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Toronto, March/April 2016

Structure and spin of the neutrino, electron, and positron

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Abstract

The Scalar Theory of Everything (STOE) model of photons is extended to a model of the structure of neutrinos, electrons and positrons. The polarization of photons in a magnetic field suggests the photons are magnets. This observation and the STOE model of the photon suggest the hods are magnetic. Using disc magnets as an analogy of hods suggests the structure of elementary particles. The relative abundance of elementary particles and anti–particles is dependent on their relative probability of formation that depends on the difficulty of forming their structure. The structure of the neutrino explains why its velocity is the velocity of photons. The structure of large neutrinos suggests how they can transform into electron neutrinos. The position of north seeking magnetic poles relative to the direction of movement is qualitatively consistent with the "spin" observation. The postulate of "space quantization" is unnecessary. The structure models are consistent with several observations of elementary particle behavior.

keywords: STOE, elementary particles, spin, electron, positron, neutrino.

1 INTRODUCTION

The periodic table of chemical elements suggested an answer to why the relationships existed. Decades later a structure involving nucleons and electrons was found. Now the grouping of elementary particles suggests an underlying structure of more basic particles.

The Scalar Theory of Everything (STOE) model (Hodge 2013a) was developed from cosmological considerations. Hodge (2004) posited the hods were two dimensional round surfaces that maintained a plenum density $\rho = 0$. The rising ρ from the surface of the hod obeys the inverse radius law where each equipotential surface has the same total potential energy over the total surface. The equipotential surfaces form oblate spheroids with the minor axis along the normal through the center of the hods. The streamlines that are lines of force are confocal hyperbolae lines.

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The Sources at the center of spiral galaxies emit plenum and hods into our universe. Nucleosynthesis occurs as the ρ declines farther from the Source and is the combining of hods into structures that are elementary particles.

The photon model of diffraction posited the hods cause waves in the plenum and that this causes hods to be separated by a distance inversely proportional to the ρ environment. Thus, the high ρ at the center of spiral galaxies causes hods to organize into very high energy (long) photons. The photons break into smaller photons as they travel outward to lower ρ. This model is consistent with the idea black holes "evaporate" to generate gamma ray bursts from the center of spiral galaxies and explains the high correlation of central mass to outer galaxy parameters that no other model explains.

Those hods that are oriented flat-to-flat emerge as assemblies of hods. Other hods become independent. Those hods that are edge–to–edge have less attraction but they are attracted because of the oblate spheroid equipotential. The oblate spheroid become spheres at larger distances and the potential energy is the gravitational potential energy of classical physics.

Hodge (2013b, and references therein) expanded on the hod and plenum interaction and particle formation by describing the photon. Hodge (2015a) developed a model for photon diffraction and interference based on the STOE. The photon was posited to be a column of hods oriented flat–to–flat. The photons traveled in the direction of minimum surface area. Equations of motion for a photon were developed using Newtonian mechanics. A computer simulation then calculated the path each photon traveled in single slit and double slit experiments. The simulation patterns were well fit by the Fraunhofer equation. Partial illumination diffraction and interference experiments (Hodge 2015c) confirmed the model by predicting and not rejecting the STOE model and rejecting all other models of the experiments.

The fractal and one universe principles is a corollary of the Reality Principle. All the mathematics of the models have their analogy in our everyday life (Hodge 2015d).

The Stern–Gerlach experiment has been considered the exemplary experiment that demonstrates intrinsic quantized "spin" of elementary particles. Originally, thermal silver atoms were directed through an inhomogeneous magnet field. The magnetic field exerts a torque on the magnetic dipole of elementary particles. The magnetic moment vector will precess about the direction of the magnetic field. The non–uniformity of the magnetic field induces a sideways force on the particle.

The classical expectation is that the random thermal effect should result in a random space orientation of the particle's magnetic moment. Therefore, a line should be projected on the screen. However, the observation for electrons was two points that argued for a "quantized space" orientation. This observation has been interpreted to be due to the electron (elementary particle) having a spin of charges.

This Paper suggests a structure of the neutrino, electron and positron. The analogy of hods and hods structure is discussed in section 2. The structure of particles is discussed in section 3. The Discussion and Conclusion are in section

2 The analogy

The STOE suggests elementary particles are assemblies of hods. Because the ρ field streamlines near hods are confocal hyperbolae, the complex N–body problem of an assembly of hods is even more complex to solve or simulate. Because elementary particles decay into photons, they must be assemblies of photons.

The passing of photons through a magnetic field produces a polarization of the photons. If the photons are a column of hods, then the photons must behave as a magnet with North (N) and South (S) poles. Therefore, the hods are like magnets with a N and S poles normal to the flats.

The fractal principle suggests the streamlines have analogies in our domain. Disc magnets were used to qualitatively suggest the structures that may be formed. The hod was imagined to be in the center of the disc. The diameter of the disc presents a solid to other discs that positions the hod at a distance from other hods, which is the suggested structure of the photon. Although the streamlines of force are similar to magnetism on the surface, they are dissimilar on the edges. However, the discs will attract other discs on the edge as well as on the flat as hods do. The magnets will also repel same poles that the hods are posited to do for the photon assembly. Assemblies of magnets should be an analogy to assemblies of hods.

The assembly for a photon is shown in Fig. 1. Placing this assembly in a dish and floating the dish in water allows the column to align with the Earth's magnetic poles. The "N" in Fig. 1 denotes the magnetic axis pole pointing toward the Earth's North magnetic pole. The arrow in Fig. 1 depicts the direction of travel for the assembly. This is the direction presenting the least surface area to the direction of travel for a photon.

3 Structure

Figure 2 shows a possible assembly of two photons. This structure is very unstable in the sense that even handling the structure causes it to revert to a single column of hods (a photon). Therefore, it may exist as an elementary particle with a very short lifetime.

Figure 3 shows another possible structure of two photons. This structure will revert to a photon when dropped on the floor from more than 10 centimeters. This structure has a direction of travel presenting a zero surface area like the photon. Therefore, it may travel at the speed of light c. Note also this structure has two directions that can align with the north pole. More photons may be added at the sides and at the ends.

Figure 4 shows another possible structure of three photons. This structure is more stable than that shown in Fig. 3, but it is still unstable when dropped from approximately 10 centimeters. The length of the photons may differ. More photons may be added at the sides and at the ends.

Figure 5 shows another possible structure of four photons. This structure is stable when dropped. This may be the structure of a neutrino. It has a direction with no surface area presented to the direction of travel, which is out of the page. Therefore, it may travel at c as neutrinos have been shown to do. This structure has two directions that can align with the N–S axis of earth, which is perpendicular to the direction of travel. More photons may be added at the sides and at the ends of the external photons. However, the interior photons must be the same length. Figure 6 shows the result of an unequal number of hods in the interior photons. This structure is very unstable.

Figures 7 and 8 are larger structures with the same form as Fig. 5. Each is limited in size by the length of the photon. Figures 8 also has the property that a shock can break the structure into several structures such as seen in Fig. 5 as observed when the muon neutrino transforms into electron neutrinos.

Figure 9 shows a variation of the stacked neutrino structure where the end photons are turned to form a more stable three dimensional structure. This is an electron structure. There are four possible directions of motion perpendicular to the four flat surfaces and four different orientations to a magnetic north pole. For any of the directions of motion there is a magnetic orientation relative to the direction of motion $> \pi/2$ and a magnetic orientation $< \pi/2$ which causes the two "spin" orientations. The angle between the directions of motion and a N–S axis is dependent on the length of the interior photons. This assembly is stable but shatters and forms a long photon structure upon dropping. Like the neutrino, the center photons must be of equal length or the structure will be unstable.

Figure 10 shows a variation of the stacked neutrino structure where the end photons are turned to form a more stable three dimensional structure. Like the neutrino, the center photons must be of equal length or the structure will be unstable. There are four internal photons versus two of Fig. 9. Because this structure is less likely (or more difficult) to form, this is an positron structure and Fig. 9 is the electron structure. Thus the probability or difficulty of forming determines relative abundance of electron and positron structures.

Figure 11 shows a variation of the electron structure where the size is limited by the long photon length.

4 Discussion and Conclusion

The proposal is that the hod has a magnetic field rather than a rotating electric field. The moving hods then cause the electric field effect.

How a particle has a positive or negative charge may be found through the electron and positron structural differences.

The digitization of "spin" is also easily explained by classical arguments that the magnetic poles of the assembly of hods cause the unique directions. That is "space quantization" is not necessary.

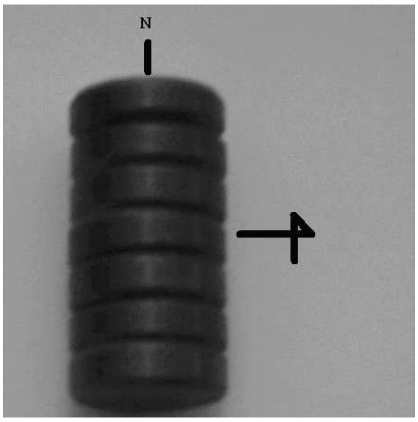

Figure 1: Photon.

Figure 2: Unstable structure of photons.

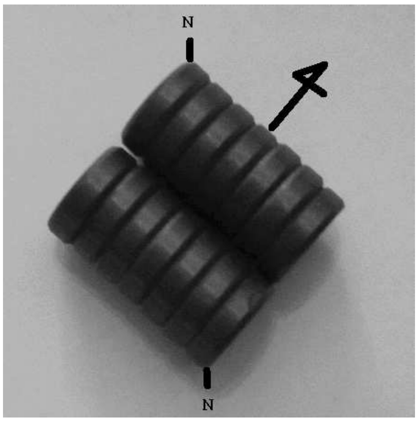

Figure 3: More stable structure of photons.

Figure 4: Still more stable but sill unstable structure of photons.

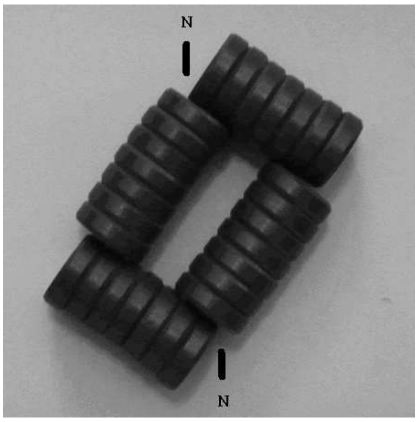

Figure 5: Neutrino.

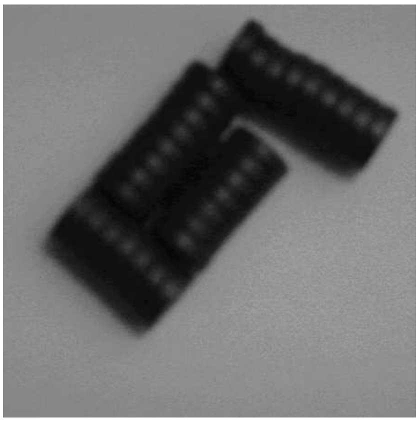

Figure 6: Neutrino with one extra magnet in interior photon.

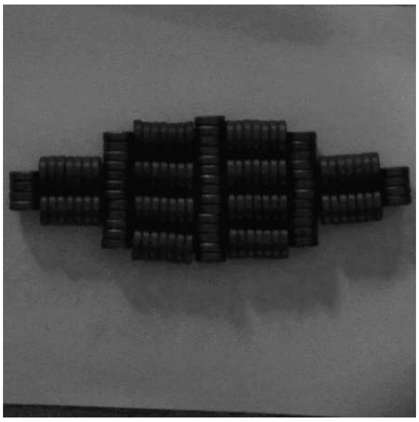

Figure 7: Larger neutrino structure.

Figure 8: Another larger neutrino limit by photon length.

Figure 9: Electron depending how charge works.

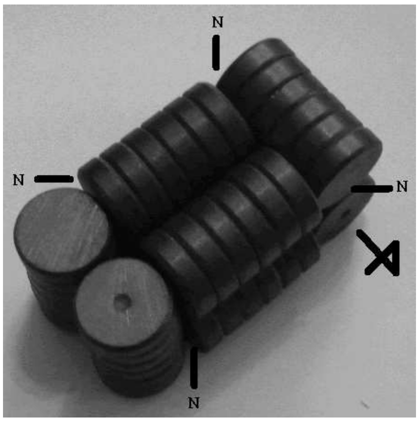

Figure 10: Positron.

Figure 11: Electron and positron size limited by photon length limit.

The external magnetic field will cause the electron and positron structure to turn slightly. This will present a larger hod surface area to the direction of travel, thus slowing the particle in a magnetic field.

The polarization of photons in a magnetic field suggests the photons are magnets. This observation and the STOE model of the photon suggest the hods are magnetic. Using disc magnets as an analogy of hods suggests the structure of elementary particles. The relative abundance of elementary particles and anti–particles is dependent on their relative probability of formation that depends on the difficulty of forming their structure. The structure of the neutrino explains why its velocity is the velocity of photons. The structure of large neutrinos suggests how they can transform into electron neutrinos. The position of north seeking magnetic poles relative to the direction of movement is qualitatively consistent with the "spin" observation. The postulate of "space quantization" is unnecessary. The structure models are consistent with several observations of elementary particle behavior.

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The Bohr model, the Leibniz theorem and the oscillation of parity

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Abstract

We propose the modified Bohr energy formula involving the aufbau of photon. During the electron transition in this model the photon is created by the continual way. The oscillation of parity of K-meson is discussed.

Key words: Bohr energy formula, Leibniz theorem, continual process, K-meson, parity.

1 The heuristic way to the Bohr model

The classical mechanics and the Larmor formula, predict that the electron will release electromagnetic radiation while orbiting a nucleus. Electron losing energy, rapidly spirals inwards, along the possible specific spirals (hyperbolic spiral, the Fermat spiral, the lituus, the Archimedean spiral with polar equation $r = a + \varphi^{1/c}$, etc.), collapsing into the nucleus. This atom model predicts that all atoms are unstable. To overcome this difficulty, Niels Bohr proposed, in 1913 model of the atom with the following physical ingredients (Bohr, 1913a; 1913b; 1913c; 1914; 1921):
1. Electrons in atoms orbit the nucleus.
2. The electrons are moving without radiating in certain orbits (called by Bohr the stationary orbits at a certain discrete set of distances from the nucleus. These orbits are associated with definite energies.

3. Electrons can only gain and lose energy by jumping from one allowed orbit to another, absorbing or emitting electromagnetic radiation of frequency

$$E_i - E_f = \hbar\omega, \tag{1}$$

where E_i, E_f, are the initial and the finalal energy of electron in case of the emitting process and $E_f < E_i$, $\hbar$ being the Planck constant. The angular momentum L is restricted to be an integer multiple of a fixed unit: $L = n\hbar$, or,

$$mvr = n\hbar, \tag{2}$$

where $n = 1, 2, 3, ...$ is called the principal quantum number, and $\hbar = h/2\pi$. The lowest value of n is 1; this gives a smallest possible orbital radius of 0.0529 nm known as the Bohr radius. Starting from the angular momentum quantum rule, Bohr was able to calculate the energies of the allowed orbits of the hydrogen atom and other hydrogen-like atoms and ions.

Bohr's formula assumes that during a quantum jump a discrete amount of energy is radiated in the form nowadays known as photons. However, Bohr did not believe in the existence of photons.

In 1924 de Broglie introduced standing wave condition that the electron is a wave and a whole number of wavelengths must fit along the circumference of the electron orbit:

$$n\lambda = 2\pi r. \tag{3}$$

Substituting de Broglie's wavelength of $\lambda = h/p$ reproduces Bohr's rule. In 1925 the new theory was proposed by Heisenberg as the matrix mechanics and the physically equivalent theory, wave mechanics, was proposed by Schrödinger, who employed de Broglie matter waves in the three-dimension equation. The Schrödinger wave equation was able to overcome many of the shortcomings of the Bohr model.

It is natural statement that the motion of an electron is along some spiral trajectory from the energy levels E_i to E_f and viceversa. Such trajectory is logically necessary because of the principle of continuity in nature which is expressed by the Leibniz theorem - **Natura non facit saltus**. The Leibniz theorem is of the universal validity for all time of the existence of universe and it is the hidden integral part of all physical theories. It can be reformulated by the sentence - **every jump in nature is short continual process**. It also follows from the Lebniz theorem that the quantization of space, time and space-time is physically meaningless.

The radius of an electron circular orbit with number n in the hydrogen atom is:

$$r_n = \frac{n^2\hbar^2}{e^2 m} \tag{4}$$

and the velocity of an electron on the n-th orbit in the hydrogen atom is

$$v_n = \sqrt{\frac{e^2}{mr_n}}. \tag{5}$$

The segment of the spiral between two concentric circles is the trajectory which connects continuously the i-th circle and f-th circle in such a way that the starting point and the end points are the tangent points of the hypothetic spiral.

In case of the emission of photon the tangent point is the point where electron has the velocity v_i on the initial orbit and the end point is the point where the velocity is v_f on the final orbit. During the motion of electron along the segment of the spiral, the photon with frequency $\omega = (E_i - E_f)/\hbar$ is created.

We postulate that the length of the spiral segment Δl is the wave length of photon. This is so called formation length and the formation time is

$$\Delta t = \Delta l/v, \tag{6}$$

where $v \approx \frac{1}{2}(v_i - v_f)$ with good approximation for dimensions in H-atom.

Let us remark that the formation length and formation time of the creation of photon in the hydrogen atom is not involved in the Bohr theory, or in the Bohr-Sommerfeld theory, or, nor in the Heisenberg, nor in the Schrödinger quantum mechanics. In such a way we here define the missing problems of quantum mechanics. The experimental verification of the existence of the formation length and formation time of photon created in the hydrogen atom is the crucial problem of the experimental physics.

Let us notice, that the Bohr formula

$$\hbar\omega = E_i - E_f \tag{7}$$

can be generalized by the elementary way which has the deep physical meaning.

$$E_i - E_f = \int_{E_i}^{E_f} dE = \int_{r_i}^{r_f} \frac{dE}{dr} dr = \int_{r_i}^{r_f} \varrho(r) dr \tag{8}$$

where $dE/dr = \varrho(r)$ is some function expressing the energy loss of electron during its motion on the spiral and forming fhoton with energy $\hbar\omega$.

The last formula is the logical necessity for the Bohr model which without this formula is incomplete and at the same time quantum mechanics is without this formula incomplete too.

There is a classical and quantum energy for the hydrogen atom:

$$E = -\frac{e^2}{2r};\ E_n = -\frac{e^4 m}{2n^2\hbar^2} \tag{9}$$

leading to

$$\frac{dE}{dr} = \varrho(r) = \frac{e^2}{2r^2} \tag{10}$$

and

$$E_i - E_f = \int_{r_i}^{r_f} \varrho(r) dr = \int_{r_i}^{r_f} \left(\frac{e^2}{2r^2}\right) dr = R\left(\frac{1}{n_f^2} - \frac{1}{n_i^2}\right), \tag{11}$$

where $R = e^4 m/2\hbar^2$ is so called the Rydberg constant.

2 Oscillation of parity and the Leibniz theorem

Let us apply the Leibniz theorem to the problem of parity oscillation of K-meson, which follows the ideas on the parity violation considered by Lee and Yang (Lee and Yang, 1957).

We know that Bruno Pontecorvo was the first physicist who introduced the electron-neutrino, muon-neutrino and tau-neutrino mutual oscillation (Pontecorvo, 1968). We used here his idea to define the so called parity oscillation of K_+, K_- mesons with the parity $P = 1, -1$ and to show that it is in harmony with the Leibniz theorem.

It is well known that the parity operator P acts on the wave function $\psi(x)$ as follows:

$$P\psi(x) = \lambda\psi(-x),\ P^2\psi(x) = \lambda^2\psi(x) = \psi(x), \tag{12}$$

from which follows that the eigen value of parity λ is ± 1. The wave function $\psi(x)$ corresponds to the state with positive parity and $-\psi(x)$ corresponds to the state with negative parity. Because $|\psi|^2$ does not depend on the parity number P, the parity as such has no immediate physical meaning. The same statement is not valid for the Muirhead imaginary parity (Muirhead, 1968).

Now, let us be specific and let us consider the $\theta - \tau$ puzzle. If the decay is according to form $\theta \to \pi + \pi$, then parity of θ is $(-1)(-1) = 1$, and if $\tau \to \pi + \pi + \pi$, then parity of τ is $(-1)(-1)(-1) = -1$, because William Chinowsky and Jack Steinberger demonstrated that the pion has negative parity (Chinowsky and Steinberger, 1954). However, it was experimentally confirmed that θ and τ are the same particle called K-meson. So we have two decays:

$$K \to \pi + \pi, \tag{13}$$

$$K \to \pi + \pi + \pi. \tag{14}$$

The first process can be evidently described by Hamiltonian $H_1 = AB_+$, and the second process can be described by Hamiltonian $H_2 = AB_-$, where operator A is of the positive parity. The adequate Hamiltonian was later postulated in the form

$$H = A + (C_1B_+ + C_2B_-), \tag{15}$$

where C_1, C_2 are some constants.

After application of the parity operator on the Hamiltonian (15), we get

$$PH = A + (C_1B_+ - C_2B_-), \tag{16}$$

It is possible to show, (Wu et al., 1957), that the angular distribution $N(\varphi)$of electrons in beta decay of Cobalt C_{60} is described by function, which follows from the Hamiltonian, which is combination of positive parity term and negative parity term in (15).The resulting distribution of electrons in beta-decay is

$$N(\varphi) = c_1(1 + c_2 \cos\varphi). \tag{17}$$

It means that the correct description of the process of the violation of parity is described by the Hamiltonian with the positive and negative parity term.

The main idea of this section is in the following principle: Theorem: If system K is described by Hamiltonian $H_1 = AB_+$, where A, B_+ are the positive parity operators, and at the same time it can be described by the Hamiltonian $H_2 = AB_-$, where B_- is the negative parity operator, then it can be described by the Hamiltonian $H = A(C_1 B_+ + C_2 B_-)$ (following from the so called superposition principle of operators).

The immediately statement following from the last principle is, that K system oscillates between positive and negative parity states to form the positive parity states, or the negative parity states. If the system is K-meson, then this meson oscillates between positive and negative parity mesons, forming θ particle and τ particle.

The oscillation of parity is the crucial problem of the future particle physics, which after general experimental confirmation will establish the Leibniz famous statement. To support logically the Leibniz statement in modern particle physics it is enough to consider the natural logical limits:

$$\lim_{t \to 0_+} (\pi + \pi) \to K_+ \tag{18}$$

$$\lim_{t \to 0_+} (\pi + \pi + \pi) \to K_-. \tag{19}$$

The application of a laser as a source of intense electromagnetic radiation enables to study the new class of physical processes which are running in the intense field of the electromagnetic wave. The probability of some processes are increased, or, decreased in comparison with the processes in vacuum. For instance the probability of the process $\pi \to \mu + \nu$ is increased and the probability of the process $\pi \to e + \nu$ is decreased. Some processes which are forbidden in vacuum, are allowed in the intense field of the electromagnetic wave ($\nu \to \pi + \mu$, or, $e \to \pi + \nu$). The polarization of the electromagnetic wave plays important role. The situation with the two electromagnetic waves is the next step of the laser physics of elementary particles. So, with regard to this situation in particle physics it is reasonable to consider the parity oscillation in laser field, or two laser fields and so on.

At the same time the influence of the laser field on the parity violation (or restoration) in case of the K-mesons was, to our knowledge never considered. So, we expect new experiments in this area of physics.

3 Conclusion

Quantum theory which cannot give information on the motion of electron between two stationary states is evidently incomplete. At present time there is no theory which gives the description of the electron motion between two stationary energy states. At the same time there is no proposed experiment which would be feasible for the determination of the state of electron between energy levels. While the stationary states ψ_i, ψ_f in quantum mechanics have concrete and specified physical meaning, the state between energies E_i, E_f, which is the transition between E_i and E_f and being denoted as $\psi_{i \to f}$ was never defined in modern quantum mechanics. So, quantum mechanics is incomplete, because it does not involve the Leibniz theorem on the continual processes.

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The Relationship Between Melting Point, Boiling Point and Critical Point

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Abstract

The theoretical formula for temperatures relationship was obtained. The relationship is derived from a single view of the processes of melting, boiling and evaporation. It uses the concept of internal energy of the substance from point of view of the concept of "unpacking" the molecules. The data from the directories for the 85 substances in the range of temperatures from 13 to 855 degrees Kelvin, confirm the theoretically derived formula. Comparison of theoretical formulas and experimental data was carried out on the mean values. The ideal model of a simple spherical shape of molecules has been taken as a model of a molecule of matter. For this model, the melting point is 1/3, and the boiling point of from 1/2 to 2/3 of the critical point.

Keywords: physics, theory, formula, temperature, melting, boiling, evaporation, critical, point, internal energy, experimental, data, physical, process, unpacking

1. Introduction

The surface tension is the part of the inner energy, it was shown [1] in 1983 year. This concept is called "unpacking" the molecules [1,2,9]. Similar arguments were published in 1985 [3,4]. In 2012 in [5] proved that there is the relation between the theoretical temperature and the surface tension. In this paper, is showing the relationship between the melting point, boiling point and critical point from the concept of "unpacking". Theoretical formulas are obtained. Empirical correlations for the reference data for the temperature of liquids and gases are studied.

2. Proposed model

Let perfectly spherical molecule with the position described by the cube. The process of melting will be presented as a severance between neighboring molecules in the upper ("cover") and the bottom ("bottom") surface dimensional cube. Then, after the melting, movement of the liquid molecular layers on top of each other becomes possible. Of the six possible directions of "unpacking" of the molecule (in the coordinate axes x, -x, y, -y, z, -z) in the melting of the substance is "unpacking" of the molecules in two directions (along the axes of the coordinate z, -z). Then the energy gap of two of the six areas in the melting of the substance is equal to **2/6 * U1**, where **U1**- energy ties in all six axes for one molecule of the substance (J).

Consider the model of the boiling process of the substance in two versions. The first version: the Start of boiling process with single molecules of vapor in the liquid. Let geometrical model of the boiling process in the layer of molecules be associated with the "chess". "Dark Field" is a molecule of the liquid. "Light Field" is a molecule of vapor. This model characterizes a lower boiling point to the theoretical limit the boiling point. In this case, the average energy of the two neighboring 'fields' is (0/6 * **U1** + 6/6 * **U1**) / 2 = **3/6 * U1**. The Second version: intensive boiling forms the channels of vapor which are extending from the bottom up. Here, the boiling process model can be associated with "elevator in the house." This model characterizes the theoretical upper limit boiling point. In this case, the energy of the molecule at boiling substance is **4/6 * U1**, since the "unpacking" of the molecules occurs by four coordinate axes (x, -x, y, -y) of six. Further, we will use the already proven linear dependence of the surface tension, as a part of internal energy, temperature [5]. The temperature of the melting material (**Tm**) is associated with a critical point (**Tc**):

$$\mathbf{Tm = 2/6 * Tc\ .} \qquad \mathbf{(1)}$$

The normal boiling point (**Tb**) substance will be linked to a critical point in proportion:

$$\mathbf{Tb = (From\ 3/6\ to\ 4/6) * Tc\ .} \qquad \mathbf{(2)}$$

Consequently, a common approach to the explanation of the processes of melting and boiling points of the concept of "unpacking" has been implemented.

3. Testing the model against experiment

We verify the theoretical equation (1), (2) by means of empirical correlations. Here empirical formulas are collected for groups of substances in the directory [6, c. 95]. For example, there is an empirical correlation Ramsay Shields-reflecting Eötvös temperature relationship:

$$\mathbf{Tb = Tc * 0.5404 / (1 - 0{,}000394 * Tc).} \qquad \mathbf{(3)}$$

Also according to Lorentz method, there is a correlation between the melting temperature Tm. and normal boiling temperatures **Tb** [7]:

$$\mathbf{K = Tm / Tb,} \qquad \mathbf{(4)}$$

where **K** for inorganic compounds ≈ 0,72; for organic compounds ≈ 0,58. However, the authors of empirical correlations noted that there are a large dispersion values [7, p. 191] for the different groups of substances. This is not talking about the concept of infidelity but about the complexity of the boiling process and the geometric and physical diversity of the structure of substances. In this paper, we theoretically receive based on the values close to the empirical correlations [6,7]. For example, empirical coefficient (K) in the Lorentz equation (4) is obtained by dividing the theoretical coefficients of equations (1) to (2), the result is the range of values from (1/2) to (2/3). That is to say:

$$\mathbf{Tm = (1/2 \text{ to } 2/3) * Tb .} \qquad \mathbf{(5)}$$

Let us check the theoretical equation (1), (2), (5), according to experimental values taken from the reference temperature thermo physical properties of fluids [8]. Data were collected for testing 85 substances in a temperature range from 13.8 degrees Kelvin to 855 degrees Kelvin. Here is a list of substances names (without metals) for which the calculation were made for the temperature relationship: hydrogen, water, carbon monoxide, methane, ethane, propane, butane, isobutane, n-pentane, isopentane, n-hexane, n-heptane, n-octane, isooctane, n-nonane, n-decane, n-undecane, n-dodecane, n-tridecane, n-tetradecane, n-petadekan, n-hexadecane, n-heptadecane, n-octadecane, n-nonadecan, n-eicosane, cyclopentane, methylcyclopentane , etiltsiklopentan, dimethylcyclopentane, cyclohexane, methylcyclohexane, ethylene, propylene, butene-1, cis-butene-2, trans-butene-2, izobutelen, pentene-1, propadiene, butadiene, acetylene, methyl acetylene, butyne-1, benzene, toluene, o-xylene, m-xylene, p-xylene, ethylbenzene, isopropylbenzene, n-butylbenzene, naphthalene, diphenyl, methyl chloride, freon-11, freon-12, freon-13, freon-21, freon-22, freon-113, freon-142, octafluorocyclobutane, carbon tetrachloride, chlorobenzene, methanol, ethanol, 1-propanol, 2-propanol, nbutanol, diethyl ether, ethyl acetate, diphenyl ether, acetone, acetic acid, aniline, nitrogen, ammonia, oxygen, sulfur dioxide, fluorine, chlorine, neon, argon, krypton.

Table 1. Comparison of the average values of the experimental data and theoretical values of temperature

	Tb/Tc	**Tm/Tc**	**Tm/Tb**
The average for the reference data for 85 substances [8]	**0,66**	**0,37**	**0,58**
Theoretical values: From To	 **0,5** **0,66**	 **0,33** **0,33**	 **0,66** **0,5**

Averages empirical relations (Table 1) are in agreement with theoretical formulas (1), (2) and (5).

4. Conclusions

1. We were able to explain the relationship of temperatures: melting point, boiling point and the critical point from the concept of the "unpacking" molecules. We derive the theoretical formula for the ratio of the temperature.

2. Theoretical formulas were verified by empirical dependencies and the experimental data from the directory of thermo-physical properties of gases and liquids.

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Considerations of Information Security for Higher Education Institutions

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Abstract

Higher education institutions must be concerned within information security and network security. Threats arise from both man-made and natural catalysts, and range from cyber-crime to natural disasters. Among higher education settings, administrators must be mindful of preventing, mitigating, responding to, and recovering from incidents that affect information environments. This paper considers the leveraging of resources tangibly and intangibly to enhance the robustness of information security for an institution of higher education.

Keywords: cyber-crime; higher education; information security; network security

1. Importance of Information Security

The importance of information security cannot be understated or ignored, even among higher education institutions. Globally, any number of virtual threats exist that impact American security, ranging from terrorist organizations to the antics of organized crime (McElreath, et al., 2014a; McElreath, et al., 2013; Wigginton, et al., 2015). Motivations that influence criminality in the physical world are mimicked among electronic, virtual environments (Doss, Henley, & McElreath, 2013a; 2013b). Thus, organizations may experience some type of virtual attack for a variety of reasons, ranging simply from maliciousness to someone attempting to obtain personal information. Higher education institutions are not invulnerable to virtual attacks from threats originating domestically and internationally. As a result, they must unceasingly employ methods whereby endangerments are nullified or that contribute toward mitigating the negative effects of a cyber-incident. No guarantees exist that a cyber-incident will or will not occur among higher education settings. Regardless, some preventive and protective measures must be afforded by administrators. Investments in information security software resources and insurance packages are legitimate managerial considerations (Hathaway, et al., 2012; Shackelford, 2012).

Both institutional personnel and students use institutional networks for a variety of reasons. Common examples include using social media sites, popular gaming or video sites, perusing library research collections, email communications, sharing data for work purposes, and so forth. Securing such resources is a necessity for higher education institutions, especially given the mission-critical functions that are often served by institutional electronic resources. Therefore, security among higher education settings must be considered both tangibly and intangibly. Tangibly, any number of mechanisms may be appropriate, ranging from secured doors to the use of key cards. Intangibly, a variety of software resources may be used to safeguard information environments, ranging from passwords to network monitoring tools. Failure to secure information environments may result in lawsuits, criminality, or damaged reputations institutionally (Hudson, 2011; Shackelford, 2012; Yang & Hoffstadt, 2006).

Endangerments arise from both man-made and natural origins, and may occur with speed, surprise, and violence. When one thinks of a cyber-incident, thoughts of hacking or disgruntled personnel may be mindful. However, natural disasters, such as earthquakes, blizzards, and hurricanes, also pose some amount of risk for higher education information environments. Thus, administrators must be mindful of the dangers of nature when performing planning functions. Efforts should be made to not only enhance the robustness of institutional information resources, but also to ensure the continuity of business and use of information during incidents. Thus, business and operational continuity become salient considerations of management and administrative factions (Groves, 2003). Given such considerations, this paper represents a commentary regarding information security within the context of higher education institutions.

2. Institutional Considerations

Information security is an increasing necessity to any network in today's world. With security threats increasing, computers being more accessible than ever before, and most of the world having Internet access, the security involved with networks must be top priority for any network. A person who wishes to do harm to others over a network does not have to go far to find harmful programs that can be sent out across a network and effect its users in various ways. With security one must find a balance of security and accessibility. Information must be easily accessible, in order to increase efficiency, but it must also be secure enough to not be threatened should another user want to access the information.

Among higher education settings, information and network security are of the utmost importance. This is because of the large number of clients the network receives on a day to day basis as well as the safety of private information which is stored on the network. The network hosts numerous clients, such as professors, staff, students, and visitors. Throughout this group of clients various information is both sent, received, and stored on the network. Personal computers and work computers utilize the network for both personal and work use that vary in importance as pertaining to security.

A professor does not want a student to have access to their grades, and a student does not want anyone to have access to their transcripts or financial aid information. This is prohibited on the domain level by granting certain users access to files and folders housed on the network. The access is given by the system based on the security level the user is granted through their account information. The network is kept secure by using various levels of security to prevent and deter possible security breaches.

The wireless network, which span entire campuses, is another part of the network that must remain secure. In many cases, wireless networks are kept secure by only allowing faculty and student access. This is done through the user's account, which is approved through the IT department, and each user is given a personal passkey that is used to connect to the network. This prevents outside users from being able to access the network and if there is a data breach it also allows administrators to see who is responsible for the breach and where the location of the breach happened. This further increases network security and provides administrators critical information if the network is breached.

Physical security is the responsibility of campus police but also has a facet of Information Security that comes with the physical security of the campus. For instance, with hundreds of security cameras running on a 24/7 basis, these cameras must stay secure and online at all times. The cameras are used as a form of crime prevention, to solve crimes, and to provide campus police with valuable reconnaissance. Not only are there security cameras, but there are also emergency terminals in the high traffic areas of campus. These terminals have an emergency button as well as an information button. Should a person need emergency assistance, they can press the button and be in touch with campus police in a matter of seconds. These terminals also employ cameras so that campus police personnel have a view of the situation as well as a recording should the video need accessed in the future. Should the security of the cameras be breached, a person could bring down the cameras or delete recorded video which is crucial information to campus police. As security is essential to the information of clients on the network, it is also important for physical security. For instance, a student may receive threatening text messages from an ex-boyfriend threatening physical harm toward the intended victim and bystanders. Through information systems, campus police could neutralize the situation and apprehend the aggressor without harm. The security camera footage that captured the event could be used as evidence and reference material for the case against the aggressor. Security measures are often employed to prevent tampering with the recorded video. This is done through cloud storage of the footage on a secure server hosted by a third-party company off campus as well as physically securing the camera wires so that they cannot be easily tampered with. These various levels of security work as a system to prevent the tampering of important security footage.

Levels of physical security are also used to secure institutional servers. The contents of servers are often backed up, in a secure location, and only a limited number of administrators have access to the servers. To increase the physical security of the servers even more, the locks used for the server rooms involve wireless locks that require a key card with the proper level of authority to grant access. Even fewer administrators have the level of security needed to connect to the server once in the server's storage room. This level of security facilitates physical maintenance of the servers (e.g., replacing hard drives), without a virtual breach of security being possible. This helps to keep the network even more secure while also maintaining accessibility for various maintenance tasks required for the upkeep of servers.

Servers not only require physical security, but also require virtual security. This is achieved through encryption of valuable information, firewalls, and virus scans that are conducted on the servers to detect and prevent malware. This level of security is needed to keep harmful data breaches contained if and when they do occur. A harmful virus can wreak havoc on an insecure network and infect machines across the entire network. If the virus is not contained it will spread, possibly rooting itself in hundreds of machines, thus causing all sorts of problems. A root virus that is spread throughout a network can hide, unnoticed, for a long time. Once the virus is found, it takes countless hours to find and remove it from the infected machines. Viruses can gather data, hurt performance, and in rare cases bring down an entire network. When institutional operations depend on a network, the last thing one would want to happen is for that network to cease functioning.

Although there are levels of security involved with a network, data breaches cannot be entirely avoided. While the internet is a strong resource, it can be and is used to cause harm on systems every day. The question of whether or not systems will be targeted is not a question of if, it is a question of when. As much as one works to prevent this from happening, it will still happen if the network is operational for a long time. That is why a business or person must do all that they can to both contain and prevent breaches and wrongdoing. While one may not always be able to prevent a security breach, it is better to try than to not try at all. One does not always know if a security breach is attempted, but more times than not setting data breach prevention methods will deter or stop the breach in its tracks. When the security breach occurs it is imperative to have methods in place that will contain the breach as well as identifying where the breach occurred and how to prevent further breaches in the future. This is the responsibility of the information systems department on a university campus. It is a responsibility that must not be taken lightly. Personnel must be highly-trained and proactive in security measures to maintain and preserve a campus-wide network.

3. Conclusion and Recommendation

Any number of endangerments exist domestically and internationally. Therefore, planning is essential for all aspects of information security. Despite the best efforts to identify threats and plan appropriately, it is impossible to envision a universal set of threats that may endanger a higher education institution. Regardless, higher education institutions must make their highest and best efforts to facilitate planning endeavors. Within the context of the emergency management cycle, some type of emergency plan must exist that may be executed during times of duress (McElreath, et al., 2014b). Information systems among higher education settings are not foolproof; instead, they each exhibit vulnerabilities that expose both personnel and students to some amount of risk. Thus, when crafting information plans, institutions must consider both the tangible and intangible aspects of networks, information resources, and threat domains.

Higher education institutions must be mindful of their reputations with respect to attracting and retaining students (Doss, et al., 2015). Protecting and securing networks and information resources helps to maintain positive images and reputations of higher education institutions within the public mindset. Certainly, if breaches of information security occur, a variety of civil or criminal lawsuits may occur (Doss, Glover, Goza, & Wigginton, 2014; McElreath, et al., 2013). Thus, institutions should obtain and maintain some type of insurance to safeguard against incidents that may endanger their network resources and information resources. By doing so, they maintain and reinforce positive mindsets publically that may be beneficial for luring and retaining students.

Institutions may also consider their security processes administratively. Organizational efficiency and effectiveness may be enhanced via the use of process maturity modeling (Doss, 2004). Derivations of the Capability Maturity Model (CMM), such as the Security Maturity Model, may be used to better processes that affect information environments (Doss, 2014; Vacca, 2013). Using process maturity models causes organizations to express formal, repeatable, and written processes. By doing so, higher education institutions may craft processes specifically for enhancing their respective information environments.

No higher education institution will be completely insusceptible to the dangers of man-made and natural threats that may impact network and information environments. Regardless, the importance of these resources must not be discounted administratively and managerially. Institutions should not only conduct planning functions, but also should envision, craft, and implement policies that govern and influence the human behaviors of personnel and students. Such policies should also safeguard information and network assets, both tangibly and intangibly.

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Globalization: Main Reasons, Trends and Challenges

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Abstract

The article is devoted to the basic causes and challenges of globalization, the modern world and modern aspects of the international system
Keywords: globalization, civilization, the modern world, politics, economics, society

Globalization is an important aspect of the contemporary international system, one of the most influential forces that determine the future course of the development of civilization. It affects all areas of public life, including the economy, politics, social sphere, culture, the environment and safety. Globalization - a generic term for a complex set of cross-border interactions between individuals, enterprises, institutions and markets, which manifests itself in the expanding flows of goods and technologies, in the growth and increasing influence of international civil society institutions in the global activities of transnational corporations (TNCs), in a significant increase in transboundary communication and information exchanges and increasingly internationalization of certain types of criminal activity.

Also under globalization can be understood as a gradual transformation of the world space into a single area where freely move capital, goods and services, which are freely available ideas and move their carriers. Globalization thus implies the formation of an international legal, political, cultural and information fields.

Details regarding this phenomenon, it is worth noting that some of the distinguishing features of modern globalism viewed for a long time. the process is rooted in an era when the formation of the colonial empires laid the first foundations of international economic and political relations. However, modern international relations that underlie globalization are fundamentally different from those that were formed in the epoch of colonial empires. In recent decades, globalization revealed a number of sources:

One of them - the technological progress that led to a sharp reduction in transport and communication costs, a significant reduction in processing costs, transmission, storage and use of information. Modern vehicles to quickly move between countries and continents, as well as to transport large quantities of goods over long distances significantly accelerated the flow of processes of globalization in trade and economic sphere, as well as in social and political life.

The second source of globalization - the liberalization of trade and other forms of economic liberalization that caused the restriction protectionism and make world trade more free. As a result, significantly reduced tariffs, eliminated many other barriers to trade in goods and services. Other liberalization measures have led to increased movement of capital and other factors of production.

The third and one of the main sources of globalization - a phenomenon of transnationalization, in which a certain percentage of production, consumption, exports, imports, and the country's income depends on the decisions of international centers outside the State. As the leading forces here are the transnational corporations, which themselves are both the result and the main actors of globalization. With the advent of global enterprises international conflicts largely switched to intercorporate level, and the fight takes place not between countries over territorial possessions, and between firms of the global market share. Some opponents of globalization see in such companies a threat to the authority of the power and sovereignty of the state.

Broader perspectives and opened to non-profit organizations that go out, as is the case with global firms to multi-national or global level. It is because of the globalization processes and the development of internationalization were established by international organizations such as the UN, IMF, World Bank, WTO.

Thus, multinational enterprises and other organizations, both private and public, have become the main actors of contemporary global politics and economics. The fourth source lies in the peculiarities of cultural development. We are talking about global trends shaping the media, the creation of global institutions of art and culture, the widespread use of English as a universal means of communication. In part, that's why the opponents of globalization, especially in France and several other European countries, view globalization as a US attempt to achieve cultural, economic and political hegemony. In fact, they consider globalization a new form of imperialism or a new stage of capitalism. Others see globalization as a new form of colonialism, in which the role of the new metropolis played the US and the role of the colonies - the majority of the other countries that supply to the states not only raw materials, but also the equipment, labor, capital and other necessary for the production process resources as part of a global market.

It should be noted that the most important characteristic of contemporary globalization is its pronounced manageability. Although globalization processes objectively due to the general trend of internationalization of the life on the planet, they are actually cleverly directed into the mainstream of the market economy, the scope of its conceptual capitalist, neo-liberal model. For the imposition of globalization doubted its need Countries widely used political and economic instruments such as international alliances, partnerships, as well as methods of making certain states depending from each other both economically and politically.

The most effective and reliable means of controlling international law is, however, none of the globalization process can not directly shape the law, since it is an expression of the will of the state and international law (including in the economic sphere) expresses the agreed will of many states. Matching majority decision takes place in the course of negotiations between the countries - participants of the international political summits, and the globalization of trade and economic relations are governed by the World Trade Organization.

Being one of the most difficult and complex processes taking place in today's world, globalization brings with it not only benefits, but also a large number of negative consequences and the potential problems in which some of its critics see a great danger, and even a reason for rejection of this paradigm.

One of the main threats of globalization due to the fact that its benefits are available to the citizens, will be distributed unevenly. Changes in market manufacturing, service sector led to the fact that industry, benefiting from foreign trade, and industries related to exports, gain greater inflow of capital and skilled labor. At the same time, a number of industries and enterprises significantly loses from globalization processes, losing competitiveness due to increased market transparency.Such industries are forced to make additional efforts to adapt to change not in favor of their economic conditions. Adaptation measures are fraught for people losing their jobs, the need to find another job, retraining, which leads not only to personal problems, but also requires a large social costs, and in a short time. Ultimately it happens redistribution of the labor force, but at first the social costs will be very high.

In this regard, the question is raised about the impact of globalization on employment. In the absence of adequate measures, the problem of unemployment could be a potential source of global social instability.

These factors indicate the need for effective management of change at all levels, especially in areas that directly affect the standard of living of the population. In particular, the controversial question of whether international migration contribute to solving the problems of employment and poverty. Today internationalized labor markets to a much lesser extent than the markets of goods and capital.

The UN estimates that the number of people living in countries where they were born, is in the range of 50-80 million. Man. It is a relatively little. But in the coming decades, international migration will become an acute problem for regional and global organizations. Mass migration can be a source of many conflicts, both in the social and political sphere. We can not ignore such phenomena as nationalism and hostility towards migrants, which are present in many countries. And even if they do not appear in any outwardly visible form, it is to create obstacles to the device migrants to work, or unwillingness to establish acceptable for foreign workers living and working conditions.

Another important drawback of globalization can be considered that the major world powers have their own political and economic interests in almost all continents. This leads to the fact that international cooperation is transformed into a kind of pressure on weaker states by the main actors of international relations. Because of this, not just decisions caused by lobbying activities of certain countries or big corporations are taken at the highest international level. Such decisions negatively affect the observance of the principles of good-neighborly cooperation and international security.

Globalization, with its deep economic, political and social change will undoubtedly affect all spheres of human activity. According to the author, in the future, even a transition to a fundamentally new system of international relations. This, in turn, will lead to serious problems in the sphere of preservation of global stability. The solution of economic, political, social and other problems caused by globalization will require no small effort.

These efforts should be put in the first place the most developed countries and major corporations, since they receive from the internationalization of the greatest benefit.

Globalization must not promote the enrichment of individual countries and, above all, to create favorable conditions for the development of cooperation among all countries, especially the EU, the US, Russia, Canada, Japan, China, India, Brazil and other major and most active participants in international relations. It is necessary to modernize and reform the existing, as well as to create new political and economic institutions that have a global perspective and empowered to make decisions of a supranational character. It is necessary to monitor compliance with the basic norms of international law, especially regarding the protection of national sovereignty and international security. It should not be allowed to become a reason for the internationalization of redrawing boundaries and redistribution of spheres of political influence.

In conclusion, it is worth reiterating that global cooperation to address the challenges posed by globalization must be based on the creation of international institutions in all areas of public life. This is the only way of achieving the target with minimum negative impact on the population of the countries that can not fully influence the processes of globalization. And the only way for the developed countries, if they want to avoid major conflicts and even more acute, and without that no simple international relations.

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The Historical Stages Development of English Language in Terms of Linguistic and Extra-Linguistic Factors

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Modern language - is the product of long historical development, in which language changes undergoes into diverse, due to various reasons. The changes affect to all sides (levels, aspects) of linguistic and extra-linguistic structures, but they operate in different ways. The historical development of each level depends on the specific causes and conditions that encourage shifts in the lexical composition of language and its phonetic (phonological) organization. The history of language reveals all the processes which occurs into the language at the different stages of its existence, causes (factors) changes inherent in the language itself is called linguistic (or inter linguistic), the factors which related to the history of people, but the overall development of human society is called an extra linguistic factor . These two concepts are still in contact. The accumulation of knowledge about the language's historical development of various aspects should lead eventually to final preparation of this level when using the etymological dictionary, and largely without it, we can explain the origins of forms and phenomena that affect in any modern speech, in its grammatical structure. It can cause the development of English language which extends the literature. It contains a wealth of factual material and analyzes the specific lexical phenomena. For decades, it has been made a great lexicographical work in England and the United States. Big Oxford Dictionary contains about half million words in English language which is observed and explained historically. Many foreign authors who have written on English lexicology (M.M.Guhman, S.J.Gehlberg, E.N. Flower and many others), proceed from the idea that the development and enrichment of English vocabulary was mainly due to loan words from other languages.

An important role in the development of the English language has played domestic linguists, such as: N.NAmosov, I.V Arnold, I.R Halperin, Yu.ADubovsky, N.ELatysheva, A. D Shveytser, V.N Yartsev and others. In these works, authors attached the great importance and other factors in the development of language – extra-linguistic conditions, likely, to change the meaning of word with the appearance in society with a new denotation - the object or concept, etc.

In other words, English speaking should be noted in two main trends of its development. The first is unify the purpose of international use, which leads a reduction in a volume of lexical units and simplification of grammatical forms in order to provide a convenient and simple means of the international communication.

The second trend is the internal development of changing language norms among English-speaking community. Scientific novelty of the problem lies into the fact that the first time we can find the linguistic and extra-linguistic factors together, defining their joint impact on the development of English language, the development of its rules and tries to see the historically conditioned patterns, as well as the specifics of the language. The present study is built on the principle of diachronic, since the formation study of English language is not only a retrospective specific conditions in which formed its features, but also to prospects of the development - linguistic and extralinguistic processes that now we use in English language.

The history of English language begins with the conquest of the British Isles by Germanic tribes in the 5th century BC. At the time, the islands were inhabited by the Celts, who came to Britain from the European continent. In economic and social terms Celts were a tribal community, which consisted of clans, tribes and family groups. They were mainly engaged in agriculture.

The conquest of the British Isles by Germanic tribes (Angles, Saxons, Jutes) began in 449 AD, when the conquerors invaded the island under two German kings - Hengist and Horsa. The Germans were also raided until that moment. Fight with the Celtic invaders lasted for a long time, and definitively, rule of Anglo-Saxon established until the end of the 6th c. Approximately, 700Anglo-Saxons occupied the most territory of England (except for the Peninsula, Wales, the northern west regions and the south part of Scotland) although the conquerors belonged to different Germanic tribes, their languages and cultures were very similar, and they were considered as one people.

For example, all German conquerors were called "Engle" (England). Looking up from the continental German language, West German dialects were spoken by the conquerors, merged which led to appear of new German language - English.

In the history of language development for a period of rapid and extensive changes are followed by periods of relative calm. In the development of language, changes not only influenced by the language of law and change, but also due to changes in the social life of language community. Thus, dividing the history of English language into chronological periods, make the boundaries between the periods of English language development are related to historical events that influenced the language. Under this approach, the history of the English language is divided into the following periods [4, p. 15]:

I. Old English - begins with the conquest of Britain by Germanic tribes (5th c. BC); ends Norman Conquest (1066).It covers the period from 5-7 cc until the end of the 11th century. BC;

The Old English period of English (7-11 cc; called Anglo-Saxon) dialects presented 4; North umbria, Mercia, Wessex and Kent. A significant number of Latinisms in Old vocabulary is the result of the penetration of Christianity in England (6 in.), As well as translation from Latin of the different authors' works. From the language of the Celtic population of Britain remained mostly geographical names where researchers take into account the linguistic and extra-linguistic aspects.

The raids of the Scandinavians (with con. 8 in.), The subordination of England ended in 1016 dates. The king and the establishment of Scand. settlements led to the interaction of closely related languages - English and Scandinavian, which affected available in modern English considerable number of words of Scandinavian origin and increase the number of grammatical tendencies that existed in Old English.

Norman Conquest of England in 1066 led to a long period of bilingualism: French functioned as the official language and the English language continued to be used (with 12-15 cc. 3 main dialect areas - north, central and south) as the language of the common people. Prolonged use of French in England led to the fact that after his ousting from the official sphere to the 14th century. English persists the extensive layers of the French language [1, p. 87].

While Anglo was not so strongly inflected languages like Sanskrit, Greek or Latin, it had a complex system of declension and conjugation. Because nouns persisted case endings, many relationships can be expressed without the help of prepositions, in contrast to the modern English language.

II. Middle English - begins with the Norman Conquest and continues until the end of the 15th century. In 1485 ended War of the Roses, which meant the decline of feudalism and the rise of capitalism in England; these events have also influenced the development of the English language. In the 15th century, typography appeared (1475), which was an important event in the social and linguistic plans. Middle English period is divided into the early Middle English (12-13 cc) and late Middle English (14-15 cc.).

Middle English period in the development of English (12- 15 centuries; sometimes called Middle English) is characterized by phonetic and grammatical changes, sharply demarcated Middle English from Old English period. The reduction of unstressed vowels led to a considerable simplification of morphological structure, but on the basis of verbal phrases grammatically involved a new system of verb paradigms. In the 16-17 centuries. It formed the so-called New England early language.

Typography (1476) and the popularity of the works of John Chaucer (1340-1400), who wrote in the London dialect, contributed to the consolidation and dissemination of the London forms. However, some traditional writing fixed in printing, does not reflect the rules of pronunciation late 15th century. It began characteristic of modern English language difference between the pronunciation and spelling. With the development of the literary language and the complicated system of expanded functional styles, going division of oral forms of spoken and written language, the codification of literary norms. An important role in the development of literary language played direct and indirect language contacts of English with other languages associated with the spread of the English language outside of England. The latter led to the formation of variants of Standard English in the United States, Canada and Australia, other than the Standard English mainly in pronunciation and vocabulary [2, p. 35].

III. Modern English - begins around 1500 and is still ongoing. This period is usually divided into Early Modern English (1500-1700 years) and Modern English (from 1700 to the present day).

The fifteenth century, in terms of literary achievements unproductive, was a period of important and productive language changes concerning both forms of words and sentence structure. With the loss of inflections word order has become more important than it was in the Old and Middle English.

The development of language in the 15th century. Other factors have contributed, especially the invention of printing and the revival of classical learning. These are powerful factors came into effect just at a time when the English language has reached in its development a certain stability, moving towards maturity. The advent of typesetting typographic fonts led to a broader and more rapid dissemination of literature and culture, and the revival of ancient

Greek science favored a deeper and more versatile knowledge of man and his place in the universe.

At the same time, the Renaissance 16th century. He favored extensive borrowing of Latin words. In a complex system verb tenses, gradually which replaced the temporary binary system of Old English, which originally expressed the notion of time as a contrast present-future time passed, discerning two important changes. The first type is used wider in advanced forms like " I am eating", "I eat (at the moment)" by simple shapes such as "I eat" (in general). This change stems from the desire to give the action described by the verb, greater vitality and realism - and that it differs from other contemporary trends in language, generally aspiring to greater efficiency and brevity of language expression. The second change is the increased use of advanced forms of the verb "go" for the transmission of the near future, as in the saying We are going to write «We are going to write" instead «We will write." The verb go, particularly signified "walk" (as in Bunyan in the Way of the Pilgrim: «I have resolved to run when I can, to go when I can't run, and to creep when I can't go» "I have decided to do, as long as I can, run; go when I can't run, and crawl, when I can't go "), now so lost his former real value that can be used as an auxiliary verb at himself, as in the expression: We are going to go a long way "We're going to go a long way" [5, p. 16].

Another distinctive feature of the modern English language is all the increasing use of phrasal verbs in the function of nouns: comeback "return to their former state or condition", "setback, relapse", comedown "degradation, loss of dignity or social status", "buildup; flattery "," follow-up, additional information ", holdup" robbery; congestion ", leading "introduction saver ", input "input", etc. These words are often preferable to its synonyms of classical and Romance languages, because they are, by virtue of its brevity, seem more vivid and compelling. In all spheres of life - in the headlines and in everyday speech - the preference is largely given to monosyllables: jet instead of jet-propelled aircraft "jet", instead of "operation", up instead promote "encourage, promote". The needs of the modern world are also in a variety of cuts, whether easily pronounceable acronyms like ERNIE (Electronic Random Number Indicator Equipment "electronic indicator of random numbers"), or inconvenient speech, for example, DSIR (Department of Scientific and Industrial Research "department of scientific and industrial research "). Although it standardizes the impact that school, radio, film and television, different levels of speech - rhetorical, literary, colloquial, conversational and jargon - continue to enrich each other's language and healthier in general. Today slang in the course of more than ever before, but many slang tumors do not stay in the language, proving ephemeral: slang of tumors only a tiny number of the elect reaches the level of the spoken language commonly understood.

Modern English has a large number of regional dialects in the UK - the Scottish dialect group of the northern, central (east-central, west-central), southern and south-western dialects; US - East English, Middle Atlantic (central), southeastern, mid-western group. Dialectal variation in English in the UK is much more pronounced than in the US, where the foundation of the literary norm becomes the central dialect. For the phonetic structure of the English language is characterized by the presence of specific vowels, consonants, no sharp boundary between the diphthongs and long monophtongs.

Among the other Germanic languages English is distinguished by the presence of distinct features of the analytical system: the basic means of expression of grammatical relations are function words (prepositions, auxiliary verbs) and word order. Analytic forms are used to express some species-temporal relationships to form degrees of comparison of adjectives. Case relations passed the position of words in a sentence and prepositional constructions. fixed word order - one of the basic means of expression of syntactic relations in sentence structure.

In the English language is widely used no affixation derivation (conversion). In the lexicon of a high proportion of loans (approx. 70% of the vocabulary of), among which the largest group to form words and affixes borrowed from French and Latin in part because Italian and Spanish. The basis of the standard English language went to London dialect whose base is at an early stage of formation of the literary language has changed due to displacement in the 2nd half of the 13th - the 1st half of the 14th century. Southern dialect forms the east-central [5, p. 21].

The development of English as a representative of the German language was formed after passing the stages of formation, due to similar historical factors.

The development of European national language (linguistic norm (the unification of spelling, the creation of the first national grammars and dictionaries) very closely linked to the emergence of printing. This is due to the need to normalize the social use of language, which functions now not only in oral and manuscript, but also in printed form. Thus begins to be developed and written rules. It is being discussed and gradually comes to normalizing works, grammars and dictionaries. Interestingly, the emerging European interpreting the types of dictionaries rely on grammatical canon of native speech - rate, as well as being the milestones of its creation.

In reviewing the events that influenced the creation and dissemination of standards, particularly stresses that in England - an association of countries around London, the invasion of the Danes, the threat of extinction of the national language in the period of the Norman conquest. The end of the war with Napoleon and the return of interest in the country from Europe played a crucial role in the development of standards in the framework of the country and its spread throughout the world as an international language. The stimulus for the dissemination and widespread use of literary language we see only in XIX - XX centuries. After the unification of the country, when there was a need for the public use of language. Now it gets national status. In the middle of the XIX century end phase of the norms of the literary language of the classical era and begins the current stage of development of languages. Serious impact on the development of the language affects the language that plays a dominant role in certain historical period. For example, the English language has been influenced by Latin, French, Italian, Spanish.

Recently, in English, we are witnessing a process of rapid simplification characteristic pronunciation, standardizing many regional forms and tolerant attitude towards them in the modern English language, as well as a significant increase in variability in the phonetic level, which was the inevitable result of the widespread language.

The vocabulary is changing rapidly due to changes in society and culture. There is increasing borrowing.

If the underlying phenomenon half a century ago it was the desire for standardization, but now we are witnessing a reverse process - the promotion of local variants of the language as the source and guardians of regional and national culture in all its diversity.

It is now possible to assert with confidence that under the influence of oral language forms will be further liberalization and simplification of rules of literary and written language; it is connected with the process of familiarizing the broad social strata among the media language. A departure from the written rules - a key factor in determining the future of the Italian language. In the Italian culture of the concept of diversity and variability has always been at the heart of cultural phenomena, including the basis of language. By the same scheme is approaching and the English language today, but it happens on a "non-national" basis.

There are a number of hypotheses about the future of the English language as an international means of communication. On the one hand, English as a «lingua franca» can be quite useful; as it is for all users no longer have a strong cultural connotation. It can be argued that in the future will expand the international "vocabulary" that will lead to a common cultural universal language. On the other hand, given the statistics, probably English in the near future may become a European minority language, giving primacy Chinese, Hindi and Urdu. The paradox in the development of the English language is that it came out from under the control of its carriers. Its future will be determined not native English speakers, and people who speak different native languages.

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The Emergence of General Linguistics

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Abstract

We analyzed the history of general linguistics. The role of the communicative function of language in the making
Keywords: linguistics, communicative function, the sound of speech

Human language - extremely multi-faceted phenomenon. To understand the true nature of the language, it is necessary to consider different aspects to consider, how it works, in what ratio are the elements of his system, what influences it is exposed to the external environment, the conditions that are made to change the language in the course of its historical development, which specific forms of existence and function acquires language in human society.

However, you must first figure out before we talk about the individual particulars, a language feature defines its main essence. This property of language is its function is a means of communication. Every language in the world serves as a means of communication between people who speak this language.

The roles of the communication function in the process of creating a huge tongue. It is no exaggeration to say that the system of material resources of the language, from the phoneme and its concrete manifestations of the real to complex syntactic constructions, originated and developed in the course of the use of language as a means of communication.

Many of the specific features of the language, such as:.. The presence of special deictic and expressive means, means the local orientation, the various means of communication between the proposals and so can only be explained on the basis of the needs of the communication function [1].

The advent of sound speech contributed to the emergence and development of new types of thinking, especially abstract thinking, who gave mankind the key to unlocking the secret mysteries of the world. The use of language as a means of communication poses special specific processes that take place in the inner sphere and due to this feature.

Using the sound of speech has caused the appearance of a person so called the second signal system, and the word has become a function of the second stage of the signal that can replace the stimulation emanating directly from the subject which it represents. Without studying the system of communication tools, the history of their formation and their complex relationship with the whole of human mental activity can not solve these fundamental problems of general linguistics and philosophy, as a language communication problem and thinking the problem of the relationship between language and society, the problem of the specificity of human reflection of the world and the manifestation of this reflection in the language and many other problems. The study of the processes occurring in the circulation of speech, is, of course, important for understanding the mechanism of communication, but it is hardly enough to understand its essence. In order to understand the essence of communication even in the most general terms, this issue should be considered in conjunction with other problems that are closely related to it.

Language as a historically evolving phenomenon

In the special linguistic literature it has been rightly pointed out that "the question of linguistic variation, representing the constant quality of language, is the question of the essence of language" [2].

The study of language as a historically evolving object, and fundamental features of language change is, therefore, an important part of the study of language forms of existence and is closely linked with the description of its essential characteristics.

It is natural therefore that a true understanding of the nature of language is impossible to comprehend the different types of motion that it observed.

Although in general the concept of kinematic processes in the language can not be reduced to the concept of linguistic variation, most visually dynamic language appears when considering the language of the time, a historical perspective.

Comparing any two successive stages in the development of the same language, we will find certain differences between them. Language Variation always acts as his undeniable and very obvious property. Its nature, however, is not so obi Following Saussure, many researchers have noted that the variability of language finds its explanation not in the way language is arranged, and in that, what is its purpose us.

And, indeed, the language can not be changed, first of all, for the simple reason that at the heart of communication acts, means the practical implementation of which is language, is a reflection of human reality surrounding him, which itself is in constant movement and development.

However, the momentum change come not only from historically changing environment in which we operate in a particular language. The process of becoming a living language, its perfection will never, in principle, does not stop, complete, in fact, only when the language itself ceases to exist.

But the language of creation process is not limited to the return of its restructuring in connection with the material and technical progress of society - it also implies the need to improve the language of technology and includes the elimination of contradictions or defects existing in the organization of specific languages. We can not therefore fail to recognize that, at least, part of the changes is therapeutic in nature, arising due to the need to restructure the internal mechanism of language [3].

A special case of such a restructuring may be a change caused by the imperfection of the linguistic system and the imperfection of its individual units. Finally, a number of changes can be contacted directly from the influence of one language into another. In general terms possible, therefore, to state that the restructuring of the tongue may occur under the influence of two different driving forces, one of which is related to the language and purpose of the implementation of the communicative needs of society,

and others - with the principles of the organization of language, with its embodiment in a certain substance and its existence in the form of a special system of signs. Language appears therefore twofold dependence of its evolution - from the environment in which it exists, on the one hand, and the internal mechanism of the device and, on the other. With the recognition of this fact is connected, and the classification of the main reasons for the changes proposed below. In the evolution of the language of any of these factors are intertwined and interact. Investigation of the causes, trends and forms of linguistic transformations is, therefore, of great complexity problem.

In parallel linguistic changes caused by the influence of the external environment: change is not caused by external factors, which suggests the relative independence of the system of language development; On the other hand, the system language and development is carried out to a certain extent independent of certain particular and shifts them apart from [4].

Despite the diversity of the causes of linguistic change, they all share one remarkable feature.

Along with the trend to change the language and improve its systems are constantly observed a strong tendency to conservation in the state language communicative suitability, which is often expressed in countering start the conversion.

All processes of restructuring in the language usually confront unique braking processes aimed at strengthening and preservation of existing linguistic resources and prevent offensive drastic changes.

Hence the special rate of language development is not the same for different parts of his system - phonetics, vocabulary, grammar, etc .;. hence a greater or lesser exposure to changes at different levels.

The greatest mobility of the phonetic system that made often emphasize its revolutionary role in the overall restructuring of the language; hence the ability to separate the different sides of the linguistic sign.

Hence, finally, the specific nature of the dynamic stability of language, allows for significant changes in parts of the system to maintain, however, its general identity itself for a long time. W. von Humboldt pointed out that the correct approach to language is not his understanding of how things are, and how the most creative activity [5].

However, the language in every moment of its existence and activity is, and historical product of this activity. The objects of this type should take into account two different kinematic process - the process of the genesis of the object and the process of its functioning. The concept of the historical development of the language is incomplete without recreating patterns of both of these processes, because any change in the speech activity begins. The variability of the language - and the premise and the result of speech activity, and condition and a consequence of the normal functioning of language.

Similarly, some other complex phenomena of reality, language can be described as a dialectical unity of contradictions. Elementary particles are both quantum and wave. Language is an integral unity sustained and rolling, stable and me, statics and dynamics [6].

The specified language duality is rooted primarily in the functional reasons for the order: it is closely linked to its role and position in human society. On the one hand, to meet the new needs constantly arise in human society, in relation with the general progress of science, culture and art, the language must not only play, but also to adapt to new needs evolve. No language is left side, ultimately, is updating and is improving.

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Translation of the Title, Name and Abstract to the Author's Language

Возникновение общего языкознания

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Аннотация

Авторами анализирована история возникновения общего языкознания. Представлена роль коммуникативной функции в процессе создания языка

Ключевые слова: языкознания, коммуникативная функция, звуковой речи

Pragmatic Functions of Cultural Linguistic Representations of the Functionally-Semantic Field "Space"

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Abstract

The article deals with the pragmatic functions of cultural linguistic units with the meaning of space. In the British and American variants of the English language. The material of the research covered the texts of different functional styles of the English language. The scientific methods used were structural semantic, functionally-semantic, lingua-pragmatic, cultural linguistic. The results obtained include revealing the pragmatic functions of the cultural linguistic units and contextually determined functional semantic changes. The conclusions made are that functional semantic changes in space names occur due to the pragmatic context of the text; place names contribute to actualizing terminological and other meanings of homonyms in business language, performing logical operations with scientific terms, defining place of event in publicity texts and creating images and concepts in fiction.

Key words: cultural linguistics, pragmatic functions, functional styles of English, functional semantics, functional changes.

Multifunctional discourse plays an important role in the development of modern English, including its British and American variants. Hence the problem arises in revealing the discourse specifics, means and regularities. Cultural linguistic units of space represent place, direction as well as social and national values, that play an important role in business, scientific, political and other spheres of public life. Space representations perform their pragmatic functions in all styles of language.

Two kinds of pragmatic functions of space names are realized in language communication. Space names pragmatic text-forming functions comprise such logical operations as generalization, concretizing, definition, specification, explication, implication, intention, reason and consequence relations, etc. [2, p. 219]. These functions may be represented by the terms investigated, for instance, by the linguists T.A.Zhuravliova, A.V.Lipinska, D.S.Lotte, S.I.Platt, etc. Pragmatic functions of the reader-text intercourse include stimulating the reader's competence in revealing logical, associative and stylistic semantic relations [4]. Pragmatic approach to studying cultural linguistic representations of the functionally-semantic field "space" determines social, cultural, psychological, cognitive and other functions of communication (C. S. Pierce, C. Morris, G. Moore, G. Austin, etc.). So, the attitude to space varies in accordance with the person's status, outlook, needs, disposition, physical and psychological state.

Pragmatic meanings are implanted into the semantic structure of general space names, such as names of countries, towns, roads, etc. as social values in the process of naming. Proper names (place names) accumulate broad spectrum of additional historical, social, national, emotional, aesthetic and other connotations. The cultural linguistic units with space meaning may also acquire varied pragmatic functions in the functional styles of speech. Pragmatic approach allows us to deeper understand the content of linguistic units, the regularities of their combining and semantic changes in the process of speech integration [5, p. 484].

The terms in scientific style may represent space as an object and place of creating science. Texts on geography contain English and cross-cultural nominations borrowed from Latin, French and other languages. Distribution defines the functional meanings of space names: *CER 775 the Earth's own magnetic field* [1].

Scientific language reveals pragmatic – informative, logical and cognitive functions of the cultural linguistic units analyzed as the means of organizing linguistic material in situations of communication, such as argumentation, definition, concretizing, direction, permission, prohibition, persuasion, etc. by semantic connections in all scientific genres – articles, annotations, monographs, resumes, dissertations, etc., where space names provide the hyponym-hyperonym relations as in the following definition: *Prairie: An extensive area of flat or rolling grassland* [6].

Pragmatic semantics of the functionally-semantic field "space" in business language is reflected in the names of two- and three-dimensional spaces. These are represented by general and proper nouns – the names of economic zones, influence spheres, production regions, enterprises, offices and markets. : *B2S 742 Its main functions were that of guarding the Works and Gas Works, and all bridges and installations from the Blue Bridge to the Castlethorpe Troughs on the main line* [1].

The names of corporations may include the name of the country with the pragmatic informative and impressive functions of representing the county's economic potential, e. g.: *The U.S. transportation sector represents roughly 70% of total national petroleum consumption (U.S. Department of Energy 2012)* [1].

The proper names of spaces – symbols of business and professions may express personification, forming metaphors, e. g.: *Wall Street*. The same place name in the function of the sentence subject may define the doer of the action with the transformed metaphoric sense of the social unit, thus implying plural. The economic context concretizes pragmatic function of a space name*: GUU 4052 No national insurance, no office space, no fringe benefits: they're cost-effective* [1]. Geography terms in business context may imply production units, e. g.: *CKV 26 The announcement was in response to the enormous oil spill off the southern tip of the Shetland Islands* [1].

Pragmatic function of place names in newspaper texts is defining the place of events, such as accident, incident, social activity, sport match, etc. Nationally-marked place names in sport discourse may contain indicatory function as well as implication of place names of larger spaces, that are revealed either by context or competence. For example, the name of the stadium or the town district may imply the sportive event and the country's name, e. g.: *AJ2 423 THE best battle at Stamford Bridge is not on the London football pitch, but for the turf itself* [1].

The publicity genre of the newspaper style in the texts on tourism realizes pragmatic function of stylistic means as method of attracting attention to the object of business through the usage of epithets, e. g.: *swanky health club,* metaphors, e. g. *luxury rental tower*, producing national, emotional and aesthetic images and associations.

The country's name acquires pragmatic function in ethical context describing national traditions. The nomination *British Islands* bears pragmatic connotations of the territory with some prohibited business topics. There are also restrictions and permissions connected with visits, dressing, table manners, etc. implied in the names of *Great Britain* and *the USA*.

Place names form the space frame of fiction. They provide the background of events, take part in creating images, social and ethnic concepts in realizing the author's strategies ant tactics. General and proper space names form contrastive or non-contrastive surrounding of the personages. Fiction abides in stylistic means, such as metaphors, metonymies, allusions, hyperbole, etc. expressed by space names actualizing national pragmatic and emotional connotations. For instance, metaphoric nationally-marked representations of space reveal pragmatic evaluating and emotional connotations which may create contrasted characteristics of space elevated to social concepts, e. g. of evil and luxury: “*Well, I could’t leave her loose in Wolftowon-on-the-Hudson*“ [3, c. 144]. *Bagdad-on the Subway* [3, c. 70].

So, the pragmatic analyses of cultural linguistic space nominations reveals their pragmatic functions in all functional styles and genres of the British and American variants of the English language. The principal pragmatic – informative function of space names localizes all other information in all styles. Business language reveals the pragmatic functions in actualizing business functional semantics of homonyms in the context of place names and other topical words. The pragmatic function of space names in scientific language is realized in geography terms and logical operations with them. Publicity texts focus on the place of event, defined by hyponym-hyperonym relations of place names. This style tends to produce impressive influence on the reader. Fiction actualizes locations’ names as background of events for the purpose of creating social and national images and concepts. Space names are also used to describe national traditions. Perspectives in studying pragmatic functions of space names are planned in the further research along the trends of cultural linguistics, social linguistics and psycholinguistics.

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The Conjunction as a Component of Actively Common Lexical Composition of the Ukrainian Language of the Post-Soviet Period and as an Object of Learning of Foreigners

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Abstract

The author characterizes the Ukrainian conjunctions of the post-Soviet period according to their functions, structure, origin, mood of use in the sentence and meaning with explanation in English for foreigners. The author also gives necessary in everyday life conjunctions in the exercises.

Keywords: the conjunction, group of the conjunction, origin of the conjunction, underivative (primary) conjunction, derivative (secondary) conjunction, structure of the conjunction, simple conjunction, complex conjunction, compound conjunction, mood of use of the conjunction in the sentence, single conjunction, iterative conjunction, of a pair conjunction, syntactic function, conjunction of co-ordination, conjunction of subordination, meaning of the conjunction, exercise.

Сполучник, з огляду на його маркувальну здатність, – важлива складова лексичного складу української мови пострадянського періоду. Вміння номінувати певні явища, давати їм характеристики, особливо на стадії вивчення мови, – необхідна умова висловлення власної думки, запорука комунікативної спроможності мовця. Тому знайомство іноземців зі сполучниками з активновживаного складу сучасної української мови є важливою ланкою у процесі їхнього вивчення української мови. Актуальність вивчення популярних у вжитку українських сполучників для іноземців також полягає у необхідності засвоєння основних принципів морфології української мови і розподілу слів на частини мови, в отриманні навичок розпізнавання українських сполучників. Особа, що вивчає українську мову, повинна: а) розрізняти різні групи сполучників; б) формувати фрази зі сполучниками, виявляти сполучники у реченні. Іноземцям також повинно бути запропоноване знайомство з мінімальною кількістю сполучників у процесі пояснення і засвоєння матеріалу як зі складовою лексичної системи української літературної мови пострадянського періоду.

Для отримання хороших результатів від виконаної роботи, особам, що знайомляться з українською мовою пострадянського періоду, слід дати певні методичні поради (уважно читати текст з поясненнями, ретельно аналізувати, старанно засвоювати отриману інформацію і застосовувати отримані знання на практиці).

Advice for a foreigner:

Try to read attentively the thesis «The Conjunction as a Component of Actively Common Lexical Composition of the Ukrainian Language of the Post-Soviet Period and as an Object of Learning of Foreigners».

Pay attention to the characteristics of the conjunctions.

Analyze, learn and memorize the given charts and rules attentively.

Educational aim:

To master the Ukrainian conjunctions of the post-Soviet period. Your task is to study the given material attentively.

Comments to the Ukrainian Conjunctions

The Conjunction (сполучник)

The conjunction is auxiliary part of speech that serves for combination of homogeneous parts of the sentence and parts of the complex sentence.

The conjunctions according to their origin fall into первинні (непохідні) / primary (underivative) and вторинні (похідні) / secondary (derivative).

The conjunctions: а, але, бо, і (й), ні, та, чи are первинні (непохідні) / primary (underivative).

Вторинні (похідні) / secondary (derivative) conjunctions are formed on base of первинних (непохідних) / primary (underivative) conjunctions and of other parts of speech (of the pronouns, the adverbs, the particles and of the prepositions): або (а + бо), зате (за + те), мовбито (мов + би + то), немовбито (не + мов + би + то), начебто (наче + б + то), неначебто (не + наче + б + то), тому що, через те що, щоб (що + б), якби (як + би), якщо (як + що) etc.

By their structure the conjunctions can be simple (прості), complex (складні) and compound (складені).

Every simple (простий) conjunction is one indivisible word: а, але, бо, і (й), та, що, як.

Complex (складний) conjunction contain few parts, but one word: або, аніж, зате, мовбито, немовби, немовбито, неначе, неначебто, ніби, нібито, проте, щоб, якби, якщо etc.

Compound (складений) conjunction contains few words: для того щоб, завдяки тому що, незважаючи на те що, так що, тимчасом як, тому що, у міру того як, унаслідок того що, через те що, як тільки.

By mood of use in the sentence the conjunctions fall into одиничні / single, повторювані / iterative and парні / of a pair.

Одиничні сполучники / single conjunctions are: а, але, зате, і (й), однак, проте, та.

Повторювані сполучники / iterative conjunctions are: або…або, і…і, не то…не то, ні…ні, то…то, чи…чи, чи то…чи то.

Парні сполучники / of a pair conjunctions are: коли (якщо).., то; не стільки.., скільки; не тільки.., а й (але й); хоч.., але; чим.., тим; як.., так і.

By syntactic functions (by syntactic role in the sentence) the conjunctions fall into сполучники сурядності / conjunctions of co-ordination and сполучники підрядності / conjunctions of subordination.

Сполучники сурядності / conjunctions of co-ordination combine homogeneous (uniform) parts of the sentence and parts of compound (coordinated) sentence as grammatically possessing (having) equal rights, independent from one another components.

Accordingly to their meaning сполучники сурядності / conjunctions of co-ordination are divided into three fundamental groups:

1) єднальні сполучники / copulative conjunctions (ані…ані, і, і…і, й, не лише…а й, не тільки…а й, ні…ні, та, та й, також, як…так і);

2) протиставні сполучники / adversative conjunctions (а, але, все ж, зате, однак, проте, та);

3) розділові сполучники / partitive conjunctions (або, або…або, не то…не то, то, то…то, хоч, хоч…хоч, чи, чи…чи, чи то…чи то).

Пояснювальні сполучники / explanatory conjunctions (або (this conjunction has the same meaning as the conjunction тобто (that is, that is to say, i. e.), а саме, тобто, цебто, чи (this conjunction has the same meaning as the conjunction тобто (that is, that is to say, i. e.), як-от) belong to conjunctions of co-ordination also.

Сполучники підрядності / conjunctions of subordination add subordinate part to the main in complex (subordinated) sentence.

Accordingly to their meaning сполучники підрядності / conjunctions of subordination are divided into seven groups:

1) причинові сполучники / conjunctions of cause: бо, в зв'язку з тим що (у зв'язку з тим що), завдяки тому що, оскільки, тим-то, тому що, через те що;

2) сполучники мети / conjunctions of purpose: аби, для того щоб, затим щоб, з тим щоб, щоб, щоби;

3) наслідкові сполучники / conjunctions of result: так що, так що аж, так що й;

4) умовні сполучники / conjunctions of condition: коли, коли б, раз, як, якби, як тільки, якщо;

5) допустові сполучники / concessive conjunctions: дарма що, незважаючи на те що, нехай, хай, хоч, хоча;

6) порівняльні сполучники / comparative conjunctions: мов, мовби, мовбито, наче, начебто, немов, немовби, неначе, неначебто, ніби, нібито, як, що;

7) часові сполучники / conjunctions of time: відколи, в міру того як, доки, з того часу як, коли, ледве, після того як, поки, скоро, тільки, тільки-но, щойно, щойно як, як тільки.

Connective words can be used in complex (subordinated) sentence in the role of conjunctions of subordination often. In the role of connective words are used:

1) the pronouns: котрий, скільки, стільки, хто, чий, що, який;

2) the pronouns in connection with the prepositions: від того, від чого, за те, за що, через те, через це, через що;

3) the pronouns that are complicated with the particles: скільки б не, скільки не, хто б не, хто не, що не, щоб не, який би не, який не;

4) the adverbs: відколи, де, звідки (and the adverbs: відки, відкіль, відкіля, звідкіль, звідкіля (that have the same meaning as the adverb «звідки» (where from), коли, куди, як, чому;

5) the adverbs that are complicated with the particles: де б не, де не, звідки б не, звідки не, куди б не, куди не, як би не, як не.

There is the difference between connective words and conjunctions of subordination. Connective words, used in the role of conjunctions of subordination, are parts of the sentence.

Conjunctions of subordination only combine subordinate clause with the main. But conjunctions of subordination are not parts of the sentence. And one conjunction of subordination can be substituted by another conjunction of subordination. Look:

The connective word ***«що»*** (the pronoun ***«що»***) in the sentence «Вони привезли книгу, ***що*** купили у Києві.» / «They brought a book ***that*** they bought in Kyiv.» appears in the role of the object.

The conjunction of subordination ***«що»*** in the sentence «Подумайте про наслідки, ***що*** будуть після нашого повернення.» / «Think about results ***that*** will be after our come-back.» only combines subordinate clause with the main. But this conjunction of subordination is not a part of the sentence. And the conjunction of subordination ***«що»*** in the sentence «Подумайте про наслідки, що будуть після нашого повернення.» / «Think about results ***that*** will be after our come-back.» can be substituted by another conjunction of subordination ***«які»***.

The connective word ***«що»*** (the pronoun ***«що»***) in the sentence «Незабаром я вирішу, ***що*** б вам розповісти про наше місто.» / «Soon I will decide ***what*** to tell to you about our city.» appears in the role of the object.

The conjunction of subordination ***«щоб»*** in the sentence «Учитель попросив, ***щоб*** усі учні зайшли до класу.» / «The teacher asked ___ all pupils to enter the classroom.» only combines subordinate clause with the main. But this conjunction of subordination is not a part of the sentence. And the conjunction of subordination ***«щоб»*** in the sentence «Учитель попросив, ***щоб*** усі учні зайшли до класу.» / «The teacher asked ___ all pupils to enter the classroom.» can be substituted by another conjunction of subordination ***«аби»***.

The connective word ***«як»*** (the adverb ***«як»***) in the sentence «Нарікайте на себе, ***як*** що станеться.» / «You alone are to blame (you have only yourself to blame) ***if*** something happens.» appears in the role of an adverbial modifier.

The connective word ***«що»*** (the pronoun ***«що»***) in the same sentence («Нарікайте на себе, як ***що*** станеться.» / «You alone are to blame (you have only yourself to blame) if ***something*** happens.» appears in the role of the subject.

The conjunction of subordination ***«якщо»*** in the sentence «Вони Вам допоможуть, ***якщо*** це буде необхідно для Вас.» / «They will help you ***if*** it is necessarily for you.» only combines subordinate clause with the main. But this conjunction of subordination is not a part of the sentence. And the conjunction of subordination ***«якщо»*** in the sentence «Вони Вам допоможуть, ***якщо*** це буде необхідно для Вас.» / «They will help you ***if*** it is necessarily for you.» can be substituted by another conjunctions of subordinations: ***«коли»***, ***«як»***.

The connective word ***«як»*** (the adverb ***«як»***) in the sentence «Я подумаю, ***як*** би це краще зробити.» / «I will think ***how*** to do this better.» appears in the role of an adverbial modifier.

The conjunction of subordination ***«якби»*** in the sentence «Ти послухав би мене, ***якби*** до нас приїхав відомий співак?» / «Would you have listened to me ***if*** a well-known singer had come to us?» only combines subordinate clause with the main. But this conjunction of subordination is not a part of the sentence. And the conjunction of subordination ***«якби»*** in the sentence «Ти послухав би мене, ***якби*** до нас приїхав відомий співак?» / «Would you have listened to me ***if*** a well-known singer had come to us?» can be substituted by another conjunction of subordination ***«коли б»***.[1]

[1](Ukrainian conjunctions of subordination and connective words (that were used in complex (subordinated) sentences in the role of conjunctions of subordination) were given in the sentences above as examples and were distinguished with half-bold italic type and underlined. Corresponding to these Ukrainian conjunctions of subordination and connective words in the English language words were underlined too. Blank space in the English sentence was underlined because the Ukrainian conjunction of subordination ***«щоб»*** does not translate in that case into the English language).

Control questions / Контрольні запитання:

– What is the conjunction?

– What functions of the Ukrainian conjunctions are there? Name them.

– What groups according to their origin do the Ukrainian conjunctions fall into? Name them.

– Name непохідні (первинні) / underivative (primary) conjunctions.

– Name похідні (вторинні) / derivative (secondary) conjunctions.

– How to form похідні (вторинні) / derivative (secondary) conjunctions?

– On base of what parts of speech are formed похідні (вторинні) / derivative (secondary) conjunctions?

– What forms according to their structure can the conjunctions have?

– How many (and what) words contain one simple (простий) conjunction?

– Name simple (прості) conjunctions.

– How many words and how many parts contain complex (складний) conjunction?

– Name complex (складні) conjunctions.

– How many words contain compound (складений) conjunction?

– Name compound (складені) conjunctions.

– What groups according to mood of use in the sentence do the conjunctions fall into? Name them.

– Name одиничні (неповторювані) / single (uniterative) conjunctions.

– Name повторювані / iterative conjunctions.

– Name парні / of a pair conjunctions.

– What groups according to syntactic functions (by syntactic role in the sentence) do_the conjunctions fall into? Name them.
– What is the function of сполучників сурядності / conjunctions of co-ordination?
– What fundamental groups according to their meaning do сполучники сурядності / conjunctions of co-ordination divide into? Name them.
– Name сполучники сурядності / conjunctions of co-ordination.
– Name єднальні сполучники / copulative conjunctions.
– Name протиставні сполучники / adversative conjunctions.
– Name розділові сполучники / partitive conjunctions.
– Name пояснювальні сполучники / explanatory conjunctions.
– What is the function of сполучників підрядності / conjunctions of subordination?
– What fundamental groups according to their meaning do сполучники підрядності / conjunctions of subordination divide into? Name them.
– Name сполучники підрядності / conjunctions of subordination.
– Name причинові сполучники / conjunctions of cause.
– Name сполучники мети / conjunctions of purpose.
– Name наслідкові сполучники / conjunctions of result.
– Name умовні сполучники / conjunctions of condition.
– Name допустові сполучники / concessive conjunctions.
– Name порівняльні сполучники / comparative conjunctions.
– Name часові сполучники / conjunctions of time.
– What is the difference between connective words and conjunctions of subordination?

Control tasks / Контрольні завдання:

Вправа 1. *Вкажіть групи поданих сполучників за походженням.*

1. А. 2. Але. 3. Бо. 4. І. 5. Й. 6. Ні. 7. Та. 8. Чи. 9. Або. 10. Зате.

Вправа 2. *Вкажіть групи поданих сполучників за походженням.*

1. Чи. 2. Мовбито. 3. Немовбито. 4. Начебто. 5. Неначебто. 6. Тому що. 7. Через те що. 8. Щоб. 9. Якби. 10. Якщо.

Вправа 3. *Вкажіть групи поданих сполучників за будовою.*

1. А. 2. Але. 3. Бо. 4. І. 5. Й. 6. Та. 7. Що. 8. Як. 9. Або. 10. Аніж. 11. Зате. 12. Мовбито.

Вправа 4. *Вкажіть групи поданих сполучників за будовою.*

1. Немовби. 2. Немовбито. 3. Неначе. 4. Неначебто. 5. Ніби. 6. Нібито. 7. Проте. 8. Щоб. 9. Якби. 10. Якщо.

Вправа 5. *Вкажіть групи поданих сполучників за будовою.*

1. Для того щоб. 2. Завдяки тому що. 3. Незважаючи на те що. 4. Так що. 5. Тимчасом як. 6. Тому що. 7. У міру того як. 8. Унаслідок того що. 9. Через те що. 10. Як тільки.

Вправа 6. *Вкажіть групи поданих сполучників за способом уживання у реченні.*

1. А. 2. Але. 3. Зате. 4. І. 5. Й. 6. Однак. 7. Проте. 8.Та. 9. Або…або. 10. І…і. 11. Не то…не то. 12. Ні…ні.

Вправа 7. *Вкажіть групи поданих сполучників за способом уживання у реченні.*

1. Не то…не то. 2. То…то. 3. Чи…чи. 4. Чи то…чи то. 5. Коли.., то. 6. Якщо.., то. 7. Не стільки.., скільки. 8. Не тільки.., а й. 9. Не тільки.., але й. 10. Хоч.., але. 11. Чим.., тим. 12. Як.., так і.

Вправа 8. *Вкажіть групи поданих сполучників за синтаксичною функцією і за значенням.*

1. Ані…ані. 2. І. 3. І…і. 4. Й. 5. Не лише…а й. 6. Не тільки…а й. 7. Ні…ні. 8. Та. 9. Та й. 10. Також. 11. Як…так і. 12. А.

Вправа 9. *Вкажіть групи поданих сполучників за синтаксичною функцією і за значенням.*

1. Але. 2. Все ж. 3. Зате. 4. Однак. 5. Проте. 6. Та. 7. Або. 8. Або…або. 9. Не то…не то. 10. То. 11. То…то. 12. Хоч.

Вправа 10. *Вкажіть групи поданих сполучників за синтаксичною функцією і за значенням.*

1. Хоч…хоч. 2. Чи. 3. Чи…чи. 4. Чи то…чи то. 5. Не то…не то. 6. То…то. 7. Або. 8. Тобто. 9. А саме. 10. Цебто. 11. Чи. 12. Як-от.

Вправа 11. *Вкажіть групи поданих сполучників за синтаксичною функцією і за значенням.*

1. Бо. 2. В зв’язку з тим що. 3. У зв’язку з тим що. 4. Завдяки тому що. 5. Оскільки. 6. Тим-то. 7. Тому що. 8. Через те що. 9. Аби. 10. Для того щоб. 11. Затим щоб. 12. З тим щоб.

Вправа 12. *Вкажіть групи поданих сполучників за синтаксичною функцією і за значенням.*

1. Для того щоб. 2. Щоб. 3. Щоби. 4. Так що. 5. Так що аж. 6. Так що й. 7. Коли. 8. Коли б. 9. Раз. 10. Як. 11. Якби. 12. Як тільки.

Вправа 13. *Вкажіть групи поданих сполучників за синтаксичною функцією і за значенням.*

1. Якщо. 2. Дарма що. 3. Незважаючи на те що. 4. Нехай. 5. Хай. 6. Хоч. 7. Хоча. 8. Мов. 9. Мовби. 10. Мовбито. 11. Наче. 12. Начебто.

Вправа 14. *Вкажіть групи поданих сполучників за синтаксичною функцією і за значенням.*

1. Немов. 2. Немовби. 3. Неначе. 4. Неначебто. 5. Ніби. 6. Нібито. 7. Як. 8. Що. 9. Відколи. 10. В міру того як. 11. Доки. 12. З того часу як.

Вправа 15. *Вкажіть групи поданих сполучників за синтаксичною функцією і за значенням.*

1. Коли. 2. Ледве. 3. Після того як. 4. Поки. 5. Скоро. 6. Тільки. 7. Тільки-но. 8. Щойно. 9. Щойно як. 10. Як тільки. 11. В міру того як. 12. Незважаючи на те що.

Вправа 16. *Продовжіть речення.*

1. Звичайно я запізнююся на заняття тому, що... 2. Звичайно я не роблю домашнє завдання тому, що... 3. Я навчаюсь у Буковинському державному медичному університеті тому, що... 4. Я інколи пропускаю заняття тому, що... 5. Вулиця Руданського зелена тому, що... 6. Захра – моя подруга тому, що... 7. Деякі студенти мають окуляри тому, що... 8. Сомалійські дівчата завжди закривають своє волосся тому, що... 9. Я купую тістечка тому, що... 10. Деякі студенти не їдять свинину тому, що... 11. Деякі іноземці не їдять м’ясо тому, що... 12. Ми ходимо на заняття тому, що...

Вправа 17. *Продовжіть речення.*

1. Я ходжу на семінари, але... 2. Я хочу бути лікарем, але... 3. Я не їм свинину, але... 4. Я не знаю арабської мови, але... 5. Я люблю їсти морозиво, але... 6. Звичайно вранці я встаю о сьомій годині, але... 7. Я вмію готувати (я смачно готую), але... 8. Я люблю поспати, але... 9. Я люблю арабську музику, але... 10. Я вже добре читаю українською мовою, але... 11. Я вже добре говорю англійською мовою, але...

Вправа 18. *Дайте відповіді на запитання.*

1. Ви навчаєтесь на першому чи на другому курсі? 2. Ви живете на вулиці Головній чи на вулиці Руданського? 3. Зараз ви живете в Україні чи в іншій країні? 4. У вас велика

чи мала сім’я? 5. Ви навчаєтесь на першому чи на другому медичному факультеті? 6. Хто у вас вдома головний: тато чи мама?

Вправа 19. *Продовжіть речення.*

1. Я не знаю, що приготувати: перець чи... 2. Я маю хорошу подругу (хорошого друга) чи... 3. Моя рідна країна – Україна чи... 4. Наша група велика чи... 5. Я хороший студент чи… 6. Моя рідна мова – українська чи...

Вправа 20. *Продовжіть речення.*

1. Я люблю морозиво і... 2. Я купив брюки, шкарпетки, чоботи і... 3. Я знаю українську мову і... 4. Я маю сестру і... 5. У мене є два товариші: Ігор і... 6. Зараз на мені є такий одяг: костюм, сорочка і...

Вправа 21. *Поставте на місці крапок один із сполучників: і, а, але, чи, тому що.*

1. Я люблю смачно поїсти, ... не люблю готувати. 2. Я хочу зустріти моїх подруг: Ольгу ... Аліну. 3. Я вивчаю медицину, ... мій брат – журналістику. 4. Я допомагаю моїм одногрупникам робити домашнє завдання з української мови ... я добре знаю цей предмет. 5. Мій тато хоче купити машину, ... ще не знає яку. 6. Суніл їсть рибу, ... не їсть м’яса.

Вправа 22. *На місці крапок поставте один із сполучників: а, і (й), чи, але, бо.*

1. Я навчаюсь у Буковинському державному медичному університеті, ... моя подруга – у школі. 2. Ми ходили у парк... у кафе. 3. Я хочу подивитись фільм, ... не знаю який: індійський... сомалійський? 4. Вчора на семінарі мій товариш погано відповідав, … позавчора нічого не вчив. 5. Я не знаю, яким саме лікарем я хочу бути: терапевтом, педіатром... невропатологом. 6. Я їм усе: ... свинину, ... яловичину, ... рибу.

Вправа 23. *Дайте відповіді на запитання.*

1. Ви навчаєтесь на першому чи на другому курсі? 2. Ви навчаєтесь у медичному університеті тому, що хочете бути лікарем, чи тому, що так сказав тато? 3. У вас велика чи мала сім’я? 4. Ви добре навчаєтесь, чи не дуже (добре)? 5. Ви вже вирішили, яким саме лікарем ви хочете бути? 6. Ви любите вчитись чи ні?

Прочитайте текст. Дайте відповіді на запитання.

Я пішла у магазин разом із своїм товаришем і сестрами і купила там собі літню довгу голубу сукню. Ця сукня дуже зручна і гарна. А мій товариш купив собі дуже гарний дорогий сірий костюм. Цей костюм не дуже зручний, але він дуже гарний і виглядає дуже сучасно і дорого. Одна моя сестра, Ольга, купила собі коротку білу джинсову спідницю і чорні колготки. Інша моя сестра, Світлана, купила собі у магазині на розпродажі шубу і зимові чоботи. Ми всі зробили хороші покупки і були дуже щасливі.

Запитання до тексту

1. Хто розповідає цю історію? 2. Хто купив собі літню сукню? 3. Яка це сукня: довга чи коротка, голуба чи біла? 4. Ця сукня зручна чи ні? 5. Ця сукня гарна чи ні? 6. Хто купив собі сірий костюм? 7. Який це костюм? 8. Це дорогий чи дешевий костюм? 9. Цей костюм дуже зручний чи ні? 10. Цей костюм виглядає дорого чи сучасно? 11. Що купила собі Ольга? 12. Спідниця, яку купила собі Ольга, біла чи чорна? 13. Ця спідниця довга чи коротка? 14. Що ще купила Ольга? 15. Які колготки купила собі Ольга? 16. Хто така Ольга: вона моя подруга чи сестра? 17. Що купила собі моя сестра Світлана? 18. Де купила собі речі Світлана? 19. Світлана купила собі зимові чи осінні чоботи? 20. Ми були дуже щасливі тому, що зробили хороші покупки чи ні?

Прочитайте текст. Дайте відповіді на запитання.

Я знаю адресу моєї сестри, але не знаю адресу свого товариша Ігоря. Моя сестра живе на вулиці Руданського, 42, у п’ятому гуртожитку, у тридцятій кімнаті. Ігор не живе у гуртожитку. Він винаймає квартиру, але я не знаю, де саме. Напевне, він живе на вулиці Залозецького, а може, – на вулиці Герцена чи Кармелюка. Я інколи бачу його у цьому районі, але не питаю, де саме він живе.

Запитання до тексту

1. Яка адреса у моєї сестри? 2. Де живе моя сестра? 3. Яка адреса у Ігоря? 4. Де живе Ігор?

Прочитайте текст. Дайте відповіді на запитання.

Наша вулиця Руданського не широка, але і не вузька. Вона не довга, але і не дуже коротка. Тут є п’ятиповерхові, двоповерхові і одноповерхові житлові будинки, гуртожитки, зупинки автобусів і таксі, магазини і кафе. Наша вулиця не тиха, але і не дуже шумна. Вона зелена, тому що тут є багато дерев і кущів, які навесні і влітку зелені. Нам подобається ця вулиця. Тут ми вчимося і відпочиваємо, купуємо продукти, гуляємо і сидимо у кафе.

Запитання до тексту

1. Яка наша вулиця? 2. Наша вулиця широка чи вузька? 3. Наша вулиця довга чи коротка? 4. Наша вулиця тиха чи шумна? 5. Що є на нашій вулиці (на вулиці Руданського)? 6. Чому наша вулиця зелена? 7. Нам подобається ця вулиця чи ні? 8. Що ми робимо на вулиці Руданського?

Таким чином, оскільки сполучник є важливою складовою лексичної і комунікативної системи української мови, у процесі вивчення цієї частини мови іноземцям слід звернути увагу на групи сполучників, походження сполучників, будову сполучників, спосіб уживання сполучників у реченні, синтаксичні функції сполучників і на практичне засвоєння набутих знань. Послідовність вивчення тієї чи іншої групи сполучників повинна відповідати необхідності у повсякденному вжитку.

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Translation of Title, Author’s name, Abstract and List of refernces to author’s language

Сполучник як компонент активновживаного словникового складу української мови пострадянського періоду і як предмет вивчення іноземців

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Автор характеризує українські сполучники пострадянського періоду за їхніми функціями, структурою, походженням, способом уживання у реченні і значенням – з поясненням англійською мовою для іноземців. Автор також дає необхідні у повсякденному житті сполучники у *вправах.*

Ключові слова*: сполучник, група сполучника, походження сполучника, непохідний (первинний) сполучник, похідний (вторинний) сполучник, будова сполучника, простий сполучник, складний сполучник, складений сполучник, спосіб уживання сполучника у реченні, одиничний сполучник, повторюваний сполучник, парний сполучник, синтаксична функція, сполучник сурядності, сполучник підрядності, значення сполучника, вправа.*

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Союз как компонент активноупотребительного словарного состава украинского языка постсоветского периода и как объект изучения иностранцев

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Автор характеризует украинские союзы постсоветского периода по их функциям, структуре, происхождению, способу употребления в предложении и значению – с объяснением на английском языке для иностранцев. Автор также даёт необходимые в повседневной жизни союзы в упражнениях.

***Ключевые слова**: союз, группа союза, происхождение союза, непроизводный (первичный) союз, производный (вторичный) союз, строение союза, простой союз, сложный союз, составной союз, способ употребления союза в предложении, единичный союз, повторяемый союз, парный союз, синтаксическая функция, союз сочинения, союз подчинения, значение союза, упражнение.*

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The Preposition as a Component of Actively Common Lexical Composition of the Ukrainian Language of the Post-Soviet Period and as an Object of Learning of Foreigners

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Abstract

The author characterizes the Ukrainian prepositions of the post-Soviet period according to their structure, origin and sense relations that convey with different preposition constructions with explanation in English for foreigners. The author also gives necessary in everyday life prepositions in the exercises.

Keywords: the preposition, group of the preposition, origin of the preposition, underivative (primary) preposition, derivative (secondary) preposition, structure of the preposition, simple preposition, complex preposition, compound preposition, sense relation that convey with preposition construction, exercise.

Прийменник, з огляду на його маркувальну здатність, – важлива складова лексичного складу української мови пострадянського періоду. Вміння номінувати певні явища, давати їм характеристики, особливо на стадії вивчення мови, – необхідна умова висловлення власної думки, запорука комунікативної спроможності мовця. Тому знайомство іноземців з прийменниками з активновживаного складу сучасної української мови є важливою ланкою у процесі їхнього вивчення української мови. Актуальність вивчення популярних у вжитку українських прийменників для іноземців також полягає у необхідності засвоєння основних принципів морфології української мови і розподілу слів на частини мови, в отриманні навичок розпізнавання українських прийменників. Особа, що вивчає українську мову, повинна: а) розрізняти різні групи прийменників; б) формувати фрази з прийменниками, виявляти прийменники у реченні. Іноземцям також повинно бути запропоноване знайомство з мінімальною кількістю прийменників у процесі пояснення і засвоєння матеріалу як зі складовою лексичної системи української літературної мови пострадянського періоду.

Для отримання хороших результатів від виконаної роботи, особам, що знайомляться з українською мовою пострадянського періоду, слід дати певні методичні поради для кращого оволодіння матеріалом (уважно читати текст з поясненнями, ретельно аналізувати, старанно засвоювати отриману інформацію і застосовувати отримані знання на практиці).

Advice for a foreigner:

Try to read attentively the thesis «The Preposition as a Component of Actively Common Lexical Composition of the Ukrainian Language of the Post-Soviet Period and as an Object of Learning of Foreigners».

Pay attention to the characteristics of the prepositions.

Analyze, learn and memorize the given charts and rules attentively.

Educational aim:

To master the Ukrainian prepositions of the post-Soviet period. Your task is to study the given material attentively.

Comments to the Ukrainian Prepositions

The Preposition (прийменник)

The preposition is auxiliary part of speech that together with the nouns, pronouns and the numerals in form of the oblique case express (convey) subordinate relations between words (relations between objects or relation of an action, state or characteristic to the object) in the sentence.

The locative case uses with the prepositions always. The vocative case uses without the prepositions. Other oblique cases can be used and with the prepositions and without the prepositions.

Look at chart of use of some prepositions with forms of the oblique cases except the vocative case:

With the **genitive case** can be used the prepositions: без, біля, в (у), для, до, з (із), за, з-за, залежно від, з-під, коло, навколо, поперед, проти etc.

With the **dative case** can be used the prepositions: всупереч, вслід, завдяки, навздогін, назустріч, навперейми, наперекір, на противагу etc.

With the **accusative case** can be used the prepositions: в (у), за, на, крізь, об, по, поза, попід etc.

With the **instrumental case** can be used the prepositions: з, за, між, над, під, поза, поміж, попід, слідом за, у зв'язку з etc.

With the **locative case** can be used the prepositions: в (у), на, о, по, при, etc.

The prepositions together with the nouns, pronouns and the numerals in form of the oblique case can express:

1. Space (простір) (the prepositions: біля, в (у), вздовж (уздовж), від, до, за, з-за, зі, коло, над, під, понад, попід, поряд etc.): сидіти біля вікна, їхати на море, сонце над землею, розміщений поряд зі школою, йти зі студії.

2. Time (час) (the prepositions: до, з, за, на, перед, під час, після, по, слідом, упродовж, через etc.): через день, за п'ять хвилин вісімнадцята година, без п'яти хвилин дев'ятнадцята година, сидів до ранку, приїде через тиждень, робота на рік, упродовж весни.

3. Aim (purpose) (мету) (the prepositions: для, за, задля, заради, на, під, по): поспішати на побачення, зустрітися заради перемоги, іти по воду, прийти для написання контрольної роботи.

4. Cause (причину) (the prepositions: від (од), внаслідок, з, за, завдяки, зважаючи на, у зв'язку з, у результаті, через): зважаючи на обмежений бюджет, зважаючи на поважну причину, у зв'язку з відсутністю студента, у результаті перевірки, не побачив через проблеми із зором.

5. Condition (умову) (the prepositions: без, за умови, при, при нагоді): виконав без сторонньої допомоги, запитати при нагоді, розповість при зустрічі, поверне за умови порозуміння.

6. Method of action (спосіб дії) (the prepositions: з, із, по): поводитися з гідністю, відпочити з радістю, відповісти по правді, виконати по добрій волі).

7. Object (об'єкт) (the prepositions: за, з, зі, про): займатися за розкладом, розповідати про будинок, поздоровляти зі святом, привітати з одужанням).

8. Comparison (порівняння) (the prepositions: від, за): сильніший за брата, вищий від неї.

9. Quantity (кількість) (the prepositions: без, в (у), від, до, з, зо, над): вагою в (у) три тонни, ціною в (у) чотири карбованці, хлопців зо п'ять, думав з хвилину, сумнівався до п'яти років, над сто років.

10. Characteristic (ознаку): (the prepositions: з, зі, без, в (у), на): склянки зі скла, спеціаліст з фізики, підручник з математики, життя без віри, у срібній оправі, на новій тарілці.

As you see some prepositions (like без, від, до, з, за, на, під, по, у etc.) can be used not only in one case and together with the nouns, pronouns and the numerals in form of the oblique case convey more like one meaning.

The prepositions according to their origin fall into непохідні (первинні) / underivative (primary) and похідні (вторинні) / derivative (secondary).

The prepositions: без, в, від, для, до, з, за, крізь, між, на, над, о, од, під, при, у, через are непохідні (первинні) / underivative (primary).

Derivative prepositions are formed:

– by putting together a few prepositions: задля, заради, з-за, з-під, з-посеред, поза, поміж, понад, попід, посеред;

– by transition from other parts of speech to the prepositions:

– by transition from the nouns to the prepositions: внаслідок, в результаті, в силу, за допомогою, з метою, кінець, коло, край, круг, на шляху до, під час, протягом, у зв'язку з, у напрямі до, у разі, шляхом;

– by transition from the adverbs to the prepositions: близько, вздовж, відповідно до, внаслідок, всупереч, залежно від, замість, збоку, згідно з, навколо, навкруги, назустріч, обабіч, осторонь, після, поблизу, поруч, поряд, упродовж;

– by transition from the verbs to the prepositions: виключаючи, незважаючи на, завдяки, зважаючи на.

By their structure the prepositions can be simple (прості), complex (складні) and compound (складені).

Every simple (простий) preposition is one indivisible word: без, біля, в, до, коло, край, крізь, крім (окрім), між (межи), над, о (об), перед, під (піді), повз, при, про, ради, через.

Complex (складний) preposition contain a few parts, but one word: довкола, задля, заради, з-за, з-над, з-під, з-поза, з-поміж, з-понад, з-попід, з-посеред, навколо, обабіч, поблизу, поза, поміж, понад, попід, посеред, уздовж.

Compound (складений) preposition contain a few words: відповідно до, за винятком, залежно від, з огляду на, на відміну від, нарівні з, незалежно від, незважаючи на, поруч із, поряд з, у зв'язку з, у розріз з.

There is the difference between the combinations of the prepositions with the nouns and monotonous adverbs (one word) with such combinations (of the prepositions with the nouns). A person that learns the Ukrainian language must know about such difference. Combinations of the prepositions with the nouns have an object in form of the genitive case next to themselves. The adverbs, monotonous with such combinations (of the prepositions with the nouns), have not such object. Look:

The prepositions with the nouns	**The adverbs**
На зустріч (випускників).	Назустріч (один одному).
To the meeting (of graduating students).	To the meeting (of each other).
В бік (річки).	Вбік (дивився).

Towards (a river) side. (Looked) sideways.

З боку (родичів). Збоку (чулося зітхання).

From the side (of relatives). From the side (the deep breath was heard).

У слід (корабля). Услід (комусь) крикнути.

To the wake (of the ship). To shout after (one).[1]

[1]Combinations of the prepositions with the nouns and monotonous with such combinations (of the prepositions with the nouns) of the adverbs given in examples above were underlined.

Control questions / Контрольні запитання:

– What is the preposition?

– What functions of the Ukrainian prepositions are there? Name them.

– Name the prepositions that can be used not only with one case and convey more like one meaning.

– With what cases can be used the prepositions?

– What prepositions can be used with the genitive case?

– What prepositions can be used with the dative case?

– What prepositions can be used with the accusative case?

– What prepositions can be used with the instrumental case?

– What prepositions can be used with the locative case?

– What prepositions together with the nouns, pronouns and the numerals in form of the oblique case express space?

– What prepositions together with the nouns, pronouns and the numerals in form of the oblique case express time?

– What prepositions together with the nouns, pronouns and the numerals in form of the oblique case express aim (purpose)?

– What prepositions together with the nouns, pronouns and the numerals in form of the oblique case express cause?

– What prepositions together with the nouns, pronouns and the numerals in form of the oblique case express condition?

– What prepositions together with the nouns, pronouns and the numerals in form of the oblique case express method of action?

– What prepositions together with the nouns, pronouns and the numerals in form of the oblique case express object?

– What prepositions together with the nouns, pronouns and the numerals in form of the oblique case express comparison?

– What prepositions together with the nouns, pronouns and the numerals in form of the oblique case express quantity?

– What prepositions together with the nouns, pronouns and the numerals in form of the oblique case express characteristic?

– What groups according to their origin do the prepositions fall into? Name them.

– Name непохідні (первинні) / underivative (primary) prepositions.

– Name похідні (вторинні) / derivative (secondary) prepositions.

– How to form derivative prepositions?

– Name derivative prepositions that are formed by putting together a few prepositions.

– By transition from what parts of speech (to the prepositions) are made derivative prepositions?

– Name derivative prepositions that are formed by transition from the nouns to the prepositions.

– Name derivative prepositions that are formed by transition from the adverbs to the prepositions.

– Name derivative prepositions that are formed by transition from the verbs to the prepositions.

– What form according to their structure can the prepositions have?

– How many (and what) words contain one simple (простий) preposition?

– Name simple (прості) prepositions.

– How many words and how many parts contain complex (складний) preposition?

– Name complex (складні) prepositions.

– How many words contain compound (складений) preposition?

– Name compound (складені) prepositions.

– What is the difference between combinations of the prepositions with the nouns and the adverbs, monotonous with such combinations (of the prepositions with the nouns)?

Control tasks / Контрольні завдання:

Вправа 1. *Що (які смислові відношення) виражають подані прийменники разом із відмінковими формами іменників, займенників і числівників?*

1. Біля. 2. В. 3. Вздовж. 4. Від. 5. До. 6. За. 7. З-за. 8. Коло. 9. Над. 10. Під. 11. Понад. 12. Попід.

Вправа 2. *Що (які смислові відношення) виражають подані прийменники разом із відмінковими формами іменників, займенників і числівників?*

1. Поряд. 2. У. 3. Уздовж.4. До. 5. З. 6. За. 7. На. 8. Перед. 9. Під час. 10. Після. 11. По. 12. Слідом. 13. Упродовж.

Вправа 3. *Що (які смислові відношення) виражають подані прийменники разом із відмінковими формами іменників, займенників і числівників?*

1. Через. 2. Для. 3. За. 4. Задля. 5. Заради. 6. На. 7. Під. 8. По. 9. Від. 10. Внаслідок. 11. З. 12. За. 13. Завдяки.

Вправа 4. *Що (які смислові відношення) виражають подані прийменники разом із відмінковими формами іменників, займенників і числівників?*

1. Зважаючи на. 2. Од. 3. У зв'язку з. 4. У результаті. 5. Через. 6. Без. 7. За умови. 8. При. 9. При нагоді. 10. З. 11. Із. 12. По. 13. За.

Вправа 5. *Що (які смислові відношення) виражають подані прийменники разом із відмінковими формами іменників, займенників і числівників?*

1. З. 2. Зі. 3. Про. 4. Від. 5. За. 6. До. 7. З. 8. Зо. 9. Зі. 10. Без. 11. В. 12. У. 13. На.

Вправа 6. *Вкажіть групи поданих прийменників за походженням.*

1. Без. 2. В. 3. Від. 4. Для. 5. До. 6. З. 7. За. 8. Крізь. 9. Між. 10. На. 11. Над.

Вправа 7. *Вкажіть групи поданих прийменників за походженням.*

1. О. 2. Од. 3. У. 4. Під. 5. При. 6. Через. 7. Задля. 8. Заради. 9. З-за. 10. З-під. 11. З-посеред.

Вправа 8. *Вкажіть групи поданих прийменників за походженням.*

1. Поза. 2. Поміж. 3. Понад. 4. Попід. 5. Посеред. 6. Внаслідок. 7. В результаті. 8. В силу. 9. За допомогою. 10. З метою. 11. Кінець.

Вправа 9. *Вкажіть групи поданих прийменників за походженням.*

1. Коло. 2. Край. 3. Круг. 4. На шляху до. 5. Під час. 6. Протягом. 7. У зв'язку з. 8. У напрямі до. 9. У разі. 10. Шляхом. 11. Близько.

Вправа 10. *Вкажіть групи поданих прийменників за походженням.*

1. Вздовж. 2. Відповідно до. 3. Внаслідок. 4. Всупереч. 5. Залежно від. 6. Замість. 7. Збоку. 8. Згідно з. 9. Навколо. 10. Навкруги. 11. Назустріч.

Вправа 11. *Вкажіть групи поданих прийменників за походженням.*

1. Обабіч. 2. Осторонь. 3. Після. 4. Поблизу. 5. Поруч. 6. Поряд. 7. Упродовж. 8. Виключаючи. 9. Незважаючи на. 10. Завдяки. 11. Зважаючи на.

Вправа 12. *Вкажіть групи поданих прийменників за будовою.*

1. Без. 2. Біля. 3.В. 4. До. 5. Коло. 6. Край. 7. Крізь. 8. Крім. 9. Між. 10. Межи. 11. Над. 12. О.

Вправа 13. *Вкажіть групи поданих прийменників за будовою.*

1. Об. 2. Окрім. 3. Перед. 4. Під. 5. Піді. 6. Повз. 7. При. 8. Про. 9. Ради. 10. Через. 11. Довкола.

Вправа 14. *Вкажіть групи поданих прийменників за будовою.*

1. Задля. 2. Заради. 3. З-за. 4. З-над. 5. З-під. 6. З-поза. 7. З-поміж. 8. З-понад. 9. З-попід. 10. З-посеред. 11. Навколо.

Вправа 15. *Вкажіть групи поданих прийменників за будовою.*

1. Обабіч. 2. Поблизу. 3. Поза. 4. Поміж. 5. Понад. 6. Попід. 7. Посеред. 8. Уздовж. 9. Відповідно до. 10. За винятком.

Вправа 16. *Вкажіть групи поданих прийменників за будовою.*

1. Залежно від. 2. З огляду на. 3. На відміну від. 4. Нарівні з. 5. Незалежно від. 6. Незважаючи на. 7. Поруч із. 8. Поряд з. 9. У зв'язку з. 10. У розріз з.

Таким чином, оскільки прийменник є важливою складовою лексичної і комунікативної системи української мови, у процесі вивчення цієї частини мови іноземцям слід звернути увагу на групи прийменників, походження прийменників, будову прийменників, на смислові відношення, що виражаються прийменниковими конструкціями, і на практичне засвоєння набутих знань. Послідовність вивчення тієї чи іншої групи прийменників повинна відповідати необхідності у повсякденному вжитку.

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Translation of Title, Author's name, Abstract and List of refernces to author's language

Прийменник як компонент активновживаного словникового складу української мови пострадянського періоду і як предмет вивчення іноземців

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Автор характеризує українські прийменники пострадянського періоду за їх структурою, походженням і смисловими відношеннями, що виражаються різними прийменниковими конструкціями, – з поясненням англійською мовою для іноземців. Автор також дає необхідні у повсякденному житті прийменники у *вправах.*

Ключові слова: *прийменник, група прийменника, походження прийменника, непохідний (первинний) прийменник, похідний (вторинний) прийменник, будова*

прийменника, простий прийменник, складний прийменник, складений прийменник, смислове відношення, що виражається прийменниковою конструкцією; вправа.

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Предлог как компонент активноупотребительного словарного состава украинского языка постсоветского периода и как объект изучения иностранцев

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Автор характеризует украинские предлоги постсоветского периода по их структуре, происхождению и смысловым отношениям, которые выражаются разными

предлоговыми конструкциями, – с объяснением на английском языке для иностранцев. Автор также даёт необходимые в повседневной жизни предлоги в упражнениях.

***Ключевые слова**: предлог, группа предлога, происхождение предлога, непроизводный (первичный) предлог, производный (вторичный) предлог, строение предлога, простой предлог, сложный предлог, составной предлог, смысловое отношение, которое выражается предлоговой конструкцией; упражнение.*

L'Image De La Nationalité Des Phraseologismes Proverbiales Dans La Langue Ouzbèke

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(Les particularités nationals-culturelles dans les phraseologies proverbials français, ouzbèkes et russes).

Cet article est un petit extrait de ma thèse qui s'appelle «Les particularités semantiques, stilistiques et national-culturelles des unités phraséologiques proverbiales français, ouzbek et russse» où je compare les différentes caractèristiques linguistique. Dans notre recherche nous employons le terme «Des unités phraséologiques proverbiales ou bien les phraseologismes proverbials» oùnous incluonsles proverbes, les dictons, les apophtegme, les sentences, les adage, des locutiions qui s'emploient seulement au sens figurés. La thèse comprends de 4 chapitres il s'agie de la définition les phraseologismes proverbials en trois langues, de champ sémantique, de l'étimologies certains phraseologismes proverbials français, ouzbek et russe, des particularités nationals-culturelles et internatioanal.

Je propose cet article à votre décision pour que vous puissiez faire connaissance avec certrains phraseologismes proverbials ouzbeks, en lisant les matériaux ci-dessous vous pouvez jouir avec les coutumes, traditions, la mode de vie ouzbèque car comme dit Guillaume Penn, dans son ouvrage intitulé: Fruits de l'amour d'un père, dit : "La sagesse des nations est renfermée dans leurs proverbes; recueillez-les et apprenez-les, ce sont de bonnes leçons et des directions utiles dans le cours de la vie; ils disent beaucoup en peu de mots, épargnent la peine de trop parler, et dans bien des cas sont la réponse la plus propre, la plus significative et la plus sûre qu'on puisse faire aux gens".

A mon avis l'étimologies dys expressions, des proverbes est intéressants pour tous et j'espères que une série de tels unités phraséologiques révélant la nationalité ouzbèke ci-dessous vous interessent aussi. Comme dit Alain Ray "Le proverbe -c'est la richesse de la locition et de la phraséologie de le langue française».

Comme le résultat de la recherche nous avons élaboré le petit dictionnaire phraséologique proverbiale français, ouzbek, russe qui est publié à Tachkent.

Les phraseologies proverbials [1] nationals culturelles sont le paramètre de la culture, les coutumes des normes morales et esthétiques de la particularité, de la nation définie en particulier dans la comparaison de français, russe et ouzbek autrement dit ces nationalités sont la couche national de la paremiologie.Ces couches nationals paramiques sont exprimées plus vivement dans les points suivants :

La définition directe de la vie sociale politique et de la vie n'importe quel pays;

L'expression décrit des caractères inhérents de français, russe et ouzbeke;

La participation de la toponymie, la flore et la faune de la nation donnée;

Les traditions, l'action de la nation;

Litteraire est la valeur artistique de la langue;

Les unités fraseologique inhérent seulement aux Français, la mentalité du lexique, la grammaire. Ces unités A.G.Nazaryan [2: C. 64] appelait comme les unités idiomatiques.

Ayant lu des mots sages de Alicher Navoï "Tilga ikhtiyorsiz-elga etiborsiz" (sans désir vers la langue est sans attention vers le peuple) du livre "Moukhokamat oul-lougatayn" le savant français M.Bellin a remarqué dans le livre qui était écrit en 1861 l'acier la grande attention vers la langue maternelle aux patriotismes de Alicher Navoï: "…on ne peut pas contredire les avantages de la langue nationale” les ensouples a prouvé cela et c'est le début du patriotisme parmi le peuple [3: P. 3].

La langue ouzbeke est si riche qu'à sa possibilité d'exprimer les particularités culturelles par voie des mots, les propositions, les groupes de mots, les proverbes, les unités phraséologiques et les aphorismes il n’y a pas moins que dans le français et le russe. Le fondateur de la langue ouzbeke Alicher Navoï, en prouvant l'avantage et la richesse de la langue turque cite les exemples des mots, des ethnies turques par exemple: on exprime l'âge et la race des chevaux: *qulun, donon, tolan, tobuchoq, argumoq, yaka, yobu.*

L’écrivain ouzbek P.Kodirov dans son livre «Тилваэл» à la traduction «La langue et le peuple» a écrit: que l’écrivain français Françoie Rablé à son temps dans son oeuvre «Gargantua et Pantagruel» avait utilisé 153 aspects des jeux, 138 aspects des plats, 98 types des noms des serpents en français sont comparables avec “Moukhokamat oul-lougatayn” de Alicher Navoï. Alors l’étude de la comparaison de la langue ouzbeke et le français étaient données par la raison déjà aux XIV-XV siècles et elle complétait l'un d’autre.

Les phraséologismes proverbials exprime seulement la vie, le mode de vie, l’esprit et les traditions du peuple ouzbek sont la couche parémiologique nationale parmi les proverbes du peuple. Les particularités mentales des proverbes et les dictons qui appartiennent à cette couche sont liées la toponymie inhérent aux ouzbeks, la flore et la faune, le caractère du peuple ouzbek ainsi que dans la langue littéraire de la nation. Dans la langue ouzbeke il y a encore des parties qui n’ont pas étudiées,des proverbes et des dictons dans le dévoilement de leurs parties mentales. En les étudiant on se heurtent aux différents parties non identifiées.

Dans la langue ouzbèke existent les unités phraséologiques qui définissent les particularités nationales du peuple ouzbek et donnent la palette particulière à la langue ouzbeke qui passe d’une bouche à l’autre pendant les années.

Nous esseyons ci-dessous d’examiner une série de tels unités phraséologiques révélant la nationalité ouzbèke.

Les proverbes et les dictons qui sont liées avec les noms des vetêments nationaux ouzbèque.

Le proverbe “Bosh omon bolsa doppi topiladi – Si la tête est à sa place on peut trouver une calotte” - s’emploi comme une expression consolé, si quelqu’un a des problèmes, pour le réconforter on dit ce proverbe. Dans ce proverbe à notre avis le composant doppi - calotte est un composant qui exprime la nationalité ouzbèque car une calotte est un couvre-chef national ouzbek. Pour mettre “doppi-calotte” sur la tête d’abord la tête doit être raisonnable. On s’emploi comme les mots encourageant.

Dans le proverbe “Doppi ol desa bosh olmoq” si on dit prend la calotte on prend la tête - on peut remarquer double nationalité, le premier c’est le composant “doppi-calotte” et deuxièmement cet unité phraséologique montre le certain caractère du peuple ouzbek.

Le dicton “doppisini osmonga otmoq – *lanser sa calotte en ciel*” s’emploi quand quelqu’un est très content et dans cet unité aussi il y a le composant “doppi”. On peut citer encore quelque idiome avec ce mot.

L'expression «Atlasni kormoq bor, kiymoq yoq – *On peut voir atlas, mais on ne peut pas l'habiller*» a dérivé du proverbe nationalisé et changé comme l'atlas est les vêtements nationaux des femmes ouzbekes qui donne à ceux-ci la beauté et l'élégance.

«Bozchining mokkisiday qatnamoq - *marcher comme la bobine aller et retour*» - Bozchi - c'est le tailleur qui coud les vêtements de la cotonnette. La bobine de la machine à coudre du tailleur sans assez aller et retour, comme la personne qui est constant dans l'effort ou marche aller et retour chez quelqu'un ou quelque part. *Par exemple: Ses grands amis avec ses parents marchent comme la bobine aller et retour. Quelqu'un court pour les médicaments et qulequ'un d'autre était près du lit du malade.(Sh.Rachidov. Fort que de la tempête)*

"Tonini teskari kiymoq – Habiller son costume nationale à l'envers" signifie s'offenser, se chagriner. Nous ne pouvons pas utiliser un autre mot comme le costume, le manteau l'imperméable à la place de «to'n».

Dans les expressions suivantes se reflètent aussi les particularités nationaux culturelles: "ot tepkisini ot ko'taradi- un coup du cheval peut porter seulement le cheval, qoùyni boùriga topshirmoq, – passer le mouton au loup.

Les unités phraséologiques qui sont lié aux noms des produits d'alimentation et des plats. Dans chaque nation existent les plats nationaux qu'on mange pendants les siècles et par ces plats on révèle la nationalité. Par exemple: chez les italiens «spagetti» chez les kazakh «beshbarmoq, qimiz –lait du cheval» chez les Russes «borch» chez les arabes «kous-kous» chez les uygur «lagman» chez les coréens «khé» chez les oubeks «palov» sont considérés comme les plats nationaux. Peut -être selon cela on peut dire chez les ouzbeks «Mourir, mais en mangeant le palov», palov est un plat aimé par les ouzbeks. Par exemple; dans le proverbe – «oshing halol bolsa, kochada ich - si ton plat est nette, mange dans la rue sans inquiète» puisque palov est le plat national ouzbek et donne la signification qu'à la personne honnête sincère s'inquiète n'a rien.

"Kouningdan bir kun qolsa ham palov ye, pulindan bir pul qolsa ham palov ye – s'il y a un jour avant de mourir, mange le palov et si tu as ton dernier argent mange le palov, c'est pourquoi chez les ouzbeks pour les visiteurs au signent de respect on prépare le palov. Il existe beaucoup des proverbes avec le palov.

L'unité phraseologique qui est lié à ce plat «Chavla кetsa ketsin - obro ketmasin» est utilisé souvent dans le peuple à la rencontre de quelque visiteur respecté, cela signifie que l'hospitalité ouzbek expose tout devant le visiteur jusqu'à la dernière croûte et garder la dignité devant le visiteur. «Tolkon eb – suvga yubormoq» cette expression est appliqué à l'action très lente ou la personne lente. «Talqon» même un ancien plats ozbeks mais on peut s'étrangler avec les miettes du pain. Il se prépare dans la voie du pilage du pain rassis avec de blé de maïs et en poudre. Selon la recette des ancêtres du peuple ouzbek le pain rassis on met à la farine d'avoine et pile jusqu'à la volonté puis passent dans le tamis et ajoutent le sucre est utilisé avec du lait ou de l'eau.

Les personnalités historiques s'expriment avec leurs noms les particularités natsionals, culturelles.

De l'histoire on sait Makhmoude Gaznaviy qui était malfaiteur et la sangsue, le scélérat, il supprimait tout se fichait autour sur les peuples de l'Asie centrale il y avait d'ici une expression.

«Makhmoudning qadami yetgan joyda o’t osmas» avec cela s'exprimait la haine du peuple à lui la malediction et la méchanceté. ”L'herbe ne grandit pas où était déjà Makhmoud”.

Tchingizkhan ébranlait le monde en 1220 quand il a gagné l'Asie centrale et les territoires de l'Ouzbékistan y compris le peuple souffrait de lui. D'ici l'expression ouzbek «Bo’ji keldi, bo’ji keldi, Tchingiz bilan Jo’ji keldi ” quand le peuple vivait avec la crainte du carnage injuste de Mongol du joug, l'esclavage du peuple maintenant cette expression est utilisé en mettant les enfants au lit, pour arrêtter leur pleure disait- ana boji keldi, Bo’ji c'est le gin de sylvain, Jo’ji est le fils aîné de Tchingizkhan.

L'expression “O’tniki o’tga, suvniki suvga qoldi qatiqning puli”.L’histoire interassante s'est passé du mollah Nasriddina Afandi du héros ouzbek national. Une fois Afandi pour gagner sa vie achètera le kéfir a dilué avec l'eau, a commencé à vendre ayran et a gagné sur cela l'argent suffisant. Il a dépensé cet argent pour l'achat du kéfir, l’a mis à la poche intérieure en revenant chez soi lui est tombé à l'eau en passant le pont et tout cet argent qu’il a gagné a emporté par l'eau, excepté ceux-là qu’il a caché à la poche intérieure il restait à la place, alors Afandi a dit que l’eau est revenu.

Au proverbe suivant «Khoujaning qizi erga tekkuncha, tuyaning dumi yerga tegadi» apparaissent les particularités nationales à la distribution de la jeune fille en mariage. Chez les ouzbeks depuis des temps immémoriaux les khodja donnent leurs jeunes filles par la génération non notable et ne marient pas aussi les fils sur sont ordinaires des jeunes filles. Ils étaient considérés du sang bleu clair est le coutume ancienne.

«Bir yuzingni urishga qo'y, bir yuzingni yarashga». À ce sens il faut distinguer le sens des mots «urush» et «yarash». Dans ce proverbe ce mot a l'expression «gronder et la querelle.» Mais pas le cas de "battre", "la gifle" est en vue. À la querelle se tiens à la retenue, ne jette pas l'émotion, pense à l'extérieur qu'ensuite tu peux tomber sur cette personne.Le proverbe pareil “Ne ferme jamais à la force mais la porte tu peux passer là-bas. La retenue ouzbeke, le savoir-faire de se retenir dans la colère et la fureur.

“Ko’p og’iz bir bo’lsa, bir og’iz yo’q bo’lar” a fait l'attention à l'histoire de celui-ci les phraseologismes proverbials selon A.Mamatov dans d'anciens temps les philosophes de qui apportait la bande à chaque branche après eux suivaient et respectaient comme les plus sage. L’uns de ces groupes se réunissait de temps en temps dans quelque part et discutaient. Pendant ces conversations une personne était assise parmi eux et en se taisant observait les sages. Les sages ayant remarqué cela ont demandé: tu supplies toujours tu aussi en effet, un de nous le sage-philosophe donne ton opinion. Alors il a dit que je peux dire que vous tant me disiez beaucoup, il ne me reste comme accepter votre opinion en effet, on dit “Ko’p og’iz bir bo’lsa, bir og’iz yo’q bo’lar”.

Dans cette expression la nationalité se manifeste très profondément dans le caractère de la nation, être d’accord avec l'opinion générale, respecter la plupart soumission, l'accord se rencontre souvent dans la vie quotidienne du peuple ouzbek. Le variant: “Ko’p og’iz bir bo’lsa, bir og’iz yo’q bo’lar” cela signifie que si une voix contre la plupart est minime «Bir tovuchni ko’p tovuch yoq qilar » la majorité des voix absorbe une voix et les autres.

Les particularités nationales se trouve dans les faits historiques. Dans la langue ouzbeke il y a le proverbe «Souleyman est mort et les géants sont devenus libres» cette désignation mythologique, ici il y a le sens si les autorités sont partis, cela la liberté pour employeurs. C'est le proverbe est liée avec les prophètes de "Souleyman". Selon la légende le prophète Souleyman obligeait les géants à construire «Baytoul mouqaddas –Une maison sainte à Mekka» . Il se prolongeait le chantier lui fixement après chacune canne, aux géants de pouvaient s'opposer. Souleyman est mort, ils continuent à travailler jusqu'à ce moment-là quand le corps de Souleyman se n'est pas écroulé. Alors les géants se sont enfuit. Le nom «Suleyman» en ouzbek a la deuxième signification comme fort, haut, immense. *Par exemple: Vous ne marriez pas votre fille, vous la donnez à Souleyman.* On compare beaucoup les gens avec Souleyman.

«Dakkiyunousdan qolgan» - Detsy était le régent de l'ancienne Rome. Les Arabes le prononçaient comme Dakyonus. Les Ouzbeks disent Dakkiyunous. Dacca c'est comme idiot. Au temps de ce régent insolent parmi les savants se passaient les conversation sur la vie et la mort la discussion est arrivé à Dakkiyunous, il a recueilli tous les savants sur le conseil et a demandé : «je mourrai aussi ?, mon corps aussi on mettra par terre et il melangera avec la terre?». Les savants ont prêté l'oreille, personne n'a pas osé répondre. À la réunion étaient 7 collègues de la religion.Yamlikho, Machalino, Marnouch, Dabarnouchtch, Choznouch, Kachfittanous. Sur la question Yamlikho a répondu.« Chacune mort, se donne à la terre et vous quand l'heure arrive. Mais l'âme de l'homme est éternelle et selon les comportements dans ce monde il tombe au paradis ou à l'enfer. Ces idoles chez qui vous priez tout cela seulement les pierres, ils ne sont pas toutes-puissant. Dakkiyunous s'est faché et a crié de les arreter. Les sept ont commencé à se sauver avec l'aide de leur compagnon qui restait en dehors du palais on réussit sauver de la peur du régent. Ils se sont sauvés loin de Rome en craignant de regne vers les Alpes. Ils couraient ainsi et s'est endormi là. Quand ils sont arrivé ce regne-là est mort il y a 309 ans.

«Oynashmagin arbob bilan, arbob urar har bob bilan».Dans le khanat de Boukhara le chef du village appelaient arbob. Dans les kichlaks les employeurs prenaient le quart de la récolte, la moitié de la partie a l'autre partie rendaient à arbob, au propriétaire de la terre et l'eau le givre soumettant à cela était mis à mort il y avait d'ici ces proverbes à pour des mêmes jours c'est le proverbe a la même signification ne se mesure pas avec fort et avec ceux-là dans quelles mains le pouvoir en appelant à la prudence.

Les références

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Information-Psychological Security of the Person

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Abstract

Article is devoted to the dangers of information influence on the human psyche, carried out with the use of mass media and their social and psychological essence and functions implemented in the community.

Keywords: information and communication, information-psychological security of personality, psychological defense, manipulation

Understanding of information-psychological security as a condition of the individual security, a variety of social groups and associations of people from the effects capable of against their will and desire to change the mental state and psychological characteristics of the person, to modify his behavior and limit the freedom of choice has led to the need for rethinking the role of communication, communication, information exchange, as well as a number of other socio-psychological processes and phenomena in modern society.

However, the information and communication processes can be fraught with danger, representing a real threat to the development of the individual and society as a whole. Terms of radical reformation of society qualitatively changed the relationship between people, putting forward the relationship of competition, competition, and struggle in the leading place in the system of social relations. And this is reflected at all levels of social interaction - from interpersonal communication to mass communication. Competitive relationship, together with a positive impact on improving their large number of people the initiatives and activities have also led to a massive use of means and methods of information and psychological impact.

Manipulating people use various means and technologies of information-psychological influence has become quite commonplace in the everyday life of economic competition and political struggle.

Therefore, understanding the threats to information-psychological safety of the person, their mechanisms of action and possibilities of psychological protection is not only a theoretical problem but also the urgent need of social practice and everyday life. The basis of the book was a study of the current state of information-psychological safety and psychological protection of the person as a way of ensuring it, the results of analysis of data on the impact of information and psychological effects on man, a synthesis of domestic and foreign operations in the area. All this is to determine the direction and perspective of this study, which attempted to address the following key tasks:

1. To determine the current understanding of information-psychological safety of the person.
2. To highlight the threat information-psychological security of individuals and their primary sources.
3. To analyze the essence of psychological manipulation as a mechanism hidden psychological coercion of the individual.
4. To show that the mass distribution of psychological manipulation acts as the main threat to information-psychological safety of the person.
5. To describe the secret coercion of the person as a social and psychological phenomenon inherent in human social interaction in various spheres of social, cultural and historical conditions.
6. To define the content of psychological protection of the person, showing its systemic character, highlight and describe the structure of the basic elements - objects, subjects, methods, and the main directions of psychological protection of the person.
7. To show that the psychological protection of the individual is the primary way to ensure its information-psychological security.

At present, almost not questioned the fact that the person to realize their social behavior in the community needs a constant flow of information. The constant information connection with the environment, the social environment in which it operates as an active social subject, is one of the most important conditions for normal life. Termination of data communication can cause various mental abnormalities up to mental illness. Per person have a great impact not only constant information contact with the social environment, or lack thereof, but also the number, scope, content and structure of incoming and processed information (1).

The increasing complexity and dynamics of social processes in the society, the impact of ongoing social changes directly on a person's daily life makes it all the more dependent on the flow of messages of the mass media. Less information necessary for their social behavior and life in society, it can get, based only on their everyday experience. More essential social information it receives from television and radio programs, periodicals.

This is especially true in the formation of opinions on issues that are not reflected in his direct experience, for example, about the situation in other cities, regions, countries, political leaders, on the economic situation, etc. As many researchers have pointed out the man, his daily life is increasingly dependent on the mass media, which creates a no less important for him a kind of "second reality", "subjective reality" effect than the effect of objective reality (2).

Data impact on the human psyche, or in other words, information-psychological influence exerted on people during almost all their life. This exposed a person is exposed to a variety of situations. For their designations may use the following terms: "communication" or "communication situation", while emphasizing the leading role of information exchange, we will call them the information and communicative or information and communication situations.

In this case we use as the basic and generic concept - communication. This concept allows to cover all the diversity of situations in which a person influences the surrounding information environment of modern society. Under communication in social psychology refers to the transmission of information, messages, a variety of information. But in contrast to the communication, it can be a double-sided and one-sided. Communication is possible not only between individuals but also between man and machine, as well as inanimate objects and a variety of living organisms.

Often it is associated with indirect communication, that is, the transmission of information by means of technical devices, including the mass media - television, radio, press, etc. (3). The content of the communication process is basically an exchange of verbal and nonverbal information between people. Its main goal should be to ensure understanding of the information which is the subject of the exchange, ie, messages.

The social management communication is regarded as the exchange of information between people in order to identify problems and find solutions, the regulation of conflicting interests and interactions. In the communication process there are usually four main elements: the sender - the person generating the ideas or collecting information and transmitting it; message - the actual information itself is encoded using signs and symbols; channel - a means of transmission of information; recipient - the person to whom the information is intended, and which perceives and interprets it (4).

The sender and recipient may be referred to, respectively, as subject and object of communication. When they communicate with each other at the same time act as subjects and objects of communication.

Communicative situations in which a person is information and psychological impact, for the convenience of further review and our analysis it is advisable to somehow classify, ie to share the diversity of situations in certain groups. In the direction of communications and the ratio of their subjects and objects, you can share all the communicative situation in which a person is information and psychological impact on the three main groups.

In the first group it is advisable to select a set of communicative situations of interpersonal interaction, ie, those situations in which there is direct communication and exchange of information, as they say, "face to face", as well as indirectly (phone, mail, telegraph, fax, etc.). In these situations, a person serves both the subject and the object of communication, carried out a two-way communication process.

Interpersonal communication situations can be divided on the content and the nature of social relationships to the following: socio-political; professional and business; socio-cultural; family-related; social amenities; friendly; random. There are other classifications on other grounds, depending on the goals.

In the next group can enable communication situation, determined by finding the person as a part of a certain community of people, which is direct information and psychological impact of some of the communicator - a person or group (the speaker, the bureau and the like). Such situations may be designated as contact and communication situations. They carried out mainly by a one-way direct communication type "device - a community of people." This is - the situation meetings, meetings, meetings, events and shows, etc.

In the next group can combine the communicative situation in which the person affected by the means of mass communication. In these situations, we made a one-sided communication mediated by the type of "means of mass communication - people (audience)." They can be described as a mass communication situation. This is - the situation watching TV, listening to the radio, read newspapers, magazines, various publications, interactions with a variety of information systems, etc.

Mass communication is performed using special tools and training information transfer. These funds are referred to as a means of mass communication, mass media or mass media and used as synonyms. In addition, the periodicals as a whole sometimes called journalism. But usually understood by literary journalism journalistic activities in magazines, newspapers, radio, television (5). The content of this activity should be to collect, process and disseminate relevant, socially significant information (6). So, to better understand the dangers of information influence on the human psyche, carried out with the use of the mass media, it is necessary to dwell on their socio-psychological nature and functions implemented in the community.

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Information Security of Citizens as a Factor of Sustainable Development of Society

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Abstract

Article describes and analyzes the importance of the Information Security of Citizens. In the global information market every entity strives to be the industry leader in the production of information. In this context, the country adopted the national training program and the "Education Law". The rightful place of country in the global information technology market is important to build a society on the way to successfully eliminate a variety of threats and attacks.

The XXI century, their own information activities on the one, on the other is related to the use of this information. Currently, any expert information processing and communication of information through the media and tries to use it. Next time information as the factor determining the level of strategic direction and development of the state is developing. Globalization has accelerated the transition to the new informational society of societies. Information provided all the necessary products and services to consumers in the market, the production of many information industry has been known as the industry.

Or the global information market, not only consumers, but also strives to be the industry leader in the production of information. In this regard, the "information war" in conditions of security issues related to the new threats to the security of the population in this country there plays an important role in every aspect.

Information war carried out against our country's Internet portals and programs, as well as hacker attacks against attacks example may be the territory of different countries.

Today, the country's reputation in the world community based not only on its military and financial power to exploit the intellectual potential of other countries, as well as foreign countries to stop the cultural expansion of their national and spiritual values is reflected in the ability to encourage and promote the implementation. In the same context, it is permissible to interpret information may be the political capital of the nation.

Public-awareness events happened in the world information society, are factors, which play an important role in the background. These factors affect the development of the country to overestimate the role of education in shaping.

As the development of civilization, humanity do not have the information, knowledge, education, representatives of all the benefits of development cannot be deprived of the opportunity to fully enjoy them. Any shortcomings in the system of education and training not covered by all sections of the population, including persons with mental, intellectual and cultural crisis that this, in turn, will lead to information security, as well as the negative impact on the sustainable development of the country.

In this context, the country adopted the national training program and the "Education Law" On integral based on the principles of continuity and higher general and professional culture, creative and socially active, independent of socio-political life, the right to know will have the ability to obtain future functions and staff unable to resolve to push forward with a focus on the formation of a new generation is important.

The rightful place of country in the global information technology market and to build a society on the way to eliminate a variety of threats and attacks successfully.

The organization of educational process in higher educational institutions of the country pays special attention to this issue. For students in the social sciences and humanities facing the world and the events taking place in the country, to acquaint himself with the patriotic upbringing of the person carrying out the development of analytical thinking plays an important role in providing information and psychological security.

Intentions, wishes instability, uncertainty as to the objectives in relation to other ideas intolerance, impetuous youth of the more common features. These benign tumors and in consultation with the father and mother of the young men and older men, thinking not, but the desire to find people like him. According to the young age of social affiliation and their holiday, begin to unite groups that meet the needs of the communication process.

In principle, such a specific cultural groups, and installation (instruction), and values, "us" and "them" psychological that factors are based on the idea of representing the conflict that is beginning to take shape.

Initially, between generations, the "we" of young and "they" cloaked seen a great difference between people. Such contradictions teenage boys or listen to different music, speech and literary language-specific jargon in the process of making a variety of expressions that do not support the latest fashionable clothing is characterized by almost harmless actions. This time, young adults out of a desire to stand out. However, later, the young people will feature renewed dissidence. Destructive ideas, ideology and propaganda and fully formed in the minds of young people with the skill to take their critical and analytical information as a result of extremist and even terrorist groups, associations may occur. Pro-extremist youth "us" and "them" divide people on the basis of the concept of young people who are not now plays a leading role values.

"Why is the influence of extremism and destructive ideas of young people are often prone to fall?". Social, political scientists carrying out research in the field of psychology say the yacht will be actively promoting the ideas of the youth consciousness as a result of a specific type of extreme form. This has exaggerated nature before the age of reason on the blind pursuit of the objectives of extremism (bigotry), and not recognizing the fact that the difficulties of escape nihilism (all kinds of norms, principles and laws to deny) is described as bright.

A variety of objective and subjective factors may reduce or increase youth awareness. For example, an informal association socially acceptable activity of the youth in the positive direction of the view that they can create the conditions necessary to achieve full compliance.

It should be noted that all of the destructive influence of the ideas of young people. Because most of their history and cultural heritage, preservation of the environment being carried out on the socio-cultural and educational programs will participate.

However, the unstable recruitment of young people and can easily be integrated, undermine the work towards the prevention of destructive ideas cannot be understood.

Based on the destructive ideas of youth protection, social and psychological need to give special attention to the formation of behavior. Behavior without being dogmatic nature, the development of social, biological, psychological and political factors that affect.

This behavior is to create a model of socio-biological, psychological effective use of the items. A person with a specific individual psychological characteristics of unhealthy social environment complement each other, their mutual compatibility and enables young people to be influenced by destructive ideas. Behavior of young people formed the ideological content consumer culture should not immunity level is seen as the main reason for the appearance of the effects of their destructive ideas. Juniors, young men and women in the effects of destructive ideas and recommendations of measures aimed at protecting the social and psychological development of the individual, psychological, age, sex, regional, demographic, psychological characteristics should be taken into account. Changes in the psychological defense mechanisms of the formation of age is closely related to the nature of the youth of the period of validity of a psychological defense mechanisms to be adopted depending on the characteristics of a person plays an important role in the psychological forms of protection. At the same time the micro and macro environment, youth cannot adapt to the social and psychological aspects to improve the chances of their destructive and groups subject to minors.

Education and training not only in the process of human knowledge, skills, and improving the skills, but also to give attention to the formation and development of its properties expedient. For this purpose, critical thinking, reflection and to the implementation of measures aimed at developing the means and methods to overcome the psychological manipulation and its impact on young people develop the necessary skills to study the major tasks of the current period, which should be given attention.

Destructive ideas of the youth-person psychological and social determinants be subject to a comprehensive study and prevention of different types of hidden young people have a tendency to lean to conduct a special program of social and psychological development of young Russian researchers noted S.Smirnova`s[1] destructive ideas on the one hand be subject to a variety of adverse social factors on the other hand can lead to destructive social and psychological potential of a person. At the same time the influence of destructive ideas of the reference socio-psychological determinants that lead to a reduction of the implementation of the identification and correction of differentiated Deviation of youth behavior will serve as a basis for effective prevention. In this process, the role of information huge.

At present, a wide range of spiritual and moral renewal of the society, carried out reforms aimed at tolerance at a time of social and psychological attention to the implementation of the necessary measures. At the moment, various youth and social values opposite effect. In terms of the public perception of the younger generation taking into account the positive life values can be selected doubts, show them the right way in this regard, parents, teachers, in general, the duty of the specific experience of the older generation.

In general, the process of globalization and human development of content-oriented information environment of the twenty-first century, going all the important tasks facing the state and society.

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Multicultural Education
as a Significant Factor of Effective Intercultural Interaction

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Abstract

The article deals with the issue of multicultural education, the realization of becomes important for the individual's intercultural competence formation (including intercultural communicative competence). The importance of taking the foreign experience of multicultural education into account by Ukraine has been underlined. An important characteristic feature of the early 21st century is the enforcement of the interaction and interdependence of states and people with a view of mutual culture enlargement. Under these circumstances the problem of tolerant coexistence of different ethnic and social communities is realized by scholars worldwide, as there are practically no monoethnic states in it.

Key words: multicultural education, intercultural communication, intercultural communicative competence.

Conceptions, ideas, beliefs, norms, roles, values, that is cultural codes being common to different regions, countries or cultures, have a direct impact on the behavior and activities of their representatives and in major cases do not coincide. It is differences in the content of their cultural codes that are often the cause of arising interethnic problems, conflicts and misunderstanding. Differences in regulatory and value framework, ways of behavior, traditions and customs, dimensional and time paradigm, verbal and non-verbal communication, prevailing modes of thinking, cultural and linguistic world pictures often arouse misunderstanding in the process of intercultural interaction.

Ukraine, being a multicultural society, requires a new conception of the world, aimed at integrating cultures and nations, their further convergence as well as cultural enrichment. The neglecting of national and ethnic peculiarities of the population enables tension and conflict situations in relationships, which may be observed nowadays. Hence, it is very important to consolidate efforts to find constructive mechanisms of tolerant unity of human communities, their mutual understanding and cooperation in order to preserve cultural diversity as an essential tendency in the human development. In this context the experience of many foreign countries, among which, to our way of thinking, the experience of cultural interaction in the USA deserves the first place, is very interesting. This country differs from average multicultural nations in a range of peculiarities, one of which is the fact that cultural interaction was not within an individual ethnos, but within immigrants – descendants of different countries, representatives of various cultures. On the territory of the country there live national minorities and as a result of constant mass immigration new ethno-cultural groups are formed.

National and ethnical relationships among the representatives of different cultures are historically connected with solutions of the problems concerning residence and development, territorial issues, language, existence, culture preservation, etc. National relationships are observed in various kinds of social relations: political, spiritual, and economic. In other words, social and ethnic aspects of life of nations as well as national relations are fundamentally connected. For effective cultural interaction under the conditions of a multinational country it is necessary to have knowledge about the social structure of the society, the mentality of the nation, national and speech as well as behavior etiquette of ethnos, the availability of intercultural competence.

The USA is the country that has undergone durable trials in search of the most optimum ways for providing cultural interaction. The policy of multiculturalism became the most modern response to the cultural diversity at the end of the 20th century in the USA [1].

In the USA cultural pluralism is understood as the availability and recognition of free existence and development of different ethnic cultures, being a part of a single national community. The aim of multiculturalism is to create an open society, in which the representatives of all groups (social, cultural, ethnic) have possibilities of self-development, self-actualization with the preservation of unique cultural origin.

Multiculturalism is considered to be a democratic policy of solving the problem of cultural and social diversity in the society, which includes educational, linguistic, economic and social components and has specific mechanisms of embodiment. Educational component is represented by multicultural education [2]. Multicultural education is usually interpreted as that one, which facilitates the formation in a person of the readiness for activities in a modern socio-cultural environment, preservation of personal identity, aspiration for respect and understanding of other cultural communities, the ability to live in peace and harmony with representatives of various racial, ethnic, cultural, religious groups.

The necessity of tolerant coexistence of large and small ethnic and national communities evokes the need of a new system of education, which will enable to take into consideration national (ethnic) divergences and will include various types, models and valuable pedagogical orientations, adequate to the world outlook as well as inquiries of various ethno-cultural population groups. The necessity of an adequate reflection of these ideas in education is an objective need of multinational states.

It is important to emphasize that the USA pays great attention to the issue of multicultural education. It refers to both multicultural education and pupils' education in secondary schools and higher education establishments. Multicultural education in America has a status of the state educational policy and it is set forth at the legislative level (Bilingual Education Act), (Education for All Handicapped Children's Act), (Mckinney-vento Homeless Assistance Act) and others.

The issue of multicultural education is discussed by leading educational organizations: the National Council for the Social Studies – NCSS, the National Education Association – NEA, the National Council for the Accreditation of Teacher Education – NCATE and others. In 1990 there a special professional organization was set up – the National Association for Multicultural Education – NAME, there are research institutes, scientific associations holding annual national and international forums and conferences on the issues of multicultural development; many enterprises hold special training and consultative centers for the formation of tolerant attitudes of cultural differences of colleagues. Among the US universities, on the basis of which the centers of multi-cultural researches are set up, the leading ones are Washington, Wisconsin, Massachusetts, American Indian, Californian, Huston universities as well as the University of San Diego.

Multicultural education provides the formation of intercultural competence and ability to intercultural communication. Intercultural communication is to be considered in two aspects: a) as an ability to identify cultural appurtenance, providing for the knowledge of a language, values, norms, modes, standards of behavior of another communicative community; b) as an ability to achieve success, having contacts with the representative of another cultural community with only even the shallow knowledge of basic cultural elements of their partners, yet with the sufficient level of empathy maturity of an individual. It is the second variant of intercultural communication that one can come across more often while communicating.

Resulting from this understanding of intercultural communication content, the following features of the level of its development can be distinguished: psychological readiness to cooperation with the representatives of other cultures; openness to get to know another culture as well as to perceive psychological, social and other intercultural distinctions; ability to differentiate between the collective and individual in communicative behavior of the representative of other cultures; possession of a set of current communicative means; ability to change behavior modes of communication depending on a situation; observance of the etiquette norms in the communication process; and readiness to overcome social, ethnic and cultural stereotypes.

Thus, intercultural communication is considered to be a process of interaction between the representatives of different cultures, in which cultural distinctions that significantly affect the consequences of communication are manifested directly or indirectly.

Successful intercultural communication at an individual or professional level is impossible without the organized intercultural competence. Competence is understood as a comprehensive personal resource, which is a product of studying/ teaching and socialization, a coefficient of erudition, a guarantee of active capacity and competitiveness of an individual. Hence, a competitive person is an individual, active in his professional field (group, team, society), competitive in the labor market who worthily presents himself, his organizational structure, state, who is regarded and respected.

Thus, communicative competitiveness is an integrated formation of an individual, being a result/ product of studying and socializing of an individual, achieved through interpersonal communication, exchange of information, and productive interaction with the social setting at the level of individuals/ groups/ professional teams, provides for a cognizant choice of behavior modes/ an integrated strategy as well as being displayed by the culture of communicators.

Generalization of scholars' researches results (M.Bennet, O.Leontovych, A.Sadokhin etc.) gives the grounds for considering intercultural communicative competence as a collection of socio-cultural and linguistic knowledge, communicative abilities and skills, due to which an individual can successfully communicate and interact with natives of other cultures at all levels of intercultural communication. This is a complex of skills that allow adequately assessing a communicative situation, applying verbal and non-verbal means for communicative intentions as well obtaining results of communicative interaction in the form of feedback.

Intercultural communicative competence envisages an ability to overcome misunderstanding arising in the process of interaction, to explain mistakes of interaction, desire and readiness to discover new things, to obtain knowledge about another cultural reality and possibility, and while operating this knowledge to penetrate into another culture, to interpret and correlate phenomena of native and foreign cultures, to establish and maintain connections between native and foreign cultures, to critically judge native culture, understanding peculiarities of another one, showing curiosity and openness towards other people, readiness to accept different opinions, to overcome ethnocentric principles and prejudices.

Summing up, the formation in the process of multicultural education of intercultural competence (including intercultural communicative competence) of specialists is a necessary condition for successful intercultural interaction in multiethnic surroundings.

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«Children at Risk» Concept and Main Theoretical Approaches to It

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Abstract

The author of the article has considered the term «children at risk» and its synonymous terms «difficult», «troubled», «conflicting», «maladjusted», «educationally neglected», «in unsafe social conditions», «in complicated life circumstances», «from problem families» used in scientific psychological and pedagogical literature of Ukraine, Russia, the UK and the USA. Risk is a situational characteristics of problem activity bearing the uncertainty of its consequences, when both ups and downs are the possible options. The concept of «at risk group» is based on the concept of «risk». «Children at risk» is a collective term that designates a category of children whose social status has no stability because of certain background arisen in their lives as a result of adverse external factors, who practically cannot overcome their difficulties themselves.

Keywords: children at risk, social exclusion, deviation, influence, difficulties.

The purpose of this article is to analyse the definition of the category of «children at risk» provided by different scientists, as well as factors affecting the emergence of the category.

The worsening of social and economic situation in Ukraine has led to the number of children «at risk» being increased. The children of «risk» is the category of children that due to certain circumstances in their lives is more than any other category exposed to negative external social influences, causing their maladjustment. Children «at risk» require special attention from teachers, educators, social pedagogues, social workers, and other professionals. Problem children without classical forms of malformation experience learning difficulties, are subject to social exclusion, are the potential violators of public peace causing social and legal problems in a society. The latter allows us to consider them as a group of social risk.

Russian researchers I. Dementieva and L. Olifirenko, T. Shulga [1], Ukrainian researchers I. Kozubovska and G. Tovkanets [2], G. Zolotova and S. Kharchenko [3] and others define children «at risk» are those: 1) who have problems in the development without clearly expressed clinical and pathological characteristics; 2) with peculiar deviations in character, psycho-pathological-like behaviour, emotional impairment; 3) showing social, psychological and pedagogical maladjustment; 4) who for various reasons are left without parental care; 5) are neglected pedagogically, come from unhappy, conflicting, a-social families (in terms of alcohol addiction, drug addiction, mental illness, etc.), families in need of social-economic and social-psychological support. The Russian scientist N. Rychkova [4] refers to this category the children: 1) who are in conditions of deprivation; 2) with complicated mental and psychosomatic diseases, heredity; 3) with hyperdynamic syndrome; 4) under overly-control of parents, relatives or caregivers.

The Russian scientist M. Galaguzova claims that the following groups of factors get children into the group of «risk»: – medical and biological (health, hereditary and congenital properties, disturbances in mental and physical development, etc.); – social and economic (family financial problems, family unfavourable psychological atmosphere, immoral lifestyles of parents, inability to live in a community, etc.); – psychological (self non-acceptance, neurotic reactions, emotional instability, difficulties in communication and interaction with peers and adults, etc.); pedagogical (unconformity of curricula content, children's learning environment and children's psychological and physiological characteristics, etc.) [5, p.91].

Many children have a temporary behaviour deviations that can be easily overcome by the efforts of parents and teachers. But some children's behaviour goes beyond the acceptable misbehaviour and educational work with them does not bring the desired success. These children are referred to as «difficult». These children not only have no interest in learning and school, can not find a common ground with others, but also systematically carry out various acts of hooliganism, offences, do not respond to comments. These children mostly do not hide their antisocial behaviour (smoking, drinking alcohol, petty thefts, impudence, violence, etc.). Most juvenile offenders are believed to be «difficult» children in the past. Not all of «difficult» children have the same difficulties. Difficulties of «difficult» children are caused by three main factors: 1) educational neglect; 2) social neglect; 3) health deviations.

Educational neglect is one of the most common deviations in children's and adolescents' development associated with peculiarities of the social situation of their development. This situation is characterised by a predominance of authoritarianism in the upbringing and educational environment, in its inconsistency, instability, low dynamics towards the child and the child's weak activity in interaction with the environment. All these hinder the development of subjective personality traits of children and adolescents creating passivity, inertia, irresponsibility of the child's personality. These circumstances disrupt identification and personalization processes of the child's personality. On the one hand, the child cannot be «like everyone else» (due to specifics of individual personality characteristics), on the other hand, all child's attempts to prove oneself are socially disapproved and are manifested in undeveloped self-concept, inadequate self-esteem, lack of skills of reflection.

The main difficulty in the development of at-risk children is the violation or lack of interpersonal and emotional relations inside the family, of child-parent relationship, which in turn lead to various violations in: – affective sphere – disorders reach depression, uneasiness and high level of anxiety, neurotic fears, decrease of emotional background, low self-esteem; – cognitive sphere – disorders are associated with delay of intellectual development, difficulties with concentration and switching attention, poor performance, poor memory; – behavioural sphere – disorders are displayed in delinquent and anti-social behaviour, asociality, aggressiveness, lack of need of relationships with peers, displaying sexual behaviour; – physical development – disorders are characterised by the low weight, small stature, unkempt appearance; – relationships with peers – the child does not strive to communicate, can be antisocial, aggressive, displaying sexual behaviour [6].

The UK has a long established tradition of social and legal protection of children and prevention of child abuse, as well as a significant scientific contribution into this issue presented by the works of famous scientists [7; 8; 9]. The concept of «child abuse» was formulated in the UK in the 80s of the XIXth century and includes: physical abuse, emotional abuse, sexual abuse, inadequate care (neglect). The British scientists have identified a list of deviations in behaviour to indicate that the child is being neglected or abused: – child constant vigilance; − avoidance of adults; − unwillingness to communicate; – direct hostility, aggressive attitude to peers; − escape from home; – inadequate emotional reactions, frequent crying; − sexual in nature actions; – sleep disorders, recurrent nightmares, etc. [10]. They see the biggest risk for the formation of the child's personality in unfavourable family conditions and note that, unfortunately, the number of such children increases.

Social work with children of displaced people, migrants who have suffered from military actions has become urgent in the UK, countries of Western Europe, as well as in Ukraine [11; 12]. These children are likely to be living in poverty, are exposed to other risk factors. Their situation can be considered as a difficult life situation. In the psychological practice it is defined as a temporary event in the life cycle that generates emotional tension and stress; obstacles in the implementation of important life goals, which cannot be handled using traditional means.

American scientist Larry Cuban [13], discussing the origin of «at risk» concept states that its description can be traced back almost to 200 years when members of the New York Free School Society asked the state legislature to establish a school for children from impoverished families. Cuban explains that, for almost two centuries, poor children, who were often non-white and from non-dominant cultures, were perceived to be «at risk» because of the financial drain they posed to the larger society [14]. In the US educational literature [15] the following terms have been used to describe at risk people: disadvantaged, culturally deprived, with low ability, alienated, low-performing, etc. Educators frequently use the term «at risk» to describe students who are at risk of dropping out of a secondary school, who are not acquiring the skills necessary for successful transition into the work force, to define students with learning problems, limiting the future career choices. Contrary, psychologists, social workers, and counsellors often use the term to describe children with the potential of emotional and behavioural problems to be developed. Some US researchers investigating the problem argue that to some extent all the children are «at risk». Others emphasise that some children are exposed to risk more than others because the «at risk» group includes children who have: limited abilities; low self-esteem; clearly defined behavioural problems; experienced trauma or were the victims of violence. The thirds state that the «at risk» group is to list the child's environment (community, neighbourhood or school, etc. with an increased risk). Still others define the following risk factors: – family poverty, low level or lack of education of parents, multi-children family, lack of own housing, incomplete family; – dependence of a family on the social support, unemployment; – family dysfunction; – parental mental illness, parents' drugs or alcohol addiction; – brought up in a family without good family model; – abuse or neglect experienced by father/mother (both) in their childhood; – isolation caused by lack of friends; lack of good family relations. The US researcher Jeffries McWhirter describes that the «at risk» term is used «to denote a set of presumed cause-and-effect dynamics that place the child or adolescent in danger of negative future events» [16].

Based on the data of many authors, as well as on the results of our own research, we came to the conclusion that different names highlight different points of view on this category of young people, what in turn determines the different methods of work with them.

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Special Didactic Literature of the Late XIX Century and the Early XX-th Century: Problems of the Content

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Abstract

The formation of the national specialized didactic literature in the second part of the 19th and at the beginning of the 20th century took place simultaneously with the creation and development of didactical principles. Translated books played a great role in this process. They were based on the texts of famous foreign pedagogues, the first additions of pedagogical readers, compelative didactical literature of the national authors. In the article the creation process of pedagogic manuals for teachers in the second part of the 19-th century and at the beginning of the 20-th century is analyzed; and national authors' specialized literature, mainly interpreted from the foreign sources is analyzed in particular. On the whole, the level of the development of didactic problems was insufficient. Only in the 80 -90-s of the XIX-th century the national theory of teaching and learning was partly able to get rid of the blind borrowings from foreign didactics and the process of creation educational manuals by national authors finally has started.

Problem statement. In the second part of the XIX-th century and at the beginning of the XX-th century in the domestic didactic literature there had been reflected the process of gradual formation of the theory of the organization of learning process and the content of the didactic training of professional teachers. At the same time, neither the level of the development of these problems nor the approach to it could be considered as sufficient and integrated. The essence of the theory of learning and its general principles were interpreted according to the individual general pedagogic ideas of the authors and their attitude to the foreign experience, and on their adherence to a certain tendency in the development of the didactic thought.

General analysis of the last research and publications on the problems of vocational training of teachers for schools of that time testifies that the experience of creation of the special literature for the future specialists was not investigated and was not generalized theoretically, and the professional literature on the problems of didactics and historical aspects of creation manual literature did not become the subject of systematic research.

The *purpose of the article under consideration* is the analysis of the process of creation of pedagogic manuals for teachers in the second part of the 19-th century and at the beginning of the 20-th century, special literature by the domestic authors, mainly interpreted from foreign sources.

Being at the initial stage of the formation in the middle of the XIX-th century, the domestic special pedagogical literature did not contain the appropriate analysis of problems of didactics. The reason was insufficient general level of development of pedagogical knowledge. Even in Western Europe mainly practical problems of the correlation of education and learning process were being developed. At the same time, there had risen the demand for creation of the pedagogical theory. Even J. Khomensky stated that he is "… in search of a true way of teaching which is based on firm principles". Similarly, I. Pestalozzi in his "Memorial" claimed that he would like somebody to be able, in the few, but convincing words, to specify major principles of education which should be well known to everyone.

The situation changed considerably only at the time of E. Kant, I. Fichte and I. Herbart. Initially in Germany, later in other countries, the pedagogy gradually changed status: from practical discipline, recommending by its form, it gradually transformed into a science. In his book "The General Pedagogy Originated from the Purposes of Education" (1806) I. Herbart emphasizes the importance of these transformations: "Apparently, it would be better, if pedagogy could be supported by its own concepts and could create its own opinions; hence becoming the center of a certain sphere of research and not running a risk of being subjugated to some extraneous force, as a secondary or minor field of study. Pedagogy is a science essential to the tutor himself. Pedagogy is both a science and art, but you can learn this art only after you have learnt the science through hard mental brainwork... As science, Pedagogy depends on practical Philosophy and Psychology. The former indicates the purpose of education, the latter specifies the way to the goal, the means of its achieving and the obstacles on the way. The scientific Pedagogy, first and foremost, should establish the purpose and the means adapt to it" [2, p.20, 26].

A severe obstacle on the way to obtain some information about the level of development of didactic thought abroad was its inaccessibility for domestic teachers. The first researcher of the theory of Pedagogy in Russia P.G. Redkin claimed that such information was dispersed in different foreign (mainly German) editions, or it was presented in arbitrary or spontaneous ways. It was difficult to receive some necessary information. Moreover, it was not easy to analyze the process of formation and development of a concrete didactic problem. Simultaneously, the reason of some essential difficulties was due to the fact that didactic knowledge was reflected in the materials in a close connection with the development of the history of schooling, philosophical, ethical, general pedagogical problems, and other problems of education as well [10].

At the same time, in Russia there was an urgent requirement for theoretical generalization of the foreign experience in the field of education, the adaptation of these ideas on domestic soil and creation of their own theory of learning. Sociopolitical changes in Russian Empire during the period prior of the reforms stimulated an interest in the foreign experience of the rational organization of educational process. The first steps in acquainting the domestic teachers with achievements of new pedagogy of the West European countries and in creation of methodology of domestic pedagogy and didactics as well were carried out by P.G. Redkin.

Popularizing some ideas of foreign pedagogy, P.G. Redkin greatly influenced the domestic scientists in their attitudes to theoretical problems of pedagogy during the later period. But his interpretation of foreign original works and didactic references did not provide the reflection of the complete concept of the authors, and contained only separate major ideas with his own comments as translator or editor. The above stated fact proves the inaccuracy of these translations and their insufficient veracity.

It goes without saying, that the best example of the exact translation of the pedagogical book from the original was the translation of "Great Didactics" by J.A. Khomensky (1877) which was carried out directly from its Amsterdam edition of 1657 and was edited by the author. It is one of the first and the most exact and unabridged editions of this work. In his review of it S.I. Myropolsky indicates the most valuable aspects of the work: it was written by a Slav. In the conditions of orientation of the pedagogical literature of that time to German didactics the above stated fact was especially important as far as it provided more democratic and liberal approach to the solution of problems of the organization of learning process contrary to the pedantry and accuracy of all recommendations of German teachers. In the second part of the XIX-th century the severe regulations suitable for the conditions of German school and the level of professional preparation of German teachers could not be put into practice in Russian schools in the similar form. Moreover, it could not produce expected results. The scale of the problems which are discussed by J.A. Khomensky in his work imposes its special, universal value. For this reason it is recommended as "the essential book for every intellectual teacher".

Some works by Pestallozzi were translated into Russian in 1805, and later they were published in several volumes in the edition by K. Tikhomirov and A. Adolf under the title of "Pedagogical Library" (1893, 1899 and 1909). Nevertheless, the translations did not give a complete representation of the didactic heritage of the outstanding teacher, being performed quite professionally though. First and foremost, domestic teachers were interested in the methods of elementary school which was based on the principles of the development. Methodologists F.I. Busse, O.G. Obodovsky, M.M. Timayev, K.F. Svenske and many other methodologists of the second part of the XIX-th century who were the representatives of the so called ‘advocatism’, became the followers of Pestalozzi. Among them there was K.D. Ushinsky, the founder of the idea of pedagogical anthropology.

Russian teachers were able to get acquainted with A. Disterwegs works only in 1913, when K. Tikhomirovs publishing house presented a special edition of the first part of "Manual" with K. Vakkers preface. The translation was carried out by O.F. Gretmanan. Experts admit that in this translation there had been a number of discrepancies in surnames; the essence of some didactic terms was interpreted incorrectly (the term of "presentation object" was interpreted as "sensual perception"); for religious and political reasons considerable denominations had been admitted; special comments of the editors presented some interference into the to the text [5, p.60].

An important role in getting acquainted the pedagogical public with the best works of foreign authors belongs to the edition, printed in 1872 by G.M. Peskov under the title of “The Collection of Translations on Pedagogy, Didactics and Teaching Methods" [13]. The problem was that the translation of some texts in the edition didn’t correspond to the original. In particular, the most interesting from the didactic point of view articles from the book by A. Disterweg "The Manual for Professional Training of German Teachers" were issued in fragments. Similarly, fragments of works of several different authors with a common theme were collected under one title. What is more, it was difficult to get acquainted with the contents of the book about the achievements of foreign pedagogues even in such a primitive form because the edition by G.M. Peskov almost immediately became a rarity [13].

"The Collection of Translations on Pedagogy, Didactics and Teaching Methods" under the edition by Pertsev (1872) had the same structure and similar shortcomings [14]. Therefore, it could not meet the requirements of domestic teachers for trustworthy information about methods and educational theories in foreign countries.

In fact, the works under consideration were translations of works by representatives of old German Pedagogy and Didactics focused on recommendation character and empiricism in the organization of learning process. Following the way of imitating foreign experience, domestic teachers couldn't help taking the extremities into their practice quite implicitly. K. D. Ushinsky, M. O. Korf and V. Yermilov stated that some authors followed the way of compilation: "Transferring of German pedagogical ideas to our soil were carried out inconsiderably. We have taken from them almost everything, not adjusting foreign material to our national requirements. Instead of introducing some proper principles and the general approach of Western pedagogy into our schools, we have adopted all inadvertences of their teachers "[6, p.182].

"Methods of Elementary Education in their Historical Development" by F. Dittes, translated by Zapolsky and Kirpotenko (1876) is the most successful attempt to acquaint teachers of national school with German Didactics apprehended by domestic authors. The reader gradually reaches understanding of modern doctrine about principles of education and bringing up young generations; and the historical comprehension of Didactics becomes an essential condition of proper perception of modern ways of teaching, especially for their further development.

A special feature of the work by Dittes is the appropriate estimation of the contribution of Slavic pedagogue J.A. Khomensky. Being not only of theoretical character, the book contained a number of quotations from his works. In the review of the translation of the book, C.I. Miropolsky states that "... from the point of view of the German teacher, it is already some kind of self-sacrifice and courage for until now all modern pedagogical development boiled down exclusively to Pestalozzi and his German followers" [8, p.41].

The contents of the book is divided into two sections: the General Didactics (school as a general educational public institution, its major principles, tasks and forms, the importance of elementary education, general educational and educational character of national school, discipline; main principles of learning at national school) and Special Didactics (historical aspects of teaching of particular subjects, demonstrational teaching methods at elementary school). The model of this most sufficient manual including works by Dittes which had been unknown for readers in Russia for a long time, it is possible to realize all inadvertences of compilation literature, especially, if it is translated from another language. Despite the efforts of the translators to make the contents consummate, it turned out to be rather diverse (from the sufficient to totally inaccurate). They failed to make the exact translation of the book. The translation is either arbitrary or sometimes it looks like text processing.

Due to this situation, it can be concluded that Russian practical teachers had no possibility to get acquainted with the best achievements of foreign didactics in details because of insufficient quantity and poor quality of the translation: the information they got was incomplete, distorted and therefore not applicable for practical use. Only some editors and translators (as in the case) tried to change this objective situation by the adaptation of the material of the original to the conditions of native school by adding the text some instructions about Russian pedagogical editions, curricula and programs in particular.

According to S. Miropolsky, the experience under consideration, in general, leads to some negative conclusions: "Analyzing the history of national school, teaching methods and didactics in their historical development, we study only foreign borrowings; Russian school, Russian experience in didactics and teaching methods do not exist for us, Russian people; we do not know our past – isn’t it very sad? Don’t we really have the history of our own school and education? Of course, we do! A thousand-year-old country should have the history of its own school and education; but so far, there haven’t been volunteers to work in this field of our past, and it is high time there were some" [8, p.41].

One of the most popular books in Russia at that time was the book by the Czech teacher G. A. Lindner "The General Doctrine about Teaching", translated by the director of Teacher's training institute in Hlukhiv O. Biliavsky (1887). The author gives names of his outstanding predecessors: Khomensky, Pestalozzi, Disterveg, Tsiller, Kherr, Dittes, Schwarz, Nimayer, Dinter and Dentsel. Thus, the essence of the book can be defined as a generalization of the best world didactic experience. Lindner introduces into his book the chapter under the title "The Logic Preconditions to the Doctrine about Teaching. Didactics and Propaedeutics". The principles of logic are revealed here, though without interrelation with didactic problems. The chapter "My Own Doctrine about Teaching" contains the parts: "About the Subjects of Teaching", "Learning Process", "General Methods (methods, forms, ways of teaching)," The Principal Reading Rules", "About the Person of the Teacher and Place of Studying ". Linder focuses his attention on bringing up the students as a powerful educational means, in other words he calls it “indirect education" [7, p.3].

“General Doctrine about Teaching" by G.A. Lindner was an attempt to unite the ideas of the new and old Didactics. In his book the author introduces the elements of the organization of the essence of teaching, but absolutely ignores lesson problems. Thus, the requirement in new aspects is partially satisfied, but obsolete things continue dominating. Obviously, the approach, offered by Lindner, was suitable for readers of his time, – the work by Lindner was the most known and popular in the 80 – 90-s in the XIX-th century.

“The Sketch of the General Pedagogy" by Professor of the University of Strasbourg T. Tsygler translated from German by M. Yefremova in the edition by M. Likhariov was published in 1903. In spite of the fact that problems of the General Pedagogy are considered in his book, the author offers his own approach to the organization of the content of school education. T. Tsygler does not perceive school education as the concept in its initial meaning: "Not education but only preparation to education can be provided by school, because of its sketchy character; the person reaches the integrity of his outlook all by himself later; an individual should to be working and as a result he or she can become an educated person" [16, p.85]. Consequently, the author supports the philosophy of school, but not as a separate subject. "The philosophical subject, – underlines Tsygler, – consists in a teaching method, not in its content; it is in a method of teaching and the personality of the teacher who should pose every respect by integral outlook and life comprehension" [16, p.87]. Obviously, it is connected to the requirement not to offer the child a considerable quantity of versatile knowledge in order not to ruin a single whole; at the same time the concentration of the content of study should not be artificial, and partitioning where it appears to be necessary is something that ruins internal interconnections. The real concentration of the essence of a teaching material is provided by teacher's personality and philosophical spirit of study. With the purpose of to strengthening integrity and sequence of teaching learning material Tsigler insists on teaching of Logic as an independent subject, but without "boredom and monotony". In his book "Sketches of the General Pedagogy" he offers for the teacher a summarizing chapter in his "Plurality and Singularity" where the principles of the science are highlightened [16, pp.84-89].

The ideas of the new 'herbart-tsiller' pedagogy were highlightened in a well-grounded book by O. Wilmann "Didactics as a Theory in its Relations to Sociology and Education"[1]. It contained some translations of works by V. Rein, O. Friekk and others.

The translation of "The Didactic Catechism" by the German author Otto Friekk, carried out by D. Korolkov in 1900 and published in the appendix to a Circular of the Moscow Teaching District, turned out to be an original encyclopedia of 'herbart-tsiller' pedagogy. Unlike many previous translation editions, the book introduced new progressive ideas developed by such representatives of this trend as T. Tsigler, V. Stoj, V. Rejn and others. Special attention in the book was paid to the problems of techniques, the organization of the content of a teaching material and a lesson itself [15]. Simultaneously, it is necessary to admit that the language and terminology, its saturation with general didactic concepts without any illustrations made the book too complicated and theoretical and hence not applicable to be used in practice.

The book "Pedagogy" by German authors Ostermann and Vegener was published in 1900. Translated by S. G. Jakovenko, it was introduced as a manual for teachers' training seminaries in Prussia but it was successfully used by separate professors while training domestic teachers. It is natural, under the conditions of absence of accurate system of a teaching Pedagogy and Didactics, laconism and logic of the works by the German authors were taken into consideration. The translation included only the first volume of this edition with considerable reductions of the material. The rules of the organization of learning process were revealed in a formal way and in general they could be used in practice. In fact, the amount of didactic problems was limited by the editors.

V. Rejn, the adherent follower of “herbart-tsiller” pedagogy, issued the book under the title of “Some Sketches of Pedagogy" which was translated from German by J.L. Raichinstain and was issued by the Ukrainian teacher S.A. Ananjin in Kyiv in 1913. It was a summery of a three-volume book "Radagogik in sistematischer Darstellung", published in Germany in 1911-1912. The didactic part of it, actually, represents 1/3 of its volume and includes some general characteristic of "the science about teaching", "the theory of the curriculum" and problems of introducing school subjects and "the theory of abilities". The author emphasizes that teaching should be integrally interconnected with bringing students up; it should be used in practice; and provide "... mastering of certain knowledge and skills which will help the pupil in his further vital struggle" [11, p.46]. The author considers Didactics as "means of bringing students up" and traditionally divides it into the general and subjective. The General Didactics deals with the following problems: the goal of learning as "the development of will from intellect through the medium of interest"; the choice of learning; the interconnection between its separate parts; learning material development [11, pp.47-48, 50]. Special attention of the author is paid to the problem of interest in learning. It is regarded as "objective perception" and as "subjective sympathy" (empathy) from the pedagogical and psychological points of view. The author characterizes "the curriculum" through basic requirements to its construction [11, p.64].

The lists of references recommended by authors of separate manuals for didactic preparation of teachers reveal general orientation of domestic pedagogues of 70-80-s on the compilation of foreign didactic works and imperfection of this kind of literature [3, 9, 12].

In conclusion, special pedagogical literature of the second part of the XIX-th century and the beginning of the XX- th century is represented by translations of the books by separate personals, special didactic literature by foreign authors, didactic manuals created on the basis of foreign analogues or with the use of the separate borrowed ideas. In general, the level of the development of didactic problems was insufficient. Only in the 80 -90-s of the XIX-th century the domestic theory of teaching and learning was able to partially get rid of the blind borrowing of the ideas from foreign didactics and the process of creation educational manuals by domestic authors finally started.

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STRUCTURAL AND FUNCTIONAL MODEL OF MASTERS' PROFESSIONAL TRAINING AIMED ON EDUCATIONAL MEASUREMENT PROGRAM AT PEDAGOGICAL UNIVERSITY IN CONDITIONS OF STUDENT-CENTERED APPROACH

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Summary. *This article describes the structural and functional model of masters' training in educational measurement program at the pedagogical university in conditions of student-centered approach. There are counted units it consists of and revealed the content of its components. There is shown the interrelation between components and also the logic and structure of their placement. We have also lead the expression of such terms as «pedagogical model», «professional training», «educational measurement». Given the specificity of masters' training in educational measurement program, a semantic content of certain structural elements of the model was detailed.*

Key words: *master, professional training, model of masters' training, educational measurement, student-centered approach.*

Formulation of the problem. The process of implementing educational measurement practices in Ukraine has extremely actualized the problem of training highly qualified specialists in this field. Increasing problem in such experts was caused by all out realization of the External Independent Testing, massive introduction of testing technologies in educational process in all levels of scholastic institutions, conducting monitoring studies in education, using of tests for staff recruitment by employers and others. Most people, who work in this area, have got specialized higher education and have no training in educational measurement.

Analysis of recent studies and publications. Analysis of learned treatise proved that the attention of researchers is centred on such aspects of professional training of specialists in the branch of education as methodological foundations of modern educational philosophy (V. P. Andruschenko, I. A. Ziaziun,

V. H. Kremen), problems of continuous professional education (S. Yu. Honcharenko, N. H. Nychkalo, S. O. Sysoieva), higher pedagogical education (V. I. Bondar, A. A. Bulda, O. V. Hluzman , V. I. Lugovyi, V. K. Maiboroda), masters' training in different branches (I. I. Drach, V. A. Bereka, S. V. Burdina, R. A. Heiserska, A. N. Svietlousova, I. V. Sharan). Regarding the masters of educational measurement, the various aspects of their training outlined in scientific quests O. V. Avramenko, Yu. O. Kovalchuk, L. O. Kukhar, R. J. Rizhniak, V. P. Sergiienko and others.

The aim of the article is to reveal the components of structural and functional model of masters' professional training aimed on educational measurement program at pedagogical university in conditions of student-centered approach.

Presentation of the main material. Modeling in education plays an important role and takes one of the most significant part of scientific pedagogical researches. Right a model of an object or phenomena can show its approximate predicted growth and the possible consequences of it.

Developing structural and functional model of masters' professional training in educational measurement at pedagogical university in conditions of student-centered approach, we were guided by the laws of dialectics, the principles of science, logic, integrity and reliability, and also used a number of terms, including pedagogical model, professional training, educational measurement and student-centered approach.

Following the definition of E. O. Lodatko "*pedagogical model* is a mental system that simulates or reflects certain properties, features and characteristics of the research object or the principles of its internal organization or functioning and it is presented as a cultural form inherent to peculiar sociocultural practice" [2, p. 108]. Pedagogical simulation is a complex process and it requires a compliance with necessary rules. According to the V. Maslov [4], the main purpose of modeling is creating a working analogue as close to the existing original as possible, while the model should reproduce the most complete picture of perfect process (object) that is systemic in nature. It means that it is necessary to know and consider features that are innate for systems. Among these features are: structuring, hierarchical pattern (subordination), interinfluence and quality correlation between the components of systems (subsystems) and systems of more general level, tendency to the primary chaotic state and the presence of such a component that stabilizes namely management system. Developing the educational models it is viable to take into account such their features as integrity, completeness, insularity, limitation, informativenes and cultural correspondence; stability, adaptivity, controllability; purposefulness, uncoiling, feasibility; adequacy, relevance, validity and evidence. [2]

Considering the concept “professional training” we refer to the scientific research of I. I. Drach who explains this definition as continuous ad controlled process of gaining personally-subjective professional experience to create professional competence [1, p. 129]. The process of masters training concearning educational measurement must be an entire system that takes into account the trends and regularities of contemporary development of education, necessary requirements to the content of professional competence required for successful professional fulfilment, permanent growth and improvement of professional and personal qualities. And it is promoted with a new paradigm of higher education – student centered approach, which is based on the idea of raising students' suitability for employment (employability). The key concepts of the new educational paradigm are learning outcomes and competencies over the definition and wording of which should work all stakeholders: universities, graduates, employers, professional organizations and others. [7, p. 16 - 19]

Another concept which is worth to be determined to understand the specifics of the developed model is an “educational measurement”. It has been widely used in Ukraine actually since the beginning 2000 (the introduction of the External Independent Testing, participate in international and national monitoring studies, etc.). According to statements given by us in one of the previous publications [3], we use the following interpretation of the term “Educational Measurement is a scientific knowledge which examines the history, theory and method of developing and applicationing tools for measuring educational achievement in all areas of application mathe-statistical analysis of the results of measurements and their interpretation”. Thus, a specialist in educational measurement should have deep knowledge, understand in details, to be able to apply appropriate, analyse and evaluate basic concepts, principles, fundamentals, history, current status and trends in the processes of evaluation, testing, monitoring in education; consciously act in their professional activities; own professional and personal qualities that provide the availability of critical thinking, information literacy, creativity, the capacity for communication, collaboration, reflection and more.

Considering the above, we have developed a training model that consists of three parts: purposeful, content-operational and effective. Each of the blocks has components that come logically from each other and which are placed in hierarchical sequence.

The first block, purposeful, reflects the metatask - to form a masters’ willingness in educational measurement to professional activity. It consists of a target and motivational components.

Target component is a fundamental backbone concerning the model, because all the other components will be directed to the aim achievement, that is the final result, on which is directed the hypothetical model, striving for the ideal, system. As a result, after the goal achievement, ultimately we will have prepared a competent professional, competitive specialist in today's job market, who has deep professional knowledge and skills, who is able to solve professional tasks and problems, ready to work individually and in a team, has formed professional competence and a system of personal values and important for our job qualities, who will meet his professional and personal potential and needs of society in the field of educational measurement. Defining the goal of preparation, in our opinion, is preceded by an analytical study of the labor market and awareness of training relevance. Achieving the goal as the final desired outcome of functioning of created model is a long-term process that has certain stages and conditions.

Therefore it is important to formulate tasks, the implementation of which will influence on the quality of the final result. The main tasks of the professional training of masters of educational measurement are:

– to form general, professional and substantive competences;

– to highlight and enhance personal and professionally-important features;

– to motivate to be successful in professional activities.

The second component of purposeful block is the motivational one, which includes:

– to determine needs (both applicants and employers);

– to formulate motives and incentives for studying (professionally oriented work, analysis of the contingent of applicants and students);

– to formulate motives and incentives for job matching one's qualification (analysis of statistical data on target employment of graduates).

Motivational training component is responsible for formation of stable internal system which makes undergraduate of educational measurement interested in studying and acquisition of knowledge, skills and competences. Until he becomes successful and has a job matching his qualification, and what is the most important, until the systematic development of personal and professionally-important qualities which are required in order to reach the highest level of professionalism, to studying through the whole life and to self-development.

The next block is content-operational one, it is the core of the model. This block is realized using following components: organization, theory, content and technology.

The first unit in the structure is organization, because it helps to identify subjects and objects of training and conditions in which they interact. It means that resource-organizational and psycho-pedagogical conditions in which interaction between subjects occurs (undergraduates, academic staff: teachers, curators of coursework, curators of pre-graduation coursework or research work, production practical training or prospective employers) and objects (university, production practice bases, potential places of employment including the Ukrainian Centre of

Educational Quality Evaluation, the regional centres of education quality evaluation, departments, centres, laboratories of education evaluation or laboratories of education quality monitoring of schools or local authorities, staff of various departments of state and private type of ownership.

But it should be noted that we try to take conditions out of the list of constituents, because they permeate whole content-operating unit.

The next unit of this block is the theoretical one. It includes 3 components: regulatory and legal principles, didactic principles and theoretical framework.

Regulatory and legal principles unite main and basic documents which regulate the process of training of maters of educational measurement at European, state and region levels. Those documents are: The Constitution of Ukraine, Education Act, Higher Education Act, Act on Tertiary Education, decisions of Cabinet of Ministers of Ukraine, orders and letters of the Ministry of Education and Science of Ukraine, internal orders of universities and rules of entering (admission).

Didactic principles describe the laws, principles, modern educational ideas that create the basis for the training of future specialists in educational measurement. During the search phase of the pedagogical experiment we concentrated our attention on various traditional and modern teaching principles. Since the student-centered philosophy of teaching is widespread, we should highlight next didactic principles: scientific, systematic, consciousness of studying, the unity of concrete and abstract component, stability and reliability of knowledge, unity of research, teaching and learning and educational activity of students, principle of professional independency and mobility.

We think that didactic principles help to separate general teaching approaches to the organization of the educational process. In the terms of the analysis of the scientific literature we've discovered that the best approach for the modern paradigm of professional training of masters is competency approach with components of systematic, student-centered, reflective and acmeological approaches. We think that this complexity provides the efficiency and effectiveness of the educational process and its compliance in the world of changing requirements of our society.

This component is also determined by scientific and theoretical principles of training. Those principles are: measurement theory in education, education quality monitoring, methodology of ranking in education, expert evaluation etc.

Following the principle of consistency, the next component is the content.

It is extremely important because it reflects the process of formation, development, improvement, sometimes even adjustment of the content of professional competence.

Its first component is design and planning, which includes information about educational qualification characteristics (description of requirements for professional skills, knowledge and abilities of a person who graduates), curriculum (which includes the content of training, the list of standard and optional subjects) and diagnostic tools (where the amount of necessary knowledge and skills are recorded). In addition, this component includes curriculum, work and training plans of disciplines. Projective-planning component is responsible for the correct planning of the educational process, which depends on its efficiency and effectiveness.

The next one is competency-productive component. According to the terms of student-centered approach basic definitions of the educational process are competencies and learning outcomes. In the work of specialist in educational measurement, we can highlight following areas: managerial, analytical, creative and pedagogical. According to these areas the scheme of educational process results was developed. In order to succeed graduates should learn subjects curriculum: “Fundamentals of educational measurement”, “Scientific bases of designing tests”, “Testing in the field of HR-management”, “Technology of Distance Education and Testing”, “Mathematics and Statistical Methods in Educational Measurement”, “Education Policy”, “Monitoring Educational Quality”, “Cognitive psychology and psychometry”, etc.

The final part of content-operating block is the technological one. Educational and practical component describes goals of studying (training), content, forms of organization, methods and tools. Main features of masters' training in educational measurement program are the diversity of applicants according to the area of previous degree and age factor. Thus, forms methods and tools of studying must be predicted. We should consider the combination of philosophical-humanitarian and applied mathematical training. Also we should pay attention to some aspects of the concept of lifelong studying. Educational-practical component is probably the most important in terms of providing efficiency of the final result of specialists in educational measurement.

Evaluation-correcting component of technological part requires an effective system of monitoring educational quality and efficiency diagnosis of the educational process. It allows us to manage the educational process and to make adjustments if necessary. Very important aspect of this component in the terms of training masters in educational measurement is to use computer technologies, especially MOODLE platform.

The final block is the result block. It provides an evaluation of the efficiency of the model and determination of the quality and level of readiness of masters in educational measurement to their profession. The final goal of further research is to define criteria and indicators of formation of readiness of masters of educational measurement to the profession.

V. Maslov [5] states that the model based on scientific basis, should be easy for understanding to all participants of pedagogical experiment. It should reveal hierarchy and sequence of interactions, following the principle of the unity of general and specific. We think the structural and functional model of masters' training in educational measurement program at the pedagogical university in conditions of student-centered approach takes into account all aspects of training masters of educational measurement.

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From the History and Development of Career Guidance in Uzbekistan

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Abstract

This article describes the organization, history and levels of vocational guidance and vocational education its legal mains in Uzbekistan recently.

Key words: Vocational guidance, hand-craftsman, old school, gymnasium, monitoring, national instructions, profession, specialty.

The emergence of vocational guidance and labor training in Uzbekistan goes back centuries. The first sprouts of career counseling in Uzbekistan were craftsmen (blacksmiths, weaving, jewelry, etc.), Religious (madrasah), maktabs ("school"), in which essentially laid the beginnings of career counseling. The history of the development of vocational guidance and labor education of children is inextricably linked with the Uzbek national traditions, according to which the children were taught work and craft. Folk traditions played an important role in the development and establishment of career guidance in Uzbekistan. One of the most important sectors of the economy of the region is horticulture and viticulture.

Until 1917 there was no production in the Khanate not only the factory but also the manufacturing type. One of the dominant form of production region was a cottage industry. Many types of handicraft products such as cotton yarn, cotton and woolen fabrics, leather and produced in farms, at home. " A characteristic feature of industrial production to the annexation of Central Asia to Russia were Duca (shops), which, besides the role of outlets played the role of a handicraft workshop. In the studio to produce and sell manufactured products, such as snipe (silk for the top coat), metal, copper utensils, pottery and ceramics, axes, horseshoes, as well as decoration (Zargarlik). In addition, in cities and rural areas working weavers who specialized mainly in the development of one or two products in this kind of reaching a high degree of excellence in their profession. In the region there are crafts that were not directly related to agriculture. All production was concentrated in densely populated areas in the cities of local feudal castles (Shahristani).

Handicraft business in Central Asia have been well developed. In the Central Asian goods were in great demand not only in Asia but also in other countries. The extensive development of the handicraft industry in the region brings to life a certain system of training through apprenticeship. One characteristic of the handicraft industry in the region were guild organizations to establish relationships of artisans in the production. At the head of these departments were elders, who were elected at separate meetings of the guild masters. They are usually chosen from among owners of large workshops. Teaches you how to craft one or the other had a few years to work as an apprentice before he was allowed to work independently.

Family traditions passed down from fathers to their children, children continue the family tradition, such as blacksmithing, ganchkorlik, (stucco) nanvoi (bakers), the golden sewing skills, mastery of ceramics and other handicrafts. The Uzbek people in the upbringing of children paid great attention to labor education, for many centuries it was creating its own traditions, transmitting knowledge and professional labor skills. The older generation is to train and educate the younger generation and leaves him a legacy of accumulated their production experience, work skills, public relations laws and rules of conduct, as well as the totality of the accumulated at the time of the material and moral values - the new generation, this all adds to the experience, It enriches it passes to the next generation. In general, characterized by tradition. Skills ancestors used in the course of labor training of pupils, accumulating and transferring knowledge to the younger generation professional skills. New generations of students develop their work skills, these open up new manufacturing methods of production, honing his skills, and transmitted to other generations of students, who were followers of labor traditions of their ancestors. Most importantly, traditional labor training of children Uzbeks continues using the current generation of masters to teach students the craft. In Uzbekistan, the school children were taught handicraft professions such as: 1) the weaver; 2) the grocer; 3) Smith; 4) the tailor; 5) Carpenter; 6) The master of arms; 7) oil-press; 8) "landlord tea"; 9) care for animals and others.

In Central Asia, highly "valued by the people of the master ganch, nanvoi (bakers), master gold, ceramics, handicraft production. They have deep historical roots, along with them, and formed the tradition and continuity of transmission produced as a result of the positive experience of work, representing the unity of the succession of senior experience and practical processing of his subsequent generations.

Thus, the feature of this period is characterized by such a kind of profession as a baker, blacksmith, oil-press, tailor, ceramic artists, master gold, the grocer, "landlord tea" gunsmith, and others.

Typically, the master in Central Asia, passed their instruments with all the secrets of his children inherited. The learning process of students in the school conducted by a group led by senior masters. Students take 7-8 years to study, and they were trained in the workshops of schools 10 - 12 years. Initially, the leaders of the students were given simple tasks, such as "sharpening tools", "preparation of solutions." Then they became more sophisticated.

The peculiarity of these schools was the fact that, in addition to practical work in the evenings taught masters students, literacy, mathematics, or rather, applied geometry required when staking plan buildings, construction ornaments, vaults. In Central Asia, vocational guidance work essentially maintaining versatility inherent in folk traditions. However, the master kept the secrets of their skills in teaching children professions, they are usually passed on secrets and work skills to their children and relatives, so that these tricks of the trade did not know the others.

In general, this period is characterized by; Firstly, such a profession as a weaver; grocer; blacksmith; tailor; carpenter; master of arms; oil-press; "Landlord tea"; care for animals and others; secondly, the transfer of tradition, heredity; Third choice of profession children of different social classes was based on the transfer of a trade from parents to children.

In the middle of the nineteenth century in Russia (the era of capitalism), a major industry was the cotton industry, for which the main raw material was cotton. From 1861-1862 years., As a result of the civil war in North America, American cotton imports declined in Russia, because America was the main supplier of cotton to the cotton industry. The crisis in the cotton industry and the need to supply its cheap raw cotton are very concerned about the tsarist government, and therefore increased the demand for Central Asian cotton to the cotton industry.

This situation finally persuaded Russia to turn Central Asia into a major supplier of raw cotton for the Russian textile manufacturing. Since the above-mentioned military-political and economic causes have led to the need for Russia to make Central Asia a major supplier of cotton - raw and market for Russian goods.

Until 1917, the territory of Turkestan there were two education systems - Muslim and Russian. "The main types of Muslim schools were maktabs, elementary religious schools and madrassas that were considered secondary and high school."

Beginning in 1884, development of education and labor training indigenous children edge in Turkestan began to open Russian-native schools. They opened with a view to development of trade and commercial transactions. The first such school (school) opened in Tashkent at the end of 1884. As stated in the "Report on the state of Turkistan teacher's seminary for 1888/9 academic year", with October 1888 when the seminary education of children entered a shoe - shoe craft. Tinkering was mandatory for all students who, according to the wishes, inclinations and abilities of each, as well as the doctor's divided into carpenters and shoemakers. All the pupils, according to a special schedule for extracurricular divided time into several groups. One of these groups is usually sent to the carpentry shop, where under the guidance of teachers will always find a craft business for the implementation of state-owned or seminars, or private contracts. Another group goes into a shoe shop, where he engaged in sewing boots for seminary or takes private commissions. The third group, weather permitting, is sent to the seminary farm.

As stated in the Report of the Turkestan teachers' seminary, except for those specified professions, the seminaries began to teach gardening and horticulture. To do this in the seminary were opened such areas are prepared growers, agronomists and other specialists for agriculture. The workshops were a few profiles: carpenter, shoemaker, farm. Typical mandatory, and the profile was selected based on the desires, inclinations, abilities of children as well as by the doctor. Thus, the conclusion of the doctor had career-oriented value, t. E. Probably considered medical contraindications. This is an important feature in the development of vocational guidance during this period. As shown in the large cities there are special schools: Tashkent agricultural, hydraulic engineering school, Samarkand school of horticulture, viticulture and winemaking, and trade school in Tashkent. In the XIX century in Turkestan from the handicraft classes began to go to training on the system of manual labor.

In 1884, many schools of Turkestan, almost 90% had vocational classes, while in Russia there were only 10.5% of these classes. Gradually, in Turkestan began to develop hobbies such occupations as machinist, mechanic, workers for the cotton industry, the master garment factories.

E. Nederytsa in his book "Academic case in Turkestan": in urban schools with vocational classes at January 1887, there were 520 students (excluding boarding Samarkand, where by 1887 there were 215 pupils). The number of pupils craftsmen in relation to the total number of students is over 43%. Hence it is clear that manual labor in the region is developing, develop vocational classes. Reforms undertaken by the authorities in the field of education for the development of labor training and career guidance gradually contributed to the fact that in Turkestan growing number of students craft classes. This is proof that the tsarist government to direct career guidance in Turkestan.

In late 1884 and early 1885 the II Congress of Teachers of Turkestan, with regard to labor training and development of career guidance, at this congress, according to sources, has recognized the need to establish a handicraft classes in all schools of Turkestan in Tashkent, Samarkand, Fergana at school. This Congress draws attention to the fact that the labor processes should form students conviction usefulness and necessity of labor society and the state, as well as the need to achieve professionalism (improvements).

Thus, at the II Congress of Teachers it was unanimously adopted by the vital decision to open such classes and enhance labor training among local residents of Turkestan. Particular attention was paid manual labor, as provided for general education in the national school and manual labor here was one of the general subjects, this system eliminates the professionalization without education, even though primary.

Craft classes existed when eight of the nine urban schools. In two of them (Tashkent, Samarkand) were taught woodwork and lathe and bookbinding craft; in one - Avliyaatinskom - joinery lathe, binding and shoemaking; in Margilan - joinery - Turning in Kazalinsk - joinery - Turning and shoemaking, in the other three (Turkestan, Peter and Alexander) only shoemaking. In these classes in 1886 he taught various trades and professions - 147 students (including woodwork and lathe - 83, 24, bookbinding, shoemaker- 40, and in 1887 - 215, including joinery shoemaker- 28 and 109 m. e., the majority were enrolled turning and carpentry. The main areas of vocational guidance in these schools were such as carpentry - turning, shoemaking, gardening, the master tracks. In general, for the period under review is characterized by such professions as: 1) driver; 2) the mechanic; 3) the employee cotton processing; 4) masters garment factories, oil mills; 5) the gardener; 6) agronomist.

Thus, in pre-revolutionary Turkestan in the field of labor training the representatives of the ruling classes had set the task of preparing public schools of children of migrant and indigenous technically competent, obedient servants of power. Labour education was to meet the acute need for craftsmen to provide the Russian population in the province cottage industry products; assist farmers, migrants from Russia who needed agricultural extension in relation to the conditions of Central Asia, through the organization of handicraft classes and employment training. Accession of Central Asia to Russia, of course, affected the priority development of professions such as: 1) the employee for processing cotton; 2) The master of garment factories; 3) The master oil mills; 4) sericulturist; 5) the employee cotton factories.

The region began to open vocational classes, special attention was paid to labor education of children of the indigenous population of the region. We started to open vocational classes, where children were taught such trades as mechanic, carpenter, an agronomist, a shoemaker, gardener, driver and staff cotton industry.

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The Structure of Self-Educational Competence for Students of Medical College

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Abstract

The article deals with the content of the concept «self-educational competence of the individual» based on analysis of scientific literature. Such components of self-educational competence for students of medical colleges as motivational, cognitive-reflective and organizational are characterized. The basic skills of the self-educational competence as designing, organizational, technological, communicative and analytical are defined.

Medical education is a lifelong process that requires the skills of self-education, self assessment, self reflection, continuous learning and professional accountability. These skills must be developed at the undergraduate medical level and continue on through residency and practice. They should be developed as the skills that the modern medical students need to care for patients and be a leader in the practice of medicine.

Keywords: self-education, competence, self-educational competence, student, medical college, structure.

Постановка проблеми. В умовах переходу країни до нових соціально-економічних відносин відбувається модернізація сучасної професійної освіти, підвищуються вимоги, що пред'являються до професійної підготовки спеціалістів, зокрема, формування їх самоосвітньої компетентності. Підвищена увага до проблеми готовності студентів медичних училищ до самоосвіти обумовлена необхідністю обліку великих об'ємів як інформації, так і напрямів професійної діяльності. Випускник медичного училища має бути готовим до оволодіння новими знаннями, уміннями і навичками задовго до того часу в його житті, коли необхідно виявляти свою здатність до самоосвіти. Разом з тим, можна спостерігати відсутність чіткої системи основних категорій, які розкривають сутність самоосвітньої діяльності студентів, що не дає можливості в повній мірі пояснити, скоректувати й спроектувати цілеспрямовану самоосвітню діяльність студентів медичних училищ й відповідні самозміни особистості в процесі становлення своєї людської сутності.

Мета статті – розкрити зміст і структурні компоненти самоосвітньої компетентності студента медичного училища.

Проблему формування самоосвітньої компетентності досліджували Н. Бухлова, М. Кузьміна, Н. Кубракова, П. Осипов, Н. Половнікова, В. Скнарь та ін.

Самоосвітню компетентність можна визначити як одну з важливих складових життєвої компетентності особистості, що являє собою систему здібностей і здатностей, які забезпечують їй можливість успішно вирішувати життєві завдання, здійснювати свою життєдіяльність і життєтворчість у всіх її проявах. Це безперервний процес навчання, який триває упродовж життя.

Зазначимо, що якість сформованості ключових компетентностей майбутнього фахівця медичної галузі обумовлено рівнем розвитку його самоосвітньої компетентності, яку варто розглядати як чинник соціальної конкурентоспроможності випускника, оскільки вона не тільки дозволяє одержати якісну вищу освіту, опанувати професією, досягти необхідної кваліфікації, але й, за необхідності, змінити чи розширити. Варто виділити три основних чинники соціальної й особистісної значущості даної компетентності. *По-перше,* вона забезпечує академічну мобільність студента, його готовність освоїти програму вищої освіти. *По-друге,* самоосвітня компетентність обумовлює професійну мобільність особистості випускника, здатного не тільки надалі розвивати свої професійні навички, підвищувати кваліфікацію, але й готового за необхідності змінити спеціальність, сферу своєї професійної діяльності. *По-третє,* сприяє підвищенню якості роботи вищої освітньої установи.

Зокрема, за І. Зимньою, під самоосвітньою компетентністю слід розуміти здатність особистості учитися протягом життя як основу безперервного навчання у контексті особистого, професійного та соціального життя [1]. До змісту цієї компетентності входять: потреба в саморозвитку; уміння вибудовувати персональну життєву стратегію; тісна єдність інтелектуального розвитку з формуванням особистості, здатність справлятися із протиріччями свого життєвого досвіду; здатність самостійно контролювати хід свого інтелектуального розвитку, досягати висот професійної майстерності та творчості; оволодіння культурою рідної мови; адекватна оцінка досягнутих у саморозвитку результатів і постановка нових перспективних завдань.

Н. Коваленко самоосвітню компетентність особистості розуміє як складну інтегровану властивість особистості, що забезпечує її готовність і здатність до самостійного, систематичного, цілеспрямованого пізнання дійсності, засвоєння соціального досвіду людства, самореалізації, саморозвитку та ґрунтується на уміннях самоосвітньої діяльності. Самоосвітня компетентність виявляється у готовності та здатності особистості до самоосвітнього розвитку, самостійного творення себе. За вченою, самоосвітня компетентність особистості передбачає наявність: системи цінностей, усвідомлення важливості освіти в сучасному житті, особистісної відповідальності за власне життя; системи знань про методи пізнання, інформаційний пошук; уміння та прагнення використовувати їх у навчанні, для потреб власної самоосвіти, у повсякденному житті; активної позиції [2], але в окресленому аспекті не можна забувати і про залучення студентів до позанавчальної діяльності, які за віком являються ще старшими підлітками [4].

Теоретичний аналіз науково-педагогічних джерел дає можливість зробити висновок, що незважаючи на зацікавленість науковців проблематикою самоосвітньої компетентності, дослідження рівнів сформованості та розвитку самоосвітньої компетентності тільки розпочато.

З урахуванням положень освітньо-професійної програми підготовки та освітньо-кваліфікаційної характеристики фахівців медичного профілю, специфіки діяльності цих фахівців, а також на основі проведеного аналізу та узагальнення наукових досліджень ми виокремили такі структурні компоненти самоосвітньої компетентності студентів медичних училищ: мотиваційно-ціннісний, когнітивно-рефлексивний, організаційно-діяльнісний.

Мотиваційно-ціннісний компонент містить цілі, потреби, ціннісні орієнтації, мотиви та характеризує ставлення студента до самоосвітньої діяльності як цінності особистісного й професійного зростання, орієнтацію на самомотивування, самооцінку і самоконтроль своєї пізнавальної діяльності, усвідомлення студентом самоосвіти як особистісно та суспільно значущої

діяльності, наявність в особи певних морально-вольових якостей.

Мотивацію можна визначити як систему мотивів, що детермінують певну діяльність, а мотив відповідно належить суб’єкту діяльності та його стійкою особистісною властивістю, що з середини спонукає до певних дій. З огляду на це, особистості притаманний цілий комплекс мотивів: внутрішні (характеризуються психологічними властивостями); зовнішні (умови діяльності).

Мотиваційно-ціннісний компонент самоосвітньої компетентності студентів медичних училищ є комплексом мотивів, що спонукають молодих людей до пізнання, оволодіння професійними знаннями, уміннями, навичками, особистісного розвитку становлення активної життєвої позиції. До зовнішніх мотивів самоосвітньої компетентності належать соціальні мотиви, які можуть бути широко представлені (бажання зайняти певне місце в суспільстві, підвищити соціальний статус, мотиви особистісної самореалізації і престижу) та вузько представлені (прагнення мати матеріальну винагороду). До внутрішніх належать мотиви пізнавальні, самоствердження, саморозвитку, самореалізації (йдеться про прагнення до самовдосконалення, бажання підвищити свої індивідуальні можливості, реалізувати індивідуальний потенціал особистісного зростання). Розвиток мотивів професійної діяльності здійснюється у напрямі від зовнішніх спонук до появи власних мотиваційних утворень [5].

Відтак, мотиваційно-ціннісний компонент самоосвітньої компетентності визначено нами як професійно-особистісну характеристику, що відбиває систему ціннісних ставлень майбутнього медичного працівника до самоосвітньої діяльності та її результатів і забезпечує умови для реалізації професійних функцій у процесі виконання посадових обов’язків.

Наступним змістовим компонентом самоосвітньої компетентності студента медичного училища визначено *когнітивно-рефлексивний*. Він передбачає наявність у юнаків і дівчат знань про основні тенденції у своїй професійній галузі, уявлень про умови досягнення успіху в обраній сфері діяльності, володіння знаннями з природничо-наукових дисциплін, розуміння сутності самоосвітньої компетентності особистості, механізмів її прояву, готовність до постійної самоосвіти, займатися «дослідницькою діяльністю за фахом» (Петько Л.В. [3]) на протязі всього життя. Когнітивно-рефлексивний компонент виявляється в умінні студентів свідомо контролювати результати самоосвітньої діяльності, рівень власного особистісного й професійного розвитку, морально-вольових якостей (комунікабельність, відповідальність, ініціативність, дисциплінованість, настійливість).

Орієнтація студентів медичних училищ на рефлексію є важливою складовою їхньої самоосвітньої діяльності. Завдяки рефлексії самосвідомість є «живим» інструментом самоорганізації студента, оскільки якість підготовки фахівця нині визначається не обсягом засвоєного ним змісту навчальних дисциплін, а розвитком мислення, уміннями самоосвітньої діяльності. Із розвитком рефлексії у студентської молоді відбувається усвідомлення значущості обраної професії, що можливо лише за умови вироблення власної програми самоосвіти. Когнітивно-рефлексивний компонент включає самоаналіз та самодіагностику самоосвітньої діяльності студентів медичних училищ.

Таким чином, когнітивно-рефлексивний компонент самоосвітньої компетентності передбачає наявність у майбутнього медичного працівника знань та усвідомлення важливості цих знань в обраній професії. Він виконує орієнтаційну функцію.

Організаційно-діяльнісний компонент самоосвітньої компетентності студентів медичних училищ передбачає володіння уміннями планувати, організовувати і регулювати самоосвітню діяльність, застосовувати результати самоосвітньої діяльності в конкретних ситуаціях природничо-наукової підготовки.

Самоосвітня компетентність студента медичного училища включає проектувальні, організаційні, технологічні, інформаційно-комунікаційні, аналітичні уміння. Проектувальні уміння полягають у здатності студента визначати тактичні та стратегічні завдання, через досягнення яких реалізується самоосвітня компетентність. Організаційні виявляються в умінні індивіда управляти самоосвітньою діяльністю. Технологічні уміння – добір відповідних видів і прийомів самоосвітньої роботи. Інформаційно-комунікаційні презентують уміння використовувати нові технології інформації та комунікації та уміння студентів орієнтуватися в інформаційних потоках і відбирати, обробляти, зберігати та продуктивно використовувати інформацію. Аналітичні уміння – здатність аналізувати, порівнювати, транслювати, трансформувати, досягаючи поставленої мети та уміння адекватно оцінювати рівень власної самоосвітньої компетентності.

Висновки та перспективи подальших наукових досліджень. Презентовані нами структурні компоненти самоосвітньої компетентності студентів медичних училищ виступають як єдиний цілісний план особистісної організації, вони знаходяться в нерозривному взаємозв'язку і взаємозалежності один з одним та не можуть функціонувати ізольовано. Розвиток цих складових, їх цілісне формування повинно забезпечуватися в системі професійної підготовки медичних працівників та бути нерозривно пов'язаними із її змістом, методикою презентації знань, педагогічною компетентністю викладачів, індивідуалізацією знань, самоосвітою студентів.

Перспективи подальшого дослідження проблеми розв'язані з поглибленим концептуальним аналізом самоосвітньої компетентності особистості, виявом індивідуальних відмінностей, особливостей її формування у студентів.

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Translation of the Title, Abstract and References to the Author's Language

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Довмантович Н. Г. Структура самоосвітньої компетентності студента медичного училища.

У статті на основі аналізу наукової літератури, розкривається зміст поняття «самоосвітня компетентність особистості». Характеризуються змістові компоненти самоосвітньої компетентності студентів медичних училищ: мотиваційно-ціннісний, когнітивно-рефлексивний, організаційно-діяльнісний. Визначаються основні уміння самоосвітньої компетентності особистості: проектувальні, організаційні, технологічні, інформаційно-комунікаційні, аналітичні.

Ключові слова: самоосвіта, компетентність, самоосвітня компетентність, студент, медичне училище, структура.

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The Main Point and Content of Future Music Teacher' Artistic Improvisation Skills

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Abstract

The article reveals the relevance of studying the problem of the skills of future Music teachers' artistic improvisation in the instrumental performance activity. Based on teacher observation and analysis of performance practice, the impact skills of improvisation on performing activity of a musician is defined. Disclosed the essence and meaning notion of «improvisation skills» of future Music teacher. In the way of analysis and comparison concepts «improvisation», «improvisation as a quality of performing» the author determines that instrumental and performing freedom is the basis of artistic improvisation skills.

Keywords: improvisation, improvisational performing process, artistic improvisation skills, instrumental and performing freedom.

До імпровізації, як своєрідного виду художньої діяльності, завжди була прикута особлива увага музикантів, адже здатність до неї і виокремлює виконавця високого рівня від решти музикантів. Особливої популярності техніка імпровізації набуває серед молодих виконавців у сфері естрадного музикування, які повинні не просто володіти віртуозною майстерністю гри на інструменті, а здатні створювати і виконувати музику відповідно до власних почуттів та знайдених засобів музичної мови.

Прикладом сказаного слугує вивчення творчості Віки Єрмольєвої [8], представниці сучасної віртуозної техніки фортепіанного виконавства (створення кавер-версій музичних творів), що стало предметом вивчення на практичних заняттях з іноземної мови, – ознайомлення з творчістю метал-групи «Machine Head», рок-групи «Queen» з метою розвитку професійного потенціалу студентів. На фоні сторінок байки «Павук і Муха» М.Ховітт з малюнками Tony DiTerlizzi, що перегортаються з текстом, який читає диктор, сучасна піаністка, лауреат міжнародних премій, Віка Єрмольєва (нар. 1978, Київ) виконує власну аранжировку пісні «Aesthetics of Hate» («Естетика ненависті») американської хеві-метал групи «Machine Head». Причому, Л.В.Петько акцентує увагу студентів на тому, що піаністка шляхом засвоєння художнього тексту вірша «Паук і Муха», розуміння його головних образів демонструє у своїй творчості «феномен метадіалогічності» (багаторівневу міжсуб'єктну взаємодію, що має складну ієрархічну детермінацію і породжує неперервну інтерпретацію текстових структур у різних знакових системах, як особливе свойство музичної свідомості особистості. Тому презентована В.Єрмольєвою інтерпретаційна культура може розглядатися як особливий механізм, який орієнтує студента-музиканта в навчальній діяльності [5].

Отже, незважаючи на багатство своєї історії, імпровізація продовжує залишатися одним із найменш вивчених феноменів у музичному мистецтві, а її техніка потребує негайного освоєння музикантами.

Мистецтво імпровізації здавна було об’єктом уваги педагогів-музикантів. У науковій літературі ця проблема широко висвітлюється у працях Е. Барбана, О. Баташова, Д. Бейкера, Д. Бейлі, Й. Берендта, Е. Борнмена, І. Бриля, М. Грідлі, Д. Кірнарської, В. Конен, Дж. Кокера, Ю. Козирьова, Ю. Кінуса, Е. Куніна, О. Маклигіна, С. Мальцева, Ю. Маркіна, Дж. Мехігана, А. Одер, Дж. Рассела, А. Розенблата, О. Степурко, С. Фінкельстайна, Л. Фезера, Г. Шатковського, Г. Шуллера, В. Шуліна. О. Хромушина.

Серед сучасних досліджень в галузі навчання імпровізації варто відмітити роботи науковців О. Безпалова, Г. Зайцевої, О. Зудіної, Б. Іофіса, Д. Лівшиця, І. Овчарова, О. Павленка, Н. Сродних, О. Хижко, М. Шаврінoї, К. Шпаковської, В. Шуліна.

Аналіз досліджень свідчить про те, що увагу науковців провертають проблеми готовності до імпровізації як виду творчої діяльності, розвитку музично-імпровізаційних задатків та здібностей, навчання основам джазової імпровізації. Разом з тим, питання підготовки студентів у музично-педагогічних вузах до художньої імпровізації залишаються мало розкритими. Зокрема, подальшого теоретичного й практичного вивчення потребує проблема формування навичок художньої імпровізації у процесі інструментально-виконавської підготовки студентів.

На сьогодні ми вимушені спостерігати негативне явище серед студентів музично-педагогічних факультетів. Більшість із них не готова до імпровізації як виду творчої діяльності, не кажучи вже про елементарні прояви імпровізаційних умінь та навичок. Невміння швидко адаптуватися до сценічних умов, справлятися із власним хвилюванням, володіти саморегуляцію як виконавським процесом, так і власної поведінки на сцені, не справляє гарного враження на глядача. Не часто нам щастить спостерігати, як виконавець виходить переможцем на сцені у двобої із хвилюванням, коли він кожного разу виступає по різному, змінюючи виконавські акценти. Також не частим, але все більш затребуваним є вільне виконання на сцені, якому притаманна імпровізаційна легкість, не рідко художня варіативність та безпосередність.

Перелічені риси передбачають формування у музиканта навичок художньої імпровізації. Аналіз досліджень показав, що проблеми в оволодінні імпровізаційною технікою не зникли. Навпаки, їх стає дедалі більше. Тому, актуальність визначеної проблеми зумовила вибір тематики нашої статті.

Аналіз діяльності свідчить про те, що навички здатні по-різному проявлятися в тій чи іншій сферах. Так, у музичній діяльності вони відрізняються за сутністю, змістом, способом дії і практичним застосуванням.

Проблема навичок широко досліджувалась у психології. Здебільшого їх тлумачать як удосконалені шляхом багаторазових вправ компоненти вмінь, що виявляються в автоматизованому виконанні дій [6]. Сутність формування навички полягає в тому, що людина, виконуючи дію повторно, вправляється у її виконанні, внаслідок чого вона починає вдосконалюватися. Зрештою, відповідні дії виконуються дедалі швидше, легше, вільніше, потребують меншого фізіологічного напруження і вольових зусиль.

У музичній діяльності навички посідають важливе місце. Вони дають
змогу звільнити свідомість музиканта від чисто технічних моментів і направити її на реалізацію художньої ідеї твору. Завдяки тому, що деякі виконавські дії стали автоматизованими, музикант має змогу контролювати естетичність звуку, тримати в голові план цілісного динамічного розвитку п’єси, а також коригувати власні емоційні прояви під час гри.

У музичному виконавстві навички тлумачаться як взаємодія руки-клавіші, яка доведена до повного автоматизму і реалізується в точному попаданні на музичні клавіші. Таким чином, навичка гри на музичному інструменті є чисто технічною, що демонструє моторну вправність виконавця і обмежує елемент творчості.

Відмінними у цьому плані є творчі навички, до яких відносяться навички імпровізації. По-перше, їх відмінність пояснюється специфікою імпровізаційної діяльності і наявністю елементів творчості. Виходячи з етимології поняття “імпровізація” (від латинського improvises – непередбачуваний, ex improvise – без підготовки), що вказує на *раптовість*, як на головну ознаку процесу імпровізації, очевидним є наступне: в основі імпровізації лежить не пасивна дія, а дія активна, тобто творча.

У процесі *виконання* конкретного твору головною є дія за значенням «виконати», тобто виконувати чужу волю. Виконавець цілком свідомо, за допомогою рук і музичних клавіш реалізує художній задум композитора (виконує чужу волю), який від самого початку був метою всієї роботи над твором. Звідси і назва такої діяльності – *виконавська*. В імпровізації ж музикант працює в реальному часі, він не є виконавцем чужої волі, натомість реалізує власні творчі імпульси, потреби та потяги. Таким чином, імпровізація як вид музичної діяльності не несе в собі місію виконання «чужої волі», а навпаки, вона можлива лише за умови наявності власної волі до творчості (яку педагог К. Мартінсен вдало назвав «звукотворчою волею») [2].

Отже, навички імпровізації передусім відрізняються від виконавських навичок наявністю активних творчих процесів – творчої свободи. В процесі імпровізації виконавець більшою мірою схильний до самовираження, ніж у виконавстві, де вся свобода проявляється лише у можливості художньої інтерпретації твору, підборі зручної аплікатури, виборі відповідного темпу тощо.

У розумінні сутності навичок музичної імпровізації більшість дослідників беруть за основу сам процес імпровізації (одночасне спонтанне створення і виконання художнього задуму). Тому, здебільшого навички імпровізації педагоги тлумачать як «рука, яка чує» (С. Мальцев), «рука, що розмовляє» (С. Савшинський), «музика на кінчиках пальців» (А. Нестман), «відчуття в руках» (Ф. Бах) [3].

У тлумаченні навичок імпровізації майбутнього вчителя музики на одному понятійному рівні із імпровізацією є можливе застосування поняття *«імпровізаційність»* (свобода), яке ми вважаємо яскравою виконавською ознакою. Часто імпровізацію ототожнюють із імпровізаційністю, однак це різні поняття.

Звичайно, чіткого формування визначення «імпровізаційності» в спеціальній літературі ми не знаходимо, але кожен виконавець так чи інакше стикається з нею. Нерідко, спостерігаючи гру музиканта, ми можемо підмітити, з якою легкістю, свободою він виконує музичний твір. У таких випадках ми говоримо про те, що конкретному виконанню притаманна імпровізаційність (іншими словами, віртуозність, безпосередність, легкість). Таким чином, на основі педагогічних спостережень і аналізу виконавської практики можна стверджувати, що імпровізаційність – це специфічна виконавська якість, властивість процесу виконання, досягнути якої виконавцеві є досить складно.

У ході нашого дослідження з'ясовано, що цілісне розуміння поняття «навички імпровізації» майбутнього вчителя музики стає можливим внаслідок виявлення зв'язку між імпровізацією та імпровізаційністю. Виходячи з цього, ми визначаємо навички імпровізації майбутнього вчителя музики як ***комплекс активних, частково автоматичних способів дій, в основі яких лежить інструментально-виконавська свобода.***

Це поняття потребує більш детального роз'яснення, на основі чого ми можемо виділити його структурні компоненти.

В нашому розумінні, навички імпровізації є проявом інструментально-виконавської свободи. У зміст обох понять ми закладаємо *свободу як виконавську якість і творчу свободу, як спосіб вільного самовираження.* Таким чином, можна провести наступні паралелі між навичками імпровізації та інструментально-виконавською свободою. *По-перше*, у навичках імпровізації та інструментально-виконавської свободи спільним є те, що в їх основі лежить одна й та сама виконавська властивість – імпровізаційність (у першому випадку) і свобода (у другому). *По-друге*, у обох поняттях спільним знаменником є активний спосіб дії: у навичках імпровізації остання виступає як активний спосіб дії (створення тут і тепер); творча свобода також уособлює спосіб дії (можливість діяти творчо, тобто активно).

Якщо детально проаналізувати явище інструментально-виконавської свободи, то можна спостерігати, що воно реалізується на таких рівнях: психофізіологічному, операційному та творчому. *На психофізіологічному рівні* свобода проявляється у здатності до вільного регулювання власних станів і характеризується наявністю таких критеріїв як психоемоційна стійкість, сформована стресостійкість, сценічна витримка, швидка адаптивність, емоційно-вольова стійкість, емоційна гнучкість. *Операційний рівень* забезпечує свободу виконання, яка можлива завдяки наявності добре сформованих виконавських навичок. *Творчий рівень* забезпечує свободу самовираження, здатність до проявів креативності та творчої гнучкості.

Відтак, ми можемо визначити наступні блоки даного поняття: *навички слухо-моторного відтворення, навички творчого прочитання музичного твору, навички психо-емоційної саморегуляції.* Всі вони визначені нами у відповідності до операційного, творчого та психофізіологічного рівнів прояву інструментально-виконавської свободи виконавця.

Навички слухо-моторного відтворення є першим і важливим блоком цілісного розуміння навичок імпровізації. Схематично він реалізується виконавцем як активний процес «*чую-граю*».

У імпровізації, та й у виконавстві, зв'язок слуху із клавішею має дуже важливе значення. Велика натренованість слуху і пальців дає можливість
швидко реалізовувати художні ідеї, значно полегшує виконавський процес, знімає лишнє фізичне напруження. Навички слухо-моторного відтворення є тими діями, операціями, які здійснюються на основі міцної і оперативної взаємодії слуху, руки і клавіші, коли виконавець здійснює цей процес без зайвих зусиль. Такі дії реалізуються як вправна чітка з листа, навички транспорту, модуляції, а також вміла гра на слух. Остання являється найвищим проявом даної слухо-моторної співпраці.

Очевидним є той факт, що налагоджена взаємодія слуху із рукою забезпечує виконавцеві повноцінну м’язову свободу. Доведене до автоматизму уміння швидко відтворювати те, що чуєш (або відчуваєш), в цілому дає можливість відчуття свободи виконавського апарату.

Другий блок досліджуваного явища втілює навички творчого прочитання музичного твору, в основі яких лежать активні творчі способи дії. Таким чином, під навичками творчого прочитання музичного твору ми розуміємо такі виконавські дії, які проявляються у вигляді творчої гнучкості (часто спостерігається в інтерпретації), варіативності у грі (зміна художніх акцентів, загального динамізму п’єси), креативності у виборі художніх засобів.

Їх реалізацію можна представити наступною схемою: *відчуваю-уявляю-граю*. В основі творчого компоненту навичок імпровізації важливу роль відіграє уява, в яку закладені відповідні художні ідеали, образи, смаки, бажання і потяги музиканта, особливості художньої мови. В подальшому вони складають основу формування індивідуального виконавського стилю музиканта. Тому уява виконавця має наповнюватись широким колом художніх елементів (творчий тезаурус), з яких він в конкретний момент може обрати необхідні.

Третій, психологічний блок представляє навички психологічної та емоційної саморегуляції. Уся техніка виконавця практично завжди впирається у психологію і у більшості випадків, без її допомоги, не може розвиватися далі. [1, с. 34]. З урахуванням цієї думки ми розглядаємо навички імпровізації як специфічну техніку виконавця, в якій роль психологічних процесів є беззаперечною. Вміння володіти собою на сцені, контролювати свої негативні прояви під час виступу – це все прояви саморегуляції виконавця. Вміння легко регулювати свою поведінку і емоційний стан на сцені є запорукою успіху майбутнього концертного виконання, що проявляються як навички психофізіологічної свободи. Такі дії у вигляді самоконтролю не повинні застосовуватися у поодиноких випадках, а навпаки, їх необхідно формувати на рівні міцно закріплених навичок. Як приклад того, що навички вмілої саморегуляції є надзвичайно важливими у виконавській діяльності музиканта, є спогади С. Майкапара у класі педагога-віртуоза А. Рубінштейна про те, що Антон Григорович часто бував незадоволеним, коли учень, забувши якесь місце або заплутавшись, зупинявся, переривав своє виконання, і не вміючи володіти собою, впадав у повну розгубленість. Коли ж учень не втрачав присутність духу, так або інакше виходив із труднощів, або зімпровізував щось від себе, педагог тут же виражав йому своє схвалення: «Молодець! Добре викрутився!» [4, с. 77].

Отже, як показав аналіз досліджень і виконавської практики, навички імпровізації демонструють справжню інструментально-виконавську свободу музиканта. В широкому розумінні вони виявляють високий рівень творчого потенціалу виконавця, майстерність володіння психічними процесами (адаптивність, реактивність, стресостійкість, саморегуляція) та технічний рівень володіння музичним інструментом. Визначені нами блоки досліджуваного явища дозволяють майбутньому педагогу в своїй практичній роботі обирати більш доцільні шляхи та методи їх формування.

Зауважимо, що проблема навичок імпровізації не втратила своєї актуальності не тільки для сучасного естрадного виконавця, але й для студентів музично-педагогічних факультетів. Більше того, вона потребує нових, диференційованих підходів у вирішенні. Важливим для музичної педагогіки є не просто з'ясування сутності процесу імпровізації, а формування у майбутніх музикантів потреби в імпровізації, яка, в свою чергу, сприятиме повному розкриттю їх творчого потенціалу.

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Денисюк Інна.

Сутність та зміст навичок художньої імпровізації майбутнього вчителя музики

У статті розкривається актуальність вивчення проблеми формування навичок художньої імпровізації майбутнього вчителя музики у процесі інструментально-виконавської підготовки. На основі педагогічного спостереження і аналізу виконавської практики, визначається вплив навичок імпровізації на виконавську творчість музиканта. Розкрито сутність і зміст поняття «навички імпровізації» майбутнього вчителя музики. Проведений аналіз і співставлення понять «імпровізація» та

«імпровізаційність» надало змогу визначити, що в основі навичок художньої імпровізації лежить інструментально-виконавська свобода.

Ключові слова: імпровізація, імпровізаційність процесу виконання, навички художньої імпровізації, інструментально-виконавська свобода.

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Influence of Ecological Factors when Engaging in Physical Culture and Sports

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One of the most important factors are the social conditions (at the training camp, at home, at work, school, etc.). A good psychological climate and high motivation contribute to a better preparation for the competition, raising moral and volitional qualities, the prevention of neuroses (overwork, overtraining), and as a result - successful performance in senior competition.

Adverse social conditions, the situation in the team, the lack of (or disregard the leadership team) motivation negative impact on health and the quality of the performances. Emerging conflicts and stressful situations lead to a breakdown of the psyche, a decrease of volitional qualities and, ultimately, unsuccessful performance in the competition.

Conditions athletes must meet all hygiene requirements (sound insulation, shower, bathtub, television, etc.), The hotel should be located in a green area or on the beach (River) to the athlete before bedtime can make a walk in the morning - jogging. All this contributes to relaxation and normalization of mental athlete.

One technique in athletes should be conducted in the same climatic zone as the zone where the competition will be held, and it is desirable to estimates at the same time at the end of harvest.

It is important to assess the impact of the environment on health. It is especially important to know the impact of air pollution on people engaged in physical culture and sports in the industrialized countries, in cities with adverse environmental conditions (high solar radiation, dust storms, smog, etc.).

In contrast to the norms of consumption of water and food, oxygen consumption rate is very categorical and reduce it impossible even for a short time. Man has no defense mechanisms against oxygen deficiency.

The body makes high demands on air quality and constancy of its composition.

The chemical composition and physical properties of air must ensure the existence of man without straining his compensatory physiological mechanisms, and especially without pathological changes in health status.

Physical properties and quality of the air depends on the height above sea level, as well as the economic and industrial activities of people.

Pollutants in the air are numerous. The most frequent dust, soot, unburned carbon particles, carbon monoxide, sulfur dioxide, hydrogen sulfide, vapors of sulfuric, hydrochloric and nitric acids, as well as resinous substance. By understanding air pollution gases and particulate matter released into the atmosphere as a result of domestic and industrial activity of people, as well as by human and animal waste.

It is found that the poison penetrates through the lungs, acting in 80-100 times higher than when entering it through the gastrointestinal tract. Therefore it is impossible to exercise (running) along the roads (highways), in factories, in the valleys located in the vicinity of the industrial enterprises, etc. Keep in mind that if the highway (asphalt road) watered (morning and evening) with water, the percentage of air pollution is reduced.

Clean air is of particular importance for major international competitions in a polluted atmosphere of the city. So, when preparing the route for the marathon, race walking, cycling determines the maximum permissible concentration (MPC) and its performance have resorted to preventive measures:

1) pour asphalt road with water (morning and evening);

2) within 3-7 days it is closed for the passage of public transport;

3) spring (or fall) of its Plant for (planting flowers, trees, shrubs, etc.), Seeded with grass lawns. competition course must take place away from the industry, preferably on the outskirts of the city.

Athletes should not train in the city, close to the highway. Classes are usually held in the forest, in the park, in the woods, at the stadium, cyclists preparing for a competition on the bikes or far outside the city, or in the early morning.

The biological effect of the sun's ultraviolet rays is manifested primarily in their positive effect on the human body. It is known that long-term lack of sunlight breaks down the body's physiological balance, develops a peculiar symptom, called "light starvation". For people experiencing a "starvation" are athletes (wrestlers, gymnasts, weightlifters, swimmers, sports players and etc.), Operating mines, underground, astronauts, as well as those who work in the Far North.

However, athletes should avoid exercise during the day in the open air. Especially not shown artificial "UV - radiation" and "sunbathing" on the beach in preparation for a competition. These treatments lead to reduced immunity, colds, and eventually - to a decrease in athletic performance, sleep disturbance and other negative consequences.

In the winter, you must quartz treatment (UV sterilization of a treatment room) rooms, rest rooms, changing rooms, as well as the required wet cleaning and airing. In rest rooms and bedrooms include aeroionizers.

When feeding poor quality food there alimentary intoxication located in these substances. Chemical contamination of soil fertilizers leads to hit them in the crop products in the future - in animal products (milk, meat), as well as vegetables and fruits. Thus the food (nutritional) hitting people xenobiotics path reaches 80% or more (in some cases up to 95%) of all pathways into the organism of foreign substances. For example, persistent pesticides in the environment enter the human body in 95% of cases with food, 4.7% - water, only about 0.3% - in the airways and very small quantity - through the skin.

Harmful consumption of foods contaminated with pesticides at levels exceeding the maximum permitted levels.

In this regard, the organization of nutrition of athletes must be based on ecological and hygienic principles. The use of food with a high content of various microelements products can not only lead to a decrease in athletic performance, but also to serious deviations in health status. The physician team should check the quality of the products, the place of production, shelf life - they must meet modern requirements for food of athletes.

Practice to achieve the highest achievements in sport indicates that the power of the Olympic Games, World Championships and others. Plays a special role. Its quality, the national factors (national cuisine), cooking and much more dependent on the successful performance of the athletes. A number of teams in the FIFA World Cup brings your food, water, cooks. This is extremely important, as reception unusual food often leads to disorders of the gastrointestinal tract. At the Olympics, athletes from many countries eat in restaurants, where they prepare for national, familiar to every athlete's diet. In line with this important and drinking regime. In hot, humid climates should not be limited reception athletes liquid.

Particular attention should be paid to the clay shooting sport, as training and competitive processes are conducted in an open area. It is necessary to take into account the weather, and more precisely, humidity, wind speed, perceived and real air temperature, air pressure, visibility, UV index and others. Because this sport is most associated with nature, it is necessary to create favorable conditions for fruitful lessons the sport.

Clay shooting - a subspecies of shooting sports. Competitions are held in shooting on the open shooting ranges. Shooting is from the shot shotguns charges at special targets, skeet, which emit special catapults. If you get even a few pellets in a plate it is broken. Target made of a mixture of bitumen pitch (component used for the production of asphalt) and cement, and into air by using a special machine. At present, developed and implemented environmental targets production technology that eliminates the use of components that are harmful to both the environment and humans. In the competitive period before a trip to a country which is necessary to create the same atmosphere in the training process in their homeland. In this case involved after arrival to another state is easier to adapt and acclimatize to the weather conditions and time zones, which plays a major role in his speech at the international competitions.

Based on the foregoing, we can conclude that ecology should indicate the highest attention, as on the environmental situation depends on athletic performance of athletes. With proper respect, foreseeing and creating favorable conditions for engaging in physical culture and sports, it is likely to achieve positive results in improving the sporting achievements of the students.

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The Threat to the Stability of Society as a Factor of Development of the State and Society

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Abstract

In this article the author analyzes the problem and solutions to the factors of development of society and state. Particular attention is paid to the threat to stability of modern society and the ways in which it is created
Keywords: threat resistance, society, state, ideology, stability, peace and democracy.

Uzbekistan Independence coincided with the interesting history of the moment. Having achieved independence, Uzbekistan has demonstrated the ability to achieve success in all areas of national life, in accordance with its original, evolutionary, consistent and confident way, called the "Uzbek model" of development.

The leader of our country, with wide political views, came to the conclusion that on the threshold of the XXI century the mankind is various threats to deeply conceptualize and theorizes the indivisibility of security. Safety - is a continuous state, it has no boundaries, and generates a view on the need to attract the world community to prevent these threats.

Became a full member of the world community, Uzbekistan is aware of the complexity of threats - dangers surrounded him peace.

If time does not pay attention to people on these threats, they are transformed into global. Uzbekistan as a full member of the world community is experiencing the future of mankind, clearly aware of threat to the entire human society, and is aimed, above all, peace and tranquility.

The above opinion leads us to the following reflection: if human development is associated with the overall peace and stability, then why anthropogenic threats by mankind, aimed at destroying the peace and stability?

Today, if you look at the collisions that occur in different regions, which "man - man enemy", we can see that for mankind "war against everything and everyone" becomes the highest paradigm.

Although the threat in various regions is derived from different forces with different degrees of intensity, humanity must be a common concern.

In the Muslim East leader of political science "teacher - mustache-sony" Abu Nasr Faroby (873-950) believes that the combination of "Man - the state - Spirituality" - is the basis of development of the state. In other words, it expresses the view that the political contingencies spirituality plays a major role.

Against this background, there is a series of pressing issues facing our national political science. One of the difficult questions is that: before we are aware of the end of the threat, harm the security of our country? What can we take against the aggressors that threaten our security?

What could be the guarantee of geopolitical distance the territory of our stay on a steady and continuous development of our society? What opportunities are there to ensure the sustainable development of our country in the new millennium? What we can offer to all countries of the world for a broad comprehensive collaboration, bringing the common good?

We will never accept the policy pursued by force and violence against us under various masks, interference in our internal affairs from a distance with the aim to submit to someone, give up the independent policy pursued by Uzbekistan - political motto of unity of the people of Uzbekistan today.

Uzbekistan, defending the democratic tendencies of the struggle against religious extremism that threatens democratic values, and to join with him in an ideological war, opens another ideological front.

We have today a concern these trends, showing the Western cultural and ideological trends.

According to Machiavelli: "In order to understand what is happening, it is necessary to know what happened." From this point of view it is necessary to pay attention to the threat provided by far the sovereignty of the Republic of Uzbekistan these destructive cultural - ideological currents.

To date, these unacceptable trends have transformed into a threatening weapon. The great powers make their economic, political, strategic and geopolitical arsenal of weapons in the service of spiritual danger. A spirituality as a weapon, used as a destructive ideology. Due to the economic and military power of these states in order to implement its "own spirituality" others follow the path of destruction and the destruction of the spirituality of other nations and states.

Because of these factors in these states spirituality takes on a different look and color. Any human society and different civilizations are formed on the basis of the spiritual heritage, showing its strength and greatness in their history.

If the spiritual wealth is harmed, then the society, civilization, the state can disappear or drastically transformed.

Historical experience shows that if the break the spiritual and cultural level that keeps civilization, it is destroyed.

What is the purpose of spirituality in Uzbekistan? Our ultimate idea "today during the international arena under the conditions of complex collision of different political interests, can become an invincible force that nation and society, which has its own way of thinking, their position in life, they can build their future with their own hands and mind."

In these conditions we have to reflect on why the destructive ideologies threaten the sovereignty of independent states.

None of the aggressive country can not deprive another country of its independence, to turn it into a dependent, has no right to declare it to their dominants or protectorate economic and political globalization is happening in the world, logically, requires the preservation of the independence of States. At the same time, globalization requires the deprivation of states, which - as the extent of their sovereignty,

This feature of globalization, with its positive mark con implies acquiescence.

In some states, there is a concept "in the world there is only one of my state", but they never really. There is another notion: all States to the world under the leadership of my "planetary possession, power", which can be realized.

The word "sovereignty" from the Latin word supremitas or suprema potestas – upper power. Sovereignty is - a primary condition and a symbol of independence. In 1991 our government to declare independence, a year earlier to its sovereignty

Despite the difficulties, Uzbekistan proclaimed its sovereignty and has achieved great success during 24 years. From the first days of our independence, the most important task, raised to the level of state policy, was the revival of the huge and invaluable spiritual heritage, which for many centuries was created by our ancestors. The revival of spiritual values we regard as organic, natural process of growth of national consciousness, a return to the spiritual roots of the nation and its roots.

Our President Islam Karimov said that spirituality - the power of the state, society and nation. Where there is no spirituality, there will be no happiness and stability. The struggle that is happening in the world between states, again proves the correctness of the policy of our head of state in the field of spirituality.

It should be noted that until today is Uzbekistan, based on its own national strategy, protected from extremist religious attacks. However, some Western political circles, trampling on the values of democracy, we are doing observations. But can we call democracy the Stalinist totalitarian regime or red, "market totalitarianism" Americans "public spectacle of totalitarianism" or "mondealistichesky totalitarianism" ?!

Maybe "ideological - spiritual roots" caliphate "and" new global regime of "identical, who knows? We believe that now is the right time of the fight with devastating ideological and educational trends that threaten our national sovereignty.

But the fact is that if spirituality is not developed on the basis of objective reality, its base filled with various legends and then the important conclusions and decisions spiritual figures lead to a dead end.

Naturally, in such situations, spiritual leaders are wrong in their conclusions. Factor in the fight against any threat to the direction of the state independence is the sovereignty of the state. Therefore, the stability of society - a lever of development of society, the nation as a whole. Currently, the existence, security, stability and future of the state and nationality are determined by the sense of infinite systems of threats and dangers. Thus, there are examples where the state or nation, overestimating themselves, underestimating, or not noticing threats degraded in human history on the contrary, there are nations that are continuously evolving, for which the main reason is the ability to respond promptly to any threat.

Therefore, the developed nations would be more correct feeling threat-resistance used for the benefit of national purpose.

From this perspective, we believe that plays an important role in the field of security to be “threat-resistance". There you can create society dreamed of, but if he can not fight back or respond to threats, the life of such a society will be short. For example, the main cause of world involvement in World War II was considered at that time the most democratic state in the German Weimar Republic. In the society of the Weimar Republic the established democratic principles did not meet the threat-resistance.

As a result, through democratic principles came to power, the Nazi Party, through the Reichstag passed a law prohibiting the party other than "Nazi" activities of other parties. In today's world are different political game, one of them is the "export of democracy". Now some states lead the process of exporting democracy from outside. In the words of President Islam Karimov export of democracy from the outside reminds us of an attempt to "export communism", it contradicts the principles of democracy. For example, turned into an experimental platform of the "orange revolution" Ukraine, which as a result could not pass the test of constitutional reforms. In certain countries, ostensibly, there is a "lack of democracy", and it is believed that it is necessary to assist the people in the removal of the lack of democracy. To do this, stand out a lot of money and certain strength. Their purpose - the organization coups and removal from power does not suit their conditions. In these cases, use the "color revolution" technology in our opinion, the company is determined threat-resistance of given parameters;

- The achievement of stability in the society;
- Ensuring the unity between society and the political authority;
- Society should accept and consider reforms in the interests of the people pursued political power;
- To form in the minds of the citizens of spiritual maturity, patriotism and love of country:

On this basis, threat-resistance brought up in a society formed by the actions of society. This should be a natural potential, a living social organism.

If threat-resistance of society provided above given parameters, but in international relations are not carried out appropriate reforms, then the results do not become effective. Objectively, the threat to the security of all states has the same character. But until that time to such threats different states approached by - differently. If you take a high socio - political activity in society as the goal and the result, then the mechanism of the above objectives and the result is considered to be the role, activity and initiative of political parties in public life. To realize the goal through this mechanism, it is necessary to create the organizational - legal conditions for the formation of representative bodies and executive bodies. The whole logic of the past years encourages us to turn now to the three main issues on the answer to that will determine the future of our society:

-How to maintain the safety, how to ensure stability and thereby achieve sustainable development on the way of progress? In these simple words - security, stability and sustainability - is a deep meaning, which is fitting for us to know and understand. Thus, threat-resistance of the society - a system that can respond to any internal and external threats and ensure its sustainable development.

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