow them to adequately plan independent classes, determine opportunities for immediate development, distribute educational time, etc. A person (and a pupil, respectively) with developed metacognitions has good self-regulation capabilities, is able to make effective decisions [Kluwe,

1987. Pp. 31-32]. Metacognition formation will ensure self-regulated learning [Ridley et al., 1992. P. 293], will allow pupils to "answer" for their thinking [Dirkes, 1985. Pp. 96-97]. The development of the metacognitive sphere will provide the pupil with general strategies that will allow him to correctly organize and direct his cognitive activity and make it effective [Loarer, Yuto, 1997. P. 21]. The "Dunning-Kruger effect" is known. Its meaning is that people who have a low level of cognitive abilities subjectively overestimate them, and those who actually have a high level of such abilities tend to underestimate them [Kruger, Dunning, 1999. P. 1121]. Metacognition processes allow to manage learning: plan and forecast results, analyze errors, monitor learning activities, and check the results of these activities [Brown, 1987. Pp. 65-116].

Thus, taking into account the metacognition factor in the framework of training and controlling possible distorting effects is an important component of cognitive-effective learning, which will allow the teacher to adequately assess the capabilities of pupils in terms of learning programs, and the pupils themselves to plan their educational activities more effectively.

### *Phenomena of cognitive-ineffective learning*

A number of apparently significant learning phenomena in terms of cognitive ineffectiveness can be identified [Elshansky, 2018. Pp. 56-61]. First of all, this is the non-preservation of educational knowledge in long-term memory. Today's schoolchildren or students, coming from the summer holidays to study, often with very great difficulty can remember even the names of the disciplines studied in the previous academic year. This is definitely a very serious problem of modern education and demonstrates its imperfection.

The degree of long-term non-preservation of educational knowledge is probably determined by a number of factors:

the absence/presence of homogeneity of educational knowledge on the school subject, it can be assumed that it is better to preserve in long-term memory a highly homogeneous knowledge, that is, knowledge that somehow repeats itself at different stages of the development of the discipline, having a "core" of concepts, models and theories used throughout the entire period of study of the discipline, organized on the principle of enlarging the passed, that not consists of unrelated sections being studied in different time periods;

unformed information-cognitive basis, necessary for the successful development of the discipline and formed in the course of previous training, this basis determines, in particular, the zone of immediate development, without its presence, the pupil will experience serious learning difficulties, as he will have to get the missing information and cognitive components, which are based on the study of the discipline, in the course of its study; here we can also suggest the idea of developing criteria for cognitive readiness to learn various disciplines and methods of testing pupils for such readiness;

the "loss" of educational knowledge in the huge amount of information that a modern person receives every day, because significant brain resources are now directed to processing information flows generated by the digitalization of modern life;



lack of necessary additional training of the cognitive sphere, in particular, memory, lack of development of mnemonic techniques that help to better remember and save information;

the focus of the training is not on long-term preservation of knowledge and providing opportunities for its free «at will» recollection, but on learning knowledge that is recalled only in the conditions of a hint, for example, in tests that offer a choice of correct and incorrect answers, it is obvious that the task of free recalling knowledge from memory and its recognition are two different competencies;

incorrect selection of the form of learning — often incorrectly selected form of presentation of educational material, failure to take into account individual cognitive characteristics of pupils (lack of personalization of training according to cognitive characteristics), lack of individual adaptation of educational material significantly reduce the assimilation of knowledge, their retention in long-term memory; today, there is a large-scale introduction of digital technologies in the educational process, it is obvious that each such technology should not only be tested for how successfully the educational knowledge is stored in the long-term memory of the pupil in its use, but also for how the technology is good for the implementation of measures for individualization and personalization of learning;

lack of emotional comfort in the learning process, in particular, today's pupils often experience stress caused by the use of gadgets (primarily smartphones) [Thomé, Härenstam, Hagberg, 2011. Pp. 66; Samaha, Hawi, 2016. Pp. 321; Van Deursen, Bolle et al., 2015. Pp. 411-412], the so-called gadget-stress, memorizing material in a situation of experiencing stress can be reduced, since the pupil's mind in this case is filled with non-educational ideas related to the use of gadgets, or the child may simply be in an emotional state in which he cannot perceive (and, accordingly, save) the educational material.

Unconscious attribution of non-relevance to educational information; there may be unconscious cognitive mechanisms that process information according to the criterion of relevance/non-relevance, while information defined by these mechanisms as irrelevant is forgotten.

Another important phenomenon that reduces the cognitive effectiveness of learning is the inability of pupils to concentrate on a homogeneous educational material for the desired period of time (lesson), loss of educational attention — the pupil loses concentration from a certain point and ceases to perceive what, for example, the teacher says; an additional factor that negatively affects the educational attention is a gadget, the pupil's attention may be diverted to gadgets, it turns out that a pupil concentrates hard because of the homogeneity of the material, and a distraction to the gadget (which is a distracting stimulus) provokes a shift to non-academic activities, thus "turning off" the pupil, takes him out of the learning process entirely.

An important cognitive phenomenon that negatively affects the learning process is also often the lack of competence to understand what is read, the inability to work correctly with texts, this phenomenon is often called functional illiteracy, a person can read, but cannot properly understand the text read.

*Factors that positively and negatively affect the cognitive effectiveness of learning*

We can separately list the factors that definitely have a positive effect on the cognitive effectiveness of learning. This: special cognitive training, for example, through exercises that develop memory, attention, thinking and imagination; adaptation of educational material and training programs to the individual educational needs for each pupil, ensuring the successful performance of this particular pupil, maximum personalization and personification of learning, taking into account the cognitive styles of pupils; formation of the attitude to remember information, rather than search for it on the Internet; regular repetition of educational material, in particular, learned in previous years; organization of training from the position of the principle of enlarging the past; ensuring the activity of the pupil, his involvement in the educational process; creating the necessary educational motives; distribution of memorization over time (there is evidence that such memorization provides better preservation of the material [Botokanov, Sarymsakov, Esenalieva, 2015. P. 143]); reducing the level of influence of the non-educational gadget use and gadget-addiction; providing an emotionally comfortable educational environment for the pupil's cognitive sphere, the absence of educational stress; perception of educational knowledge by the pupil as relevant; maximum understanding of knowledge, its meaningful interpretation; organization of learning of different disciplines in those ages, when they are due to the age peculiarities of memory mastered the best way, for some ages it is also effective to use imaginative thinking and imagination to better preserve information.

We also indicate a number of groups of factors that negatively affect the cognitive effectiveness of learning. If we talk about what reduces such efficiency today, these are: factors of gadgetization — the non-educational use of gadgets, gadget-addiction, gadget-stress, and even if a pupil do not take his gadget to a lesson, this factor will continue its negative effect, since the child even without his gadget thinks that he needs to do something, for example, in a game on a gadget, check new messages in communication programs, etc., and this will distract him from educational activities; factors of informatization and digitalization — modern processes of digitalization create a super-saturated information environment, in the labyrinths of which educational knowledge is not only "lost", but often devalued, since the availability of information forms the idea of the absence of necessity of preservation of educational knowledge in memory or of the formation of some educational thinking skills, forms the attitude to delegate cognitive functions to gadgets; factor of not taking into account for individual cognitive characteristics — this was discussed above, we emphasize once again that different people have different individual characteristics of the cognitive sphere, so "averaging" pupils on these indicators, applying a unified approach to all is definitely counterproductive; negative social and cultural factors — learning occurs in society, so social factors affect the cognitive effectiveness of learning, for example, the loss of educational attention may be due to the mechanisms of social "infection" or imitation, which A. Bandura described [Bandura, 2002. Pp. 94-124; McCormick, Martinko, 2004. P. 2] — one pupil loses attention, others look at him and also stop concentrating on educational activities, pupils "infect" each other with ideas about the value or vice versa about the non-value of some educational information, this may affect its preservation, etc. Cultural factors also definitely affect the cognitive effectiveness of learning, for example, in our (modern Russian) culture, a significant,



often almost complete, loss of school knowledge in adulthood is perceived as a normal phenomenon, so no one raises the alarm about this, does not raise the question of transforming education so that it ensures the preservation of school knowledge for life at least at some minimum level, providing General erudition.

### **Conclusions**

There is a question of what state a person should be in in order for his cognitive sphere to function effectively in the learning process. Should it be some special state of consciousness, for example, the state of flow, which M. Chiksentmihayi wrote about [Chiksentmihayi, 2013]? Or should it just be a calm comfortable state? This issue needs to be worked out and investigated. At the same time, it is obvious that the influence of distress and other emotionally negative states on the cognitive effectiveness of learning is negative. A person in a state of stress is focused on his experiences, not on learning, so leveling the possible negative emotional impact on the cognitive sphere is one of the tasks of organizing effective learning.

In conclusion, it should be noted that the problem of cognitive efficiency of learning is definitely complex, requires scientific attention, analysis and research, but at the same time improving the quality of education, improving education in its organization, taking into account the factor of cognitive efficiency, can be very significant, help to overcome many educational problems observed today, and effectively use existing educational resources.

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**Information about the authors:**

**Sergey P. Elshansky (Moscow, Russia)** — Doctor of Psychological Sciences, Professor of the Department of Psychology of Labor and Psychological Counseling, Moscow State Pedagogical University (Moscow, Russia) (6 Maly Sukharevsky lane, Moscow, 127051, Russian Federation), E-mail: [ye\\_@mail.ru](mailto:ye_@mail.ru). Published scientific works — more than 200 (pedagogical psychology, cognitive psychology, clinical psychology).

**Elena B. Puchkova (Moscow, Russia)** — Candidate of Psychological Sciences, Head of the Department of Psychology of Labor and Psychological Counseling, Moscow State Pedagogical University (Moscow, Russia) (6 Maly Sukharevsky lane, Moscow, 127051, Russian Federation), E-mail: [kafedra-ps@yandex.ru](mailto:kafedra-ps@yandex.ru). Published scientific works — more than 50 (pedagogical psychology, cognitive psychology, general psychology).

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***Irina A. Sherstobitova,  
Saint - Petersburg Academy of postgraduate Teacher Education,  
Saint - Petersburg, Russia***

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## **ТРАНСДИСЦИПЛИНАРНОЕ ПРОСТРАНСТВО ШКОЛЬНОГО ОБРАЗОВАНИЯ**

### **TRANSDISCIPLINARY SPACE OF SCHOOL EDUCATION**

#### **Abstract:**

The article is devoted to researching the notion of concept as the object of transdisciplinary education. Researching the concept as the methodological basis of metadiscipline is determined by its characteristics of invariance and variability in case the concept is viewed as an educational unit.

The research hypothesis suggests that concepts (viewed as the subject of the conceptual analysis method), performing as culture components, are apt to create new objects and phenomenon.

The mentioned synthesis results in the synergistic effect (efficiency growth due to integration) and emergency fusion (when the system acquires features absent in its components).

The integrated study lessons entitled " Factors of Human Physical and Psychic health in Fiction literature "presumes the reference to works by F. M. Dostoyevsky, V.M. Bekhterev, F. Chizch and others, aiming to demonstrate the impact of Literature on Medical science and Psychology and to introduce contents of the above mentioned disciplines integratively.

The application of this research can result in the Formation of the system of transdisciplinary connected lessons (lectures, seminars, workshops) promoting the formation of holistic worldview among young researchers. It may also contribute to molding their personalized conceptual mental space and students' globally oriented worldview and thinking.

The methodology of concept as an educational unit illustrated by the concept of integrating components from different disciplines, and the method of the Conceptual analysis of a studied text can be applied in a teacher's practice during the integrated classes.

**Keywords:** transdisciplinarity, Meta subject, integration, concept, concept analysis, study class, contribute, different

## **Введение**

Философия науки становится философией метаязыков, возникает современное пространство мультидисциплинарной коммуникации (метапредмет). Характерной чертой современного наукоёмкого образовательного процесса является синтез гуманитарных и естественных наук, приводящий к новому пониманию мира. Интеграция – своеобразная трансдисциплинарная рефлексия – лежит в основе синергетического подхода к образованию учащихся. Идея трансдисциплинарности соотносится с идеями *целостности* (холизма), *интеграции*, *самоорганизации* (синергетики).

## **Теория**

Миссия концепта - уровень интегрального обобщения объектов, явлений как компонентов метасистемы культуры. В результате такого синтеза появляется синергетический эффект (возрастание эффективности за счет интеграции) и эмерджентность (наличие свойств у системы, не присущих ее элементам) [Алексашина, Шерстобитова, 2015, с. 16]. В статье представлена авторская модель технологии работы с концептами, которая предполагает следование четырем этапам: ассоциативному-образному, словарному, этапу диалога культур, этапу формирования ценностей и смыслов [Шерстобитова, 2017, с. 5]. При создании модели, которой была учтена и методически интерпретирована технология освоения концептов русской культуры профессора Н.Л. Мишатиной [Мишатиная, 2017, с. 2].

## **Данные и методы**

Рассмотрим работу с концептом учебного текста в рамках проектных лабораторий (**уроков-штудий**). «Штудии» – это исследование слова по аналогии с анатомическими (ботаническими) штудиями Леонардо да Винчи. Они позволяют на уроке исследовать самоорганизацию концепта в научном, народно-поэтическом и художественном дискурсе с позиций лингвосинергетики. Штудия – это технологический цикл поэтапного освоения концептов учебного текста.

С анатомических (ботанических) штудий Леонардо да Винчи начинается научная иллюстрация в современном ее понимании. В рамках заданий штудий происходит не только ученическое формирование новых фундаментальных и прикладных теорий развития концепта в науке, но и создание личностного (важного для меня) концепта. Как отсроченный результат такого образования (просвещения) ребенка может быть наличие сформированных в нем качеств будущего учёного-естественника, учёного-гуманитария, писателя-фантаста, способного к креативным идеям.

Приведем фрагмент урока-концепта **«Факторы физического и психического здоровья человека в художественных произведениях»**.

Говорим с обучающимися о том, что научная фантастика - это книги о будущих, новых технологиях, которые рождаются в умах писателей. Известны факты предвосхищения фантастами будущих научных открытий. Например, Сирано де Бержерак начинил карету ракетами для фейерверка, чтобы совершить путешествие на Луну задолго до научно-технического ракетостроения. Выдвигаем гипотезу: художественная литература повлияла на развитие медицины.

Дальнейшая работа осуществляется в рамках студии.

### ***Студия 1 «Мир ассоциаций»***

Первый этап концептного анализа – ассоциативно-образный – позволяет проанализировать восприятие концепта учащимися, образное и ассоциативное поля концепта, т.е. провести анализ прошлых знаний, ассоциаций. В рамках первой студии **«Мир ассоциаций»** предлагаем учащимся обсудить исследование, выполненное учеником 11 класса, включив его в контекст интегрированного урока (литература, медицина, психология) по обсуждению проблемы взаимосвязи литературы, медицины и психологии, их взаимного влияния друг на друга.

Для того чтобы выяснить у одноклассников представление о том, как описаны заболевания героев в художественной литературе, учащийся разработал анкету. Ему было интересно узнать у одноклассников, что те знают о болезнях героев русской литературы.

Кратко представим его выводы по результатам анкетирования. «Анketируемые указали на следующих героев: Базаров – тиф (57,3%), Обломов – депрессия (38%), Раскольников – грипп (14,2%), Мцыри – сепсис (9,5%), Илья Муромец – паралич нижних конечностей (6%), Тарас Бульба – ожирение (0,2%). Свою позицию обучающиеся доказали отрывками из художественных произведений.

### ***Студия 2 «Вначале было слово»***

Словарный этап – это анализ имен концептов, существующих постоянно (анализ словарных значений, стереотипов и т.п.). Выделение «ключевых слов» (А. Вежбицкая) как личностных смыслов в определениях, их интерпретация подразумевают линейное и нелинейное «развертывание» концепта. Таким образом, словарно-стереотипное воплощение концепта – это не только освоение базовых знаний как культурного опыта, но и формирование на его основе системы ценностей и смыслов (личностного знания о концептах); открытие знания. Продолжим работу над концептом и обратимся к текстам художественных произведений. Литературные герои станут нашими пациентами.

**Пациент: Евгений Базаров**, герой романа И. С. Тургенева «Отцы и дети». **Анамнез:** «Дня три спустя Базаров вошел к отцу в комнату и спросил, нет ли у него адского камня.

- Есть; на что тебе?
- Нужно... ранку прижечь.
- Кому?
- Себе.
- Как, себе! Зачем же это? Какая это ранка? Где она?
- Вот тут, на пальце. Я сегодня ездил в деревню, знаешь — откуда тифозного мужика привозили. Они почему-то вскрывать его собирались, а я давно в этом не упражнялся.
- Ну?
- Ну, вот я и попросил уездного врача; ну, и порезался» [Тургенев, 1971, с.134].

**Пациент: Илья Муромец**, герой народных былин.

**Анамнез:** До 30 лет Илья «был сиднем», то есть не владел ногами. Согласно некоторым версиям, не владел также и руками. Излечение наступило после того, как некие странники попросили его подать им воды. Илья встал и пошел, ощутив в себе недюжинную силу.

**Пациент: Родион Раскольников**, герой романа Ф. М. Достоевского «Преступление и наказание».

**Анамнез:** «Страшный холод обхватил его; но холод был и от лихорадки, которая уже давно началась с ним во сне. Теперь же вдруг ударил такой озноб, что чуть зубы не выпрыгнули и всё в нем так и заходило. <...> Со вчерашнего дня в жару. <...> ... Это было лихорадочное состояние, с бредом и полусознанием. Многое он потом припомнил. То казалось ему, что около него собирается много народу и хотят его взять и куда-то вынести, очень об нем спорят и ссорятся. То вдруг он один в комнате, все ушли и боятся его» [Достоевский, 1989, с. 56]. Раскольников болел четыре дня, был без сознания, едва ел и пил, ему виделось многое из того, чего не было в реальности. Заходивший врач Зосимов решил, что «все пустяки», нервный вздор, плохой паёк, мало пива и хрену.

### *Штудия 3 «Диалог культур»*

В структуре языковой личности особое место принадлежит ценностям – наиболее фундаментальным характеристикам культуры, высшим ориентирам поведения. Именно они позволяют формировать человека как личность, или, говоря языком философии, «трансцендирование» (Р. Мэй) – способность каждый день выходить за пределы самого себя. На этапе «диалога культур» учащиеся ставят «диагноз» и подбирают лечение «пациентам». Такая ценностно-смысловая учебная деятельность развивает компетентности в решении проблем здоровьесбережения на основе личностного выбора, формирование нравственного поведения, т.е. этап формирует «нравственный разум» в терминологии опережающего обучения.

**Пациент Евгений Базаров.**

**Диагноз:** тиф. Прижечь рану необходимо сразу, потому что адский камень, или нитрат серебра, только лишь выжигает ткани и живущие там микроорганизмы, предотвращая заражение. Базаров же этого не сделал, поэтому появились симптомы: озноб и жар,



учащенный пульс, помутнение сознания [Большая Медицинская Энциклопедия, 1969-1978].

**Современное лечение:** Тетрациклины, левомецетин [Большая Медицинская Энциклопедия, 1969-1978, с. 78].

**Пациент:** **Илья Муромец**, герой народных былин.

**Диагноз:** предположительно паралич нижних конечностей. В 1988–1990 годах было проведено медицинское исследование мощей Ильи Муромца Печерского в Киево-Печерской лавре и обнаружено заболевание позвоночника, возможно, приведшее к защемлению спинномозговых нервов. Здесь интересно, каким образом странники излечили Илью — возможно, они владели техникой мануальной терапии, о чем былины умалчивают. Не исключается и периодический паралич, связанный с нарушением обмена калия [Большая Медицинская Энциклопедия, 1969-1978, с. 45].

**Современное лечение:** в зависимости от природы паралича Илью Муромца лечили бы разными препаратами, возможно, прооперировали бы или назначили физиотерапию [Большая Медицинская Энциклопедия, 1969-1978, с. 56].

**Пациент:** **Родион Раскольников**, герой романа Ф. М. Достоевского «Преступление и наказание».

**Диагноз:** грипп. Не совсем типично для июля, но вполне типично для Петербурга. Гриппозный психоз в острой форме может продолжаться в течение одного дня. Часто в первые дни наблюдаются аментивные расстройства с помрачением сознания, двигательным беспокойством. Картину гриппозного психоза убедительно описал Достоевский: аментивное расстройство, делириозный синдром, сумеречные состояния, наконец, шизоморфный синдром — все это есть в романе. Обучающиеся делают вывод о том, что никто из литературоведов до сих пор не исследовал возможность совершения преступления в состоянии интоксикации продуктами деятельности вируса гриппа [Большая Медицинская Энциклопедия, 1969-1978, с. 178].

**Современное лечение:** противовирусные препараты (ингибиторы нейраминидазы, амантадины, интерферон) [Большая Медицинская Энциклопедия, 1969-1978, с.65].

В классе принято решение для подтверждения главной гипотезы о влиянии литературы на медицину и психологию, и устранения лакуны в литературоведении исследовать возможность совершения преступления в состоянии интоксикации продуктами деятельности вируса гриппа.

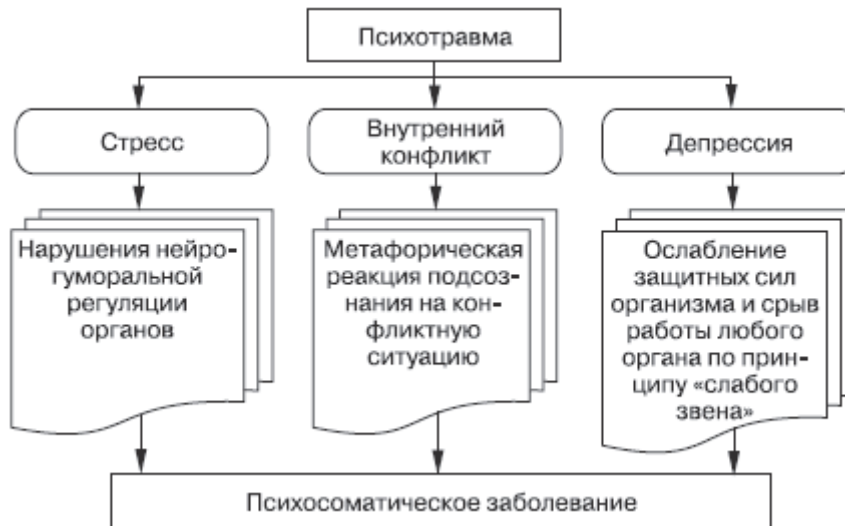
На этапе «Диалог культур» обучающиеся обращаются к роману Ф.М. Достоевского «Преступление и наказание». Выдвигают гипотезу о том, что в романе высокая системная разработанность не только социально-психологических, но и медико-биологических аспектов модели психического здоровья связано с поисками решений Ф.М. Достоевским кардинальных проблем морали и нравственности. Достоевский оказался одним из тех немногих писателей-философов, которые, разрабатывая социально-психологические

проблемы, включали в свои крупнейшие произведения героев с психическими нарушениями. Естественно, этот аспект достаточно скоро привлек внимание психопатологов, психоаналитиков и философов. Так, например, уже через четыре года после смерти писателя психиатр В. Ф. Чиж опубликовал книгу «Достоевский как психопатолог» (М., 1885), в которой он писал о том, что Ф.М. Достоевский, который не сторонился темы умопомешательства, во всемирной литературе «представляет исключение не только по количеству сделанных описаний, но и по точности, достойной настоящего учёного» [Чиж, 1885, с. 34]. З. Фрейд рассматривает творчество Ф. М. Достоевского с точки зрения психоанализа [Фрейд, 1993, с.4]. Янко Лаврин, противопоставляя Ницше и Достоевского, называет их родоначальниками экзистенциалистской философии [Лаврин, 1947]. Кречмер Э. в книге «Об истерии» пишет о том, что пристальное внимание Ф.М. Достоевского, в частности к полиморфным клиническим проявлениям психопатий, может находить объяснение в том, что любой человек при достаточной силе переживаний способен на истерическую реакцию [Кречмер, 1996, с.67]. В. М. Бехтерев в своем докладе, сделанном в 1913 г., говорил: «Гениальным чутьем и проникновенной художественной интуицией Достоевский наметил ясно и метко важнейшие черты болезненных явлений душевной жизни. Почти все разновидности психического страдания, классифицированные современной наукой, находят для себя яркие, выпуклые иллюстрации в его произведениях. Клиническая правда в большинстве случаев совпадает с данными художественного творчества Достоевского» [Бехтерев, 1962, с.162].

Продолжая исследовательскую работу в рамках штудии, обучающиеся подробно останавливаются на изучении личности Раскольникова и гениальном описании его болезни Достоевским. В рамках применения *приема «диалог с концептом»* вместе с учащимися обращаемся к литературоведческому понятию «двойственность души». Личность Раскольникова действительно словно бы «расколота» надвое. С одной стороны, это добрый и отзывчивый молодой человек, стремящийся сделать жизнь лучше. С другой, это человек, одержимый бесчеловечной идеей, словно душевной болезнью. Не случайно мотив болезни Раскольникова постоянно присутствует («заболевает» Раскольников по приезде в Петербург, старуху-процентщицу и ее сестру Лизавету убивает, находясь в лихорадочной состоянии, он долго болеет и галлюционирует после убийства). Да и сам Раскольников в своей статье в «Периодической речи» рассматривал психологическое состояние преступника в продолжение всего хода преступления как сопровождающееся болезнью.

В медицине есть понятие «раздвоение личности» [Большая Медицинская Энциклопедия, 1969-1978, с.21], которое может быть вызвано посттравматическим синдромом и постоянным стрессом (см. схема 1). Выдвинем гипотезу: Раскольников болен, у него психосоматическое заболевание.

Схема 1



Первая причина болезни Раскольникова – это стресс, полученный в детстве (сон о забитой кляче). Вторая причина – внутренний конфликт. В России в XIX веке выходцы из неблагородных сословий (разночинцы, к которым принадлежал Раскольников) получили доступ к высшему образованию. Они жаждали «наполеоновской» деятельности, признания, хотели приносить пользу, облегчить положение народа, нужды которого им отлично известны. Но энтузиазм был подавлен бедностью, отсутствием связей, протекции... Им уготована участь Акакия Акакиевича из гоголевской «Шинели», а они мечтали о славе Наполеона. Третья причина – депрессия. Невозможность помочь семье, себе (письмо матери) (см. таблицу № 2)

Таблица 2

Двойственность души (литературоведение)	Раздвоение личности (естествознание, медицина)
Сон о забитой кляче	Психотравма – стресс – нарушение нейрогуморальной регуляции органов – психосоматическое заболевание
«Тварь ли я дрожащая или право имею»	Психотравма – внутренний конфликт – метафорическая реакция подсознания на конфликтную ситуацию – психосоматическое заболевание
Невозможность вырваться из нищеты и доказать себе свою исключительность	Психотравма – депрессия – ослабление защитных сил организма и срыв работы любого органа по принципу «слабого звена» - психосоматическое заболевание.
Соня Мармеладова выполняет роль психолога и предлагает лекарство - религию	Дистресс - «маскировка» под серьезное заболевание, хотя нужно обращаться не к терапевту и т.п., а к психологу или психиатру

Психотравма является почвой для болезни-теории. Но развиться болезнь смогла только в Петербурге. Начало ее совпадает с появлением замысла преступления, а убийство - что-то вроде кризиса, после которого начинается выздоровление или наступает смерть.

Проанализируем симптомы посттравматического синдрома у Раскольникова [Большая Медицинская Энциклопедия, 1969-1978, с. 18].

Таблица 3

Симптомы посттравматического синдрома	Состояние Раскольникова
Повышенная тревожность; деперсонализация	<b>Смех, впрочем, тотчас же сменился отчаянием.</b> «Нет, не по силам...» подумалось ему. Ноги его дрожали. ... Но такое <b>отчаяние</b> и такой, если можно сказать, цинизм гибели вдруг овладели им, что он махнул рукой и пошел дальше. «Только бы поскорей!..»
Повышенная агрессивность – тенденция решать вопросы с помощью грубой силы (периодические приступы ярости)	"...слишком уж я желчен стал в последнее время. Веришь ли: я сейчас погрозил сестре чуть ли не кулаком за то только, что она обернулась в последний раз взглянуть на меня. Свинство — это такое состояние! Эх, до чего я дошел!"
Немотивированная бдительность, переходящая в подозрительность	<b>Это они хотят заманить меня хитростью</b> и вдруг сбить на всем», – продолжал он про себя, выходя на лестницу. «Скверно то, что <b>я почти в бреде... я могу соврать какую-нибудь глупость...</b>
Пониженное настроение, депрессия, чувство отчаяния	«Ну для чего ты отыскал меня в начале болезни? Я, может быть, очень был бы рад умереть?..»
Нарушения памяти, концентрации внимания, трудности сосредоточения в социально значимых ситуациях	« <b>Но вместо того голова его опять склонилась на подушку; опять</b> оледенил его нестерпимый озноб; <b>опять он</b> потащил на себя шинель. И долго, несколько часов, <b>ему</b> всё еще мерещилось порывами, что «вот бы сейчас, не откладывая, пойти куда-нибудь и всё выбросить, чтоб уж с глаз долой, поскорей, поскорей!»
Наличие «непрощенных воспоминаний» (неприятный сцены, связанные с событием)	Пред приходом Свидригайлова к Раскольникову главный герой видит бредовый сон о покойной старухе-процентщице. В этом сне Раскольников испытывает страх разоблачения и позора, которые мучают его в реальности.
Притупленность эмоций, агедония (отсутствие радости жизни)	"...такое отчаяние и такой, если можно сказать, цинизм гибели вдруг овладели им, что он махнул рукой и пошел дальше..."

Все эти факторы (см. таблицу № 3) косвенно могут способствовать тому, что человек становится преступником. Преступные действия Раскольникова в основном мотивированы именно тревожностью, постоянным стремлением доказать себе и другим, что он есть (не «маленький человек»), что он может («право имеющий»).

Анализ данных книг В.М. Бехтерева (Невропатологические и психиатрические наблюдения. — СПб., 1900; Общая диагностика болезней нервной системы, ч. 1-2. — СПб,

1911 и др.) и анализ образа Раскольникова позволили обучающимся сделать вывод о том, что изображение болезни в художественных произведениях часто не уступает описанию симптоматики этих же заболеваний в научной литературе. Таким образом, Достоевский предстаёт как новатор в подходе к проблемам психического здоровья не только для врачей, но и для литературоведов.

#### ***Штудия 4 «Ценности и смыслы»***

Этап формирования ценностей и смыслов – это этап смыслотворчества. На нем формируются ценностно-смысловое отношение обучающихся к концепту как к личностно значимому объекту. Итог работы – сформированные ценностно-смысловые ориентиры учащихся, основанные на ценностно-смысловом знании в рамках метапредмета (артефакт, перенесенный в современную учащимся «живую» культуру).

На этом этапе необходимо подтвердить/опровергнуть гипотезу урока. Известно, что В.М. Бехтерев свою диссертацию на тему «Опыт клинического исследования температуры тела при некоторых душевных заболеваниях» написал в 1881 году, а роман Ф.М. Достоевского «Преступление и наказание» был написан в 1865-1866 гг. Эти данные косвенно подтверждают гипотезу урока.

Подводя итоги, говорим с обучающимися о том, что не зря врачи, которые были современниками писателей, восхищались тем, насколько точно отображены клинические картины заболеваний в литературных произведениях. Даже такие крупные деятели медицины как И.И. Мечников, В.М. Бехтерев, Г.А. Захарьин, А.А. Ухтомский в своих научных изысканиях не раз обращались к художественной литературе. Но это уже материал для других исследовательских штудий.

#### **Заключение**

Обращение к тексту художественного произведения как к трансдисциплинарному объекту создает условия для формирования целостного мировоззрения юных исследователей, ведет к формированию личностной концептосферы учащегося в понимании гуманитарной культуры, способствует формированию глобально-ориентированного мировоззрения и мышления.

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***Information about the author:***

*Sherstobitova Irina Anatolevna (Saint- Petersburg, Russia) - Ph.D. in Pedagogy, Associate professor of Phylological Education Chair at Saint- Petersburg Academy of postgraduate pedagogical Teacher Education (Lomonosov str. 11-13, Central district, Saint- Petersburg). 17 articles WAC. Directions: Theory and methods of teaching Russian language and Literature, Russian as a foreign language, Integration of Natural and Humanitarian sciences during the educational activity. E-mail: irina-sherstobitova@yandex.ru,*

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**Eva Zarembka - Tzhensovska,**  
**University of Warsaw,**  
**Warsaw, Poland**

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**АСПЕКТ ИНТЕЛЛЕКТУАЛИЗАЦИИ УЧЕБНОГО ПРОЦЕССА  
УЧАЩИХСЯ РКИ В ЕДИНОМ ОБРАЗОВАТЕЛЬНОМ МЕЖКУЛЬТУРНОМ  
ПРОСТРАНСТВЕ**

**REALIZING THE INTELLECTUAL POTENTIAL OF STUDENTS OF RUSSIAN  
AS A FOREIGN LANGUAGE IN A UNIFORM EDUCATIONAL  
POLYCULTURAL ENVIRONMENT**

**Abstract:**

Our analysis of the teaching process as well as a number of available course books concluded us that their authors are reluctant to include exercises aimed at realising students' intellectual potential. It is often easy to predict the development of a given communicative activity. Our experience as teachers shows that it is quite unpopular among teachers to engage students in activities, which would encourage them to make use of their creativity and extra-linguistic knowledge. The eclectic approach to language teaching enables us to include in the teaching process diverse exercises stimulating students' intellectual potential. Students cannot predict how such exercises will develop, which adds variety to the teaching process and prepares students for autonomous thinking. We argue that such activities bring satisfactory results, because they have been met with great interest and enjoyed popularity among many monolingual and multilingual student groups.

**Keywords:** intellectual potential, component, creative, autonomous thinking, creativity teaching, education, polycultural space



## **Введение**

В статье говорится о значении и функции интеллектуального потенциала в процессе обучения РКИ на каждом этапе. Уделяется особое внимание этому компоненту как строящему структуру, так и стимулирующему процесс обучения. Вырабатывается ряд компетенции посредством творческих открытых заданий, одновременно развивается креативность учащихся, нуждающихся в творческом подходе обучения в едином образовательном пространстве. Подчёркивается специфика и особенности спецкурсов (модулей) русского языка, гарантирующих самореализацию учащихся и готовность к автономному обучению, к чему приведёт в конечном счёте активизация восприятия информации, задействование эмоциональной сферы человека и введение интеллектуального компонента.

## **Теория**

В ходе обучения РКИ на протяжении многих лет незаметно для учащихся, и даже преподавателей происходит феномен, т.н. интеллектуализации учебного процесса. Эти языковые единицы учебного процесса трудно определить и выделить, так как они являются только интеллектуальным вкладом учащегося, своеобразной нагрузкой, и неизмеримым интеллектуальным потенциалом.

Это явление проявляется на каждом этапе обучения, но особенно ярко на высшем уровне изучения языка и на спецкурсах. Необходимым часто бывает спонтанное воспользование интеллектуальными ресурсами, и это незаметно становится закономерностью в ходе обучения РКИ. Этот своеобразный банк знаний, интеллекта учащихся может быть, и даже должен быть стимулирован преподавателем, который организует структуру занятий и варьирует разнообразие заданий и упражнений.

Предлагаемые типы заданий представляются по принципу степени их трудности от рецептивных до имитативных, от репродуктивных до продуктивных, придавая большое значение открытым заданиям, и не обязательно на конечном этапе обучения РКИ. Эти творческие задания бывают наиболее трудными, так как непредсказуемость в организации ответа и выполнении задания, и их неизмеримость в оценке, являются часто дидактическим коллапсом. Стоит, однако подчеркнуть целесообразность их применения в целях использования интеллектуального потенциала студентов, развития свободы высказываний, дигитализации мышления, и в конечном счёте развития их креативности и преодоления языкового барьера. Это обозначает, на самом деле, полное развитие умений и языковой компетенции, ведущей к международной профессиональной квалификации в едином образовательном пространстве на академическом уровне.

## **Данные и методы**

Нашей задачей как преподавателя является предусмотреть как лучше использовать интеллектуальный потенциал контингента учащихся на данном этапе обучения и как внедрить их активно в процесс обучения. Полезным будет обработать ряд творческих

заданий, так называемых открытых вопросов, которые по мере возможности и в ходе плана занятий придётся разрабатывать учащимися студентами. Конечно, на высшем уровне обучения эти вопросы должны быть обязательными в плане как внеурочных домашних заданий, так и межурочных устных и письменных заданий вроде эссе, очерков, интервью, обсуждения, подведения итогов, резюме и т.п.

И здесь нужно упомянуть, а также выяснить, что с самого начала обучения иностранным языкам нужно, и даже обязательно вводить и внедрять творческие упражнения или задания с целью присваивания навыков, и стимулирования учащегося к самостоятельному мышлению, развитию умений и использованию своих знаний.

Это в конечном счёте приведёт к самостоятельному обучению, чему способствует постоянная выработка т.н. механизмов или навыков речи и учения.

Нельзя забывать, что креативность постепенно развивается по мере развития и расширения разнообразия заданий, постановки новых вопросов и возможности представления или решения их разных вариантов. Само применение рецептивных упражнений и воспроизводительных заданий не приведёт, однако, к совершенному обучению иностранному языку. Ряд повторяющихся заданий становится только схемой, трафаретом для учащихся. Им надо преодолеть барьер мышления на данном языке, чтобы овладеть в совершенстве языком. И поэтому им придётся заняться творческими вопросами на данном языке, выработать самостоятельный ход мышления и говорения, не пользоваться только репликами или стандартами-клише.

В психолингвистике указывается на креативность как на фактор, совершенствующий не только овладение иностранным языком, а также формирующий личность самих учащихся. Таким образом возникает обратная связь: сам студент становится в этом процессе преподавания то ли объектом обучения, то ли субъектом обучения. И именно такие задания должны найти своё место в учебниках для обучающихся русскому языку. Практика указывает на необходимость применения творческих заданий в процессе всего обучения, чтобы достичь цели профессионального образования в едином образовательном пространстве. Целесообразным становится в ходе разработки вопросов, применять медиальные технологии вроде фильмклипов и динамических передач. Рекомендуются использовать для этой цели т.н. Топ 10, которые в сжатой форме фильма video в широком спектре тематики понадобятся как для введения нового материала, так и для повторения или укрепления, будучи одновременно отправной точкой для других самобытных автономических заданий.

Принципиальной особенностью современного подхода к профессиональному образованию является его непрерывность, необходимость постоянного повышения квалификации, обучения в течение всей жизни LLL – life long learning. В Варшавском университете, ещё до официального присоединения Польши к Болонской декларации, началось движение в сторону международных стандартов профессионального образования. Обучение русскому языку как иностранному на спецкурсах уже введено на рубеже 70/80

годов XX века. Создание таких спецкурсов или обучение спецязыку было вызвано программными требованиями на некоторых факультетах Варшавского университета. На это обращается особое внимание в обучении иностранным языкам, выделяя так называемый модуль спецязыка или спецкурса, который в совершенстве вписывается в международные программные положения в качестве академического компонента. Представление нового содержания в модульных единицах, т.н. спецязыка, согласованного с программой обучения, представляет собой *novum*, и обуславливает качество преподавания в международном контексте. Придаётся новое значение и целостная трактовка языковой компетенции. Итак, коммуникативная компетенция нацелена на общение и языковое действие. Является основой в интегрировании языковых умений во всём учебном процессе. Благодаря ей студенты могут обучаться в зарубежных вузах и переквалифицироваться, с временем становятся востребованными на рынке труда. Методологическая компетенция нацелена на целесообразность действия, на развитие стратегии учения и мобильности. Социальная компетенция, т.н. интерперсональная, нацелена на умение формулировать высказывания на данном языке устно и письменно, аргументировать, сотрудничать и интегрироваться, и соблюдать этикет поведения. Профессиональная компетенция нацелена на оценивание и трансфер информации – это стремление к постоянному обучению, применение новых техник и методов обучения, креативность и практическое использование знания языков. Интеркультурная компетенция нацелена на сознательность качества работы, значимость собственной позиции, способность решать и адаптироваться к каждой языковой обстановке. Неоспоримой в сфере профессиональной компетенции окажется пригодность владения спецязыком также в другой иноязычной среде.

Согласно вышеупомянутым предпосылкам, особенное значение приобретает феномен конвергенции обучения, т.е. сходимости содержания программ обучения на факультетах, а также учебных планов на языковых спецкурсах по данной специальности для нефилологов. Привлекательность соответствующих спецкурсов содействует эффективному обучению и успеху как студента, так и преподавателя. Здесь чётко проявляется использование интеллектуального потенциала учащихся. Участник спецкурса *à priori* ориентируется на мериторические вопросы, использует свои знания, неоднократно хорошо знает лексику и спецтерминологию, которая часто имеет международный характер. Благодаря участию в спецкурсах, можно свободно ориентироваться на программную тематику, выступать с презентацией или докладом на факультете, можно переводить спецтексты, а также публиковать свои статьи на иностранном языке. Студенты могут участвовать в иноязычных конференциях и в спецкурсах в стране и за границей, и, как известно, могут также учиться в рамках программы Socrates – Erasmus (с 1997 г.). В результате конвергенции, как отмечается, углубляются спецзнания на данном языке и широко используются они в любой жизненной обстановке. В этом случае, целью изучения каждого иностранного языка, понадобится как лучшая профессиональная деятельность и возможность переквалифицироваться, так адаптация к разным условиям функционирования в чужой стране. В рамках основных языковых умений, следует развивать, т.н. академические умения (включать академический компонент), а именно, умение парафразировать научный текст, выступать с презентацией, писать доклад, статью, участвовать в научной дискуссии и т.п..

В интеграционном процессе обучения иностранным языкам во главу угла ставится углубление знаний, внедрение спецумений и их трансформация. Можно их использовать на курсах и семинарах за границей, или неформально, вне профессии, в качестве беседы с учёными, писателями, политиками и т.п., а также организовать мероприятия, брать интервью, заниматься переводом. Спецкурсы иностранных языков нуждаются в специфике языкового обучения, требуют новаторских компонентов в учебном процессе, и применения новейших информационных технологий. Мультимедийное обучение востребуется на этих курсах, так как оно, учитывая развитие особенно спецумений, охватывающих как декларативные знания, так и прагматику, нацелено на развитие личности учащегося и восприятие им новшества, высказывание собственных взглядов, на присваивание новых техник в обучении, а также отзывчивости к иной культуре, умение присваивать неизвестное. Основной целью будет совершенствование рецептивных умений на университетском уровне, стратегии медиации (в устном или письменном переводе, интервью, парафразы и резюме), и в интерактивном обучении, овладение основными профессиональными умениями, напр. умение вести беседу, собеседование, техники вопросов и реплики, выступление с презентацией материала, проекция и модерация. Все эти языковые действия, т.н. стратегии, нацелены на формирование профессиональной компетенции на основе коммуникативной, готовят к автономному обучению с использованием интеллектуального потенциала. На высшем этапе обучения срабатывает автоматизм языкового самоконтроля и т.н. «языковой бдительности», т.е. корректности на основании материалов-источников, или консультации с преподавателем. Расширение знаний на данную тему, ссылка на источники, умение цельного использования информации из разных текстов проходят по языковому ключу – приобретение информации, анализ, отбор, трансформация, комментарий, передача, синтез и резюме.

В процессе интерактивного обучения и развития знаний приобретается квалификация, необходимая для самореализации и сосуществования на международном рынке труда в едином европейском образовательном пространстве. Интеграционное обучение РКИ по специальности совершенствует языковые умения, и углубляет знания в аспекте профессиональной компетенции. В итоге вырабатывает международную компетенцию, которая является неотъемлемой составляющей в контексте международного образования.

## **Результаты**

Однако анализ учебных пособий по иностранным языкам приводит нас к следующим выводам. Крайне редко встречаются упражнения, стимулирующие учащихся на использование их интеллектуального потенциала. Да и сами преподаватели предпочитают давать задания, выполнение которых вполне предсказуемое вплоть до предполагаемых ответов. Опасения преподавателей можно понять: намного легче управлять дидактическим процессом, если он запланирован до мельчайших деталей и не предполагает неожиданных вариантов, находок, высказываний. Творческое выполнение задания студентами требует творческого подхода и от преподавателя: комментария, модификации хода урока, быстрой оценки ситуации, иногда внештатной, а заодно адекватной реакции на происходящее в аудитории. Проблемой может оказаться также попытка оценить совершенно верно работу

студентов – при интеллектуальных заданиях нелегко выработать критерии оценки. Одно и то же задание, выполняемое разными учащимися, может иметь совершенно разную по качеству, содержанию, форме, реализации. Даже, если учащиеся обладают примерно одинаковым лексико-грамматическим запасом. Такие задания как инсценировка, ролевая игра, дискуссия, презентация, интерпретация, письменные задания не экзаменационного характера, не подвергаются единому стандарту.

Заданием преподавателя является обучить учащегося определённому количеству языковых единиц и правилам их употребления. Кажется, не менее важным следует считать выработку автономии учащегося, его способность самостоятельно строить высказывание, разрешая проявлять различные особенности интеллектуальной сферы от чувства юмора через критическое мышление до попыток убеждения оппонента в правоте своей точки зрения. Всё это требует от студента экстралингвистических умений, но часто мы не создаём студенту возможности проявить эти умения во время занятий, поскольку строим ход занятий по знакомой учащемуся, повторяющейся схеме.

Интеллектуальный компонент в обучении языку имеет ещё и то преимущество, что при выполнении заданий не существует неправильных ответов. Именно это позволяет учащимся раскрепоститься, избавляет от нежелания совершить ошибку, позволяет в наибольшей степени использовать весь потенциал учащегося.

Наш многолетний дидактический опыт показывает, что успеху в обучении иностранному языку способствуют следующие принципы, присутствующие на каждом уроке: активизация всех каналов восприятия информации, задействование эмоциональной сферы человека и введение интеллектуального компонента. Неоспоримым является значимость и роль интеллектуального потенциала, учащихся в процессе обучения РКИ на каждом этапе. Придаётся особое значение этому компоненту не только как независимый вклад в процесс обучения, но и как строящий структуру урока, и обогащающий ход обучения РКИ.

### **Заключение**

На современном этапе обучения в рамках Болонского процесса целесообразным является ещё раз подчеркнуть креативность в использовании интеллектуального потенциала учащихся РКИ и творческих заданий в процессе обучения, и достижение всех целей и методов в аспекте международного образования в едином европейском пространстве.

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**Information about the auother:**

**Zarembka-Tzhensovska Eva (Warsaw, Poland)** - senior lecturer, lecturer a foreign languages, University of Warsaw, Krakovskie Przedmiestie 26/28, 00-970 Warsaw, Poland.  
E-mail: ebzarebska@op.pl; metawera@op.pl

Publication: Publication and a book for students and thesis examination of Journalism and International Relation. test exam at University of Warsaw: Poem :<Not Dragonfly>Library National in Warsaw; numerous Publication for Congress linguistic and literary world global;

Research /dissertation Dostoevsky and Philosophy, University of Wroclaw

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**Kurban B.Shadmanov,  
Muhayyo H.Davlatova,  
Sanam N.Ostonova,  
Azima T.Radjabova,  
Bukhara State Medical Institute,  
Bukhara, Uzbekistan**

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**ENGLISH RENAISSANCE: TRANSFORMATION OF PHILOSOPHY  
UNDERSTANDING AS A FACTOR OF INFORMATION CULTURE  
DEVELOPMENT OF THE EPOCH**

**АНГЛИЙСКИЙ РЕНЕССАНС: ТРАНСФОРМАЦИЯ ФИЛОСОФИИ КАК  
ФАКТОР РАЗВИТИЯ ИНФОРМАЦИОННОЙ КУЛЬТУРЫ ЭПОХИ**

**Abstract:**

The paper is devoted to a very interesting period in the history of the formation of the English national language, which took place in the 16th century known as the late Renaissance. The authors present their point of view on such an aspect of the worldview of the epoch as the transformation of the philosophy of understanding as a factor in the development of information culture of the era when the worldview criteria of the language interpreter became especially important factor of scientific thinking. This idea fully explains the direction of the formation of scientific, including philosophical terminology of the research period.



**Keywords:** Renaissance, transformation, understanding philosophy, information culture, concept, categories, worldview

## **Introduction**

As is known, any philosophical system is built based on the relationship of concepts and categories; the latter, in the final analysis, represent one or another word of a given language elevated to the rank of philosophical concepts and categories due to the practical needs of science. This requires us at first to analyze the state of the English language of the late XV-early XVI centuries. During this period, the English language supplanted Latin from wide public life [2; 5;], although the active influence of Latin continued to be felt in England until the XVII century [1, pp. 14-15]. It is noteworthy in this regard, the remark of Lord Chesterfield in his letter addressed to his son (1739) that a truly educated person should know Greek and that "to know Latin is not a great honor, because everyone knows Latin and does not know it - shame and shame"[3, p.9]. Thomas More wrote *Utopia* (1576) in Latin; he also translated many of Francis Bacon's works from English into Latin with the purpose of perpetuation. One reason for this is that XVI century English was still not a recognized language of science and literature. This conclusion is confirmed by the representatives of the era themselves: Francis Bacon, for example. He writes: "My works, which I wrote earlier and which are now so well translated into Latin, thank God, are immortalized ... These modern languages will surely go bankrupt someday ..." [4, p. 254].

## **Materials and methodology**

To study the process of transformation of philosophy understanding as factor of information culture of the period of the English Renaissance (XVI c.) we use mainly the methods of diachronic, historical-comparative, theoretical-logical and systemic analysis as well as contextual research. The review of the research materials as well as the dictionary work was one of the methodological tools we applied to process the practical material.

## **Discussions and results**

As for England itself, here already from the end of the 15th century, and especially in the 16th century, the demolition of the old worldview of the era of feudalism began and this formation was replaced by a new socio-economic formation characterized by the rapid development of science and technology, the unprecedented flowering of literature and art, the invention of printing (William Caxton - XV century) - the largest event in the field of cultural development not only in England, but throughout Europe. William Caxton wrote the first book in English, *The Recuyell of the Histories of Troy*, in 1475. From a feudal country, England is becoming a classic power of the initial accumulation of capital. The social shifts of this period created the prerequisites for a great social and cultural upsurge, based on which the national culture arose. With the establishment of a single national market, the economic (and cultural) center becomes London, on the basis of the dialect of which, as the basis of the emerging national English language, a single language norm is formed, although there were still areas of life in which English did not function - this is church life and science [10,p.7; 11, p. 31; 2, p.42.]. The completion of this process, of course, was facilitated by a comprehensive study of the classical heritage, leading, first, to enriching the vocabulary of the

English language. Scientific works are already being created in English, translation literature is developing significantly, the scientific and philosophical movement is expanding, the crown of which is the materialistic philosophical system of Francis Bacon, the ancestor of all experimental science and who completes the philosophy of the Renaissance and opens a new stage in the development of European scientific philosophical thought of the New Time.

The establishment of English as a language of scientific literature went in a more complicated way. There were no significant changes in the language of science of this period, since "Latin in the linguistic life of England XVI-XVII centuries, and even the XVIII century was the center around which the search for the norm of the English literary language was conducted" [2, p.42.] However, in 1531 Thomas Eliot wrote the book "The Governour" in English. It was the first attempt to create a scholarly work in his native English language, T. Eliot made it quite meaningful to prove that serious works can also be written in English, although the English language of that time did not yet have its own special industry terminology. Ralph Lever (XVI century) tried to adapt the national language for the expression of scientific concepts, tracing the Latin terms with English, although the English of that era was already heavily clogged with Latin borrowings. language in foreign words (John Chick, Thomas Wilson) However, despite all the enthusiasm, attempts to create a terminology of philosophy based on primordially English morphemes turned out to be futile since grammatical schemes proposed by the British grammarians-rationalists represented not simply the logical and rational rethinking Latin grammar mechanically transferred to the English study soil of the epoch [13, pp.77-78; 12, p.122].

Another most consistent proponent of grammar is the author of the famous "Universal Rational Grammar" (1660) - John Wilkins in his book "Essay on Material Writing and Philosophical Language" (1668) considers language, English in particular, through the eyes of a rationalist and, ultimately, suggests create "a single philosophical language" and a single alphabet for all peoples. He says: "If people everywhere agreed on the same way and manner of expression, just as they agree on the same concepts, then we could free ourselves from the curse of mixing languages with all the unpleasant consequences associated with this" [Tucker S.I. 1981. p. 47]. It should be noted, however, that in the sixteenth and seventeenth centuries the questions of epistemology and rationalism became especially acute, which was due, first, to those economic, political, and social changes that reflected the content and essence of the transition from feudalism to capitalism.

Formation of scientific and philosophical vocabulary in XVI-XVII centuries in England, on the one hand, it took place under the influence of the national specifics of socio-economic and cultural development, and on the other, it reflected the main trends of general linguistic evolution. Despite the presence of two contradictory and opposite directions - purism, on the one hand, and the widespread use of Latinisms to create missing terms, on the other, both the first and second directions are indicated by the conscious nature of the struggle for a particular language policy. The impact of these two factors was constant, but not uniform. It is noted that the influence of England as an advanced country begins to grow, lagging, however, from the corresponding influence of English bourgeois political ideas, English philosophy and literature, English morals, although already in the 16th century. The issue of the real possibility of using the English language in all types of literature, both fiction and scientific, is sharply discussed [9, pp. 38-53].

The new interest in language issues was relevant not only for England it was a sign of the time when the struggle for the native language became one of the most effective ways of manifesting national identity. Many researchers note that the main factor of scientific thinking in this era is the ideological criteria of the interpreter, depending on which the research methodology is built. This fully explains the scientific orientation of the formation of scientific terminology. Therefore, in the terminology of philosophical content there may be lexical units, which, at first glance, refer to the terminology of the natural and didactic-psychological sciences. However, the phenomena associated with them are included in the sphere of the philosophical worldview of the author; therefore, the meanings of these units also have a philosophical character.

In the XIV century, there was an attitude towards the English language, as an imperfect and, therefore, short-lived one, which should soon disappear, giving way to Latin or Greek. The situation was quite understandable: the English language had not yet gained its position in the public life of England. Latin, on the other hand, continued to exert a strong influence on the formation of public views, on the native language of the British, and therefore English was considered "rude", "unprocessed", "imperfect" and "lacking in grace" according to the testimony of the English themselves. Such statements are found in the historian William Almesbury, John Skelton, a famous English poet of the XVI century, and others [6, p. 87]. As early as the beginning of the 16th century, some of the most prominent English scholars and writers considered it their duty to apologize for writing in their "barbaric" English, and not Latin: Roger Asham (1545 "Shooter"), William Aldington (1566 "Golden Donkey" - translation from Latin), Richard Eden (1562), George Pace (translator of prose, 1586), etc.

In the XII-XIII centuries the Norman dialect of the French language was the official language of England; it was written in fiction and compiled state acts. There was another circumstance of the negative attitude of the British towards their native language - these were the views on the language that prevailed in Europe and England in the XVI-XVIII centuries, in particular two theories, according to which:

a) Language is a reflection of ideal reality, a divine institution created according to a strict and logical plan; b) Language is built based on "universal reason."

These two theories, however, created a kind of theoretical basis for numerous patriotic desires to improve the English language, to process it, and make it as "perfect", "elegant" and "beautiful" as Latin, Greek or French. First, this desire manifested itself, which is quite natural, in relation to the vocabulary of the English language of that period. Here, both purists and language reformers were united in their aspiration and, in particular, to foreign words, where, as researchers note, three directions of the struggle for improving and purity of the language in the life of England in the XIV-XVII centuries were outlined (the first is the attitude to foreign words; the second is the attitude to dialect and regional words and the third is the attitude to common vocabulary) - with two approaches, polar in essence.

Proponents of one attitude thought as follows: to improve English, it must be enriched, its vocabulary expanded, the language should be given complete freedom to enrich vocabulary units from other languages, especially Latin, Greek and French. Proponents of a different point of view,

on the contrary, saw a way to improve vocabulary in containing the influx of foreign vocabulary, because, as they believed, this vocabulary clogs the language, prevents it from using its own internal resources. The first include William Caxton (English first printer), Thomas Eliot (writer, translator, lexicographer, doctor and diplomat), William Camden (writer, historian, antiquarian), John Dryden (famous poet, playwright and critic), George Patten (major translator of that time), Thomas Blount (author of the book "The Art of Logic"), Thomas Digges (mathematician) and others. To the second - Thomas Wilson (scientist, rhetoric, translator and statesman), John Chick (professor at Cambridge University, specialist in areas of Greek), Ralph Lever (author of the famous work "Art Thy Mind, 1573), George Puttenham (writer and critic, author of The Art of English Poetry, 1589), Samuel Daniel (poet and playwright, author of *Defending Rhyme*, 1603), Ben Jonson (famous playwright, poet and grammarian, author of "The Tree or Thoughts of People and Works, 1641), etc.

As can be seen from the above examples, the range of professions and areas of employment of the authors is quite large. This indicates that a fairly wide circle of English intelligentsia, learned interpreters, philosophers and enlighteners seriously grasped the language situation of their era. In the middle of the 16th century, as the well-known American linguist Albert Baugh points out, the opposition to foreign vocabulary reaches its highest point, and by the beginning of the XVII century the fervor of the struggle between the two camps is leveled [5, p. 265] and it is gradually asserted that "the English language has reached perfection and turned out to be capable of naturalizing a lot of foreign words and that, thanks to this, it has become richer, more suitable for expressing various thoughts [7, pp. 111-116; 8;].

Since the XY century, a particularly intensive search for a language standard and norms has begun. Two main trends determine the development of vocabulary but during the period: 1) the tendency to maximize the enrichment of the vocabulary using a variety of nomination methods, accompanied by the phenomena of redundancy; 2) the tendency to a systematic streamlining of the lexical composition of the English literary language.

The first tendency is closely related to extralinguistic factors - the need for the nomination of a huge number of new concepts, phenomena, objects related to the development of scientific, philosophical, socio-economic, socio-cultural life of society. The second trend has determined the nature and content of the emerging national norms of the English language. Changing the ratio and nature of the interaction between different layers of the language, for example, between the native English and borrowed vocabulary, is the main process of this time. The vocabulary of the period is characterized by obvious insufficiency, on the one hand, and at the same time, a high degree of redundancy, on the other. This inconsistency of lexical processes, reflecting a particular unstable and contradictory language state, indicates the complexity and tension of the search for the most optimal ways to achieve a unified, standard national English norm both in the principles of selecting language material and in the principles of its use.

The formation of the relative unity of the English language ends in the XY century and is reinforced by the introduction of typography. However, there is still no solid rule of literary Standard English. The lexical composition of the English language required expansion in order to

become an instrument of expression of scientific conceptual-logical systems. The need for the language of science in new words and concepts was great. Some scholars, for example, Lever, tried to adapt the national language for the expression of scientific concepts, tracing Latin terms by means of the English language. However, despite all the enthusiasm, his attempts to create the terminology of logic and philosophy based on the original English morphemes turned out to be futile. The radical breaking in the process of seeing the world is inextricably linked with the revolution in thinking itself, this is of fundamental importance.

### **Conclusions**

The transition from a geocentric system to a heliocentric system required profound changes in the very foundation of thinking, in its methodological and philosophical foundations. The emergence of a new astronomy, as well as the whole of modern science, would have been impossible without fundamental changes in general theoretical, philosophical and methodological principles. Questions related to the new world outlook, when the hierarchical view of the cosmos of medieval scholasticism is opposed by the view of the world in which the interpenetration of social, natural and divine principles takes place, when a strict system of logical definitions - inductive comprehension of world harmony, rhetoric, poetry, mythology turn out to be the most appropriate way expression of truth. All this takes on particular urgency in the era under study, which is mainly due to those political, economic, social and cultural changes that reflected the content and essence of the transition from feudalism to a new formation.

The formation of scientific and philosophical concepts in England during the study period was characterized by two factors: the first is the impact of the national specifics of socio-economic and cultural development, and the second is a reflection of the main trends of general language evolution. The language of English fiction of the era was closely related to the spoken language. The economic influence of England as an advanced country begins to grow, lagging, however, from the corresponding influence of British bourgeois political ideas, English philosophy and literature, and English morals. Already in the sixteenth century, the question of the real possibility of using the English language (Early New English period) in all types of literature, both fiction and scientific, was sharply discussed. Advanced minds tried in practice to show that the English language of that period possessed all the possibilities of a developed language.

The main factors of scientific thinking in this era are the ideological criteria of the interpreter, depending on which the research methodology is built. This idea fully explains the direction of the formation of scientific, including philosophical terminology. Therefore, in philosophy, there may be terms that, at first glance, refer to the field of natural and psychological disciplines, or, as if in general, do not contain anything scientific. However, the phenomena associated with them are included in the sphere of philosophical understanding of the author of the epoch; therefore, the meanings of these lexical units also undoubtedly have a philosophical character.

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***Information about the authors:***

***Shadmanov Kurban Badriddinovich (Bukhara, Uzbekistan) - Doctor of Philosophy, Professor, Head of English Chair at the Bukhara State Medical Institute***

***Davlatova Mukhayyo Hasanovna (Bukhara, Uzbekistan) - senior teacher of English Chair at the Bukhara State Medical Institute***

***Ostonova Sanam Nematovna (Bukhara, Uzbekistan) - senior teacher of English Chair at the Bukhara State Medical Institute***

***Radjabova Azima Temurovna (Bukhara, Uzbekistan) - Senior Teacher of English Chair at the Bukhara State Medical Institute***

***Research Interests:*** Comparative study of East-West philosophy of language; Linguo-culturology: Central Asian Muslim Spirituality and the English Renaissance; Historical lexicology of the English language; Methods of teaching foreign languages.

***E-mail:*** [qurbonjonsh@gmail.com](mailto:qurbonjonsh@gmail.com)

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**Rita Yangutova,**

**Xian Jiaotong University,**

**Xian, China**

**Peng Ling, Xian Jiaotong University,**

**Xian, China**

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**The Phenomenon of Poetry in the Context of  
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**ФЕНОМЕН ПОЭЗИИ В КОНТЕКСТЕ ЛЕГЕНД О ПОЭТАХ «ЗОЛОТОГО  
ВЕКА» СРЕДНЕЙ АЗИИ**

**THE PHENOMENON OF POETRY IN THE CONTEXT OF LEGENDS ABOUT  
«GOLDEN AGE» POETS OF MIDDLE**

**Abstract:**

The phenomenon of poetry attracted the wise men of all the times and peoples. The poetic comprehension of the world is the most complicated spiritual, philosophical, psychological and aesthetic process. Being the object of the study in the large spectrum of humanitarian subjects the phenomenon of poetry succumbs no of one of them separately. This work attempts to consider some theoretical positions of this problem through the prism of legend. In view of pithiness, imagery, layering the genre of legend is amazingly poetic - all this helps us to plunge in the secret of the poetic text, to consider some aspects of the poetry itself. The author concludes that the phenomenon of poetry is a poetic magic, in which the language tools together with meaning leaves nobody indifferent and empathizes so strong (catharsis) to purify the reader's soul.

**Keywords:** phenomenon of poetry, poet and creation, magic and secret, reality and legend, impact and depth



«Будь всемогущ как маг, проживи сотни лет.  
В тёмной бездне веков не увидят твой свет.  
Лишь в легендах порой наши судьбы мерцают.  
Стань же искрою счастья среди этих легенд!»

Омар Хайям.

## **Введение**

Центральная Азия вступила в свой золотой век (X-XVвв.) с богатым культурным и интеллектуальным багажом как в светской, так и в религиозной сферах. Наука и культура в то время активно развивались именно на территории современных Туркменистана, Таджикистана, Узбекистана, Кыргызстана, Казахстана, а также частично Афганистана, Пакистана и Китая. Немногие регионы отличались таким обилием внутренних связей, как Большая Центральная Азия. Длинные маршруты на Ближний Восток, в Индию, Китай и Европу были налажены ещё за 1000 лет до того времени, когда халиф аль-Мамун начал привлекать учёных для работы в своей библиотеке и приглашать поэтов. Правители понимали социальную значимость поэзии и огромное влияние поэтов на умы людей. Литературными центрами были такие города Средней Азии, как Бухара, Самарканд, Балх, Мевр, Нишапур, сыгравшие важную роль в жизни и творчестве поэтов «Золотого века». Небезынтересно привести следующий факт: из 415 поэтов, чьи имена приведены в антологии Саалаби «Ятимат-уд-Дахр», 124 проживали в Хорасане (большая часть современного Ирана, половина совр.Афганистана, часть Туркменистана) и Мавераннахре (др.назв.Трансоксиана, территория междуречья Амударьи и Сырдарьи). О великих слагались легенды ...

## **Основная часть**

Один из легендарных рассказов о жизни основоположника классической поэзии на фарси, Абу Абдаллаха Джафара Рудаки – это повествование о том, как его стихотворение повлияло на эмира Наср Саманида. Этот рассказ приводит Низами Арузи Самарканди в своей книге «Чахар макале». Правитель Наср ибн Ахмед Саманид, при дворе которого служил Рудаки, жил по сезонам: в столице, Бухаре, проводил зиму, а лето проходило в Самарканде или в одном из городов Хорасана.

Однажды во время одного из своих походов, он сделал остановку в г. Герате, которая продлилась на 4 года. Благоприятные условия жизни в этом городе, сыграли немаловажную роль. И потому он даже не думал о возвращении на родину. Но его приближённые скучали по родным местам и мечтали вернуться на родину, в Бухару. Но эмир оставался глух ко всем обращениям многочисленных вельмож, и все их старания были напрасными. И тогда они решили обратиться к поэту Рудаки, чтобы он повлиял на эмира, интуитивно полагая, что только поэтическое слово способно тронуть окаменевшее сердце правителя. И они не ошиблись.

Поэт пришёл к правителю, взял в руки свой чанг и начал петь о Бухаре. Сила импровизации оказалась такова, что вся свита пришла в необычайное волнение, а эмир Наср

поднялся с трона, вскочил на коня и помчался в сторону переправы через Амударью. В спешке он забыл поменять свои домашние туфли и только на втором перегоне обул сапоги и до самой Бухары не делал остановок. Какие волшебные слова нашёл поэт, чтобы эти слова оказали такое невероятное магическое влияние на правителя?

Плещет, блещет Мулиён меня зовёт,  
Та, в которую влюблён, меня зовёт.  
Под ногами, словно шёлк, пески Аму,  
Трудный брод, зелёный склон меня зовёт.  
Там, где пена по колена скакунам,  
Там Джейхуна слышен стон: меня зовёт.  
Ты – луна, а Бухара – небесный свод,  
Что луною озарён, меня зовёт.  
Ты – платан, а Бухара – цветущий сад,  
Листьев шум, пернатых звон меня зовёт ...

(перевод И.С.Липкина)

Было ли это на самом деле? Как гласит легенда, да, было! Обратимся к самому термину: **легенда** - (от лат. - то, что должно быть прочитано) — жанр несказочной прозы в фольклоре, устный народный рассказ, в основе которого лежит чудо, фантастический образ или представление, воспринимаемые рассказчиком и слушателем как *достоверность*. В основе представленной легенды - чудо поэзии, что её воздействие на души людей обладает магией. Как видим, действующие лица этой легенды испытали необыкновенное чувство – катарсис: духовное состояние, при котором ощущение колоссальной потери сталкивается с предощущением обнаружения огромных ценностей [7: 167]. И это является достоверным фактом! Так, вследствие этого состояния, правитель Наср ибн Ахмед Саманид осознал дилемму: родина-чужбина. Неожиданное понимание этого явилось величайшим импульсом его действия – «поднялся с трона, вскочил на коня, даже забыл переобуться, и до самой Бухары скакал не останавливаясь».

В чём же специфика чар поэзии? Сначала обратимся к пониманию слова Поэт. Слово «поэт» в переводе с древнегреческого означает «создатель, творец». Античность подчеркнула существенную черту поэта: он изображает не мир людей и вещей, а *творит* иную реальность, другой, высший мир – мир идей и чувств. Именно это качество художественного текста очень ярко представлено в поэзии. Так, в нашем стихотворении об эмире эта иная реальность представлена картиной родных просторов. Ключевым стало слово «зовёт». «... Мулиён, тёмный брод реки, листьев шум, пернатых звон», и, наконец, «...та, в которую влюблён, Бухара!» зовёт ... Поэт своим искусством смог «перенести» эмира в другую реальность, в которой он «увидел» и «услышал»: «Бухара меня зовёт». Это воздействие поэтического слова равносильно чуду, а поэт - магу.

Автор, Низами Арузи писал, что ни у кого не получалось сочинить ответ на эту касыду. Многие пытались создать такое стихотворение в этом размере и с такой рифмой, но почему-то не могли. Как известно, поэтическое произведение воздействует на читателя своей

звуковой стороной. Фонетическая составляющая в стихах имеет более важное значение, нежели в прозе, ввиду того, что сам звук, ритм, интонация вызывают определённые чувства, и эмоции становятся носителями смысла. Потому, именно поэзия оказывает глубочайшее воздействие на души людей, поэт в буквальном смысле выпевает свои стихи. Он сначала слышит стихи, а потом пишет, придавая каждому творению свою форму. Достаточно убедительно об этом сказал И.Бродский: «Поэт, стремящийся сделать свои высказывания реальностью для аудитории, должен придать им форму лингвистической неизбежности, языкового закона. Рифма и стихотворный размер суть орудия для достижения этой цели, имеющиеся в его распоряжении» [1: 122]. Великий поэт Рудаки создал ту единственную форму, максимально настроенную на восприятие содержания. Хотя стихи казались простыми, но это была та недоступная простота, присущая гениям, потому что их творениям присуща удивительная музыкальность, это стихи-песни. Поэт Абу Абдаллах Джафар Ибн Рудаки – признанный корифей «Золотого века» Средней Азии. «Ода на старость» (перевод И.Сельвинского):

«Я сердце превратил своё в сокровищницу песен,  
Моя печать, моё тавро – мои стихи простые».

Таким образом, это история о поразительной силе искусства вообще, в нашем случае – необъяснимом воздействии поэзии, которое приводит нас в состояние катарсиса, когда человек порывает со своим эгоизмом и живёт высокими духовными и социальными интересами.

Стремление понять природу художественного творчества, тайну создания высоких творений человеческого духа постоянно привлекали внимание как исследователей, так и поэтов.

В одной из сказок Шахерезады, Маруф–башмачник *вдруг среди бела дня* увидел сон. То был сказочный сон, ибо в нём ему привиделся караван, принадлежащий ему. И, однажды, он рассказал всем что это, действительно так. И ...случилось чудо, воображаемый караван превратился в реальность и пришёл к нему.

В этой легенде в аллегорической форме дана попытка понять природу поэзии. Маруф–башмачник – Поэт, который среди бела дня видит свой «караван» – замечает «невидимое», слышит «несказанное». И, однажды, своим искусством словесного творчества, он, как маг и волшебник, преобразует действительность: «невидимое» становится «видимым», «несказанное» - сказанным, «воображаемый караван» - реальным караваном, т.е. картиной, увиденной художником и ставшей реальностью для всех. В свете этого, слова М.Горького звучат в унисон: «Джон Рескин провозгласил великую истину, сказав, что закаты в Англии стали прекраснее после картин Тернера» [8: 98]. Этими словами великий советский писатель подчёркивает способность поэта создавать красоту, отсутствующую в действительности, подобно каравану, увиденному во сне *среди бела дня* башмачником Маруфом (Поэтом). Как правило, в момент создания произведения, художник находится в особом состоянии между явью и сном. Эта легенда удивительно перекликается со стихотворением А.Ахматовой «Муза», в котором идёт диалог поэта с Музой, то ли во сне, то ли наяву:

Когда я ночью жду её прихода  
Жизнь, кажется, висит на волоске ...

В этих строках автор как бы признаётся, что процесс творения, это некое волшебство, которое требует высочайшего напряжения всех сил поэта, буквально опустошает его - только так воображаемый караван становится реальным. Только поэзия может материализовать, выговорить, вытащить из бездны бессознательного – сознательное. В этом магическом действии сон преобразовывается в явь, при этом необходимо обладать не только эмоциональной способностью, но и умением проникать в сущность, т.е. осмыслять рационально. Своеобразной формой такого отражения мира является метафоричность его мышления, иными словами умения совмещать жар души и хлад ума, бессознательное сна и сознательное яви. Ввиду этого метафора глубока, волшебна, так как точность и красота поэтического слова выражает сущность бытия.

Таким образом, легенду о башмачнике Маруфе можно маркировать как легенду-метафору о природе поэзии. Поэтическое видение мира сообщает дополнительный смысл реальности, общий для всех, но увиденный с иного ракурса. То, что говорит поэт, не говорилось до него никогда, но будучи метафорически сказанными, его слова как по волшебству, приобретают реальность: караван приходит к нашему герою (поэту), а он отдаёт его нам. Об этом полученном сокровище пишет наш современник Б.Окуджава:

То ли мёд, то ли горькая чаша,  
то ли адский огонь, то ли храм...  
Всё, что было его – нынче ваше.  
Всё для вас. Посвящается вам.

Великий поэт «Золотого века» Фирдоуси писал об этом 1000 лет назад:

Моё тело невидимо, дух мой незрим.  
Прими! – и мой образ будет твоим.  
Осядет он в сердце и, точно цветок,  
Расцветёт, воспыхает...»

Вопрос о роли искусства, литературы в жизни общества всегда волновал истинных художников, писателей и поэтов. Знаменитые слова Е.Евтушенко «Поэт в России – больше чем поэт!», можно отнести к любой стране, «Поэт, как в России, так и где бы то ни было, - больше чем поэт!», ибо он является совестью своего народа, певцом красоты своего края и выразителем интересов страны.

Существует много легенд о причинах конфликта между правителем и поэтом. Одна из них обработана Генрихом Гейне.

В основе этой легенды реальные факты из жизни величайшего поэта древности – Фирдоуси, автора историй 50 правителей Персии, знаменитого эпоса «Шах-намэ». Над первой редакцией поэт трудился около двадцати лет, испытывая и голод, и холод, и жестокую нужду, но в надежде на вознаграждение от царей Саманидов. Но к 994 году, когда

он закончил эту редакцию, династия Саманидов уже пала. Вторую редакцию поэмы поэт закончил в 1010 году, сложил шестьдесят тысяч двустиший, в общем на создание этого труда ушло 30 лет. Но новый правитель султан Махмуд отверг творение Фирдоуси.

Как рассказывает легенда, правитель обещал заплатить за каждое двустишие по золотому динару. Наконец прибыл караван от султана, но когда развязали тюки, оказалось, что золото заменено серебром. Поэт в этот момент находился в бане и узнав об обмане, был оскорблён, но промолчал. Он разделил серебро на три части: одну часть отдал банщику, другую – людям из каравана, а на третью купил прохладительные напитки. Когда об этом узнал правитель, он приказал бросить поэта под ноги слону. И поэт вынужден был бежать. Много лет от скитался вдали от родины, и лишь в старости решил вернуться на родину.

Однажды главный министр в присутствии султана произнес двустишие из великой поэмы, эти строки произвели огромное впечатление на султана, и он сменил гнев на милость, решив вознаградить поэта. Но когда караван с дарами входил в ворота города, из противоположных ворот вынесли носилки с телом Фирдоуси.

В этом повествовании - тема поэта и поэзии. Несмотря на удары судьбы и отсутствие признания, поэт всегда идёт вперёд. Он пронесёт своё жизнеутверждающее творчество через всю жизнь. Великий поэт всегда осознаёт свою значимость и значение своих стихов, он верит, говоря словами М.Цветаевой, что «моим стихам, как драгоценным винам, настанет свой черёд!». И это, действительно, произошло ... Султану потребовалось время «настояться», «созреть», подобно вину. Стихи за это время не изменились, но стали понятны и оценены новым временем и поколением. Эпопея «Шахнаме» вошла в сокровищницу мировой литературы, бессмертные строки Фирдоуси и поныне звучат на языках многих народов мира.

В основе поэмы Г.Гулия «Сказание об Омар Хайме», легенда о встрече великого поэта и учёного с юношей, который пришёл к нему из дальних стран, преодолев пески пустыни, чтобы узнать у мудреца тайну поэзии и личности поэта. Омар Хайям ответил в присущей ему лаконичной манере, что поэт должен быть осведомлённым во всех науках, его значение в духовной жизни общества покажет лишь время, а поэзия – это сама жизнь во всех ее проявлениях. Без легендарного Омар Хайяма, не был бы золотым и радостным век поэзии, и до сегодняшнего дня он остаётся самым цитируемым поэтом всех времён и народов. Его слова оказались пророческими:

«Будь всемогущ как маг, проживи сотни лет.  
В тёмной бездне веков не увидят твой свет.  
Лишь в легендах порой наши судьбы мерцают.  
Стань же искрою счастья среди этих легенд!»

### **Полученные результаты**

Как удаётся поэту достичь глубины понимания мира, задеть самые сокровенные струны нашей души, заставить нас восхищаться, страдать, любить, таять от нахлынувших чувств, и, даже плакать!? Как удаётся поэту «дойти до сути, до основанья»? Эта притягательная

тайна всегда привлекала исследователей. И на сегодняшний день нет разгадки этого поэтического волшебства, этого таинства воображения, вдохновения, наития, инсайта! Механизм восприятия и воздействия поэтических произведений – малоизученная область междисциплинарных исследований. Теоретическое осмысление этой тайны всегда будет актуальным, так как является неременным условием дальнейшего развития человека.

### **Заключение**

Легенды о великих ... они всегда будут жить, они будут передаваться из уст в уста, ибо события, происходящие в легендах - одновременно и чудо, и достоверность. Ярчайшие представители «Золотого века» Средней Азии – это поэты, ставшие легендами: Абульхасан Рудаки, Шахид Балхи, Абулькасим Фирдоуси, Омар Хайям, Низами Гянджеви, Афзаладдин Хакани, Ибн Сина (Авиценна), Алишер Навои, Амир Хосров Дехлеви, Джалаладдин Руми, Саади Ширази, Хафиз Ширази, Аттар Нишапури, Махмуд Пахлеван, Насир Хусроу, Абдурахман Джами. Жизнь и судьба этой блестящей плеяды поэтов «Золотого века» окутана множеством легенд. Дошедшие до нас из глубины веков легенды о поэтах свидетельствуют об огромном влиянии поэтов на умы всех поколений и народов. Творчество златоустов этой поры является сокровищницей не только национальной, но и мировой литературы. В строках великого родоначальника узбекской литературы Алишера Навои гимн поэтическому слову:

«Ведь слово – дух, что в звуке воплощён,  
Тот словом жив, кто духом облачён.  
Речь – лепесток тюльпана в цветнике,  
Слова же – капли роз на лепестке.  
Бог человека словом одарил  
Сокровищницу тайн в него вложил...  
Что жемчуг, если слово нам дано?  
Оно в глубинах мира рождено,  
О, боже, дай мне бедному в удел,  
Чтоб я искусством слова овладел».

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***Information about the authors:***

***Yangutova Rita Robertovna (Xian China)*** – PhD of Philosophy, Xian Jiaotong University, E-mail: [maryyang@mail.ru](mailto:maryyang@mail.ru)

***Peng Ling, (Xian China)*** - PhD of History, Xian Jiaotong University, E-mail: [peng\\_ling@126.com](mailto:peng_ling@126.com)

***Contribution of the authors:*** *The authors contributed equally to the present research.*



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***Irina M.Nekipelova Irina,  
M.T. Kalashnikov Izhevsk State Technical University,  
Izhevsk, Russia***

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**CATEGORY OF DURATION AND CONTINUITY OF VERB ACTION  
IN RUSSIAN LANGUAGE SYSTEM  
AS OVERCOMING RESTRICTIONS IMPOSED ON LANGUAGE**

**КАТЕГОРИЯ ПРОДОЛЖИТЕЛЬНОСТИ – ДЛИТЕЛЬНОСТИ –  
НЕПРЕРЫВНОСТИ ГЛАГОЛЬНОГО ДЕЙСТВИЯ В СИСТЕМЕ РУССКОГО  
ЯЗЫКА КАК ПРЕОДОЛЕНИЕ ОГРАНИЧЕНИЙ,  
НАКЛАДЫВАЕМЫХ НА ЯЗЫК**

**Abstract:**

The article is devoted to the study of the category of duration and continuity of verb action in the Russian language system. The category investigated in the article is not actual for the Russian language and has a limited expression in it. However, it is presented in the language on the lexical and grammatical level only for some pairs of verbs having the meaning of movement. The study showed that native Russian speakers learn and understand the category of duration and continuity of verb action only because of the practice of daily speech communication. The fact of expressing this category, which is relevant in Russian only for some verbs, indicates that it is possible to overcome the restriction imposed on the language system in terms of duration and continuity of action. The expression of this category breaks the private logic of language and contradicts the existence of the

main grammatical categories of the Russian verb system. Analysis of the language material made it possible to establish the fact of fundamental incomplete expression of the category of duration and continuity of verb action. The author concluded that going beyond the boundaries of existing logic in language contradicts the basic way of expressing verb action, on the one hand; and on the other hand, does not contradict the capabilities of language and does not destroy the language system.

**Keywords:** language restrictions; overcoming restrictions; duration and continuity category of verb action, analysis, fundamental

## **Introduction**

Язык – это сложная, постоянно развивающаяся система связанных между собой лексическими и грамматическими отношениями языковых единиц, алгоритмы создания и объединения которых в высказывания, с одной стороны, имеют универсальные логические основания общечеловеческого мышления, а с другой – реализуют национальный тип мышления, отражающий национальное видение мира. Вместе с языком человек усваивает структуру мира – такой, какой она кажется людям, разделяющим этот язык. Освоение такой системы требует огромных временных и интеллектуальных затрат.

Каждый язык индивидуален в лексическом и грамматическом выражении и, как следствие, непереволим ни в какой другой язык мира, именно поэтому ключевыми позициями в понимании логики языка являются структура слова, структура высказывания и структура связей элементов языка. Понимание этих процессов даёт возможность воспринимать язык как систему, в целом имеющую логические основания и подчиняющуюся требованиям общей и частной логики. Понимание логики языка, в свою очередь, способствует не только усвоению языка, но и усвоению типа языкового мышления.

Выявление логических оснований языка имеет философский характер.

## **Methods**

Статья является продолжением исследования, направленного на выяснение причин возникновения ограничений, накладываемых на язык в области лексики и грамматики, и на выявление факторов, способствующих преодолению этих ограничений в случае когнитивно-коммуникативной необходимости в процессе речемыслительной деятельности, осуществляемой носителями языка. Исследуемые нами ограничения имеют логические основания и лежат в основе общечеловеческого мышления, а также в основе способности человека к усвоению языка. Однако в каждом конкретном случае, в каждом конкретном языке они имеют различные способы выражения, и, кроме того, практически всегда в языке создаются конкретные условия их частичного преодоления.

Ограничения, накладываемые на язык, могут иметь общелогический и частнологический характер.

Общелогические ограничения имеют универсальный для всех языков характер и вытекают из общелогических методов познания – синтеза, анализа, аналогии и обобщения,

интеграция которых «постепенно, шаг за шагом, раскрывает внутренние существенные признаки предмета, связи его элементов и их взаимодействие друг с другом» [7].

Частнологические основания имеют избирательный характер и характеризуют каждый язык в отдельности, показывая, 1) каким образом могут быть выражены те или иные категории мышления, 2) какие их аспекты являются актуальными, 3) какие аспекты потенциально заложены в языке и в случае необходимости могут быть актуализированы, 4) какие оказываются невозможными конкретно для данной языковой системы.

Любой язык, в том числе русский, в своём развитии и функционировании следует внутренней логике раскрытия мысли, опирающейся на уже существующую языковую картину мира. Отсюда вытекает важное следствие: язык вообще, именно во внутренней и объективной логике существования и развития, то есть реально, обусловлен сознанием и языковыми действиями отдельных носителей языка и их поколений. Из этой реальной предпосылки каждый отдельный человек, и прежде всего носитель языка как родного, на практике исходит из простого факта наличия и существования языка. Понимание того, что язык не просто существует, но и развивается, и принятие того, что язык как таковой в различии и единстве его основных целостностей является реальностью для сознания и действия каждого человека, является основным аспектом исследования языка как основной когнитивной реальности человека.

Совокупная языковая реальность, как она есть для людей, разделяющих язык, включает не только то, что уже освоено языком, но и то, что может подлежать освоению и не противоречит внутренней логике языка, вытекающей из непосредственного процесса объективно протекающей жизнедеятельности людей и способу их мировидения.

Человеку, таким образом, приходится считаться с языковой реальностью как с совокупной целостностью, то есть именно как с чем-то единым, обладающим собственной логикой существования и развития. В случае неизбежных языковых преобразований внутренняя логика языка определяет, каковы объективно возможные рамки преобразования и каковы тенденции развития языковой реальности. Любые изменения, противоречащие этой логике, приводят к дестабилизации языковой системы.

Языковая реальность – это реальность для каждого отдельно взятого носителя языка и для всего общества в целом. К языковой реальности следует относиться как к особой реальности – независимо целостной, а также необходимо учитывать тот факт, что «...любой язык носит антропоцентрический характер, а система языка является не реальным, а мыслимым единством» [3, с. 123]. Сознание носителей языка в процессе его усвоения постигает эту реальность и его внутреннюю логику. Важно подчеркнуть, что не только коммуникативный аспект, выраженный в речи, но и мыслительный, имеющий когнитивный характер, осваивается человеком на практике и осмысливается как нечто данное и, стало быть, как имеющее характер особой реальности. Именно поэтому можно утверждать, что язык существует как феномен человеческой деятельности во всём многообразии речемыслительной активности носителей языка и с его помощью происходит «смыслоозначение мира» [8, 10].

Итак, внутренняя логика языка ведёт его исследование от вопроса о существовании языка, описывающего мир, который существует «здесь и сейчас», к вопросу о существовании языка, который способен описывать мир в целом, с учётом всех видимых и кажущихся причинно-следственных отношений, связывающих между собой явления мира.

Как бесконечное целое язык, как и мир в целом, описываемый языком, с одной стороны, неоднороден именно в аспекте его существования: будучи единством взаимосвязанных элементов, он непреходящ, но отдельные его элементы преходящи. Язык как целое неотделим от мира, который он описывает и связи и явления которого он интерпретирует, несмотря на то, что между миром и языком имеются существенные различия, основанные на том, что язык описывает мир не таким, каким он является объективно, а таким, каким он видится и кажется людям, говорящим на этом языке, субъективно: «Вещи всегда называются по тому, чем они кажутся, и мыслятся такими, каким и кажутся, ибо то, что они есть, есть не сущность, а позднейшая измененная более продолжительным и многосторонним наблюдением видимость» [6, с. 197]. С другой стороны, язык однороден, поскольку образует непрерывное единство, универсальную целостность. Язык существует как непреходящее единство вне и независимо от воли и сознания отдельно взятого носителя языка. Однако язык постоянно изменяется, реагируя не только на внешнее воздействие – воздействие среды, в рамках которой он существует: группы людей, говорящих на этом языке, их социальной структуры и социальных потребностей, их непосредственно практической деятельности, но и на внутреннее воздействие – способности понимать и раскрывать человеком объективные отношения единства в многообразии, заложенные в языке и представленные в логике раскрытия языкового материала. Кроме того, людям приходится постоянно «встраивать» в язык то новое, что появляется в мире, необходимое для жизни и коммуникации социума и, вследствие этого, подлежащее языковой реализации. Если такого понимания не происходит, язык воспринимается как данность, которую надо освоить в декларативной форме.

Именно проблема существования языка как единства многообразного порождает проблему возникновения ограничений, накладываемых на язык и проблему их преодоления. Любые ограничения имеют когнитивный характер, выражающийся в том, что основные категории мышления, такие как единство времени и пространства, способы выражения времени и прочее, существуют не только в виде языковых различий, но и в рамках совокупного, единого существования мира.

Понимание языка как онтологической категории приводит к необходимости понимания, в чём именно состоит единство языковой системы, что является её скрепляющим фактором, каковы предпосылки её изменения и развития. Следовательно, идея единства языка в аспекте его существования предполагает раскрытие аспектов его единства.

Итак, язык существует в единстве форм своего существования, образующих целостное единство непреходящего языка. При этом язык не тождественен миру, потому что язык как феномен человеческой деятельности – индикатор того или иного ментального мышления.

## Discussions

Одна и та же категория мышления может не только по-разному выражаться в разных языках, но и претерпевать трансформацию в своём развитии. Кроме того, достаточно сложно определить первичный способ выражение той или иной категории, поскольку «никогда ни один язык не был застигнут в момент становления его форм» [2, с. 308]. Однако можно утверждать, что нет ни одного языка, в котором все основные ментальные категории были бы выражены во всем существующем многообразии. А это значит, что каждый язык подходит к выбору способа выражения той или иной категории избирательно, с учётом того, насколько тот или иной способ её выражения может способствовать успешности коммуникации в обществе. Все языковые явления, выражающие базовые категории мышления, носят типовой характер и составляют основу и специфику языкового выражения национальной картины мира.

Одной из важнейших категорий, получившей выражение во всех языках мира, является категория глагольного действия. В системе русского языка основными глагольными категориями являются вид (совершенный и несовершенный), время (настоящее, прошедшее и будущее), спряжение (первое и второе) и возвратность. Эта система претерпела серьёзные изменения в истории языка: сложная система прошедшего времени, существовавшая в древнерусском языке, трансформировалась в упрощённую, на первый взгляд, систему трёх времён, которая, однако, дополняется видом глагола, выражающим категории завершенности – незавершенности и однократности – многократности действия. Категория же продолжительности – длительности – непрерывности действия, выраженного глаголом, в русском языке оказалась не востребовавшейся и неактуальной. Отсутствие выражение этой категории является частнологическим ограничением, наложенным на язык в силу некоторых факторов, например, стремления избежать языковой избыточности.

Однако существует ряд глаголов, в употреблении которых категория продолжительности – длительности – непрерывности действия выражена актуально. Такими глаголами являются глаголы движения – перемещения, которые обычно трактуются как однонаправленные и разнонаправленные глаголы. К ним относятся следующие глагольные пары: *быть* – *бывать*, *идти* – *ходить*, *ехать* – *ездить*, *лететь* – *летать*, *плыть* – *плавать*, *бежать* – *бегать*, *нести* – *носить*, *вести* – *возить*, *вести* – *водить*, *катить* – *катать*, *ползти* – *ползать*, *лезть* – *лазить*, *садить* – *сажать*, *тащить* – *таскать*. В употреблении этих глаголов категория длительности действия является одной из основных грамматических категорий и имеет выражение во всех контекстах, связанных со значением передвижения и перемещения субъекта действия. Однако разграничение длительного и недлительного действия в русском языке не носит универсального характера, и даже в отношении этих глаголов она выражена не тотально, а только спорадически. Таким образом язык пытается избавиться от нехарактерной для него категории путём вытеснения некоторых форм в разных контекстах. Рассмотрим употребление глагола *идти*, одного из основных глаголов, выражающих значение движения – перемещения. Глагол *идти* выражает длительное – продолжительное – непрерывное действие несовершенного вида. Словари дают следующие его значения (в скобках указаны возможные глагольные употребления, выражающие параллельное

недлительное действие, названное глаголом *ходить*): 1. Двигаться, передвигаться, ступая ногами: *идти пешком* (возможно: *ходить пешком*). 2. Двигаться, перемещаться в пространстве: *поезд идёт до Москвы* (возможно: *поезд ходит до Москвы*) // Перемещаться массой, потоком, вереницей и т. п.: *облака идут* (невозможно: *облака ходят*; возможно только как поэтическое: *облака ходят гурьбой*). 3. Отправляться, направляться куда-либо: *идти на войну* (невозможно: *ходить на войну*; возможно при отрицании: *не ходи на войну*). // Об отправлении транспортного средства: *электричка идёт в полдень* (возможно: *электричка ходит каждый день*). 4. Следовать, двигаться в каком-либо направлении для достижения чего-либо: *идти к намеченной цели* (невозможно: *ходить к намеченной цели*). 5. Перемещаться, двигаться, будучи направленным куда-либо, с какой-либо целью: *письма идут быстро* (невозможно: *письма ходят быстро*) // Доставляться, поступать откуда-либо, куда-либо: *чай идёт с Кавказа* (невозможно: *чай ходит с Кавказа*). 6. Приступать к каким-либо действиям, вступать куда-либо, становиться кем-либо: *идти в науку* (невозможно: *ходить в науку*). 7. Поступать подобно кому-либо, следовать кому-либо в чём-либо: *идти за своим наставником* (невозможно: *ходить за своим наставником*). 8. Поступать, действовать каким-либо образом: *идти против мнения большинства* (невозможно: *ходить против мнения большинства*). 9. Приближаться, появляться: *сон не идёт* (невозможно: *сон не ходит*). // Надвигаться, наступать: *идёт гроза* (невозможно: *ходит гроза*; возможно поэтическое при олицетворении: *где-то над полем ходит гроза*). 10. Быть в действии, действовать, работать (о механизме, машине): *часы идут точно* (возможно: *часы ходят точно*). 11. Падать, лить (об осадках): *снег идёт* (невозможно: *снег ходит*). 12. Иметь место, происходить, совершаться: *идут вступительные экзамены* (невозможно: *ходят вступительные экзамены*). // Протекать, проходить: *время идёт быстро* (невозможно: *время ходит быстро*). // Длиться, продолжаться: *идёт тысяча девятьсот девяносто восьмой год* (невозможно: *ходит тысяча девятьсот девяносто восьмой год*). // Быть в каком-либо возрасте: *ребёнку идёт пятый год* (невозможно: *ребёнку ходит пятый год*). 13. Исполняться, ставиться: *в театре идёт новая пьеса* (невозможно: *в театре ходит новая пьеса*). 14. Пролегать, быть расположенным где-либо, каким-либо образом; простираться: *улица идёт через весь город* (невозможно: *улица ходит через весь город*). // Вести куда-либо, выходить: *дверь идёт в сад* (невозможно: *дверь ходит в сад*). 15. Выделяться, исходить откуда-либо, распространяться: *от батареи идёт тепло* (невозможно: *от батареи ходит тепло*). // Выделяться, течь: *из раны идёт кровь* (невозможно: *из раны ходит кровь*). // Поступать, подаваться: *ток идёт* (невозможно: *ток ходит*). 16. Делать ход в игре: *идти тузом* (возможно: *ходить тузом*). 17. Получаться, ладиться, спориться: *работа не идёт* (невозможно: *работа не ходит*). 18. разг. Находить сбыт, спрос, распродаваться: *товар идёт хорошо* (невозможно: *товар ходит хорошо*). 19. Причитаться, следовать кому-либо за что-либо; выплачиваться, выдаваться (обычно регулярно, постоянно): *проценты по вкладу идут* (невозможно: *проценты по вкладу ходят*). 20. Предназначаться, использоваться, употребляться для чего-либо: *ягоды идут на варенье* (невозможно: *ягоды ходят на варенье*). // Расходиться, употребляться, тратиться: *все деньги идут на ремонт* (невозможно: *все деньги ходят на ремонт*). 21. Быть к лицу, подходить, соответствовать: *ей идёт смеяться* (невозможно: *ей ходит смеяться*). 22. Входить, вдвигаться (о чём-либо вбиваемом, надеваемом): *гвоздь легко идёт в доску*



(невозможно: *гвоздь легко ходит в доску*). 23. Расти, сосредоточивать свой рост в чём-либо: *картофель идёт в ботву* (невозможно: *картофель ходит в ботву*). 24. Быть готовым или склонным к чему-либо; соглашаться, решаться на что-либо: *идти на риск* (невозможно: *ходить на риск*). 25. разг. Устремляться на приманку: *рыба идёт на червя* (невозможно: *рыба ходит на червя*). 26. Вступать в брак (о женщине): *идти замуж* (невозможно: *ходить замуж*; возможно при отрицании: *не ходи замуж*). 27. Подвергаться действию, названному существительным: *идти на продажу* (невозможно: *ходить на продажу*). 28. Наступить, совершать действие, названное существительным: *идти на спад* (невозможно: *ходить на спад*). 29. Начинать делать что-либо, пускаться во что-либо: *идти в пляс* (невозможно: *ходить в пляс*). 30. Иметь что-либо своим содержанием, предметом; касаться кого-либо, чего-либо (о разговоре, споре): *речь идёт о правильном питании* (невозможно: *речь ходит о правильном питании*). ♦ *Голова идёт кругом* (невозможно: *голова ходит кругом*).

Итак, из 30 значений, 10 созначений и 1 фразеологизма только 5 имеют параллельные формы недлительного действия. В некоторых случаях употребление глагола *ходить* возможно только при отрицании: *идти замуж / выходить замуж*, но *не ходи замуж*. Иногда язык всё-таки даёт возможно образовать искомую глагольную пару, предлагая другой глагол – *уходить*: *ягоды идут на варенье – ягоды уходят на варенье*.

Парным глаголом к глаголу *идти* является глагол *ходить*, тоже несовершенного вида, но выражающего категорию не длительного действия, а прерывного действия. Он употребляется в следующих значениях: 1. Обладать способностью, быть в состоянии двигаться, ступая ногами, делая шаги: *он может ходить* (возможно: *он может идти*). 2. Передвигаться, ступая ногами, делая шаги в разных направлениях или в разное время: *они ходят пешком* (возможно: *они идут пешком*). 3. Направляться куда-либо с какой-либо целью; бывать где-либо, посещать кого-либо, что-либо: *ходить в театр* (возможно: *идти в театр*). 4. Следовать за кем-либо, чем-либо, сопровождать: *ходит за ней, как собака* (возможно: *идёт за ней, как собака*). // Ухаживать за кем-либо, чем-либо, заботиться о ком-либо, чём-либо: *ходит за ранеными* (невозможно: *идёт за ранеными*). 5. Носить на себе что-либо; быть одетым, выглядеть каким-либо образом: *ходить в джинсах* (возможно: *идти в джинсах*). 6. Состоять в какой-либо должности, звании: *ходить в звании майора* (невозможно: *идти в звании майора*). 7. Находиться, пребывать в каком-либо состоянии, настроении; считаться кем-либо, каким-либо: *ходить счастливым* (невозможно: *идти счастливым*). 8. Делать ход в игре, переставлять фигуру: *ходить тузом* (возможно: *идти тузом*). 9. Отправлять естественную потребность; испражняться, мочиться: *ходить в туалет* (невозможно: *идти в туалет*). 10. Передвигаться каким-либо способом в воздухе, по воздуху или в воде, по воде (о рыбах, птицах, судах или летательных аппаратах): *самолёт ходит кругами* (возможно: *самолёт идёт кругами*). // Мор. Плавать (обычно в качестве члена экипажа судна): *ходить под парусами* (возможно: *идти под парусами*). 11. Двигаться в определённом направлении, по определённому маршруту; ехать, плыть, лететь (о средствах передвижения): *автобус ходит по расписанию* (возможно: *автобус идёт по расписанию*). 12. Перемещаться в каком-либо определённом или различных направлениях (о небесных светилах, водной или воздушной массе, звуках и т.п.): *над головой ходят тучи*



(возможно: *над головой идут тучи*). 13. Двигаться по какой-либо поверхности (в каком-либо одном или различных направлениях): *тени ходят по стене* (невозможно: *тени идут по стене*). 14. Переходить, передаваться от одного к другому; быть в обращении, в употреблении: *в стране ходят и фальшивые купюры* (невозможно: *в стране идут фальшивые купюры*). 15. Распространяться, охватывать всех или многих, всё или многое (обычно о слухах, болезнях и т.п.): *по городу ходит грипп* (возможно: *по городу идёт инфекция*). 16. Действовать, работать (обычно о приспособлениях и механизмах, основанных на движении вперёд – назад или вверх – вниз): *часы не ходят* (возможно: *часы не идут*). 17. Кольхаться; дрожать, трястись: *мост так и ходит под машиной* (невозможно: *мост так и идёт под машиной*). ◊ *Ходить на голове* (невозможно: *идти на голове*). ◊ *Ходить вокруг да около* (невозможно: *идти вокруг да около*).

Всего 21 случай употребления глагола *ходить*: 17 значений, 2 созначения, 2 фразеологизма, из которых только в 11 случаях можно подобрать парный глагол *идти*.

Итак, исходные 30 значений глагола *идти* сводятся к 17 значениям глагола *ходить*, и при этом только некоторые из них образуют пары длительного непрерывного и недлительного прерывного действия.

При сопоставлении значений глаголов *идти* и *ходить*, можно увидеть, что 1) каждый глагол обладает рядом уникальных значений, 2) не все значения глагола *идти*, выражающего длительное действие, соответствуют значениям глагола *ходить*, выражающего недлительное действие, и имеют парные формы.

Таким образом, мы видим, что: 1) в некоторых случаях глаголы *идти* – *ходить* составляют соотносительную по признаку длительности / недлительности пару: *идти пешком* – *ходить пешком*; 2) в некоторых случаях возможно только употребление глагола *идти*: *дождь идёт* (невозможно: *дождь ходит каждый день*, в этом случае глагол *идти* употребляется как все остальные глаголы русского языка – без выражения категории длительности действия: *летом обычно идут дожди* и *дождь идёт уже два часа*); 3) в некоторых случаях возможно употребление только глагола *ходить*: *тени ходят по стене*; 4) в некоторых случаях употребление глаголов *идти* и *ходить* выражает разное значение: *идти за ранеными* и *ходить за ранеными*.

Мы видим, что при возникновении внутренней ментальной потребности носителей языка разграничивать длительное и недлительное действие языковая система даёт такие возможности, поскольку это не противоречит его возможностям, и это обогащает язык, так как «сила и форма ее разрушения разрывают смысловой горизонт»: «*c'est que la force et la forme de sa disruption crèvent l'horizon sémantique*» [9, с. 61]. Так, категория завершенности – незавершенности действия, заложенная в совершенном и несовершенном виде глагола, имеет одно из самых нестандартных выражений в языке, так как имеет не собственно лексическое, и не собственно грамматическое, а лексико-грамматическое выражение. Например, глагольная пара *ходить* – *приходить* представлена в виде двух самостоятельных слов, имеющих не только словообразовательную, но и морфологическую связь: приставка

в данном случае не только образует новое слово, но и отличает производное от производящего выражением только одной категории: завершённости – незавершённости действия. Язык в данном случае идёт по сложному пути совмещения словообразования и морфологии. Однако если однажды такой путь стал возможным, то в случае необходимости язык ещё раз может пойти по этому пути, что и произошло с выражением категории длительности – недлительности действия. И всё же потенциальные возможности языка были актуализированы только для небольшого количества глаголов, потому что одно ограничение не может носить универсальный характер, поскольку, как считают И. Пригожин и И. Стенгерс, «наш мир, по-видимому, навсегда лишился гарантий стабильных, непреходящих законов» [1, с. 386]. Именно поэтому «под вопросом оказываются ориентированность на некую законченность представлений о системах языков, универсальность представлений об их устройстве и функционировании» [5, с. 119].

Выражение категории длительности действия происходит не только посредством функционирования двух разных лексем *идти* – *ходить*, но и за счёт формирования полисемии, связанной с контекстными условиями – вхождением в избыток или недостаток значения текста («régime moteur du surplus (et du) manque» [9, с. 61]), который человек всегда склонен считать законченным, даже если он сохраняет многозначность.

### **Implication**

Освоение носителями русского языка выражения категории длительности – продолжительности – непрерывности глагольного действия происходит исключительно в результате практики речевой коммуникации и не имеет теоретических оснований, зафиксированных в словарях или справочниках. Это определяется тем, что для успешности коммуникации в данном случае у человека нет необходимости усваивать категориальную лексико-грамматическую модель, как, например, модель образования глаголов совершенного вида от глаголов несовершенного вида, ему достаточно уметь в готовом виде использовать имеющиеся в системе русского языка контексты, что «не предполагает абсолютного владения этой системой» [4]. Однако выражение несвойственной для русского языка категории глагольного действия иногда может вызывать коммуникативные затруднения у носителей языка, что, впрочем, не вызывает отторжения в восприятии самой категории.

Сам факт выражения категории длительности – продолжительности – непрерывности глагольного действия, актуальной в русском языке всего лишь для нескольких пар глаголов, обозначающих движение – перемещение, свидетельствует о том, в отдельно взятой ситуации произошло преодоление ограничения, наложенного на языковую систему в отношении выражения длительности и непрерывности действия. Выход за пределы существующей в языке логики, с одной стороны, противоречит принятой языком за основу способа выражения глагольного действия, а с другой стороны, не противоречит возможностям языка и не разрушает языковую систему.

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**Information about author:**

*Nekipelova Irina (Izhevsk, Russia) – PhD, Head of the Department of Russian as a Foreign Language, Institute of International Educational Programs, M.T. Kalashnikov Izhevsk state technical university (426069 Izhevsk, Studencheskaya, 7). Her research fields are Russian history, language philosophy, teaching Russian as foreign; author of over 120 publications, 5 monographs and textbook on Russian as a foreign language. SPIN-code: 8968-4493.*

*E-mail: [irina.m.nekipelova@mail.ru](mailto:irina.m.nekipelova@mail.ru)*

**Contribution of the author:** *The author contributed equally to the present research.*

**THEORY AND METHODOLOGY OF BILINGUAL EDUCATION**

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**Ekaterina Yu. Bekasova,  
Moscow State Pedagogical University,  
Moscow, Russia**

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**NEUROPHYSIOLOGICAL INVESTIGATION INTO BILINGUALS'  
MENTAL ADVANTAGES**

**НЕЙРОФИЗИОЛОГИЧЕСКИЕ ИССЛЕДОВАНИЯ  
ПСИХОЛОГИЧЕСКИХ ПРЕИМУЩЕСТВ БИЛИНГВОВ**

**Abstract:**

Modern studies of bilingualism tend to focus on the neurophysiological processes related to changes in the structure and peculiarities in the functioning of the brains of bilingual people. Particular interest is shown towards studies related to the formation of the brain structures in young children who are raised in multilingual environments. Bilinguals display their advantages most clearly in early childhood when they can be more disciplined, much better at communicating, and more empathetic than their peers. Researchers have proven that communication with native speakers is the decisive factor which enables the successful acquisition of a foreign language. Such early experiences of bilingual communication form a special language zone in children's brains, which makes it much easier to learn foreign languages later on in life. Monitoring of adult bilinguals reveals that they tend to be adapted much better to their social and professional lives. Artificial bilingualism at a later age can reveal personal traits that are related to the acquisition of a particular foreign language. Senior bilinguals have more flexible mental processes, better memory and concentration ability as well as slowed dementia onset.

**Keywords:** bilingualism, polylingualism, cognitive development, personal qualities, natural early bilingualism, late artificial bilingualism

## **Introduction**

Modern researches into the social and personal qualities of bilinguals show their apparent benefits in social and professional environments. Research into bilingual brain functions shows that natural bilinguals form special zones in early childhood. Activity in these zones guarantees undeniable cognitive benefits for bilinguals in senior age. Researchers are increasingly focusing on the study of the mechanisms that regulate the use of different languages and the effects of polylingualism on cognitive processes, socialisation, and inter-personal communications, as well as polylingualism's manifestations at different ages.

## **Theory**

The first studies of childhood polylingualism showed that the simultaneous acquisition of two languages has negative impacts on children's cognitive and speech development (I. Epstein, 1916). Consequently, experts often recommended that children begin learning foreign languages aged seven or ten years. Soviet schools relied on this psychological and pedagogical approach. However, it is well known that children who started learning a foreign language at ten years of age often failed to acquire communication, reading, and writing skills in a foreign language, although they may have continued to study it for many years.

The shift in the understanding of the role of early learning of a second language happened after the publication of information related to the positive effects of early bilingualism on children's cognitive development and socialisation. Researchers of children's bilingualism note that infants up to six months old are "linguistic geniuses" because they can distinguish sounds in all human languages. By the end of their first twelve months, children learn to distinguish the sounds of their native language better and their ability to distinguish the sounds of foreign languages decreases (Kuhl et al., 2006).

Infants transfer from being "global citizens" to "native language experts", which is an important milestone in acquiring language, and which precedes the stage of acquiring the vocabulary and grammar of their native language. Furthermore, the better children can distinguish the sounds of their native language at the age of eleven months, the larger their vocabulary size in the later years (Kuhl et al., 2008). At the same time, the learning of their native language patterns reduces their sensitivity to non-native patterns and, to some extent, decreases their capacity for foreign language acquisition.

Research shows that bilingual children outperform their monolingual peers in cognitive development. The reason for this is that a bilingual child has more extensive and ample experience thanks to their straddling of two languages and cultures. They have to constantly switch from one language to another, changing pronunciation, grammar, and meanings (Cummins, 1976; Bialystock, 1987).

Analysis of bilinguals' psychological properties has shown that such advantages were especially apparent in young children in situation that required them to control their attention or when they were exposed to conflicting information (Bialystok et al., 2010).

In adult life, these differences become less evident, although they manifest themselves when there is a need to solve complex problems (Costa et al., 2008). The psychological analysis of cognitive characteristics of late artificial versus early natural bilinguals showed that the latter have cognitive advantages (Bekasova, Markemann, 2012).

Comparing bilingual groups raised in a "family language – society language" environment (monolingual families) and the "one parent – one language" environment (bilingual families) revealed the factors that affected language development in early natural bilinguals. The analysis of thinking patterns showed that bilinguals raised in bilingual families ("one parent – one language") were given to thinking in a mix of languages. On the other hand, bilinguals raised in monolingual families are not given to mix languages in their thinking when they are exposed to the opposition of their family language and the society language.

However, the languages of such bilinguals, although separated in their conscious mind, are nonetheless mixed in their subconscious mind. Most surveyed bilinguals from monolingual families see their dreams in a mix of languages, i.e. their subconsciousness uses more than one language as a single system regardless of the external situation.

Bilinguals raised in bilingual families and thinking in a mix of languages separate such languages in their subconsciousness depending on the external factors, such as environment and the language activity. Only one language is involved in their dreams. The language of their dreams changes depending on the content or setting.

In terms of cultural identity, both groups show identical results: 63% of bilinguals associate themselves with one culture, 25% with two or more cultures and 12% have difficulties in determining their cultural identity.

The research revealed interesting differences in the cognitive preferences and academic success of different bilingual groups. Bilinguals raised in monolingual families showed interest in the humanities, while one fourth of the group members were successful learners in the social, mathematical, and natural sciences. Bilinguals raised in bilingual families showed capacity for mathematical and natural sciences along with higher than average academic success. Almost half bilinguals in this group have or are acquiring university degrees, with only one fifth in the other group. However, both groups showed similar high-performance levels in the humanities.

The research of personal qualities of late adapted bilinguals showed that the learning of foreign languages at school and later caused changes in personal traits. The formation of professional bilingualism develops efficient communication and social skills. Learners are also observed to acquire the traits and culture of foreign native speakers (Bekasova, 2017).

In late adulthood, the advantages of bilingualism become increasingly apparent in the decreasing the degradation of cognitive skills in seniors (Bartzokis et al., 2004). This may be



explained by the fact that the acquisition of two language systems consistently activates analytical and comparative functions and give rise to interest in languages, history, traditions, and culture.

### **Data and Methodology**

Magnetoencephalography (MEG) is a modern and effective method of brain activity visualisation. This method allowed researchers to obtain data related to differences in the brain activity levels of bilingual and monolingual development.

Experiments made by F. Ramirez compared brain reactions to language sound in eleven-month children from Spanish-English bilingual families and in their peers from English-speaking families (Ramirez, 2017a). The resulting data showed that the brain of a monolingual child responded only to the sounds of the English language and ignored sounds from the Spanish language. The brain of a bilingual kid responded to the sounds of the two languages that were native to them. This proves that children's brains "specialise" in those languages that are present in their language environment and reflect their language experience. Interestingly, responses to the sounds of the English language were equally strong both in bilingual and monolingual infants.

Bilingual learning in early childhood is becoming increasingly popular. Research shows that young children can acquire foreign languages faster, albeit subject to certain conditions.

Firstly, a real teacher should teach the language. In this case, nine-month old children can learn to distinguish the sounds of a new language at the level of an infant born into a bilingual family in just six hours, which is impossible by using video or audio lessons (Kuhl et al., 2003).

Furthermore, the development of language skills in the bilingual environment depends on the quality and quantity of speech to which a child is exposed in each language. Words addressed to a baby must have a higher tone of voice and be expressive and melodious (e.g. "Hiiii, babyyyyy") (Ramirez et al., 2017b).

Acquiring wider language skills in early childhood have specific effects in terms of children's socialisation and communication skills. According to proponents of the idea that children develop a "Theory of Mind" (ToM), children under a certain age are incapable of understanding that other people can think differently (Farhadian et al., 2010). Jean Piaget called this phenomenon "childhood egocentrism".

For example, a child without ToM can watch TV and think: "I'm watching this cartoon and all people are watching this cartoon now. If I switch my TV off, other people will not see the cartoon to the end." A child with ToM understands that other people cannot only think differently about the world, but also that they may have a different opinion or attitude.

A ToM development test may be undertaken according to the following method: a pre-school child is shown a box of blackboard chalk and asked what is inside. The child answers: chalk. Then they are shown that the box in fact contains ribbons. A new person enters the room whom the child has never met before and the researcher asks the child what this person thinks about the contents of this box.



If the child understands that other person's opinion can be different from their own, they will decide that a new person will judge the chalk box in the same way they did. This means that the child has the well-established ToM. If the child has no ToM, they will think that a new person will have the same knowledge as they do. Therefore, they will answer, "ribbons".

Experiments have shown that 3-year olds usually failed the ToM tests and 5-year olds usually succeed. When the same tests are conducted on 3-year-old bilinguals, they succeed regardless of the language of the researcher or the new person. Researchers have concluded from these experiments that young bilinguals learn to understand the minds of other people earlier and more successfully than their monolingual peers do. These advantages do not depend on the specific languages spoken by the child.

Scientists are looking to discover the nature of such abilities by researching the processes of children's brain growth, development, and ageing. They focus on the frontal lobe functions that are responsible for attention. One reason why children "fall behind" in their attention development is that the frontal lobe develops as a result of the myelination (growing glial cells) of neurons.

Glial cells cause neurons to react in synch. They are white; therefore, the myelinated areas are called "white matter" as opposed to the grey matter of non-myelinated areas of the brain cortex (Fuster, 2008). The process of attention control and activation or blocking cognitive functions is one of the functions of the frontal lobe. Thus, children with incomplete myelination of frontal neurons are unable to quickly respond to an adult's request to "pay attention" or "stop doing that".

However, multiple tests show that bilingual pre-school children are much better in managing their attention and reactions, i.e. those processes that are caused by frontal cortex, than their monolingual peers (Baddeley, 1996).

Neurophysiological studies of children raised in polylingual families show that language localisation zones in bilingual children's brain cortex intersect to form a general linguistic zone. All languages that are acquired later on join this zone to expand it. In late adopted bilinguals, languages are localised in different zones and such late bilinguals fall short in terms of the speed in processing linguistic information and their capacity to immediately switch languages (Popova M, 2014).

MRT studies of seniors showed that the brains of bilingual group members contained more myelinated white matter than those of monolinguals, and that they joined both hemispheres and the frontal lobe with other brain zones (Luk et al., 2011).

## **Conclusions**

The importance of poly-language skills cannot be overestimated in the modern world. Neurolinguistic studies of children's brains allow us to contend that all children can be bilingual. Research shows that optimal performance in language learning is achieved when children learn languages in their early years via intensive communication with real people rather than through television or any other media. Therefore, it is important to use any opportunity for live language

learning and to encourage people caring for children to use the language they speak fluently and comfortably. According to researchers, early bilingualism creates a specific language zone in children's brains that facilitates the formation of polylingualism.

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***Information about the author:***

***Ekaterina Yu. Bekasova*** (Moscow, Russia) - PhD in Psychology, Associate Professor, Moscow State Pedagogical University, Russia. (6 Maly Sukharevsky lane, Moscow, 127051, Russian Federation), E-mail: [bekasova1706@gmail.com](mailto:bekasova1706@gmail.com) Published scientific works — more than 20 (pedagogical psychology, general psychology, psychology of bilingualism).

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***Contribution of the author:*** The author contributed equally to the present research.

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**Kalita Oxana N. Kalita,  
Black Sea Countries Democritus University,  
Komotini, Greece.**

**Alla A. Akishina,  
Academy of Labor and Social Relations, Professor,  
Moscow, Russian Federation.**

**Anatoliy V. Tryapelnikov,  
Russian Friendship University,  
Moscow, Russian Federation.**

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**ЛИНГВОДИДАКТИЧЕСКИЕ АСПЕКТЫ СОСТАВЛЕНИЯ ДВУЯЗЫЧНОГО  
ТЕРМИНОЛОГИЧЕСКОГО СЛОВАРЯ ПО МЕТОДИКЕ ПРЕПОДАВАНИЯ  
РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО ДЛЯ ГРЕЧЕСКИХ  
СТУДЕНТОВ ФИЛОЛОГОВ**

**LINGVODACTIC ASPECTS OF COMPILING A BILINGUAL  
TERMINOLOGICAL DICTIONARY ON THE METHODOLOGY OF  
TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO GREEK STUDENTS  
PHILOLOGISTS**

**Abstract:**

This article discusses the lingo-didactic aspects of compiling a bilingual terminological dictionary; the need to create that is to be involved in the teaching Russian as a foreign language (RFL) in Greek universities, in particular philologists-Russian scholars of future teachers, is

obvious today. There are not enough textbooks, reference materials, terminologically elaborated courses based on a methodology of teaching RFL, as well as time to master this discipline, not to mention the weaknesses of the modern methodological school in the field of teaching and educating RFL in Greece.

Teachers leading such kind of courses, and students are in great difficulty.

The authors believe that the compilation of a bilingual terminological dictionary on the methodology of teaching RFL for Greek philology students will contribute to solving the aforementioned problems concerning the inclusion and use of new terms in a course on the methodology of teaching RFL during the preparation of teachers and specialists in Greek universities. The importance of identifying and forming new terms in Greek for practical use in process of training is emphasized.

**Keywords:** Pedagogical terms, specialized terminology dictionaries, the creation of new terms of teaching, methodology of teaching Russian as a foreign language.

### **Введение**

В связи со стремительным развитием межкультурных связей между Россией и Грецией появились новые тенденции в обучении русскому языку. Образование русско-греческих организаций, обмен и совместное развитие проектов в области образования и культуры, туризма и спорта способствовали не только резкому увеличению желающих изучать русский язык, но и к острой необходимости в подготовке специалистов, повышения уровня их профессиональной подготовки в области методики преподавания русского языка студентам – филологам, которые, в свою очередь, готовятся к преподаванию и обучению русскому языку студентов в греческих вузах, на курсах, в школах выходного дня и во всех других заведениях где преподаётся РКИ.

Решение этих проблем будет содействовать пониманию и правильному употреблению терминологии, содействовать повышению качества исследований в области педагогики и методики преподавания РКИ, лучшему пониманию научной литературы, а также повышению качества исследований в этой области.

**В целом, можно выделить следующие потребности в области изучения русского языка в Греции:**

- познавательные,
  - социальные,
  - применение языка в учебной деятельности,
  - применение языка в профессиональной деятельности,
- а также подготовка и получение сертификата по русскому языку ТРКИ:
- для работы переводчиком и гидом на русском языке,
  - для преподавания русского языка в частных языковых центрах, школах выходного дня,

- при прохождении конкурса в АСЕП на распределение государственных вакантных мест в различные министерства и ведомства,
- при подаче документов на квотное бесплатное обучение в высших учебных заведениях России по направлениям: бакалавриат, специалитет, магистратура, аспирантура,
- для участия в различных межвузовских программах в рамках программы «Эрасмус» между Россией и Грецией,
- при поступлении в школу гидов и многие другие ...

Для решения названных задач и достижения указанных целей в профессиональной занятости, как мы полагаем, целесообразно привлекать к преподаванию и обучению русскому языку в Греции не только квалифицированных, дипломированных учителей и преподавателей русского языка из России – естественных носителей русского языка и культуры, но и приоритетно приглашать на работу дипломированных преподавателей русского языка – греков с родным языком и профессиональным обучением преподаванию иностранных языков, в том числе РКИ, в греческой культурной традиции.

Нужно заметить при этом, что возникают особые требования к получающим профессиональное образование греческим студентам – филологам, будущим преподавателям русского языка особые, которые заключаются в том, что кроме общего владения русским языком эти специалисты должны владеть лингвистической, методической, педагогической и терминологической составляющими своей профессиональной подготовки.

В связи с этим особое место в греческих вузах занимает подготовка филологов–русистов (греческих специалистов, учителей, преподавателей РКИ как «образованных носителей русского языка»).

## **Теория**

Знание русского языка открывает возможности для греков – выпускников греческих вузов получения квалифицированной работы, требующей хорошего знания русского языка для различных сфер профессиональной занятости. В связи с этим, уровень вузовской подготовки будущих преподавателей, специалистов по русскому языку должен быть достаточно высоким.

В процессе коммуникации в области гуманитарных наук, в том числе теории и методике обучения РКИ существуют отклонения, вызванные расхождением в трактовке терминов в зарубежных и отечественных публикациях. Эта проблема распространяется и на лингводидактическую терминологию в русском и греческом языках.

Актуальность нашего исследования связана с необходимостью составления учебного словаря- глоссария лингводидактических терминов на русском и греческом языках в области методики преподавания РКИ, обеспечивающего формирование целостного представления о терминологии учебной дисциплины.

Это обусловлено, тем что до настоящего времени исследования такого рода не получили должного внимания как в теоретическом, так и практическом аспектах, несмотря на то, что существует востребованность учебного словаря-гlossария на русском и греческом языках, разработанного на основе межкультурного сопоставления и системного описания терминов родного и изучаемого языков с позиции когнитивного подхода.

Многозначность педагогических терминов и разнообразие терминологического состава в современной лингводидактике, внимание к дидактическим аспектам в практике обучения РКИ вызывает интерес ученых и стремление исследователей в этой области постоянно уточнять их значение применительно к своей профессиональной деятельности в сфере РКИ.

Данные смежных с методикой РКИ наук: социологии, педагогики, лингвистики, психолингвистики, информатики и др., которые широко сегодня представлены в методической литературе, предполагают терминологические новообразования, порождения новых смыслов.

Так, например, в монографии Тряпельникова А.В., специалиста в области интеграции информационных и педагогических технологий в обучении РКИ отмечается:

«Меняется всё: средства, способы, формы обучения, подходы, методы. В понятия лингводидактики включаются такие, как киберпространство, которое определяет свойства глобального информационного поля, текст (с характеристиками линейности), гипертекст с нелинейным содержанием, кибертекст как следующий опосредованный киберпространством композиционный уровень привходящего в современную языковую сферу текста, информационный (цифровой) формат обучения. Это новые понятия и термины в компьютерной лингводидактике, которая в контексте глобального информационного поля в XXI веке может определяться как информационная (цифровая), т.е. как инфолингводидактика РКИ». [16. с. 5-6]

Однако, постоянное уточнение значения терминов и смысла понятий в процессе исследования только усугубляет, а не решает обозначенную проблему. Важно помнить, что термины многозначны, выбор значения термина зависит от специальности и области применения. Нередко один термин имеет несколько различных понятий, а одни и те же понятия обозначаются различными терминами.

### **Данные и методы**

В Греции немало высших учебных заведений, в которых ведется преподавание русского языка [15]. Помимо специалистов в области лингвистики, литературоведения и перевода в высших учебных заведениях Греции готовят и преподавателей (РКИ).

На данный момент только студенты-филологи филологического факультета Национального Афинского университета имени И. Каподистрии и филологического направления кафедры языков литературы и культуры стран черноморского бассейна Фракийского университета им. Демокрита в городе Комотини имеют право на



преподавание в Греции как в государственных высших учебных заведениях, так и в частных школах и школах воскресного дня.

На филологическом направлении курс «Методика преподавания РКИ» является обязательным предметом, включающим теоретическую и практическую часть. Теоретическая часть имеет продолжительность во времени один семестр и содержит необходимый теоретический материал, который вводит студентов-филологов в основные понятия в области теории и методики преподавания РКИ, знакомит с основными принципами и приемами обучения РКИ в зависимости от целевого назначения и аудитории.

Практическая часть данной учебной дисциплины имеет продолжительность два семестра. На практических занятиях формируются умения и навыки по организации учебной деятельности в сфере РКИ, подробно рассматриваются основы обучения РКИ, программы начального, среднего, продвинутого уровней обучения, государственные стандарты по различным аспектам преподавания РКИ. Предусмотрены самостоятельные работы по подготовке уроков (подготовка различных тем по разным видам языковой и речевой деятельности с целью их дальнейшего использования на занятиях по преподаванию РКИ и др. виды деятельности).

Существует множество учебников и пособий по теории методики преподавания РКИ [5,6,7, 9], а также методических пособий по практике преподавания РКИ [2,3,8]. В процессе работы с научным текстом, студенты сталкиваются с большим количеством научных терминов [1].

К сожалению, основная часть студентов-филологов греческих университетов не может воспользоваться этими пособиями, так как не имеют необходимого лексического запаса, а педагогические термины являются "слабым местом" и причиной многих трудностей, что влечет недостаточную подготовленность студентов к реализации поставленных задач.

В связи с этим, нами, в соавторстве с профессором с А.А. Акишиной, была начата работа над пособием по методике преподавания РКИ в двух частях (теоретической и практической) на двух языках – русском и греческом. Создание такого пособия, во-первых, поможет греческим студентам – филологам лучше понять дисциплину «Методика преподавания РКИ», во-вторых, поможет избежать неправильного понимания и трактовки педагогических терминов на греческий язык и, в-третьих, может быть полезна исследователям и всем преподавателям, преподающим русский язык в Греции.

Основной и главной задачей в процессе написания данного пособия перед нами стояла цель создания полноценного учебного пособия, включающего теоретические основы РКИ, а также практические советы и примеры преподавания русского языка как иностранного. Несомненно, одной из главных задач было выявить и сформировать, дать уточненные определения и разъяснения (толкования) на греческом языке необходимых, на наш взгляд, методических терминов, используемых в учебном пособии.

В ходе работы над пособием возникла необходимость создания словаря-гlossария

основных лингводидактических терминов, основываясь на сопоставлении русских и греческих методических терминов, для студентов – филологов греческих вузов, используемых в нашем пособии, а в будущем двуязычного терминологического словаря по методике преподавания РКИ на русском и греческом языках, как полноценного пособия: учебного толкового двуязычного терминологического словаря по методике преподавания РКИ для греческих студентов – филологов.

### **Основные характеристики словаря**

Долгое время отечественная и зарубежная методические системы преподавания иностранных языков (в том числе русского и греческого) существовали и развивались в значительной мере самостоятельно и независимо друг от друга, что привело к возникновению двух терминологических систем, которые, несмотря на множество прямых соответствий и совпадений, существенно отличаются друг от друга.

Сближение и взаимообогащение национальных методических школ невозможны без сопоставительного анализа и систематизации используемой терминологии.

Анализ исследований последних лет свидетельствует о том, что предпринимаются шаги по лексикографическому описанию терминологии лингводидактики и методики обучения ИЯ: разработаны одноязычный Лингводидактический энциклопедический словарь. (Щукин, 2006), Новый словарь методических терминов и понятий (теория и практика обучения языкам) (Азимов, Щукин, 2009) и др.

В нашем случае мы опираемся и принимаем подходы к подготовке и составлению словаря на двуязычный справочник методических терминов Колесниковой, Долгиной, 2001 — «Англо-русский терминологический справочник по методике преподавания иностранных языков», в котором принимаются во внимание понятийные особенности в терминологии родного и иностранного языков [20].

В ходе нашей работы мы проанализировали существующие подходы к отбору содержания и обучения, а именно: когнитивно-тезаурусный, межкультурный и системный, которые определяют ориентацию:

- на пользователя словарём и учёт его потребностей,
- на создание условий для формирования вторичного языкового и когнитивного сознания, изучающего русский язык,
- на обеспечение достаточной степени информативности словарной статьи,
- на системное (тезаурусное) представление терминологии,
- на учёт концептуальных расхождений в двух: греческой и русской терминологиях в области преподавания русского языка как иностранного.

В качестве основного нами был выделен функционально-содержательный подход. Он предполагает, как отбор самих терминов, так и выявление разделов методики преподавания РКИ, необходимых для специалистов в этой области.

Таким образом, функционально-содержательный подход означает определение сферы использования тех или иных терминов и предусматривает толкование и описание их значений в зависимости от того, в каком разделе методики они функционируют.

В нашем случае отбор лингвометодических терминов осуществляется, основываясь на рассматриваемые темы разработанного нами пособия по методике преподавания РКИ на русском и греческом языках, с учетом частотности их употребления, актуальности и практической значимости.

Словарь-гlossарий будет содержать расширенное толкование русских терминов на русском языке (при возможности с переводом на греческий), а также эквивалентный термин (при наличии) в греческом языке, уточняя его содержание. Обязательным будут пояснения различий в трактовке терминов на примерах. Не исключается, что при отсутствии термина в греческом языке возможно обращение к представлению термина на английском языке, что опосредует понимание и толкование этого термина грекам.

Особенности нашего подхода к составлению словаря заключаются в повышенном внимании к лингводидактическому аспекту составления словаря, к особенностям перевода содержания и толкования терминов словаря в ключе и пространстве диалога культур русской и греческой терминологических школ методики преподавания РКИ.

В лексикографическом представлении двуязычного словаря обычно каждая страница делится на две части. Левая часть словаря – это словник, перечень лексических единиц (слов, фразеологизмов, морфем и т. п.) входного языка, которые расположены по алфавиту. Переведенные эквиваленты лексических единиц словника представляют собой правую часть словаря.

Особым этапом работы над словарем является процесс подбора эквивалента, дефиниции на переводимом языке, содержащей основную информацию о лексической единице. Первым элементом дефиниции является собственно перевод главного слова, словосочетания или предложения. Так как словарь отражает фактическое состояние двух языков (а значит и культур), то в качестве перевода мы указываем устоявшийся эквивалент, используемый в письменной или разговорной речи.

Известно, что трудность передачи значения того или иного слова средствами иностранного языка связана прежде всего с несовпадением объема значений слов в двух языках, что приводит к значительным неточностям при переводе.

Найти эквивалентные терминологические пары в греческом и русском языках не всегда возможно, а просто перевод или транслитерация терминов в случае отсутствия аналогов чаще всего бесполезны.

Выяснилось, что существуют педагогические термины, имеющие идентичное значение в греческом языке, как например: цель, задачи, методы, подходы и многие другие [1, с.70, 135, 200, 344], [14].

Но существуют и такие, которые не имеют эквивалентов, или один термин в греческой педагогике заменяет два термина на русском языке. Например, умение и компетентность [1, 14] или языковые и речевые навыки и умения [1,14] и т.д.

В случае отсутствия аналога термина в греческом языке и затруднение передачи его толкования на английском, существует возможность формирования новых педагогических терминов на греческом языке [13]. В Греции формирование новых терминов и понятий основывается на принципах стандартизированного формирования терминов (ISO), которые включены в греческий стандарт ELOT 402 «Терминология – принципы и методы» (Рис. 1)

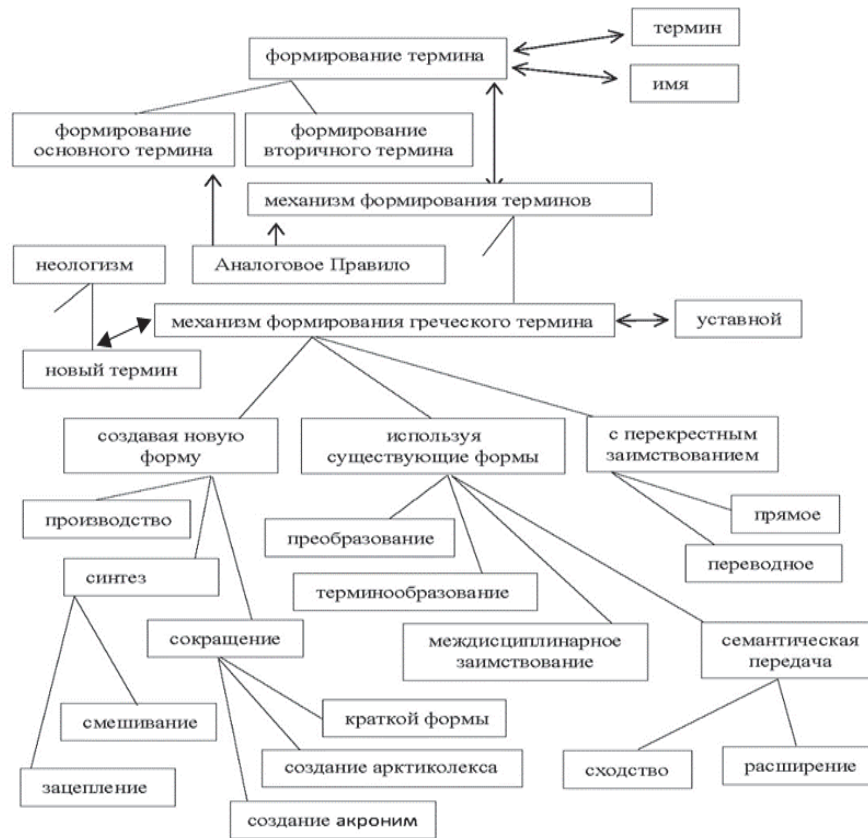


Рисунок 1. Терминология – принципы и методы.

Греческая Терминологическая организация ΕΛΛΗΝΙΚΗ ΕΤΑΙΡΕΙΑ ΟΡΟΛΟΓΙΑΣ (ΕΛΕΤΟ) Hellenic Society for Terminology (ELETO), а также Терминологические Группы Специальных Областей, устанавливают порядок новосформированных терминов, которые быстро вводятся развивающимися во всех областях и секторах науки и культуры, и не только – через обращение к ним. Терминология согласовывается, и обоснованные предложения подлежат публичному обсуждению. Окончательный результат адресован как тематическому специалисту, так и переводчику.

## Выводы

Владение профессиональной терминологией на иностранном языке делает будущего специалиста в области преподавания РКИ конкурентоспособным, мотивированным, более

подготовленным к осуществлению профессиональной деятельности, как на родном, так и на иностранном языке.

Составления учебного двуязычного терминологического словаря-гlossария лингводидактических терминов может быть полезен не только студентам-филологам греческих университетов, но и всем специалистам и исследователям, работающим в этой области.

В силу развития внедрения различных технологий в учебной практике особого внимания заслуживает разработка и составление электронной версии учебного двуязычного словаря-гlossария лингводидактических терминов.

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#### **Information about the authors:**

**Kalita Oxana Nikolaevna (Komotini, Greece)** - PhD of Pedagogics, Visiting Lecturer, Department of Language, Literature and Civilization of the Black Sea Countries Democritus University.

E-mail: kalitaxenia@yahoo.com

**Akishina Alla Alexandrovna (Moscow, Russia)** - Phd of Letters, Professor, Academy of Labor and Social Relations, Professor.

E-mail: akishina26@gmail.com

**Tryapelnikov Anatolij Viktorovich (Moscow, Russia)** - PhD of Pedagogics, Assistant Professor, Russian Friendship University. E-mail: tryapelnikov@yandex.com

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**INFORMATIONAL AND SMART TECHNOLOGIES FOR EDUCATION**

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**Darejan Geladze,**

**Maia Takidze,**

**Batumi Shota Rustaveli State University,**

**Batumi, Georgia**

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**MODELING VIRTUAL CLASSROOM ENVIRONMENT FOR TEACHING  
ENGLISH LANGUAGE**

**МОДЕЛИРОВАНИЕ ВИРТУАЛЬНОЙ КЛАССНОЙ СРЕДЫ ДЛЯ  
ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА**

**Abstract:**

*The present article discusses that in a traditional classroom the “bath” method is achieved through using all kinds of objects, games, and icebreakers that the teacher has prepared before class and uses throughout the lesson. Good examples are: a ball or other types of classroom materials (pens, pencils of different colors and dimensions, books, notebooks, sheets, cards, posters, and letters of the alphabet) in the foreign language that students use in their exercises and tasks. All of this requires hours of preparation, not to mention that you have to haul all of these items with you to every class... For those of us who have performed these types of activities in our classes we know just how tiring it can be.*

*The present article outlines approaches to researching language learning in on-line environments and survey research that has been conducted to date. Is it worthwhile to use the*



*Internet in Language teaching? What is a virtual classroom? What is its purpose? How long have you used virtual classrooms at the university? How has your experience been with the implementation of virtual classrooms? What do you do in the virtual classroom as the teacher? What activities do you propose and what tools do you use the most? What tools from the virtual classroom do you usually not use? Have you had any sort of limitations or difficulties to design or use virtual classrooms? How have you overcome the aforementioned difficulties? From our personal view, how effective is the use of virtual classrooms as a complement to classes in a physical space? We can use several approaches to learn about such issues. One is to talk to fellow teachers. Another is to try things out in the classroom and see how they work. In addition, another is to conduct and share research.*

**Keywords:** *English Language Teaching, Education System, Network Communication, Computer Discussions, Modern Technologies, Virtual Classroom.*

## **Introduction**

In recent years, it has been particularly controversial to incorporate modern technologies into teaching process, concretely the use of the Internet in language teaching. Whether we like it or not, the Internet is already there and is increasingly taking over our lives. This is an irreversible process the refore we should find it an exact place in language teaching process.

As we know, the Internet is a worldwide network of heterogeneous information equipment with flexible structure. In the education system, fundamentally different situation has been created due to the emergence of the Internet. On the one hand, the network is full of negative information that adversely affects the spiritual, moral, and cultural development of adolescents. On the other hand, it has the unique opportunities for personal education and development, thus it should be used for a predetermined purpose. Before describing the possibilities and results of the internet as a foreign language teaching technique, let us take a brief look at the history of computer use in the foreign language teaching [1, pp. 25-27].

The use of computers in English language teaching began in the 1960s. This 40-year history can be conventionally divided into three periods: the behavioral approach, the communicative approach, and the integrative use. Each period corresponds to a certain level of technology and a particular pedagogical approach [5, pp. 11-12].

## **Chapter I – From the History of Virtual Learning Environment for Teaching English**

As we know, a virtual learning environment in educational technology is a Web-based platform for the digital aspects of courses of study, usually within educational institutions. They present resources, activities and interactions within a course structure and provide for the different stages of assessment. It also usually report on participation; and have some level of integration with other institutional systems [4, pp. 14-15]. For teachers and instructors who edit them, it may have a de facto role as authoring and design environments. Almost all higher education institutions in the English-speaking world have adopted them.

Behavioral use of computers was developed in the 1950s and was introduced in the 1960s and 1970s. It is built on a behavioral learning model and includes repetitive exercises where the computer acts as a mechanical repeater, allowing students to repeat the material as many times as needs to memorize. The next period involves the communicative use of computers, which was emerged in the 70s and 80s, when the behavioral approach to language teaching was rejected by many teachers. If the behavioral program included repetitive exercises, the communication program was designed to find the right answer. Programs have emerged that allowed students not only repeat pre-given phrases or exercises but also develop sentences and texts themselves. Communicative use is the consistent with the cognitive theory which defines that learning is a process of discovery, expression and development. Popular computer programs developed during this period are text assemblies and simulations.

In the 1980s and 1990s, many teachers shifted from a cognitive view of communicative learning to a more social or socio-cognitive view, which necessitated the use of language in the natural social context. This is how a new perspective has emerged in language learning technology called an integrative approach. New technology seeks to incorporate different skills (listening, speaking, reading, writing) into the teaching process and makes greater use of technological capabilities. The use of techniques in an integrative approach is ongoing process of language learning and is no longer confined to isolated exercises (as opposed to communicative or behavioral approaches). The integrative approach is based on two key technical advances: multimedia and the Internet.

The multimedia technology presented today by CD\_Rom allows different types of media to be stored in one computer. In addition, multimedia hypermedia, ie. multimedia resources is a link to each other and the learner can obtain additional information by simply pressing one hand. Hypermedia has many advantages for language learners. First and foremost, a more authentic learning environment is created that combines video, audio, and writing materials naturally, just like in the real world [4, pp. 134-135].

Despite the advantages outlined above, multimedia still does not allow authentic communication, this can only be achieved through the Internet. Only after this, it became possible to “Open classroom walls” and enters the outside world into a normally locked classroom environment. Using the Internet we are dealing with so-called co-operative teaching method that implies the organization of teaching in which work and activities are carried out in the small heterogeneous groups where students assist each other and are involved. In this way, the learners make much less mistakes in their work and learn on their mistakes. With the help of Internet, computers have been transformed from an information storage medium to the means of communication, language learners can get in touch with native speakers anywhere in the world. This communication can be as synchronous (Chat), also asynchronous (email) [10, pp. 117-120]. Thus, through the Internet, language learners are given an opportunity to get into the natural language environment, speak to real people, receive authentic linguistic information, and transmit their information to an international audience. We discuss three key aspects of global network communication separately: synchronous communication, asynchronous communication, and the World Wide Web.

In the early 1990s Synchronous Communication, a new type of computer communication was introduced that allowed real-time text messaging. This new type of relationship is called Chat. This is a written (or oral) conversation in which each student sits at an individual computer, the screen is split into two sections, the student /pupil writes one message in one section, then sends it to the speaker and receives a response from him/her. It turned out that this form of foreign language speaking is more acceptable to the student/pupil than learning, as there is less control over the teacher, less complexity, anxiety and most importantly, learners' activities are equal. Besides, the language used in synchronous computer communication has become lexically richer and grammatically far more complete than it is in face-to-face conversation. In this case, the learner has time to type and organize the text, however, due to lack of time, language learners sometimes become paralyzed at all. According to Georgian Philosophers – Ibraim Didmanidze, Zebur Beridze and Irma Bagrationi's work "On the Ethical Values of Business and Technology Education According to Erich Fromm's Social Pedagogy Views" "[...] Fromm will first show that in any relationship between two people, the learning of the two is crucial for such a relationship to last; and then he will expand on the different aspects of that learning. This analysis will then be applied to the organizational context as a basis for organizational decision-making, Second, it applies the previous analysis to the organizational ethics context as a basis for organizational decision making, showing how any decision in an organization needs to be analyzed on the basis of three criteria (short-run effectiveness, development of distinctive educational competence, and unity and identification with the organization business ethics) [...]" [7, pp. 55-57].

One of the processes to enhance the learning experience was the virtual resource room, which is student centered, works in a self-paced format, and which encourages students to take responsibility for their own learning. In virtual mode, the materials are available in the form of computer aided learning program, lecture notes, special self-assessment module. Another mechanism for student-to-student interactions in a form of simple discussion forum is by using a novel link cyber tutor. This allows the students with an email account to connect with course content and the staff with their doubts and related questions. The students are able to contact the staff without a face-to-face visit, which saves the on campus time. The staff remains anonymous, which allows the several staff to act as a cyber-tutor during the course. The students do not remain anonymous although their email addresses are cryptic enough to mask their identity. Students can discuss about the exams, lab reports, posters, lectures and technical help with downloading materials. Surveys, focus groups and online feedback forms do the evaluation of the use of Virtual resource room. The students have 24 hours of access to the learning material in a day, which suits their life styles [10, pp. 162-163].

Observations have shown that 100% of students participate in electronic discussion, while only 52% engage in regular discussion, the written message is much more specific and compact in exchange than in oral speech. Furthermore, it is possible to save students' written messages, analyze and correct their mistakes that are only possible to stop and interrupt the speaker during the oral conversation; this interferes with communication and blocks the learner.

## **Chapter II – The Main Educational Technologies of the Modeled Virtual Classroom Environment for Teaching English**

To master the types of languages through the Internet, there is a need to have a 'train' language partner to communicate with. This requires from student/pupil to have some level of writing and reading skills [9, pp. 155-157]. Therefore, Methodists recommend using email only after mastering reading techniques.

It is interesting for us to use the Internet purposefully during the learning process, specifically to obtain the necessary information and exchange it rapidly; a student should possess proficient reading skills and must be able to manipulate different types of reading for the critical purpose of reading. In reading skills it is meant to automate perceptual and thoughtful actions. The purpose of perceptual action is to form mechanisms of visual synthesis, while retrieving information from thoughtful action. A sophisticated reader should be able to read information of any character as needed and understand the reading with varying degrees of difficulty and accuracy for the purpose of reading.

Computer discussions help the learner to refine the language and overcome difficulties. Finally, Participation in computer discussions during one semester proved to be more effective for students than oral discussions, especially for the study of written speech. For this reason, this method is more used in writing than in oral teaching.

Asynchronous Communication - The most common and interesting type of asynchronous communication is e-mail. It is especially used in writing lessons. It can be used by both teachers and student as well as student of different nationalities. It is used at almost every level of language learning to create an authentic writing environment. However, observing the use of e-mail is much more difficult and important than synchronous communication because in e-mail communication, compilation and sending is usually done in an extracurricular way, in less controlled conditions [12, pp. 81-82]. Practice has shown us that when communication between teachers and students is carried out via email during the teaching process, students become more open-minded, ask more questions, describe their problems and difficulties easily, most interestingly, lower-performing students were far more likely to contact the teacher than did face-to-face or telephone conversations [15, pp. 192-194].

In addition, online correspondence develops creativity and motivation to oral and written speech. Those students who seem less relevant and motivated, show interest when they are engaged in a foreign correspondence via e-mail, find new material necessary to write an interesting letter [8, pp. 5-7]. We will also notice that the students are gradually trying to make as few mistakes as possible in their writings, state their point clearly so that their correspondent understands what there are writing about and most importantly present themselves and abilities well.

The World Wide Web - The newest type of computer communication used in the language learning class is the World Wide Web, an international online database open to all users. The Web is one of the most revolutionary and diverse media in the history of humankind, as it simultaneously plays a part in the role of library, publishing house, telephone and interactive

television [11, pp. 205-206]. The World Wide Web is a distinctly different type of computer communication. Unlike the previous two types, it is not a means of direct communication between two people, but rather a form of writing (or rather multimedia authorship) that is broadly defined over the edictor.

WWW has many resources in English language teaching: authentic reading material, communication exercises, student discussions, publications. The WWW-based teaching process is more social and cultural in nature. When the students knew that their work had to go on the international network, they were more likely to try to create valuable texts, so they paid more attention to the work. The fact that the work is widely read by the public is a factor of improving production [13, pp. 174-177].

Through network communication, students will have the opportunity to learn about the culture of other countries and its civilization from foreign peers, will learn to respect their own and other cultures, will try to see the nuances that differentiate the civilizations and mentality of different countries. In this way, students of different nationalities learn from each other quickly, become interested in communication and language learning. In addition, traditional media are less flexible and serve one-way communication without the possibility of feedback, thus "promoting straight line learning". For the reason the degree of individualisation is minimal, the learner has less opportunity to be involved in the selection of materials. Many educators believe that only combined media, in our case, multimedia provides autonomy as it is flexible, offers a choice of ways to get information and free communication. According to Georgian Philosophers – Ibram Didmanidze and Irma Bagrationi's work "The Issue of Student Distance Communication and Collaboration (For Foreign Language Teaching)" "[...] there are several important technologies in the long-distance communication, which are important for successful development of foreign language education. It is known, that keyboard pen pals, or key pals, correspond with each other via e-mail. Key pal exchanges can provide motivational benefits for beginning- and intermediate-level learners, who get satisfaction from using their new language in authentic communication. Learners at all levels can benefit from key pal exchanges if these exchanges have enough structure to keep the students interested and active. However, key pal exchanges designed without a specific purpose or task may lose their appeal and benefits over time. Key pals can be found in partner classes or on Web sites where individuals signup for partners. Our students and we should decide whether we prefer other English learners or native speakers as key pals. Here it needs to be noticed, that in organizing key pal exchanges, keep in mind that not all key pals are equally responsive. It can be quite disappointing when a few students in a class have not received replies from their key pals" [6, pp. 15-17].

Many scholars agree that in the future the computer will be used not only for learning foreign language, but also as a means of learning new types of writing that has emerged in the online age. This new type of writing is called electronic skills and comprises four main components: computer skills (knowledge of techniques and software), information skills (online information retrieval, analysis and criticism), multimedia skills (interpreting and writing) Documents that combine text, voice, graphics and video output By consulting) and computer communication skills (synchronous and asynchronous communication pragmatics art). In Georgian Philosopher Irma Bagrationi's

opinion [in her work “For the Issues of the World-View Online Foreign Language Learning”] “Research that investigates the linguistic features of on-line communication might ask questions such as these: Is e-mail communication more similar to speaking or to writing? What are the lexical, syntactic and functional features common to on-line communication? A growing body of first language research has begun to address these questions. [...] Here it needs to be noticed, that the types of educational research fall along the following main continua, among others: experimental versus natural, quantitative versus qualitative, etic versus emic and product versus process. Experimental research is based on the goal of trying to find generalized answers to specific questions. To achieve that, as many variables as possible are held constant so that one or two specific questions can be addressed in tightly controlled experimental situations” [3, pp. 499-501].

The online era and information age is only in its infancy, and as it grows and spreads, not only the question of language teaching methods and technologies are raised, but also our conception concerning speech is being changed.

### **Chapter III – E-learning and Virtual Environment in English**

E-learning is an innovative direction in education that implies learning and teaching process using modern information technologies. Teachers can not only access the Internet for finding resources for their classes but also supply their own materials, knowledge and ideas for other teachers via the Internet (Warschauer, Shetzer & Meloni, 2000). For example, they can create homepages for the purpose of their lessons and put their materials on-line (Meagher, 1995). Muehleisen (1997) recommends ESL/EFL teachers to utilize the Internet in their classes for motivating students to use the English language outside the classroom and to make the language a part of their daily lives. Kern and Warschauer (2000) indicate that language learners with access to the Internet can potentially communicate with native speakers of English all over the world. They can communicate either on a one-to-one or on a many-to-many basis any time they need from school, home or work. Therefore, it is not surprising that many ESL/EFL teachers have embraced Internet-assisted language teaching (IALT) and have developed new ways of using the Internet with their students. When defining a virtual learning environment, we base our definition on a complete teaching and learning infrastructure designed to enhance a student's level of knowledge using computer technology and the Internet.

It should also be noted the use of mobile applications in the learning process/mobile learning (Pollev everywhere; Goosechase; Seasaw; Kahoot; etc). Lessons leave the boards and take place at the table, giving students more control over it. It is contextual, instant, and accessible everywhere. About 35 students are participating simultaneously, offers live instant feedback; Provides the audience with text questions in real time. It can be used to stimulate the brainstorming activity and generate new ideas, consequently encourages students' discussion. It is convenient for all students/language learners as it is easy and important for them to demonstrate their abilities, even for the weakest student in the group.

As it is known, when planning and organizing any educational process special attention should be paid to such important factors as: Who teaches (teacher education; field competence;



qualification; experience; general competencies); What they teach ((study material, volume, content, purpose). How they teach (which methods and technologies it uses, organizing and planning). Who do they teach (age of students, cultural-historical background, educational and social role, education censorship, purpose, tasks, needs) [16, pp. 65-66].

First of all, the e-learning course in English should be accompanied by the description, a guide (guide) outlining the aims, objectives and outcomes of the course. E-course descriptions should be easily accessible. It is desirable that the course description should be given in both the study and some international widely used languages.

The general English language course should specify the level of proficiency achieved by the course (According to the European or American system) and this information should be available. If the course covers all levels of language proficiency (European or American classification), at the end of each level, the student/pupil should pass the exam (tested, online survey, etc.) After exceeding the minimum competency threshold (information should be given in advance) student should obtain the permit of rest before moving on to the next level. The learner is fluent in the language when he/she can master all four aspects of language-writing, reading, speaking and listening. The translation-grammar method of language learning somewhat used to neglect listening and speaking, according to modern theories these four skills are needed to achieve maximum results. One course should ensure the development of all four competencies [2, pp. 42-43].

Modern technological means allow teachers and students to create a simulated or modeled virtual classroom environment. For instance, listening and speaking can be developed and evaluated using an internet forum, videoconferencing, chat, internet seminar; various video/audio material should be prepared for educational purposes. Each lesson (topic, single group of records, depending on course format) should be accompanied by a video/audio or electronic dictionary integrated into the course and a printout texts [14, pp. 117-118]. An evaluation system (testing, content delivery, etc.) is required, according to which the teacher will determine the student's further needs.

The vocabulary and grammar can be taught in two ways, either integrated with the language aspects, or given in a separate section. All grammar units that are integrated into a given lesson are separated. The grammar part can be integrated into the course, ie. as a separate electronic guide and incorporates the principle of moving from simple to difficult. Language learners are provided with grammatical categories departing from the principles of communicative grammar. The vocabulary section includes vocabulary issues that are scattered throughout the lessons [11, pp. 129-130].

It is especially effective to use video/audio materials in vocabulary learning process. There are much software available today, both paid and free, that allow you to create a variety of video/audio material. The inclusion of video/audio material in the e-learning course provides a productive learning environment.

People learn English for different purposes. We learn one particular aspect of English (for example, the business language, or the press language), and we must clearly distinguish it from



other aspects of the language ( politics, jurisprudence) so as not to distract students. language is an integral part of the culture, and the acquisition of each new language adds to a person's new socio-cultural competence. In a traditional classroom setting, the teacher works with a familiar audience and directly controls the students' emotions, reactions, evaluations, and thus selects the appropriate materials and instructional strategies for the situation. The situation is somewhat different in terms of e-learning. In terms of cultural values, neutral texts and teaching materials should be selected so as not to provoke a "cultural" conflict [14, pp. 112-114]. Since any learning environment (including virtual ones) involves the development and recognition of certain rules and procedures, the course designers should take into consideration, that the developed rules and procedures are acceptable to the potential audience and should avoid introducing such rules that the audience cannot or do not complete. In case of violation of rules, we believe that there is a need for appropriate course administration and teacher feedback, give students appropriate response and remind them their responsibilities.

The most convenient and effective virtual learning environment is provided for English language learners, that will help students to overcome existing obstacles and challenges which naturally accompany the difficult and prolonged process of language learning.

### **Conclusions**

Overall, from the foreign language teachers' perspectives, we could identify how despite the fact that they have been using virtual classrooms for several years now, they still perceive the need to be trained in how to use virtual classrooms and exploit this educational tool much more. Besides, they see that the use of this virtual environment is a current educational demand; they show awareness of the importance of being open to the range of learning opportunities virtual classrooms might offer as a complement to what they regularly do in their physical classrooms. Furthermore, this study has shown how teachers have built weak perceptions of what promoting autonomous, collaborative, and meaningful learning through a virtual environment means. Likewise, teachers' work evidences an absence of encouragement of collaboration among students. The use of technology in education is a current demand and, as such, we teachers are being called to integrate them in our everyday practices. The use of a virtual classroom is just a way of accomplishing this goal. However, as this study has shown, the use of this tool represents some extra-challenges of a different nature (pedagogical, technological). This can be present in the following educational aspects:

- Teachers assuming an active critical role. When using virtual classrooms in an institution. It should not be a responsibility of just a reduced number of teachers or administrative staff; instead, all teachers involved should take responsibility towards it, get engaged in proposing activities in the virtual classroom, and be critical towards the ways in which these virtual environments can effectively be used and fully exploited to enhance language learning.

- Seeing the virtual classroom as maximize of learning opportunities not just as a requirement of the university. The implementation of virtual environments, like the one being discussed here, demands a change in terms of how language learning takes place; virtual environments can also play an important role in this endeavor.

- Really enhancing autonomy, collaboration, and interaction. Virtual classrooms are tools that can be manipulated in order to take advantage of them as much as possible to enhance students' academic development. Therefore, processes such as autonomy, collaboration, and interaction could be gradually integrated to the action being done in the virtual classroom specifically in the setting in which this study was carried out since these concepts are part of the cornerstone of the Educational Project. This gradual integration could be enhanced, for example, by grounding decisions and actions in the outcomes of further research reflection.

- Integrating the use of the virtual classrooms in the curriculum. The very act of including and articulating the use of virtual classrooms in English language teaching and learning practices might consequently imply a need to make this part of the curricular guidelines of the educational approach of a given institution.

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***Information about the authors:***

***Darejan Geladze (Batumi, Georgia) - Doctor of Education, Assistant Professor of Batumi Shota Rustaveli State University (Georgia, Batumi, Ninoshvili Street 35, 6010); Mobile Phone: (+995) 599 262 748; E-mail: [darejan.geladze@bsu.edu.ge](mailto:darejan.geladze@bsu.edu.ge)***

***Maia Takidze (Batumi, Georgia) - Doctor of Education, A Senior Lecturer of Batumi Shota Rustaveli State University (Georgia, Batumi, Ninoshvili Street 35, 6010); Mobile Phone: (+995) 597 828 293; E-mail: [maia.takidze@bsu.edu.ge](mailto:maia.takidze@bsu.edu.ge)***

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**Ibraim Didmanidze,  
Zebur Beridze,  
Irma Bagrationi,  
Batumi Shota Rustaveli State University,  
Batumi, Georgia**

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## **ON ETHICAL USE OF INFORMATION TECHNOLOGIES IN EDUCATIONAL PSYCHOLOGY**

### **ОБ ЭТИЧКСКИХ НОРМАХ ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОЙ ПСИХОЛОГИИ**

#### **Abstract:**

*The paper outlines that ethics as a branch of philosophy is dealing continuously with the fundamental values of inner-human relations, studies the quality and the basis of the act or behavior which by moral perspective are good, bad, appropriate or wrong. More over in the last years we have witnessed that the world is facing new challenges and crisis in perception, conditioned by the fast development of science and new advanced technologies. In this instance, we in particular need to mention the information technology, which has become an integral part of our daily life. Again, the role of ethics is consistent in suggesting the proper use of technologies and in determining the right direction for human society development. Technologies and computers continue to integrate in to the educational process and increasingly are becoming an integral part of the education system. This trend has begun to be extended to primary and secondary education, but currently it is expressed at the university level.*

*The paper underlines that the increasing public interest in ethics in professional life has*

*highlighted the centrality and significance of ethics across different domains of public life including professional Educational Psychology. However, how do these societal trends along with the resurgence of interest in professional Ethics manifest themselves within the context of a practical Educational Psychology service and specifically for Psychology in Educational Establishments? What is the impact of the rapidly changing times on educational psychologists, the ethical issues they encounter and their decision-making? What do Educational Psychologists perceive as ethical issues in their practice? How do Educational Psychologists manage perceived ethical issues? Moreover, how can an Educational organization support its academic-scholarly staff? What support do Educational Psychologists want when faced with challenging situations?*

*The present paper follows the professional and ethical standards required of an educational scientist researcher and practicing qualified academic persons.*

**Keywords:** *Research Ethics, Ethical Issues, Educational Psychology, Technology Education, Ethical Dilemma, Educational Psychologist, Information Technology*

## **Introduction**

It is generally known that the term “Information Technology” refers to an entire industry. In actuality, information technology is the use of computers and software to manage information. This means: storing information, protecting information, processing the information, transmitting the information as necessary, and later retrieving information as necessary [3, pp. 101-102].

In the last years, all of us either as citizens or as professionals of different fields are monitoring the rapid development of science and the advancement of new technologies. At the same time, we are witnessing that the world is facing new challenges and perception crisis [6, pp. 81-82]. Lifestyle is changing gradually, conditioned by the use of current technologies. As an illustration, it is enough to mention that only in the last ten years the internet and the mobile technology influenced the majority of businesses and services to move online, such as transport, health, energy and environment, oil and gas, banking, entertainment, etc. In addition, these technologies allow us to conduct many personal and professional daily activities, which are an inseparable part of contemporary society. Therefore, the conclusion is that the information technology has revolutionized our social and business habits. It has evolved from a network of computers and information into a network of people. Moreover, change is far from over.

It is also known for us, that the question on whether education technology is “good” is far more nuanced than “yes” or “no”. Educators should take advantage of the massive benefits education technology can provide - the opportunity for appealing to all learning styles, workforce preparedness, environmental benefits, and easing the teaching process - while also heeding the warnings psychologists have given for avoiding education technology altogether [6, pp. 87-88].

Well, how does technology affect Educational Psychology? Is educational technology good for young, developing minds? How much education technology should be used in the classroom?

What has psychologists' experience been with education technology?<sup>2</sup> There is clearly a balance to be struck: use education technology, but do not use it to the point of turning your classroom into a bunch of Stepford Children. Moreover, we must distinctly note here "Psychologists' research is helping to make educational technologies more fun, intriguing and more effective. This study explores the perceptions of practical educational psychologists into ethical issues. Significance of the topic there is increasing interest in professional ethics in many areas of modern social life, both nationally and globally" [11, pp. 74-75] This interest gives rise to increased scrutiny, analysis, review and critical observation or examination of ethical behavior.

### **Chapter I – Concepts of Research Ethics in Educational Psychology**

It is well known, that Educational Psychology involves the study of how people learn, including topics such as student outcomes, the instructional process, individual differences in learning, gifted learners, and learning disabilities. Psychologists who work in this field are interested in how people learn and retain new information and knowledge. They apply psychological science to improve the learning process and promote educational success for all students, probationers and learners [12, pp. 42-43]

Today's educational system is highly complex. There is no single learning approach that works for everyone. That is why psychologists working in the field of education are focused on identifying and studying learning methods to better understand how people absorb and retain new information. Educational psychologists apply theories of human development to understand individual learning and inform the instructional process. While interaction with teachers and students in school settings is an important part of their work, it is not the only facet of the job. Learning is a lifelong endeavor. People do not only learn at school, they learn at work, in social situations and even doing simple tasks like household chores or running errands. Psychologists working in this subfield examine how people learn in a variety of settings to identify approaches and strategies to make learning more effective [1, pp. 107-105]. Psychologists working in education study the social, emotional and cognitive processes involved in learning and apply their findings to improve the learning process. No matter the population they are studying, these professionals are interested in teaching methods, the instructional process and different learning outcomes. How much the time of day when new information is does introduced influence whether a person retains that information? What does culture have to do with how we process new ideas? How does age affect our ability to develop new skills, like language? How is in-person learning different from remote learning using technology? How does the choice of a media platform make a difference in learning? [1, pp. 116-117]. These are all questions that educational psychologists

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<sup>2</sup> Such broad questions were distilled into the following research questions for this study: What support do Educational Psychologists perceive as desirable when managing perceived ethical issues? What organizational arrangements would Educational Psychologists wish to see implemented to support the management of ethical issues? What does the teacher actually need, what does the student need and how can we support the use of technology? - We aren't stumped: to illuminate those details, psychologists are collaborating with researchers in fields such as social education, computer science and learning sciences. As they do, they are discovering new ways in which technology can make learning more engaging, more effective and more fun, more amusing and more pleasing.



are asking - and answering - in settings as diverse as government research centers, schools, community organizations and learning centers.

It is understandable that beside integration trend of the modern information technologies in all areas of human activities, the process of education could not be avoided. In this context, we can say that, in recent years the integration of technologies and computers in the educational process is increasingly becoming an integral part of the education system [12, pp. 44-45]. It is very interesting for us, that in Georgian scientists and researchers - Ibraim Didmanidze and Irma Bagrationi's opinion<sup>3</sup> preparation of social scholar workers "[7] is carried out in the higher establishments of technology education of different kinds:

Institute - the higher educational establishment, which realizes programs of vocational training of specialists, as a rule, in one or several directions. The institute can be a part of academy or university as structural division.

The academy - the higher educational establishment which realizes programs of vocational training of specialists in several directions and carries out fruitful activity in scientific sphere, preparation, retraining and improvement of professional skill of teachers and science officers.

University - the higher educational establishment, which realizes programs of vocational training of specialists on a wide spectrum of directions. It differs from academy versatility, presence of many faculties of different trades and varied universal specializations. Profit and nonprofit organizations offered a wide variety of courses for students who were unable to attend, classes for one reason or another" [8, pp. 71-72]

This trend has begun to be extended to primary and secondary education, but currently it is more expressed at the university level. This does not mean that learning in general, as a social process that is realized through communication between the learner, teacher and others, can be effectively replaced by technology. Instead, the technology can enhance the education process in many ways. Research, presentation, communication, collaboration, problem solving and creativity, all are now under the influence of today's computers and other technologies that have become an important part of our daily lives [5, pp. 488-489]. Therefore, it is equally important to integrate the same technologies in the education process. Nevertheless, the ethics should not be neglected in any way, as a study of how to know what is right and what's wrong, and as a mechanism that need to be used conscientiously and continuously for maintaining the direction, stability and human society equilibrium. Beside the advantages and benefits that the human society has from the information technologies, there is always the possibility that the information technologies can be abused by various users. In this context the role and importance of ethics is undeniable. In particular, in advising and suggesting users to use the information technologies resources correctly and fair.

It is interesting for us, that a seminal event occurred in 1995 when the then president of the

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<sup>3</sup> In the printed/published scientific article "THE ETHICAL ISSUES OF PREPARATION OF TECHNOLOGY TEACHERS IN THE LEGAL EDUCATIONAL ESTABLISHMENTS"

British Psychological Society, Professor Geoff Lindsay, raised the profile of ethics in psychology by devoting his presidential address to the topic. He argued that psychology and psychological practice is influenced by political and cultural factors and as such is not „value free“. Professor Lindsay postulated that psychologists had an element of choice not only in responding to political and cultural agendas but also in „defining the values which should guide practitioner’s responses and underpin their professional identify“. He referred to empirical evidence in North America on types of ethically troubling dilemmas [1, pp. 70-71]. Professor Lindsay replicated the earlier North American study by Pope and Vetter. They investigated differences and similarities in the types and prevalence of ethical dilemmas facing The British Psychological Society’s psychologists in the UK and North American psychologists. Professor Lindsay through a questionnaire survey of the British Psychological Society’s members identified sources of ethical dilemmas and experienced by the British Psychological Society’s psychologists. Whilst a limitation of this research was that respondents were unable to seek further information about the authors’ meaning, Professor Lindsay identified ten categories of ethical dilemmas, which appear to be relevant to current practice. In summary, the dilemmas, referred to by Professor Lindsay as „ethically troubling incidents“ were confidentiality, research, questionable intervention, colleagues conduct, assessment, organizational and academic. The relationship between ethics and psychology becomes even more complicated when it is considered that a number of studies indicate that psychologists vary in their understanding of, and agreement with, ethical positions [1, pp.71-72]. „Psychologists have the opportunity to exercise power and influence many people’s lives. This carries with it the necessity to behave ethically“ [1, pp.74-75]. An assumption inherent in the present study is that there is indeed „a necessity to behave ethically“ as urged by Professor Geoff Lindsay and that in order to do so-called „frontline“ educational psychologists require a range of support for managing ethical issues in their practice.

It’s noteworthy here that in agreement with Georgian researchers – Ibram Didmanidze, Zebur Beridze and Irma Bagrationi’s scientific discussion<sup>4</sup> “[...] we explain [...] our thinking on the specific process of analysis of educational technologies of philosophical issues. Our research<sup>5</sup> has been informed by a view of critical psychologist, Erich Fromm, addresses the notion of authority in a way that reveals it as an ethical issue, one that teachers and other political workers must confront every day. When combined with his work on negative freedom, Fromm provides an important contribution to the way we might think authority pedagogically, using power productively and non-authoritatively in the service of democratic ideals. Drawing from Erich Fromm's work, this article confronts the disturbing relationship between individualism on one hand, and the ability for individuals to think collectively and transform social structures on the other. In this context, atomization becomes a dimension of both fascism and capitalism, one that positions freedom as the antithesis of social and educational action” [9, pp. 54-55]

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<sup>4</sup> In the printed/published scientific article “ON THE ETHICAL VALUES OF BUSINESS AND TECHNOLOGY EDUCATION ACCORDING TO ERICH FROMM’S SOCIAL PEDAGOGY VIEWS”

<sup>5</sup> The cited scientific paper deals with the German psychoanalyst, social psychologist & philosopher Erich Seligman Fromm’s (1900-1980) social pedagogy, ethical and worldview attitude about human nature and tries to transfer it in the sphere of business and technology education and management organization for enterprise development.

## Chapter II – Ethical Use of Information Technologies in Education and Psychology

As is generally and well known, the education technology detractors have gained steady ground as venture capital money has started to permeate the education technology market. In last year, for example, Paul Thomas wrote for ‘The New York Times’, “Reading a young adult novel on a Kindle or in paperback form proves irrelevant if children do not want to read or struggle to comprehend the text. Good teachers, however, can make the text come alive for the children whether it’s on a glowing screen or a piece of paper” [2, pp. 51-52]. Thomas may very well have a point; all-too, many schools are quick to adopt the latest technology only to quickly replace it with the newest gadget, without adherence to the cost or the actual benefit to a child’s education. As for a child’s cognitive development, ‘Psychology Today’ warns that the Internet creates an environment where “Consistent attention is impossible, imagination is unnecessary, and memory is inhibited” [2, pp. 54-55]. An onslaught of distraction and novel information is to blame, they add. The article adds that studies have shown that those who are learning demonstrate a better recollection of what they have learned and understanding of the topic than those who are bombarded with visual stimulation, sounds, and other stimuli.

However, that is not to say all education technology has its benefits and is bad. For example, video games are often heralded as a gateway to quickened cognitive development. They have been shown to enhance working memory in seven- to nine-year-olds and have been used as an effective tool to prepare kids for Common Core exams. More notably, if the purpose of this “new” education is largely to prepare kids for the working world, then they will enter a world where so much information that once had to be memorized is one Google away - rote memorization is hardly a valued skill in most workplaces to begin with. While blending the learning process, educators and educational administrators should look into which technologies will necessarily teach core concepts that can be used well into the workforce. For example, organization skills are a notoriously difficult skill for young students to learn - one fifth grade teacher took to the World Wide Web for help, exasperatedly declaring, “We often find ourselves spending more time helping our students get organized than teaching academic skills” [10, pp. 514-515]

Instead of following the traditional advice of providing students with three-ring binders and adding more notecards and to-do lists to a poor disorganized student’s backpack, introduce the child to Software options that can help organize their life. Learning how to find and use these tools is an essential skill for these kids as they grow older and enter the workforce. Video games are not usually the first place parents and teachers turn to help kids learn, yet a growing body of research suggests that they can impart educational benefits - even the commercial games designed for pure/ethical entertainment. “Well-designed games are inherently engaging. They suck you in” [10, pp.518-519], notes Valerie Jean Shute<sup>6</sup>, PhD, a Professor of Educational Psychology and Learning Systems at Florida State University; “Games can provide practice in such key domains as problem-

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<sup>6</sup> (1955, London) - A Full Professor of Education in the Educational Psychology and Learning Systems department at Florida State University. Her general research interests involve the design, development, and evaluation of advanced systems to support competencies. Towards this end, she’s been involved in exploratory and confirmatory tests of aptitude-treatment interactions using the controlled environments offered by intelligent tutoring systems, student modeling research, and developing automated knowledge elicitation and organization tools.

solving, systems thinking, computational thinking and creativity”. She measured persistence, spatial abilities and problem solving among undergraduate students who spent eight hours playing the popular commercial video game “Portal 2,” a first-person perspective puzzle game. She found that players showed improvements in all three of the domains [10, pp. 520-521].

Many technologies, including video games, can serve a dual purpose. While games can help players develop certain cognitive skills, they can also help scientists measure and study those skills, Shute says. She embeds what she calls “stealth assessments” into games to collect data about the players’ abilities as they play - no surveys or multiple-choice tests required. Stealth assessments can be an effective way to track hard-to-measure cognitive skills, such as problem solving, persistence and creativity, she says. “You’re playing the game and meanwhile the stealth assessment is pulling out evidence and making calculations under the hood.”

Allegedly, learning scientists are also designing educational games for more traditional school-based lessons. For example, game-based systems are often used in intelligent tutoring systems - computer-based programs that provide immediate, personalized feedback and context-specific hints to students as they work through a reading assignment or a set of problems. By customizing lessons for individual learners, the systems can vastly extend the reach of a single educator. Newer information technologies can take education in even more futuristic directions. Virtual reality is one area that both students and scientists are excited about because it is bringing the world to students. “With virtual field trips, students can visit other places without having to leave the classroom” [10, pp. 504-505] Despite the promise of video games, virtual reality systems and other technologies as educational tools, a significant barrier keeps them from widespread implementation: Schools don’t yet agree on how technology should fit into education. “Some schools say we should disallow mobile phones, and others get everybody a mobile device. They are all over the place... Schools are short on time and they are short on money. They do what they think is going to work, but it’s not often data driven” [10, pp. 509-510].

Moreover, teachers are not often trained in how best to make use of technology tools: “We know teachers use technology in their personal lives, but they often don’t use it practical in classrooms. There’s a barrier there because it’s not exactly clear what they should be doing with technology in their classrooms” [10, p. 516]. Some researchers are also worried that schools are embracing tech tools before they have been thoroughly vetted by scientists. “My concern is that we haven’t asked the basic questions: What are people learning through the use of these technologies, and to what extent do these technologies facilitate transfer to real-world use?” [10, pp. 516-517] - Technology changes so quickly that new technologies often hit the market even before their predecessors have been adequately evaluated by researchers. “Really we can appreciate that there are wonderful new directions one can go with educational technology, but we still need to look at what are we getting out of these experiences before we race to the next technological innovation” [10, pp. 511-512]. The fast-paced nature of the technology market means researchers might always be playing catch-up. Still, psychologists’ research skills and understanding of human cognition and behavior make them well suited to helping answer basic questions about educational technologies. Since so many educational games and programs are designed for children and adolescents, the area is ripe for more psychologists to get involved.

As we know, Information technologies have affected every aspect of human activity and have a potential role to play in the field of education and training, specially, in distance education to transform it into an innovative form of experience. The need of new technologies in teaching learning process grows stronger and faster. The information age becomes an era of knowledge providing sound and unmatched feasibility for discovery, exchange of information, communication and exploration to strengthen the teaching learning process. Information technologies help in promoting opportunities of knowledge sharing throughout the world. These can help the teachers and students having up-to-date information and knowledge. Accurate and right information is necessary for effective teaching and learning; and information technologies are “set of tools that can help provide the right people with the right information at the right time” [4, pp. 62-64]. Students are independent and they can make best decisions possible about their studies, learning time, place and resources. Students are able to work in collaborative and interactive learning environments effectively communicating, sharing information, exchanging ideas, and learning experiences with all in the environment.

One of the basic functions of education is preparation of students for life. This function in 21st century may be participation in an information rich society, where knowledge is regarded as the main source for socio-cultural and politico-economic development of countries and/or nations [4, pp. 11-12]. Information rich societies are developed and dominating and they are controlling the information throughout the world. Information encompasses and relies on the use of different channels of communication, presently called information and communication technologies and would be incorporating better pedagogical methods to cope with such emerging situations. These have changed the scenario of education particularly, pedagogy and instruction making teaching learning process more productive creating collaborative, learner centered and interactive global learning environments. Therefore, information technologies are assumed to play a constructive role in education to make the teaching and learning process more productive through collaboration in an information rich society. Information rich society promotes new practices and paradigms for education where the teacher has to play new role of mentoring, coaching and helping students in their studies rather to play the conventional role of spoon feeding in the classrooms. Students can learn independently having a wide choice of program selection and access to information. Students can be involved in skill-oriented activities in-group learning environments for accumulated knowledge. They can interact and share learning experiences with their teachers and fellow learners in knowledge construction and dissemination process. They can receive and use information of all kinds in more constructive and productive profession rather depending upon the teacher [9, pp. 61-62].

Using information technologies students can decide about their studies, learning time, place and resources in a better way. Students can work in more supportive environments, seek help from teachers and fellows, and share their learning experiences and ideas in romantic and productive fashion. The innovative kinds of pedagogy empowered by these emerging media and experiences promoted the opportunities of distance education and at present virtual education and eliminated the barriers of distance and time. New and innovative learning experiences would be enhanced and encouraged by these technologies, as by virtual communities, which exist by interactions across the globe through global network of computers round the clock. The global sharing of experiences



would make possible the group presentation form of instruction in distance education. Distance education encompasses and relies on the use of information technologies to make learning more productive and more individualized, to give instruction a more scientific base and make it appropriate & more effective, learning immediate and access to resources equal. These remarkable aspects can expand the quality and quantity of instructional resources. They can serve learners at their ease in terms of time and place:

Both teachers and learners can work with others at remote sites. The community of learners can expand to include virtually anyone who wishes to obtain information and who is not excluded by policy or cost. They can provide real access to experts in universities, research laboratories, the business community, government agencies and political offices. Information technologies can promote the opportunities of restructuring the teaching learning process. Learning may take place more effectively and dynamically in educative environments where teacher and learners are open to each other to interact and exchange information and experiences in a friendly way. Understanding of the content and assisted them in planning the information within a relevant context in their own lives. Educative environments can enhance and shape the teaching learning process to achieve the desired goals. There is a natural tendency for students to learn and learning can accelerate, in interactive and encouraging environments [9, pp. 56-57] Accelerating the encouraging environments may be psychological climates and students' interactions can create them. Interactions of students can make learning environment more effective and meaningful and 'much of learning takes place in a meaningful environment. Learners may get immediate feedback and reinforcement through web-based learning.

The psychological fashion of such reinforcement and expectancy also influences the potential for any given behavior and/or learning to occur. Desired learning always requires access to qualitative and latest information resources and web confirms the increased access to such resources at students' pace. Moreover, there is no denying that web-based courses open new educational access to the non-traditional and geographically dispersed students. The on-line setting provides a level of flexibility and convenience not provided by traditional classroom courses. According to Georgian scientists and researchers – Ibraim Didmanidze and Irma Bagrationi's findings<sup>7</sup> “[...] some kind of collaborative inquire [...] involves “one of the following categories: Culture: Students exchange experiences about their own cultural backgrounds, looking at topics such as oral histories of family members; poetry, folklore, or religion in their community; or religious beliefs and values. Simulation: Teams of students work on simulated solutions to real problems, in the process working together to prepare reports, brochures, curriculum vitae, cover letters, funding proposals, speeches, and other documents. They learned negotiation, writing, communication and language skills as well as many technical skills, such as how to upload and download documents to and from Internet. As it turns out, interclass projects should build up to some kind of final product or presentation. This helps guarantee that the students not only develop chatting skills but are strongly encouraged to put all their communication, language and technical skills toward producing a high-quality package” [7, pp. 10-11]

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<sup>7</sup> In the printed/published scientific work “THE ISSUE OF STUDENT DISTANCE COMMUNICATION AND COLLABORATION (FOR FOREIGN LANGUAGE TEACHING)”



## Conclusions

From the above-mentioned we may conclude that while there are a variety of technologies that are used in education, none is more important than the rapid use of computers. There are five categories of software commonly used for educational psychology in classrooms and schools:

Drill and Practice - Repetitive practice on a particular discrete skill;

Tutorial - Computer instructs the student in some area of knowledge in somewhat the same way as a teacher in a one-to-one situation;

Simulation - Imitation of real or imaginary system based on a theory or model of that system;

Educational Games - Designed for fun; usually have a clear set of rules, some other method of keeping score, and a winner;

Productivity and Utilities - Help the teacher to be more efficient or effective as a professional educator; general or specialized programs designed to carry out specific functions.

In general, research has not shown that the use of drill and practice or educational games has led to achievement gains. There is some evidence that the use of simulations can lead to achievement gains, especially when it focuses on the development of critical thinking skills or some aspect of communication. There is also some evidence that the use of tutorials can have a positive impact on achievement; these findings will likely increase as the computers become more powerful and the software becomes more sophisticated. While the use of productivity tools and utilities are not generally designed to be used to increase academic achievement, their use has been found to increase interest in using computers. However, as is evidenced by the graph shown below, most teachers do not feel prepared to use computers for teaching purposes at the end of their undergraduate training.

As it is seen from our research, it is understandable that the results of this case study can remain as conclusions to be addressed, analyzed and can be further debated and distinguished:

- The Internet is used significantly, but the knowledge about the internet ethics are not enough...
- It cannot be accurately determined, if the social networks should be used only for private matters or can be used for studying within the practical Psychology...
- It is evident the doubt about the patients' privacy, through the mental health electronic information... In addition, construction of a model of teaching and learning through technology deserves to be considered as an important need...

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***Information about the authors:***

***Ibraim Didmanidze (Batumi, Georgia)- Doctor of Information Technology, Associate Professor of Batumi Shota Rustaveli State University (Georgia, Batumi, Ninoshvili Street 35, 6010) Mobile Phone: (+995) 599 276 600 E-mail: [ibraimd@mail.ru](mailto:ibraimd@mail.ru)***

***Zebur Beridze (Batumi, Georgia) - Doctor of Information Technology, A Senior Lecturer of Batumi Shota Rustaveli State University (Batumi, Ninoshvili Street 35, 6010) E-mail: [z.beridze@bsu.edu.ge](mailto:z.beridze@bsu.edu.ge)***

**Irma Bagrationi (Batumi, Georgia)** - Doctor of Philosophy, Assistant Professor (in Philosophy) of Batumi Shota Rustaveli State University (Georgia, Batumi, Ninoshvili Street 35, 6010) Mobile Phone: (+995) 599 947 668 E-mail: [irma.bagrationi@bsu.edu.ge](mailto:irma.bagrationi@bsu.edu.ge)

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**Ecaterina A.Tarna,**

**«I. Creanga», State Pedagogical University Chisinau, Moldova**

**Cristina F.Tanasescu,**

**"Nicolae Iorga" Theoretical High School Nehoiu, Buzau, Romania**

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**THE EFFICIENCY OF COMMUNICATIVE SKILLS IN THE PERSPECTIVE  
OF SOCIOCULTURAL INTEGRATION**

**ЭФФЕКТИВНОСТЬ КОММУНИКАТИВНЫХ НАВЫКОВ В ПЕРСПЕКТИВЕ  
СОЦИОКУЛЬТУРНОЙ ИНТЕГРАЦИИ**

**Abstract:**

This article analyzes various concepts regarding *the efficiency of communicative competences for the purpose of socio-cultural integration*. In addition, this article contains some of the results of our research, justifying the need to implement a *Program for improving the communication skills from the perspective of the socio-cultural integration of adolescents*. The experimental group consisted of 104 adolescents from pre-university educational institutions. Our understanding is that in order to cope with the rapid changes that are taking place in the world, it is necessary to approach the concept of *education for sociocultural integration* from a modern, broader perspective, with the role of making available to each student activities for *optimizing the process of socio-cultural integration*, focused on capitalizing on modern communication strategies, so that the student can

discover the true values of diversity. From our perspective, advantageously placed as an observer, the teacher can greatly help the student by improving the communicative skills for the socio-cultural integration. In addition, due to the specificity of the educational environment, the difficulties of socio-cultural integration are rarely analyzed, and the multiculturalism analyzed only by the aspect of belonging to different ethnic groups, without having a methodology for assessing the level of socio-cultural integration or a *Program for improving the communicative competences from the perspective of socio-cultural integration of students*. In our vision, the supposed results of the research reside in the efficiency of the communicative competences for the sociocultural integration of the students who attend high school. The implementation of the Program of efficiency of the communicative and organizational competences from the perspective of the sociocultural integration of the adolescents ensures the prevention, the diminution and the overcoming of the difficulties of socio-cultural integration in the school environment; the application of the research results can be useful in the modernization of the school curricula in the intercultural context.

**Keywords:** communicative skills, educational environment, integration, socio-cultural integration, socialization, feedback, feed-forward, intercultural context

### **Introduction**

Socio-cultural integration manifests itself as a fundamental social and cultural process, different from one culture to another, from one level of social organization to another. In our vision, the process of socio-cultural integration depends largely on the efficiency of the communicative competences, on the compliance with the basic sociocultural norms and values, but at the same time, this order is not permanently fixed, being subject to permanent changes and transformations. The notion of socio-cultural integration has a multidimensional nature materialized in aspects of educational, communication, organizational, relational, attitudinal and behavioral aspects. In addition, any educational interaction involves certain forms of communication and depends on our ability to communicate with other people. This allows us to formulate concrete or abstract ideas, to speak or write about certain objects, persons, even in their absence. When it comes to defining communication, most people think of "making it known", "giving news" or "informing", but this process is much more complex. Although the analysis of the communication varies depending on the context or frame of reference used and the emphasis placed on some aspects of the process, all include the involvement of the following elements: the sender, the receiver, a mode of transmission, a message and an effect. This elementary model must be extended, however, because communication never ends with the mere taking or receiving of information. In the educational environment, communication also has the role of putting students in touch with each other, in the space in which they learn and develop. In addition, any communication process has a threefold dimension: externalized communication (verbal, paraverbal and nonverbal actions observable by the interlocutors), metacommunication (what is understood beyond words) and intracommunication (the communication made by each individual in its inner forum, at the level of the self). Therefore, socio-cultural integration is built in correlation with the ability to process information correctly and with the development of communicative skills. In addition, an incorrect assessment or insufficient knowledge of their communication skills have a negative impact on the process of socio-cultural integration.

It seems to be elementary to communicate, to convince someone to make a certain statement, but during communication, it is increasingly difficult to listen to someone without judging him or her, to convince him or her to express their emotions and to express themselves or share their feelings. We must emphasize that the attempt to investigate the level of socio-cultural integration of the student in the educational environment cannot be achieved without analyzing the relational-value indicators, such as: school adaptation, positive perception of the group, student-student and teacher-student relations, communicative competences and organizational, assimilation of moral values, etc. For example, for effective socio-cultural integration in the educational environment, it is necessary to adapt rapidly in the school group, and for this, it is necessary to know the evolution of sociability, which, in turn, requires the knowledge of the communication potential. In this sense, the teacher should not be the only transmitter of information, and the student should not be the only receiver of it. The development of communication skills creates a positive self-image, which is immediately reflected in the efficiency of the actions we take in establishing relationships with those around us.

### **Theories and methods**

In the opinion of E. Țărnă [15, p. 34], the new models of communication depart from the initial models of information theory and of the behaviorists model that limited the communication to the transmission and reception of one way messages, that circulated in a single channel, at the same time with a passive receiver. The definition and approach of communication has been enriched by the elaboration of complex models that took into account the *circularity of communication* (the alternation of the participants in the communication process in the roles of transmitter and receiver), the individual differences in mastering the communication codes, the role of opinions and attitudes in the communication process, the importance of the social and cultural context of the exchange of information, including in the case of socio-cultural integration. Therefore, more important than the contents of the communication are the interactions of the participants in the communication and the interdependencies between all their behaviors. As we can deduct from above, the way we try to interact with others, to integrate ourselves in the socio-cultural environment, can awaken the likes or dislikes, success or failure, etc. In these cases, the development of strategies for socio-cultural integration through the efficiency of the communicative competences plays an important role in remedying the situations of non-integration, favoring the development of positive relationships, considering that, most of the times, the antipathy is unjustified and develops from an inability to integrate and communicate.

Numerous attempts to define the concept of communication have involved various nuances and connotations, being important for the development of communicative competences from the perspective of socio-cultural integration. Thus, the followers of the semiotic school (Peirce, Ogden, Richards, Saussure) do not consider misunderstandings as necessarily effects of communication failure, but consider that they may result from the cultural differences between the transmitter and the receiver [1, 2, 9, 11].

The definitions of communication have been grouped into certain typologies, depending on how one component or another of the communication is emphasized. The very etymology of the



term suggests this fact; the word communication comes from the Latin language, from the word *communis* with the sense of transmitting to others, to be in a relationship. Although the term is of Latin origin, the Greeks had their first practical concerns for communication. For them, the art of the word, the skill of building your speech and expressing it was an indispensable condition of the status of citizen.

In this order of ideas, we must recognize that the interlocutors are influenced by their peers, having the same attitudes and behaviors, but they are also influenced by those with characteristics and behaviors different from theirs, insofar as they lack them, but they would like to have them (complementarity generating attractiveness), and any relationship has varying degrees of depth. Thus, a low level of communication determines a superficial or formal (and conversely) relationship. The degree of depth (authenticity) of a relationship is controlled by each of us and is the subject of a personal choice. For example, if I like colleague *X*, I try to communicate with him; if I want to avoid *X*, I try to interact with him as little as possible; if I want to join a group of students, I try to communicate with as many colleagues and with *X*. With certainty, the way we relate to others and the way we communicate determines the level of socio-cultural integration; any attitude of ours reveals something about us and causes a response from others.

In studies that approach the issue of communication skills, the use of syntagms of the *communicative competence type*, *communication competence*, and *communication skills* are used. In order to specify the term *communication competence*, it is necessary to highlight the conceptual distinction between *communication ability*, *communication aptitude*, and *communication competence*. Therefore, in the specialized literature, the syntagma of *communication capacity* refers to the following components: native - characterized by all the physical / psychic and social communicative predispositions - developed by training and learning the communication rules; whereas, the competence of communication is a result of the acquisition of knowledge, habits, skills, aptitudes, attitudes and temperamental-characteristic traits with which the individual is "gifted" in order to fulfill his social function, being acquired by assimilating information and training communication skills [4, p. 28].

As we can see, the difference between the *communication capacity* and the *communication competence* is evidenced by the fact that the first is genetically determined, being hereditary, the second acquired through education, being a product of learning. At the same time, the distinction also results from the fact that, in the case of *communication capacity*, we are talking about a potentiality, something that exists or that can be cultivated and developed. In the case of *communication competence*, habits, skills and attitudes must be formed on an adequate cognitive support, to capitalize on the native predispositions. It follows, in conclusion, that the distinction between *communication ability* and *communication competence* is similar to the relationship between hereditary and acquired [4].

The author T. Slama-Cazacu defines the concept of *communicative competence* by: "the ability to present one's own intentions, needs, interests in the communication process, as well as to perceive the interlocutor, in order to initiate a dialogue. In education, the ability to communicate determines the understanding between the teacher and the student in order to reach the goals and

to carry out the learning activity” [14].

In the acceptance of the author T. Callo [1, p. 58], a communication is limited each time to the satisfaction provoked and maintained or amplified by the two parties, the essential feature being the relational dimension. In this order of ideas, the teacher must have rational answers to the student's requests, to develop communication and engagement both in the activities that require educational effort and in the recreational activities. Therefore, the quality of the teacher-specific communication in the process of socio-cultural integration of the student in the educational environment also depends on the level of development of the didactic communication competence [9, 11, 12, 13, 14]. In this order of ideas, two representative dimensions of communication competence are outlined: *discursive* and *relational*, highlighting the complex network of their synchronization. Therefore, the efficiency of the *communicative competences* in the perspective of the socio-cultural integration constitutes the initiation of a set of communicative behaviors of elaboration / transmission / evaluation of the didactic discourse and of ensuring productive communicative networks in the educational context.

According to the author Ioan Cerghit [2, p.61]: “Communication has always been a main component of education, an indispensable support for education. Receptive to the progress of human communication, the long-standing practice of the school has never ceased to approach and intelligently integrate different verbal and nonverbal forms and means into its procedural structures.” As we can see the development of *communicative competences* for socio-cultural integration is achieved using the contents specific to the action of effective learning and involves a bilateral teacher-student, student-student, following *non-evaluative feedback*, which requires flexibility of roles, an interaction and not just a process of influence, determining the extent to which the message was understood, believed and accepted. Therefore, by its characteristic the term of communication includes the phenomenon of feedback. *Feedback* is the process that allows a balance to be maintained in a system [8, p. 1040]. In the specialized literature, two distinguishable forms of feedback are used. *Feedback* is widely discussed both in communication theory, as well as in psycho-pedagogy and a less analyzed more recent term *feedforward*. In order to make communication skills more efficient in the perspective of socio-cultural integration, it is necessary to provide both the *feedback* and the *feedforward* that will allow the student to expose his reactions, to gain confidence in his own competences, to develop, which will favor the process of group adaptation and higher performance achievement.

These can be applied as tools that we can easily handle if we know their mechanisms and techniques of use. In this sense, within the group of students is built a dynamic environment conducive to establishing interpersonal relationships, which involves the process of socio-cultural integration, information, action and creativity, an environment that makes it possible to manifest performances: attitudes of cooperation, organizational and organizational skills, joint decision making, respect for the opinions of others, individual and collective responsibilities. To this end, the student must be oriented towards the development of the process of socio-cultural integration, which involves a continuous struggle of transformation and restructuring of the potential, of social competences, of individual qualities, being a process of active and efficient integration of students in educational activities, in social groups and socio-cultural life. Analyzing various theories

regarding the integration process, we should mention that most authors cited above highlight certain types of social integration: 1) *cultural integration* - aims to achieve the harmonization of values regarding the behavior and the interdependence between values, behaviors and social institutions; 2) *normative integration* - refers to the integration between norms and persons. Its opposite is the state of anomie, of conflicts between norms, of incompatibility between norms and individuals; 3) *communication integration* - aims at a system of defining relationships for the agreement between behaviors and norms. In the communication processes the concrete individual with his psychic, characteristics and the concrete social environment with his active particularities are employed simultaneously. Psychosocial effects appear strongly in the aspect of positive or negative indicators; 4) *functional integration* - refers to the unity and balance of the social system, the division and synchronization of values in a group. In this order of ideas, both students and teachers need to be aware that socio-cultural integration involves continuous learning, communication, mobility and adaptability, personal initiative, leadership, role-play, etc. [5, 6, 7, 10, 12]

## Results

Some lack of communication symptoms in the process of socio-cultural integration can be directly observed. For example, students are unnerving when they speak to a large audience, with strangers or other ethnic groups; they are shy and devoid of initiative, waiting others to take the first step. Regarding the results of the researches, our aim is to reveal certain aspects regarding the development of ways to make communication skills more efficient, emphasizing their role in the perspective of socio-cultural integration.

The research carried out in the 2019-2020 school year, on an experimental group of 104 adolescents from pre-university education institutions, allowed us to find that: 27% were socio-culturally integrated students, and 32% had various socio-cultural integration difficulties. The research variables were the degree of school adaptation, the level of communicative and organizational skills, the degree of satisfaction regarding the student's life, social avoidance, social anxiety, affective experiences, and use of integration strategies, cultural values, self-confidence, stress and resistance to change. Referring to the researched students, we observe that they must go through a process of socio-cultural integration by making a double effort: to raise awareness of the meanings and rules of the school group and to unconditionally accept this environment, in order to bring it closer to their values scale. Analyzing the data obtained, we find that socio-cultural subjects that accept cultural diversity will be easier to integrate tend to become actively involved in the groups life and comply with the norms that most propose. Starting from the idea that communicating means expressing what you feel, that is, your inner world and, in order to overcome the communication difficulties faced by students in the process of socio-cultural integration, we offered each student the opportunity to identify their own barriers to communication and the level of communication skills.

In order to highlight possible communication barriers encountered by students in the process of socio-cultural integration, students were proposed to identify the communication barriers they may have while networking and which they consider important in the process of socio-cultural integration.

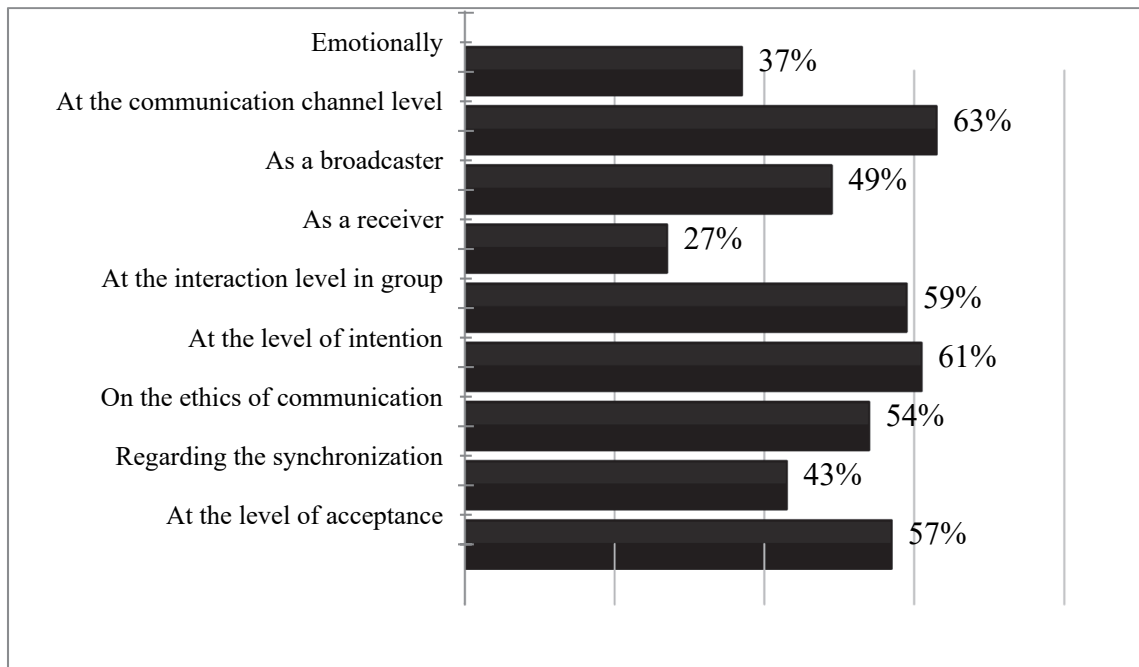


Figure 1.

The presented results confirm that most students identify with having several communication difficulties in the process of socio-cultural integration. Therefore, all the students identified certain barriers, which leads us to affirm that the socio-cultural integration also implies the knowledge of certain strategies to overcome the communication barriers. Of course, this can be the consequence of the low level of development of the communicative skills, but also of an emotional liability with a tendency towards high emotionality, and for this reason, the student is often blocked. These bottlenecks negatively affect their learning ability and aspirations. In the activities, the student is deprived of his own success, and this reduces the intellectual security that is an absolute necessity for the socio-cultural integration.

Another topical aspect discussed concerns the factual state existing at the time of initiating the experimental investigation regarding the *level of communicative skills*. Therefore, we offered students the opportunity to find out their *level of communicative skills*. For this purpose, the respondents were offered the *COS Questionnaire* (V. Sinevski, B. Fedorişin), adapted by Carolina Platon [10].

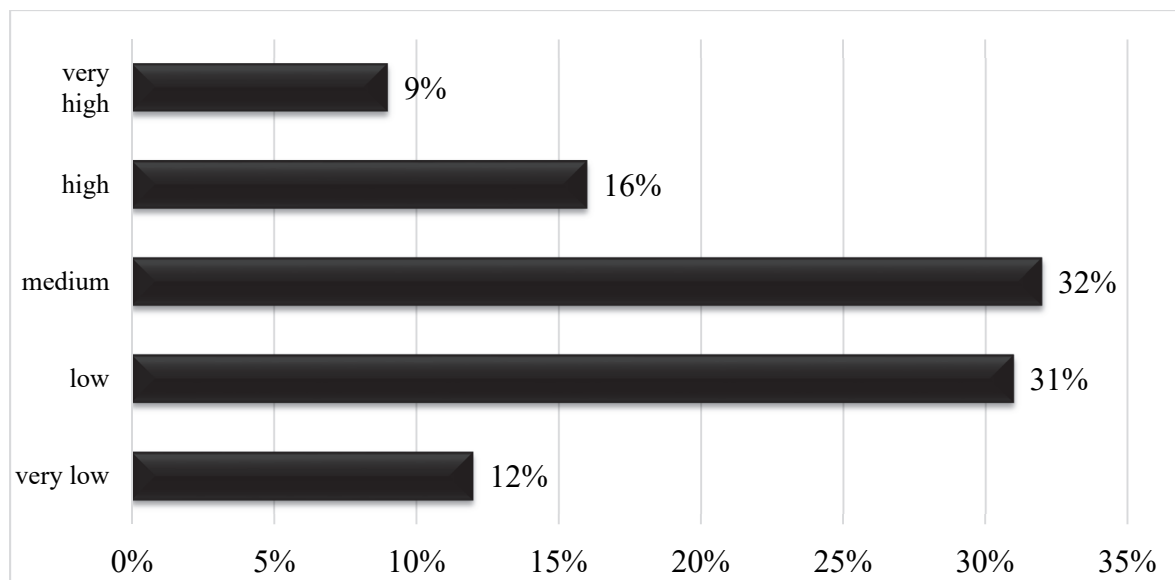


Figure 2. Level of communicative skills (finding experiment)

As we can see in Figure 2, a small number of students 9% showed a very high *level of communicative skills*, showing a low interest in the established indicators; 12% of the students showed a very low level, expressing non-involvement, inactivity or confinement in themselves, they do not communicate, they try to stay alone and solve the task, they rarely offer help to their colleagues; 31% showed a low level and they are the ones who have many difficulties in communication, they hide their eyes, they speak little and rarely, they are shy, they often feel "worthless", they are not interested in certain activities as to avoid integration failure, they are critical, they are nervous, they show dissatisfaction with those around them. The obtained results showed a small difference between the low and the average level: 31% of the students have some communication skills and are sometimes open to networking; 16% of the students demonstrated a high level, being prone to communication and networking. Obviously, the importance of communication in the process of socio-cultural integration is fundamental and it is about organizing the interaction between those who communicate, that is, in exchange not only for knowledge, ideas, but also for the acceptance of diversity and cooperation. Thus, based on the data represented in Figure 2, we can justify the need to implement a *Program for improving the communicative and organizational skills from the perspective of the socio-cultural integration of adolescents*.

### Discussions and implications

One of the prerequisites for preventing and eliminating the difficulties of socio-cultural integration knows their causes. Due to the specific nature of the educational environment, these difficulties are often encountered, in particular, for the newcomer. These difficulties vary from student to student as duration, intensity, manner of manifestation. We highlight the main observable manifestations of the respective difficulties: *in the behavioral plane* - absenteeism, isolation, fatigue, inhibition, restraint, hostility; *in the cognitive plane* - difficulties of concentration, superficial thinking, decreased motivation, lack of communication, disinterest; *in the affective-volitive plane* - depression, discouragement, excessive fear, emotional lability,

inappropriate affective reactions, etc. The approach of improving the *communicative competences in the perspective of the socio-cultural integration* constituted as a basis for the elaboration and implementation of the *School Program for the optional discipline "Communication-the key of the socio-cultural integration"*.

The school program "Communication, the key to socio-cultural integration" is an optional curricular offered in high schools, and is targeting 11th grade students, during one school year, designed for one hour a week. This school program is an opportunity to realize an efficient exchange of experiences and opinions regarding both the preparation of adolescents, but also for the teaching staff, as well as being aligned with the educational reform requirement for a better socio-cultural integration. The optional discipline addresses the issue of socio-cultural integration by setting several objectives: ensuring the right to education for social and cultural integration of all students in pre-university education, developing the protection framework for adolescents, correlating educational-instructive activities in order to integrate youth into economic and social processes development from different areas, protecting, capitalizing and developing cultural and historical values, modernizing the institutional system, emphasizing the role of culture in forming the participative-cohesive spirit of the students, protecting and preserving the historical heritage of special architectural value, promoting the cultural values of the country internationally, achieving a stable, participative, moral and cohesive school environment, necessary support for socio-cultural integration. This option can make a significant contribution to the development of key competences formulated in the "Recommendation of the European Parliament and of the Council of the European Union on the key competences from the perspective of lifelong learning (2006/962 / EC): communion in the mother tongue, social and civic competences, spirit of initiative and entrepreneurship, cultural awareness and expression, communication in foreign languages, learning to learn.

There are six components of *communication competences* outlined in the EU language policies as identified by Claude Simard [16, p. 217] that converge to define the curricular model of the discipline:

1. The *verbal component* that integrates all the components of the language (the linguistic dimension, a textual dimension and a discursive dimension);
2. The *cognitive component* whose role is to identify the intellectual operations involved in the production and understanding of the language;
3. The *encyclopedic component* that requires the knowledge of the linguistic, textual, discursive aspects specific to certain fields of human activity: history, technique, etc.;
4. The *ideological component* whose role is to develop the capacity to situate ourselves and react to various ideas, values, attitudes, principles conveyed through discourse;
5. The literary component operates literary references and highlights the capabilities of exploiting the individual verbal creativity;
6. The *socio-affective component* develops the feelings and attitudes that can influence the verbal behavior of each one.

Besides implementing the above competencies the program, also addresses specific



competences that are formulated according to the model of the National Program, of the common block subjects, complementing them with educational activities supporting the development of communicative and organizational competences from the perspective of the sociocultural integration in high schools, in the context of the interactive learning situations at the microsocial and macrosocial level.

### Conclusions

Synthesizing the ideas formulated along the way, we must mention that the scientific novelty of the research is objectified by determining the theoretical and praxiological foundations by offering an investigative approach to make the communicative competences more efficient in the context of socio-cultural integration. In our vision, the development of communicative competences favors the sociocultural integration of the high school students, and the implementation of the *Program of efficiency of the communicative competences from the perspective of the socio-cultural integration* of the adolescents ensures the decrease, prevention, and overcoming of the difficulties of socio-cultural integration in the school environment. As we have specified in this article, socio-cultural integration includes psychological, social and organizational educational implications, ensuring the right to education of all students, offering them opportunities for personal development. In our vision, a successful process of socio-cultural integration will contain special programs in which all students and teachers will be invited to participate. The application of the research results can be useful in the modernization of school curricula in the context of interculturality.

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**Information about the authors:**

**Ecaterina Țarna (Chisinau, Moldova)** - Doctor of Pedagogics, Associate professor, Chisinau Pedagogical State University «Ion Creanga», Moldova. Academic teaching experience and areas of scientific interest: pedagogy, psychology, communication, conflictology. More than 60 publications national and international. Latest projects: «Consolidation of freedom of opinion in the Republic of Moldova», implemented in the Republic of Moldova with the support of Deutsche Welle Academia and the Federal Ministry for Economic Cooperation and Development of Germany (2015-2019); Postdoctoral research project " The pedagogical values of developing non support of Deutsche Welle Academia and the Federal Ministry for Economic Cooperation and Development of Germany -conflictual attitudes in students from the professional integration perspective ", sponsored by the Ministry of Education, Culture and Research and the National Agency for Research and Development, implemented at the State Pedagogical University «Ion Creangă» (2019-2021).

E-mail: [ec.tarna@gmail.com](mailto:ec.tarna@gmail.com)

**Tanasescu Cristina Florentina (Buzau, Romania)** – «Nicolae Iorga» Theoretical High School Nehoiu, Buzau, Romania. PhD candidate, Doctor, Buzau, Romania al School «Educational Sciences», State Pedagogical University «Ion Creanga» from Chisinau. Research topic: «Efficiency of communicative and organizational skills from the perspective of socio-cultural integration» (7 publications).

E-mail: [voicu\\_cristina\\_florentina@yahoo.com](mailto:voicu_cristina_florentina@yahoo.com)

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**Contribution of the authors.** The authors contributed equally to the present research.

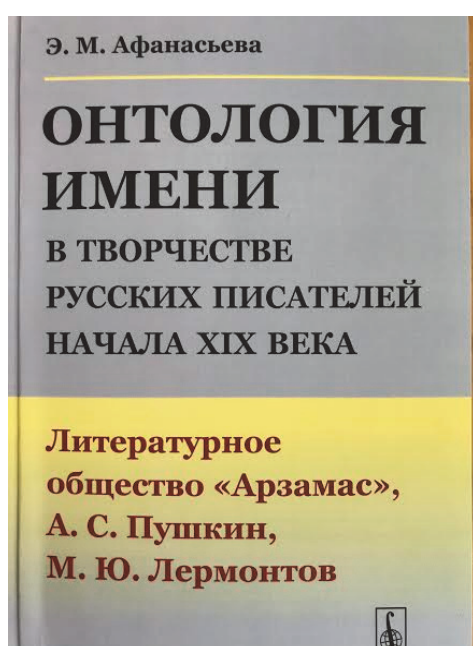
## Reviews and Notes

**Монография «Онтология имени в творчестве русских писателей начала XIX века»**

**Monograph «Ontology of the name in the works of Russian writers of the beginning of the XIX century»**

**DOI: 10.24411/2470-1262-2020-00015**

**Afanasyeva Elmira,  
Doctor of Philology, Pushkin State Russian Language  
Institute Chief Researcher,  
Research interests: Russian literature of the XIX century,  
Ontology of the name, mythopoesis, folklore.**



В 2020 г. московское издательство научной книги выпустило стереотипную версию монографии: Афанасьева Э.М. Онтология имени в творчестве русских писателей начала XIX века: Литературное общество "Арзамас", А.С.Пушкин, М.Ю.Лермонтов. М.: URSS, 2020. 262 с. ISBN 978-5-9710-7381-9. Автор книги доктор филологических наук, литературовед, главный научный сотрудник Государственного института русского языка им. А. С. Пушкина.

В аннотации к изданию говорится, что в монографии исследуется онтология имени в русской литературе начала XIX века на примере коллективной мифологии первых русских романтиков, вошедших в литературное общество «Арзамас», творчества А. С. Пушкина и М. Ю. Лермонтова.

На сегодняшний день опубликованы сотни работ, посвященных анализу поэтики имени и законов именования в художественном тексте, не говоря о тематических изданиях и ономастических словарях. Описанные в монографии Э.М. Афанасьевой модели эстетической номинологии: имянаречение, имяосмысление и имявоплощения, – определяют теоретическую базу научной концепции, отличающуюся исследовательской новизной. В каждой из представленных в работе моделей задействованы разные субъекты творческого процесса. В акте имянаречения активная роль принадлежит имядателю, им может выступать автор или герой, дающий имя, проявленное в эстетической реальности. По наблюдениям исследователя, особой формой, данной номинологической модели является самозванчество, в основе которого лежит процесс самонаречения. Вторая номинологическая модель – имявоплощение – характеризует ситуацию личностного бытия автора или героя. Третья модель – имяосмысление – предполагает эстетическую рефлексию по поводу природы

имени, которое часто в произведении не называется, но подразумевается. Реализация исследуемых номинологических моделей в художественной картине мира соотносится с обрядово-мифологическими и историко-культурными традициями.

В книге детально представлен анализ онтологии имени с позиции двух полюсов бытия («вечной славы» и «вечного проклятия»), описывается онтология имени автора в художественной картине мира, исследуется категория тайны в соотнесении с мотивами сокрытия имени, переименования или использования минус-приема, за которым скрывается образ безымянного героя, в том числе и неизвестного.

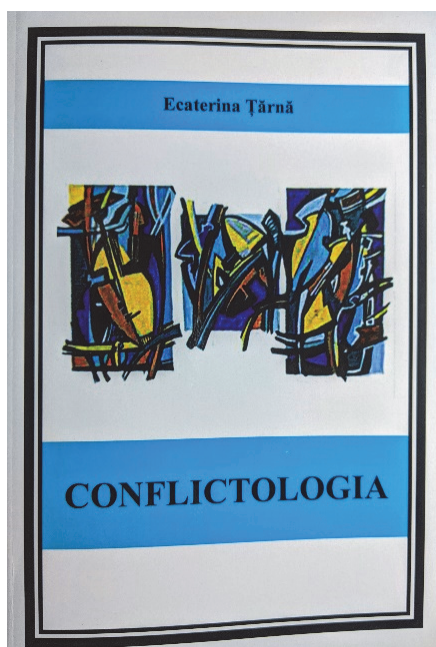
Монография может быть интересна специалисту-филологам, как лингвистам, так и литературоведам, а также философами, историкам, изучающим вопросы генеалогии, философии и онтологии имени.

Дарвин Михаил, доктор филологических наук, профессор кафедры теоретической и исторической поэтики Российского государственного гуманитарного университета. Москва, Россия

*Darwin Mikhail,  
Doctor of Philology, Professor of the Department of theoretical and historical poetics of the  
Russian state humanitarian University. Moscow, Russia*

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The work *Conflictology, lecture notes* include a synthesis and analysis of the outstanding works in the field, offering to the pedagogical students various possibilities of interpreting the conflict processes and situations through the models of analysis and application. Understanding the importance of the *Conflictology course* starts from a strong belief that *a conflict does not go away by itself and is not just destructive*. In the paper we promote the idea that *the ability to choose how we react to events in our lives is learned*, but unfortunately, we are not always aware that every event in our lives has both positive and negative effects from which we must learn, to draw a conclusion. In this regard, we consider that the pedagogical university, as a training institution, can modify the competitive orientation of the pedagogical students towards the tendency of collaboration, developing to the students the ability to solve the conflicts in a constructive way.

Of course, the student must distinguish between a conflictual individual and a non-conflictual individual. We support the idea that the role of the university community is to train professionals with a constructive critical sense, with the ability to understand and respond appropriately to the various challenges and conflicts, developing the non-conflictual attitude and positive thinking, unconditional, impartial judgment and responsibility etc. In this sense, if due to the intense changes we frequently encounter all kinds of constructive or destructive conflicts, and the educational environment is no exception from this reality (for example, conflicts between students and teachers, between students and the school administration, between parents and students, between parents and teachers, not talking about conflicts only between teachers or students), then we must be aware that the training of conflict resolution skills for the pedagogical students is extremely important, we could even say a condition of the relationship and of the vocational training.

Starting from these tendencies, we have structured the work as a textbook in which the most important aspects relate to the research on conflict. The content is organized into seven chapters.

1) General from the perspective of conflictology. Definitions and concepts; 2) Intrapersonal conflict - causes, sources and forms of manifestation; 3) Interpersonal conflict; 4) Group conflict; 5) Conflict in organizations; 6) Conflicts in the educational environment; 7) Conflict resolution and communication in exceptional situations.

At the beginning of each chapter, certain objectives are set, which facilitates a better understanding of what is expected of students to know and apply after completing the chapter. Each chapter contains a section for "Key concepts", facilitating the knowledge and understanding

of important concepts. The section "Questions and topics of reflection" involves an evaluation of the assimilated material, being based on practice methods and techniques, as well as on the training of conflict resolution skills. Thus, in the face of conflicting situations, students are required to chose a course of action that they consider to be appropriate, are challenged to make a certain decision, and by this they expresses their attitude and preference in conflict resolution. In addition, each chapter is followed by the section "Further reading», which offers certain bibliographic recommendations on the topic and invite the reader to further research. This paper is addressed to students, but it can also be useful to those who do not want to be labeled "conflicting people".

In the hope that the work *Conflictology lecture notes* engages pedagogical students in constructive debates, our intention is to provide them with practical support and, at the same time we encourage them develop non-conflictual attitudes, giving priority to effective conflict resolution strategies in the educational environment.

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***Ecaterina Țarna, PhD,***  
***Associate Professor, Chisinau Pedagogical State University «Ion Creanga»***



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