*Journal of Social Sciences & Humanities*

# About the Journal

### Overview

Pertanika Journal of Social Sciences & Humanities (JSSH) is the official journal of Universiti Putra Malaysia published by UPM Press. It is an open-access online scientific journal which is free of charge. It publishes the scientific outputs. It neither accepts nor commissions third party content.

Recognized internationally as the leading peer-reviewed interdisciplinary journal devoted to the publication of original papers, it serves as a forum for practical approaches to improving quality in issues pertaining to social and behavioural sciences as well as the humanities.

JSSH is a **quarterly** (*March, June, September* and *December*) periodical that considers for publication original articles as per its scope. The journal publishes in **English** and it is open to authors around the world regardless of the nationality.

The Journal is available world-wide.

### Aims and scope

Pertanika Journal of Social Sciences & Humanities aims to develop as a pioneer journal for the social sciences with a focus on emerging issues pertaining to the social and behavioural sciences as well as the humanities.

Areas relevant to the scope of the journal include Social Sciences—Accounting, anthropology, Archaeology and history, Architecture and habitat, Consumer and family economics, Economics, Education, Finance, Geography, Law, Management studies, Media and communication studies, Political sciences and public policy, Population studies, Psychology, Sociology, Technology management, Tourism; Humanities—Arts and culture, Dance, Historical and civilisation studies, Language and Linguistics, Literature, Music, Philosophy, Religious studies, Sports.

### History

Pertanika was founded in 1978. A decision was made in 1992 to streamline Pertanika into three journals as Journal of Tropical Agricultural Science, Journal of Science & Technology, and **Journal of Social Sciences & Humanities** to meet the need for specialised journals in areas of study aligned with the interdisciplinary strengths of the university.

After almost 25 years, as an interdisciplinary Journal of Social Sciences & Humanities, the revamped journal focuses on research in social and behavioural sciences as well as the humanities, particularly in the Asia Pacific region.

### Goal of *Pertanika*

Our goal is to bring the highest quality research to the widest possible audience.

### Quality

We aim for excellence, sustained by a responsible and professional approach to journal publishing. Submissions are guaranteed to receive a decision within 14 weeks. The elapsed time from submission to publication for the articles averages 5-6 months.

### Abstracting and indexing of *Pertanika*

Pertanika is almost **40 years old**; this accumulated knowledge has resulted in Pertanika JSSH being abstracted and indexed in **SCOPUS** (Elsevier), Thomson (ISI) **Web of Science™ Core Collection** Emerging Sources Citation Index (ESCI). Web of Knowledge [BIOSIS & CAB Abstracts], **EBSCO** and EBSCOhost, **DOAJ**, **Google Scholar**, **TIB**, **MyCite**, **ISC**, **Cabell's Directories** & Journal Guide.

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We are continuously improving access to our journal archives, content, and research services. We have the drive to realise exciting new horizons that will benefit not only the academic community, but society itself.

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The abbreviation for *Pertanika* Journal of Social Sciences & Humanities is *Pertanika J. Soc. Sci. Hum.*

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The Pertanika Journals and Universiti Putra Malaysia takes seriously the responsibility of all of its journal publications to reflect the highest in publication ethics. Thus all journals and journal editors are expected to abide by the Journal's codes of ethics. Refer to Pertanika's **Code of Ethics** for full details, or visit the Journal's web link at http://www.pertanika.upm.edu.my/code_of_ethics.php

### International Standard Serial Number (ISSN)

An ISSN is an 8-digit code used to identify periodicals such as journals of all kinds and on all media–print and electronic. All Pertanika journals have ISSN as well as an e-ISSN.

Journal of Social Sciences & Humanities: ISSN 0128-7702 *(Print)*; ISSN 2231-8534 *(Online)*.

### Lag time

A decision on acceptance or rejection of a manuscript is reached in 3 to 4 months (average 14 weeks). The elapsed time from submission to publication for the articles averages 5-6 months.

### Authorship

Authors are not permitted to add or remove any names from the authorship provided at the time of initial submission without the consent of the Journal's Chief Executive Editor.

### Manuscript preparation

Refer to Pertanika's **Instructions to Authors** at the back of this journal.

Most scientific papers are prepared according to a format called IMRAD. The term represents the first letters of the words **I**ntroduction, **M**aterials and Methods, **R**esults, **A**nd, **D**iscussion. IMRAD is simply a more 'defined' version of the "IBC" [Introduction, Body, Conclusion] format used for all academic writing. IMRAD indicates a pattern or format rather than a complete list of headings or components of research papers; the missing parts of a paper are: *Title, Authors, Keywords, Abstract, Conclusions*, and *References*. Additionally, some papers include Acknowledgments and Appendices.

The *Introduction* explains the scope and objective of the study in the light of current knowledge on the subject; the *Materials and Methods* describes how the study was conducted; the *Results* section reports what was found in the study; and the *Discussion* section explains meaning and significance of the results and provides suggestions for future directions of research. The manuscript must be prepared according to the Journal's **Instructions to Authors**.

### Editorial process

Authors are notified with an acknowledgement containing a *Manuscript ID* on receipt of a manuscript, and upon the editorial decision regarding publication.

Pertanika follows a **double-blind peer-review** process. Manuscripts deemed suitable for publication are usually sent to reviewers. Authors are encouraged to suggest names of at least three potential reviewers at the time of submission of their manuscript to Pertanika, but the editors will make the final choice. The editors are not, however, bound by these suggestions.

Notification of the editorial decision is usually provided within ten to fourteen weeks from the receipt of manuscript. Publication of solicited manuscripts is not guaranteed. In most cases, manuscripts are accepted conditionally, pending an author's revision of the material.

As articles are double-blind reviewed, material that might identify authorship of the paper should be placed only on page 2 as described in the first-4 page format in Pertanika's INSTRUCTIONS TO AUTHORS given at the back of this journal.

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In the peer-review process, three referees independently evaluate the scientific quality of the submitted manuscripts.

Peer reviewers are experts chosen by journal editors to provide written assessment of the **strengths** and **weaknesses** of written research, with the aim of improving the reporting of research and identifying the most appropriate and highest quality material for the journal.

### Operating and review process

What happens to a manuscript once it is submitted to *Pertanika*? Typically, there are seven steps to the editorial review process:

1. The Journal's chief executive editor and the editorial board examine the paper to determine whether it is appropriate for the journal and should be reviewed. If not appropriate, the manuscript is rejected outright and the author is informed.

2. The chief executive editor sends the article-identifying information having been removed, to three reviewers. Typically, one of these is from the Journal's editorial board. Others are specialists in the subject matter represented by the article. The chief executive editor asks them to complete the review in three weeks.

   Comments to authors are about the appropriateness and adequacy of the theoretical or conceptual framework, literature review, method, results and discussion, and conclusions. Reviewers often include suggestions for strengthening of the manuscript. Comments to the editor are in the nature of the significance of the work and its potential contribution to the literature.

3. The chief executive editor, in consultation with the editor-in-chief, examines the reviews and decides whether to reject the manuscript, invite the author(s) to revise and resubmit the manuscript, or seek additional reviews. Final acceptance or rejection rests with the Edito-in-Chief, who reserves the right to refuse any material for publication. In rare instances, the manuscript is accepted with almost no revision. Almost without exception, reviewers' comments (to the author) are forwarded to the author. If a revision is indicated, the editor provides guidelines for attending to the reviewers' suggestions and perhaps additional advice about revising the manuscript.

4. The authors decide whether and how to address the reviewers' comments and criticisms and the editor's concerns. The authors return a revised version of the paper to the chief executive editor along with specific information describing how they have answered' the concerns of the reviewers and the editor, usually in a tabular form. The author(s) may also submit a rebuttal if there is a need especially when the author disagrees with certain comments provided by reviewer(s).

5. The chief executive editor sends the revised paper out for re-review. Typically, at least one of the original reviewers will be asked to examine the article.

6. When the reviewers have completed their work, the chief executive editor in consultation with the editorial board and the editor-in-chief examine their comments and decide whether the paper is ready to be published, needs another round of revisions, or should be rejected.

7. If the decision is to accept, an acceptance letter is sent to all the author(s), the paper is sent to the Press. The article should appear in print in approximately three months.

   The Publisher ensures that the paper adheres to the correct style (in-text citations, the reference list, and tables are typical areas of concern, clarity, and grammar). The authors are asked to respond to any minor queries by the Publisher. Following these corrections, page proofs are mailed to the corresponding authors for their final approval. At this point, **only essential changes are accepted**. Finally, the article appears in the pages of the Journal and is posted on-line.

Pertanika Journal of

# SOCIAL SCIENCES
# & HUMANITIES

*A special issue devoted to*
Vectors & Narrative Discourses of Modern Society

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(Special Edition)

# Preface

ELDirect was established in early 2014 with the support of scientific research undertaken by young and talented scientists and researchers whose goal was and still is to promote academic studies and research in the field of the Social and Economic Sciences. ELDirect aspires to provide a full picture of the views of the social learning and research community in discussions that will continue to take place in future research programmes in the Russian Federation, and as a permanent scientific forum where sociologists, economists and researchers can meet and exchange ideas and experience.

ELDirect together with the Don State University had the pleasure of organising the following annual conferences: Aspects of the Development of Science, Education and Industrial Modernisation (ADSEandIM 2014-2016); Vectors and Narrative Discourses of Modern Society (CVNDMS 2016); and Development of Modern Multi-Disciplinary Research (DMMDR 2017).

The application for full-text publications of original and unpublished fundamental scientific research in all fields of social and economic sciences (CVNDMS 2016) led to the receipt of 52 papers, 15 of which were accepted for publication in this volume (28% acceptance rate). We expect this to be the model for future ELDirect conferences; the conferences will be a source of high-quality scientific papers marked for publication.

The scientific papers published here cover a number of basic topics within the Social and Economic Sciences. We believe that these papers offer innovative research and take the Social and Economic Sciences one step further.

Organising an international conference and also editing a volume of scientific papers necessarily requires time and effort. We therefore would like to gratefully acknowledge the efforts of the authors and reviewers of this publication, who in adhering to strict timetables, helped to finalise this special issue. We thank the local organising committee of Don State Technical University, Prof. Dr. Konstantin Vodenko, Dmitry Shkurkin (Director of ELDirect) and Prof. Dr. Iskandar Kobersy (Deputy Director for Scientific Work of the Institute of Polytechnic Institute Branch of Don State Technical University) for their kind support in having this issue published. We are also thankful to Dr. Nayan Deep S. Kanwal, the Chief Executive Editor of Pertanika Journals, for his kind cooperation in releasing this issue.

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# Pertanika Journal of Social Sciences & Humanities
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## Contents

# Problems of Identificative Matrices Transformation of Modern Multicultural Persons in the Variative Discourse of Electronic Informative Society Identity

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## ABSTRACT

The relevance of the proposed research topic is that the 21st century can be called the century of the explosion of identities. National identity is seen as self-determination of individuals and groups in local community coordinates, contrary to the logic of globalisation, with its model of the world citizenship and transnational identity, played and produced in a globalised world that is projected on the sphere of international interpersonal relationships inside the society, affecting, thus, social mega-, macro- and micro levels. Thus, it is necessary to analyse and evaluate national identity in the sociological discourse. Comparison and identification of explanatory, analytical and predictive capacities of research formed the theoretical and methodological approaches to national identity in the context of globalisation processes, which characterised the isolation, distancing from other national and ethnic groups, the search for a national collective "I" and the inclusion of the identity of the resource as a "prize" in the competition for a position in a globalised world. The complexity of the national identification process is caused by the multi-dimensional criteria of identity and its impact upon political, social,

cultural and symbolic capital. This research highlights the need to study the implications of information exchange and the negative aspects of the formation of personal identity.

## INTRODUCTION

Today, there is an obvious need to review the basic concepts of the structure, properties and essence of modern society. A number of studies have been carried out to ascertain the transformation of the societies identified as industrial, post-industrial, risk society, consumer society and information society as well as the concept of the civilisation of services.

Different researchers have given different terminology to classify today's society. Darendorf spoke of it as the "post-capitalist" or "service class society", while Toffler referred to it as the "super-industrial" or "third-wave society," Furaste wrote about it as the "service civilization," Masuda called it the "information and computer" society and Draker referenced it as the "post economic" society. The most persistent and generally accepted concept of society today is that it is a "post-industrial" and "information" society. Although Risman first used the term "post-industrial society" (or "leisure society") in 1958, the real founder of the concept of post-industrialism is considered to be Bell. Bell emphasised that this identification was rather a tool of theoretical analysis than actual designation of the existing system. It pictures society as

possessing production and dissemination of knowledge, with an increased share of services related to knowledge. Despite the fact that the term "post-industrial society" came into use quickly and spread widely in contemporary scientific literature, there is still conceptual ambiguity regarding this identification; it obviously requires more specific scientific definition. Bell suggested that the main concern of the post-industrial society is respect for talent and distribution of educational and intellectual institutions. The post-industrial society is characterised by the new elite, and prizes qualifications obtained by individuals through education, rather than the possession of property, inherited or acquired through entrepreneurial skills, or political position achieved with the support of parties and groups.

The term "information society" first appeared in the early 1960s, and is attributed to the Tokyo Institute of Technology. The term received worldwide recognition after the publication of Masuda's famous book, *Information Society as a Post-Industrial Society*, published in Washington in 1981.

The main characteristics of the information society have been identified in reports submitted to the Japanese government. In these reports, the information society was defined as one in which computerisation would give people access to reliable sources of information, save them from routine work and ensure a high level of automation. This would change the production process itself, as products would become more "capacious information," meaning that there would

be an increase in the share of innovation, design and marketing a part of products' value. "The production of an information product, not the product of the material will be the driving force behind the formation and development of the society", suggested Masuda (1983, p. 236).

Masuda posed one of the most interesting and developed philosophical concepts of the information society. The foundation of this new society, in his view, was to computer technology, the main function of which is seen in the replacement or significant strengthening of human brainwork. The information technology revolution, he predicted, would quickly turn into a new production force and make possible the mass production of cognitive and systematic information, new technologies and knowledge. The potential market would be the "boundary of the known," increasing the possibility of solving urgent problems and cooperation. The leading sector of the economy would be intellectual production, whose products would be accumulated and disseminated through new communication technologies.

The information society is structured by these space-dynamic processes, coordinating the various cycles in tempo-rhythmic sequence. Flow space does not form a single spatial logic of modern societies, but is itself the dominant logic, since it relates the relations of domination and subordination of the interests of coordinating the functions.

The overall result of all of the approaches listed above is the idea that information is a major determinant of modern society.

However, the status of the information itself is unclear: whether it acts as an independent cause of change in society, or is information technology only a means for the realisation of the impact of scientific knowledge? What, in fact, are the laws of the organisation of the information required by law and the development of socio-economic systems? What, finally, gives the dominant value of information logical flow?

All of these issues are the result of the fact that the important concepts related to the information society are social structure, social system and the selection ratio of the material and the ideal, the objective and the subjective, social being and social consciousness. All of this can be found in a single information flow in symbolic spaces, forms of knowledge and technology programmes as a result of information. This makes identifying the laws of informational influence a difficult task.

## METHODS

The research object of this study was a modern information society as unity of objective and subjective aspects. The subjects of the research were the social aspects of information security in a modern (Russian) society. The theory and methods employed rested on local and foreign general humanitarian thought that captured the essential features of a modern society, the phenomena of danger and safety and the specifics of their manifestation in the information society.

To provide the most complete analysis of selected problems in the socio-

philosophical terms, we used the dialectical method of knowledge of social processes in combination with the structural-functional approach, comparative methods and semantic analysis, as well as the established principles of the phenomenon of security research, formulated in the works of Russian and foreign scientists. The most important of these is the principle of unity of security and sustainable development.

Due to the nature of the object and subject of study, a number of methodological techniques employed by different disciplines such as sociology, political science, psychology and synergetics were used.

## RESULTS

In social and information systems, internal and external aspects are not easily discernible. Flow of information, programmes, technologies and the substance of interior systems that ensure the integrity of the whole are not expressed in the information perceived by members of the society and, therefore, are not included in everyday relationships as being the most important condition of their feasibility. The Electronic Information Society regards freedom and opportunity as great illusions of autonomy of private subsystems in the individual's everyday life. Rastorguev (1999) stated that "the day of today, with its telecom computing systems [and] psycho technologies [have] radically changed [the] environment. Some information streams [have] turned into a continuous stream. If earlier it was possible to "stem" specific information channels, today all

the surrounding area information [have] collapse[d]. Time information on the interaction between the most distant points [are] close to zero." What he meant was that the information society changes the status and the role of time. It is shown here as a special 'collage' of time. Merging events in various combinations in the computer information world expresses a virtual reality that creates the phenomenon of 'timeless time'. Therefore, noted Castells (2000), "…on the one hand, the immediate dissemination of information across the globe, [with] live reports from the scene provide unprecedented temporal immediacy of social and cultural events … on the other hand, mixing times in the media, and what is happening inside [the one same] communication channel, and optionally the viewer / participant interaction, creates a temporary collage, in which not only mixed genres, but also their time base is converted into a synchronous flat horizon without beginning, without end and without any order. The timelessness of multimedia hypertext is the defining feature of our culture" (Castells, 2000).

The reasons for the emergence of the "new marginal" changes in the social structure are the crisis and the reforms aimed at creating a new social and economic model of society. The main sphere of social change is the socio-professional structure, and this transformation has led to the emergence of groups within the population who are the most vulnerable to intense and radical changes in society. These social groups lost their former social status and have the

opportunity to acquire a replacement that is fundamentally new in relation to the former social system status, but which could not create (or rather, it was not purchased) more normal conditions, or a socially acceptable operation. It becomes a 'marginal medium' that is exposed to the greatest manipulations of the media as the individuals are separated from the social environment and their reality is replaced by a pseudo reality created by the media based on images generated by mass culture and the mass media.

The peculiarity of this situation is that the separation of national origins, culture and traditions cannot create a new collective (community), even with the participation of people in institutions and organisations (Gabdrafikov, Karabulatova, Khusnutdinova, & Vildanov, 2015). What are created are pseudo groups, as there is no linking of people informally and at the level of the morality of their existence. Individuals can have any interests, but almost they do not develop the most important thing i.e. the need to consider their own problems through the prism of the interests of the collective and to organically communicate with each other in personal and collective (the wider public) ways. So today attention is given to, for example, the development of a psychological climate and organisational culture of the leadership of different organisations and enterprises as a steady close-knit team that has not only significant productive potential, but also the possibility of the socialisation of individuals, forming them, if not through public, then at least through group social orientations. However,

an objective obstacle of this process is the market-value consumer system that has become evident, which is calculated on individualism and competition, not cooperation.

It is increasing at the level of 'habituation' of society to foreign invasion, and most importantly, alien, information. Thus, based on her sociological research, Pavelyeva noted the widespread increase in the population of hypnotisability (up to 90%), and the decreased ability for critical perception of information. Only 15% of the population, according to her, has retained this ability (Pavelyeva, 2016). This means that there is a reduction in the subjective basis of the output of the process from the systemic crisis facing Russians. As Silvestrov (2000) noticed, in modern Russia, "the prospect of the future disappears, and is now perpetuated. There is disruption of space and time, which are devoid of any fundamental theme or concept that can bring people together. Events of confusion only increases the hope for some kind of solution that will stop the expansion of the existing structures to satisfy a need in the community ... The need for a social or collective identity fueled by desires and fears associated with the need for communication, protection of instability ... This need will only increase as the retraction of our countries into the global modernization. Social identity search can be seen as the establishment of a new form of "post-soviet solidarity". It will likely reflect common sense than the combination of interest. The very desire has no apparent purpose, and is not

addressed to any authority, but permeates all openly expressed requirements and public evaluation of government activities" (Vildanov, 2014).

However, we do not have the internal communication between informatisation and democratisation (the development of an active civil position of the population), which is marked in Western countries. In addition, the information space of the country itself is inhomogeneous: it actually copies the settlement structure in the territory of Russia. The uneven level of information is also characteristic of the social system: the sphere of economics and management in a much more computerised than social sphere, where there are still a lot of elements that can be attributed not only to the industrial, but also to the pre-industrial society (Chuev et al., 2016). There is also evident unevenness (inequality) in the ratio of social and subjective side and system-organisation: the population (excluding residents of the largest cities in the country) in their daily lives do not cover and do not master at the proper level information space with its flow, expressed in cultural, industrial, market and management infrastructure (Gabdrafikov et al., 2015). A significant part of the population still does not have advanced IT needs to not only read daily newspapers and analyse events of national life, but also in general to participate in information communications. Therefore, the objective social sphere tends to inner 'compression' and a kind of 'atomisation'.

This process is affected by a significant complication of the socio-economic relations, which caused psychological discomfort for many Russians who found all the changes taking place in society to be incomprehensible and therefore, pointless. The collapse of economic and social relations led to the 'atomisation' or rupture of social ties between society and individuals. As a result, individuals experiences a massive loss of active life.

Changes in the social and economic spheres inevitably entailed serious psychological consequences. Emotional tension in society, which can manifest as fear, anxiety, apathy, aggressiveness, rumour spreading etc. The sources of this psychological state are not only systemic imbalances in society and the decline in subjectivity, but also the blurring of boundaries between the appropriate and the forbidden, indicating a lack of clear criteria for the selection of behaviour and other psychological and emotional problems caused by a lack of internal measures to gauge the adequacy and relevance of information made available to the public.

A research project in January 2003 helmed by the Fund looked at public opinion in a nationwide poll with a sample of 1,500 respondents in 100 settlements of all economic and geographic areas of Russia (home interviews). Russians of different ages, social status and level of education as well as of both genders were asked to express their opinion of the dangers that presently concerned them and were asked to relate what they believed were problems inherent in Russian society with which

the population were unable to cope. One purpose of the study was to compare these results with similar studies in 1996 and 1999 i.e. revealing the dynamics of the social well-being of Russians. As the authors note, the survey, conducted in January 2003, identified three major fears that Russians seemed to be facing.

The main social fear among Russians as a result of changes in society was drug addiction (36%), followed by crime and robbery (34%), terrorism (30%), corruption (27%) and the situation in Chechnya (27%). This was followed by threats related to social and economic adaptation: a low standard of living (28%), unemployment (27%), inflation (14%), and the economic crisis and economic decline (12%). The third fear was associated with large-scale problems and crises that were beyond the control of man common to Russia such as natural and military disasters, and comprised environmental disasters and catastrophes (12%), military threat from other countries (10%), accidents and disasters dues to transport and manufacturing (8%) and international conflicts (7%).

The authors of the paper that reported on these fears provided interesting conclusions concerning the dynamics of fear over the study period. For example, surveys in 1996 showed that 50 to 70% of Russians experienced increased anxiety about environmental issues, economic problems, decreased living standards, poverty. Another 66% were disturbed by other social phenomena. At the same time, social deviations, such as crime, corruption

and others were perceived as a threat by 54 to 63% of the respondents. A survey in 1999 recorded that the perception of environmental hazards was significantly reduced from 66% to 50%. However, ecological problems did not seem to be discussed due to the intensification of political and economic troubles.

Today, a socio-cultural normative shift has occurred. Ivanov and Shubkin (2005) stated that poverty, unemployment, crime and other social problems had created environmental problems around the globe. They opined that people seemed more concerned about amassing and retaining wealth than about the environment. They believed that economic trouble was associated with social breakdown that resulted in declining living standards and poverty, which made up 71% of the cause of this breakdown, lawlessness (63%), unemployment (60%) and criminalization (66%). This, they concluded, was leading to anxiety about daily living conditions.

That sense of injustice can be considered an important general indicator of the social well-being of citizens, caused largely by imbalance and systemic crisis in the country seen in a developing sense of justice among the people, the tradition of democracy, an information culture not yet developed for a large part of the population and old forms of social existence that had become ineffective and illusory. In this regard, the creation of conditions for the formation of a positive national and civic self-identity is crucial for allowing the positive aspects of informatisation in Russia to be realised

(Karabulatova et al., 2016).

Identity is a phenomenon that covers different levels beginning with personal and ending with social (and even international) identity. However, in any of these meanings identity is discovered from existing as part of the whole. The national identity of individuals is related to their emotional experience with their native culture, mentality, the overall realities of political and civil life that are linked to certain parties, currents, ideologies, interests, the political structure of the country and etc.. In this respect, identity is a condition of social, political, and other communications as a sense of modernity and using more universal terms such as 'we' when it comes to feeling and consciousness.

Identity is the specific content of a standard, not only cultural or valuable, but of space-time as well. At the level of time, identity can be regarded as the present, the experience of individuals and groups themselves in the context of a present. "Modernity is not only the incorporation of individuals in the internal structure of each other, but time and harmonising prospects at all levels of representation of time ... at the time the interpersonal level: the adoption of rules governing the sequence and pace of cooperation, the use of discursive strategies that bring together interlocutors in time; at the level of institutional time: writing itself in biographical and career charts, graphs, and calendar time, focus on common guidelines for planning time; at the level of cultural time: common ideas about the nature of time, the use of common means of expression and metaphors of time, created in historiography, literature and art" (Nestik, 2003, p. 12). Solving our problems has special value for subjective identity forms through which society can be integrated (Ostrovskaya, Karabulatova, Khachmafova, Lyaucheva, & Osipov, 2015). These forms of identity, of course, relate time to the symbolism of the culture, and the peculiarities of mentality of the social community (Karabulatova, 2013). Awareness of human group identity through temporal categories in the scientific literature is possible as a temporary identity.

In other words, social time expresses the ontological characteristics of functioning people in society. They show that the division of society into 'us' and 'them', which is now apparent in Russia for various reasons, especially in value-ideological areas such as property material wealth, due to the different experience of time. But time as identity is probably a common space for national, civil, spiritual and cultural identity. This is the state of division in our society, which Ahiezer designated as "special pathological state of the social system, the larger society, characterized by acute congestive contradiction between culture and social relations, the collapse of the universality and cultural backwardness of social reproduction, reduced ability to overcome contradictions between the mentality and social relations, to ensure a harmonious consensus" (Akhiezer, 2016, p. 289). If culture represents the subjectivity of society, social relations is its objective side (Vildanov, 2014). The dichotomy of the two leads to a dramatically weakening

subjective component in relation to the objective, since in this case culture no longer contributes to the reproduction of social integrity.

At the same time there are other layers of socio-cultural identity that contribute to the possibility that Russian society exists for itself, as a form of original and holistic expression of identity. It is necessary to reserve a common language, the most profound manifestation of the mentality and the collective unconscious (cultural codes and morality). Considerable social differences can still be reconstructed to some extent among the general population, although not always clearly so for that population to perceive and experience Russia as a whole organism. Indeed, collective consciousness has created certain stereotypes of perception that affect reality, behaviour and thinking. Mentality or a common spiritual mood, a relatively coherent set of ideas, beliefs, spirit, skill, which creates a picture of the world and strengthens the unity of cultural tradition or to any community ... The mentality should be distinguished from public sentiments, values and ideologies ... But the public mood changeable, cradle. Mentality has a more sustainable; it includes values, but not limited to them, as characterized by a deep level of collective and individual consciousness.

That is why society retains the main components of its national and ethnic origin as well as its mentality: it really "think[s] in Russian" rather than in any other language. However, modern Russian society,

despite its external division and disruption, nevertheless tends to unite (Ostrovskaya et al., 2015). We agree with Silvestrov's view that the need for social or collective identity is fueled by desires and fears associated with the need for communication, protection from volatility, as well as confidence in the sense of separation. This need will only increase as country becomes modern and global in outlook. The search for social identity can be seen as the establishment of a new form of 'post-soviet solidarity'. It will likely reflect common sense rather than shared interest. Desire has no apparent purpose, and is not addressed to any authority, but permeates all openly expressed requirements and evaluation of public authorities (Silvestrov, 2000).

Thus, it is the desire of the population for internal cohesion, although this desire is expressed more emotionally than rationally or consciously. Nevertheless, it may serve as a basis for social change.

## DISCUSSION

Global information networks have become an instrument of information and political and cultural expansion of technologically developed countries compared to underdeveloped or developing countries (Karabulatova, 2013). Decentralisation of modern society has led to the complication of social life, which, in turn, has caused strengthening of reliable social controls. Information has become a mass product and an economic category (Chuev et al., 2016). It is bought and sold. Differences in the economic and financial status of

social actors has given rise to a new kind of inequality, the inequality of information.

Information inequality is characteristic of the condition and level of the development of different countries, regions, communities and social groups in terms of their involvement in the movement of the global information society. It is estimated by, first, the degree of access to modern information and communication technologies, information systems and networks and, secondly, the degree of preparedness of the population to live and work in an information society. It is a kind of cultural facet.

Today, energy efficiency tools, processes of co-operation etc. are forms and means of action of a single informational universe, the continuum, in which the boundaries between ends and means are relative (Ivanov, 1996) in an industrial society. The information continuum is a special form of social existence. This all-encompassing resource, which is formed on the basis of the universality of the space distribution and consumption of information, begins to blur the boundaries between the subjective and the objective, the feasible and the valid. Today, the impact of information seems so universal and its world complete and pervasive that as a subject information is treated as reality. From Korsuntsev's point of view, the "subject exists in the technological environment of virtual reality, virtual transformed forms created by him. Based on the requirements of the adequacy of the conditions of his existence ... the subject – immaterial structure, immaterial,

and information" (Korsuntsev, 2001). But if there is no difference between the subject and the information, then the subject itself becomes the information environment; this not only mystifies reality, it also opens the way to the dictates of people and technological information (Aleksentsev, 1999; Karabulatova, 2013; Karabulatova et al., 2016; Rastorguev, 1999). In fact, the subject can only be permitted to operate technological information if he is distanced from the information processes.

Subjects create an information environment that includes information technology, software and hardware and other equipment. To circulate and preserve information they create a market information service, information strategies and types of information management. Therefore, in content, direction and execution of (landmarks, signals, symbolic representation etc.) information always 'contains' the social position of the subjects and their interests. That is why the information expresses and models the organisational structure of any enterprise, team and country. In this regard, even the digital divide models and expresses unevenness, differences between the socio-economic development of countries and regions and differences between the various segments of the population, leading to a deepening of social and cultural contradictions between them.

Castells stated that "...The infrastructure of our daily lives – from energy to transport and water supply systems – has become so complex and confusing that its vulnerability

has increased exponentially." While new technologies help security systems they also make our daily lives more and more susceptible to external influences. Price increasing protection – that's life in the system of electronic locks, alarms and on-line police patrols. It will also mean an increase of fear. ... This is also a measure of relativity human progress (Castells, 2000). The high vulnerability of the national information infrastructure enables unfriendly states, terrorist organisations, criminal groups and individual hackers to cause damage to the country, comparable to the impact of weapons of mass destruction (Karabulatova et al., 2016).

Protection from such exposure may be only clear self-awareness and self-determination of society, which should be characteristic of the social subject. Indeed, the only firm support for self-identity are cultural traditions, especially mentality, national values, etc. These can keep the original subjectivity of society as the basis for its independence and freedom to distance it from any external information interventions. But this involves a high degree of integration of social, civic and patriotic consciousness and self-consciousness to clearly understand its place and role in the modern world.

At the same time, people abandoned in the flow of information, often alone, cannot distinguish truth from fiction or myth from facts of reality. Hence the threat and danger of losing their identity data community, because its 'text', the symbols and values, are embedded in the same language as the regular or conventional news reports. From here it is important to see the possibility of loss of national identity and therefore, independence. Indeed, when information is controlled by government institutions, problems arise that may complicate both domestic and inter-state relations. This is a problem that all countries face, regardless of their level of technological development.

The problem of protection against new effects generated by an information society disturbs many researchers in modern society; it is explored extensively in the literature. The most interesting, in our opinion, are the works of Aleksentsev, Grinyaev, Gromyko, Lepsky, Lopatin, Pocheptsov, Prokofiev, Rastorguev, Smolyan, Streltsov, Tsygichko and Chereshkin.

The number of works devoted to the scientific study of information security issues is growing. The terms "security of informatisation" and "information security" are two of the most frequently used, as a simple search on the Internet will reveal. However, these concepts have become more important and should be explored further not to mention practiced in politics. While there are different views as to what "information security" actually means, all the definitions offered so far concern maintenance and how is can be best implemented. Its definition alone deserves in-depth analysis as a means of understanding through semantics how this term reflects a changing society and its identity.

It is obvious that the concept of "information security" and "information security" are interconnected and

interdependent. Quite often, they are used as synonyms. Of course, if the object of protection is indeed information, this would be acceptable. However, the term "information security" has other meanings. It is understood and how the security of the information, and how lack of threats of information entities (objects) of information relations. Aleksentsev defined it thus: "Information security is the state of the environment informative providing satisfaction information needs of subjects of information relations, information safety and protection from negative entities informational impact" (1999, p. 47). The information environment, understood as the sphere of activity of subjects related to the creation, conversion and consumption of information, acts in this context as a meta-object protection. Thus, according to Aleksentseva, information security involves three components:

1. Satisfaction of information needs of the subjects included in the information environment;
2. Security of information;
3. Protection of subjects of information.

Aleksentsev explained, "It cannot be achieved without the subject of information security presence". He added, "... the absence of required information may have, as a rule, have negative consequences." Naturally, it took to explain what is meant by the necessary information (Aleksentsev, 1999, p. 47). Aleksentseva opined that the information required to meet informative needs should be:

1. relative to the total;
2. reliable;
3. timely.

Aleksentseva points to the fact that these requirements are in force for the duration of the circulation of information, as their violation on the stage later could also lead to wrong decisions or even to impossible decisions, so information must be protected from the effects of violating its status. However, this still does not take the concept of 'information security' to the level of the concept of 'public safety'. The ratio of subject information, no communication with the system-wide processes presented as the foundation of information security, makes it difficult to choose the correct solution in any given situation; after all, private or special is always defined in relation to the total.

Maksimov saw a way out, addressing "high-quality models of the situation" as "complexity working out solutions due to the fact that in order to predict the consequences of decisions must take into account the complex structure of the relationships. The situation is complicated by the fact that, as a rule, authentic qualitative information about these processes (socio-economic) absent, so that they can be judged only by circumstantial characteristics" (2003).

On this basis, we should recognise that a dominant position in the list of information requirements from the perspective of information security is authentic. A half-truth is worse than a lie. It gives false hope and leads eventually to the adoption of incorrect solutions that are dangerous to society. The work includes other mechanisms, and the

behaviour of the programme. If incoming information is not verified, the inadequacies of the system will not be overcome, thereby compromising safety.

Thus, subjects (objects) of information relations should be protected against substandard goods and unscrupulous manufacturers. However, this requires the development of specific information filters for proper balance. With such filters in the national defence, international law and scientific activity, to name only three domains, in place, there would be no need for secrecy and information shared would be reliable. Reliable information in today's world can guarantee survival.

**CONCLUSION**

A distinctive feature of modern society is total computerisation. However, new information and communication technologies are not only huge potentials for increasing productivity, improving production of goods and services and achieving quality of life. It also comes with new threats. The main danger to society is the possibility of identity loss of individuals, groups, society, political subjectivity and correct identity due to the displacement of external information. This can distort reality as 'reality' becomes virtual, built upon information and technology using sophisticated and advanced tools and methods.

Society feels discomfort from its condition of being fragmented, although this is caused by objective reasons mainly due to economic and political pressure.

Herein we see two opposite states of society that touch on information security and the safety of modern Russian society (Akhiezer, 2016). At the surface level there is social cleavage, disruption of society manifested in lack of identity at the class level and differences in the material standard of living, social classes, ethnic groups etc. This level of social psychology, ideology, political and other vested interests cause destabilisation and loss of social stability. However, at the same time, the existence of social fears and anxieties of the population indicates that society itself or at least the majority of the population is concerned about this condition. This attitude arises from the underlying mentality, culture and symbolic representations and spirituality. One segment of the population as a subject may maintain internal unity, and therefore appreciate reality from the standpoint of unity, but not all are. Hence, people are driven to have their social, national and spiritual identity clarified. This enables the preservation of national independence, despite the lack of democratic forms of social interaction and the low level of social activity among the people. This is one of the fundamental differences between modern Russia and Western countries. If the latter sought information and developed it on the basis of a developed democracy, publicity, civil and legal culture, national priorities, Russia compensates for the lack of this, seen as weakness, by preserving the deep layers of its identity. Today, this requires special techniques and programmes for its activation and in order to increase its impact

on the consciousness and behaviour of individuals and communities. According to Ivanov, "Today's society is ready to throw off the shackles of former stereotypes to overcome the prevailing [cultural shock] to go on a fundamentally new way of development of the social space. We can say that in spiritual life has accumulated potential of development, based on the deep traditions of authentic folk culture on solid supports of natural intelligence and erudition, breadth and emotional perception of life" (Ivanov, 1996, p. 292).

Thus, in the information society virtual structures occupy an increasingly prominent place, filling in all the layers of life and at the same time taking over a number of functions in the context of a significant acceleration occurring in its processes and events.

In this regard, work is required to educate society on the proper attitude to information and to expand their horizons and accountability. It is necessary to clarity internal communication processes between the state and the public as well as the individual. Also important is understanding how information is shared in society.

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# Social and Economic Differentiation of the Issues Affecting the Health of Modern Russians

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## ABSTRACT

Health is one of the factors that allow for identification and self-identification, and lead therefore, whether one has good health or not can lead to a sense of inequality. Not only is health a prerequisite in social interaction and social cohesion, it is also an essential factor for guaranteeing public and private psychological well-being among social groups and communities in modern society. This study employed sociological methods to study the health of the population, and was limited to information selection and analysis similar to that of the health department system. The qualitative method was used to analyse the social logic of people's behaviour and motivation in attending to health. Social and statistical study of public health is at its initial stage and is characterised by its descriptive character, limited database, discrepancy and even bad indicators. These serve as information reference points for statistical studies. In Russia, such study is lacking. In the area of public health, social and economic differentiation is one of the factors of social dependence.

## INTRODUCTION

One of the reasons for this study was that available medical research data and medical statistics cannot characterise the true determinants of health as well as health status in Russia. Eliseeva listed three areas that lack sufficient data for proper analysis: assessment level of medical aid for the population, characteristics of medical institutions of different types and statistical analysis of clinical trial results (2003). In these areas, social statistics tend to be substituted for medical statistics. However, the social statistics must be orientated on polyaspectual coverage of the social factors, which are focussed on discovering new approaches to medical sociology.

Eliseeva also noted the lack of data on the social statistical indicators of public health (2002), listing two main indicators, namely, demographic determinants such as length of life and death-rate by sex, age and causes of death, and morbidity rate, which includes persons sharing different health status (by sex, age, etc.), the number of acute diseases, the number of new proven diagnoses and indicators of self-assessment of health by the population.

These indicators are the usual focus of interest in medical statistics. Only two of them are beyond this traditional focus: length of life (a demographic indicator) and self-assessment of health (Lapin, 2000; Rzhanitsyna, 2001). The most significant social and socio-medical characteristics of

public health are not indicated; there is a need for medical social statistics indicators to be updated according to subject and scientific practical mission (Karelova, 1999; Karyukhin, 2003).

One of the signs of insufficiency in scientific data collection and methodology is the dearth of social statistics of public health. Theory and social statistics on public health as a scientific branch at this stage of its development are inadequate and therefore, researchers, managers and practitioners are left unhappy and dissatisfied, unable to do their jobs properly.

The development of modern social statistics must begin with the definition of principles and conceptual approaches as well as the establishment of traditions tied to social statistics as a branch of study and an independent profession that is serious about investigating the problems of public health. Underestimating this methodological and organisational scientific task is quite dangerous. This danger is determined by that the general lag in the social statistics of public health or the private gaps in the special problems of the public health service, which impede information support of public health services. This lag complicates the scientific and practical implementation of the social and system concept of the public health service, which embodies the scientific ideas of the social dependence and social structure of public health. Most of the research results will remain in non-demand until the social statistics reach a stage of institutionalism and self-actualisation as a profession (the methodological fundamentals clearly

defined, which meet the scientific and methodic standards and staff training system for the information and analytic departments of the public health system).

## METHODS

The social and statistical characteristics of the public health service are available for selection and analysis. Experience has shown that corresponding scientific interest and material resources, as was made available in some regions of Russia such as Novgorod, Moscow and Tyumen, allows for a modern social and statistical base that characterises the regional health system. This also allows access to problems, social and professional opportunities and directions in developing personnel in the health system for at least three or four years (Dobrokhleb, 2008; Karyukhin, 2003). It is also possible to analyse social and statistical characteristics of public health where the indicators are often latent and arduous. These include information, specialised requirements in reference to representativeness and scientific and methodical conclusions.

This study hoped to discover the key principles of the social and statistical study of public health based on assessing the social statistics of public health status in Russia. The study also hoped to investigate results of sociological and statistical studies conducted with research centres under the Russian Academy of Medical Sciences. The studies included social statistics compliance with the social and system model of public health and healthcare services; the programme and instrument of social and statistical

research of public health interrelation with the theoretical apparatus of medical science and the infrastructure of the current health system (first of all, with preventive medicine); the social statistics of public health compliance with the information needs of the developing control system of the public health service; the internal scientific and methodical compatibility of the statistical databases being formed and analysed (for the comparative analysis and forecasting); and hope of minimising errors in the developed estimates of the social and statistical analysis of public health.

Providing complete and reliable sources of statistical information is a huge problem in collecting the social statistics related to public health. As a rule, the indicators of the state statistics, created from the results of the population census, sample survey of households or reports of medical institutions are limited and not complete in terms of demographics (sex, age, city/village, territory). They are overshadowed by other more important social factors.

One of the basic approaches to improving the medical and social statistics of public health is information and technical integration of the existing departmental databases for the purpose of creating a single personified database on patients that characterises public health sufficiently completely. At the regional level this problem is solved through the integration of the following databases: incidence of disease by appealability (being formed in medical and diagnostic establishments); regional funds needed for compulsory

medical insurance and other insurance companies; birth rate and mortality structure (collected by the Civil Registery Office and medicolegal investigation authorities); and invalidisation (formed by medical and social examination authorities). However, this information and technical solution does not provide a complete and adequate database on public health, as it should include statistical indicators, which are specially concentrated on the social aspects of public health and healthcare (Karyukhin, 2003).

It is necessary to develop a more effective accounting branch system soon to deal with the complexities of collecting these statistics. Such a system must cover the essential social factors of public health, rather than just status factors that are usually widely applied, for instance, gender or age, in addition to statistics related to activity and mental health.

Effective social statistics on public health and healthcare services will lead to a set of integrated quality indicators gradually. A concise set of social and statistical indicators includes medical (departmental) statistical indicators such as levels and structure of disease incidence, invalidisation and medico-demographic indicators. In order to limit indicators, it is efficient to include three blocks: (a) priority indicators of health among other vital problems (a tabular question in reference to three statements); (b) high-quality medical care availability; and (c) behavioural strategy in the health domain.

The specified characteristics are objectively interconnected in real life activity.

Therefore, their empirical measurement by means of an inquiry will allow assessment of the social and subjective prerequisites for public consciousness and behaviour in a range of problems dealing with health (Kuzembekova & Meimankulova, 2015). To solve the problem of the complexity of the social and scientific study of public health, the following points must be included among the integrated indicators: (a) quality of medical care (in its own medical and clinical indicators, invalidisation, mortality etc.); (b) social and economic efficiency of medical care (general duration of treatment of patients being cured; duration of patients' postclinical disability; and the necessary labour and professional mobility of patients, etc. during treatment); (c) accessibility of public health service resources for various social groups of the population; (d) behavioural strategies of the population in the health domain (real and ideal [conditional] commitment of different social groups to a lifestyle, self-treatment and its main technological types prevalence [behavioural strategies]); (e) health self-assessment and health status satisfaction; (f) health status awareness; (g) social groups' attitude towards their health; (h) and the main groups of the population's satisfaction with the action of the health system. Also, the list of its key weaknesses that are fixed in public opinion.

To select just these indicators we relied previous sociological study on public health according to the three stages of annual monitoring (the years of 2002-2005) and the complex research of public health in

the Novgorod region (the years of 2005-2006). In reference to these indicators, it was necessary to try out the empirical fixed threshold levels, which would fulfil the role of criteria in assessing public health processes and status theoretically and practically. Knowing how similar problems were slowly solved and the statistics system made inert in the country, it only remained to rely on large-scale complex studies of public health by means of using a set of social indicators.

Acting as a component of large scientific work, the sociological research, as a rule, solves certain tasks and uses corresponding methods. Socio-economic and demographic statistics collection is usually required and the data are then analysed. This is necessary for comparing economic development, the population's living standards, peculiarities of the region's settlement structure and demographics. Therefore, the characteristics of age and sex structure, the natural and mechanical movement of the population, economical and medical indicators (technological and personnel resources of public health service etc.) are usually included in the range of the empirical indicators. A specific place in a range of statistics is taken by the data characterising the ecological quality of the population or groups of the population environment being surveyed.

Other methods are focussed on the characteristics, which are out of the field of available economic and demographic or medical statistics and are necessary for analysing special social and behavioural

parameters of public health assessment. These methods include more traditional standardised inquiry that enables collecting the necessary information for checking such factors of behaviour as age and gender, marital status and the place in settlement structure, main occupation and living standards, real or retrospective characteristics of work and branch belonging.

Information collection about the socio-psychological and socio-cultural factors of consciousness and behaviour differentiation in the health domain is especially an important and difficult task of sociology. However, we have to admit the difficult character of many factors of behaviour, respectively, the quantitative and high-quality indicators, which allow for checking of the hypotheses related to public health social dependence. The necessary blocks of sociological research indicators covered:

- sociocultural properties (ethnic origin, level and nature of education, people's valuable attitude towards their health);

- socio-psychological and awareness indicators (general self-assessment of health, satisfaction and uneasiness concerning health status, knowledge of the established diagnoses of diseases existence, disability status and dispensary for diseases, professional medical care or self-treatment orientation);

- factors of health and risk of disease incidence (genetic burden, working

conditions and physical activity, dependence on psycho-active agents, level of stresses, etc.);

• availability of the general and specialised medical care, individual and group experience in getting help and social interactions in different sectors of health system, general satisfaction and sharpness of the single weakness perception in health system activity.

The typical groups of tasks and sociological parameters, defined above in public health research are efficiently reflected in the applied methods of data collection. They sometimes require an exit beyond more habitual quantitative methodology and an appeal to qualitative methods.

So, the present status of the social statistics of public health and healthcare remains low. The methodological plan given above do not settle all the important questions concerning this branch of knowledge and point to the need for special efforts on its further development.

## RESULTS

A person's social milieu determines the psychological specificity of his personality. This specificity is shown in personal self-sufficiency and orientation (concentration) of individual resources, including individual health. This hypothesis is generally confirmed in the statistical analysis of the standardised inquiry of adults data[1].

A person whose activities generally revolve around his family lives in a smaller circle of social dependence and responsibility. Adult respondents living alone with no family of their own assess their health as bad or very bad by one third more frequently. They tend to worry more about their health than their peers of the same age and having the same health conditions but who have their own family do.[2]

The behavioural models of the two demographic groups being considered in the health domain are significantly different. The first group refuses to seek medical advice if they are ill less frequently and tend do so twice oftener if they have any diseases. A 'soft' refusal of medical advice is a prevailing behavioural model (to see a doctor only if seriously ill) among both groups i.e. single people (68%) and those married (72%).

The distinctions given above as to behaviour can be partly explained by the features of time budget and social connections of groups of different marital status (Frolova, 2014). An adult person

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[1] The following types of marital status were fixed in the inquiry: (1) living out of wedlock, (2) divorced, (3) widowed, (4) married once, (5) living with a partner outside marriage, (6) married twice. Considering the variety and relativity of marital status and the given categories, the subjects could be divided into two groups: those living with their family (4, 5, 6) and those living without their family (1, 2, 3).
[2] In all 10-year cohorts of working age among people living alone, as a rule, the average number of those anxious about health exceeded the corresponding indicator of family men by 0.12.

having his own family generates little time and care for attending to his own health as he is more concerned about attending to the health of his family. This allowed for strengthened mutual help among family members, better labour and duty distribution and reliance on the physical, temporary and economic resources of relatives.

By primary occupation among the adult population (aged 18 and above) we distinguished seven groups in the research. They are presented in Table 1. Employed people and pensioners were the largest group. One of the most noticeable distinctions was found in these groups' attitude towards their health value.

Health value was apparently not the main concern among the subjects in most of the groups presented in the table. It was not considered a resource. The value of providing for individual or family living standards was more important to pupils and employed people especially during periods of radical market reforms triggered by social and economic degradation. This

value was more important than health, spiritual development and personal and public security. This finding is confirmed by many special studies (Lapin, 2000; Rzhanitsyna, 2001). This outcome is due to conditions prevalent in Russia since the two last decades of the 20th century. In this regard, pensioners were the exception.

The social and economic groups listed above differ significantly in their behaviour when ill as seen in Table 2 below. The findings show a prevalence of applying self-treatment strategies.

The group responding with a "rigid refusal" of professional medical care in case of illness varied widely from 7% to 20%. The highest prevalence of "rigid refusal" was shown, as one would expect, among pupils and women on maternity leave (prenatal leave or child-care leave), amounting to 20% of the group. The lowest prevalence was among pensioners, including the occupied population (7-9%). This is partly explained by their age; the elderly tend to show peculiar responses

Table 1

*Adults' primary occupation and their attitude towards health in percentage (%)*

| No. | Adults' primary occupation (%) | Those agreeing (%) | |
|---|---|---|---|
| | | Health is the main concern in my life | Health is not the main concern; there are more important concerns |
| 1 | Working (50.4) | 37.3 | 61.5 |
| 2 | Studying (3.8) | 31.6 | 56.7 |
| 3 | Studying and working (3.0) | 34.4 | 55.6 |
| 4 | Retired and working (6.7) | 55.3 | 36.9 |
| 5 | Retired, not working (27.5) | 83.3 | 19.8 |
| 6 | Not studying and not working (4.5) | 49.3 | 45.2 |
| 7 | On maternity leave and child-care leave (1.8) | 27.5 | 67.0 |
| 8 | Total | 50.6 | 46.1 |

Table 2

*Primary occupation and answers to the question, "Do You Always See a Doctor in Case of Illness?"*

| No. | Adults by primary occupation | Will not see a doctor (%)* | Will see a doctor if seriously ill (%)* | Will see a doctor if having a disease (%)* |
|---|---|---|---|---|
| 1 | Working | 15.2 | 71.5 | 10.7 |
| 2 | Studying | 18.7 | 56.1 | 22.5 |
| 3 | Studying and working | 13.2 | 70.9 | 14.6 |
| 4 | Retired and working | 9.0 | 73.9 | 14.7 |
| 5 | Retired, not working | 7.0 | 67.4 | 22.4 |
| 6 | Not studying and not working | 18.1 | 72.4 | 7.7 |
| 7 | On maternity leave and child-care leave | 19.8 | 62.6 | 16.5 |
| 8 | Total | 12.5 | 68.6 | 14.5 |

* Amount does not exceed 100.0%

towards personal health.

A "soft refusal" of medical care was seen among adults in general. The fact that two social and economic groups (students and those who study and work), in fact, being of the same age category (young people), showed a big distinction in their response (56% and 71%, respectively) should be noted. Proper strategies to counter this response to their health are needed.

One possible explanation for this distinction lies in the ratio of the sociocultural properties of the two social environments i.e. educational and production labour. A concentration on intellectual activity, cultural values, specially developed organisational models that protect from many negative external influences (for instance, climatic and technical), denser social guardianship (including questions as to food and health may have developed an infrastructure of medical care and its systematic character) are peculiar to those belonging to the educational environment

(Karelova, 1999; Karyukhin, 2003; Medik & Osipov, 2003, pp.75–89). However, the production-labour environment is noted for its absolute priority on economic matters and does not always develop a sound infrastructure for medical care.

Leaving educational collective and immersing in labour one, as we can suppose, becomes a decisive factor for the fact that the "soft refusal" gains the property of the absolute domination from the unstable prevalence quickly enough for young people. It is most likely that the social base of "rigid refusal" extends. Simultaneously, there is a sharp decrease in good strategy from 23% to 15%.

It has been already shown above that the objective key factor of people's attitude towards their own health is determined by the economic and social situation of an individual or a group, including occupation, qualification, official position and welfare. When a person reaches retirement age, health becomes an important value to him.

From the viewpoint of Russian society and the state's interests, we cannot concede that the current attitude towards health is normal i.e. when it is not a priority to social groups. Consequently, we cannot accept that students and workers do not understand the value of health. Most of the population does not listen to common sense when it comes to the value of their own health. They take risks with their life.

We need another system of values in which there is balance between public and individual interests, material and spiritual wealth as well as an orientation to the all-round development of the individual that does not reduce his achievement to mere professional success and the prestigious standards of material consumption. It is peculiar that economic success (material wealth) eclipses health in terms of value. This is the psychological product of 'economicratism', an ideology that was persistently imposed on the Russian public consciousness in the last two decades.

This ideology itself is logically false. In fact, it undermines the objective long-term resources of economic success and the modern principles of a sustainable social and planetary development that have always considered individual and public health as being important.

Social and economic groups of the population are greatly different in self-assessment of health (Table 3). The lower middle-aged group i.e. students who study and work at the same time or those on maternity or child-care leave seemed to be the groups most likely to assess their health on their own. This once again highlighted age as a factor.

Awareness levels among socio-economic groups having diseases were not identical. In an ideal situation, an average number of determined diagnoses can advance awareness among patients having diseases of the need to go for a medical examination. In fact, the awareness among patients having diseases lags behind the

Table 3
*Health self-assessment in groups by primary occupation*

| No. | Primary occupation and age of adults (middle-aged, in years) | Self-assessment of health | | | |
|---|---|---|---|---|---|
| | | Bad (%) | Satisfactory (%) | Good, Excellent (%) | No answer given (%) |
| 1 | Working (35.9) | 8.8 | 66.7 | 12.7 | 11.8 |
| 2 | Studying (21.2) | 6.4 | 51.9 | 33.1 | 8.6 |
| 3 | Studying and working (23.4) | 6.6 | 47.0 | 29.1 | 17.2 |
| 4 | Retired and working (58.9) | 17.4 | 66.7 | 2.1 | 13.8 |
| 5 | Retired, not working (67.6) | 49.5 | 39.4 | 1.0 | 10.2 |
| 6 | Not studying and not working (40.4) | 23.5 | 49.8 | 11.8 | 14.9 |
| 7 | On maternity leave and child-care leave (26.9) | 8.8 | 50.5 | 24.2 | 16.5 |
| 8 | Total | 20.9 | 55.7 | 10.0 | 13.4 |

real picture. Table 4 shows the average numbers of diseases according to the data based on standardised inquiry and objective examination[3].

From the table, it follows that judging by the average number of diagnoses reported in the standardised inquiry, awareness among patients having diseases would be two or more times below the real number of diseases, determined again during the objective examination of the same patientsfor all the groups. It is fair to suppose that the diseases of many of the patients had developed over several years, passing from chronic to more severe forms. Therefore, there was a lag between the real situation and what was thought to be true, resulting in the fact that the vast majority of adults did not get the necessary treatment and did not change their way of life accordingly, thereby compromising their health.

As a rule, awareness of having chronic diseases lags behind the real figures (Medik & Osipov, 2003, pp.75–89) and this calls for further research. The information provided by patients cannot be taken as reliable[4]. This finding merits further research.

Awareness levels of having diseases by socio-economic group varied from 46% (patients who were on maternity leave) to 67-68% (pensioners). So, in the group of

employed patients, the average number of determined diagnoses reported was 1.6, whereas the medical data indicate about 2.4 diagnoses. On average 1.6 diagnoses were determined during the follow-up medical examination for this socio-economic group. There was low awareness of having diseases among young people who were studying (53%): on average there were almost two diseases in appealability for every known one (called by the patient during the preliminary inquiry) and in addition 1.11 diseases were determined again while patients were taking a medical examination.

Column 6 of Table 4 shows that the highest average of diagnoses determined during a medical examination was recorded by pensioners who were unemployed and the employed (2.8 and 3.1, respectively). These groups were under a great risk in terms of hidden diseases. To determine the presence of disease and to begin curing it requires time. The lowest average of diseases determined again was recorded by women who on maternity or child-care leave and students (1.0 and 1.1, respectively). In these groups medical examinations was more regular.

In general, the statistics speak about the inverse dependence of these characteristics: the higher a person's welfare, the weaker is his attitude towards his health.

Many local researchers have noted that the differences in social and economic groups are dependent on age as a factor. Here, we see that those in the age group of 40 years showed little regard for their health (10%) while those in the elderly group

[3] In this case we did not consider awareness among patients based on single nosological forms owing to the large number of subjects. This can be studied in other research work. This analysis is limited to the general statistics about the number of the known and new determined diseases.
[4] The social and psychological dependence of information on health status derived from using standardised inquiry was noted earlier.

Table 4
*Awareness of having diseases according to inquiry data and number of diagnoses determined again during medical examination*[1]

| No. | Adult population by primary occupation | Awareness of chronic diseases (%) | Average number of chronic diseases | | | | Awareness level |
|---|---|---|---|---|---|---|---|
| | | | According to inquiry data | By appealabi-lity | Determined again | Total | |
| 1 | Working | 45 | 1.59 | 2.44 | 1.63 | 4.07 | 65 |
| 2 | Studying | 29 | 1.01 | 1.89 | 1.11 | 3.00 | 53 |
| 3 | Studying and working | 44 | 1.53 | 2.28 | 1.34 | 3.62 | 67 |
| 4 | Retired and working | 74 | 2.58 | 3.79 | 3.07 | 6.86 | 68 |
| 5 | Retired, not working | 79 | 2.94 | 5.16 | 2.75 | 7.81 | 57 |
| 6 | Not studying and not working | 47 | 1.89 | 3.23 | 1.76 | 4.99 | 59 |
| 7 | On maternity leave and child-care leave | 41 | 1.54 | 3.38 | 1.03 | 4.41 | 46 |
| 8 | Total | 54 | 1.98 | 3.37 | 2.06 | 5.43 | 59 |

[1] Awareness level was calculated as the ratio of the number of diagnoses during the preliminary inquiry to the number of diagnoses in appealability, in percentage.

Table 5
*Adults' attitude towards their health by level of prosperity*

| No. | Utterance | Those in agreement, by level of prosperity | | | | |
|---|---|---|---|---|---|---|
| | | Very low (%) | Low (%) | Average (%) | Good (%) | High (%) |
| 1 | I am a healthy person. | 11 | 8 | 15 | 28 | 46 |
| 2 | Health is the main concern in life. | 66 | 62 | 52 | 38 | 36 |
| 3 | Health is not the main concern; there are more important things. | 42 | 35 | 48 | 55 | 36 |
| 4 | Size of population (%) | 7 | 24 | 51 | 17 | 1 |

(70-74 years old) showed higher regard, exceeding the previous group by 30%.

## DISCUSSION

The social importance of public health is shown in a functioning public health system developed into a rather independent professional branch and a social subsystem with a difficult infrastructure. A lot of examples can serve to provide additional evidence of the importance of a good health system. The real or perceived condition

of public health is a reason for assessing national (state) security and substantiating large and resolute economic and political actions, major investment projects and international relations.

People tend to refuse medical care during illness, preferring to seek medical help only when severely ill. This seems to be the adult population's attitude towards its personal health and it seems to cut across gender and age.

The specificity of people seeking medical advice if they are ill is the most important social distinction and unequal availability of medical services in urban and rural areas. Among the adult rural population the number of persons who refuse to seek medical advice (a "rigid refusal") is higher than among the adult urban population. The urban population refuses to seek medical advice to a lesser extent (a "soft refusal"). This is connected to access to intermediate medical and nonprofessional services (consulting pharmacists or "qualified" acquaintances).

From the viewpoint of the Russian society and state's interests, we cannot accept the current attitude towards health as normal, where health is not or less of a priority. Consequently, we cannot accept that the employed population and students have no or understated idea of the value of health. Most of the population do not listen to common sense, taking an objective stance towards health. They take risks regarding their health and life as well as those of the people around them.

## CONCLUSION

The interrelation between people's occupation and their social strategies in the health domain makes us define the problem as to the social quality of the modern public and production environment as a determinant of the population's behaviour and the decisive sociocultural factor of public health status in health sphere more sharply. Stating the importance of this factor is absolutely new for the local medical science. However, strengthening the social orientation of developing the Russian state and accepting health protection as one of the priority national projects supposes that the sociological research area of public health covers the problematics of the modern production and labour domain. Judging by the conclusions drawn above, the sociocultural mechanisms of people's behaviour in health and healthcare services are being formed in this modern production and labour domain.

The level of an individual or a group's prosperity is an essential factor of health status and dynamics. It can be direct (sufficient money resources for obtaining medical services and goods in case of need) and indirect (age, money costs and quality consumption of an individual, his family, group and their social status, i.e. their way of life).

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# Features of Leadership Development of Kazakhstan Elementary School Pupils

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## ABSTRACT

With the pace of social and economic development in Kazakhstan today, the question of the development of leadership skills among individuals that are capable of being integrated without serious consequences into society is crucial. The serious matter of leadership requires close attention from researchers and teachers. It, as well as other strategically important tasks, is referred to in the education blueprint of our republic. Developing leadership in children when they are as young as the elementary school age is necessary because this is the right age for shaping positive values and influences in children. The shaping of leaders is not a spontaneous process; it must be done systematically and intentionally. This can be done through education. This paper looks at leadership training among children of elementary school age.

*Keywords:* Elementary school age, leader-elementary school pupil, leadership, leader workshop, personal-orientated education, website

## INTRODUCTION

The modern society requires the individual to react quickly to change, and change is the constant in modern life. Good leadership enables people to adequately adapt to and manage change without trauma. Researchers have been studying leadership for more

than a hundred years. It is studied around the world, in countries like Mexico, Japan, China, Australia, South Africa, the Philippines, among others but the study of leadership seems centred in European and American culture, which makes up only 7% of the Earth's population. Therefore, it was felt that there ought to be more research into leadership and leadership training that will benefit people everywhere.

In the Republic of Kazakhstan, state policy for the youth developed for up to the year 2020 is available in a document entitled, 'Kazakhstan 2020: The Way to the Future, which states that formation of personality that is able to realise the creative ability and leadership skills of children in dynamic social and economic conditions for the benefit of the individual and society is a challenge for the education system. It is necessary for people to be able to work together to come up with quick solutions to problems. This can only be realised by those who possess leadership skills.

Due to the development of social activity, modern teaching relies on the training of individuals, and the child is considered the subject of pedagogical process, where the greatest attention is paid to creation of optimum conditions for intellectual, social and emotional development of the growing personality (Baldoni, 2014).

The purpose of our paper is to analyse the concepts 'leadership' and 'leadership of elementary school pupils' and reviews the process of leadership development including methods and training aids. The following is a study of the literature on leadership training of children.

The child's future depends on how he will fulfil the requirements of society. The elementary school age is the period of intensive development and high-quality conversion of cognitive processes. The child is able to regulate behaviour. Vygotsky probed the "loss of children's spontaneity" and the conscious purposes including motivation and needs that are socially worked out through norms, rules and methods of behaviour (1983, p. 68). Fortunatov suggested dividing leaders into groups: leaders and organisers with strong commitment; activists with a strong character; performers; singles; rebels fighting the establishment; the general public, who are the badgered members of society. Zaluzhny suggested dividing leaders based on situation and constant. Some researchers believe that not all children are capable of leadership, but others feel this is not an accurate assessment (Zaluzhny, 1931). It is believed that leaders can be shaped given the proper conditions (Smyth, Down, & McInerney, 2014).

Leadership of elementary school pupils is a two-subject phenomenon. Table 1 presents the qualities of leadership that are suitable for two groups: leaders and followers.

Leadership among elementary school pupils (with saving the entity) possesses a traits connected with:

1. originality of development of the child at this age;
2. study as the prevailing type of activity;

Table 1
*Features of elementary school pupils: leaders and followers*

| Subjects of elementary school pupils leadership | | | | | | |
|---|---|---|---|---|---|---|
| Leaders | | | | | | Followers |
| The qualities of leadership subjects | | | | | | |
| communicativeness | activity | high self-assessment | aspiration to leadership | authority | ability to form a team and to lead it | culture of perception of leadership subjects (leader and other followers) |

3. given relations with the teacher;
4. self-assessment formation;
5. characteristic type of thought,
6. perceptiveness.

Cognitive and operational development allows elementary school children to use knowledge gained in activities and to actualise it. The teacher is also able to introduce necessary amendments in this process.

**METHODS**

Development of leadership of elementary school pupils is a necessary social, psychological and pedagogical task because not everyone is born a leader (Zaluzhny, 1931). Three stages are apparent in the development of leadership, as shown in Table 2.

These stages may be achieved through specially organised practical activities that allow the children to use what they learn in practical application. Today's children of elementary school age are capable of showing initiative, activity and creativity. However, in most cases pupils seem passive and content to take instructions from the teacher. However, the child is capable of participating actively in public life, and making decisions independently. Elementary education lays the foundation for all further teaching and development of the personality, and usually, only one teacher is placed in charge of the children at this stage of their education. The social success of children in the future, in every area, educational, personal and professional activity, depends on a skillful training at the

Table 2
*Three stages of the development of leadership among elementary school pupils*

| Stages | Characteristics |
|---|---|
| 1st | Mastering knowledge of leadership and study of the leader potential |
| 2nd | Self control, self-regulation |
| 3rd | Framing of ability for introspective ability in line with the leadership traits of being able to lead others |

elementary school stage, where they should receive a combination of different input that allows for proper leadership formation. We should take note that not all activities can develop leadership skills, and only those that focus on dynamics within a group of peers. Diversified experiences at this stage promote better development of leadership skills in children of elementary school age.

In this study, we used already approved tools to analyse leadership from psychology and pedagogy. We believe the following are effective means of developing leadership skills in children of elementary school age: workshops; games; social and psychological training; psychological fairy tales; websites catering for leadership training of elementary school pupils; introspection; and book colouring.

## RESULTS

At the first stage we set the task of determination of knowledge level of 'the leader' by looking at role and qualities of a leader. For this purpose we conducted a survey to study the role of the leader as perceived by the subjects. The task given was to complete a sentence, "The leader is…." In summary, the responses stated, "The leader is able to bear responsibility, make correct decision and bear responsibility for them, lead the group collectively and direct the group. The leader is an authoritative person. He/she knows much, and is always is in centre of events. Everyone must obey and support their decisions and be in communication with them."

At the second stage, we used interactive methods of training. Using interactive training aids allows pupils to learn new material and promote their development of communication and creative mobility. One innovative pedagogical means is the educational website. Websites using the Internet are a new learning tool and still need development and improvement. We used the "School of the Little Leader" website which we designed. This website contains information on the theory of leadership for subjects of this experiment. The theory of leadership is laid out in nine sections:

1. Who is a leader? What is leadership?
2. The leader + followers = The motor + wheels
3. Why is mutual respect necessary in the implementation of a business project?
4. Can you be a leader if you do not possess communication skills?
5. Do you possess activity?
6. How do you evaluate yourself as a leader?
7. Would you like to be a leader?
8. Authority – Is it necessary to be a leader?
9. It is good to be able to form a team and to lead it!

In each section, the children are invited to execute a creative task. For example, in the section "Who is a leader? What is leadership?" they were asked to answer the following questions: "Provide the qualities necessary in a leader. Would you be a good leader? Why do you say so? What qualities do you possess that you believe makes you a good leader? Do you possess qualities

that might hinder you if you were leading a group? Why do you say so? Who is the leader in your family? Describe this person. Draw yourself and describe yourself. Read an interesting story about Azaman and state if you think he is happy. Why do you say so?" The website allowed is to study the level of development of certain leadership skills. It is a convenient online interactive tool that allows each pupil to work and be assessed individually.

In the 20th century, leadership workshops called 'French workshops' were organised to develop leadership skills in especially keen children. Leading psychologists such as Langevin, Wallon and Piaget used induction, self-construction, socialisation, social construction, poster making and presenting and reflection to develop children's leadership skills.

The workshop teaches through a creative atmosphere, allowing pupils the pleasure of co-authorship. This form of training where pupils are in the active position shapes them into independent, creative, responsible and constructive individuals who can think and reflect on their own in order to deal with and solve problems. Leadership workshops allow a wide creative playing field that enables each participant to be involved.

In our study, the exercises were built around stages of training. For example, one task required the children to invent a fairy tale. At the first stage (induction), the teacher created a suitable atmosphere of emotions, creativity and imagination. The teacher suggested that the children build a plot, events and characters (heroes) for

their fairy tale. At the stage self-construction stage, the class was divided into groups of five, and each group was given a sheet of paper that had the beginning of a fairy tale. The children had to continue the plot in 3 minutes. The sheet of paper would then be passed to another group. In this way, each group was a co-author of the fairy tale.

Play remains an important method of gaining knowledge as well as of mental development, socialisation and development of leadership in elementary school pupils. Play involves different types of game. Sporting or intellectual (command or personal) games require dexterity, accuracy, speed and accuracy of movement and an adequate memory. In this study, we used a game that required five participants to occupy chairs placed in a row. When the teacher signalled using her fingers to show the number called, the children would rise without consulting one another. If the teacher held up only one finger, only the leader would rise. If she held up two fingers, the leader and another pupil would rise. The following rules were necessary for this game: (a) all participants needed to show trust and confidence in their ability to understand the rules and make decisions; (b) there had to be adequate thinking and planning beforehand (c) pay attention as this was a team game.

Role playing has great value as a method of developing leadership in children as it recreates the social dynamics as an active experiment of behaviour. We developed a series of games based on role play. In one game, 'Spiderweb', the children

were required get into a circle with their hands stretched out to the middle. At the command of the teacher, the children were to join hands so that everyone on the left and right held the hand of other participants but not those of their immediate neighbour. A pupil would be selected to untangle, in 10 minutes, from the other participants without unlocking hands with the others. This game promoted a comfortable and creative atmosphere and the development of activity and mobility in the children.

Another game, 'Reorganisation', consisted of several possible exercises that had to be done quickly: (a) the children had to stand in order of size of footwear; (b) or colour of eyes or (c) according to height. The children were given 3 minutes to complete each task. Later during discussion, the children shared which had been the most difficult to execute and why and what they would change in order to complete the tasks successfully. Then they shared what they had gained from playing the game and chose aphorisms for the leader such as: "The one comes in paradise who gets up after every fall and goes on" (Chrysostom, 2005).

According to Shevchenko, the beneficial features of use of collective creative business (CCB) in elementary school are: (a) short duration; (b) dynamic alternation of types of activity; (c) use of game (d) a positive emotional atmosphere (2016). CCB creates a wide creative playing field where each participant's job is to invent, write, use the imagination and create something new. For example, one task was the invention of a fairy tale as described earlier. Completed

fairy tales were read in class. The fairy tales turned out to have an unpredictable plot. Everyone listened with interest to the fairy tales. At the end of the session, the pupils had acquired the skills of communication and collaboration. Thanks to similar exercises we realized that two important processes had taken place: formation and unity of the collective and formation of the potential leader.

Social and psychological training are important in the development of leadership skills. Vachkov defined social and psychological training as a "set of methods of the organisation of intra-group interaction for the purpose of development of the personality and enhancement of the group relations" (2011, p. 288). Training in elementary school is used for correction of behaviour in children, development of interpersonal relations and acquisition of the skills of communication and interaction. When the training exercise 'Who is my leader?' was carried out at the personal stage of development, everyone was asked to imagine being the leader. The children were asked to describe someone they thought of as being a good leader. This person could be a real person the hero of a book or film. The children were asked to describe in 1 minute this person and the qualities that made him a good leader. In pairs, they were asked to discuss the qualities they had listed. Finally, they had to discuss the qualities they had listed with the whole group.

The training exercise, 'Anti-leader', required the pupils to imagine someone, who, in their opinion, was not a leader at

all, or an anti-leader, a negative leader. This was a person who negatively influences the environment and people. It could be a real person or the hero of a book. The children were to share why they thought this person was a negative leader individually, in pairs and with the whole group. They were given 10 minutes for this task.

In the training exercise, 'leadership determination', the pupils were asked to select from words, phrases and expressions of famous people written on the board what they believed best defined or describe leadership. They were to then write about this in a workbook for 10 to 15 minutes.

In the exercise "yellow T-shirt of the leader', the children were asked to write slogans for T-shirts in 5 minutes. The slogans should state something about the person, perhaps his hobbies or attitude. When they had finished, they were asked to read out their slogans and discussion followed. The generalized characteristic was then written on a poster and hung up for all to see and read. These activities had the following features: short duration, creation of a positive emotional atmosphere, encouragement and approval of actions of elementary school pupils, dynamic alternation of activity types, monitoring by the teacher of small groups of pupils and using games that suited the age of the children.

Fairy tales were also used. They allowed the children to come up with solutions to problems. In children of age up to 10-12 years, 'right brain' thinking prevails. Therefore, it is most helpful to convey

information to them through creative images, and in this regard, fairy tales are extremely helpful in conveying information to young children. The famous teacher, Sukhomlinsky noticed that the children evaluate emotions through fairy tales. The fairy tale has psychological and educational influence on the child and therefore, is a powerful instrument of development of consciousness of the educational environment. From fairy tales the child acquires universal values, and through them he learns about the world, accumulates experience for adult independent life, builds his own model of the world and learns to live in it (Sukhomlinsky, 1969). The psychological fairy tale portrays situations similar to the child's own experience and feelings.

In this study some of Vachkov's fairy tales from his collection of tales, *Psychological Tales of Leadership for Elementary School Pupils*, were used. These fairy tales are written to enable the child to identify as much as possible with the main character, who bears a certain leadership skill. For this purpose, the heroes of the tale are not given names. This allows the child to experience the tale as his own story, experimenting with the leadership trait being demonstrated. The fairy tales we selected showed these leadership traits:

1. Authority – Is authority a necessary quality in life?;
2. Activity –The bewitched boy;
3. Motivation to domination –The life of a farmstead;
4. High self-assessment – Price;
5. Communicativeness –About a

withdrawn and unsociable girl;

6.  Ability to form a team and to lead it – Kind king;

7.  Culture of perception of leadership subjects –Parallel classes.

Fairy tales can be seen as an allegory that give children information about leadership and its qualities. For example, the fairy tale "The Bewitched Boy" is about Marat, who is in third grade. He is active and kind and has a huge, inexhaustible desire to help everyone. One day, while on their way home from school, Marat and his friend are caught in the rain. It is a magical rain that transforms Marat into a passive, gloomy and unfortunate boy. After reading the story, the pupils are led in discussion and answer all the teacher's questions.

Other methods of developing leadership skills were using introspection (*I'm the Book*) and a colouring book (*Who is the Leader?*).

Websites on the Internet allowed the children to visually grasp ideas behind leadership. This is an effective method as today's children are adept at using the computer and navigating the Internet. It can be used for the development of leadership skills of individuals.

The colouring book we developed, *Who is the Leader?*, is illustrated with bright pictures to attract the attention and interest of elementary school pupils. It contains black-and-white figures that the children needed to colour in as well as riddles, proverbs, poems, counting rhymes and exercises. *Who is the Leader?* focuses on selected qualities of leadership and is

for use at the first stage of development of leadership i.e. mastering knowledge of leadership, gauging potential for leadership and building motivation to accept the role of being leader.

At the final stage of leadership development, we focused on developing the children's capacity for introspection. Young children need to be adept at performing reflexive activities. They also need to be trained to deal with and manage change and responses in their inner world. This helps the child to develop healthily in terms of emotional and psychological maturity and to attain his milestones in proper order. One of the benefits of this is that the child becomes adequately prepared to take on leadership roles if he is indeed suited to it. Additionally, introspection helps young children to formulate received results, to define the purpose of further work and to correct subsequent actions. It is connected to formation of personal, regulatory and communicative universal educational actions and to critical thinking.

In this study, we introduced the activity of introspection through the use of a diary, which we called, *I'm the Book*. It can be used at every stage of a leadership development module to encourage and develop reflective thinking skills. One activity was 'Smilies', which required the children to complete pictures of blank faces with suitable emotions. The children tended to draw expressions that reflected their current mood. They were allowed to add to the pictures, for instance, they might add balloons or a heavy bag in one hand.

To conclude the lesson, they were led to consider reflective questions such as: "Was this lesson pleasant?", "What questions would I like to ask about this lesson?" and "Am I happy with my work?"

One activity, 'Sun', required the children to draw rays of the sun according to their current mood. They were instructed to complete the drawing of the rays if they had found the task to be pleasant and they had gained some interesting information or to add clouds in the drawing if they had not gained any interesting information from doing the task.

Reflective activities help to optimise leadership development at all stages of leadership training. In this study, we used the diary to understand behaviour. We assessed the ability of the child to be honest with himself. The basic elements of the diary were:

1. a detailed description of the knowledge and abilities gained by the child;
2. a description of the spontaneous emotional responses that allow such knowledge and abilities to be developed;
3. a description of behavioural responses;
4. an immediate interpretation of events and behaviour.

## Results

For determination of productivity in development of leadership through the psychological and pedagogical means we developed, we implemented an authoring programme in the teaching and educational process. Our study was carried out in schools No. 17, 42 of Pavlodar from 2015 to 2016. Pupils of the third and fourth classes took part in the experiment.

We constructed a stating and control estimation as well as several intermediate cutoffs for determination of level of leadership development among elementary school pupils. Two groups were created, four control (CG1, CG2, CG3, CG4) and four experimental (EG1, EG2, EG3, EG4). Comparison was carried out by academic year and we recorded basic data to trace the dynamics of change in each group. The intermediate cutoffs of level of leadership development among the elementary school pupils testified to the productivity of the operation.

The following items were set: criteria, indices, levels of leadership formation and methods of diagnostics and estimation. The main properties of the experiment i.e. validity, reliability and reproducibility were supported.

Criteria for determining leadership development in children of elementary school age should meet the following requirements:

1. fully and objectively reflect dynamics of leadership development;
2. simple and convenient to use.

The criteria of development of leadership were the motivational, activity and reflexive components. The motivational component was the initiating function for implementation of leader activities;

the activity component or technological function referred to the activities used; and the reflexive component was the regulating function. These components included functional communication and measures of leadership readiness, while the indices of leadership development included psychological readiness for leadership (internal criterion) and interaction with the group (external criterion). They allowed for objective evaluation of the productivity of leadership formation among elementary school pupils.

We defined three levels of leadership development among elementary school pupils – critical, sufficient and raised. The critical level of leadership development corresponded to the level of zero readiness. At this level, the components of indices are poorly integrated. The child of elementary school age was: not able to realise separate procedures; not able to fully engage in interpersonal interaction; cannot order information systematically; avoids group interaction; is not able to resolve conflict situations; reacts to criticism non-constructively; evaluates personal activities and those of others incorrectly; and experiences difficulty in implementing communicative interaction. Additionally, he was: not capable of overcoming stereotypes; not capable of setting purpose; not capable of forming a team; not able to see perspective; not sensitive to situations and the need to be flexible in responding to situations and actions; not capable of setting group purpose; and not capable of motivating and inspiring a group for task execution. He was

not able to introspectively consider leader activities nor able to hold authority among his peers.

The next level, sufficient, was for pupils who possessed basic skills in social interaction. These pupils: always established adequate interpersonal relations, correctly selected the means of communication, tried to be constructive when receiving criticism and could gauge the ability of others to execute certain tasks. However, they found difficulty knowing what to do in unusual social situations and were sometimes unable to overcome stereotypes. They were: quite capable of setting purpose and seeing perspective; able to form a team; able to resolve conflict situations; able to react constructively to criticism; able to evaluate results of own activities and those of others; able to analyse own leadership activities; seen as an authority by peers; and perceived as a leader by others.

The level of raised corresponded to pupils who were capable of effective social interaction manifested by all three components. These pupils had a clear idea of social norms and methods of their manifestation, were quick to gain new information and knew methods and means of self-realisation. They were able to plan their own activities, control their execution, use time and other resources competently, could offer non-standard approaches to making decisions and were able to convince, obtain information, contact and interact with people. They were capable of critical thinking, creative thinking, overcoming stereotypes, setting

purpose, seeing perspective, creating group purpose, motivating and inspiring the group to execute tasks, resolve conflict situations, react constructively to criticism and evaluate results of their own activities and those of others. They were also able to analyse their own leader activities and they held authority among their peers.

The diagnostic tools for determination of level of leadership development were:
1. communicativeness:
    a. FEES 3, 4;
2. activity:
    a. technique of assessment of psychological activation, interest, emotional tone, tension and comfort (Kurgansky & Nemchin);
3. aspiration to leadership:
    a. interview;
    b. method – 'The Tree' (Ponomarenko);
4. self-assessment level:
    a. self-assessment (Dembo-Rubenstein);
5. ability to form a team and to control it:
    a. pedagogical observation;
6. implementation of introspection on leader activities:
    a. pedagogical observation;
7. authority, the created culture of perception of leadership:
    a. sociometry ('Palace, House, Apartment, Tent');
    b. pedagogical observation.

We considered the qualitative characteristics of the indices of leadership skills. We averaged the estimates of selected indices: aspiration to implement the role of leader, ability to form a team and to lead it, introspection of own ability to lead and the created culture of perception of leadership. The average was based on the following standard:

- 3 points: high achievement of all indices;
- 2 points: average achievement of all indices;
- 1 point: low achievement of all indices.

The assessment of level of development was calculated based on the formula:

$$Usk = \{P1 + P2 + P3 + P4\}/4,$$
where,

Usk was the assessment of level of development of leadership;

P1 was the assessment of implementation of the role of leader;

P2 was the assessment of ability to form a team and to lead it;

P3 was the assessment of introspection of own leadership ability;

P4 was the assessment of formation of culture of perception of

leadership subjects.

The overall level of development of leadership was appropriated to the elementary school pupil as: (3 points)

- Critical if the Usk level was given the value $\{1; 1,25; 1,5; 1,75\}$;
- Sufficient if the Usk level was given the value $\{2; 2,25; 2,5\}$;
- Raised if the Usk level was given the value $\{2,75; 3\}$.

The results showed that the leadership level of the elementary school pupils had grown; the following scores were recorded: authority of children – 35%; activity – 39%; aspiration to execute leadership activity – 43%; self-assessment – 41.5%; communicativeness – 49%; ability to form a team and to lead it – 54%; culture of perception of leadership –57%.

## DISCUSSION

Among elementary school pupil, the leader is one who is active and takes initiative and is able to change external situations and to coordinate the activities of others as well as to organise people and to lead them. Elementary school pupils are exposed to all of these. Leadership is a mechanism for executing group tasks with one person taking charge of the group to organise and direct the actions of all members of the group, who are expected to support the actions of the leader (Krichevsky, 2007).

Bass considered the leader as the member of the group who is identified as possessing the full range of group values, who has the greatest influence in the group and who plays a prominent role during interaction (1960). He saw leadership as having a positive impact. If the leader is able to bring about change in one group member so that that group member is aligned with the purpose of the group, he is considered to have shown successful leadership. If the group member's changed behaviour is satisfactory, the leader has shown effective leadership (Umansky, 1980). Umanksy felt that the leader is the group member

everyone else believes has the right to make the most crucial decisions regarding the interests of the whole group and to define the activities of the group (Parygin, 2003).

Parygin saw leadership as a process of organisation and guidance of a small social that enables the group to achieve its purposes with optimum effect. He thought that there were two factors that defined leadership: objective factors (interests, purpose, needs, and tasks of group in a specific situation); subjective factors (personal features of the individual as organiser and initiator of group activities. Hesselbein is the director of the "The leader – to the Leader" organisation, the successor to well-known motivational teacher, Peter Ferdinand Drucker. He claimed that an authentic leader is one who is not afraid of change in its time and is capable of inspiring the whole organisation to achieve a common cause. Kazakhstan scientist, Kozybakova, in considering the formation of leadership skills among students thought that leadership was developed by the interworking of multiple factors, including natural talent, gifting and ability. However, these inclinations remain dormant or undeveloped without proper training, which provides the necessary conditions and environment for their nurture (Meneghetti, 1996).

According to the Italian researcher Meneghetti, everyone at birth possesses certain qualities of leadership but not everyone will become a leader. Blake and Mouton believed that competent leadership can be learnt. Training can create habits, lead to knowledge and develop skills for

good leadership (as cited in Baldoni, 2014).

Elementary school pupils are at the transition stage of development that would allow them to enter society as 'public' subjects. Leadership training at this point should focus on development skills and cultural development of perception of leaders. The psychology and pedagogical demands of this age group require a certain organisation of leadership development through leadership workshops, collective creative business, games, social and psychological training, psychological fairy tales, introspection and use of suitable interactive online content.

## CONCLUSION

We studied the development of leadership skills among elementary school pupils in Kazakhstan. Results of control experiment testify to productivity of the operation which is carried out by us. We used special diagnostic techniques to study the following indices: authority, activity, aspiration to execute leadership tasks, self-assessment, communicativeness, ability to form a team and to lead it and culture of perception of leaders.

The results of our study showed that the psychological and pedagogical means that we used succeeded in developing some measure of leadership skills in the children. The children actively participated in the tasks.

Further research in this area can focus on content, forms and methods of developing and using a wide range of diagnostic materials to determine problems faced by pupils and teachers and how best to train teachers to develop leadership skills in elementary school pupils.

Our research suggests that the development of leadership skills in elementary school pupils would be effective if interesting interactive tasks and activities are used such as leader workshops, creative websites, collective creative business, games, social and psychological training; psychological fairy tales, reflective writing and colouring books. Effective pedagogical activities can create conditions for development of leadership in children, moving them into active roles of making decisions for peers and carrying them out.

Our study also succeeded in developing a collection of fairy tales for use in leadership modules for children.

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## SOCIAL SCIENCES & HUMANITIES

# The Direction of Transformation of Information and Communication Technology (ICT) at the Present Stage of Development into an Electronic and Information Society

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## ABSTRACT

The modern world has entered a new stage of technological development driven by automation and robotics. New information technologies have given rise to a super advanced communication system that places parties in control of it in a position of great advantage over other users. This has led to what can be called digital inequality. At the state level, misunderstanding caused by communication can lead to severely ineffective planning and cause some nations to be behind others. This study considers how owners of information can distinguish information belonging to them and to others since information is now accessible to all as it is available in a common space. It is necessary for conditions to be set that will be recognised by all parties to prevent new threats to information.

*Keywords:* Communication technologies, electronic and information society, globalisation, information security

## INTRODUCTION

The threat to information with today's highly advanced communication system may be seen manifested in several forms: creation of virtual worlds that replace

reality; manipulation of consciousness and behaviour of people; substitution of purposes, values and way of life with externally imposed standards; information distortion etc. These and other threats to information are caused by the individual's need for information, the inability to distinguish between what is true and false and what is useful and useless. This gives rise to the problem of the interaction between consciousness and existence in an information society. The consciousness and existence are found in the general space of information as knowledge, technology and programmes. These are abstract concepts that affect subjectivity. When 'good' and 'bad' are already subjective and abstract, these new realities ushered by today's information and communication technology (ICT) can be destructive if not well managed. According to Subetto (2003),

> …implementation of market and spontaneous regulation in information spaces as separate societies and a civilization in general. Transformation of information and knowledge into goods led to conscious process of a false information fabrication… The phenomenon of information wars appeared together with formation of the information communities directed to corrupting of social and genetic development mechanisms of separate societies and civilizations, including national and ethical archetypes, the developed systems of values and morality… There is a conscious distortion of information patterns of the world (p. 14).

It is necessary to explore the threats to information by studying available information activities. This will expose the threats and can provide remedies.

Demassification of economic life involves important consequences for the social and political spheres. Forces which supported mass, standardised society will weaken. Individuals and groups become aware of ethnic, religious, professional, sexual, subcultural and personal distinctions. Groups which throughout the Second Wave fought for integration and assimilation into mainstream society refuse to ease tensions by providing explanations for these distinctions. On the contrary, they emphasise differences between groups of people. Nationalism becomes regionalism in a high-tech context. The pressure of the melting boilers of the earlier production society is now substituted with the pressure of ethnic differences in the information society. The environment that succeeded in creating mass culture is now deconstructing it (Vakulenko et al., 2016).

Changes in the social sphere that have led to the emergence of local communities, subcultures and groups of interests have in turn caused significant transformations in policy. On the one hand, complication of social and economic life have led to the democratisation of political life. Toffler developed the concept of 'cargo solutions' to explain the connection. Each society needs a certain number and quality of

political decisions to function. The more and more often it is required to make difficult decisions, the heavier is the political cargo solution. The type of democracy depends less on culture, rhetoric or political will but on the cargo solutions formulated by society. The load can be managed through broader democratic involvement. When cargo solutions in a democracy are extended, democracy is enforced not by choice but by need. The system cannot work without democracy. "We can quite be on a threshold of a new great democratic saltus forward" (Castells, 2000, p. 431).

On the other hand, the same processes destabilise and paralyse the work of developed political institutes (Touraine, 1998; Uebster, 2004; Ursule, 1990). Castell (2000) stated:

> It is impossible to pass at the same time through revolution in power engineering, revolution in technologies, revolution in the field of culture and the world revolution in the field of communications, without having faced – sooner or later – explosion-dangerous political revolution. All political parties of industrial society, all our congresses, parliaments and the Supreme Councils, our presidents and prime ministers, our courts and regulators, our geological beddings of government bureaucracy, in other words, all tools which we use to work out and realize collective solutions became outdated and are ready to conversions. The

civilization of the Third wave can't use the political structure of the Second wave (p. 431).

In this case, Toffler remarked, crisis has not affected different societies.

## METHODS

This study used the population of St. Petersburg as its subjects to investigate informatisation processes i.e. work and the different types of activity in free time that use information and communication technology. The object of the research was the process of using information and communication technology in the case of social construction of the institutional structures of modern society in daily activities.

The concept of an information society and its revision formed the theoretical basis of this study. This study was also concerned with school informatics as a science and the processes it entails.

We used the theory of social construction of reality developed by Berger and Luckmann (1995) and the principles of the sociology of social knowledge by Schutz as our methodological basis of research. Primary research was carried out in two steps (Kobersy, Karyagina, Karyagina, & Shkurkin, 2015) and the results were obtained empirically.

In the first stage in September-November 2015 a survey was conducted. During interviews with experts in their fields, indicators and criteria of measurement for the second phase of the investigation were specified. In particular, the list of items for

analysis i.e. the options of information use and communication technology for a target sign were specified (Frolova, 2014).

The experts interviewed included teachers, methodologists and principals of educational institutions and governing bodies of St. Petersburg's education systems experts. They were chosen as they widely use information and communication technology (ICT) in the course of their professional activity. We focused on education as it is responsible for socialisation, trained behaviour and the continuity of norms practised by social institutions and the social system in general. More than 30 experts were polled.

The informatisation processes were researched in the second stage during free time in November-December, 2015. The respondents were asked to note the time spent on using ICT for work for a period of one week. The results were processed and analysed using the SPSS software. Interpretation of data was carried out using univariate and bivariate distribution. The research was qualitative and was measured according to cost of free time. Timed interviews were also used for specification and interpretation of results.

The main hypothesis investigated was: "Distribution and use of information and communication technology promotes reproduction of social structures and samples of behaviour in modern society." This entailed the study of the following:

1. The forms mediated by use of information and communication technology were placed in highest

priority for satisfaction of needs of social subjects;

2. The use of information and communication technology acquires unconditional social value character and yields samples of behavior and factors of social identification.

The theoretical significance of this research lay in, on the one hand, the contradiction between provisions and forecasts of the theory of information society, and, on the other hand, the actual phenomenon and its ensuing processes. This research will enrich the existing body of research into the mechanisms of interaction between technology (the technosphere) and society (the sociosphere) in modern civilisation.

**RESULTS**

The value and perspective of using of information and communication technology (ICT) in education are subjects of close attention globally as well as locally. In Russia, the informatisation of education is one of the central focus points of the Priority National Education Project. The universal acceptance of the significance of ICT even led to a declaration made during UNESCO's Second International Congress on technical and professional education: "Precipitancy of development of ICT, their escalating prevalence and accessibility, nature of their maintenance and lowering of their cost have important consequences for training. They can bring to increase in an inequality, weakening of social communications and to bear threat of cultural integrity. Therefore,

the governments need to work out a clear policy for science and technique and to give an assessment to opportunities of ICT and practice of use. At the same time it is necessary to pay attention to how use of ICT will affect support with basic education. Special attention should be paid to those options in case of which application of ICT will promote overcoming of the division resulting from use of digital technologies, to increase in access to education and increase of its quality, reducing thereby an inequality".

UNESCO offers a range of the direction and forms of use of ICT in education. ICT, in keeping within reasonable cost, should be used to support the purposes of education. It has huge potential for the dissemination of knowledge to support effective training and development of qualified educational services. For support of efficiency of ICT, especially in developing countries, it should be combined with more traditional means such as books and radio, and can also be widely used for training teachers. It is necessary to begin to use ICT for improving the collection of data and for analysis; for solidifying of management systems in the field of education at all levels; for ensuring access to education for the people living in remote places and for the needy; for support of original and subsequent professional growth of teachers; and also for support of favourable opportunities of communication that are not restricted to class or other frameworks of culture.

The purpose of informatisation of education is:

1. to stimulate education by means of media and development of educational programmes that will help users to work out the critical and differentiated relation to media;
2. to consider ICT as an educational discipline and as a pedagogical tool in the development of effective educational services;
3. to promote additional opportunities for new generations to learn to use new information technology freely and creatively not only as users, but also as vendors of information content.

The Committee on Education of Administration of St. Petersburg is guided by these requirements to some extent. The chairman of Ivanov's Committee has formulated the following ideology to govern the informatisation of education in St. Petersburg: "Information communication technologies (ICT) which penetrated into all spheres of human activities in many respects define also development of the modern school, namely: the fundamentalization and the advancing character of the development of education aimed at disclosure of creative abilities of the pupil; accessibility of education on the basis of distant training using telecommunication and multimedia technologies. Now ICT are an essential component of educational and educational processes. For the teacher of ICT shall become real means of computer support of educational process in any subject."

School informatics as a component of continuous computer education is aimed at

developing:

1.  a broad world outlook (formation of categorical concepts: system, information, structure, property);
2.  algorithmic skills (cogitative development of student);
3.  vocational training (for school graduates preparing to enter the field of informatics).

The level of education informatisation defines in many respects the process of upgrading education and educational processes. Considerable financial means have been allocated for support of educational institutions in St. Petersburg for informatisation in recent years from the city budget. Analysis of a status of which is carried out by the Committee on Education revealed the following main indices and tendencies. On 1 April, 2005 out of the 86.5% of secondary educational institutions (SEI) of the city, 88% of vocational training centres and 85% of interschool training centres ran 1,239 computer classes (CC), of which the computers delivered in the last three years made up about 40% of the total. On average 1.5 CC is the share of one computer-aided SOU that actively uses computers in its educational process.

Thirty-six pupils are allocated to one computer. This can sometimes average 60 pupils. In St. Petersburg, the figure is slightly higher than that for the rest of Russia. However, in other areas, wide use of computers in the classroom is not yet encouraged. Multimedia projectors (MP) enable the use of new educational technology as well as techniques for large-group teaching. They are also effective for use in conferences, seminars, workshops and other educational settings. In 2007, SEI in the city had about 1,200 MP. Table 1 provides a summary of information on equipment owned by average educational institutions in St. Petersburg.

The Application-Orientated Software (AOS) is regularly used in the educational process, except for teaching informatics and information technology, in about 40% of SEI. In recent years for the first time, 1,378 computer-aided educational sets were purchased. They included software programmes and training in basic use of personal computers as well as computer training for facilitators (computer diagnostics, correction of knowledge and mathematics and Russian for pupils of elementary school). Distribution of AOS in the first stage was carried out as a pilot project in SEI before wider use among other educational establishments in St. Petersburg. The Committee on Education itself bought a significant number of units of AOS in the period 2005-2006. Among the items purchased were software from different companies such as Physicon, Kirill, Mefodiy and INISsoft for teaching mathematics, physics, astronomy, chemistry and biology and preparing students for the Unified State Examination physics papers. Other software were media libraries such as electronic encyclopaedia, 'Education Media' and 'Educational Monitoring' as well as educational aids such as LogoWorld and FirstLogo.

Almost every SEI that offered computer

classes received this software, which was all licensed for use by teachers and students for the first time in 2005 and 2006. According to records from SEI about 40% of them had operating systems for educational activities (MS Windows 95/2000/XP).

The professional development of teachers in the practical use of ICT in the educational process is necessary due to the significant increase in informatisation in education in the city. In the last three years, advanced training courses for teachers and administrators of establishments of education were organised by various centres such as the Centre of Information Technologies and Telecommunications (CITT), the Academy of Post-degree Pedagogical Education (APDPE), the State University of Informatics, Exact Mechanics and Optics (GU ITMO) and the Regional Center of the Federation of Internet Education (RT FIE). More than 7,000 people were trained in eight split-level training programmes, of whom 30% received funds in addition to the

Table 1
*Use of ICT in educational establishments in St. Petersburg*

| Area | Quantity of SEI that used ICT in their educational process | From them: | | | % of SEI with CC and using ICT in their educational process | |
| --- | --- | --- | --- | --- | --- | --- |
| | | >100 hour/ year | 50-100 hour/ year | 30-50 hour/ year | >100 hour/ year | 30-100 hour/ year |
| Admiralty | 24 | 13 | 3 | 8 | 54% | 46% |
| Vasileostrovski | 10 | 6 | 1 | 3 | 60% | 40% |
| Vyborg | | | 1 | 7 | | 100% |
| Kalinin | 18 | 11 | 3 | 4 | 61% | 39% |
| Kirovski | 25 | 18 | 4 | 3 | 72% | 28% |
| Kolpino | 11 | 4 | 6 | 1 | 36% | 64% |
| | 77 | 14 | 2 | | 64% | 6% |
| Krasnoselsky | 15 | 7 | 3 | 5 | 47% | 53% |
| Kronshtadsky | 7 | 4 | 2 | 1 | 57% | 43% |
| Resort | 6 | 4 | 2 | | 67% | 33% |
| Lomonosov | 3 | 2 | | | 67% | |
| Moscow | | | No data | | | |
| Nevsky | 21 | - | 1 | 7 | | 100% |
| Petrograd | 12 | 3 | 4 | 5 | 25% | 75% |
| Petrodvorets | 2 | | _ | 2 | | 100% |
| Seaside | 17 | | 6 | | 18% | 82% |
| Pushkinsky | 12 | 2 | 6 | 4 | 17% | 83% |
| Frunze | 12 | 1 | 4 | 7 | 8% | 92% |
| Central | 27 | 16 | 8 | 3 | 59% | 41% |
| Total | 283 | 108 | 174 | | 38% | 62% |

budgeted amount (extra budgetary financial means).

The informatisation of education took longer to spread in St. Petersburg than in the rest of Russia in general. The financing of informatisation of education in St. Petersburg is carried out at the expense of the Legislative Assembly, which only receives funding for equipment. The use of ICT in education in St. Petersburg is still sluggish although the city has achieved recognition for its use of ICT, as seen in its nomination to second place for using 'Information Communication Technologies (ICT) in Education' and its being awarded 'The Best Region in the Sphere of ICT'. This is a complex problem that is related to the absence of the wide use of application-orientated software and the lack of human resources. This problem is recognised by the Committee on Education of Administration of St. Petersburg, which has acknowledged

that "further development of ICT in education is impossible without solution of the urgent complex tasks connected to the increase of efficiency of use of ICT in the educational process."

A system of indices was created i.e. target standards of informatisation were set to measure the achievement of the region's governing educational bodies. Each index is indicated by a coefficient of achievement. The number of coefficients of achievement from all indices of the process of informatisation of education provides a ratio of effectiveness of use of ICT in the educational process. This is an indication of the complexity of the process of informatisation of education.

These measures were developed for several reasons. The original list of experts were among the teachers who most actively used ICT in the educational process. The region's governing educational bodies

Table 2

*Target standards of the informatisation of education in St. Petersburg*

| Index | Designation | Evaluation criterion | Achievement coefficient |
|---|---|---|---|
| Loading of computer classes (CC): In educational process (EP) >30 hour/week | CC(EP), % | >30% of EI | 3 |
| In educational process (unitary enterprise) <20 hour/week. | CC(EP), % | <30% of EI | 2 |
| After hours on budgetary basis (AH) | CC(AH/ budget), % | >50% of CC | 2 |
| After hours on paid basis (AH) | CC(ah/paid), % | >40% of CC | 2 |
| Loading of multimedia projectors (MP) | 3(MP) hour/week | >15 hour/week | 3 |
| Percent of KK integrated in the local computer networks (LCN) | K(LCN), % | >85% | 1 |
| The number of pupils on one computer (C) | Y(K), pup./C | <50 pupils/C | 1 |
| The number of pupils on one modern computer (MC) | Y(SK), pup./SK | <90 pupils/C | 1 |

Table 2 *(continue)*

| Index | Designation | Evaluation criterion | Achievement coefficient |
|---|---|---|---|
| Percentage of EI using the information technology (IT) when teaching different subjects (in addition to informatics and technology) | IT(EI), % | >50% of OU | 1 |
| Percentage of EI using the information technology (IT) >100 hour/year when teaching different subjects (in addition to informatics and technology) | IT(EI/100) | >30% of EI | 2 |
| Percentage of EI connected to the Internet | IT(EI), % | >70% of EI | 1 |
| Percentage of EI working on the Internet >50 hour/month in relation to total quantity of OU connected to the Internet | IT(EP/50) | >30% of EI | 1 |

collect and record information on the use of informatisation in the educational process. All institutions are required to fill an information card specifying details subjects, teachers, number of hours, total number of hours of ICT use in the classroom etc. More than 90 such information cards were received from teachers from 52 institutions in the region. They were selected for this research as their work matched the criteria set for this study and they were found to be experts in their field. Thirty-two teachers from seven educational institutions, including comprehensive schools, specialised schools and gymnasia, agreed to participate in this study. The rest were employees of the Scientific and Methodical Centre of the Department of Education and Youth Policy of the Administration of Frunzensky in the district of St. Petersburg.

The subjects were asked to answer in detail the research questions concerning the motive for using ICT in their work; how it was used; the results of using ICT in their work; and the problems and difficulties that arose from using ICT in their work.

None of the experts were offered positive or negative incentives for completing any of the tasks connected with this research. They agreed to make all decisions independently, voluntarily and consciously after understanding the increasing role of subjective-objective factors in gaining the motivation of employees.

The most motivated and responsible teachers were the first to make the decision to implement ICT in the classroom. They were interested in implementing new forms and methods of delivering lessons and using new technologies and types of activity to overcome organisational difficulties and new situations that cropped up in the use of technology. These were often not young employees, but the most skilled and authoritative teachers who enjoyed the support of colleagues and the administration and who were confident in their own ability to use ICT in the classroom effectively even in the face of unforeseen circumstances such as a technical malfunction.

## DISCUSSION

Systematic research in this direction has been carried out since the 1960s in line with new American sociology. Parsons (1996) formulation of the "component" or "sphere" theory of a social system modelled the dialectic interaction of a "technosphere" featuring engineering and industry, which he termed the "technological belly," as the prevailing power sources and a "sociosphere" in which attention was paid to reviewing different forms of people organisation, social communication and public consciousness (Stouner, 1986). Analysis of such interaction that was presented in macro sociological theories referred to a "post-industrial" (Toffler, 2004, p. 669; Toffler, 1999, p. 781), "technetronic" (Toffler, 1997, p. 461) or "information" (Masuda, 1983, p. 29) society.

Throughout the 1970s this theory, which enabled prediction of the direction of restructuring of the economy of developed countries, enjoyed wide popularity both in society in general and in the academic environment. Different aspects of the theory, which was generally termed 'post-industrialism', were developed by authors such as Bell, Touraine, Brzezidski, Masuda, Stovner, Toffler, Herbert McLuhan, Porat and Castells. They specified, rather accurately, these basic features as those of the post-industrial society:

1. Innovative theoretical knowledge becomes a defining factor of public life in general. It cancels work and capital in their role as factors of cost. The economic and social functions of capital pass to information. As a result, the university as centre of production, processing and accumulation of knowledge becomes a kernel of the social organisation, the principal social institution. The industrial corporation loses its predominating role.

2. Level of knowledge, but not property, becomes a defining factor of social differentiation and professional structure is more important than class. The main conflict happens not in the economy but in the cultural sphere where there is conflict between the representatives of the old culture and those of the new. The result of the conflict and its resolution is the development of new and decline of old social institutions.

3. The infrastructure of this society is intellectual, and not mechanical. The social organisation and information technology form a symbiotic relationship. Society enters 'a technetronic era' in which social processes become programmable.

4. The prevailing 'tertiary' sector of the economy (a sector of services) and information business stand apart and grow, becoming a 'quaternary' sector of economy.

In the early 1980s, there was a synthesis of the concepts of 'post-industrialism' and 'information society', which originated

in Japan. The two main theorists of these concepts were Bell in *Social Frames of Information Society* (Bell, 1980, p. 426) and Masuda in *The Information Society as Post-Industrial Society* (Masuda, 1983, p. 29). The American sociologist, Manuel Castells, was the most significant theorist of the information paradigm. His fundamental three-volume paper, "Information Era: The Economy, Society and Culture", (Castells, 2000, p. 431) advanced this theory among leading sociologists around the world at the beginning of the 21st century. He advocated saving the major characteristics of capitalism and introduced the term 'information capitalism', an ideology that called for the building of networks to connect people, institutions and the state as a means of overcoming the economic and cultural contradictions of capitalism and social conflicts. The information society was deemed to be the most progressive social system.

Analysis of the social role of communication technologies became later one of the main directions in research into postmodern ideologies and researchers paid special attention to the phenomena of culture and the mass media, claiming that changes in these spheres promote new behaviour. The leading authors of this direction were Vattimo, Poster and Baudrillard while Lash and Bauman focused on the social problems of postmodern society and local researchers like Antonovich and Dudchenko studied the new social system expressed in terms such as 'post-modernist' and 'character reference'. Other researchers like Etzioni,

Delanty and Reingoldt were engaged in studying virtual communities and computer-mediated forms of social interaction at the beginning of the 21st century.

Among the local authors who wrote on the information society were Abramov, Anurin, Borisov, Buzgalin, Voronina, Inozemtsev, Kostiuk and Rakitova. The Internet Pak as a wide information and communication area network became the source of such research especially that by Chugunova, Sokolov, Sibirev. These writers analysed the key postulates of foreign authors.

Bill Gates, the founder of Microsoft Corporation offered technological approaches. In the book *The Road Ahead* he claimed, "computer technologies are the most essential factor influencing change of the world today". However, many researchers believed it was not the result of sociological speculations, but a marketing mix which reduces diversity of information factors of social development to the phenomenon appearing entity of one of the most profitable goods of the present for the purpose of gain of monopolization of a technological sector of the information market" (Lopatina, 2006, p. 201)

## CONCLUSION

The bulk of local research into this field has been carried out by scientists and organisations specialising in technology, cybernetics and the economy such as The Institute of Systems Analysis of the Russian Academy of Sciences, The Institute of Automatic Equipment and Automation

of the Russian Academy of Sciences and The Institute of Social and Economic Problems of the Population of the Russian Academy of Sciences etc. It exerted a certain impact on the methodology used in this research, resulting in the creation of specialised administrative structures (The Institute of Development of Information Society in Case of the Government of the Russian Federation) and government policy in the field of informatisation, for example, "The Concept of Formation of Information Society in Russia"). At the same time, American sociologist, Castells' ideas were adapted for use such as in "The Concept of Transition of Moscow to Information Society". The technocratic post-industrial approach was gradually implemented in Russian academic and political practice. This was characteristic not only of Russia, but also of a number of international organisations. At the same time, the promulgators of the concept of the information society considered it a type of social system that was new and possible only in the future. The Declaration of the World Congress of UNESCO on the status of creative specialists in Paris in June, 1997 began with this preamble: "As the modern society already is information society, business of the creative specialists directed in the future to plan circuits of the new union connecting ethics, technology and an esthetics".

Predictions of a forthcoming complex change in lifestyle were seemingly supported by the progress of computer technology, and this presented the opportunity to effectively integrate the technologies of communication and information processing that Toffler had referred to in "Morphing of the Power" (Toffler, 2004). However, this approach faced critical problems in meeting the empirical criteria of determining what an information society was. For example, how would ICT growth and use in an information society be measured? Did the emergence of a new society indicate also the emergence of ICT? How widespread a use of ICT was necessary bring this society into being and what was the necessary volume of its distribution?

There were also serious objections are against technological determinism that defined the whole of society based on one of its external factors, as technology and technical devices are part of the society. Society is not able to respond to different menaces at the same time nor is it able to adequately perceive and comprehend these menaces owing to misinformation and change. Therefore, there is a need to define the social aspects that regulate information danger and safety in modern, especially– Russian, society.

Danger to the existence of society is connected to imbalance and the rupture of internal communications in the public system. Therefore, safety can be understood as restoration of internal unity, integrity of this society, saving of the ability to work out relevant to objective needs of purpose and ability and their possible achievement. Therefore, the scientific analysis of public processes is impossible without an understanding of the definition

of danger and safety, and, above all, the information society.

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# SOCIAL SCIENCES & HUMANITIES

# The Problem of Fixation of Siberian Endangered Languages in the Multimedia Corpus: Evidence from the Siberian Tatars Tyumen Region Dialect

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## ABSTRACT

One of the most important strategic objectives of the modern globalised world is the preservation and development of the languages of different nationalities and ethnic groups. Currently, many languages of the Russian Federation are on the verge of extinction. The language of the Siberian Tatars is one such language according to UNESCO. The main problem of modern linguistic research is the lack of knowledge of dialect material. It is necessary to carry out research into languages beginning with the study of a single locality dialect based on various criteria. In drawing up the corpus of the Tatar folk dialects of the Tyumen region the experience of the Turkish National Corpus, which contains modern texts of various genres reflecting the system of language related to Tatar dialects, was taken into account. Dialectological studies of Western Siberia Tatar dialects are carried out to identify the dialectal differences at the phonetic, lexical and grammatical levels. All collected material is exposed to the dialectological systematisation. A locality is mapped according to this goal: the date of the material collection is fixed, respondents are registered and video and audio speech recordings and texts with a markup language are attached. The data are entered into the language corpus.

*Keywords:* Dialect, endangered Siberian nationalities, language corpus, Siberian Tatars, Tatar language

## INTRODUCTION

In recent years, the issue of using new information and multimedia technologies for the preservation of endangered languages and cultures is being raised more and more often regarding not only new facilities but also new forms and

fixation methods and a new approach to the process of renaissance ethnolinguistic classification of endangered nationalities. The main multimedia dictionary purpose is preservation, formation and development of ethno-linguistic and communicative culture as the carrier of the language itself and immersive learning to practical mastery of endangered Siberian Tatar languages.

Currently, the study of dialects is gaining more importance. In Siberia, the problem is urgent because some dialects remain unexplored up to now and this includes the Siberian Tatar dialects too. The population of one of the largest Russian Federation regions, Western Siberia, reveals a rather mixed picture (Gabdrafikov, Karabulatova, Khusnutdinova, & Vildanov, 2015; Karabulatova, 2013; Karabulatova, Ermakova, & Chiganova, 2014; Karabulatova, Polivara, & Zamaletdinov, 2013; Sayfulina & Karabulatova, 2014). Turkic tribes have historically lived in the area, most of which was part of the Tatar nation. Long distances between localities resulted in linguistic fragmentation among the Siberian Tatars, and this led to the formation of different dialects (Sayfulina & Karabulatova, 2014). The Tobol and Irtysh dialects were formed in the Omsk region and southern regions of the Tyumen region (the name of the dialect was due to the fact that a significant number of Tatars lived on the Tobol and Irtysh river banks). The Tatars of Novosibirsk region speak the Baraba dialect, the name of which comes from the place of their residence, the Baraba steppes.

The corpus of the Tatar language includes a written corpus (corpus.tatfolk.ru), the national Tatar corpus, *Tugan tel* (web-corpora.net) and the Mishar dialect corpus (iyali.antat.ru). However, none of these corpuses include folk speech samples of the Tyumen region population. The Tyumen region territory is traditionally viewed as an aerial picture of the Siberian Tatar dialects. Generally, research has been limited to dialects and their corresponding towns and regions such as the Tyumen dialect, which is spoken by the population of Tyumen city, the Tobolsk dialect, which is spoken by the population of Tyumen Tobolsk city and the Zabolotny dialect, which is spoken by the residents of Achirsk and Laytamaksk.

The relevance and novelty of this project was due to the dearth of data connected to Siberian endangered languages. Available data are stored in different archives and libraries of rare books and manuscripts in Russia and other countries. As a result, the rich scientific heritage of Siberian languages is little known and little explored.

It should be noted that this project was a pioneer made possible by a Russian Turkologist breakthrough that ensured the availability of serious and fundamental Russian works on Turkology. This project will enable specialists in Turkic world philology to address issues concerning Siberian Tatars. We believe that our project is important as it allows researchers to assess the state of research into Turkic studies in Russia and the West and to identify priorities in modern Turkic studies.

The subject of our study was the folk dialects of the Tatars living in the Tyumen

region. One hundred and six rural localities and Tyumen and Tobolsk cities were part of this research. The dialect and vernacular features of the spoken language of the Tatar population were analysed. The linguistic material used for the corpus were the used records of oral speech. These included dialogues between the researcher and respondent (answers to questions), oral folklore samples (songs, tales, mysteries, legends, traditions etc.) and description of folk rituals and spontaneous recordings of everyday communication. A language markup was saved during the collection of the linguistic material. All entries were documented: specified place and time of collecting the material and the respondent's demographics (name, gender, age).

**METHODS**

The research materials were the researchers' field recordings of folk Tatar dialects of the Tyumen region collected during dialectological expeditions in the period 2014-2016. Lexicographical data taken at different time intervals were used for synchronous diachronic analysis based on the dialects, etymological dictionaries and reviews as well as scientific works on the ethnography of the Siberian Tatars. Researchers from the Mendeleev Tobolsk Pedagogical Institute (Tyumen State University Branch) studied issues related to the Tatar Tyumen region folk dialects corpus by a group of scientists. The scientists were given the following tasks: dialect material collection programme creation; field studies in Tatar localities like the

Aromashevsk, Vagaysk, Zavodoukovsk, Isetsk, Nizhnetavdinsky, Tobolsk, Tyumen, Uvatsk, Yalutorovsk and Yarkovsk districts of the Tyumen Region; and thematic and grammatical marking and analysis of dialectal corpus. Material that has been investigated and described will be presented in the "Multimedia Corpus of Tatar Folk Dialects of the Tyumen region", which will serve as a source for contemporary linguistic research. The multimedia Tatar corpus collected by Radloff was carried out by Sayfulina (as cited in Yusupov & Karabulatova, 2014).

The criteria specified for the respondents included age and gender. Questions were distributed in accordance with the respondents' age (0-7, 8-11, 12-17, 18-49, 50-69, above 70). For example, respondents between the ages of 0 and 7 years were asked questions such as, "What children's game do you know?" and "What counting rhymes do you know?" while respondents above the age of 70 years were asked, "How did people live in the localities during the Great Patriotic war?" and "Tell us about your ancestors" etc.

The study included two phases. In the first phase, field studies were conducted in the Tobolsk and Tyumen regions and the cities of Tyumen and Tobolsk. The expedition team visited 30 rural localities out of 50 localities. Eleven of them were in hard-to-access areas i.e. Achirskoe rural locality - Achiry (Vatsir), Izemet (Ləŋche), Ishmeneva (Neshshə), Laytamakskoe rural locality (Laytamak (Laytamaҡ/Laymtamaҡ), Varmahli (Vərməkle), Topkinbasheva

(Təpkenpash), Topkinsky (Təpken), Yangutum, Kutarbitskoe rural locality (Tahtagul (Lətsek), Cheburga (Kүkrənte), Usharovskoe rural locality (Noskinskaya (naskh). Each local dialect was valuable for isogloss study.

Initial analysis brought interesting conclusions. For example, the dialect of Yankov Vagaysky District villagers shared characteristics with the Mishar dialect, although in dialect linguistics this dialect is believed to be common only in Tatarstan, a territory that is significantly distant from Siberia. Note that the locality is not represented in the Electronic Atlas of the Tatar language (iyali.antat.ru). Some language processes of different Tatar ethnic groups are marked as "live," meaning that they require special attention.

Thus, material collection was based on the concept of information materials (archival documents) as well as the principles of an information system formation. Further synergistic approaches described the development of an information system architecture, capable of continuously operating in a global network with stability. At the same time a basic structure of information (BSI) was formed for document submission and archival materials relating to the project. A parallel for full interactive use of the proposed project and the necessary software components were developed to support the functioning of the system.

## RESULTS

The problem of fixation of the endangered culture of the Siberian Tatars is related to the fact that at the present time, compared to 60-90 years ago in the 20th century, the number of Tatar localities has decreased significantly. In the Tobolsk region, many villages have disappeared, such as Komarovo, V. Bekhterev and Sauskan. On the verge of extinction are local Siberian Tatar villages Nerd, Topkinbashevo and Yangutum.

Along with the disappearance of localities, Russification of the Tatar population is ongoing, especially among the younger generation (Karabulatova, 2013; Karabulatova et al., 2013). For example, the indigenous Tatar population in the Nadtsy locality does not speak its native language, while the older generation understand the Tatar language and speak the Tatar language only in part. For example, in the recording of the interview with Azichamal Sadikovna Kulmametova, born in 1940 in Nadtsy village, which was done on 18 September, 2015 (recording made 09.18.2015), many Russian words and modified words were used: *already, here, wanted, built on the mountain, the songs, the elderly, not given, because after the mountain, under the mountain, flooded with water* etc. Fifty percent of the text are words in the Russian language. The switch from Russian to native dialect was interesting. The respondent would first mention the word in Russian and then in the Tatar language, for instance *mogilalar - kaberlya*. This was subject to the operation of the speech.

In our view, forgetting one's native language is due to a sharp change in the language environment (Karabulatova et al.,

2013). This is due, primarily, to a significant increase in speaking other languages. Here, the role of the Russian language as a language of international communication was increased, leading to a decline in the use of the Tatar language (Gilazov, Karabulatova, Sayfulina, Kurakova, & Talipova, 2015).

When collecting the material, such criteria like birthplace and respondent residence, which is part of the corpus marking, are taken into account. The population of the Tatar localities in the Tyumen region is ethnically heterogeneous. For example, Siberian Tatars live in the Salairka village of the Tyumen region and Kazan Tatars live in the Big Akiyary village of the Tyumen region. Siberian Tatars and their descendants are also found in Sart, in the Alga village of the Tobolsk region, which has populations of Mishars and Siberian Tatars. Work partnerships and mixed marriages have brought together different Tatars and led to the merging of their speech and dialects, forming a new dialect.

One example is a text written on 13 September, 2015 in the Alga village of Tobolsk region by the respondent, Khalilova Gashura Suleymanovna, who was born in 1922. The population of the Alga village are emigrants from the Republic of Tatarstan, including the respondent's parents. Gashura Suleymanovna's generation was born in Alga, in Siberia. Consequently, the language environment of the respondent was bi-syllabic. Family speech and the rural population, who are carriers of the Mishar dialect, affected the speech formation of the respondent. Dialects of neighboring localities like Yreka, V. Bekhterev and Turby, which are located in the area of the Tobol and Irtysh districts, affected her speech formation as well. This suggested that her speech was formed as the result of the merging influence of the Mishar, Tobol and Irtysh dialects.

The dominant characteristics of the Siberian dialects are clatter and total stunning. However, the Mishar dialect also has clatter dialects. They are distributed within the territory of Aksubaevsky and Chistopol in Tatarstan. Therefore, in this case clatter is not a differentiating characteristic. Stun in Gashura Suleymanovna's speech is not observed; it is observed only in the dialect *sibirskotatarskoy* token *lyaptsayep*.

From a morphological point of view, the tokens do not differ from the standardised language units. For example, the literary infinitive affix is used *-yrʑa /-ergya*: *yebyargya*, *asharga* and *kiyyargya*, while for Tobol and Irtysh dialects these are the typical affixes *-ʑaly* / *-gyale*; *-қaly* / *-kyale*: *yevyargyale*, *ashaʑaly* and *keygyale*.

The above-mentioned facts show that the word structure, to a lesser extent suffers change, rather than the lexis when dialects come into contact with one another. In this area, the task of further research is to identify different dialects in the Tyumen region to analyse linguistic units at all levels and to establish the main trends in the development of active dialects in a dialect of the passive range.

The subjects and text types were

different: rural areas, family, work, war, folklore, way of life, people, nature, religion; tales, songs, legends, riddles, proverbs, sayings, war stories, ancestral stories, stories about ancient religious practices of the Siberian Tatars etc. The corpus material was relevant not only for linguistic research, but also for literary, ethnographic, historical and sociological research. The morphological corpus marking included the following criteria: part of speech, category of number, category of case, category of accessories, proper names, degrees of comparison, category of time, infinitive, participle, gerund, action names, category inclination, category of persons and category of negation.

The commonly used term "media", can be defined in several ways. The electronic dictionary "La rousse. Le Multidictionnaire du français Prestige" provides this definition, "*Multimedia, non-masculine-ensemble des technique et des produits qui permetent l'utilisation simultanée et interactive de plusieurs modes de repésentation de l'information (texts, sons, images fixes ou animées)*".

In the Russian virtual space, glossary. ru, the following definition is given: "a set of multimedia computer technologies, at the same time using several types of information: graphics, text, video, photos, animations, sound effects, high-quality sound. Multimedia technology is composed of a special hardware and software" (MBU, *2016*). Also at the site, wikipedia.ru, we find "multimedia technologies" defined as:

- Technology, describing the development procedure, operation and using of various types of information-processing facilities;
- Information resources that are based on processing technologies and different types of information presentation;
- Computer software, the operation of which is associated with the processing and presentation of different types of information;
- Computer hardware, by which it becomes possible to work with different types of information (Polat, 2000).

Audio information includes speech, music and sound effects. Compared to audio recordings, video information is presented by a much larger number of used elements that give the fullest information of the ethno-linguistic culture of the Siberian Tatars. Dynamic footage almost always consists of a sequence of frames. Using multimedia tools is effective at all levels of immersion in the language and culture of the endangered nationality. Because of frequent reporting, users can not only get acquainted with the culture and increase their horizons, but can also explore and learn the language and culture of the Siberian Tatars and improve their reading, speaking, listening and writing skills.

History shows that people have always resorted to the use of aids for success in training the younger generation. For example, archaeological excavation data indicate that in the very distant past, parents taught their children to count with the

help of multi-coloured stones and animal bones, among other items. Later, waxed planks were used when teaching reading and writing together with sharp metal rods used as a stylus. New technical devices and machines are available today as a result of significant progress in science and technology in the 19th century and the further development of the capitalist mode of manufacture (Kashchuk, 2007).

History shows that the more or less widespread use of technical tools in foreign language teaching began in the first and second decades of the 20th century, with the invention of the 'miracle of the century', the gramophone. This new tool attracted not only enthusiastic teachers, but also a number of major experts, philologists and teachers. Indeed, Jespersen, back in 1904, said that in the hands of capable teachers, the phonograph could provide invaluable assistance to students (Jespersen, 1940).

The development of radio engineering and commissioning of broadcast radio stations led to the fact that in 30 years during the 20th century, European radio centres began transmitting foreign language lessons for self-study. Somewhat later, the world witnessed outstanding new inventions: the first electromechanical, then the optical recording and, in the 40s and 50s of the 20th century, magnetic recording, which according to the opinion of many researchers, opened an entirely new era in language teaching (Kashchuk, 2007).

The idea of the compilation of a Siberian Tatar language multimedia dictionary is to enhance and maximise intellectual and emotional spheres of an individual recipient, to involve all information flow channels and to upgrade understanding of other cultures through the introduction of computer and multimedia technologies. Computer learning technologies are designed to provide a new level of preservation of ethnic and cultural artifacts to lead modern science and education to the humanisation of modern civilisation as a whole.

## DISCUSSION

A psycho-emotional study of a people group is always aided by reference to American ethnolinguistic works (Appadurai, 2003; Boas, 1989; Vovina, 2006). Post-Soviet studies may find certain parallels in the work on language and culture of local populations of different countries (Appadurai, 2003; Fayzullina, Karabulatova, Fattakova, Ermakova, & Sayfulina, 2015; Gachev, 1998; Karabulatova et al., 2014; Karabulatova & Sayfulina, 2015; Lurie, 2003; Uryson, 2003). By Girts' definition, a picture of the world is a "picture of how things exist ... his conception of nature, itself and society."

The problem of multimedia fixation of Siberian Tatars dialects is due to disputes regarding the allocation of the Siberian Tatars either as a separate ethnic group or as a Tatar subethnos (Vovina, 2006). However, it is hoped that the dispute will be resolved before the language and culture of this small Siberian nationality disappear altogether.

The activity of the Russian scientific elite in the field of Turkic studies remains outside the purview of the foreign scientific

community. Leading European centres are exploring the problems of Turk research because Europe is now experiencing a major influence of Turkic-Turkish culture especially in Germany, Belgium and Austria. The situation has sparked great interest among American researcher, Golden examined the potential of the globalisation of Turkic culture in synchronous-diachronic aspect. It should be noted that the contribution of Russian Turkologists is silenced because of the existing distance and inaccessibility of sources in Oxford University's studies. It should also be noted that the analysis of Turkic cultural concepts is in the geopolitical aspect, not in philologically, making it difficult to make decisions on a particular issue. Our project, declared as the multimedia fixation of the Siberian Tatar language, enables a broad international scientific community to communicate directly to the linguistic and ethnographic material and researchers' labour, not to their interpretations, which immediately eradicates any possibility of innuendo and pseudo interpretation.

One of the main scientific competitors in this type of work is Kazakhstan because a large archive of the scientific findings of one of the leading researchers of Siberia, Malov, is kept in Almaty and Astana in Kazakhstan. In recent years, Kazakhstan has emerged as a leading researcher in the Eurasian region, including in Turkic studies. Also, many Turkish researchers are showing interest in this topic. It should be admitted that Turkish Turkology began to occupy a dominant position in the Turkic world, denoting the

Siberian Tatars not as subethnos Tatars, but as a small independent Turkic ethnic group in Siberia.

Works of American researchers from Oxford and Columbia universities focus on the genesis of the Turkic culture, communication Turks and Khazars and the interaction between the Turks and Slavs as seen for example, in the works of the famous Turkologist, Golden (2009 & 2010). The linguistic material is used as an illustration in history, political science and sociological work that allows to "pull" it from the context in favour of various hypotheses. In this connection universities develop their own versions, as done by Golden (2009 & 2010) and Pritsak (1998). Scientists believe that we can talk about the formation of a mixed linguistic phenomenon (Karabulatova, 2013); such a phenomenon was the basis for the formation of the Altai Turkic language system (Pritsak, 1998). Mutual ethno-linguistic facts clearly demonstrate the activity that process the modern phase of the Turkic language system.

As judged from the results of surveys conducted by regional sociologists, ethnic self-identity was sufficiently sustained and possessed a positive orientation among Tatars of the South Tyumen district in the period 2001-2010 (Table 1).

Answering the question as to which nationality they belonged to, scarcely more than a third of those asked (28.2%) called themselves Tatars. Other participants (70.2% according to survey data) concretised their answers more firmly: two thirds of the representatives of the Tartaric population

Table 1

*Dynamics of respondents' answers to the question of degree of their national affiliation satisfaction, as a percentage of total number of respondents*

| Satisfaction | Percentage by year | |
| --- | --- | --- |
| | 2001 | 2010 |
| Satisfied | 77.7 | 90.3 |
| Not satisfied | 1.7 | 3.2 |
| Do not attach importance to national affiliation | 13.5 | 6.0 |
| Hard to answer | 7.1 | 2.4 |

(62.4%) called themselves Siberian Tatars and 7.8% as Kazan Tatars (Khairullina, Karabulatova, Shvedova, & Koyshe, 2015).

Active processes in Turkic studies are taking place in the Kazakhstan and Turkish scientific communities. Despite the abundance of works on Turkic studies, most of the work is known only to a narrow circle of researchers. Our project, in addition to the scientific purpose of endangered nationality ethno culture fixing, also pursued another goal: ethno-linguistic cultural renaissance of the Siberian Tatars.

Siberian Tatars noted the danger of the preservation of a small Siberian ethnic identity in conditions of contemporary globalisation (Table 2).

A. G. Seleznev and I. A. Selezneva in 1999-2002 and Sayfulina (2001-2012) and Karabulatova (2002-2015) collected the following data from interviews regarding folklore and belief in spirits-patrons and the elements as well as various types of commercial and industrial activity: *iy iyase* (patresfamilias), *ot iyase* (hearth host), *su iyase* (water host), *toola iyase* (the owner of the forest), and *hur iyase* (cote host), *yelnym huchase* (owner of the wind). We conducted ethnographic and dialectological expeditions that repeatedly showed resistance to archetypal images in the ethno-linguistic portrayal of the Siberian Tatar worldview. The people believe in assistance from the spirit world for success in life. For instance, to ensure that their business prospered, they may offer gifts like

Table 2

*Dynamics of the responses between 2001 and 2010 to the question of the possibility of loss of national identity for the tatars, as a percentage of total number of respondents*

| Risk | Percentage by Year | |
| --- | --- | --- |
| | 2001 | 2010 |
| Exists | 37.7 | 39.9 |
| Exists but it is not worth exaggerating | 28.6 | 24.3 |
| No | 11.8 | 17.3 |
| Never thought about this | 19.2 | 10.8 |
| Hard to answer | 2.7 | 7.6 |

milk, money, eggs and bread to the village religious head to pray to the spirits for help (Khairullina et al., 2015).

A peculiar myth-ritual presentation involving fish and ponds is practiced by the Siberian Tatars as they believe in the existence of water and river hostesses, which they call *Su Anasy* or *Su Pitsyn* (Karabulatova et al., 2014; Karabulatova & Sayfulina, 2015; Khairullina et al., 2015). The water hostesses bring luck to fishermen, and it is believed that to receive this luck, once a year, in the spring, during the ice drift, before sunset, fishermen should go to the beach and throw a coin into the water. This would guarantee a good catch for the whole year. The water host is believed to be an old man, a water spirit named *Su Iyase Su Babasy*, *Su Bari* or *Su Shaytane*. To appease him, it is necessary after an ice drift to throw cons into the water. The *Zangeata*/*Zangebaba*/*Sangebaba* was the patron of cattle (Khairullina et al., 2015) who is venerated in a special ceremony held immediately after a cow calves (Sayfulina & Karabulatova, 2014). In the village Ebargul Ust-Ishim in the district of Omsk, calving is followed by offering the colostrum produced to the elderly, orphans and the lonely or *sadaqah*. The cow's first milk is boiled in a cauldron, and when it thickens, it is eaten with bread (Khairullina et al., 2015). The religious head of the village is invited to the feast, during which he asks the *Sangebaba* for the well-being of the new calves. The term "*sadaqah*" is Arabic; it refers to the sacrifice made during various ritual activities related to the care cattle,

a journey, funeral rites etc. Initially, it referred to a compulsory Islamic tribute. The need for bringing a sacrifice-tribute was established by the first righteous Caliph Abu Bakr, who categorically stated that there is no Islam without *sadaqa* (Karabulatova et al., 2014; Karabulatova & Sayfulina, 2015; Khairullina et al., 2015).

The southern Tyumen region celebrates *sabantuy*, which it borrowed from the Volga Tatars (Yusupov & Karabulatova, 2014). The ancient holiday, Carga Putka, is also celebrated (Carga tui "crow holiday") before sowing during the arrival of the rooks. The villagers cook large pots of porridge in the field and leave behind a portion in the pots. In the dry summer, the rain-trigger ritual *shokrana* and cook *kormannyk* are held. The villagers, led by the religious head of the village ask God for rain.

The indigenous population of the region have kept these archaic beliefs. Their norms, rituals, customs and traditions allow them to live in harmony with nature. The subsequent spread of Islam among the Siberian Tatars led to a special cultural phenomenon, a Muslim-pagan syncretism reflected in the Astana phenomenon (Karabulatova et al., 2014; Karabulatova & Sayfulina, 2015; Khairullina et al., 2015; Sayfulina & Karabulatova, 2014). In conclusion, it should be noted that the Sufi tradition of Islam has played an important role in Siberian Tatar culture (Sayfulina, Karabulatova, Yusupov, & Gumerov, 2013). Sufiism was transformed and adapted to local views and religious practices and added to the traditional Siberian Tatar

ideology (Gilazov et al., 2015), creating in Tatar minds a whole and undivided ethno-religious complex allowing them to feel included in the unified 'man-nature-society' trinity system.

Such original artifacts, recorded by us on video, as well as a scientific commentary, is evidence of the uniqueness of Siberian Tatar culture. In this regard, this study expands the corpus for Turkologists around the world. Interactive database creation is a priority in science today. These steps have been used in Slavic, Ugro-Finno scientific work and is greatly valued by the global scientific community.

## CONCLUSION

This project aimed to create a modern source for linguistic research. The corpus material was the living spoken speech of the Tatar population of the Tyumen region. This research will benefit Turkologists actively engaged in Siberian Tatar research activity. The material collected will be included in relevant bibliographies and multimedia information systems on the Internet as the fully integrated "Siberian Tatar Dialects Multimedia Dictionary". In addition, a lemmas catalogue will be made available that will popularise and save the endangered Siberian native language of the Siberian Tatars, making it accessible to the scientific community in Russia and abroad. This complex ethnographic and linguistic material will present a comprehensive look at Siberian Tatar life and evaluate the role, place and importance of the language of the Siberian Tatars in modern

Turkic studies. The project is a pioneering work and a breakthrough in Russian Turkology. It ensures the availability of serious and fundamental Russian research on this subject. The project also enables Turkologists around the world to address the legacy of endangered Turks in Siberia, especially Siberian Tatars.

The different points of view by domestic and foreign scientists led the researchers to conclude that each ethnic culture, including the culture of the Siberian Tatars, is a specific cultural system with relative autonomy and autochthony (indigenous origin). National cultures are different in form as they are determined by the peculiarities of history and various conditions, including natural conditions that formed these cultures.

In the case of Siberian Tatar culture, the authors took into account that ethnicity does not exist in isolation, and actively cooperates with other nationalities. Siberian Tatar culture is the result of the interaction between several nationalities in the area. The development and preservation of national cultures is an important task today, as every ethnic group brings its invaluable historic contribution to world culture, enriching it even as it learns from other cultures.

## ACKNOWLEDGEMENT

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# Problems of Inclusive Education of Disabled Children in the Context of Integration into Modern Society

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## ABSTRACT

In recent years, the scientific attention to problems of children's disability has considerably increased due to several circumstances. The development of inclusive education in Russia is the imperative of the time and the obligation of a social state, which, being a member of the UN, has undertaken a number of obligations in relation to disabled children. The successful implementation of these obligations depends on not only the state, but also on a position of society in relation to people with special needs in general and to education of disabled children, in particular. The idea of co-education of disabled children and healthy children meets objections based on the lack of conditions for its implementation: material, organisational, financial, mentality of the population and pedagogical workers. In this work, we have focused on physically challenged children with safe intelligence. Among all disabled children, a special group is made up by children with safe intelligence whose socialisation possibilities are also limited. In addition, this category has a defect that is 'visible' to people around them, and this forces society to separate itself from the problems and from communication with disabled people.

*Keywords:* Disabled children, education, inclusion, integrative technologies

## INTRODUCTION

Up to now, education of disabled people in specialised educational institutions has been the dominating tendency in Russian educational policy. Developed Western countries are orientated towards inclusive education of disabled children in ordinary schools together with healthy peers, yielding the best results in training children for subsequent life and social inclusion.

It is known that the development of a child's identity requires some conditions. The family should be able to provide them, but preservation and normal functioning of the family itself can be a separate problem. The financial support provided by the state to families having a disabled child remains at a very low level. Therefore, parents having to solve a life support problem are not capable of creating the proper conditions for development of their child`s creative and intellectual potential.

For the disabled child the family is of special importance. While a normal child can obtain the necessary skills of life in other social institutions, for the disabled child the family institution often becomes the only source of knowledge of the world and of other people. It is the family that shares the most responsibility for development of identity of the child who has health problems.

The relevance of the problem of the social integration of disabled people is determined by an increase in the number of children with deviant development. Now in Russia, there are more than 2 million children with deviations in development (8% of the total number of children) and about 600,000 of them are children with the formally recognised status of "disabled person". The state social policy of Russia today is focused mainly on isolation of children with problems in development. Their isolation in boarding-type institutions is considered the optimal method for their socialisation.

The problem of social integration of persons with deviations in development is complex and multidisciplinary. It is a common subject field within various sciences: sociology, defectology, medicine, general, special and social psychology, social and correctional pedagogics and social work. Due to the strengthening of general attention to the development of individual personality, the idea of joint (inclusive) education as most corresponding to the principles of a social state is coming into shape. For children with various levels of mental and physical development inclusive education is considered to be the most important institution for their social inclusion.

Disabled children are those having functional limitations as a result of a disease, deviations or problems in development, state of health or appearance owing to inadaptability of the external environment to their special needs or because of negative stereotypes and prejudices of society concerning disabled people in general. The category of children with disability is

presented by children having difficulties of various degree and type i.e. deviations in mental or physical development (disorders and delays in development of hearing, vision, speech, intelligence, emotional and willed sphere and communication processes) (Chueva et al., 2016). These deviations cause ontogenetic disorders of general character, limiting the possibility of the children inclusion in life activities to the full. In this regard, the process of social inclusion of disabled children and children with deviations is slow and not as successful as for other children. Nevertheless, the existence of this or that disorder does not predetermine a marginality of the person`s life in general. For example, partial loss of hearing or sight does not necessarily cause a deviation in development as in these cases there is an opportunity to perceive signals by the safe analysers that are traditionally accepted in society and there is no need for development of compensatory mechanisms of perception of the world.

Limitation of psychophysical opportunities is not a purely quantitative factor. This is a system change of the personality in general as disabled children often have peculiarities in processes of perception, though a lot of things depend on the character and extent of deviation. Ideally, disorders of development have to be perceived as "not as an exclusive, fateful phenomenon, immune to influence, but as a deviation from the healthy course of development" (Vygotsky, 1983, p. 17). At the same time, from the point of view of Durkheim, an illness does not turn a person into a special being; it only forces him to adapt to society in different ways.

## METHODS

The problem of the research is the following contradiction. In Russia, equal rights in receiving full education (secondary socialisation) are declared for both healthy and disabled children, but actual discrimination of the latter interferes with their social integration and leads to further deprivation and social exclusion of a considerable part of disabled people in Russia. Contradictions, problems, difficulties of formation of inclusive education of disabled children in Russia remain outside developed sociological analysis.

The object of this research was education of disabled children as a process of their social integration. The subject of this research was inclusive education of children with health deviations as a factor of their social integration.

The process of social estimation of the individual assumes a set of imperious relations in the context of which the integration of the person into society takes place. At the same time, according to Foucault, any authority carrying out an individual control applies the binary model of division and "coding" (branding, stigmatisation) such as 'mad-sane', 'dangerous-harmless' and 'normal-abnormal' and operates on the basis of the compulsory instruction and differentiation of subjects in the status and role space. By means of stigmatisation the authorities claim and fix the system of values, set boundaries

of space available to the individual, "order the movements, force [them] to do exercises and use tactics (drilling/strict discipline)". These models are implemented in the course of the individual`s activities when he passes through the so-called centres of authority (a family, educational institution, factory, and in some cases, penal institutions). The process of rationing and typification is defined by the need to express the social attitude towards the object, the desire to see either a norm or something deviating from the norm, to classify an unknown as something meeting or contradicting socially accepted standards (Kibby et al., 2004).

The theoretical and methodological basis of this research are the fundamental theoretical provisions considering the development of personality as a result of specific human relations that are formed in the space of social communications according to the ideas of Zimmel, Mead and Cooley; the concepts devoted to the deviated development of personality based on work by Vygotsky, Lubovsky, Yarskaya-Smirnova and Malofeyev); and the basic provisions of human rights stipulated in international documents and the Constitution of the Russian Federation.

The empirical basis of the research is the data obtained from:

1. analysis of the international and domestic normative legal acts concerning human rights, education of disabled children and materials of the state statistics;

2. the author's research "Enriched" public opinion about inclusive education, collected from among the parents of healthy pupils of the 1-8th forms and teachers of comprehensive schools in Tyumen in the period 2009-2016. The surveys took place in six schools during meetings with parents. The survey of teachers was conducted at the same schools. The total number of respondents was 344, including 134 teachers and 210 parents (grandparents of pupils);

3. the authors' observations made during seminars on distribution of the practice of inclusive education of disabled children in public organisations of disabled people in Tyumen and Moscow such as The Interregional Public Organisation of Disabled People, SAMI, The Union of Active, Young and Initiative People, The Nizhny Novgorod Regional Public Organization of Disabled People, Invatur and the Assistance of Equal Opportunities Realisation Fund, Open Doors. The authors organised 20 seminars for teachers of comprehensive schools on the topic "Inclusive Education – A Way to Daily Practice" (2010) and about 400 hours of lessons on the topic of tolerance for pupils of primary schools of comprehensive schools of Nizhny Novgorod, Kokshetau, Moscow and Tyumen (2006-2016). For statistical processing of the poll materials the SPSS package, version 13 was used.

Modern schoolchildren with a delay in mental development (DMD) make the most numerous group among all categories of children with deviating development. In this regard, there is a necessity to pay more attention to the education and training of children with a delay in mental development. According to the Ministry of Education of the Russian Federation, children with a delay in mental development (DMD) make about 50% of unsuccessful school students. Speaking about DMD, we do not mean a resistant, irreversible mental underdevelopment, but a delay in development rate that is often detected upon enrolment of the child in school and is expressed in insufficiency of general stock of knowledge, low intellectual focus, prevalence of game interests and fast satiation with intellectual activity. According to numerous research studies, in the case of DMD a diffuse lesion of brain structures provides a favourable forecast in general. The tendencies of the last decades are that children with DMD successfully integrate in conditions of ordinary (comprehensive) schools. In the 1990s of the last century in Russia, the CRO system (correctional classes) was organised. As a rule skilled teachers without special training worked in these classes as it was considered that such teachers could not work with children with an 'organic lesion', but they could work with neglected children who were alleged to have only functional problems. Modern scientific knowledge allows confident assertions that early social neglect causes not only functional, but also functional

and organic problems, and the course of mental development of such children can be considerably changed (Knudsen, Heckman, Cameron, & Shonkoff, 2006). Therefore, the following scientific developments are relevant: creation of an optimum educational environment, development of specific models, methods of training and education, and techniques and tools of educational process for this category of children.

## RESULTS

We understand that for different categories of disabled children i.e. depending on type and severity of disturbance it is possible to receive opposite opinions of this problem. In addition, there are specific features of certain diseases that might allow different individual responses; for instance, it may be possible to train one child at ordinary school, but not another. However, the statistics being high, it is possible to detect disabled children who, according to a considerable number of teachers and parents, can be allowed to get education at ordinary comprehensive schools. Particularly, they can be classified under the following categories: problems in movement (63%), visually impaired (53%), hearing-impaired (42%), children moving only by means of a wheelchair (26%), children with a children's cerebral palsy (18%), children with nervous diseases who periodically have attacks (epilepsy) (13%), blind children (4%) and deaf (2%).

The results showed that in referring to disabled children, most of the parents and teachers who were interviewed had in mind children with health problems of low

and moderate severity and children who do not demand much special attention and additional conditions at co-education. If we consider the whole group of disabled children, nearly two thirds of respondents allowed for the possibility of co-education, while one third rejected it. However, if we consider the group of children with heavy health problems such as blindness, deafness and being confined to a wheelchair, we see that only a third of the respondents supported the idea of co-education. Finally, if we consider blind and deaf children separately as children whose education and training in ordinary schools demand maximum effort, the number of supporters of the idea was very small indeed (6%).

The same question can be asked directly: "Can disabled children be educated at ordinary comprehensive schools in your opinion?" The common opinion of parents and teachers was as follows: 63.4% replied positively; 19.6% replied negatively and 17.0% found it difficult to reply. These data were close to those obtained in the previous survey, in which the respondents had meant children with health problems of low and moderate severity. In further research, therefore, it is necessary to take into account that answering questions without specifications of character and severity of disability respondents, first of all, refers to insignificant disabilities.

Distribution of opinions among men and women was almost identical; teachers expressed their consent for co-education slightly more often than parents (66% and 62%, respectively). Significant differences could be seen in the opinions of people of different ages and education levels. For example, among persons with general secondary education (these were mainly the grandmothers of pupils) the idea of inclusive education of disabled children was supported by only 53%, whereas among parents with secondary vocational and higher education the idea was supported by 67%. Among parents of the most senior age group (over 50 years old), only 40% believed that disabled children could be trained at ordinary school, and the highest percentage of persons welcoming the opportunity to educate disabled children together with their healthy peers was from the age group of parents from 35 to 50 years old who were obviously more aware of progressive ideas in the education of disabled children.

Religious views of the respondents significantly affected their opinion – two thirds of believers thought that disabled children could be trained at ordinary schools, whereas among non-believers, only 48% believed this was possible.

Consenting to the idea that disabled children be trained at ordinary, comprehensive schools does not mean that these children will be educated at these schools. Correctional schools and boarding schools for disabled children certainly do have their advantages, which can be taken into account by teachers and parents of healthy children.

In a referendum on the best place for the education of disabled children, 34% of voters, who were parents of school students

of Tyumen, were of the same opinion then as now, that they would choose correctional schools and boarding schools for children with different types of disability. Forty-nine percent would choose local comprehensive schools. About 17% of teachers and parents did not have an opinion regarding this.

We consider this result as an indication of the state of mind of healthy children`s parents at the time of the poll i.e. they were showing solidarity with disabled children and a readiness to have them integrated into mainstream education. We did not see the result as a call for action to have the children integrated, nor did we see it as the will of citizens and an order from the public to the authorities (education system) to transfer disabled children to ordinary schools. It would be naïve and wrong to interpret this result in such a way. However, the result does reflect the mood of the most part of our population i.e. that they are for the progressive educational practices used in developed countries of the world to be replicated in Russia so that disabled children are not isolated in "reservations of correctional schools and boarding schools", but are integrated into society by means of inclusive education with healthy peers.

When interview subjects were asked to name three or four countries that practised state care for disabled people better than Russia, the list of countries named was not long. It was limited to several European Union member states and other Western countries like the USA, Canada, Australia and New Zealand. (Table 1)

There are social democratic states with

Table 1

*Countries that care for disabled people better than Russia*

| Country | Number of mention |
|---|---|
| Germany | 88 |
| USA | 72 |
| Sweden | 25 |
| Great Britain | 24 |
| France | 21 |
| Norway | 10 |
| Switzerland | 9 |
| Finland | 9 |
| Austria | 7 |
| Israel | 7 |
| Canada | 5 |

an advanced economy that not only in words but truly in deed promote and carry out various worthy social programmes. However, in any country as well as in Russia the system of education of disabled children is vulnerable to criticism, which stimulates the search for educational systems that are optimum for each country and its development.

The obtained data were an indicator that public opinion would rather support the existing system of special education of disabled children in Russia for inclusive education rather than confront it (Nazarova, 1995; Romanov & Yarskaya-Smirnova, 2016; Shmatko, 2003).

The supporters of the current special schools and boarding schools for disabled children are mostly those respondents who were over 50 years old (38%), but even in this group, as we see, they were not the majority. It commensurated that the majority of supporters of the existing system were poorly educated citizens (52%) who, firstly,

were more conservative and less informed on the issue of inclusive education, and secondly, less susceptible to the new idea of co-education of healthy and disabled children.

The reaction of public opinion to the modernisation of education can be investigated in various ways and it is accepted that the public would have a wide range of opinions. For the purpose of establishing possible cause and effect relationships between the character of mistakes in writing and the nature of neuropsychological disorders, we studied the mechanism of dysgraphia in younger school students with DMD.

To research the condition of a written language we used the method of written language research accepted in domestic logopedics and neuropsychology (Vygotsky, 1983). For diagnostics of functional deviations the technique of adaptive neuropsychological research developed for children of preschool and younger school age was applied. The technique represents the reduced version of the scheme of neuropsychological research and is described in seven experiments in which 47 parameters have been used.

In the course of work 27 types of disorders of the highest cortical functions as well as 12 types of mistakes in writing were revealed. From analysing the character and expressiveness of difficulties that are experienced by children with DMD at school, the efficiency of the additional classes given by teachers, the results of oral speech examination and the features of

writing and reading, it was possible to draw a conclusion of the nature of these various difficulties and to distinguish a special group of pupils requiring special logopedic and neuropsychological correction.

The following types of dysgraphia in children with DMD were found: dysgraphia because of difficulties in language analysis and synthesis, agrammatical dysgraphia, acoustic dysgraphia, optical dysgraphia as well as dysgraphia because of weakness in differential inhibition. The most typical mistakes were omissions of letters, syllables and words, anagrammatism of sentences, mixtures on the basis of acoustic-articulation similarity, perseveration and mixture on the basis of kinetic similarity. It is established that the functional disorders of the highest cortical functions for this group of children with dysgraphia that were most often found were disorders of the visual and spatial organisation of movement, disorder of spatial perception, disorder of reciprocal coordination, disorder of acoustical perception, disorder of the kinetic basis of movements and inertness of movement. It was determined that between specific mistakes in writing and functional disorders of the highest cortical functions, there were both negative and positive bonds. This demonstrated the influence of the state of the highest cortical functions on written language, namely, the leading influence of such functional disorders of the highest cortical functions, as visual and spatial organisation of movements, spatial perception, reciprocal coordination, acoustical perception,

the kinetic organisation of movements and inertness of movement. Since the different types of functional disorders of the highest cortical functions indicate a functional state of certain local primary and associative representations in a big brain hemispheres cortex, it was possible to assume that accordingly, our research showed a close bond between the state of the written language and the highest cortical functions. The mentioned disorders of written language demonstrated the existence of local disorders of the functional state of the sites of a big brain hemisphere cortex. The greatest number of specific mistakes in writing indicated a possibility that functional disorders in parietal and frontal areas of the cerebral cortex can be the leading reason for different types of dysgraphia.

The results of the research showed that the most typical dependence was between disorders in writing and disorders of the analyser and executive mechanisms of written language. Perseveration in writing can be caused by a set of disorders: inertness of movement, acoustic perception disorder, thinking disorder, spatial perception disorder without disorders of a body scheme and arbitrary organisation of movement. Anticipation in writing can be caused by a set of disorders, namely, disorder of visual and spatial organisation of movement and acoustic perception disorder without thinking disorder. Such mistakes in writing as inserts arise without disorder of visual and spatial organisation of movements. Mixtures in writing on the basis of acoustic-articulation similarity can be caused by a

set of disorders like disorder of arbitrary organisation of movement, thinking disorder and spatial perception disorder but without disorders of visual and spatial organisation of movement. Mixtures in writing on the basis of kinetic similarity can be caused by a set of deviations like disorder of spatial organisation of movements and spatial representation. Omissions in writing can be caused by reciprocal coordination disorder. Agrammatism of sentences in writing can be caused by a set of deviations: disautomation and slowness of memorisation but without inertness of movement. For such mistakes as contamination, the cause and effect relations with disorders of the highest cortical functions have not been established. Merger of words can be caused by a set of disorders like disautomation, spatial perception disorder and inhibition of visual memory traces. Division of parts of the word in writing can be caused by spatial representation disorder. Non-compliance with a line in the vertical and horizontal plane can be caused by slowness of memorisation.

The fact of influence of local functional insufficiency of a cerebral cortex on emergence of specific mistakes in writing was established. The leading reason for specific mistakes is local functional insufficiency in parietal and frontal areas of the cerebral cortex. The affection of temporal and medial areas of the cerebral cortex as well as affection of the parietal and occipital areas of the left-brain hemisphere and affection of parietal, temporal, occipital and parietal areas of the right brain hemisphere are less significant. It is established that mixtures on

the kinetic similarity and division of parts of the word can be specific mistakes in case of functional insufficiency of parietal areas of the cerebral cortex i.e. the emergence of this type of mistake in writing can be a symptom of disorder in the functioning of the parietal area of the cerebral cortex. It is revealed that functional insufficiency of the frontal areas of the cerebral cortex can be followed by such mistakes in writing as perseveration, agrammatism of sentences, merger of words and mixture on the basis of acoustic-articulation similarity; however, it cannot cause mistakes such as anticipation. Any specific mistakes for this localisation of disorder were not revealed. It is established that at diffusion lesion of the frontal, temporal, occipital and parietal areas of the cerebral cortex of the right brain hemisphere the typical mistakes are non-compliance with the vertical and horizontal plane of a line as well as agrammatism of sentences. It is revealed that diffusion lesion of the parietal and occipital areas of the cerebral cortex of the left-brain hemisphere are followed by such mistakes as merger of words in writing. It is established that functional insufficiency of the temporal areas of a cerebral cortex can be followed by such mistakes in writing as perseveration and anticipation. It is revealed that functional insufficiency of medial areas of the cerebral cortex and interhemispheric commissures can be followed by such specific mistakes in writing as omission of letters, syllables and words in writing i.e. the emergence of this type of mistakes in writing can be a symptom of disorders in the functioning of medial areas of the cerebral cortex.

Thus, the data obtained during the pilot study confirmed the necessity of creation of special neuropsychological diagnostic and correctional programmes aimed at the development of necessary prerequisites for the formation of ability in pupils with DMD to perform school operations.

In conditions where the problem has not been explained to most of the population, discussed in mass media or become a subject of talk at work and at leisure-time, it is expedient to set an extremely concrete situation connected with this or that problem and to measure the reaction of the respondents.

## DISCUSSION

Despite the interest of teachers, psychologists and sociologists like Malofeyev, Skok, EYarskaya-Smirnova, Dobrovolskaya, Shabalin, Gudonis and Shmatko in the problems of social integration of persons with various developmental disorders, this problem remains insufficiently developed in the theoretical and practical aspects, as proved by the small number of fundamental works, discrepancy of views on the quality standard of the integration process and the fragmentation of its practical implementation in modern Russia (Gudonis, 2001; Knudsen et al., 2006; Malofeyev, 2000; Skok, 2005; Taylor, Minich, Klein, & Hack, 2004).

The term "school neuropsychology" was introduced in 1981 by the famous American scientist, George Hind (Hynd & Reynolds, 2006, pp. 919-926; Kibby et

al., 2004), a specialist in problems of development and training. However, we should not forget that Russian scientists, Vygotsky, Luriya, Akhutina, Tsvetkova and Semenovich, among others, also deserve world recognition for their contribution to the development of psychological and neuropsychological diagnostics and correction of HMF (high mental functions) disorders (Vygotsky, 1983). The simplified interpretation of the basis of difficulties in learning was defined as a syndrome of "minimum brain dysfunction" (MBD) and gained popularity in scientific use. Representatives of both foreign and domestic neuropsychological schools have developed new, more specific methodological grounds for understanding the mechanisms of deviations in development. Attention deficit/ hyperactivity disorder (ADHD) has been distinguished out of the diffusion picture of MBD, which shows the features of brain organisation of affected children, leading to certain directions of psychological and pedagogical help being developed. The numerous works devoted to studying the different mechanisms of difficulties in learning have revealed a relationship between the expressed difficulties in mastering reading and the disorder of neuron migration during fetus development (Galaburda, Sherman, Rosen, Aboitz, & Geschwind, 1985), which can lead to atypical development of the brain's speech areas (Hynd & Reynolds, 2006), and later to diminution of aural and speech memory and speech problems (Kibby et al., 2004; Polivara, 2014). The psychogenetic research

conducted in the last 15 years have shown that difficulties in reading can be connected with inherited chromosomal changes. The link between the phonologic processes and analytical reading and chromosome 6 as well as between recognition of words (mainly holistic) and chromosome 15 have been determined. There are data on the link between difficulties in reading and chromosome 18 (Pennington, 2006). The existence of genetic or structural changes does not mean inevitable emergence of deviations in mental development. Influence of the environment and opportunities of self-organisation of functional systems explain numerous facts that influence the same pathogenic factor, leading to unequal effects inr different children. Taylor (Taylor et al., 2004) showed that low birth-weight babies (750-1500 g) most often had problems of formation of spatial representations and functions of programming and control as residual-organic consequence at pre-school age. However, the longitudinal analysis of tests with Koos' bricks ("Designing" of Wexler's technique), sensitive to these functions, showed that the same children in their teens demonstrated a range of opportunities from low to highly standard. It is possible to note that the link between brain organisation and functional expression has no rigidly determined character. It is in compliance with the modern ideas of understanding of neuropsychological grounds of development of a child's mentality, recognition of a complex and close interaction of environmental and hereditary factors, construction self-

organisation of structurally functional systems and importance of early stages of child development.

The effectiveness of the system of vocational education in Europe and America was investigated by such scientists and practitioners as Thomas, Walker and Webb (1998). Florian and Pullin (2000) described the practice of the realisation of inclusive education of children with physical deviations in Great Britain and the USA; Wright (Wright, 1999) developed the system of principles of the realisation of ideas of inclusive education and also described methods of development of inclusive education of disabled children worldwide.

In this study we relied on the works of Durkheim (1995) and Zimmel (1996), on their concepts of social norms and deviation; the fundamental ideas of Parsons (1998) relating to the organisation of processes of integration into social systems; the ideas of Sorokin (2016) on social integration of society and social mobility; the concepts of Mead and Cooley (2016) regarding social role, the essence of the processes of perception by an individual of other people; the theoretical and methodological research of social pedagogics and the social work of domestic sociologists and teachers: the work of Belicheva (2005), who developed the system of social psychological assistance to risk families; and the ideas of Mudrik (1999), who made significant contributions to the development of the basic concepts of social pedagogics and determined pedagogical aspects in social work (Mudrik, 1999).

The main conditions and ways of social integration of disabled people were described in the works of Dobrovolskaya and Shabalina (1991). Skok significantly expanded the conceptual idea of possibilities available to disabled people (Skok, 2005). Yarskaya-Smirnova led research into the concept of "atypicality" in Russian sociology and paid attention to the concept "inclusive education" (Romanov & Yarskaya-Smirnova, 2016; Yarskaya-Smirnova, 1997).

The analysis of content, forms, types, conditions and problems of integration of disabled children into society was carried out on the basis of research by Zaytsev, who formulated the main approaches to the social integration of disabled children (Zaytsev, 2003); Lubovsky, who created the system of integration of hearing-impaired and deaf-blind children; Malofeyev, who worked on problems of education of children with different types of deviation (Malofeyev, 2000); and Shmatko, who developed the system of integration of pre-schoolchildren with disorders of development (Shmatko, 2003). In the last quarter of the century foreign scientists discovered many truths about the huge importance of early experience for the formation of structurally functional systems of the brain and their efficiency (Knudsen et al., 2006).

In local pedagogics, there was a mistaken explanation of the nature of "school difficulties" as being the inability to listen to the teacher's explanation, carelessness in writing and a negligent attitude to work etc. However, it later came to be seen

that these difficulties had their cause in concrete, serious reasons. According to the research, these difficulties can result from local functional insufficiency of some areas of the brain that cause disorders of the highest cortical functions involved in writing, reading and counting (Hynd & Reynolds, 2006; Polivara, 2014). Successful approaches to the implementation of inclusive education of disabled children with heavy physical disorders (HPD) abroad include the drafting of legal documents regulating the daily practice of education of children with HPD; the active involvement of parents of disabled children in creation of inclusive space for their child; the use of the experience of correctional schools and the creation of centres of inclusive education support on the basis of correctional schools; and the practice of 'cluster' work with the inclusive class with the ordinary teacher and the special teacher.

## CONCLUSION

The comparative analysis of the Russian and international standards of law showed the insufficient level of Russian legislation concerning the social integration of disabled children: it is mainly focused on social protection rather than on positive social integration of children with HPD and DMD. In Russia, parents of children with HPD may gain approval for education at comprehensive schools only through the court.

In our view, as stated in this work, physically challenged children (blind, hearing-impaired and moving by means of

a wheelchair) must have the right to choose their place of education. This right has to be affirmed in the system of the federal legislation and be regulated at the practical level. Education of these children in ordinary schools will significantly facilitate their further social integration and also increase their level of motivation and comfort when receiving post-secondary education as well as positively affect healthy pupils by raising their tolerance to 'otherness' (Zaytsev, 2003).

We can note that in Russia today legislation concerning the social integration of disabled children has not been sufficiently developed. Therefore, the state institutions are not ready for the widespread realisation of the practice of inclusion. However, we can see that inclusive education is beginning to be considered in some Russian schools by concerned enthusiasts. This testifies to the readiness of society to some extent to accepting this practice.

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# SOCIAL SCIENCES & HUMANITIES

# The Modern Problems of Communication and Social Interaction of Deviant Teenagers Using Social Networks

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## ABSTRACT

Social networks have promptly become an integral part of the modern social reality of Russia. They are growing in geometrical progression. This growth has positive consequences, which are expressed in the solution of many actual problems of the modern world. However, it has also led to several negative tendencies. Another consequence of the 'networkisation' of society is the emergence of new types of social structure and public relations. The reverse side of 'networkisation' is the new types and ways of social interaction between individuals and social groups characterised, among others, by socially dangerous manifestations. The younger generation easily takes for granted a versatile global network with its ambiguous consequences for their system of norms, values and guidelines for behaviour. Unlike the subcultural associations of the 1980-1990s in the 20th century, modern organisations have no authoritative charismatic leaders, rigid internal discipline or hierarchy. Recently, the mass actions of a destructive nature of teenagers of middle- and high-school age, whose activity was coordinated by means of the Internet and other modern channels of communication have become a common event. At the same time, the scientific and expert community has no reliable data about the mechanisms of such interaction, its tendencies and regularities. This research hopes to fill this gap.

## INTRODUCTION

Some research into social networks among various social groups is today available on the subject of ecological movements and societies, networks of social support of vulnerable groups of population, virtual network communities and other categories. However, the problem of social networks among teenagers with deviant behaviour, their character and strength of ties and the complexity of their network has not been investigated in full. In addition, there are no scientifically-based criteria and indicators for the analysis of social networks among deviant teenagers. Owing to this fact the relevance and timeliness of this sociological research and its search for new approaches are obvious.

Teenage delinquency can raise adult crime in the future and lead to other negative consequences. This makes this research into the social networks of teenagers with deviant behaviour very important. We believe that the nature of social network interaction among teenagers with deviant behaviour is determined by the functional purpose of the network, the type of social network and the available resources for this interaction.

The sociology of deviant behaviour was determined as a separate research direction by Merton and Cohen. Merton investigated how social structures motivate some members of society to behave in a way that violates social norms. Cohen defined deviant behaviour as behaviour that "contradicts institutionalized expectations" (Mkrtumova, 2005, p. 236). Walsh stated that "social deviation is an imputable status to a large degree," and is a subjective designation, not an objective fact. In his opinion, deviation was not an internal quality, inherent in a certain action, but the result of social assessment by society and the application of penal sanctions. Undoubtedly, the similar characteristics of deviant behaviour do not define the nature of this phenomenon fully (Mkrtumova, 2005, 2009).

The interdisciplinary definition of deviation by Avanesov meant that deviant behaviour encompassed acts and actions that did not meet the standards and types set by society i.e. it is possible to speak about violation of any social norms. Manifestations of deviant behaviour can also be seen in individual behaviour as a result of personality. In this case it represents the actions of people who are not supported by accepted social norms. At the same time, in each society there are subcultures of different types whose rules of conduct and social norms are condemned by dominating public morals. Such social deviation can be determined as group deviation.

Deviation in the communicative sphere of the network community is difficult to reflect scientifically and described empirically as it is connected to a large variety of behavioural expectations. Deviation can be one determinant of social isolation, imprisonment, compulsory education etc. Smelser determined three main components of deviation:

1.  A peculiar model of behaviour;

2.  A norm or expectation that is a criterion for evaluation of behaviour as deviant;

3.  A response to this behaviour by another group or organisation.

Modern sociology defines deviant behaviour as behaviour by an individual or social community that does not correspond to accepted societal norms, values, samples of behaviour, dominating morals and social expectations. Deviant behaviour can be estimated on the basis of cultural determinants currently prevailing in society. This estimation means that a number of social acts of deviation can be condemned, whereas others may be approved. The growing number of examples of deviant behaviour nowadays has led to numerous branches of modern social knowledge dedicated to studying the problem.

We consider a teenager showing deviant behaviour as a minor whose activity does not correspond with the standards of behaviour accepted by modern society as well as expectations of adults and peers. The deviant teenager in terms of the social networks theory is the minor who does not interact with other members of the group, behaving differently from them. Sociometry considers the deviant teenager as an individual who does not have positive elections but does not exclude interaction with him.

We consider the social network of the deviant teenager as a special type of communication between the social position of teenagers, the nearest social environment, including the school environment and close relatives that are formed on the basis of the resources of social capital, the goals of interactions of these actors and the nature of the network interaction between these positions.

## METHODS

Today the problem of the social networks among teenagers with deviant behaviour, their character and strength of ties and they has not been investigated in full. In addition, there are no scientifically-based criteria and indicators for the analysis of social networks of deviant teenagers. Owing to this fact, the relevance and timeliness of this sociological research and our search for new approaches is obvious.

The main research question was: What are the features of social networks among teenagers with deviant behaviour? The object of the research was the social networks among teenagers with deviant behaviour. The subject of the research was the social interaction of deviant teenagers in informal organisations of a network structure. The objective of the research was to study the features of social interaction of deviant teenagers in a network of informal organisations.

The theoretical and methodological basis of the research was based on understanding society as a self-organised holistic system whose study must take into account the interaction of all its elements. The procedural approach and the theory of the field of relationship developed by Shtompka was used to develop the

criteria and indicators of the analysis of the networks of social interaction among deviant teenagers. The networks of social interaction were analysed using the field theory of Bourdieu, the network theory and the technique of networks quantitative evaluation of Gradoselskaya. Social interaction was characterised on the basis of Weber and Zimmel's works.

In the analysis and consideration of the social networks of teenagers with deviant behaviour a big role was played by Durkheim's anomie theory as well as the concepts and theories of Feldstein, Smelser and Andreyeva, and Homans' concept of social structure in addition to systemic, structure-functional and interactional approaches.

The results of the empirical research that was carried out at the level of regional communication confirmed and specified the author's theoretical assumptions and conclusions. At the same time the importance of the basic provisions and conclusions are not limited to only one region of the Russian Federation.

## Methods and Information Base of the Research

The methods and information base of this research included:

1. normative legal documents, secondary analysis of sociological and statistical data on the problem of the research;
2. visual and statistical observation of external and internal manifestations of the process of social network interaction of teenagers inclined to deviant behaviour;
3. a questionnaire for Internet social network users. In order to confirm the theoretical concepts and check the hypotheses of this research a questionnaire was distributed. The sampling population of the research was presented by 400 teenagers aged from 13 to 17. The main criteria were gender, age, number of cases of brushes with the police and intensity of use of the Internet;
4. a semi-structured interview with deviant teenagers. In total 143 teenagers who were active participants of the teenage informal organisations took part in this investigation phase. The main method of selection was the next available method.

The social relations of teenagers in Internet social networks are characterised by existence of instruments of search of adherents, simple and effective mechanisms of establishment of social contacts and exchange of information. The common network resource of social interaction of teenagers inclined to deviant behaviour on social networks is formed by exchange of information, which is expedient for considering as a type of resource. Such main resources contain the exchange of photo and video materials, text messages and voice files.

In modern sociological science, the system approach has become one of the

most popular and workable theoretical-methodological grounds of almost any research that includes various phenomena and processes. We, therefore, analysed teenagers' social networks using the systems theory.

In the systems approach any system is considered a complex of the interconnected elements having input, output, communication with external environment as well as feedback. The systems approach represents a form of application of knowledge and dialectics theory to the research of processes within society. Its essence is defined in formation of laws of the system theory in which each object in the course of study has to be considered as a large and complex system and, at the same time, as an element of a larger system.

This methodological approach makes research into teenagers' re-socialisation process to be focused on disclosure of integrity of the object of this process and the mechanisms providing it, on identification of diverse types of communications of the complex object and bringing them into a whole theoretical picture.

The system approach to the study of the social networks of deviant teenagers represents a complete system of social interaction based on the unity of values, social norms and guidelines for developing teenagers' identity.

## RESULTS

Deviant teenagers create a special subculture for themselves, with their own customs, norms, speech culture, values regulating social behaviour and interests. In such groups the uniting core is the way of life. It is embodied in attire, behavior, manners, speech and slang and specific hobbies. The most notable features of teenage deviations are:

1. high affective charge of behavioural response;

2. impulsive response to frustrating situations;

3. short duration of reactions with a critical outcome;

4. low level of stimulation;

5. undifferentiated orientation of response;

6. high level of readiness for deviant actions (Ziyadova, 2005).

The network interaction is possible under the following conditions: joint activity of participants of the network, common information space and mechanisms creating conditions for this type of interaction. One more feature of the network interaction is that each member of the network has a resource of some quantity and type, and the formation of the common network resource takes place.

In the network space of a deviant teenager we designated the following processes:

1. Germination and development of network forms of teenagers' interaction

2. Functioning of social networks

3. Management of interaction in social networks

In the network interaction we considered the informational-communicative environment of the teenager, the creation of a certain infrastructure and the organisation of forms of joint activity of teenagers among themselves and with adults.

We designated the following criteria for the analysis of the social network interaction of deviant teenagers:

1. Structural criterion reflecting the compliance or discrepancy of needs for certain resources and communications

2. Quantitative criterion revealing a ratio of the number of actors of communication to the number of acts of interaction carried out by the teenager.

3. Qualitative criterion allowing determination of the actual level and character of the social relations of teenagers in small informal groups from the point of view of school teachers and experts involved in preventive work with deviant teenagers.

We chose to observe the teenager, the parent of the teenager and also the school teacher as units of observation. It is possible to select as a unit of observation the school as a whole or a certain segment of offenses etc. However, it was necessary to consider all data regarding the units, which created particular difficulties in following the conceptual scheme of the research. Therefore, individuals appeared to be the most suitable unit of observation and became the main unit of calculation when processing materials and results of the research. All empirical data were considered as a part of the integral information of any characteristics or judgements of individuals. In the most generalised view such empirical data represented unsolved tendencies of network interaction of teenagers with deviant behaviour.

The disproportionate zoned selection appeared to be the most suitable to our research. It did not demand a large volume; also the complete data on essential characteristics of the entire assembly were not necessary; only several were required.

At its various stages the research involved 4-8 professional sociologists, specialists of the Commission on Affairs of Minors, school teachers and several groups of student-sociologists. In general, there were three stages of work:

In the first stage (October, 2007-August, 2008), the general conceptual scheme of the research and its programme, including the techniques of collecting primary information and the principles of selection were developed. The main activities of this stage of the work were the study of the literature regarding the problem and acquaintance with the techniques of collecting primary information. The resulting documents of the first stage of work were the general concept of studying the problem, the options of methods for collecting primary information and the preliminary instructions on the

principles of selection. The second stage (August, 2008-December, 2008) involved carrying out empirical research (poll of teenagers, parents, teachers representing two cities and one rural area of Moscow) and whole-scale collection of primary information. Finally, in the third stage (November, 2008-January, 2016) analysis of the data was done and the research results were prepared for publication.

We followed the following order of presentation in analysing the primary material that was collected:

- the sociological characteristic of the forms of social network of the communications and relationships of the deviant teenager;

- the definition of the social status of the deviant teenager in the network structure of social interaction;

- the characteristics of the network structures of the teenagers' informal organisations and their influence on the teenagers' socialisation.

During the period of June-December, 2009, a sociological research study for the purpose of identification of the influence of the online social networks on teenagers aged from 13 to 17 was conducted in Balashikha, Stavropol and the Mineralnye Vody district. Four hundred respondents took part in the survey. The gender, age, use of the Internet, social structure of families and education level of respondents were used as the criteria. A separate criterion was the cases of the teenagers' brushes with the police, the Commission on Juvenile Affairs and

school administrations. It was necessary to notice that the material status of the family of the teenagers inclined to deviant behaviour acted as a selection criterion. All the teenagers who took part in this research were brought up in rather safe families with income of average level or above average level.

The structure of the polled respondents was arranged so that in percentage the structure of distribution of elements of the sampling population by the specified three signs was identical to the structure of distribution of elements of the general assembly by the same signs. Collecting primary information through a survey of the respondents.

Online social networks are considered structures consisting of a series of 'knots', which are social objects (including people) and the communication between them. Communication is understood not only as communicative interactions between the knots, but also as communication on exchange of various resources and interactions concerning joint activity (Kim et al., 2015). The distinctive feature of online social networks is the interaction between the network knots at considerable distance by means of special software and equipment by means of the global Internet.

From the analysis of the quantitative indices of leisure of the teenagers inclined to deviant behaviour, it was possible to draw the conclusion that they spent much leisure time in the way they imagined it should be spent. So, we can say that on average, one day a week (seven days) was spent on

entertainment and rest.

For the purpose of definition of the user audience of social networks the question "Are you a registered user of any social network?" was asked. The main segment of the polled youth (74.8%) is registered on one of the social networks. A quarter of the respondents were not users of any social network on the Internet. Among them the majority of young people not registered were aged 16-17 years (55.2%). The main segment of the teenagers registered in social networks were younger teens (13 to 15) and teens of middle group (18-19), who were mostly students.

The data characterising the budget of free time of modern teenagers are presented in Table 1.

Table 1 shows that a quarter of the modern teenagers preferred to spend their free time meeting friends or a girlfriend boyfriend. A fifth of the teenagers listened to music and watched TV or video, that is,

they preferred a sedentary way of spending their free time. A tenth of the respondents preferred to visit sport shows or discos or go dancing in their time free rather than spend it on academic activities. Online social networks and Internet surfing as the main form of leisure was selected by 13.3% of teenagers, a rather large amount, considering the level of penetration of telecommunication networks and cost of access to the corresponding services (the third after face-to-face communication and watching TV and video and listening to the radio).

Table 2 shows that Odnoklassiniki and VKontakte were the most popular Internet social networks among the teenagers inclined to deviant behavior in this sample. The difference of percentage values between them did not exceed statistically admissible errors. The social network 'Moi Mir' of the Mail.ru Company was in third place in this rating, while 2.1% of the Internet teenage

Table 1
*What kind of activity do you prefer in your free time?[1]*

| *What kind of activity do you prefer in your free time?* | Responses | | Percentage of observations |
|---|---|---|---|
| | N | Percentage | |
| Physical and sport activities | 119 | 12.9% | 29.8% |
| Reading, drawing, music etc. | 97 | 10.5% | 24.3% |
| Watching TV, videos, listening to music | 181 | 19.5% | 45.3% |
| Social activities | 8 | 0.9% | 2.0% |
| Dating | 226 | 24.4% | 56.5% |
| Going to the theatre, cinemas, sport shows, discos, dancing | 106 | 11.4% | 26.5% |
| No special activity, just relaxing | 66 | 7.1% | 16.5% |
| Social networks, the Internet | 123 | 13.3% | 30.8% |

[1] The sum of responses can exceed 100% since respondents could choose more than one option

users preferred 'Mir Tesen'. Other social networks and Internet services did not enjoy wide popularity among the teenagers.

Another indicator that was analysed was the use of false information on social networks for various purposes. To estimate the degree of secrecy or anonymity of modern teenagers on social networks, the respondents were asked how they named themselves on social networks. The obtained data are presented in Table 3.

More than half of the respondents (57.4%) used their real names and surnames. This fact can testify that these respondents had no need to hide themselves on social

networks. A fifth of the respondents used only a nickname specially for the Internet. These teenagers did not want their personal information to be available to strangers on the Internet. Approximately the same number of respondents combined their real names with nicknames, indicating that they preferred to limit personal information that would become available on the global network. The data showed that a fifth of the teenagers inclined to deviant behaviour or its separate manifestations in this sample preferred to keep their personal information out of the Internet.

On average, the teenagers spent 13

Table 2
*Which social networks and internet services do you use?*

| Which social networks and Internet services do you use? | Responses | | Percent of observations |
|---|---|---|---|
| | N | Percentage | |
| Odnoklassiniki | 215 | 40.7% | 69.8% |
| VKontakte | 211 | 40.0% | 68.5% |
| Moi Mir | 73 | 13.8% | 23.7% |
| Dairy | 6 | 1.1% | 1.9% |
| LovePlanet | 4 | 0.8% | 1.3% |
| Mir Tesen | 11 | 2.1% | 3.6% |
| Moi Krug | 3 | 0.6% | 1.0% |
| Rutube | 5 | 0.9% | 1.6% |

Table 3
*The degree of secrecy or anonymity of modern teenagers on social networks*

| How do you name yourself in social networks? | Frequency | Percent | Valid percentage | Cumulative percentage |
|---|---|---|---|---|
| Real name and surname | 175 | 43.8 | 57.4 | 57.4 |
| Nickname | 67 | 16.8 | 22.0 | 79.3 |
| Combination of real name and nickname | 59 | 14.8 | 19.3 | 98.7 |
| Total of responses | 305 | 76.3 | 100.0 | |
| System missed | 95 | 23.8 | | |
| Total of respondents | 400 | 100.0 | | |

hours a week on Internet social networks. The smallest value on this quantitative indicator was 1 hour, while the greatest was 60 hours.

Table 4 shows that teenagers used social networks as a rather important social resource for activities. Very few respondents believed that social networks served as a substitute for communication in real life. At the same time, however, many respondents considered that Internet social networks served for search of new adherents, and it was easier to conceal an action disapproved by society. More than a half the participants of the research (54.3%) believed that social networks made easy to coordinate the

actions which they were going to fulfil in real life. This statement can be fully true for both socially approved and disapproved actions. Considering that only 2.0% of the polled teenagers participated in legitimate public life, it was possible to assume that most of the respondents characterised their illegal actions and acts by this statement.

A considerable number of the respondents also considered that social networks could help in fighting injustice. Taking into account the fact that teenagers referred to injustice by absolutely different norms, rules of conduct and models of activity, we can assume that social networks can be used by them for both positive and

Table 4

*Respondents' opinions about statements regarding goals and values of communication on social networks (%)*

| № | Statement | Fully agree | Rather agree than disagree | Rather disagree | Fully disagree |
|---|---|---|---|---|---|
| 1 | *Social network friendship is a good substitute for real relationships.* | 5.0 | 5.,3 | 5.3 | 55.0 |
| 2 | *Digital message exchange is a full substitute for real human language.* | 4.0 | 3.8 | 13.5 | 55.,3 |
| 3 | *Online communication is better than a total absence of it.* | 16.8 | 38.5 | 8.5 | 9.5 |
| 4 | *Nothing can replace real communication.* | 49.8 | 9.0 | 3.8 | 4.5 |
| 5 | *Online communication is a good addition to actual communication.* | 18.0 | 38.3 | 5.3 | 4.0 |
| 6 | *Making friends on social networks is easier than in the real world.* | 13.0 | 30.5 | 12.8 | 6.5 |
| 7 | *It is much easier to conceal a delinquency on a social network than in real life.* | 64.2 | 19.6 | 5.6 | 2.1 |
| 8 | *On social networks it is easy to coordinate the actions that you are going to fulfil in real life.* | 54.3 | 18.7 | 10.4 | 5.1 |
| 9 | *It is easy to find adherents on social networks.* | 75.7 | 14.8 | 5.3 | 1.2 |
| 10 | *Social networks can help in fighting against injustice.* | 32.3 | 11.8 | 55.3 | 4.5 |

negative purposes.

The rapid development of social networks was promoted by the emergence of software that is free, distributed without limit and allows anyone to create a personal Internet community. Simple and clear rules for joining existing communities and a significant increase in the number of Internet users and distribution of broadband networks both in official establishments and in households have also led to the astounding growth of social networks. Nowadays, the mechanism of social networks is also successfully used in business, policy, entertainment etc.

Teenagers' social activity on virtual networks is very high today as communities on Internet social networks are formed mainly on the basis of common interests, hobbies, valuable orientations and standards of behaviour.

## DISCUSSION

In modern humanitarian discourse, the term "network" is, perhaps, one of the most frequently used at present. Network theories are popular in sociology, psychology, marketing and other branches of social knowledge. The network organisations are studied by specialists in management; online social networks are a daily shelter for hundreds of millions of people from various social circles.

In scientific social research the term "social network" has become even more popular. However, a uniform accurate definition of this term has not been developed. It is connected with empiricism of the new

concept and lack of sufficient information in the field of network analysis. Moreover, in modern sociological and linguistic discourse there is no uniform understanding of the term-building definition of "network".

Research into social networks has been developed in the works of the founders of this direction, among whom are Barnes, Bert, Wasserman, Garfinkel, Granovetter, Dinello, Danlap, Knoke, Kuks, Marsden, Milgrem, Newman, Turner, Wizzy, Whyte, Wellman, Freeman, Emerson and other scientists. Works by Blau, Bourdieu, Weber, Zimmel, Garfinkel, Goffman, Turner, Touraine and Homans should be mentioned as classics of sociological science that study the problem of social interaction.

A social network is a relatively new concept in modern local sociological science. In Western sociology the analysis of social networks was applied for the first time in the 1930s by Moreno. He researched communications between people using sociograms i.e. visual charts in which individuals were represented by points and the communication between was represented by lines (Mkrtumova, 2005; Moreno, 1934). At the same time, according to J. Scott, the socio-network theory goes back to the works of the British anthropologist, Redkliff-Broun (as cited in Scott, 1991). Further, the term "social network" was used by the sociologist, Barnson of the Manchester school in 1954. Barnson investigated communication and relationships between people by means of sociograms.

The concept of social networks was finally established in the last decades of

the 20th century. It was developed in the research of Freeman, Knoke, Marsden, Wasserman, Wellman, Berkowitz and other foreign scientists. Though a number of sociological research studies containing elements of network theory and network analysis have been conducted recently in our country, we cannot find accurate definitions of this term in local sociology. So, in the most general view, a social network represents a community of individuals connected by common interests, common activities or other reasons for direct communication among themselves.

The free Internet encyclopedia Wikipedia defines a social network as an aggregation of social objects i.e. people or groups that can be considered as a network, the knots of which are those objects and communication lines that make up social relationships. Burt, speaking about the social network, pointed out that a social network is defined as a plurality of points and a complex relationships of communication lines representing the interrelation of those points (Burt, 1980). A social network can also be defined as a part of a whole that contains full structures of the role relations in the social system which can be considered simultaneously in the network of the whole community limited to the general, often formal frame (Burt, 1980). According to Putnam, social networks are interpersonal communication lines that he referred to as a civil obligation (Putnam, 2000). A social network can be presented also in the form of relationship between the network borders within the uniform space

of actors' interactions (Reznik & Smirnov, 2002, p. 152).

Locally, many have contributed greatly to the study of social networks such as Batygin, Barsukova, Gladarev, Gradoselskaya, Gubanov, Kiselyova, Kozlova, Kuzmina, Novikov, Pechenkin, Chkhartishvili and Yanitsky, who investigated the methodology of such research. The network characteristics of problems of education were given attention by Gavrilin, Kazantsev, Koktysh, Patarakin, Sergeyev, Shalagina and others. The network aspects of social interaction were studied by Alekseenkov, Bondarenko, Kuzmin, Runov, Nechayev, Sergeyev, Tretiak, Sheresheva and others. Foreign scientists Adams, Vilyamson, Granovetter, Osborn, Richardson and others significantly contributed to research in this direction.

The network interaction can be referred to as a means of sharing social capital according to the norms and values of the interacting actors. It is important to notice that the network interaction can yield a positive effect provided there is social capital, even if it is limited, and it is voluntarily distributed.

It is obvious that network interaction can be carried out at various levels. Considering the subject of the present research we offer a three-level model of network interaction:

1.  Macro-level – the interaction between various social networks consisting of a great number of actors who can be social groups, institutions or social organisations.

2.  Meso-level – the interaction between a social network consisting

of a great number of actors and a personal network of one actor. At the same time large social communities can also enter a personal network of the actor.

3. Micro-level – the interaction between personal networks of no more than two actors.

Thus, having considered the components of the social network, we can draw the conclusion that a social network is an association of three parts: a complex of positions defining the number of actors of the network; a flow of resources making the social capital of the actors; and relationships between the positions of the actors determined by the nature of the network interaction.

Colligating the analytical provisions given above, we can offer our own definition of a social network. A social network represents a special type of communication between the positions of individuals, objects or events that are selected depending on the purposes of the network creation, flow of its resources, and the nature of the network interaction between the social positions of the actors (Russian Sociological Encyclopedia, 1998). The study of social networks of various social groups and communities is the area of scientific interests of Barsukova, Brednikova, Valitov, Vinogradsky, Gapich, Gerasimova, Dmitriyev, Zaichenko, Lushnikov, Pachenkov, Sazanov, Tatarkovskaya, Chuykina, Churakov, Spteinberg and Yanitsky.

Cross types of social communication occur rather often between various clusters as well as certain individuals. Between the components of the system there is always asymmetrical communication, which can lead to unequal distribution of scarce resources. This unequal distribution can cause both cooperation and mutual competition. Some groups unite in order to get scarce resources through joint activity whereas other groups compete for them, sometimes even to the point of conflict. Thus, the network theory considers dynamics as the structure of the system changes owing to change in the models of cooperation and conflict.

The problem of deviant behaviour of minor teenagers has aroused significant scientific interest in the social sciences. It has been studied by Avanesov, Andreyeva, Babayev, Belicheva, Voronova, Gromova, Ziyadov, Kohn, Kleyberg, Kulakov, Lapshin, Polonsky, Minkovsky, Revyakina, Sukhov, Sundiyeva, Sibiryakov, Tretyakova, Feldshtein, Filchenko and many others. In Russia teenage and youth subcultures have been studied by Abramova, Abrosimova, Ananyev, Belanovsky, Bolshakova, Volkov, Vershinin, Zubok, Zhimbayeva, Zmanovskaya, Krakovsky, Kovalenko, Kozlov, Kosaretskaya, Levicheva, Lisovsky, Maysak, Olshansky, Omelchenko, Osorina, Perov, Popkova, Rutkevich, Rubina, Sobkin, Salagayev, Sinyagina, Hanipov, Chuprov etc. Manifestation of deviant behaviour on the Internet has been studied by Bondarenko, Voyskunsky, Gapich, Lushnikov, Naumov, Perov, Petrenko, Smyslova and others.

## CONCLUSION

The nature of social network interactions of teenagers inclined to deviant behaviour on Internet social networks is defined by the existence of different kinds of resources involved in information exchange. We consider the social network of deviant teenager as a particular type of communication between the social positions of teenagers and the nearest social environment, including the school environment and close relatives, which is formed on the basis of the resources of social capital, the goals of interactions between these actors and the nature of network interaction between their positions.

According to their purpose and roles the social network organisations of teenagers can be classified into socio-negative, socio-positive and socio-neutral. Communities of sports fans, religious communities, primarily of the pagan and Satanist orientation, and also some national and patriotic communities are referred to as socio-negative informal teenage network organisations. Informal associations of ecologists and straight-edges belong to socio-positive network communities. Socio-neutral network communities may include role-players, supporters of various music styles and alternative culture. Researchers have also noted the growth of various slangs characterising a certain subculture, and transforming the language identity of the youth in general.

The main distinctive features of the network interaction and the relations of teenagers with deviant behaviour who are actively using Internet resources are:

- illegal character of informal organisations developing in the course of such network interaction;

- lack of any institutional control for activity of these organisations;

- changeable nature of functioning and communication between the elements in the network;

- direct horizontal character of interaction;

- interaction between members of the network community on the basis of collective agreements;

- lack of obviously expressed stylistic symbolics and belonging to certain subcultures;

- formation of temporary or constant clusters on the basis of common interests in the network;

- possibility of fast establishment of direct contacts between participants of the network and elimination of these contacts owing to the loss of their relevance or external influences.

Major factors that attract teenagers into joining informal teenage communities of network structure are:

- absence of necessary and sufficient conditions for socialisation of the identity of teenagers in modern society;

- need for self-identification of the identity of the minor teenager;

- unavailability of the agents of teenagers' socialisation process in teenage subcultures;

- lack of the institutionalised system in social networks of teenagers inclined to deviant behaviour;

- absence of a rigid system of social sanction and control typical of most youth subculture communities in informal teenage organisations of in the social network structure;

- possibilities and conditions to express social activity, including protest activity, in informal teenage organisations of the network structure.

The main determinants of a network structure in informal teenage communities are common interest, valuable orientations and standards of behaviour, conditions for resource exchange and aspiration to own self-identification.

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# Revamping the Higher Education System of Modern Kazakhstan for Integration into Global Education

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## ABSTRACT

The priority task of revamping the higher education system of the Republic of Kazakhstan will enable its integration into global education. The content of education and the quality of training specialists' must be revamped according to modern socio-economic and political conditions in order to develop the Republic that it might take its place among the highly advanced countries of the world. The higher education system of Kazakhstan has undergone substantial structural transformations over the past decade. The authors conclude that the higher education system is where the state and society interact in terms of the common interests of their institutions and citizens. It supposes the legal relations of entities' compulsory participation in management, the possibility of their influencing the development of the higher education system as well as bearing the responsibility for creating conditions that are necessary for the higher education system to fulfil its functions. In this regard, there arises the necessity of reconsidering the role and the functions of the state in providing educational structure and including other social institutions in solving the various problems of education and to reconsider the role of educational institutions and learners in the process of educational organisation.

*Keywords:* Global education, globalisation, higher education system, Kazakhstan, revamp

## INTRODUCTION

Globalisation and radical changes in the world greatly influence not only the material and technical, scientific and theoretical bases of public progress, but also the socio-political and ideological processes and formation of progressive and free public consciousness (Abisheva, 2008; Abisheva, Dossanova, & Tlegenova, 2012). In the last decade the former Soviet Union has seen considerable changes in education management. A standard and legal base was created to overcome a departmental approach to educational institutional management. Interaction between the state and public forms of education management was established and there was a rise in the role of educational institutions. A new approach to understanding modern education (Durkheim, 1995), based on quality and the latest innovative pedagogical technologies, was introduced. Education is among the main priorities of any state that seeks to create a flexible mobile system of higher education that meets the new requirements of global competition (Florian, 2000). In our opinion, advancing the hypertrophied ideas of multiculturalism is strengthening the ideas of ultranationalism and even fascism in the modern world. It has resulted in the need to use the ideas of ethno-linguistic and socio-propaedeutics in the pedagogical process that is implemented in a heterogeneous ethnic environment (Teubert, 2010).

Integration into the global education space is one of the main tasks of revamping the higher education system of the Republic of Kazakhstan. The most important condition for the integral educational process is the interaction between state authorities and public regulation institutions in higher education management (Kunanbaeva, 2013; Scherer, 2013).

Table 1 shows that the interaction between individuals, society and the state in this process is still rudimentary (Table 1).

A change in the nature of the labour market implies a transfer to new educational standards. Higher education is popular in modern Kazakhstan owing to the Kazakhs' traditional views of the status of an educated person (Abisheva, 2008; Abisheva et al., 2012). 'City economy' requires general workers in developed countries. So, motivation pedagogics is widely developed. Today, the majority of workers are employed in the service sector (the service sector already exceeds 60% of the labour market in Kazakhstan). Therefore, the Kazakh labour market deals with people (clients) more than it deals with machines and mechanisms. It is important to be able to communicate effectively with clients in different social settings. The income of many enterprises mainly depends on the ability of staff to communicate effectively with clients; consequently, employers place high demands on workers. In addition, the rise of innovative firms and enterprises organised by intellectual businessmen has created demand for employees not only with higher education, but also with a system of positive values. Modern universities must now provide such training for the workforce of modern cities (Utyupova, Baiseitova, &

Table 1

*The interaction of entities in the management of the higher education system of the Republic of Kazakhstan*

| Functions/entities | Individual | Society | State |
|---|---|---|---|
| **Planning** | | | |
| Defining labour market demands | No participation | No participation | No participation |
| Specialty nomenclature formation | No participation | No participation | No participation |
| State order formation | No participation | No participation | No participation |
| Working out the state's compulsory education standards | Partial participation | No participation | Participation |
| Working out the standard programmes | Partial participation | No participation | Participation |
| **Organisation** | | | |
| Creating legal and other normative legal education bases | No participation | No participation | Participation |
| Revamping educational and methodological support, material and technical base | Partial participation | No participation | Participation |
| **Control and Analysis** | | | |
| Licensing | No participation | No participation | Participation |
| State attestation | Partial participation | No participation | Participation |
| Accreditation | Partial participation | Partial participation | Participation |

Mukhamadiyeva, 2016). This extension to the work of modern universities is a positive development.

**METHODS**

This sociological research was conducted to find out the interactions between individuals, the society and the state in higher education system management.

The first step was to interview the students of three institutions, namely, Pavlodar State University, Pavlodar State Pedagogical Institute and the Innovative University of Eurasia. Four hundred and twelve students took part in this interview: 42.3% were from Pavlodar State University, 24% from Pavlodar State Pedagogical

Institute and the remaining 33.7% were from the Innovative University of Eurasia. Of the respondents, 58.1% were girls and 41.9% were boys. A total of 33.6% of the respondents were technical students and 66.4% were education and humanities students. Of the respondents, 24.9% were first-year students, 37.4% were second-year students and 37.7% were third-year students.

The second step was to interview the teaching staff of the three universities. Three hundred and ninety-six members of the teaching staff were interviewed. Of them, 58.5% were women, while 41.5% were men. Of the teaching staff, 24.3% had an academic title, 41.4% were specialists in Technical Specialties and 58.6% were

specialists in education and the humanities.

The third step was to interview the employers and education authorities of the Pavlodar Oblast and employees of secondary schools, infant schools and industrial enterprises of the city. Four hundred and two employers were interviewed. Among them, 198 were educators and 204 were employers from various industrial enterprises. About 8.4% of the respondents had work experience ranging from 1 to 5 years, 34.4% had work experience ranging from 5 to 10 years and 57.2% had work experience of more than 10 years. Most of the respondents (94.1%) had higher education, 1.3% had dual education and 4.6% had an academic title. Of the respondents, 38.2% were heads of organisations, 34.1% were resource specialists and foremen and 27.7% were teachers and section supervisors.

The definition of higher education as the "process of transferring knowledge and skills from a teacher to pupils" is now transforming into higher education as a type of service provider as the higher education system responds to the market request for more skilled, knowledge-based and service-orientated workers.

Higher education would best be served by interdisciplinary programmes that are based on continuous pedagogical education that is directed at solving the fundamental problems of the current state and the development of the local pedagogical education system. The factors that influence the socio-humanistic and socio-economic development of society should be discovered. There should also

be research into personal development and the obstacles to establishing quality in modern education as well as the problems that can arise. As A. P. Tryapitsyna and N. F. Radionova (Radionova & Tryapitsyna, 2009) noted, the interdisciplinary programme run by the Research Institute of Continuous Pedagogical Education, Herzen University, which has become a scientific centre, is succeeding in part in beginning this work.

## RESULTS

The data collected showed that more than a half of the students (59.9%), teachers (72.7%) and employers (76.1%) who took part in this research were informed of the work of integrating the higher education system of the Republic of Kazakhstan into global education. However, 9.2% of the students, 12.8% of the teachers and 6.5% of the employers did not know of or were not so well-informed of the endeavour (Figure 1).

When asked "What do you think of the changes happening in the higher education system?", every secondary school teacher (53.8%) answered that the reforms were being managed successfully whereas 21.8% of them thought otherwise. Three quarters of the employers (62.2%) considered that revamping higher education was partially successful, while 9.0% thought it was not. It should be noted almost every student of Pavlodar Higher Education Institution (49.4%) thought the changes were being successfully implemented, while a quarter of the students (25.2%) thought otherwise (Figure 2).
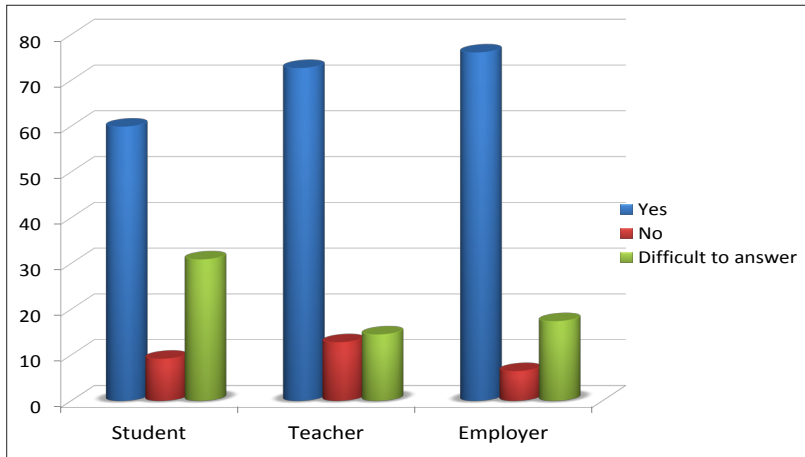
*Figure 1.* The respondents' awareness of the work of integrating higher education system into global education (% of the total number of respondents)
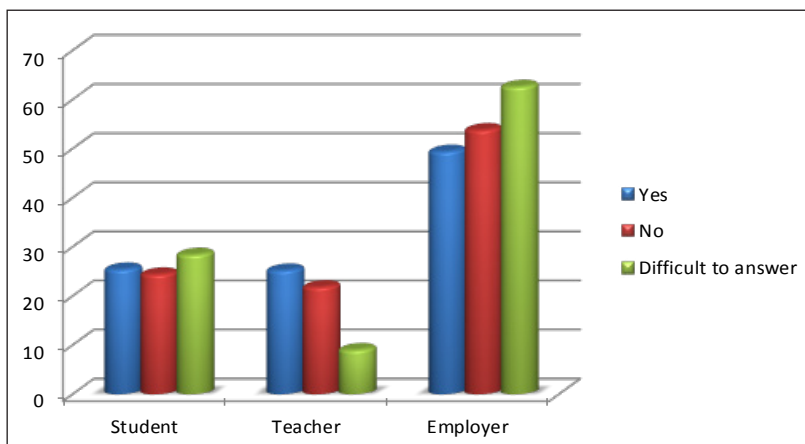


*Figure 2.* The respondents' attitude towards the changes happening in the higher education system (% of the total number of respondents)

The chief purpose in higher school management is to ensure the quality of education. In this regard, the respondents were asked the question, "Is the modernisation of higher education management capable of increasing the quality of education?". About half of the students (59.1%), teachers (61.1%) and employers (43.9%) considered that effective modernisation of higher education management was capable of increasing the quality of training specialists. About 12.8% of the students, 18.4% of the teachers and 43.9% of the employers considered that revamping higher education management would only partially increase the quality of training graduates while about a quarter of the students, teachers and employers (28.1%, 20.5% and 31.8%, respectively) believed that modernisation of higher education management would not

promote quality improvement (Figure 3).

The major factors influencing the quality of education are the quality of training, means of educational process and technologies, potential level of teaching staff, the efficiency of achievement control, the availability of feedback, conformity of individuals, society and the state's needs, and the level and quality of education. With regards to these factors, the respondents'

satisfaction levels were considered (Ignatova, 2013; Savchuk, 2011; Scherer, 2013) and the results presented in Figure 4.

Despite the recent measures taken for improving higher education management in the Republic of Kazakhstan, students' satisfaction with getting an education seemed rather pessimistic (Figure 4).

When asked, "Are you satisfied with getting an education?" most of the first-
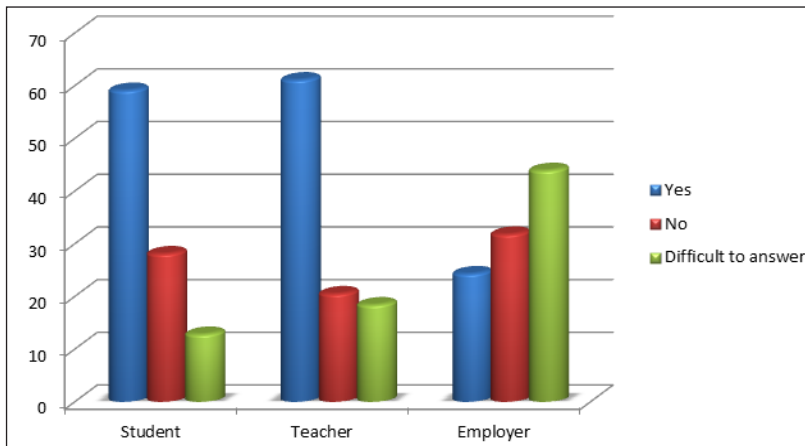


*Figure 3.* The respondents' opinion of increasing (decreasing) the quality of training students in the modernisation of higher education management (% of the total number of respondents)
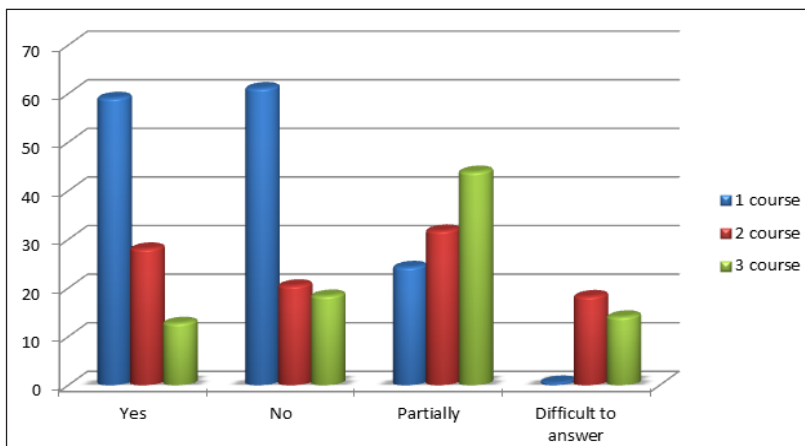


*Figure 4.* The students' satisfaction with getting education (different years of study) (% of the total number of respondents)

year students (89.6%) answered in the affirmative, while a third of the third-year students stated that they were satisfied with getting an education (32.3%). So, every fourth student among third-year students (25.5%) was not satisfied or was only partially satisfied (28.1%) with getting an education in higher educational institutions (Figure 5).

According to Figure 5, the satisfaction of students with the extent of the knowledge gained and the level of training decreased as they progressed to the senior years of study. This may be explained by the fact that senior-year students had already passed their professional practice and lacked both theoretical and practical teaching.

The teachers who took part in this research thought differently about the extent of gaining knowledge (Figure 6).
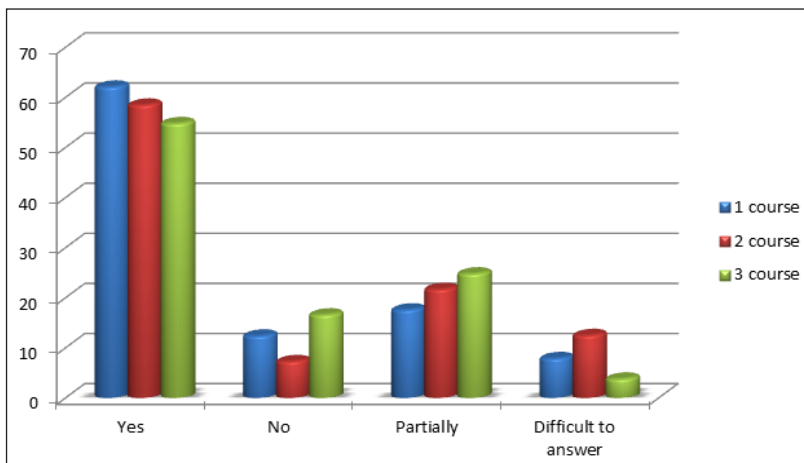


*Figure 5.* The students' satisfaction with the knowledge gained (% of the total number of respondents)
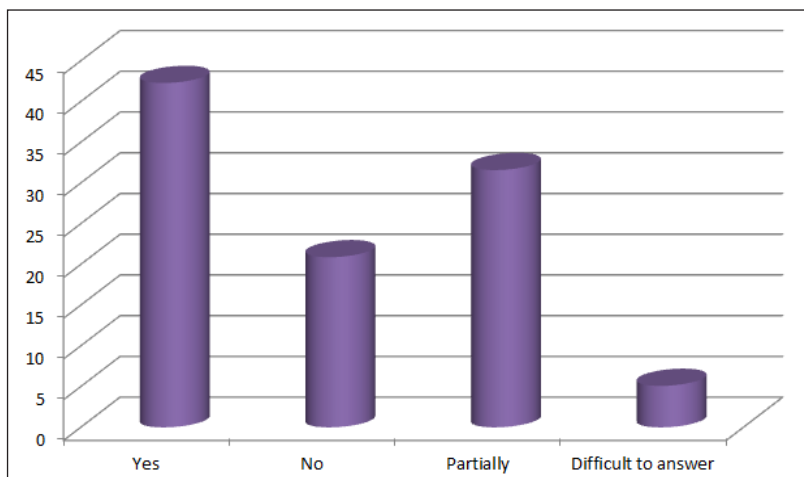


*Figure 6.* The teachers' opinion of students' extent of gaining knowledge in accordance with modern requirements (% of the total number of respondents)

Fewer than half of the teachers (42.3%) considered that the extent of knowledge gained by the students met with modern requirements. Every third teacher (31.6%) believed that the extent of the knowledge gained met with the modern requirements only partially and every fifth teacher (20.9%) did not agree that the extent of the knowledge gained met with the modern requirements. The results showed that most of the teachers were not satisfied with their students' level of knowledge.

More than a half of the students were not fully satisfied with the quality of organising the educational process. About 30.4% of the students were partially satisfied, while 18.4% thought otherwise. It should be noted that the teachers' assessment was not much different from the students': more than a third of the respondents (33.8%) were partially satisfied, while 12.4% were not satisfied with the quality of organising the educational process (Figure 7).

Figure 8 shows that senior students' satisfaction with the quality of teaching had increased. However, 40.6%, 25.6% and 17.0% of the students were not satisfied with the quality of teaching, partially satisfied or found the question difficult to answer.

One of the reasons for students' dissatisfaction with the quality of teaching was the teaching staff's level of professionalism. As seen in Figure 9, most of the students noted the compliance of the teaching staff's level of professionalism (49.6%). Teachers estimated the university staff's professionalism slightly higher than the students did (61.2%).

It should be noted that senior students' satisfaction with the level of the requirements for the teaching staff decreased (Figure 10). First-year students' satisfaction with the level of the requirements for the teaching staff was 76.9%, while third-year students indicated partial satisfaction at 32% and 15.4% of the respondents were not satisfied with the level of the requirements for the teaching staff.
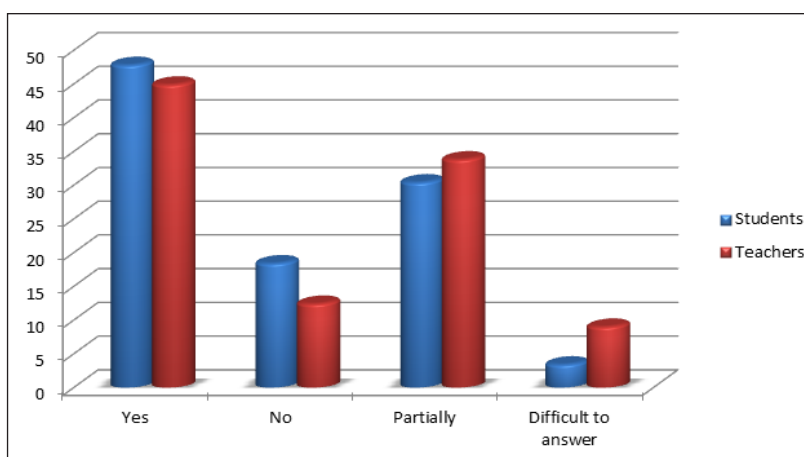


*Figure 7.* The students and teachers' satisfaction with the quality of organising the educational process (% of the total number of respondents)
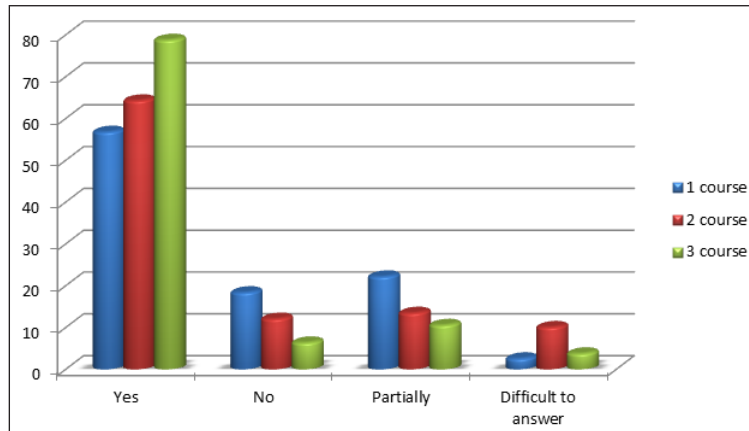
*Figure 8.* The students' satisfaction with the quality of teaching (% of the total number of respondents)
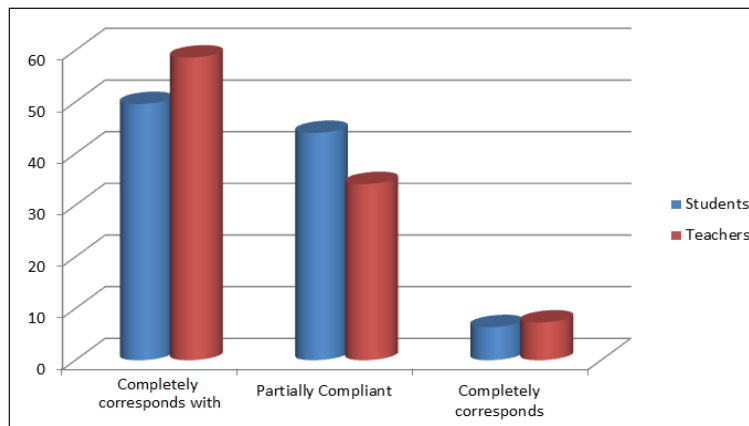


*Figure 9.* The students and teachers' estimation of university staff's level of professionalism (% of the total number of respondents)
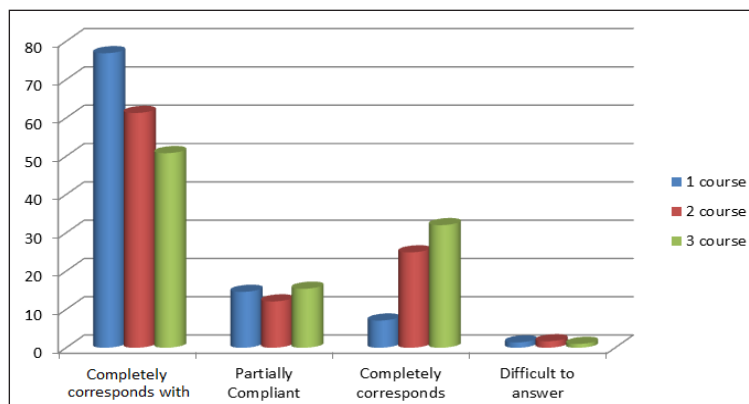


*Figure 10.* The students' satisfaction with the level of the requirements for the teaching staff (% of the total number of respondents)

A revamp of higher education management assumes change in the nature of education, directing education towards "free development of a person," creativity and independence (Durkheim, 1995). Therefore, it was interesting for us to find out how the respondents would estimate the use of innovations in the learning process, which is focused on the individual student (Figure 11).

Most of the students (93.6%) and teachers (92.7%) considered that the individual approach was not used to an effective degree in the educational process (Figure 11). Management should note that students are the object of management, and should ensure that their expectations of modern education are being met.

The prevailing forms of conducting lessons were in-class learning, according to the students and teachers (68.8% and 63.7%, respectively), led directly by the teacher (Figure 12). This type of lesson delivery, which is focused on the subject-object relationship, does not set a goal of developing students' creativity and does not consider students as being the subjects of management.
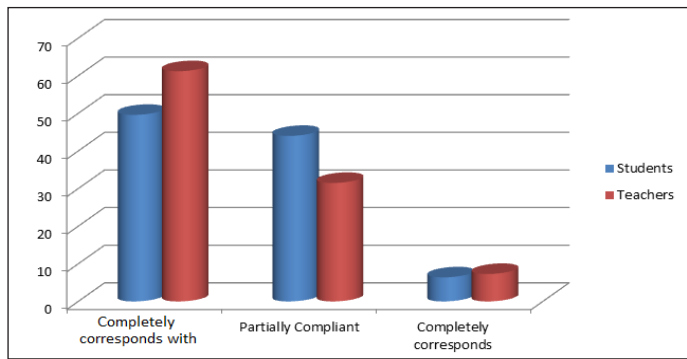


Figure 11. The level of using the individual approach in student activities (% of the total number of respondents)
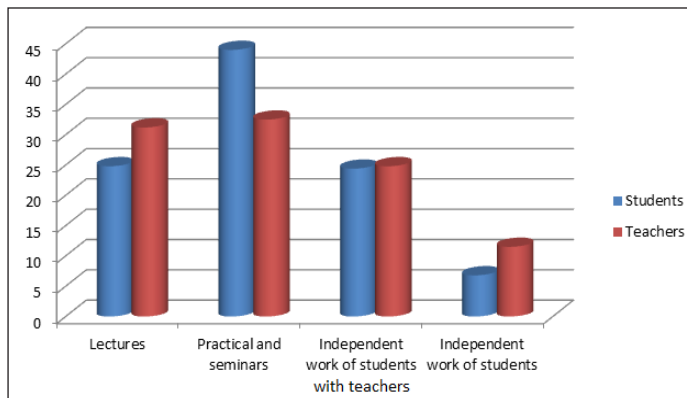


Figure 12. Various types of lesson delivery estimated by students and teachers (% of the total number of respondents)

The students' answers to the questions about their vital strategies for the future showed that most of the students (88.4%) were planning to work and further raise their professional qualification. About 2.2% of the students wanted to change their profession or get a second degree, 3.6% of the students aimed at getting a scientific and pedagogical education and another 5.8% found the question difficult to answer (Table 2).

In general, 60.1% of the respondents estimated their future optimistically, 10.2% of the respondents estimated their future with alarm and uncertainty and the rest (29.7%) did not think about it. Overall, the students' feelings about future job placement were rather positive (Table 3).

The alumni's optimism about future job placement was not relevant to employers' estimations of the actual theoretical training they had received. This was reflected in the answers to the question, "How do you estimate the alumni's theoretical training?" Of the total number of employers, 11.1% gave a good estimation of the alumni's theoretical training from the Pavlodar universities, more than a half gave a satisfactory estimation (85.7%) and 3.2% gave a negative estimation. About 54.8% of the students and 42.5% of the teaching staff from the Pavlodar universities gave a good estimation, while 41.4% of the students and 52.3% of the teaching staff gave a satisfactory estimation and the remaining 3.8% of the students and 5.2% of the teaching staff gave a negative estimation (Figure 13).

Table 2

*Alumni's future plans depending on their satisfaction with the profession, % of the total number of respondents*

| Alumni's Future plans | Alumni's satisfaction with their profession | | | |
|---|---|---|---|---|
| | Yes | No | Not sure | Total |
| I shall work and raise my professional qualification. | 88.4 | 10.1 | 1.5 | 100 |
| I shall change my profession and get a second degree. | 2.2 | 96.5 | 1.3 | 100 |
| I shall get a scientific and pedagogic education. | 3.6 | 90.6 | 5.8 | 100 |
| Are you sure of your professional future? | 60.1 | 10.2 | 29.7 | 100 |

Table 3

*The students' opinion of job placement prospects by profession, % of the total number of the respondents*

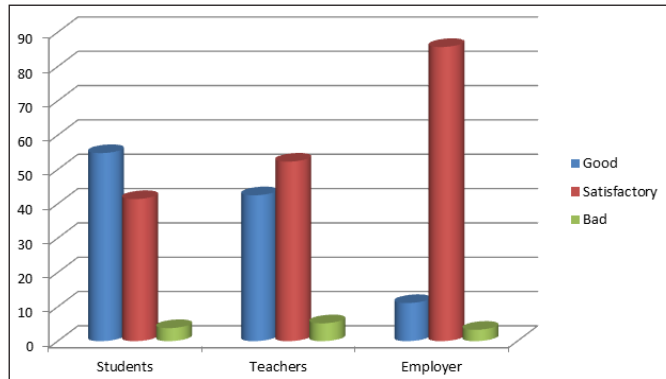| Answer | First-year students | Second-year students | Third-year students |
|---|---|---|---|
| Yes | 69.8 | 74.5 | 89.3 |
| No | 17 | 17.4 | 4 |
| It is difficult to answer | 13.2 | 8.1 | 6.7 |
| Total: | 100 | 100 | 100 |

*Figure 13.* The respondents' estimation of the alumni's theoretical training (% of the total number of respondents)

To the question on practical training of students, 63.2% of the employers gave a satisfactory estimation, 13.6% gave a negative estimation and 23.3% gave a good estimation. The students and teaching staff thought differently, however. A good estimation of the practical training was given by 39.8% of the students and 57.3% of the teaching staff. About a half of the students (43.2%) gave a satisfactory estimation and a third of the teaching staff (35.5%) agreed with them, while 17.0 % of the students and 7.3% of the teaching staff gave a negative estimation (Figure 14).

The teaching staff's answers to the questionnaire are presented in Table 4.

Table 4 shows that more than a half of the teaching staff (69.7%) believed that alumni must possess a high level of professional training and qualities that allow them to adapt to social and economic living conditions. They should also have a high level of ability for self-development and should have been exposed to common cultural training.

Table 5 shows the importance that employers placed on knowledge and skills as the top requirements they expected alumni to possess. The next most important requirement in their opinion is the ability
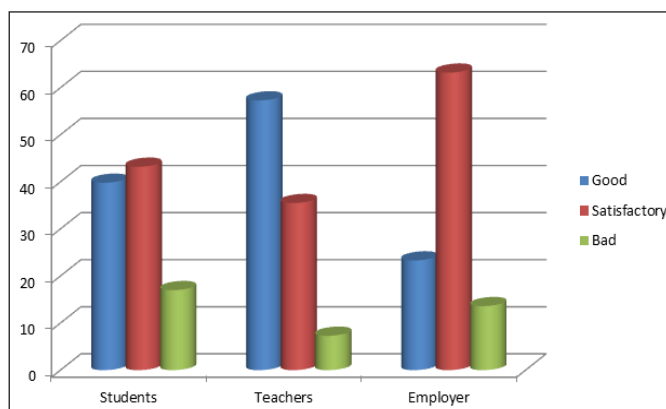


*Figure 14.* The respondents' estimation of alumni's practical training (% of the total number of respondents)

to solve professional problems, followed by the ability to solve system problems. In their opinion, the ability to form a belief system and active life position is the fourth requirement in alumni. Creativity and research qualities follow as the next important requirement and finally, leadership potential and business proficiency is the sixth most important requirement they would like alumni to possess.

To find out the respondents' level of participation in higher education management, they were asked the question, "Do you take part in higher education management?" (Table 6).

Table 6 shows that the students did not participate in higher education management either on state or regional level. The insignificant percentage of students who took part in management at university level is made up of the most active members of the students' organisations.

As for the teaching staff's answers to this question, only a small number takes part in planning and organising the higher education system at both the state and regional level but a larger number takes part in management at university level (Table 7). About 2.5% of the teaching staff noted their participation in controlling and analysing higher education management. This is due to the fact that teaching staff are sometimes invited to sit on the State Examination and Accreditation Boards.

When the same question was put to the employers, they responded that they

Table 4

*The teaching staff's estimation of the qualities that alumni must possess, % of the total number of the respondents*

| Estimation | Yes | No | Difficult to answer |
|---|---|---|---|
| High level of professional training | 69.7 | 28.3 | 2.0 |
| High level of qualities that allow adaptation to social and economic living conditions | 68.9 | 28.4 | 2.7 |
| High level of ability for self-development | 48.2 | 49.4 | 2.4 |
| High level of common cultural training | 51.6 | 45.9 | 2.5 |

Table 5

*Employers' estimation of alumni's necessary qualities, % of the total number of the respondents*

| Qualities of alumni | Rating |
|---|---|
| Knowledge and skills | 1 |
| Creative and research qualities | 5 |
| Leadership potential and business proficiency | 6 |
| Belief system and active life position | 4 |
| Ability to solve professional problems | 2 |
| Ability to solve system problems | 3 |

Table 6

*The students' opinions of their participation in higher education management, % of the total number of respondents*

| Management functions | Management levels | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | State | | | Regional | | | University | | |
| | Yes | Sometimes | No | Yes | Sometimes | No | Yes | Sometimes | No |
| Participation in planning higher education management | - | - | 100 | - | - | 100 | - | 2.4 | 97.6 |
| Participation in organising higher education management | - | - | 100 | - | - | 100 | - | 3.6 | 96.4 |
| Participation in controlling and analysing the higher education system | - | - | 100 | - | - | 100 | 5.1 | 12.4 | 82.5 |

Table 7

*The teaching staff's opinion of their participation in higher education management, % of the total number of respondents*

| Management functions | Management levels | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | State | | | Regional | | | University | | |
| | Yes | Sometimes | No | Yes | Sometimes | No | Yes | Sometimes | No |
| Participation in planning higher education management | 3.3 | - | 96.7 | - | - | 100 | 9.3 | 52.7 | 38 |
| Participation in organising higher education management | 5.3 | - | 94.7 | 7.6 | 1.3 | 91.1 | 18.1 | 36.4 | 45.5 |
| Participation in controlling and analysing the higher education system | - | 2.5 | 97.5 | - | 6.0 | 94.0 | 84.0 | 14.4 | 1.6 |

were not invited to participate in higher education management (Table 8). However, a small number stated that they sat on State Examination Boards and another small number sometimes participated at university level.

Table 8

*Employers' opinions of their participation in the higher education management, % of the total number of the respondents*

| Management functions | Management levels | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | State | | | Regional | | | University | | |
| | Yes | Sometimes | No | Yes | Sometimes | No | Yes | Sometimes | No |
| Participation in planning higher education management | 1.2 | - | 98.8 | - | - | 100 | - | - | 100 |
| Participation in organising higher education management | 2.2 | - | 97.8 | - | - | 100 | - | - | 100 |
| Participation in controlling and analysing the higher education system | - | - | 100 | - | - | 100 | - | 2.7 | 97.3 |

## DISCUSSION

The results of this research showed that the training of specialists in higher education institutions was mainly focussed on knowledge acquisition, whereas effective management of the higher education system must ensure that students develop into professional and competent persons who are able to solve professional problems independently and creatively as well as be able to realise the personal and public importance of their professional activity.

The results also showed that there was no opportunity for students to pursue their individual educational trajectory, so as to be able to correlate their educational needs with the appropriate training content and standard of vocational training as approved by the Ministry of Education and Science. As a consequence, teachers had no opportunity to fulfil students' requirements related to teaching content. This proves once again that there is no component in higher education system management that provides for individual educational needs of students.

The main reasons for this are as follows:

- teachers have no experience in working at production sites. This makes education more academic, with little industrial input;

- insufficient connection between higher educational institutions and organisations at which students can pursue practical training and learn to solve real-life industrial problems;

- higher education's focus is on a theoretical approach in delivering education;

- little opportunity to participate in higher education management.

To solve these problems, students need to be encouraged to pursue additional qualification and master the application of the knowledge they acquire. They also need to be certified as specialists of the various technologies and enterprises involved in higher education management.

In recent years there has been a change in the job description and status, to a degree, of university teachers. If previously professors and associate professors could enjoy academic freedom, free time for self-improvement and research activity and the opportunity to fraternise with talented students as compensation for being paid less than the professionals in their fields, now university teachers have to clock in long hours, face large numbers of students, deal with a heavy academic load and have less time and fewer resources for their independent work and own research.

Meanwhile, professionals in the same field in the private and non-state scientific sector are largely concerned with innovations (technical, scientific and social) and are highly paid. Professors are not always the ones who release innovative knowledge and ability to society. So, they are paid less and have to be satisfied with a lower academic status and less freedom than their counterparts of earlier years. Universities no longer offer advantages of an intangible nature as they used to before. Instead of academic incentives, compensation for the time spent at work is usually economic. Moreover, today, more and more people who are not connected with science or teaching have academic titles. They do not conduct

research, write scientific articles, review academic articles or work with graduate students etc. but they are awarded honorary academic titles. All this reduces the status of professor and associate professor (Florian, 2000; Fomichyev, 2012). Meanwhile, education or science continue to have no accurate criteria for quality evaluation. It is left to the academic reputation and the qualification of those in the future who will manage education and lead in research to hopefully steer it in the right direction. The final quality of research results can only be clear after the research has been conducted i.e. after money and other resources have been spent; if they have not been used wisely or correctly, they can only be lamented as wasted resources. In financing the training of future specialists, employers are guided by the experience and formal qualification of teachers. The quality of the finished work can be seen only after resources have been spent. So this trust and investment are particularly important.

If more and more people who are not interested in scientific work and innovative teaching are admitted to the teaching staff of universities, the education system will begin to degrade. When people are only interested in training cost, the probability of entering a university and graduating from it with a diploma, the chances of being employed in the labour market and career parameters, they will only look for universities that churn out qualifications for a certain sum of money.

Thus, the general degradation of teaching staff leads to a distorted process

of choosing universities. Paid education becomes prominent as universities begin to pay attention to the solvency of potential students. Tuition fees rise, as it is not an additional resource for development any more. It completely covers expenses for training specialists. However, not all graduates can pay tuition. The criteria selection changes (solvency is more important than knowledge or talent), and so does the quality of the student body. A decline in the quality of students influences the quality of the training and the teachers' work; as noted above, the efficiency of a student group is important for maintaining the quality of training.

It should be noted that the overall character of higher education makes a negative influence on the quality of work done by teaching staff. Teaching staff are separated from working directly with students as they have to work on standard education programmes and use standard textbooks or manuals. Pedagogical uniqueness and individuality decline in value under these conditions in the opinion of employers (the direction of a university) and consumers (students). Anonymous instructors deliver lectures through standard textbooks and computers check standardised tests.

## CONCLUSION

This research looked at the interaction between the individual, society and the state in higher education management. We found the following tendencies to be true in the mission of revamping higher education

management in Kazakhstan:

- entities of administrative and educational processes realise the necessity to revamp the higher education system;

- there is no interaction between the entities involved in higher education management in working out the requirements to maintain the quality of higher education and its management;

- there is no interaction between the government bodies and public regulation institutions in determining the content of higher education in higher education management.

By some experts' estimates, only about one third of university graduates i.e. those who are specialists in their field, having obtained a Master's degree, actually work in the field they studied to enter after graduating from university. While more research is needed to determine figures and reasons for this situation, the situation can be interpreted as inefficiency on the part of higher educational institutions. They can be said to be guilty of inefficient use of public funds. On the other hand, only about a third of those with a Bachelor's degree continue to study in universities in developed countries. The rest will enter the job market without obtaining a Master's degree. Therefore, it is possible to read this situation as a reflection of the Kazakh labour market's lack of skill and knowledge. Indeed, students gain much professional knowledge in Master's

programmes. Bachelor programmes are largely focused on general higher education. However, the experience of other countries demonstrates that the modern labour market is aware that it can benefit from the set of competencies that are peculiar to holders of Bachelor's degrees, including their grasp of general culture, abilities, communication skills, ability to adapt quickly etc. It is also beneficial to these new workers who only have a Bachelor's degree to acquire employment rather than pursue a Master's degree as they are able to save time and money. Nevertheless, universities should pay more attention to resources and Master's programmes and improve their training for all programmes offered.

As higher education is not compulsory, unlike secondary education, students who pursue it are more motivated to study than secondary school students. The environment-influence effect i.e. the influence of an educational group is no less important than educational content and the educational process itself for the socialisation of young people. If all higher education institutions awarded state-recognised degrees, they could simplify the educational process for Bachelor's degree candidates. Higher education would also then attract other students as well as encourage students to further their studies and pursue a Master's degree. The state must establish a set of criteria and standards to for knowledge and competencies. Higher education institutions should be able to manage and control these.

Universities are transforming from elite institutions into popular educational organisations, and this demands another approach to resource management, especially, finance management. First all, universities must increase the number of students and look for an opportunity to work with a large number of students efficiently (from the financial point of view). In this condition, the relationship between teachers and students will become more formal, so teachers who are able to work with a large number of students yet be able to communicate with each student through feedback and effective presentation skills, for instance, will be much appreciated. It should be recognised that for Bachelor's degree courses, teachers need to be like school teachers, who can manage a large classroom. Innovative knowledge is really based on teachers' own research and can be presented only during Master's courses, where teachers' work with students individually and the number of students is much less. In general, training Bachelor's degree students does not involve a great intensity of research or scientific work and the need to explore new innovative knowledge. So, students are not trained as future innovators, and their training is comparable to that gained at secondary school, albeit in more complicated ways and at greater depth (Teubert, 2010).

Cost effectiveness is of great importance to universities as entities of educational service. Distance universities offer simplified educational modules that can be studied from other locations using modern information and communication technology for the learner's convenience,

practically without having to engage with the teacher directly (Kunanbaeva, 2013, p. 294). However, this approach may not be acceptable for training topnotch specialists of any field. Universities today are also required to conduct pre-socialisation training such as learning a foreign language, using a computer and understanding the basics of economy, law, ethics etc. as it is not provided in secondary school whether in the city or in villages.

The problems stated above are peculiar to both Kazakhstani as well as post-Soviet universities. However, universities in developed countries also face such problems from time to time (Florian, 2000; Teubert, 2010). Most students consider universities as a means to acquiring a good job and salary in the future. Developed countries also face the serious problem of professional plagiarism. Unlike Kazakhstan, Western countries rely on solving these problems through their strong academic and research traditions. The established ratings of universities are a guide for both employers and graduates. The true scientific, educational, research, administrative and humanitarian elite are trained by a selected few universities in Western countries. This is confirmed by many studies looking into employment prospects of graduates beginning with higher education and ending with job placement.

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# Mega-Discourse on the Cognitive and Ethno-Cultural Aspects of the Problem of the Functional and Genre Stratification of Modern Sport

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## ABSTRACT

The problem of classifying various discourses is topical. The aim of this research is to describe various discourses of sport communication. Sport is a huge sphere of human physical activity. The questions addressing sport as communication through the different structure of physical activity are rather topical in our research. Sport is a form of physical activity that is performed by professionals, non-professionals and their supporters. Ethno-cultural studies can provide insight into the peculiarities of sport communication through a verbalised description of the cognitive-pragmatic processes involved in this communication. This will greatly benefit our multicultural world. Having generalised the empirical data of translation practice in the field of sport, it remains for researchers to work out new models of sport discourse based on European languages. We provide an interdisciplinary understanding of the integrated system of knowledge accessed from different fields for solving the topical and difficult scientific, theoretical and practical tasks of sport mega-discourse in the context of an integral and competency-based approach that combines the cognitive, ethno-cultural, medico-social and psycholinguistic aspects. This synergetic approach is used to consider the subject from the setting of international competitions and the Russian 2014 Olympics.

## INTRODUCTION

The problem of classifying various discourses in modern multicultural society, of which sport discourse holds a prominent place, is particularly topical. The aim of this research was to describe various discourses on sport communication as part of a mega-sport discourse from the cognitive-pragmatic aspect. This research has theoretical and practical significance. Sport is a huge sphere of human physical activity, making sport communication an important area of social needs and expression.

Social roles represent institutionalised behaviour and actions. They limit the activity and independence of the individual and predict his actions in traditional society. Berger and Luckmann (1966) referred to the "non-classical" image of the nature of social institutions and their social functions in the interaction system between people. While they took the key postulates of their belief from their predecessors, Spencer and Parsons, Berger and Luckmann discovered and described the participation of the individual in forming social institutions and how they function and develop. Their methodological succession allows us to accept the non-classical approach as adequate in studying the socio-linguistic and ethno-cultural aspect of the problems of sport mega-discourse.

## METHODS

A social order is the result of human activity that is created in the process of constant externalisation. So, Berger and Luckmann (1966) saw institutionalisation as the origin of human activity that has undergone habitualisation of actions. Sport as a social institution is based on social control over individuals' behaviour, seen in their willingness to follow models and rules of behaviour, traditions, moral principles and orders that are socially approved and established in society. Thus, there arises a set of typified actions that are habitualised for every person.

Institutions are perceived by man as an objective and historic reality. Institutions resist change them or does without it, as it has mandatory power over individual and control mechanisms. In the course of socialisation of knowledge preceding experience is passed to the next generation by having it internalise subjective realities. This can influence the formation of the individual, creating unique human personalities. It is necessary to emphasise that Berger and Luckmann (1966) considered socialisation as the process of assimilating roles and establishing new rules and relationships. A person is capable of assimilating and reproducing new rules and relationships but he is also able to destroy them. Idea creation means the possibility of changing social structures.

In the course of our analysis, the following scientific methods of research were used:

- linguistic supervision;

- description using special language facts for the purpose of obtaining the generalised data, implemented by interpretative technique;

- partial component and contextual analysis in translation;

- interpretation of scientific and public text.

The research material used in this research was as follows: theoretical research data based on discourse theory (Bloor & Bloor, 2013; Taylor, 2013; Teun, 2011; Trubcheninova, 2015); cognitive linguistics (Lopez-Ferrero & Bach, 2016; Trubcheninova, 2015); and translation theory using Russian and English texts and analytics in sport (Kudrin, 2011; Trubcheninova, 2015; Yarmolinets & Shcheglova, 2014).

Social construction methodology is used here to study sport as non-classical social methodology. Much attention was paid to institutions by the American sociologist, Berger, and the German sociologist, Luckmann. The main thesis of their theory was stated in their 1966 work, "The Social Construction of Reality". There, they stated that social reality is simultaneously both objective and subjective i.e. it meets the requirements of objectivity as it is independent of individuals but it is yet possible to be considered as a subjective world because it is created by individuals. According to the researchers, the phenomenon of institutionalised social roles arose as a result of social interconnections in joint activities.

## RESULT

The questions connected with sport as a different structure that includes the various activities of a person who takes part in different communicative situations are rather topical in our research. Sport discourse has always elicited much interest, but even more so in the course of preparations for and during the Olympic Games of 2014 that were held in Russia. Sport discourse research is topical because sport is a vast subject area that includes a large number of participants, spheres, situations and topics dealing with communication and various chronotopes. Sport discourse commands a huge following as it covers all social strata. Sport is a form of activity performed by professionals, non-professionals and their supporters. It is diverse in manifestation. Therefore, it is necessary to regulate the list of sport discourses, each of which has its communicants with their own status and thematic relationships, communicative situations and a context. However, the genres of sport discourse, in which there is communication between a sportsman and a coach, a doctor and the members of a team, an announcer and an organiser of the sport event, for instance, the International Olympic Committee (IOC), remain insufficiently studied.

We adhere to Malysheva's definition of discourse as a "process of thematic communication dependence that is determined by the social and historic conditions whose specificity is reflected in a set of texts (in a wide semantic comprehension of this term), which are

characterized by a conceptual, speech genre and pragma-linguistic variety" (2011, p. 370). Sport discourse is a type of communication between participants in sport and a socio-cultural phenomenon that is itself a combination of communicative practices, which were developed in sport institution formation, determined by a number of extra-linguistic factors (Komleva, 2012, pp. 199-224).

Much attention has been paid to the question of stereotypification in sport discourse and the problem of studying mass communication in sport since the end of the 20th century. Philosophers, sociologists, psychologists, linguists and representatives of other societal and humanitarian sciences showed interest in these problems. The processes of stereotype formation and function in a philosophic aspect were considered by Alexeev, Lippmann, Shirokanov and Shikhirev. The psychological theories of the stereotype were reflected in the works of Bern, Bodalev, Violett, Duaz, Kats, Allport, Silvert and Taguiri. The scientists conducted a sociological analysis of everyday reality as an intersubjective world, considered the value of the social institution in modern construction and discovered how reality is interpreted by people and acquires subjective significance as an integral world. Psycholinguists defined the problem of a stereotyped perception that influences the personal verbal and mental worldview of an individual. However, there was a rise in the invariability of showing a linguistic persona's individual discourse in the situation of the electronic-information society.

The linguo-cognitive and linguo-cultural aspects of sport communication have been studied least of all. They present many questions connected with the theoretical and methodological description of the conceptual dominant system and conceptual models analysis by means of which sportdom is understood. This type of communication is shown taking place where sport discourse is connected with other discourse. Training, performance or a meeting between sportsmen and coaches or coaches and parents are some of the combinations between sport and pedagogical discourse. Healing and medical support combine sport and medical discourse. The listed genres are subdivided into oral and written forms. Competition schedules, reports and training schemes, sport websites, sportsmen's Internet blogs, world ratings of sport celebrities and sport advertisements etc. serve as examples of written discourse. Oral discourse includes reports and interviews. Mass media contain a vast collection of both written and oral discourse.

## DISCUSSION

Sport discourse is considered the richest repertory of material on discourse. Television has strengthened the influence of sport, bringing in millions of people into the discourse. Therefore, mass media act as a peculiar laboratory where new forms of language expression are tried and tested. This is why research into mass media texts draws the attention of Russian linguists.

In their opinion, a printed text, a radio interview, an Internet text and a television report are all examples of sport discourse. The main difference is in the medium, which allows a different connection between sport and the society. Speech acts between subjects of sport who serve as linguistic personas provide implementation of sport discourse.

Sport communication is inseparable from the mass media and is defined by this connection in many respects. Therefore, it is helpful to use the concept 'media discourse'. Media discourse is any kind of discourse that is implemented in the sphere of mass communication, particularly, in mass media. Consequently, the genre and pragmalinguistic diversity of sport discourse texts is defined by the properties of media discourse, especially, when the media content is characterised by a stable connection with the audience and a dependence on technical means of information transfer. It becomes obvious why researchers of communication in sport use the concept 'media sport when it is necessary to describe sociocultural verbal and cogitative activity connected with sport as a subject and implemented in mass media. In this regard, there is a need to discuss sport media discourse that combines its own discursive characteristics and the general characteristics of any type of media discourse that is determined by the specificity of the sphere of mass communication and the peculiarities of the information channel. For instance, a scandal involving high-profile members of the body governing world football, FIFA,

became a top story covered in every country of the world. One British news provider interpreted the conflict as follows:

The Not-So-Secret Shame of Sepp Blatter and the FIFA Scandal. Busting soccer's governing body for corruption feels like ignoring reports on Jeffrey Dahmer for years, then raiding his kitchen for health-code violations. As far as sports controversies go, you'd think blowing the whistle on FIFA's alleged bribes and the open-air slave mausoleum being constructed in Qatar as a byproduct of erecting stadiums for the 2022 World Cup would be a no-brainer (Rauzy, 2015).

Russian mass media presented as follows:

… I have not understood as yet how one could pass judgement on the two prominent men in world football. It is just worth remembering what measures Sepp Blatter as the President of UEFA (Union of European Football Associations) took, having replaced João Havelange. How Michel Platini managed to make UEFA commercially successful, the Champions League and the Europa League bright brands. The direction given by these people was efficient….As far as I am concerned, the whole case, dealt with Blatter,

does not have to do with football, and Platini just happened to come into the heat of the moment. Their being disqualified is a political decision. … I want these people not to be suspended from football for a long time. It is clear to me that changes have brewed, but it is conducted so, it is a bit much (Lund, 2016).

French media discourse provided the following comment:

This is the whipping boy in this corruption scandal, which has been shaking FIFA for five months already, who answered the questions of the Russian News Agency, 'Tass', without controlling his temper. During this interview…. Sepp Blatter, having been suspended from the position of the President of FIFA …., declared that he refused to take any responsibility. He pointed to those who, in his opinion, are answerable for the disturbance shaking the world football ... The main initiator of his fall is the former No 10 "Blue" *(colour of French football jersey, explanation ours)*, Michel Platini. When asked about the reasons that could induced the Frenchman to dismiss him, Blatter answered: "Because he wanted to be the President of FIFA." His ambitions are at the root of the Federation as the suspended President sees it (Rauzy, 2015).

The authors of the articles interpreted the material in their own understanding and chose their own stylistic and visual means. In general, the assessment and the point of view in which an event is presented depends on the identity of the author. The main task of a sport article is to provide a careful analysis of events and their assessment. For this purpose, the author selects the necessary language forms and eliminates stereotypes. Syntactic constructions are chosen to strengthen the dynamics of the sport and to transfer emotions and associations in the subconscious level of perception. As part of an institutionalised code of culture, the language used participates in forming the national and cultural parameters of the discourse.

The concept of sport media discourse is wider in relation to journalistic sport discourse, which is part of it. Malysheva distinguished media content as the main category for journalistic sport discourse together with other criteria. These criteria are as follows:

1. The person who addresses the subject, who performs a certain social role and has a defined status and participates in role relations with other actors in the discourse such as the readers, listeners, the audience and Internet users.

2. The genre and stylistic characteristics of the discourse that are reflected in the verbal and cognitive action of the texts.

The core of sport and journalistic discourse is sport discourse, a discursive space that makes room for categories such as communication conditions, communication purpose, the subjective and objective characteristics of communication, a set of functional texts, their genre and stylistic characteristics and a representative concept system.

Besides sport and journalistic discourse, sport media discourse can include athlete and trainer discourse, sport official discourse, fan discourse and politician discourse if their verbal and cognitive activity is connected with sport subjects and the discourse is carried out in the sphere of mass communication. In this regard, any of the listed forms would cross and intercross with other discourse such as political, ideological, art, every day and household, among others. The experience of describing the poetic creativity of fans at thematic Internet forums or linguistic parameters in the analysis of a 'non-typical' genre of sport discourse such as an ice show can serve as an example. Sport discourse can be considered a difficult formation and a discursive space that includes discursive varieties with different criteria, but it is characterised by a thematic and conceptual community.

In studying sport discourse it is necessary to distinguish its basic categories (Zilbert & Zilbert, 2016, pp. 45-55), emotional breadth and evaluative research in connection with the nature of sport action entertainment (Trubcheninova, 2015), target audience and genre revelation (Komleva, 2012,

pp. 199-224). Participants of sport discourse represent three groups of language persona that are represented differently, depending on the communicative purposes. The participants of the first group structure their speech for achieving the sport result. It is easy to guess that this group includes athletes and their immediate interactors such as coaches, referees and administrators. The second group includes fans and the audience. Their function is to provide emotional assessment and a response to actions, and they reflect the readiness of direct participants of sport events. The participants of the third group are sport journalist and reporters who fix and describe a course of happening events to TV viewers, readers, radio listeners and the Internet community. Researchers have noted that mass media discourse needs the presence of TV, radio and print media journalists to fulfil its functions. In this case communication bears a unilateral character, with no feedback. The intermediary between this or that sport is a representative of mass media.

The mode of real time i.e. happening here and now is peculiar to sport. Sportsmen are active participants, and so are the audience and speech participants. The communicative status of 'observer' is allocated to the audience. In many types of sport, for instance, swimming, artistic and modern rhythmic gymnastics and figure skating, communicative interaction happens without the use of words during a competition. As a rule, referees' brief remarks, which explain their gestures, serve as communication in other sports. Lack

of structural completeness does not allow admitting referees remarks as texts. They are closer to signals, whose main purpose is to cease, renew or continue sport actions. The remarks of the audience are a peculiar type of feedback. However, they are also poorly structured. The specified characteristics refer this type of speech communication to the sphere of colloquial discourse.

Many texts of written discourses show a precedent for sport discourse. In this regard, the special vocabulary and phraseology of sport discourse are the only sign that they belong to the sphere of sport. Oral and written sport discourse combine sports and mass information features owing to the fact that they are broadcast on channels of mass media. Sport differs in the increased emotionality and implements educational and recreational functions for effective discharge. It is noted that fans whose main activity is gathering sport information fully feel the influence of information and the educational, analytical and propaganda functions of sport discourse, while more indifferent fans are limited to the information and recreational functions. This functional diversity fully defines the peculiarity of the structure of sport discourse as a genre of discourse.

Subjects of sport discourse such as sportswriters, sportsmen, their coaches, sport doctors, organisers and leading sport organisations deserve individual attention. The subject of gender was introduced in sport discourse in the last century. Seeking to inflame the reader and to make the message interesting, many journalists use unusual images and even create new words, very often resorting to the traditionally developed stereotypes. Authors do not use fresh language devices and expressions frequently. Men and women are equal in sport. Nevertheless, the gender stereotype is constantly presented in the print media, as, despite the advances of modern times that women will be women and men will be men. Today, there are more and more successful sportswomen. For this reason one of the perspective branches of modern linguistics is the study of gender vocabulary in sport discourse. This research is especially topical if it is based on the written types of discourse, as it is possible to retrace development and change in the meaning of this or that lexical item, stereotype, change or preservation.

It is necessary to realise the specified processes, and consequently, the new techniques of overcoming difficulties in cross-cultural and interethnic communication as required in a multicultural world community. Team sport is of special interest. English sport discourse construction is different from Russian sport discourse in several aspects due to the influence of worldviews and sociocultural communication in the world of sport.

It is well-known that the majority of popular sport such as basketball, volleyball, rugby, tennis and baseball originated in English-speaking countries, which undertook an onomasiological activity of designating this new sphere of public life. They also took charge of developing the rules of the different sport and went on to

develop and improve sport. Tactics and technique were changed, while the basic concepts and regulations were detailed. These processes became reflected in the terminology used, which was constantly refined and extended. Therefore, the English terms used in sport are different from those used in the Russian language.

Researching the process of term formation in English sport discourse shows development of terms not due to promoting the qualificative indicators of their modification. A large number of specific terms are used. In English an attributive model represents a convenient and efficient means of forming specific terms and this is the most widespread method. The word-formation features of English with its unlimited opportunity for conversion are one of the main reasons for attributive attraction.

The majority of the attributive model combinations are characterised by transparency of the internal form. The meaning of a polylexeme term is usually derived from the meanings of its components. In this regard, deriving meaning in Russian causes difficulties. On the one hand, it is connected with more detailed English term-fixing, which is absent in Russian. On the other hand, it is connected with the different systems of both languages. The Russian language is practically deprived of conversion; this includes combinations rendered in Russian, which tend to be a long description: 'high post play' is 'an action of the centre player who is in the front area of the free-throw lane'; 'full-court play' is 'a combination of players arranged in the full court'; 'driving play' is 'a basketball pass'. As we see from the examples, no rendering of the term in Russian is possible without a descriptive translation, even when used calquing. Thus, the majority of terms in sport discourse require a broad and descriptive translation in reference to this context.

The specific and differential peculiarities of sport discourse terminology must be appraised subjectively as the naming unit of the same denotation is based on different features depending on the individual perception of the person or persons taking part in the communication. This inevitably leads to the subjective element in introducing terms, synonyms, nonce words and terms originating from the author. Expressive and appraisal connotations in deriving the meaning of many terms is explained by the fact that this is traditionally considered nontypical for terminology and presents a certain difficulty in adequate rendering of the semantic meaning of terms in the target language. It should be noted that the connotative component of some terms consists of expressive and pragmatic semes, which are mostly rendered through expressive and figurative language, not through rational, logical language. It is not always easy to find an exactly corresponding term in the target language (Yarmolinets & Shcheglova, 2014). However, it is necessary to prevent ethnic conflicts triggered by use language and cultural differences.

The term 'backdoor play' is a typical case of combination theory that contradicts

the object-logical meanings of the compound words. As all actions are direct in sport, no action made somewhere behind the scenes, outside of the public eye, is possible. So, the combination 'backdoor' and 'play' is logically impossible. However, there are tactical combinations that may be performed behind an opponent in a game that he does not notice. These combinations are performed seemingly in secret, therefore, they are denoted as 'backdoor'. Thus, 'backdoor' receives an emotional connotation and gains a figurative meaning in this context and means 'a combination of tactical actions behind an opponent'.

Graphic illustrations help a lot. They play on technique and tactics. The combination of context and graphic illustration is used to find the equivalent term in Russian. For instance, the compound term 'low post' means 'a tall player', who usually acts as a central player in a game. The graphic scheme of the tactical combination identifies the position of the player as being 'low', that is, he is in the 'the low lane of a free throw'. Thus, 'low post' is 'a central player in the low zone of a free-throw lane'.

Contextual verbal term combinations, which are infrequently used and are limited to one idiolect and are used for specific actions in a game using a ball represent difficulties in translation. A verbal component has no sport terminological meaning and often differs in its figurativeness. Connotative meaning refers to the denotative meanings of the neutral verbs used in specific combinations within a term system. It causes associations that are peculiar to

words, used in terminology that produces individual emotional and evocative nuance to the collocation: 'to cough up the ball', 'to fling the ball', 'to pass a ball carelessly'; 'to blanket the ball'; 'a ball is passed over a net using a blanket' etc. These terms were used in the Olympic Games to express the same specific action using a ball, but they are distinct in expressive connotation. This diversity is not available in the Russian language.

The above-mentioned peculiarities of sport discourse terminology have led to a phenomenon called 'buzzwords' (vogue words) by linguists in sport communication. It arose from the need for quick and efficient communication between players and coaches during training and matches. To be sure, there are borrowed English terms in Russian sport discourse. Foreign coaches and players in top Russian teams are the source of these borrowed terms. The following examples were received from the informant-players of the team 'Locomotive-Kuban', who play in the top division of the Russian Basketball Men's Championship, the European Cup and the Euroleague. When the coach yelled "Deny!" all the players surround the players of the opposition team to prevent them from getting the ball. "Defence!" is the signal for all the players to defend. "Alley-oop!" is the signal for a short player to pass the ball to a tall player, who then jumps, catches the ball and puts it in the hoop. "Drop-step!" is the call for attack. "This is my house," is what the fullback says when he blocks a playmaker.

During training sessions, buzzwords

used by the team include: 'hand-off', which means 'to pass a ball from hand to hand', 'cross-over', which is a trick movement, when a player seems to move to the left only to suddenly veer sharply to the right to trick his opponents and 'buzzer', which is when a ball is shot through the basket, ending the game.

'Team language' is used by players during a game so that their intentions will not be understood by their opponents. This can be seen in English football discourse. The Glossary of Soccer Terms, 2016, gives the following example: 'Robert' could a mean: "Hey, someone is in an offside position; hold the ball, while players check their position." There is no player named Robert; the name is simply a code that the team have selected for one specific use so as not to alert the referee or their opponents. 'Corner serve' means 'to run to the corner with the ball' and 'in the mixer' means 'to kick the ball into the net'.

This discussion serves to show that the cognitive-pragmatic approach in ethno-cultural studies is necessary for successful communication in sport. Having generalised the empirical data of translation practice in sport, it remains for researchers to work out new models of sport discourse based on European languages.

## CONCLUSION

All the given parameters are equally important as sport mega-discourse is in rapid evolution and presents a definite part of any linguistic view of the world. The modern electronic-information society raises the question of choosing a language for communication and thought. The entropy processes involve transfer, intervention (language sphere capture) and attraction (language damage) phenomena, which are involved in the poly-linguism process that influences the processes of acquiring new languages and conserving native languages. Modern society, entrenched in digital techniques and communication, remains split in social, ideological and national relationships. Understanding intercultural sport interaction remains topical and problematic although sport plays a significant role in modern society.

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# The Specifics of an Estimate Discourse of Gender Stereotypes in Small Forms of Folklore in a Network Discourse of Electronic and Information Society at the Beginning of the 21st Century

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## ABSTRACT

Philosophers and historians considered society as the expanded family in the middle of the 19th century. The current state of the institution of the family is characterised by various parameters. The electronisation of the modern information society makes it possible for folklore to be easily shared among Internet users. Many of the crisis processes that are observed now in the family are the continuation of tendencies formed in those years when the family was the unique intermediary between the individual and society. Research testifies to this. Social, political and economic change in Russia in the past and at present make the study of the family especially interesting. Folklore available on the Internet, because of its small forms is convenient for sociological analysis. It provides anthropologists, culturologists and sociologists with additional data as other sources provide only fragments of statistics.

## INTRODUCTION

National culture or folklore is an informal collection of different types and forms of art that have entered the collective

tradition of a people. Folklore very precisely reflects reality, being part of culture and depending less on ideology, official views and norms. This genre is almost not subject to censorship and shows events as presented by their creators, and not according to the taste or requirement of a ruling regime (Lebed, 2003; Logins, 1988; Toporkov). One of the main differences between folklore information (as a part of culture) and data from official texts is that it is not forced to adapt to the purposes and problems of the state system. National culture seeks "to give magnificent young growth in those parts of the globe where there are totalitarian modes and strict censorship... Communication between these phenomena, apparently, is inversely proportional" (Dandes, 2003, p. 189).

Works of folklore as material for social research have advantages not seen in other sources of information as they are created "not by request" as "It is the peculiar store of popular wisdom crystallizing within centuries and reflecting various aspects of ordinary life of many generations" (Dandes, 2003, p. 189). Folklore is created, transferred from person to the person and lives in time, and all this has been apparent long before researchers appeared. In this regard the objectivity of folklore sources is rather high. "Folklore represents [a] socially authorized 'outlet' allowing society and its separate subgroups to express, overcome and transform the fears, the inhibited desires, irresolvable conflicts, imperious and destructive aspirations, etc." (Dandes, 2003, p. 189). Works of national culture

are characterised by the wide range of problems concerning society. "Folklore can be considered as the most exact barometer of public opinion on different questions" (Dandes, 2003, p. 189). National culture usually quickly and adequately reacts to legal innovations and changes in sociocultural norms and reflects and estimates important processes in public life. "Folklore," as one of the founders of phenomenological sociology, Schütz, put it, "is one of the types of standardization and an institutionalization of behavior models."

In recent years researchers have begun to study the erotic elements that are observable in folklore. The most prominent scientists understand the historical and esthetic value of forbidden, 'treasured' layers of Russian folklore well enough. Their names are worth mentioning: Uspensky, Shane, Zhelvis, Plutser-Sarno, Toporkov, Loginov, Borisov, Trykova, Shcherbina's (Harchev, 1979; Karabulatova, Khachmafova, Bricheva, Nescheretova, & Bersirova, 2015; Sheyn, 1903; Uspensky, 1994). Emergence of the works of these writers is probably connected with the keen interest society has shown in recent years in the subject of intimate relationships (Ryazantsev, Pismennaya, Karabulatova, & Akramov, 2014; Verkhovin, 1997; Zhelvis, 2001). 'Dirty language' in Russia was always subject to moral sanctions; however, it is impossible to extend these estimates to folklore texts and to interfere with their analysis. As fairly noted by Plutser-Sarno, "if we forbid studying the obscene, then it is all the same as though within fight against

drugs forbade experts to study a problem of drug addiction...." Many specialists in folklore and philologists have argued about the need for attentive studying of 'naughty', 'obscene' *chastushkas*, and their historical roots, for example, in the publications of Kulagina, "Sensuality in Russian chastushka" and "O, folklorable!" and Toporkov's "Sensuality in Russian folklore" (Toporkov, 1995).

The object of this research was change in sociocultural norms and values governing the relationships in a family and between a family and society as recorded in small forms of oral folklore. Social research into folklore, especially small forms of folk art (*chastushka*, anecdote, proverb), reveal their close connection with certain periods of history, efficiency of response to the topic of the day and their possible use as an information source that does not depend on the researcher or official views and norms.

The sociological analysis of small forms of folklore shows that in the first third of the 21st century the priority of private life in relation to family life has begun to weaken in mass consciousness. Today such benefits as family responsibility, the value of children as deposits for a safe old age and the authority of parents are gradually becoming less pronounced as other values such as individualism, independence and personal achievement are celebrated.

## METHODS

The family in crisis is the theme of the works of local and foreign sociologists such as Antonov, Arkhangelsky, Borisov,

Medkov, Sinelnikov, Sorokin, Le-Ple and Zimmerman. It is also seen in the classics of philosophy, philology, history and sociological science written by authors such as Thomas Hobbes, Immanuel Kant, Herbert Spencer, Henri Bergson, Sigmund Freud, Lunacharsky and Propp. Modern local and foreign sociologists, philologists, philosophers, specialists in folklore and ethnographers such as Akhiyezer, Zhelvis, Kasareva, Dmitriyev, Lisovsky, Vdovina, Martynova, Kulagina, Khachmafovoy, Karabulatova, Plutser-Sarno, Toporkov, Uspensky and Dandes also explored it. Noted works that used folklore as analysis material include Dmitriyev's "Humour Sociology" and "Sociology of Political Humour", Verkhovina's "Models of Economic Behavior and Their Verbalization in Russian Folklore" and "Experience of Interpretation of Monetary Stereotypes in Russian Folklore" (Verkhovin, 1997).

However, the listed works provide a fragmentary perspective of the family. The actual reasons for the breakdown of family and marriage are not exactly clear. Detailed analysis of the institution of the family is lacking. Works that come the closest to it are those by Lebed, "What is *chastushka*?" and "A Sociological Portrait of a Modern Family" (Lebed, 2003; Lebed, 2000). Researchers Karabulatova and Hachmafova (Karabulatova et al., 2015) also devoted time to studying the problems of the family institution and the relationships within a family on the basis of processing gender prose. However, there is very little work on studying the family and family relationships

using folklore.

This research used the integrated approach, making use of interdisciplinary, comparative-historical, structurally functional and institutional approaches. The novelty of this work lies in the complex application of various methods of research (quantitative, qualitative, comparative-historical) for studying ordinary interpretations of family norms and values of the past and the present as seen in folklore. Research traditions of such wide-ranging disciplines as philology, history, cultural science, anthropology and psychology are employed in this research.

## RESULTS

The family in a *chastushka* acts as a social institution functioning in interaction with other public institutions in certain historical contexts. At the same time, the *chastushka* is considered a sub-category of the song as an art form together with the categories of family biography and history. (TABLE 1)

The analysis of *chastushkas* in this research demonstrated that in choice of marriage partner, people look for characteristics similar to their own, as seen in the following example:

*People say that I'm unpretty*
*I don't try catch fancy*
*And all pretty handsome boys*
*Not so interest me*
*I go through a mountain*
*I go through sublimity*
*I'm a poor girl-orphan*
*Orphan-boy walks out with me.*

Table 1
*Theme hierarchy in small forms of folklore about the family*

| N | Theme | In % of all 'family' *chastushkas* |
|---|---|---|
| 1. | Courting, advances, courtship, marriage selection criteria, disagreement and quarrelling between partners | 53.51% |
| 2. | Intra-family relationships | 16.91% |
| 3. | Deviations from norms (adultery, illegitimate birth, multiple sexual partners*) | 10.99% |
| 4. | Sexual relationship | 9.77% |
| 5. | Homosexuality, zoophilia, prostitution | 3.25% |
| 6. | Divorce, alimony | 1.61% |
| 7. | Wedding, marriage | 1.21% |
| 8. | Voluntary renunciation of marriage and childbearing | 1.15% |
| 9. | Contraception | 0.50% |
| 10. | Abortion | 0.28% |
| 11. | Other | 0.87% |
|  | Total | 100.05%** |

*Multiple partners refers to having more than one sexual partner at a time
**The amount exceeds 100% because of rounding to the 100th share

Winch agreed with Weininger that in relationships, people are attracted to traits that are opposite to their own. In our research we did not find confirmation of this theory. The following *chastushkas*, for instance, shows that in selecting a marriage partner, young people, as a rule, look for similarity of temperament.

> *Silver water, silver stream,*
> *Silver gentle river.*
> *Need to find a guy for me:*
> *Battle and forever.*

Senter, in refining the theory of complementary needs, offered the tool concept. In his opinion, people choose spouses whose characteristics provide the maximum satisfaction of their requirements at minimum cost to themselves. Senter recognised that some requirements were crucial for men, such as leadership in the family, while others were crucial for women, such as privacy, care and concern. It is necessary for a successful marriage that men and women's requirements are matched and fulfilled, as revealed by our analysis of *chastushkas*. This idea extends to how youth ought to be treated, as shown below:

> *It is necessary to mow the grass,*
> *Leave of which winds.*
> *We must love those guys,*
> *Affectionately for us.*

Homans offered another perspective of choice of marriage partner. He stated, "... social behavior represents an exchange of values, both material and non-material... the person "exchanges" some qualities for qualities and properties of other people... What is given by the person can be for him cost... and what he receives – remuneration." Potential partners, according to Homans, are guided by an assessment of qualities both social and personal when choosing a candidate for marriage. If the potential spouse possesses characteristics that are mutually valued, the 'price' is determined and agreed on and the exchange can take place. Otherwise, there is conflict. Our research confirmed Homans' theory. At least, judging by *chastushkas*, future spouses are guided by similar criteria.

> *Spruce is growing on a mount,*
> *It is growing on the summit,*
> *Give me younger, dear God*
> *To my beauty that I've got.*

Despite confirmation of these theories, there is no sufficient basis for predicting the success of a marriage. Family stability and compatibility between spouses is not defined only by their personal and specific and psychological features. Many other circumstances influence the success or disintegration of a marriage. One major psychological factor that can affect the outcome of family life is producing children.

The prospect of "remaining unmarried for too long (for women)" or "remaining single (for men)" because of the need to carefully select a spouse does not frighten young people today. Careful selection of one's future spouse can drag on for years, resulting in several marriages or trial marriages. Table 2 shows the popular criteria Russians expect in a spouse today. Figure 1 shows that physical appearance and background are important criteria in a future spouse.

Table 2
*Criteria of marriage selection*

| | Criteria of marriage selection | Percentage |
|---|---|---|
| 1. | External data | 22.62 |
| 2. | Social status | 13.86 |
| 3. | Potentiality/Sexuality | 7.84 |
| 4. | Financial position | 7.67 |
| 5. | Influence of parents | 6.62 |
| 6. | Character | 6.53 |
| 7. | Age | 5.31 |
| 8. | Absence of addictions | 3.85 |
| 9. | Marital status of the partner | 3.02 |
| 10. | Territorial closeness | 2.65 |
| 11. | Creative abilities | 2.41 |
| 12. | Education | 2.37 |
| 13. | Nationality/nationality | 2.36 |
| 14. | Heroism | 2.12 |
| 15. | Family origins | 2.05 |
| 16. | Gravity of intentions | 2.02 |
| 17. | Morality/morals/chastity | 1.65 |
| 18. | Diligence | 1.47 |
| 19. | Though what, but that was | 0.44 |
| 20. | Pity | 0.07 |
| 21. | Religiousness | 0.02 |
| 22. | Other | 3.04 |
| | Total | 99.99* |

*The total does not add up to 100% because of rounding to the 100th share.

Diligence and skill are also important criteria that a spouse should have. This is shown in certain *chastushkas* and folklore. It is illustrated by the following proverbs and sayings: "Good for good, and hard-working for our brother," "From a face of water not to drink, was able to bake pies" and "Beauty will get accustomed, and Russian cabbage soup does not sip." However the importance of these criteria have declined over time. The *chastushkas* show that during the time of the revolution and civil war diligence was an important attribute in a future spouse but it is less so in modern times.

> *The example below highlights the important criteria:*
> *Will you marry me, dear girl,*
> *I can work the best of all:*
> *Reap and mowing, milking cows,*
> *Flailing in the both my arms.*
> *And all our little girls*
> *They don't know how sew the shirts.*
> *Stitching set they in advance*
> *They don't have the chance to get married.*
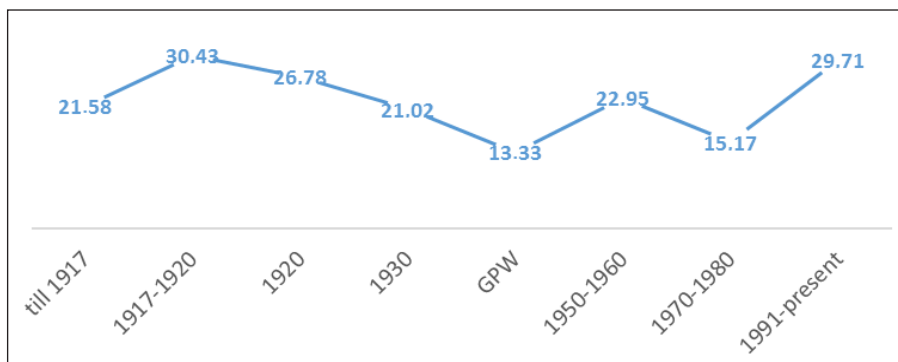


*Figure 1.* The significance of background as a selection criterion of marriage (as a percentage of the total number of *chastushkas* on marriage)

During the time of revolution and civil war, the *chastushkas* reveal that marriages were made with an economic motive behind them. In later years, what was more important was standard of living in the country, followed by the aspiration of youth to improve their financial position. In modern times wealth is a prominent theme (21.72%) and young people look to gain financial security by marrying a rich spouse. This tendency is clear in the songs of the early 1990s, which did not seem to be concerned with the source of the future spouse's wealth as long as he or she had a sizeable amount of it.

The third important criterion seems to be the ability of the partner to sexually satisfy his or her mate. This criterion gained importance at the end of the last century and continued into the present one. Up to the time of the Great Patriotic War it did not seem important but it gained prominence in the 1970s and the 1980s. This criterion was not important in traditional society as women were not expected to have sexual experience before marriage. Claims of sexual dissatisfaction in most cases were put forward by women turned off by impotence. Proposals were rejected for this reason, as seen in the following *chastushkas*:

> I've caught a noble eagle.
> I've wooed and got the mitten
> It's because my dick is tiny.
> Proposal is not so funny.
> You should marry without crank.
> Cock must be with quality mark.

Such themes became possible because of the drop in the age of puberty, the weakening of traditional morals and the increase in premarital sexual activity. The increase in sexual themes was also seen in comic folklore, as shown below:

> Funny times
> For all us started
> Fashion girls
> So early is matured.
> Little daughter in the play school
> Her virgin was broken by somebody fool.
> There was a time when I was so daring,
> I was sleeping with guys
> When I was thirteen
> And was so despairing.

However, it should also be noted in all fairness that the criteria of morality and chastity also grew at the same time.

Our research showed that the youth tend to ignore the counsel of their elders on marriage. One of the most significant criteria of marriage selection in Russia traditionally used to be personal character that revealed the attributes of the future spouse. This is the sixth important criterion seen in the *chastushkas*. The important personal attributes were kindness, masculinity or femininity, a cheerful disposition and honesty. These were deemed important for building a strong family. Where these qualities were lacking, the couple would break off the relationship:

> I'm walking, dear's plowing
> Plowing on a tractor sod
> We've walked and we've broken
> Pity, but we don't forge a bond.

Krasovsky has pointed out that women, especially those who were more mature, value good character very highly (53%). While men of all ages also value good character, they do not seem to value it as highly as women do (40%) (Krasovsky, 1994).

Age seemed to have a special bearing on marriage selection. This was connected with traditional views of the suitable age for men and women to marry and the age difference that should be between them. In the first post-revolutionary years, there was a sharp decline in marriage at a young age, probably because young people were no longer inclined to consider their parents' wishes regarding who or when they married. This rebellion is captured in some *chastushkas*:

> *Mother settled me whitebeard,*
> *I'll pull out him his beard.*
> *Please don't woo me, gramp*
> *We cannot to build a camp.*
> *I'm so young, and you're old*
> *I'm not going marry grandpop.*

In the 1930s when the older generation were becoming reconciled to the fact that children wanted to make their own selection of marriage partner, the importance of this criterion dropped sharply. However, this changed again during times of war when a disparity in the number of available marriage partners arose (Figure 2).

The high importance of age at marriage is confirmed by numerous studies and the statistical data they have collected. Women who married much older men seemed to do so for their high social status whereas men seemed to prefer very young girls because of their attractive appearance.

Another important criterion was lack of addictions, which is eighth in importance as a criterion of marriage selection. However, its influence has varied at different stages of Russia's history. During the pre-revolutionary period, the 20th century and the Great Patriotic War, the percentage of *chastushkas* in which harmful addictions of the partner are mentioned as being a hindrance to marriage is approximately identical: 2.28%, 2.23% and 2.08%, respectively. In the 1950s and
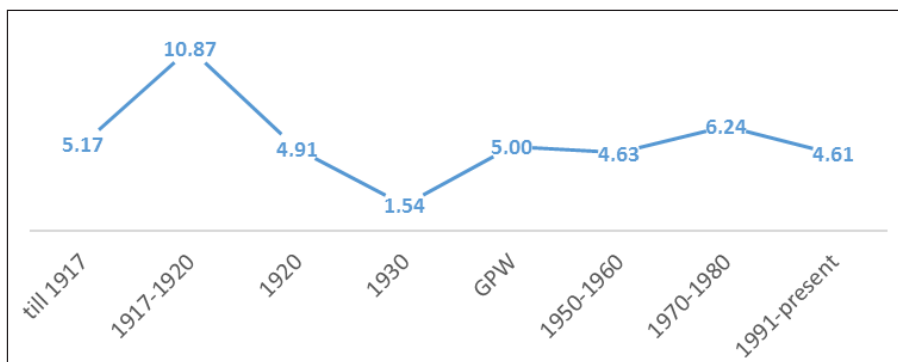


*Figure 2.* The criterion of age in marriage selection (as a percentage of the total number of *chastushkas* on marriage)

1960s the figure was 4.45%, and in the 1970s and 1980s, it grew to 17.88%. Today, it has fallen to 1.92% again. Apparently, these changes are connected with the dynamics of channelling addiction among youth and the attitude towards addiction in society. Today, it is impossible to find a partner who does not have addictions: "you will not find not smoking women now," is how one *chastushkas* puts it. Another attests that young people are forced "to cave in under the changeable world" and to be content with things the way they are. Addiction was previously attributed to men but in these post-war years, judging by the *chastushkas*, it is attributed more frequently to women as women today are drinking, smoking and using drugs on an equal frequency with men. More and more young women of reproductive age are now smoking. According to the World Health Organisation (WHO), Russia is among the countries with the highest percentage of smokers, and nearly 50% of Russian women who work smoke. This cannot but be reflected in the health of the newborn. This is referred to in some *chastushkas*:

> *No more smoking! - I've requested*
> *But she's gave birth me smoked girl*
> *Many times it was suggested.*
> *Smoking mother is crud at all*
> *Such "equality" not really it is pleasant to men:*
> *Seagull eating apples*
> *Only with a dearth*
> *Don't try look brides*
> *Among smoking girls*
> *And think that all stop smoking -*

> *It's really funny joking.*
> *But, dears smoking girls,*
> *Do you want to look heinous?*

Drug addiction is a huge problem for modern Russia. A closely related problem is the diseases that accompany it such as AIDS, hepatitis, tuberculosis and venereal diseases. In recent years the number of people using HIV drugs has increased; among them are infected expectant mothers and women who work. "Mother does not get forces to finish drugs and to carry out pregnancy prevention. Most often after the child's birth (sometimes healthy) the mother refuses it...." Even when the mother keeps her child, the child's future is bleak because of disease and social stigmatisation. Komi Clinic reported that 198 children are being raised in families where the parents use drugs. The *chastushkas* touches on this issue, referring to the situation without condemning the parents:

> *Hey, Ivan, don't mess around*
> *I'm going through cold turkey*
> *Calm the baby, I'm so downed*
> *And iron diapers.*

Communication with the married person increases eventually. According to our data the importance of marital status gradually declined over the years. It was important in the 1930s, and the *chastushkas* (10.77%) demands that prospective partners had to be single. In the 1970s and 1980s, however, this demand dropped (4.16%). In modern Russia monogamy is widely practised, while the percentage of remarriages is 26-28%, and 80% are divorced (Medkov, 2003;

Ostrovskaya, Karabulatova, Khachmafova, Lyaucheva, & Osipov, 2015; Ryazantsev et al., 2014). "Each person, at least, theoretically, is always a potential spouse for all persons of the opposite sex. In this case the fact that the state in marriage does not limit the person at all in the sense that he continues to remain the possible spouse in the latest marriages is important."

Territorial proximity (neighbourhood) is an important factor in marriage selection. This concept includes not only geographical distance, but also collaboration (in the village housekeeping). One *chastushkas* noted: "Do not give far in marriage," "you do not love the maid distant," "because of distant paths left a lover." Influence of this criterion on the choice of the marriage partner has gradually decreased, and among modern *chastushkas* we did not manage to find any songs that demanded territorial proximity.

The *chastushkas* also refers to creative ability as a criterion (2.41%). This quality is most often shown by girls. In this case it is not about special talents, but rather the ability to entertain the partner by, for instance, clowning around, dancing, singing or playing a musical instrument. Once again, we see here an orientation to short-term relationships based on superficial interest.

The 12th criterion considered important in a marriage partner is education level. The importance of this criterion has grown with the strengthening of the country's economy and social structures. During times of social crisis such as repressions and war, this criterion was not as important, however.

## DISCUSSION

The interest in the problem of changes happening in the institution of the family arose in the social sciences in the second half of the 19th century. Significant contributions to this study were made by the Swiss historian Johann Jakob Bachofen, the Scottish lawyer John Ferguson McLennan and the American ethnographer Lewis-Henri Morgan. Their efforts lay the foundation for a more evolutionary approach, and new ideas regarding marriage and family were introduced (Antonov & Sorokin, 2000). Friedrich Engels (Engels, 1982) and Pierre Guillaume Frédéric Le-Ple then introduced a sociological perspective to this study. Friedrich Engels was one of the first to investigate the transforming influence of the economic development of society on the family, while Le-Ple paid attention to how family dynamics could influence social and economic processes. Locally, Kowalewski led research into changes in the family institution as a result of changes in social structure, while Sorokin introduced the idea of "crisis of family" (Sorokin, 1994). During the Soviet period Harchev (Harchev, 1979) made huge contributions to this area of study through his complex analysis of marriage and the family in Soviet society of the second half of the 20th century. He proposed the use of the structural functional approach to analyse matrimonial relations.

Scientists today do not always agree on the reasons and consequences of the present condition of the family institution. In local sociological studies, two main concepts have become prominent, that of

'crisis' and 'progressivist'. Supporters of the crisis approach, Antonov, Borisov, Medkov and Sinelnikov, among others (Antonov & Borisov, 2006; Medkov, 2003; Sinelnikov, 1989), considered that the deep decline of the family was a result of industrialisation, which in the long run, led to unforeseen negative influences that resulted in the destabilisation and destruction of the family institution. Another reason for the breakdown of the family institution was the anti-family policy of the state, the researchers contended.

The opposite point of view was argued by Vishnevsky, Volkov, Hunger, Darsky etc. (Golod, 2008; Vishnevsky, 1992; Krasovsky, 1994), who considered the changes as being the positive processes connected with modernisation and democratisation of social structures. In addition, adherents of feminist theory in their aspiration as much as possible that women should be emancipated, sharply criticised traditional family values, including marriage and motherhood, as being serious hindrances to self-realisation of the woman as an individual (Ayvazova, 1994).

The differing views presented in the literature and the lack of objective data in this area make folklore an important source of information for social research into this important subject. Studying folk art gives us the chance to better understand how people at one time perceived family and marriage. The majority of folklore is universal in theme, tone and conclusions and folklore is indeed a genre that appeals to all strata of society as it contains life situations that resonate with children, youth, adults and the elderly. A special category of folklore is the humorous or comic genre such as *chastuskas*, anecdotes, taunts, nicknames, nursery rhymes and arcanas. Humour and comedy are vital aspects of culture and will always have appeal and legitimate function in social relationships.

## CONCLUSION

We can conclude that in the middle of the second decade of the 21st century, the family as an institution and marriage are no longer as important as they once were. New social norms are being fixed now, and these include having fewer children. The family is no longer the centre of education of young children as families are incomplete, with single parents, especially single mothers left to raise children.

The evidence presented by forms of small folklore is that the family structure has undergone serious change in every decade (Antonov & Sorokin, 2000; Ostrovskaya et al., 2015; Ryazantsev et al., 2014; Sinelnikov, 1989). Marriage and the family have become devalued (Karabulatova et al., 2015; Voronina, 2004; Zdravomyslova, 2003), while single life is widely accepted. Marriage is no longer considered for life and short-term relationships are common (Volkov, 1986; Voronina, 2004; Zhelvis, 2001). Research seems to show that the opponents of a complete family are generally women (Antonov, 1986), who seem to think that the participation of men is necessary only to conceive children and nothing else. With no new social norms and incentives for

marriage or its strengthening and for having a complete family, familicentrism seems to have given way to egocentrism as the new norm of Russian society.

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## SOCIAL SCIENCES & HUMANITIES

# The Evolution of the Concept of Public Health in Modern Youth Discourse

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## ABSTRACT

Health serves as an objective prerequisite for social activity in any efficient social structure. The position of people in an unequal system influences their behaviour and society's resources through socio-cultural and socio-economic factors in the health sphere. The concept "health" and its opposite term, "illness", are subjective phenomena of culture, and not only the characteristics of a body's physiological state. However, semantically, in modern Russian consciousness, "illness" has far-reaching associations. The sociological context of public health is extremely important. From the social point of view, health is presented as an objective factor for the self-actualisation of individuals in society; consequently, it is one of the parameters of the quality of life for individuals and social groups. The results of this research can serve as a basis for a comparative analysis of health and disease in various cultures, the importance of which is emphasised in the literature.

*Keywords:* Health, medical sociology, public health, social work, the youth

## INTRODUCTION

Public health has been researched since the beginning of the 1990s. Health is defined as a key social problem in the works of Medik (2003), Venediktov, Matros (1992), Lisitsyn, Yuriev (Yuryev & Kutsenko, 2000). Social inequality and lifestyle limit access of some groups to healthcare service and resources. These important parameters have been the subject of much research as out new methods and approaches to solving them are worked out (Eliseeva, 1997).

While the literature defines the problem of social differentiation in health, but it does not explore it in much depth or provide answers that are adequate. Population samples have not been studied with the objective of discovering the reasons for this differentiation. This may be seen in articles written by Medik and Osipov (2005), Tapilina (2004), Panova, and Rusinova (2005) and Shilova (2007). Social differentiation analysis in health, which has led to the development of theory and social practice, should be carried out at population and representative level. However, this has not been implemented as yet.

Doctors have paid much attention to defining the concept 'health' since the advent of scientific medicine. Defining health and its parameters remains a vital subject of discussion in the medical field. One may say that health is disease clearance. Health may also be understood as a day-by-day condition and state of the individual (*Today, you are not ill; therefore, you are healthy*). In the second century, the famous doctor Galen from Pergamum wrote, "Health is that state in which we do not suffer from any pain and are not limited in our life activity." Absence of the symptoms of illness is not a guarantee that the pathological process does not begin or end in the human body (Moscovici, 1961). The World Health Organisation (WHO) considers health as a positive state that characterises a person in general and defines him as being in a state of full physical, spiritual (psychological) and social well-being, and not just as disease clearance and disability (Sim & Mackie, 2016). This confirms the need for a topical study of social differentiation in health using a representative sample that considers the complexity of the key parameters that define health such as the social, economic, demographic and cultural parameters.

The modern socio-economic, techno-industrial and political development of society is the result of the global strategy of progress of human civilisation, intensifying and raising in an uncommon way the value of human resources. However, it also reveals a conserved tendency to 'traumatise' the population; assault from the industrial, politico-military, terroristic and other social elements can often lead to physical injury and damage to people, causing them to suffer poor health. In modern society, we see many with physical disorders today and the segment of society that seems to be most affected by this is the young, active population of the country. When the youth of a nation are in ill health, it becomes severely handicapped in its socio-economic, socio-politic, cultural and moral life. Public health, then, is a concept of modern life that

needs immediate investigation.

## METHODS

The operational scheme of public health used in various studies, as a rule, has been based on the position of people in society depending on their adaptation to modern living conditions and medical statistics. In our opinion, this scheme does not reflect the concept of public health in a poly-cultural society as the character of such a society imposes specific tendencies on public health and therefore, studying public health in the context of such as society requires another approach. In such a context, it would be more important to diagnose the sociological context of public health for the purpose of finding out how obvious realities of a poly-cultural society are manifested in the health of the people as well as to find out the ensuing results of such manifestation.

The aim of this research, conducted in the period 2015-2016, was to study the peculiarities of the social images of health and illness among youth and to learn the dynamics of these images (Eidson, Clancy, & Birkhead, 2016). The analysis of these images, we believed, would indicate what young people think and feel about health and illness and to discover whether their image of health is strong and firm. The object of the research was the youth. Two hundred and ten students of different specialties, including students who were working and studying, took part in the research; of the total, 170 were women and 40 were men. They were aged 18 to 35 ($M_{age}$=20.9 years old, SD=3.4). Seven questionnaire were

rejected because they were only partially completed. Social images of health and illness and the peculiarities of image dynamics were the subject of the research.

We made an assumption that there was a change in social images of health and illness in society today. However, we believe that the polarity of 'strength'-'weakness' that is true of health remains unchanged. A change in images of health deals with the elements that attend healthcare activities. A change in images of illness deals with the elements that indicate how it is being cured.

The main method of research was the questionnaire. The questionnaire consisted of three parts. The technique of associations was used for finding out the structure of ideas about health and disease in the first part. The second part contained questions about health support measures, health risks and the groups in which these problems are usually discussed. The third part included demographic questions. The received data were analysed. The prototype and content analyses were used.

One point of view describes the health of an individual as the process of preserving and developing biological, physiological and mental functions in order to perform at optimum level at work and in social activities. Modern researchers suggest modifying this concept: In medicobiological aspect, health is the state of an organism in it is capable of self-improving, developing its bio-physiological functions and being active in changing environmental conditions without stable changes in the internal environment. In terms of psychology and

hygiene, health is the person's capability for integral behaviour that is focussed on satisfying his own needs, including the need for self-development and meeting the requirements of the social environment, state and society.

The health of a person is largely a causal phenomenon. It can be mainly determined by internal causes and depends on many causal internal processes and factors. Health parameters cannot serve as a reason for making decisions that are directed on optimising the living conditions of large groups of the population. The average health level of the population always serves as an indicator of the environment's favourable or negative influence on people. The concept of public health is used to solve social, economic and political problems that affect the health of the people.

Public health is the main feature or property of a human community. It is the natural reflection of the adaptive reactions of each member of the community as well as the whole community's ability to fulfil its social and biological functions under specific conditions. Public health parameters can be significantly different from one another under various different social and economic, eco-hygienic and natural conditions. This allows us to talk about different qualities of public health. The specificity of regional living conditions determines the probability degree for achieving the best level of health and creative work in the individual's lifetime.

Public health also characterises the viability of all society as a social organism and its possibility of continuous harmonious growth and social and economic development. The level of public health serves as the best and most comprehensive indicator of living conditions on which it depends. Public health is not something static and locked; it is in constant flux depending on external and internal situations. Characterising a certain level of any community's health captures a 'photograph' of its medico-demographic status. The dynamics of vital potential losses, nosological profile transformation and changes in length of life are a series of such photographs. It is these that allow us to understand the essence of the medico-demographic phenomenon that is happening. They also allow us to find ways of predicting public health status objectively and of working out the ensuing life-saving measures.

The problems of defining the quality of public health are inseparable from the population's living standards. It is well-known that health status is determined not only by the health system, but also by living conditions in the country. Modern living standards are measured by indicators that include employment and social protection of the population, individual status and personal liberty, ethics and legal, social and medical norms, education and culture and provision of citizens with the main material and spiritual benefits, including a sanitary and natural protection. The self-protective behaviour of the population i.e. people's attitude towards their health and that of their relatives also has great significance.

## RESULTS

Our research showed that the health of the nation depended on the health system state only by 15%, on genetic factors by 20%, on ecology by 25% and on social and economic conditions and a person's way of life by 55%. Autonomous nonprofit organization Levada Center conducted a research project called Kuryer-2008-11 in 2008, which showed that nearly 93% of the respondents defined health as a special important purpose in life ("The All-Russian Archive of Sociological Data", 2016).

Conditions, circumstances and special reasons that are all risk factors for contracting and developing diseases are more responsible for the quality of public health than others. The projection of risk factors on the reasons for premature mortality, developed by experts from WHO, confirmed that there are enough accurate correlations between risk factors and the change in public health level.

Science, facilities, architecture, transport means and sanitary infrastructure promote the creation of 'civilisation armour' that can protect people from negative environmental impacts. The biological properties of each person and environmental conditions influence public health (Figure 1).

Based on the model developed by the experts from WHO, Lisitsyn, in 1987, suggested grouping risk factors by health value.

Table 1 shows socio-economic factors such as way of life, environmental conditions and genetic background affect health greatly, while natural conditions also define many features of the population's health. Socio-economic factors have the greatest influence on health. They include:

- living conditions, including housing size and quality, district heat supply, water supply and sewerage available;

- redevelopment of the area;

- degree of urbanisation of the area;

- quality of recreation resources;
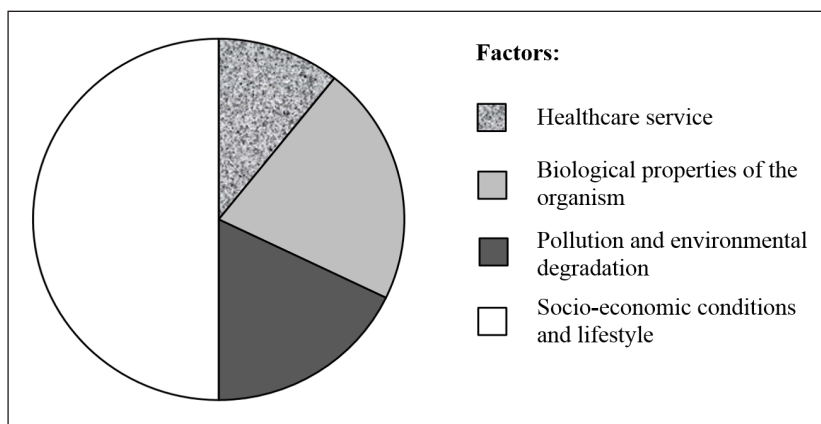


*Figure 1.* Model of the role of external and internal factors influencing public health by experts from WHO

Table 1
*Risk factor grouping*

| Sphere | Health value by volume weight, % | Groups of risk factors based on lifestyle and socio-economic conditions |
|---|---|---|
| Lifestyle and socio-economic conditions | 49-53 | Smoking, tobacco consumption, unbalanced improper feeding, alcohol consumption; harmful labour conditions, stress situations; adynamia, hypodynamia; bad living circumstances and conditions, drug usage, drug abuse; unstable families, loneliness; low educational and cultural levels; excessive urbanisation |
| Genetics, anthroposomatology | 18-22 | An underlying risk for hereditary and degenerative diseases; cancer |
| Quality of external medium, natural environment | 17-20 | Air pollution, water and soil pollution; housing pollution and food contamination; health hazards; a sharp change in weather; increased radiation, increased magnetic and heliospace radiations etc. |
| Healthcare service | 8-10 | Inefficient preventive treatment; low quality of medical care |

- addictions (alcoholism, smoking, drug addiction);

- quantity and balance of dietary intake;

- the population's revenue position;

- development of social assistance to needy groups of the population;

- availability or lack of good jobs;

- availability and quality of education;

- influence of information to change people's mentality;

- family dynamics and issues of morality: divorce, abortion, suicide, crime, including murder;

- migration mobility (for instance, moving from rural areas to the city);

- specificity of lifestyle in regions with various natural, social, ethnic and religious features.

The next biggest influence comes from the environment and the degree to which it is polluted:

- the air;

- natural open and subsurface waters;

- the soil;

- geological structure of the area;

- plants and wild animals.

Clearly, the elements of public health always have a certain regional specificity. For instance, there are diseases that are mainly determined by physical factors such as low air temperature, high humidity, strong winds, a sharp drop in atmospheric pressure, very active geomagnetic phenomena etc. in polar areas. During geomagnetic storms, they can cause ailments such as flu and flu-like illnesses, meteosensitivity, catarrhal diseases and cardiovascular system disorder. Biological element hazards include viruses and vectors that transmit disease like

mosquitoes, ticks, poisonous plants and animals. Different diseases are located in different geographical conditions.

The quality of public health can be estimated using many indicators, but the most important and reliable are as follows: life expectancy (LE), standardised mortality rates (as co-factors and main factors), infant mortality, general diseases and social diseases such as venereal diseases, alcoholism and HIV infection. The analysis of these indicators allows us to estimate the health of the population rather precisely and to compare different regions with one another. The health status of a region provides information about its social and economic situation.

The most objective assessment of the health status of rather small human communities is done from special medical examination of children and adults using the definition technique of 'groups of health'. Based on objective medical data related to physical state, people who have passed a medical examination are divided into five groups: healthy; healthy with functional and some morphological changes (no chronic diseases, but having different functional diseases); sick, with chronic diseases (compensated state); sick with chronic diseases (sub-compensated state); and seriously sick needing bed rest, disabled groups I-II (decompensated state).

WHO has suggested estimating the health of people at the ages of 1, 15, 45 and 65 when they have a medical examination. This would provide an objective opportunity to reveal changes in public health within

each regional group of the population and to compare different regions with each other. The results of this assessment will indicate the health level of different regions in the country such as optimum level of health and poor level of health.

Health assessments play various roles in the life of societies and groups; they are extremely difficult to make and are sometimes quite contradictory. It should be noted that there are at least two interconnected historically determined tendencies in health assessments. The first supposes that good health and physical development raise one's social status i.e. they allow for career progress through promotions, enhance selection as spouse and enhance biological survival in physical competition between groups and individuals. The second tendency shows that the true and false symptoms of health could and can serve as reasons for persons and groups that have economic, legal and cultural advantages, among others. Furthermore, these reasons are united by humanitarian values, welcomed by certain groups of people and often take the form of ethical standards, being fixed in the socio-legal and socio-economic spheres of society and separate social groups.

The spiritual orientation of some Christians sometimes causes them to neglect health or to impose behaviour on others that could harm their health. For their religious beliefs, some people are known to even mutilate themselves or refuse medical treatment when ill. There are also those who display their physical defects in public to

receive social advantages in Russia. These tendencies emphasise the ambiguity of public health problems as they may present themselves visually in society. There are also conceptual problems to do with the categories as they exist.

The respondents proposed 1066 associates with the object 'health' and 1089 associations with the object 'illness'. A conceptual dictionary was compiled for each object. It included 280 different concepts as to health and 311 concepts as to illness. The analysis of associations for each object is summarised below.

**Health Images**

Table 1 shows the core zone of images about health, which were: sport, strength, good mood, pleasure, healthy eating, happiness, good health, beauty and vivacity. The peripheral system constituted a potential zone of change: absence of diseases, doctor, activity, illness, walks, drugs, well-being, smile, healthy lifestyle, life and vitamins. The proper peripheral system of images included: activity, freedom, dream, self-confidence, fresh air and rest. "Sport" and "strength" were the most quoted elements. On the one hand, the element "sport" indicates the activity of an individual; on the other hand, it includes health support. There were also other elements in the structure of images, indicating ways and conditions of health support: healthy eating (core zone), walks, healthy lifestyle, vitamins (potential zone of change), fresh air, rest and dreams (proper peripheral system). Four elements of the core zone concerned

the physical aspects of an individual's health i.e. "strength", "good health", "beauty" and "vivacity". At the level of health image was a "visible" phenomenon that had positive estimated physical lines i.e. beauty. The specification of the physical part of health in the peripheral system is realised through the elements "disease clearance", "well-being" and "activity". The element of the peripheral system "disease clearance" indicated that health is defined not as a positive condition, but as disease clearance for the respondents. There were three elements i.e. "good mood", "pleasure" and "happiness" in the core zone of images. "Smile" as a positive emotional expression was contained in the potential zone of change in images. These made up 53.47% of all the uttered associations (Table 2).

The following analysis of all the offered associations based on the elements of the core zone (Cohen's Kappa=0.69) allowed distinguishing the main categories of images such as 'ways and conditions of health support' (sport, healthy eating, walk, healthy lifestyle, activity etc.) – 29.55%; the physical well-being of a healthy person (strength, vivacity, beauty, good health etc.) – 22.51%; and positive emotional expressions (pleasure, good mood, happiness etc.) – 13.7%. The additional categories connected with the elements of the peripheral system such as disease and treatment of a patient: influence agent, ways and means (disease, doctor, drugs, hospital etc.) – 5.91%; and the social and psychological 'characteristics attributed to a healthy person' (self-confidence, carelessness, vivacity etc.)

Table 2
*Elements that formed the core and peripheral images of health*

| Frequency of Associations | Average Rank of Associations | |
| --- | --- | --- |
| | **< 3.08** | **≥ 3.08** |
| **≥14.5** | Sport (68; 2.54) | Healthy lifestyle (23; 3.13) |
| | Strength (48; 2.31) | Life (17; 3.65) |
| | Good mood (44; 2,64) | Vitamins (15; 4.47) |
| | Pleasure (41; 2.63) | |
| | Healthy eating (35; 3.03) | |
| | Happiness (34; 2.82) | |
| | Good mood (31; 2.23) | |
| | Beauty (24; 2.88) | |
| | Vivacity (23; 2.52) | |
| **<14.5** | Disease clearance (14; 3.00) | Activity (14; 3.14) |
| | Doctor (13; 3.08) | Freedom (14; 4.21) |
| | Activity (13; 3.08) | Dream (13; 3.69) |
| | Disease (12; 2.92) | Self-confidence (12; 4.08) |
| | Walks (11; 2.64) | Fresh air (10; 3,20) |
| | Medical drugs (10; 2.60) | Rest (10; 3,80) |
| | Well-being (10; 2.8) | |
| | Smile (10; 3.00) | |

– 3.53%. About 75.2% of the respondents explained the categories of all the offered associations in the restructured type. So, the key components of images about health were as follows: ways and conditions of health support, physical well-being, activity and the appearance of a healthy person and positive emotional expressions.

**Illness Images**

The core zone elements of images about illness were as follows (Table 3): pain, temperature, hospital, weakness and paracenesthesia. The peripheral system (potential zone of change) included such elements as death, fear, cacesthesia (lack of strength in patient), bad mood, tablets, medical drugs, doctor, bed and fatigue. The proper peripheral system of images was formed by such concepts as cough-nasal catarrh, drowsiness, pricks and boredom. These concepts made up 48.5% of all the associations.

It turned out that illness was mostly associated with physical symptoms such as "pain" and "temperature". Other physical components of the core zone of the images were "weakness" and "paracenesthesia". The potential zone of change included "cacesthesia" and "fatigue". The element "weakness" was supplemented by the element "cacesthesia". The element "bed" can be doubly interpreted as weakness, lack of strength, or as torpidity, physical inactivation. Finally, the physical part of

Table 3

*Elements that formed the core and peripheral images about illness*

| Frequency of Associations | Average Rank of Associations | |
|---|---|---|
| | **< 3.15** | **≥ 3.15** |
| **≥24.5** | Pain (80; 2.95) | Medical drug (46; 3.20) |
| | Temperature (45; 2.86) | Doctor (41; 3.49) |
| | Hospital (44; 2.91) | Bed (30; 4.13) |
| | Weakness (38; 2.11) | Fatigue (26; 3.31) |
| | Paracenesthesia (31; 2.55) | |
| **<24.5** | Death (23; 3.09) | Cough-nasal catarrh (19; 3.16) |
| | Fear (22; 2.73) | Drowsiness (12; 4.33) |
| | Cacesthesia (16; 2.56) | Pricks (10; 3.60) |
| | Bad mood (16; 2.75) | Boredom (10; 4.20) |
| | Tablets (15; 2.67) | |

illness was presented by such elements as "cough-nasal catarrh" and "drowsiness" in the proper peripheral system.

The element "hospital" indicates medical treatment conditions. It is concretised by means of such elements as "tablets", "medicine", "doctor" (potential zone of changes) and "pricks" (proper peripheral system). The presence of this element in the core zone can be explained as a certain social context in which there is the treatment of a patient and the doctor's interaction with the patient. The prototype illness is followed by the serious state of the patient that requires his being admitted in hospital. Practically all the elements in the core zone are physical symptoms of illness. The emotional expressions connected with illness can be the elements of the core zone in a group of minorities (element location). The illness image by the group of minorities was negative because it contained elements like "death" and "fear".

Analysis of the empirical material was reconstructed using the components of the core zone for the main categories. The following results were obtained (Cohen's Kappa=0.74): physical symptoms of illness and the state of a patient (pain, weakness, temperature, paracenesthesia, cacesthesia, fatigue, "cough-nasal catarrh" etc.) – 32.14%; patient treatment: influence agent, means and ways (hospital, tablets, medical drugs, doctor, pricks etc.) – 20.2%; negative emotional expressions (fear, bad mood, boredom, grief etc.) – 14.8%; and torpidity (bed, bed rest, physical inactivation etc.) – 6.98%. About 74.1% of the respondents' answers were considered in the analysis. Other categories included aetiology, social and psychological characteristics of patients, specific diseases, appearance of the patient, lost time, internals and apparatus and social relationship. The key components of images about illness were physical symptoms and the reaction of the patient to treatment. Also included were negative emotional pains and torpidity of the patient. However, these

categories concerned individual images of illness.

As was seen in research done in 2002 (Bovina, 2005), images of health and illness were formed around the elements "strength and weakness". It should be noted that "strength" is one of the key components of health images in the research conducted using a methodical tool different from what the representatives of other age groups use in other Russian regions (Vasilyeva & Filatov, 2001).

Compared with the results obtained 2002, the comparison of images of health and diseases in this research showed that health was a more difficult phenomenon to conceptualise for the participants of the research than was illness. When it came to health the core and periphery contained a larger number of elements than in the case of illness at the level of images. The statistical analysis of element frequency in the core and periphery of images showed that illness image was a little more coordinated than health images (p=0.056). The physical aspect was more expressed in the case of illness images ($\varphi$*=-5.04; hereinafter $\varphi$-criteria * was at a level not exceeding p<0.05).

According to the results of the two studies, in 2002 and then in 2006-2007, the comparison of the same images showed that methods and conditions of health support, physical well-being of a healthy person and positive emotional expressions were the key components of health images. However, the detailed analysis of the core zones of ideas indicated partial coincidence of the elements in these parts of health images (sport, beauty, strength, pleasure, vivacity). The stability of the element "strength" that is mostly rooted in Russian culture was of great interest to us (Bovina, 2005). Other elements of images did not coincide. In the research conducted in 2015-2016 such elements as "good health", "good mood", "healthy eating" and "happiness" that were pointed out were also in the structure of ideas in the research of 2002, but they had become part of the core in the later study. These elements had been part of the peripheral system before (Bovina, 2005). It was curious to see the element "health eating" among the core images i.e. there were two elements "sport" and "health eating" that indicated means of health support. The element "life" that was part of the core zone in the research conducted in 2002 was now part of the potential zone of a change in images (the research of 2015-2016). With relation to the structural approach of the social images theory, these non-coincidences in the structure of the core indicate changes in the health image (Abric, 2001).

We found an interesting fact at the level of the peripheral system. In 2002 there had been elements that indicated various actions and conditions necessary for health support. However, the concept "healthy lifestyle" was used rather seldom (mentioned only six times) in the core zone of images, while in 2015-2016, 11.3% of the respondents made the association. Now this element was in the potential zone of a change in images. This concept has been rather widely used in communication and also in public

discourse in mass media. This concept in images probably assumes a number of measures for health support implementation and behaviour system, which are regularly carried out. The 2015-2016 results indicated that there was an indication of an unhealthy lifestyle among the factors that were menacing to the health of a person. The comparison of the categories of health image in the two research studies showed that the imaged was formed by such categories as physical well-being, means of health support, positive emotional expressions, disease and its treatment, and positive social and psychological characteristics attributed to a person.

The volume of comparison showed an increase in the category "means of health support" in health image ($\varphi$*=-5.73). "Sport" and "healthy eating" were the most coordinated elements of this category. Other elements reflected a variety of the individual means of health support.

The comparison of illness image in the two studies showed similar results for the categories physical symptoms of illness, ways and means of treatment, negative emotional expressions and inactivity. In both cases, the most important category was the physical well-being of the patent. However, "patient treatment: influence agent, means and ways" remained the key category in the later research. The elements in the core zone of images in both studies were as follows: "pain", "weakness" and "temperature". Location of other elements was different. Elements that were non-coincident in the core zone indicate the distinction of illness

images i.e. their change.

The comparison of the volume of categories for illness images indicated an increase in the volume of this category ($\varphi$*=1.85). The important result in the both studies was stability of the element "weakness", as the analysis of "illness" etymology indicated that this element was largely rooted in Russian culture.

At the level of images, health was not a simple opposite of illness. Health was a more difficult, various and less coordinated phenomenon formed by a large number of mixed elements and categories in comparison with illness that was represented through physical illness in many respects. Health was represented not as an initial reality or something that required making an effort or the performance of certain behaviour.

## DISCUSSION

Public health can be considered as an integral component of society's (and that of certain communities) social potential that is in functional interrelation with other subsystems of society such as social production, system of benefit distribution, social inequality, authorities, culture and information.

A range of problems caused by social differentiation of the population in healthcare has been the subject research area of social structure, social institutes and processes. It is now being actively studied by a number of the fields of modern sociology such as medical sociology and sociology of public health; and the allied sciences: medical

demography, healthcare economy, social statistics of health and healthcare, social hygiene, theory and methods of social work etc. Despite a rise in the interest of local sociologists' and in the volume of research, this range of problems is at the initial stage of development in Russia. The problem of the social differentiation of the population in healthcare is one of the most developed directions in foreign sociology. It is based on the centenary history of special studies related to social contradictions concerning access to medical care. Literature on this matter is voluminous. The classical works in this area belong to Weber, Durkheim, Hedwik, Frank and Chadwik. The interrelation between length of life and situation in the professional hierarchy was designated by Hedvik in 1842 as the central indicator of public inequality in his report "The Sanitary Conditions of the Working Population in Great Britain". Durkheim researched behaviour motivation depending on health status (Durkheim, 1995, p. 71). The concept "social representation", which he introduced in reference to the health of the population, was subsequently developed by Ertslish, Dutard and William. Weber created a foundation for studying the relationship between lifestyle and health that was developed by Kokerem and Rutten later.

The first attempt to measure the "subjective well-being" of the population was made within the framework of researching the psychological health of the population of the USA. Afterwards, foreign studies on subjective well-being were mainly concentrated on measuring

"quality of life", and were established in the field of sociological studies. One of the first fundamental research studies in this sphere was a series of nationwide studies conducted by Andrews and Campbell in the 70s. "Global well-being" was used as the technique that was specially developed for this investigation.

## CONCLUSION

Russian society's transformation into a market economy has caused essential shifts in valuable images, orientations and behaviour of various groups of the population. People are required to master new standards of behaviour, which are not always coordinated with their internal state of being. Their adaptive capabilities, defined by the social, demographic, psychological and cultural assumptions make for interesting research topics.

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# Problems Inherent in Transforming Multinational Corporations Using Islamic Banking as a Reflection of Modern Globalisation

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## ABSTRACT

Modern globalisation enhances many kinds of activity, which strengthen its influence on human civilisation entropically. Multinational corporations that use Islamic banking are included in the global processes of world civilisation, helping to maintain social and economic balance worldwide. The global world is now accepted as the new platform for international relations. A new concept of social and economic development that promotes cultural resources in a modern and post-industrial economic paradigm is becoming more extensively developed. Multinational corporations (MNCs) occupy a huge space in today's multicultural, global world. However, their main trait, that of multi-nationality, gives rise to unique problems that these corporations must fix in order to remain competitive in the fast-paced, highly challenging world of modern business. The problems of managing MNCs is particularly topical for the present stage of the development of world economy, which is in the active process of forming complex structured economic entities. Owing to publicity and much activity in corporations there are competitive interests between various groups involved in corporate relations. This has great influence on the external environment. Success depends on how a worker will use his/her talent and imagination and if he/she is capable of

making individual decisions. All the aspects of creativity are interrelated and inseparable.

*Keywords:* Globalisation, multinational corporation, society self-regulation, the Islamic banking

## INTRODUCTION

Managing corporations, which work in various national economic sectors and at the international level, has been the subject of scholarly study worldwide for a long time. Islamic banking is a product of international economic relations and is being aggressively developed both in Islamic and non-Islamic countries (Kamal, Almulla, Karabulatova, & Karabulatova, 2016, p. 138). Islamic banking in itself is a powerful mechanism of influence on the modern character of international social and economic relations. In our opinion, it strengthens migration flows from Islamic countries and regions, forming new relationships with accepting communities (Akramov, Ryazantsev, Karabulatova, & Akramov, 2015; Gabdrafikov, Karabulatova, Khusnutdinova, & Vildanov, 2015; Karabulatova et al., 2016), transforming the identity of each member of society (Karabulatova, 2013; Osipov, Karabulatova, & Karabulatova, 2015).

There are two main types of multinational corporation (MNC). Transnational multinational corporations locate their operations in one country, but have branches in different countries of the world. Multinational corporations, on the other hand, are owned by two or more countries and have branches in various other countries. The main qualitative trait of MNCs is not the capital of the countries. All corporations that have one one foreign office established on direct foreign investment can be considered multinational.

To study the rapid development of such new forms of business calls for new methodological principles (Karepova et al., 2015). The list of characteristics by which it is possible to classify the activity of corporations is rather extensive. The classification of corporations is given in Figure 1.

The functions of a corporation can be organised around internal relations between the players who formed the corporation. This type of corporation is a classic holding i.e. a corporation with a parent company and subsidiary companies. There are also distributed holdings, which is a corporation based around a network of companies and affiliates, which it leads. Another type of corporation is the *etarkhiya* (set up by a crossed holding of shares), which is owned by shareholders of one company. There is also the administrative corporation or neoholdings, which is set up by agreement between a group of shared owners and a central corporation (Frolova & Kabanova, 2014; Polonskaya et al., 2015). These definitions show that corporations, such as associations, conglomerates, consortia, concerns, syndicates, trusts, financial and industrial groups and holdings are distinguished by how they amass their capital.

The penetration of religion into the management of economic institutions consolidates nationality with social and
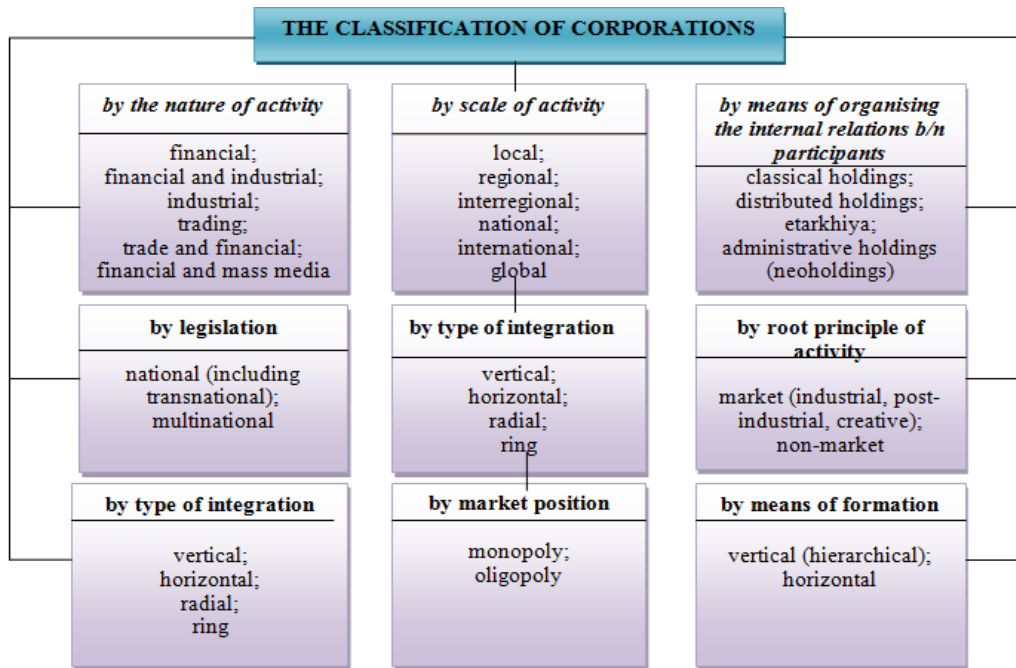
*Figure 1.* Classification of corporations

economic mechanisms (Osipov et al., 2015; Osipov, Akhmetova & Karabulatova, 2015; Ryazantsev, Karabulatova, Sivoplyasova, Pismennaya, & Manshin, 2015). Religion in the Islamic East authorises political power, affirming the head of as a symbol that brings the community together (Karabulatova & Sayfulina, 2015; Osipov et al., 2015). In addition, religion protects the social structure (Karabulatova & Sayfulina, 2015; Khairullina, Karabulatova, Shvedova, & Koyshe, 2015). In other words, in relation to the state and society religion is the glue that holds the community together, but its efficiency depends on itself. Islamic banking is promoted on the Internet as a 'network war' in terms of capital (Barsukov et al., 2015; Karabulatova et al., 2016); the promotion uses various ethno-psycho-

linguistic strategies to convince potential consumers of the efficacy of this banking service through gradual transformation of their internal worldview and linguomental base in general (Kamal et al., 2016, p. 138; Karabulatova, 2013; Karabulatova & Sayfulina, 2015; Osipov et al., 2015).

Different religious systems have helped to strengthen traditional social structures or existing political powers to different degrees. Where the religious system supported the state poorly, its power eventually diminished and society suffered, as was the case with the Ancient Middle Eastern empires, whether Persian, Assyrian or others. Where it functioned efficiently, the result was the opposite, although there were essential distinctions caused by cross-cultural aspects (Akramov et al., 2015; Karabulatova &

Sayfulina, 2015; Khairullina et al., 2015; Ter-Akopov, 2011, pp. 135-136).

Arab countries are governed by an Islamic (Kamal et al., 2016, p. 138; Khairullina et al., 2015; Osipov et al., 2015). The religious awakening of the second half of the 20th century led to the agenda of making power the central achievement of religious groups in these countries. One of the manifestations of this agenda is the rise of Islamic banking. Islamic banking aims to provide:

- the possibility of creating an accurate control system and high controllability;
- a simplified system for participants to join and withdraw;
- limited liability;
- large financial means;
- strengthening participants' competitive positions, lack of restrictions on activities and a bigger scope for resource maneuver;
- creating oligopolies, which influence demand and bring monopoly excess profits;
- coordinating the interests of business units that join;
- fast adaptation to changing market conditions;
- the possibility of diversifying production on the basis of horizontal and vertical integration and redistributing risks due to acquiring small easily -sold shares in several enterprises;

- stability of business, guaranteeing the additional security of long-term investments that increase the corporation's attraction for investment and a rise in the market value of their shares;
- a representative office and protecting the position of corporations through the representative office;
- saving transaction, trade and production (as a result of considerable scales of activity) expenses;
- development and transformation at the expense of internal sources;
- increasing the effective management of the enterprises of participants of the integrated structures and the control of managers;
- optimising production and technological chains and cash flows;
- growing the volume of the profit, which is reinvested in production;
- the possibility of conducting research and development;
- forming and developing market image and confidential relations with contractors;
- using special corporate financial and economic mechanisms such as insurance funds, consolidated balance, transfer prices;
- a coordinating branch and regional and group interests;

- optimising taxation etc. (Kamal et al., 2016, p. 138).

Developing corporations need to use the advantages of economic globalisation (creating a world market of goods and services, information and technologies, capital, personnel resources, emissions in the environment); electronic communication (distribution of technologies, which provide remote control, conclusion of contracts and calculations using electronic money, remote assessment of buyers' solvency and suppliers' competitiveness); multiple forecasting and comprehensive planning; and transition from a hierarchical structure to a network structure. In other words, Russia has entered a new economic and social reality (Frolova, 2014; Osipov & Lokosov, 2011, p. 422).

Advances in Islamic banking are determined by an electronic and information-orientated society and strengthening migration flows, first of all, from the countries and regions with a mainly Muslim population (Akramov et al., 2015; Ryazantsev et al., 2015). This situation demands an approach to the analysis of financial institutions using new forms of attracting cash flow for an objective assessment of the consequences of using Islamic standards of ethics and morals in business.

## METHODS

This research used acts of legislation and legally enforceable enactments and data from statistical agencies, research institutions, periodicals, economic information agencies, the Internet and Russian corporations' financial and corporative statements. Capitalisation of Russian corporations increased by 6.5 fold in the years 2006-2007 in comparison with the former decade (1996-2005). Capitalisation did not change in practical terms in 2013 in comparison with 2012; in fact, it decreased in comparison with the years of 2010-2011.

The Russian equity market is remarkable for its high concentration of capitalisation in companies that release emissions into the environment and industries. The 10 companies responsible for the highest rate of emissions make up 62% of the total number of companies. The oil and gas industry make up half of the domestic share market. The list of the most capitalised emitters for the year 2013 has not changed essentially. It contains a new pollutant, OJSC Magnet (Kamal et al., 2016, p. 138).

One cannot help noticing the decrease in capitalising electric power and metal companies as well as the increase in the companies' capitalisation, which render finance services.

One can suppose that most Russian corporations do not participate in capitalising by means of an exchange market, for they do not want to release information about ownership structure, income, flow of funds, debts and a move to the International Financial Reporting Standards (IFRS). The cause is the fear of potential dangers and the possibility of a hostile takeover by the government.

The absence of an accessible national

long-term credit system as a source of investments that forces a big business to orient on funds from the secondary source was revealed in analysing the source of financing Russian corporations. However, in cases of modern macroeconomic uncertainty, some Russian companies think that they must decrease investment volume if there is no confidence in future demand and begin decreasing debt volume and currency debt volume because macroeconomic problems can lead to ruble devaluation (Ryazantsev et al., 2015; Ter-Akopov, 2011, pp. 135-136).

Besides international credit and the practice of issuing Eurobonds, there is credit given by stockholders of Russian companies, ruble-denominated financing for Russian companies. This credit has two aims; the first is to optimise tax (a larger percentage in ruble credit than in currency can be allocated to expenses), and the second is to ensure that all creditors and banks participate equally in case of bankruptcy.

**RESULTS**

The analysis of the international corporation Al Mulla shows the possibility of using creative economy to extend the capabilities of a holding that uses conventional and nonconventional methods and techniques in its operations. Arab Gulf countries are using Islam in international banking to show new possibilities through a creative approach to solving the social and economic problems of modern society (Kamal et al., 2016, p. 138). According to scholar John Howkins says, "The customary economy is out of date, 'creative economy' must now follow it" (Howkins, 2011, p. 9; Kamal et al., 2016, p. 138). The quicker the world starts reforming itself, the more safely can crisis such as financial crisis be managed.

The world crisis in the middle of the second decade of the 21st century raised the question of the further development of the human race and how this would be achieved. In today's electronic and information-orientated society, creativity is the leading factor in augmenting production, and therefore, it is creativity that must become everyone's main purpose in life.

This is affirmed by the literature, which shows a high contribution of creativity as the reason for the general rise in GDP worldwide. At present 7% of global GDP is accounted for by creative industries. The annual rise in the economy of the OECD countries fluctuates from 5% to 20%. In most of the developed countries, advertising market volume comes up to about 1% of the GDP, whereas in Russia, it is about 0.6%. The market in monetary terms grows four times larger than GDP. Now, the budget ratio in main advertising is the same as that in the leading countries of the world, with a difference in general volume of advertising investments that comes up to about $7 billion in Russia, whereas in the USA it is about $290 billion. The domestic advertising market is at 11th place in the world by volume. Advertising expenses per head of population make up about $45 in Russia, $600 in the USA and $200-$350 in Europe. So, there is a potential for development in Russia, but the ratio of market growth will

slow down more and more as it approaches the generally accepted 1% of GDP (Kamal et al., 2016, p. 138).

The Al Mulla Group, with its parent company in the Arab Gulf state of Kuwait, is the leading diversified private business group. The corporation has more than 15,000 employees who work in more than 40 different companies of the Group and its subsidiaries, located in eight different countries. It has more than 200 international brands. The Al Mulla Group is presented in knowledge-intensive industries, advanced technologies and the service industry. The financial division of Al Mulla is keen to combine products and services offered to each of its subsidiaries to ensure its clients' satisfaction.

The knowledge-intensive industry is presented, first of all, by medicine, biology, nanotechnologies and healthcare. The founder of the corporation possessed remarkable organising and enterprise abilities and magnificent intuition that allowed him to skilfully combine the duties of State Secretary and head of his own business. Even before news was heard of "the Washington roundabout", that method of business widely known and used in the Muslim East in the time of the Arab caliphate. According to official results for the fiscal years 2014-2015, the currency reserves of Kuwait reached a record value of $592 billion, corresponding to 179.2 billion dinars. In other words, the reserves of Kuwait increased by $53 billion in just one year. Kuwait managed to achieve this result not only because of offering the lowest price for oil ($75-$77 for barrel), but also for its successful investments.

Despite the wide availability of information on Islamic banking, most professionals have a narrow-minded idea of this concept. This creative approach to economic activity provided Muslim countries a system and business mechanism that acted as a code of honor among businessmen. The distinctive feature of Islamic banking is that it does not attract deposits and does not exact interest on credit (Kamal et al., 2016, p. 138).

Islamic banks began functioning as a successful business model in the 1980s. The first attempt at setting up a bank on the basis of the Islamic ethics was carried out in the 1960s after the idea was mooted by Egyptian economist, Ahmad al Najjar, from Meath of Gamr. Ahmad al Najjar opened a small bank in his homeland providing services for saving and accumulation of wealth of ordinary citizens and investment, without the practice of usury or exacting interest for monetary operations. However, participation in profit sharing from transactions was provided.

The main activity of the bank consisted in attracting the financial resources of small investors and forming capital based on the principles of Sharia. Ahmad al Najjar moved to Saudi Arabia, where he continued to deal with the problems of Islamic economy. The concept spread in the Arab East and Africa and then to Australia, Canada, Russia, Sri Lanka, Great Britain, the USA and other countries around the world. Thus, this pattern of banking began to take root

not just in Muslim countries but also in Western countries, with the participation of major Western companies such as IBM, General Motors and Daewoo and banks such as Deutsche Bank, IAG, ABN Amro, Citibank, Hong Kong & Shanghai Banking Corporation, Chase Manhattan, JP Morgan and others.

Today Islamic banking competes with conventional banking effectively. Conventional banks in the USA are allowing some volume of Islamic banking in their operations, and London has become the capital of Islamic banking. The popularity of Islamic banking is growing in geometrical progression in the world financial and credit market. We see the high viability of Islamic financial services in Great Britain, Singapore, South Korea, Japan, Hong Kong and other countries. Today, Islamic banking is available in 75 non-Muslim countries.

The concept of design investment is more appropriate as a working procedure. This design investment is connected with risks and risk sharing. The bank does not draw interest; it studies the business plan brought to it and analyses the risks and then shares them with the client. Project investing is the customary practice (Mervyn & Hassan, 2010, p. 452).

In the former Soviet Union, Kazakhstan was one of the most attractive economies suitable for Islamic banking (Table 1).

Thus, the total amount of finance attracted by the financial organisations of Kazakhstan over four years by Islamic banks came up to $888 million. This is not much for the Kazakhstani banking sector, which has the sum of loans from financial organisations (including foreign ones) exceeding $151 billion a year. However, considering the fact that Islamic banking

Table 1

*Finance attraction of islamic banks in Kazakhstan (interbank capital market)*

| Date | Kazakhstani Banks-Recipient | Islamic Bank-Donor | Description |
|---|---|---|---|
| 2005- 2006 | Turan-Alem Bank (BTA) | Calyon Bank/Abu Dhabi Islamic Bank | Finance attraction for the sum of $50 million |
| 2006- 2008 | | Calyon Bank/Abu Dhabi Islamic Bank | Finance attraction for the sum of $200 million |
| 2007- 2009 | | Abu Dhabi Islamic Bank/ CIMB Bank | Finance attraction for the sum of $250 million |
| 2009 | | Development Islamic Bank | Finance attraction for the sum of $100 million |
| 2006- 2007 | Tsentrcredit Bank | Abu Dhabi Islamic Bank/ Commercial Bank of Qatar/ Boubyan Bank/Dubai Bank PJSC/Habib Bank | Finance attraction for the sum of $38 million |
| 2007- 2009 | Alyans Bank | Calyon Bank/Abu Dhabi Islamic Bank | Finance attraction for the sum of $150 million |
| 2009 | Halyk Bank | Development Islamic Bank | Finance attraction for the sum of $100 million |

is relatively new as a banking model and that its activities are different from those of conventional banks, this is quite an achievement (Islamic economy, 2016).

The founder of Islam, the Prophet Mohammed, left potentially ambiguous administrative and managerial experience and guidelines for his followers and pupils. This ambiguity is reflected in the Islamic banking operations of two types of establishment. The first type of establishment apply instructions of a concrete and applied character in direct response to the present situation of the Muslim community-state, while the second type apply the general values of Islam to banking. Islamic banking derives from centuries-old traditions of management and governance for public administration of domestic and foreign policy.

Now the Muslim East offers many examples of administrative, legal and social transformations that are directly or indirectly connected with political, legal and administrative culture that grew out of Islam and now adapted for the present. Although its practices are different because it is rooted in a different perspective, Islamic banking shares the search for the ideal that other systems also pursue, a search essentially for efficiency of public administration, self-organisation and self-government.

The main characteristic of Muslim identity is the professional creative development of the Islamic way of life based on the highest international standards. The modern social and economic systems of the world were revealed to be vulnerable in the last global crisis when the macroeconomic stability of national economies were badly hit. Governments across the world were pressed to look for effective ways of macroeconomic stabilisation of their economies.

## DISCUSSION

In the 20th century technologies, companies and even the venture capital moved to locations m to with a big concentration of talented and creative people. This is to say that the big companies moved to places where the qualified specialists lived or had established their companies. The success of a company does not depend on its technical assets solely but on its ability to thrive in a tolerant, open and creative atmosphere i.e. in locations that nurture these characteristics (Florida, 2007, pp. 13-22).

Russia today is seeing a rise in ethnocentric sentiment. In this context the growth of Islamic banking tends to be used by radical preachers pursuing their own agenda (Karabulatova et al., 2016; Karabulatova & Sayfulina, 2015; Khairullina et al., 2015). The problems faced by corporations has been studied by such researchers as Strahova, Galperin, Ignatyev, Gorbunov and others. They defined corporations as "the special kinds of joint stock corporations, which are characterized by their transnational type of business, large in size and dominant position at the market."

In Stepanov's opinion, the term "corporation" originated from the Latin expression *corpus habere* that denotes the

rights of a legal personality i.e. the term "corporation" was initially a synonym for the term "corporate person" (Stepanov, 2009). In Durkheim's point of view, the term "corporation" is a professional union, which must form the basis of the modern society of the 21st century for the corporate state. The corporation is a social institution, which must be reconstructed, renewed, supplied with self-consciousness and action technology and included in the existing structures of the state (Durkheim, 1991).

Chernyshyev admitted the existence of several approaches to defining the term "corporation". He agreed that one meaning of the word is "corporate person". Another meaning of the word is "a professional union", and this meaning was widespread in the Middle Ages. Some examples are Kozhevnikov corporation, Sukonshchikov corporation and gold workers corporation. The third meaning of the word is a certain mirror reflection or renewal of this historical phenomenon. In this way, Chernyshyev concluded that the modern corporation is a definite group of persons who expand and make managerial decisions professionally, making those decisions consciously and step by step (Chernyshyev, 2001, p. 685). Galbraith added that corporations use modern techniques to make managerial decisions gradually (Galbraith, 1969). Ross suggested the following definition: "a corporation is a business, founded as an individual legal personality, consisting of one or more private or corporate persons" (Ross, Westerfield, & Jordan, 2000, p. 324).

By various objective estimates, the Muslim population of Russia numbers between 16 and 23 million people. Out of this, the percentage who adhere to the principles of Islam in everyday life is considerable, and this number of Russians are eligible for Islamic banking services. The development of these services in the republics of Tatarstan, Chechnya, Ingushetia and Bashkortostan, where the Muslim population prevails, is considerable. Islamic banking is open also to non-Muslims. The high degree of deposit reliability and risk minimisation is attractive to all. Many potential clients are attracted by the moral, ethical aspect of Islamic banking. According to experts, similar services must generate interest among the representatives of small and medium business, who are interested in investment.

Among the authors who have written on Islamic economics are Muslim jurists, ethnopsychologists, historians and demographers such as Polonskaya, Bekkin, Akramov, Ryazantsev and Selishchev (Akramov et al., 2015; Polonskaya, 1985; Ryazantsev et al., 2015; Ryazantsev, Pismennaya, Karabulatova, & Charif, 2014; Selishchev & Selishchev).

Only three out of five EEU countries, Kazakhstan, Kyrgyzstan and Tajikistan, have developed a legislative base for regulating Islamic finance actively. In Kazakhstan the development of Islamic finances is connected with the financial and economic crisis of 2007, when a regional financial centre was set up at the premises of the National Bank of Kazakhstan (NBK) in Almaty. A new law, "About Modification

and Additions to Some Acts of RK", was drafted concerning the organisation and activity of Islamic banks, and Islamic financing was adopted in 2009. In 2012, the national bank of Kazakhstan developed and approved a road map on developing Islamic financing up to 2020 ("Islamic banking", 2016).

The development of a tax law for the purpose of providing tax neutrality as value added tax (VAT) to protect the operations of conventional banks of the Russian Federation has been put in place in Russia. Thus, in existing legislation, this tax (today at the rate of 18%, with the possibility of its being raised to 20%) is borne by Islamic financial institutions, placing unequal competition on them.

## CONCLUSION

It is no secret that the electronic and information-orientated society of today is flooded with a plethora of information. However, one cannot often stumble on a really original idea among all this information, which assails us at a furious pace. Globally the flow of funds has begun depending most of all on creative information orientated around the mood, anticipation and unconscious reactions of market participants. The creative core of any data set provides an efficient perception of information by the audience without turning it into "information noise" (Barsukov et al., 2015).

The range of problems concerning the diverse and ambiguous manifestations of Islam in the life of the state and society remains extremely important to modern Russia. Not only because along with Orthodoxy, Islam as a traditional religion of the country, showcases the centuries-old history of the nation. The Russian Federation is an active participant in international relations. It includes states that practise Islam and is a member of Islamic interstate and intergovernmental organisations.

Russia made attempts to introduce Islamic financial instruments at different times. The initiative was welcomed by countries nearby such as Kazakhstan as well as those far away such as Bahrain, whose representative, Ithmaar Bank, has declared its intention to open an Islamic bank in Russia. There have been unsuccessful attempts such as the Badr-Forte Bank, the Slavinvestbank and also the Globeks Bank, which issued *sukuk-halal* bonds in 2006. In addition, the financial group, Broker Credit Service (BCS), set up the Mutual Investment Fund (MIF), was declared *halal* in 2007 (Kamal et al., 2016, p. 138).

Full-fledged Islamic banking is available in the Gulf States, Pakistan, Bangladesh, Malaysia, Sudan, Egypt, Kyrgyzstan, Kazakhstan and Great Britain. According to the legislation of Pakistan, Sudan and Iran, the activity of conventional banks is forbidden.

The rise of international corporations and their mergers promotes not only new types of crime, but also new creative ideas in industry, expanding an associative subjective and objective, verbal and paraverbal network. As a result, ideas at the level of the unconscious are creating

exciting, innovative new products but also destabilising established traditions and values and occasionally normalising deviation. In this situation, business integrity is crucial.

Today we live in the world of simulacra; therefore, originality becomes the most valuable product in the creativity market (Karabulatova, 2013). An original and memorable image is equal to a product in the electronic and information-orientated society (Karabulatova, 2013). As a result, some important questions arise. Firstly, how do we create an intellectual environment in which people may combine ways of putting their ideas into practice, taking them from the imagination out into society to become viable and profitable goods and items? Secondly, how may we turn our dreams into powerful projects with team support? One can distinguish three principles, based on these questions.

The first principle is the universality principle. Everyone has a measure of creativity as a natural endowment to improve and enhance the world in which we all live. The second is that freedom is necessary for expressing creativity. Freedom allows the individual to determine his own attitude towards his ideas, to accept or to reject them and to follow his own idea and imagination. The third is that markets and connections are available for modifying freedom in economic activity. This allows a person or a company to produce goods, to render service, to put prices on goods, to predetermine the cost of a company and to sell and to purchase i.e. to transact business.

Thus, the multinational corporation as a certain system is a definite hierarchically regulated system of elements and subsystems, which are combined either for achieving specific aims or for achieving total interconnected aims, and creativity is a basis for developing the network to realise this.

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# SOCIAL SCIENCES & HUMANITIES

# The Evolution of Characteristics of Gender Stereotypes in Modern Advertising as a Reflection of Consumer Demand

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## ABSTRACT

Some of the pressing questions facing society today revolve around the role and position of women in society. What is her social position in the advanced, modern information and knowledge-based society of today? How does it affect her relationships at work and at home, how does she even combine work and home life and how does she impact decision-making at different levels in society? These are some of these pertinent questions. Perhaps the most pertinent question of all is how do mass media portray the social roles of men and women and how does this portrayal influence the social status of women? Gender studies in Russia is now gaining ground as changes in gender perception and roles become more pronounced and happen more rapidly. An important aspect of this study concerns consumer behaviour. Women have now gained greatly in purchasing power, and therefore their influence on the economic is great. Nevertheless, the motivation to purchase among men and women may arise from different sources. This study looks at gender roles from this point of view in order to understand how goods and services can be targeted at different consumer bases.

*Keywords:* Consumer demand, gender stereotypes, men and women social roles

## INTRODUCTION

Mass media have unprecedented scope today. They are an essential component of social life, a source of information in the form of ideas and concepts, images, which supplement and enrich human experience, form its values and norms and actively influence behaviour. Today, mass media have a direct influence on public opinion.

The modern woman is socially active today (many men believe too active). About 16% of women are involved in legislation globally. According to official statistics, in Russia 55% of heads and highly qualified specialists are women (Shkurkin, Sogacheva, Logvencheva, & Khramova, 2016). Of people with higher education participating in the economy 26% are woman, while 21% are men. The goods and services market, focused on women, to grow more rapidly.

Women are more active consumers than men are. Marketing professionals traditionally are interested in this half of the audience, since it gets the greatest volume of constant demand goods (FMCG) and household services; indeed, 85% of all consumer spending is by women! Due to the growth of the number of women worldwide, their social status has increased and consumer ability, and due to the gradual displacement of women's basic motivations, marketing specialists' interest in the female audience is further enhanced. Shopping centres are undoubtedly interested in women; research shows that women visitors to shopping centres number highly than men visitors, from 60% to 85%, depending on the type of shopping centre. Women spend, on average, 25% more time in malls than men. Women also make up more than 75% of patients at shopaholic treatment centres, where people with addiction to shopping receive treatment.

Consumer behaviour and women's preferences are based on their mentality and way of thinking. Modern psychology states that in the course of evolution, nature endowed women with the ability to quickly and easily adapt to life and environmental conditions. Women can better distinguish materials and forms, hear better, react to noise more sharply and see better in the twilight and at night.

In early childhood, women master speech quickly and acquire the ability to communicate. They are more interested in people and their problems, are more sensitive to social contact and can better understand the other person (Kobersy et al., 2016). Women want and are ready to communicate, participate with pleasure in consumer competitions, writing letters and communicating with promoters in shops. More than 80% of participants of all BTL (below the line) actions are women. Women submit to foreign authority more easily and are inclined to consider that the interests of others are more important than their own (Ketkar & Ketkar, 1987). Market research shows that modern women react better than modern men to the pricing and more than 85% of buyers during sales are women.

Scientists from Johns Hopkins Institute of Medicine in the USA have found essential differences in the structure of men and

women's brains that suggest that men and women think and behave differently because the structure of their brains is different. This seems to be reflected, in particular, in their perception of marketing incentives as women seem to be more easily influenced by advertising than men. Observation of women's daily behaviour seems to confirm this, as she is seen to react emotionally more easily, fall victim to prejudice more easily amd believe in "miracle" remedies offered in advertisements more easily than men (Zdravomyslova, 2007).

Studies show that men and women use different parts of the brain when they are lost. Men move, as a rule, purposefully, defining in advance their direction in their internal navigation system. Women rarely hold to the determined plan of the movement, for example, often moving through the mall irregularly, stopping to look in all 'interesting' outlets. Specialists in market trade space noticed this feature of gender psychology long ago: men prefer clear space zoning as random, mosaic arrangement of goods annoys them but this type of goods placement works with women as they are more inclined to make impulsive purchases. At indoor public gatherings, for example in shopping centres, woman are more likely lose the ability to estimate events critically, including the need for shopping (Zdravomyslova, 2007). This is seen in the tendency of women to spend all their money during shopping, not necessarily for the purchase of goods they actually need.

## METHODS

According to McCann Erickson y, there are five basic types of female consumer in modern Russia:

Rich and beautiful: These are aged 18-25 years and have an income significantly higher than the average (more than USD2000 per family member monthly). Their education is mainly the highest, and they do not work. They have wealthy husbands (lover, parents) or a business that does not require their constant presence. The main life value for these women is social status, made up of elements such as success, fame, recognition, expensive possessions like diamonds etc. They have a lot of money and free time, so they love to shop. In their consumer behaviour they are guided by well-known brands ("After all only the best can satisfy me!") and pleasure in all its forms ("Life provides a sea of opportunities, it would be strange to refuse them!"). Men, by this group of women, are perceived only as a deep wallet. They love to shop in fashion centres and in boutiques, they frequent large shopping centres and focus on mass service. They value elitism in advertising, emphasising their social status, sophistication and seduction. The number of this segment of female consumers is growing rapidly, especially in cities.

"Dray-horse": These are over the age of 27 years and their income is average and below average, while their education level is mainly specialised secondary. They are married, as a rule, and have children (Fröberg et al., 2014). These women work, but mental work is not called for much in

their work as they are mainly labourers, saleswomen, clerks etc.). Their life revolves around the interests of the family and making money. There is usually not enough money in the family. Their dreams are simple and pedestrian: to establish their children securely in life, to live for themselves and work less, to give more time to the family, which they are not able to afford, to improve living conditions, to lose weight, among others. They visit mainly clothing markets and inexpensive shopping malls, discount stores, sales centres, and comfortable local and regional shopping centres. Shopping malls that cater for them focus on "eternal female values" in their advertising such as children, animals, flowers, family scenes of peace and relaxation. Abstract advertising would not attract these women.

Modern and business-minded – These are aged 25-40 years, with average or above average income, higher education, often with more than one degree and they are often single and childless. These women work in large Russian and foreign companies or hold key positions in small companies. They have little time for anything, including shopping as their lives revolve around their career and they do not have financial problems. These women often have feminist beliefs and are very efficient. Their dreams are simple – to go on holiday or to catch up on sleep – as well as ambitious – to hold a higher position, to raise their income level, to find a 'worthy' male partner (Fröberg et al., 2014). Their thinking is similar to that of men, and they are rational and dynamic. They often shop during business trips when

there is more time for shopping, or by the principle "all in one place" in order to save time and for convenience. They sometimes allocate half a day for shopping in large shopping centres. Advertisement focused on this segment contain clear rational benefits of offers and appeal to the ideas of growth, self-realisation and social success. Excessive sentimentality and baby talk do not work on these women.

Intellectuals – These are women of various ages, although always over 20 years old, with a higher, mainly humanities education, as a rule, usually married and with children. Their work is usually intellectual, and they are mostly teachers, engineers, programmers, economists etc. Often they are involved in creative activities. These women have a rather composed attitude to money and other material values, believing that money is not everything. The family is not their main focus in life, and a husband is perceived, first, as a friend and like-minded individual, while children are "spiritual successors". These women will always find something for which to be glad in life and they strive for inner and external harmony. They are interested in self-development. They hate clothing markets, shopping centres and malls. They appreciate originality, novelty, subtle humour and lyricism in advertising (Fröberg et al., 2014). The intellectuals reject feminism in all its manifestations.

Students – These are aged 16-30 years, single and have no children. They are mainly schoolgirls and high-school students of colleges and institutions. They may work,

but in positions that do not require a liability (courier, secretary on the reception, junior manager). They have little money, but a lot of time, so they are fond of going to shopping centres to "hang out" as they enjoy communication and entertainment with their peers. They seem for to live for the moment and rarely indulge in planned shopping as they are impulse buyers. They can spend a lot of money in a short period of time, and may even borrow money from friends to buy what catches their fancy. They fundamentally do not want to be perfect, but prefer to appear cool and unique, so they buy mostly "cool" things. They are irrepressible, unruly and in constant search of something new (boyfriend, handbags etc.) and indulge in flirting. They see themselves as rich and beautiful or modern and business-like but never as "dray-horses"). Large shopping malls with a nice, large food court appeal to them. Marketing communications focused on this type of consumer highlights "cool advertising". They prefer skincare products, according to a 2016 sociological poll involving 400 women of different ages and social status. Data were derived from the Government Statistic Committee in the Kemerovo region in July, 2014. The respondents were divided by age structure. The study objects were women of two age cohorts: 18-25 years (200 women) and 35-45 years (200 women). From the mass media in women cohorts (18-25 and 35-45 years) television is on the first place, radio is on the second place in a women cohorts of 18-25 years; on the third place women cohorts 18-25 and 35-45 are magazines.

Newspapers and the Internet in women cohorts of 18-25 years take the fourth place equally; in women cohorts of 15-45 years it is radio. At the same time women cohort of 35-45 years among the mass media the least preferred Internet, it is at the fifth place. The respondents were asked to fill in a questionnaire consisting of questions on demographics and skincare (cleaning, nutrition, extra care, protection).

Brand preferences concerning fashion goods (clothes, shoes, accessories, perfumes, cosmetics) tend to suggest that woman prefer beauty products. According to marketing research, when choosing outerwear (for example, products made of leather and fur) and jewellery made of precious metal, more women than men are guided by the attractive appearance of the goods. Men in many cases are ready to consider only brands familiar to them, while women are more attracted to visually perceived consumer properties of goods. When choosing jewellery, brand may not be a woman's main consideration. However, when purchasing goods that they are not familiar with such as electrical goods, women are likely to be guided by brand.

Large shopping malls and centres use their understanding of women's consumer behaviour quite successfully. For example, women's clothing stores place items for children with accessories for men as women buy these goods for their family based on remorse after spending so much on themselves. Women successful at the workplace do not have a lot of time to shop for their children, and tend to compensate

by buying them gifts. Children's products are not located close to fashionable dresses and undergarments as they present an image of women, that of the caring mother, that might not be compatible with the image of women as attractive. Men's accessories may be included in the range of female goods as women may want to buy gifts for their husbands out of a sense of guilt if they have bought apparel for themselves to attract the attention of other men (Zdravomyslova, 2007).

## RESULT

In a survey, it was found that 79.5% of women use cosmetics. The women were studied by age group, as shown in Figure 1.

Figure 1 shows that the women in the age groups younger than 19 years (28.3%) and 20-29 years (21.4%) used cosmetics the most, while women 60 years and older used the least amount of cosmetics (5.7%).

Figure 2 shows their marital status. For these modern woman, marriage was not the reason to stop taking care of themselves. Approximately the same percentage of married and unmarried women used cosmetics.

Most of the women who used cosmetics had a family of three to four members, as shown in Figure 3. Figure 4 shows that women with higher education used cosmetics the most (48.1%).
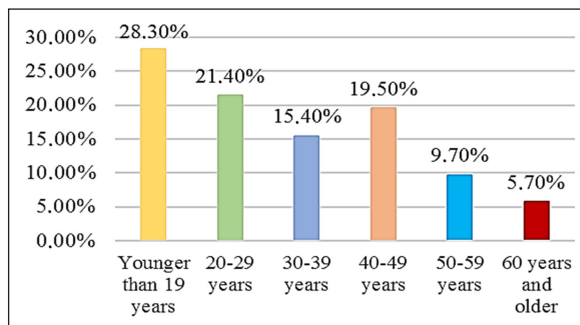


*Figure 1.* Use of cosmetics by women according to age: Younger than 19 years; 20-29 years; 30-39 years; 40-49 years; 50-59 years; 60 years and older
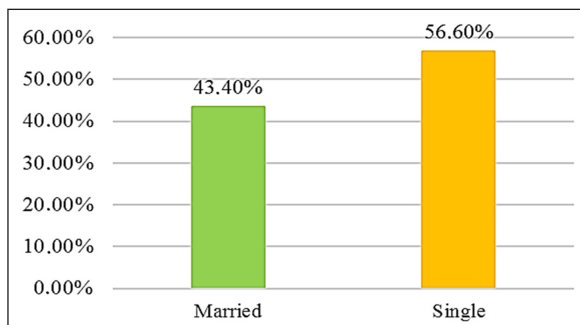


*Figure 2.* Marital status of the women surveyed
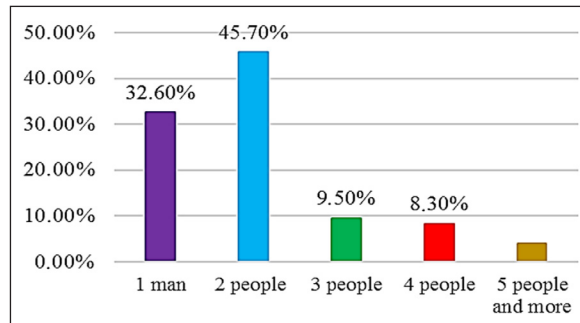
*Figure 3.* Family organisation of the women surveyed
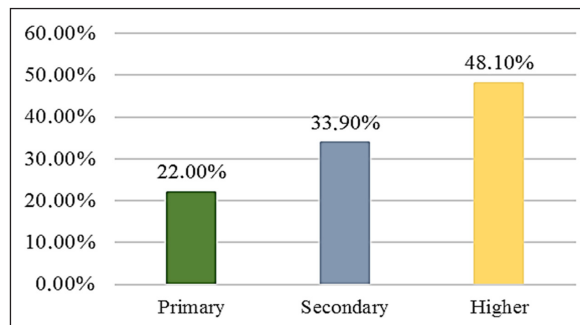


*Figure 4.* Education level of the women surveyed

Figure 5 shows that most of the women who used cosmetics were still studying (43.4%), while those who used cosmetics the least were retirees (3.3%).

Information collected on income is important as it allows tracking of preference for skincare. Figure 6 and Figure 7 show that for the majority, income did not exceed 3,000 rubles (43.7%). It is generally people under 19 years. The greatest income was 9,001 and above, earned by the respondents aged from 30 to 49 years.

Women seemed to prefer skincare. For better positioning in the market cosmetic companies expand their rage of products based on stage-by-stage use:

- Step 1 – purification;
- Step 2 – nutrition;
- Step 3 – extra care;
- Step 4 – toning and protection.

The first step of any skincare is purification. This operation can be carried out using various cosmetic products such as a lotion, emulsion, cream, scrub, cream-peeling agent using fruit acids, cleansing gel, liquid soap, soap and others.

Figure 8 shows that the women surveyed preferred to use a lotion, cleansing gel, soap and cream-scrub. The smallest percentage preferred cream-peeling using fruit acids, apparently because they did not have information about cleansing agents. However, in spite of the preferences, a higher percentage purchased soap, gel-cleanser, lotion and cream scrub, while the smallest purchased an emulsion. Figure 8
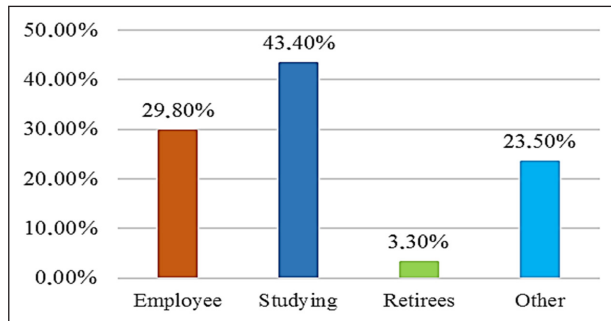
*Figure 5.* Occupation of the women surveyed
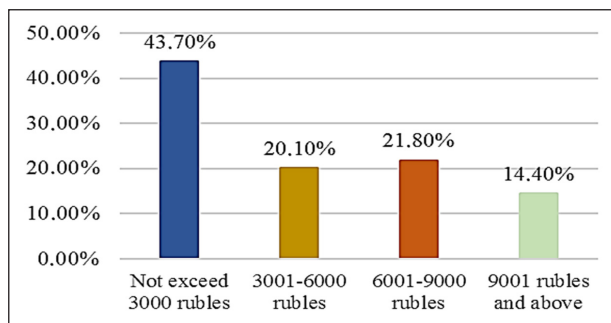


*Figure 6.* Income level of the women surveyed
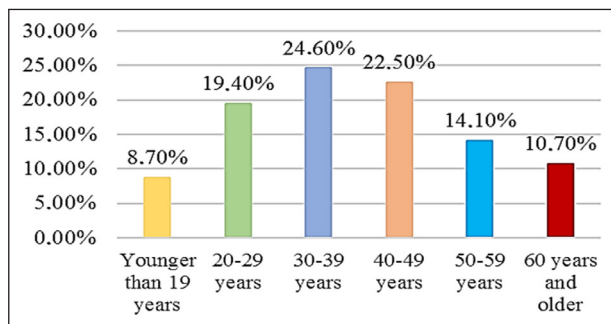


*Figure 7.* Income level and age of the women surveyed

also shows that the women did not always buy what they preferred. Soap and cream-peeling agents were bought more often than they were preferred. Moreover, the largest percentage of purchases accounted for soap probably because it is the most common and available cleansing product. The women preferred but did not always buy a lotion,

scrub cream, cleansing gel and liquid soap probably because their income did not allow them to purchase the products that they preferred.

The second step in skincare is skin nutrition. This depends on correctly choosing a product.

Figure 9 shows that most women

preferred to use a nourishing cream for combined and normal skin, while the least number of women chose a skin cream for sensitive skin.

The figure also shows that there was a big difference between preference and purchasing power. The women more often bought what they preferred. This was because they were catering for skin type, which is natural, and therefore, their purchase did not depend on income or any other social factors.

The next step in skin care is extra care. Figure 10 shows that the highest percentage of the women surveyed used cleansing, nourishing and moisturising masks, while the smallest used eyelid gel and eyelid serum. That is, the women preferred to use additional overall skincare more than additional care of skin around the eyes.
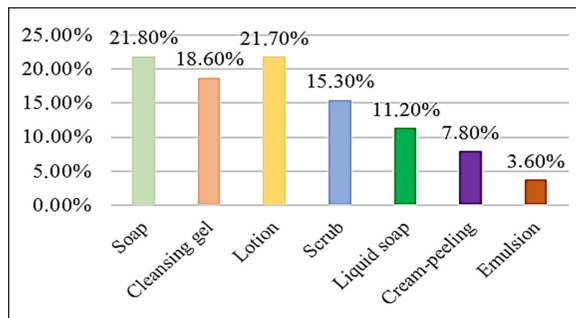


*Figure 8.* Preference and purchase of cleansing products
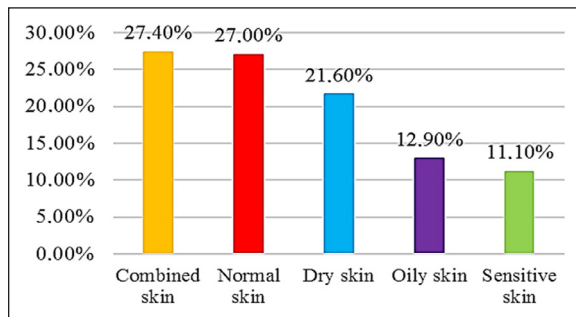


*Figure 9.* Cosmetics preference and purchase of skin nutrition products
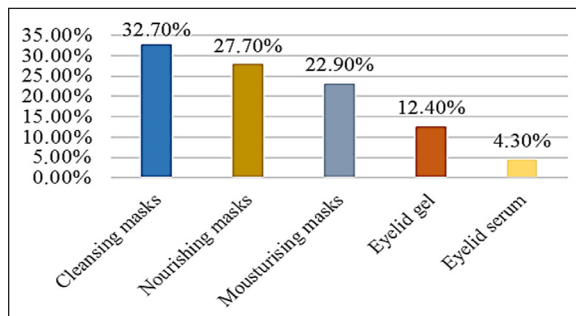


*Figure 10.* Preference and purchase means for additional skincare

The women bought more cleansing, moisturising and nourishing masks, while the products they bought least of all were eyelid gel and eyelid serum, which they also preferred the least.

The figure also shows that most of the women surveyed preferred rather than bought additional skincare products. They bought cleansing masks, perhaps due to the fact that the majority of the respondents were 29 years old, that is, they were young women with problem skin. The product they bought least of all was eyelid serum, probably because of income and age restrictions.

The final stage of skincare is protection. The sun's rays are the main cause of skin ageing and premature wrinkling and can lead to serious changes in skin cells. Therefore, the skin must be protected. Figure 11 shows that most of the women had no desire to use creams with a protective factor, perhaps because they knew little of their benefit. Only 13.3% of the women, who were already over 40 years of age, chose to protect their skin from the sun's rays. Almost one third of the women surveyed preferred creams with a protective factor

only in summer, to protect themselves from direct sunlight when they are most likely to be out in the open.

The majority of the women did not buy creams with a protective factor, while a moderate number bought it for use only in summer and the lowest percentage of women bought it for use throughout the year. It is possible to say that purchasing power and the preference of these consumers concerning creams with a protective factor were identical. Most of the women as did not prefer it, so they did not buy these creams. Apparently, the women were poorly informed concerning the need for a protective factor in skincare products.

From the data obtained, it is possible to draw the conclusion that of all the skincare agents the women surveyed used cleansers, including masks most often, nourishing masks less often and eyelid products and skin protection rarely. Only 33.3% of the women practised a full skincare regimen.

The biggest differences between preference and purchasing power were observed for lotions, creams, scrubs and moisturising and nourishing masks, probably because of their high price. Some
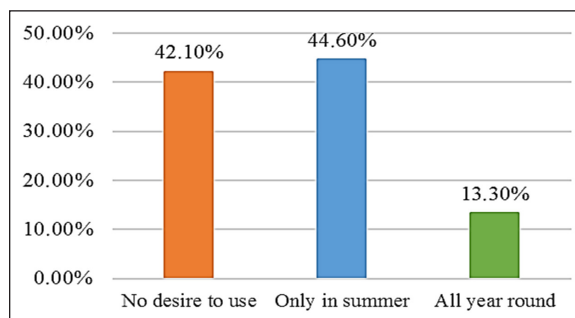


*Figure 11*. Preference and purchase of creams with a protective factor.

were forced to use soap because of a low level of income.

In terms of broadcasting, older women preferred broadcasts about the family, home and politics more than younger women. The response rate of women of both age cohorts, 18-25 and 35-45 years of age, to the questionnaire that was given to them was poor. They were asked to note their favourite websites on the Internet. The small number of websites specified provided information on fashion, the weather, astrology, cookery and plants. The women preferred television programmes that included advertising.

It would appear from the results of our study that the information given on woman's role in society and in the media (in particular in magazines) is one-sided. There is a tendency to simplify woman's role in society, that is, to portray women as wife, hostess and mistress. Even information devoted to children's education and relationship was insufficient (2.5%).

The mass media play an important role in creating and maintaining gender stereotypes. Mass media tend to peddle a certain type of image of women. This image corresponds to gender stereotypes that portray women as mother, wife, housewife and mistress. There is little broadcast to support women in spiritual creativity and professional self-realisation. Mass media tend to broadcast wrong reference points for woman.

The individual perception of the information transmitted by the mass media depends on his or her value system. The women chose products and services based on

Table 1

*The cohort of women aged 18-25 years who preferred the radio as a medium of communication and radio stations preferred*

| N | Radio station | Percentage, % |
|---|---|---|
| 1. | «Evropa +» | 36.5 |
| 2. | «Russian radio» | 31.4 |
| 3. | «Dynamite FM» | 18.8 |
| 4. | «Hit FM» | 7.5 |
| 5. | «Auto-radio» | 3 |
| 6. | «Retro FM» | 1.4 |
| 7. | «Radio Rus» | 1.4 |

Table 2

*The cohort of women aged 35-45 years who preferred the radio as a medium of communication and radio stations preferred*

| N | Radio station | Percentage, % |
|---|---|---|
| 1. | «Russian radio» | 36.2 |
| 2. | «Evropa +» | 11.6 |
| 3. | «Radio of Russia» | 11.2 |
| 4. | «Mayak» | 9.9 |
| 5. | «Retro FM» | 7.7 |
| 6. | «Radio Rus» | 7.7 |
| 7. | «Hit FM» | 6 |
| 8. | «Dynamite FM» | 5.2 |
| 9. | «Auto-radio» | 3.1 |

their values, requirements and interpretation of gender characteristics.

## DISCUSSION

Many researchers have tried to define and describe the influence of mass media on individuals, public opinion and behaviour in general. Two fundamental approaches to researching mass media are discernible. The first approach claimed that the media have

a considerable impact on their audience, on political orientation formation and the population in general. The second approach claims that the role of the mass media is minimal and that its influence is defined by a number of mediated factors.

Lippmann's works formed a theoretical basis for the first approach. The researcher raised the idea of the omnipotence of the media, considering that its impact on audience is direct, perceived, directly pointed and connected with the formation of finished concepts (Lippmann, 1965). Since the end of the First World War and up to the 1940s, the media were considered to have great strength, manipulating the mind of the masses, which was described as a passive recipient of messages. At that time, the behavioristic model, claiming that mass media make huge, direct and immediate impact on mass audiences, causing fast and direct reaction, which can be expected and predicted, became standard.

The works of Lazarsfeld, Hovland, Klapper and some other researchers led to the formation of the second approach, which disproved the concept of the direct impact of mass media on the audience. Working at the Bureau of Applied Social Research at Columbia University, Lazarsfeld was the first to conduct systematic research into the installations and forces influencing formation of electoral behaviour. Obviously, the media were also in sight. Lazarsfeld concluded that mass media are not the only source of political informing, as interpersonal communication is no less important in this aspect. In addition,

Lazarsfeld concluded that the political preference of voters is explained with the help of socially determined characteristics, such as social status, income, occupation, religion etc. and the media at the same time, working to strengthen existing, previously-formed political attitudes and orientation (Dzyaloshinsky, 2016).

Lazarsfeld's proposed model of the mass media's role in the formation of electoral behaviour began to be actively used in analysis of the mass media's influence on people's behaviour in other spheres. Therefore, the main efforts of mass media researchers were focused on taking into account, if possible, all factors mediating the impact of the mass media on audiences and defining at what point their configuration in this influence becomes the most effective. As expected, the mediating factors were so many that their final account was, in fact, impossible. Klapper in his book *The Effects of the Mass Media* listed several:

- selective perception based on primary installations of the audience;
- social and demographic characteristics of the audience members;
- psychological characteristics of the audience, first of all, frustration at the individual level;
- type and the degree of a group's assimilation of norms;
- social environment features that affect the individual before the contact with mass media;

- lapse of time after the audience has had contact with the media (Klapper, 1961, p. 8).

All these factors work in the various directions, but in general, they mediate communicative influence so that the influence gains a stabilising character i.e. it fixes and strengthens the value system of the individual. Information that is directed on change of this value system, either is not acquired in general or acquired in the distorted variant and then starts working towards reinforcement of the existing position. Zdravomyslova conducted a survey of 100 representatives of the central mass media on the subject of the attitude of Russian journalists to women's issues. According to them, there is a big list of problems related to the modern woman that rarely fall within the focus of media attention. O. M. Zdravomyslova recorded the following answers:

I. Discrimination of women in society (36.4%)
1. Women's employment and unemployment; professional discrimination; competition with men for a job that requires high qualification and ability to make crucial decisions; women's leadership
2. Formality of women's equality and rights
3. Domination of man's standards and approaches, underestimation of how women bring the country out of crisis
4. Violence in the family
5. Sexual harassment at work
6. Women's trading

II. Traditionally assumed "women's problems" (17.7%)
1. Medical
2. Parenting, motherhood

III. The modern woman's role in society (16.5%)
1. Women's career, professional women, the ability to accommodate multiple roles
2. Woman and power
3. Woman and business

IV. Social and psychological problems (13.9%)
1. Quality of life, poverty
2. Adaptation of women to rough changes in life
3. Gender relationship
4. Alcoholism
5. Women's psychology
6. Age problems

V. Women's self-realisation as persons (11.4%)
1. Women's loneliness (social, home)
2. Independence education in women's minds
3. Experience of strong women who found a way out of crisis
4. Education for self-importance, self-sufficiency
5. Education problems

VI. Women's social security (3.8%)
1. Women's moral security in society
2. Women's legal security
3. Benefits for the unemployed and after childbirth

Based on these answers, it is possible to conclude that women's problems as highlighted in mass media serve a one-sided point of view, with emphasis on several plots such as psychology, physiology and appearance. At the same time the range of possible subjects is much wider. Among them, the central place can take the socio-legal, sociological, psychological, cultural and economic problems of the modern woman.

## CONCLUSION

This research looked into women's preferences as highlighted in mass media and revealed that women's choices are not dependent on age and do not correspond to the semantic maintenance of a gender stereotype ("mother", "wife", "housewife", "homemaker"). Based on our research, we concluded that for most women consciousness of gender stereotypes dominates. In the formation and reproduction of these stereotypes in public consciousness, the unimportant role is played up by mass media. Sociological research results testify that materials about women's role in society as presented in mass media are presented from one point of view, with emphasis on several problems and thematic directions such as psychology, physiology and appearance. However, the range of issues affecting women is much wider. Therefore, the way the media present problems of gender relationship and the social roles of men and women has a huge impact on the public in terms of women's status and steadily places gender stereotypes

before younger generations.

We have been able to conclude that the substantive basis of gender stereotypes are that concrete qualities and behaviour models are accepted in different cultures and that they correspond to masculine and feminine traits. Sociological research into the identification of gender stereotypes with regards to Russian women shows that in spite of the fact that many modern social standards, norms and values concerning relationship between men and women have become more flexible, most Russian women are subject to gender stereotypes, irrespective of their age and social status.

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# The Social and Pedagogical Characteristics of a Future Teacher's Readiness for Developing the Intellectual and Creative Potential of a Junior Schoolchild in the Heterogeneous Ethnic Environment

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## ABSTRACT

This article considers the social and pedagogical characteristics of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild in vocational training. The components of a future teacher's professional readiness for developing the intellectual and creative potential of a junior schoolchild are defined. The phenomenon "readiness" is considered through the main approaches of professional readiness. Conditions for a successful formation of students' readiness for developing an intellectual and creative potential are identified. The diagnostic tools of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild are presented. The fancy of any object, process or phenomenon that reproduces certain parts, connections and functions of a research object in a certain relation is defined. Training a future teacher determined by the fact that all changes that are happening in society generally and in education particularly is concentrated on a teacher who is the major figure in the social processes of the 21st century. There remain the possibility of a future integral approach that is rather fruitful in researching the

intellectual and creative potential of a junior schoolchild beyond the research focus of local domestic works.

*Keywords:* Creative potential, intellectual potential, junior schoolchild, readiness, readiness model

## INTRODUCTION

As the importance of intellectual and creative activity, science, equipment and social interaction and humanistic and creative orientation of science and technical progress grow, the demand for training specialists to help shape the new social and economic conditions of Kazakhstan becomes louder. The people need proper guidance and leadership to adapt to living conditions in a swiftly changing times marked by a never-ending flow of information and its ensuing problems, although its benefits cannot be denied. A changing world needs a social setting peopled with individuals of a high level of intellectual and creative potential and the readiness to pursue self-development (Eggeret, 2012, pp. 23-27). The need for training is especially seen in the realm of education. Teachers need to be trained who are capable of developing the potential of every child, to make each capable of professional self-development and actualising his/her own potential. One of the chief requirements for forming a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild is the harmonious combination of a teacher's personal and functional aspects of activity. In this paper, we explore the need to train future teachers in professional knowledge, ability and

creativity (Barron, 2011, p. 46; Eggeret, 2012, pp. 23-27) as teachers can make an effective impact on developing the intellectual and creative potential of junior schoolchildren only if they themselves are creative and intellectual to begin with.

We understand a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild as future teachers are trained to master special competencies in developing a junior schoolchild's ability and readiness for creating new artefacts and solving complex cogitative tasks, assimilating and using knowledge and experience, solving problems and nurturing self-determination and creative self-realisation (Bondareva, 2015).

Bondareva listed the conditions for successful formation of students' readiness for developing intellectual and creative potential as follows:

a) professionally orientated activity for a future teacher during his training (Blagg, 2013, p. 70; Cooper, 2014, p. 63);

b) a systematic and structural approach to the process of developing the structural components of students' intellectual and creative potential and preparing them for work that will nurture those components in junior schoolchildren;

c) control over the training process by the teacher (May, 2014, p. 23);

d) productive organisation of a future teacher's educational and research

activity (Pristupa, 2012);

e) theoretical and practical training of students on an interdisciplinary basis (Carroll, 2013, p. 819; Fernandez-Berroca, Brackett & Marc, 2011).

## METHODS

Problem solution of readiness for developing the intellectual and creative potential of a junior schoolchild must be done in the context of the twin tasks being solved: development of a future teacher as an intellectual and creative person and as a professional who knows modern techniques of developing children intellectually and creatively and who also has creative and communicative experience in solving pedagogical problems. A future teacher's professional readiness for developing the intellectual and creative potential of a junior schoolchild is understood to be a difficult integral process in education; its core constitutes are as follows (Bondareva, 2015):

1. high personal importance to the humanistic idea of child development (teachers must realise the importance of solving problems and aspire to realise an identity as a professional and develop an orientation to creative change of pedagogical activity and intellectual and creative transformation of methods of training and the education system);

2. fulfilment of oneself as an intellectual and creative entity and developing as features of an identity one's own creativity, originality, flexibility of thinking, ease in generating ideas and cultivating a luxuriant imagination, sensitivity to pedagogical problems, independence of judgement, independence, courage, determination, self-confidence, spontaneity, professional openness to all new experience);

3. availability of knowledge, abilities, skills, experience in organising the process of development of elementary schoolchildren to develop their intellectual and creative ability (ability to master methods, techniques and techniques of developing the intellectual and creative potential of a junior schoolchild through different activities and free and easy transfer from one activity to another; modelling new non-standard pedagogical activities and conditions that are favourable for developing the intellectual and creative potential of a junior schoolchild and authoring creative programmes for the implementation of the pedagogical process and professional activity in changing conditions);

4. ability to give a reflexive assessment of own activity (ability to estimate own state, actions, needs and feelings objectively; ability to analyse difficulties in realising the development of a

junior schoolchild's intellectual and creative potential and in communicating with creative children; ability to project own work for developing the intellectual and creative potential of a junior schoolchild on the basis of such assessment).

In addition, it is impossible for a future teacher to be ready to develop the intellectual and creative potential of a junior schoolchild without developing a studying phenomenon, in particular, the stages of developing an intellectual and creative potential. Developing the intellectual and creative potential of a junior schoolchild takes time as it is a gradual process that happens in several stages. The first stage of this development is germination. At this stage the child has had touch, emotional and intellectual experience and has built the impulse for intellectual and creative potential (motivation). The second stage is imitation, when the child begins assimilating the peculiarities of intellectual and creative potential, techniques and methods of intellectual and creative activity. The third stage is intention, as the child learns how to transfer acquired connections in the new conditions and search for new relations. At this stage opportunities and the impulse to develop intellectual and creative potential appear. The fourth stage is experience transformation according to personal opportunities, features and needs of the child. The fifth and final stage is the psychological harmonisation of intellect and individualisation of creative activity.

The development of a junior schoolchild's intellectual and creative potential requires purposeful teaching and upbringing, otherwise intellectual and creative features may not develop beyond the initial level. At the germination stage when the child has touch, emotional and intellectual experience, he begins to build the impulse for intellectual and creative potential or educational motivation. Teachers need to nurture this educational motivation by guiding him and stimulating his development through intellectual and creative educational activity. At the imitation stage which follows next, the teacher must resort to using tools that prepare the child for learning in the institutionalised setting of a school. These include personality-orientated and educational techniques, games, projects, information and communication technologies and activities that teach how to solve problems and take care of one's health.

At the next stage, the intention stage, the teacher must create conditions for the pupils' self-actualisation that will develop their creativity and nurture self-reflection. Reflection is a valuable orientation, an esthetic attitude towards reality, a creative act in itself that allows the child to intentionally pinpoint impactful impressions that will further develop his learning process while enhancing it at the same time. In this way, the child is guided towards developing the personal orientation of a creator, who assumes a world perception that is different from others, which is of great importance for the formation of intellectual and creative individuality.

In the fourth stage, that of experience transformation, the compliance of individual possibilities, features and needs of a junior schoolchild are prominent. Children of a certain age have individual differences. The individuality of a child is characterised by the strength of his will, intellect, creativity and the propensities peculiar to him that guide his response to moral, social and other experience, distinguishing him from other children. In addition, his feelings, perception, thinking, memory, imagination, interests, tendencies, abilities, temperament and character are uniquely his only. These individual differences influence the development of his personality, responses and needs. These are the most important considerations for a teacher to note at this stage of experience transformation. The teacher must be ready to make partial or temporary changes to the tasks and content of teaching and educational work, varying methods and forms to cater for the unique personality of each pupil to ensure harmonious and wholesome development of each child's personality.

At the final stage of the psychological harmonisation of intellect and individualisation of creative activity, the teacher needs to nurture each junior schoolchild's intellectual and creative individuality.

Bearing in mind that teaching junior schoolchildren is a five-stage process, the teacher should develop a suitable programme that will address each stage as well as the individual needs of each junior schoolchild. This is best done based on the availability of materials and the age of the child. Such a programme should ensure the systematic and sequential acquisition of knowledge and skill and a personality-orientated approach to teaching junior schoolchildren.

The development of a child's intellectual and creative potential leads to positive change in a junior schoolchild's personality and his ability to adapt to the surrounding community. It also provides a creative approach to solve both learning and life problems (Bondareva, 2016).

In his research paper "Theory of Training a Teacher Professionally", Khmel characterised inter-conditionality and functional interaction of motivational, personal, substantial and procedural components rather fully. He wrote:

> The purpose of professional training and its result testify that each person who has mastered a profession faces three of its aspects – substantial, personal and procedural (technological) ones, i.e. in the course of this professional training, the problems dealt with defining the fact that a specialist must know according to his duties, how he will put this knowledge to use in his professional activity, what kind of qualities a person must possess so that knowledge and abilities give a maximum result are solved (1998, p. 325).

According to the concept of professional readiness, the model of a

future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild includes motivational, substantial, procedural and reflexive components. The motivational component assumes availability of professional motives, realisation of project activity and senior schoolchildren's motivation to complete the activity well enough to satisfy the requirements of the syllabus. The substantial component includes the ability to plan and organise professional activity and interaction between teachers and their pupils, their cooperation, process organisation and management. The end result cannot be achieved without these. This component is also called organisational or organiszational and administrative in the literature. The procedural component assumes using such criteria as initiative, organisation, self-discipline, self-checking, independence, activity and efficiency. These components are obligatory to ensure prevention of ethnic conflicts in a heterogeneous ethnic environment. Finally, the reflexive component is an expression of the student's ability to introspect and self-assess his performance, correcting mistakes in the course of mastering the skills taught in high school.

## RESULTS

The existing system of training in higher education institutions has sufficient social and pedagogical potentialities for forming intellectual and creative teachers; however, it is not fully focused on developing the intellectual and creative potential of pupils.

Therefore, in our opinion, future teachers' need special organised activity in the course of which a purposeful formation of readiness for developing the intellectual and creative potential of a junior schoolchild is carried out.

We assumed three levels of readiness available for developing the intellectual and creative potential of a junior schoolchild on the basis of the developed model. They are as follows: reproductive (low), initiative (average) and intellectual and creative (high) levels. Studying the initial state of the problem developed by us was carried out during the ascertaining experiment by comparative analysis of the ideal model of readiness for developing the intellectual and creative potential of a junior schoolchild by studying future teachers' state of readiness.

Doctoral students enrolled in the programme, Specialty 6D010200 "Pedagogics and Methods of Primary Education", conducted psychological and pedagogical diagnostics to define a general idea of teachers' formed skills, necessary for work organisation on developing the intellectual and creative potential of a junior schoolchild in Arkalyk State Pedagogical Institute named after I. Altynsarin and Pavlodar State Pedagogical Institute (Table 1, Table 2).

For measuring the levels of future teachers' readiness for developing the intellectual and creative potential of a junior schoolchild we used the following techniques: a terminal value feedback form offered by Senin; a diagnostic technique of identity orientation by Bass (a feedback

Table 1

*Psychological and pedagogical diagnostics of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild*

| Components | Criteria | Indicators | Diagnostic techniques |
|---|---|---|---|
| Motivational | Availability of a positive attitude to future profession; availability of a values attitude to the development of intellectual and creative potential of a junior schoolchild | Positive motivation towards the teaching profession | • Terminal value feedback form (Senin) |
| | | To realise personal significance in developing an intellectual and creative potential | • "The Diagnostic Technique of Identity Orientation" by Bass (A feedback form by Smekala-Kucher); <br> • Essay analysis: "A Teacher's Creativity" |
| | | To realise the necessity of formed readiness for developing intellectual and creative potential of a junior schoolchild | • Professional Activity Motivation Technique (by Zamfir and modification by Rean); <br> • Practice observation (in the classroom and out of the classroom). |
| Substantial | To acquire theoretical knowledge of the creative abilities of a junior schoolchild in the overall pedagogical process | To know and understand the essence and principles of the overall pedagogical process and its contradictions | • Terminology Dictation; <br> • Cluster creation "Overall Pedagogical Process (OPP)", "Contradictions in OPP"; <br> • Technique "Unfinished thesis", pedagogical situations |
| | | To know the essence of a junior schoolchild's intellectual and creative potential | • Technique "Assessment and Self-Assessment Map of Skills Necessary for Developing the Intellectual and Creative Potential of a Junior Schoolchild"; <br> • Students' learning activity analysis |
| Procedural | To know basic pedagogical skills as to the creative abilities of a junior schoolchild | Ability to organise intellectual and creative activity in the classroom and out of the classroom | • Training programme analysis; <br> • "Intellectual Training Exercises"; <br> • Creative tasks analysis |
| | | Ability to select, to elaborate on learning material content and to solve pedagogical situations creatively | • Test and control lessons analysis; <br> • Checking lesson plans; <br> • Individual and group work tasks analysis; <br> • Class activity observation |

Table 2
*Results of the psychological and pedagogical diagnostics of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild*

| No. | Methodology | Interpretation | Results |
|---|---|---|---|
| 1 | "The Diagnostic Technique of Identity Orientation" by B. Bass (A feedback form by Smekala-Kucher) | • An orientation of their own identity (I), i.e. an orientation of a direct remuneration irrespective of job content, a tendency to rivalry | 86% |
| | | • An orientation of communication (C), i.e. aspiration to maintaining relations with people under any conditions, an orientation of respondents' joint activity | 23% |
| 2 | Methods of studying profession attraction factors | Attraction factors: | |
| | | • Working with people | 55% |
| | | • Appropriate job competencies | 55% |
| | | Repulsion factors: | |
| | | • Overtiredness | 31% |
| | | • Low salary | 31% |
| | | • Long working day | 39% |
| 3 | Professional Activity Motivation Technique (Method by Zamfir and its modification by Rean) | • Earning money | 32% |
| 4 | Needs feedback form on achievements (Orlov) | Level of needs in achievements: | |
| | | • Lower average | 46% |
| | | • Average | 32% |
| | | • High | 3% |
| 5 | Terminal values feedback form (father) (Senin) | Own prestige: | 35% |
| | | • Creativity | 9% |
| | | • Self-development | 12% |
| | | • Achievements | 8% |
| | | • Spiritual gratification | 8% |
| 6 | Skills questionnaire on developing the intellectual and creative potential of a junior schoolchild | • Respondents specify the object of a teacher's activity (overall pedagogical process) correctly | 32% |
| | | • Respondents denote the terms 'intelligence' and 'creativity'. | 12% |
| | | • The essence of intellectual and creative potential and peculiarities of developing the intellectual and creative potential of a junior schoolchild | 8% |
| | | • Structural components, to specify special peculiarities of intellectual and creative potential | - |

form by Smekala-Kucher); motivational research of professional activity (methods by Zamfir and its modification by Rean); a technique "Assessment and Self-Assessment Map of Skills, Necessary for Developing the Intellectual and Creative Potential of a Junior Schoolchild"; an essay "A Teacher's Creativity"; terminology dictation; a training programme, "Intellectual Training Exercises"; creative tasks; practice observation (in the classroom and out of the classroom) and polling techniques (conversation and interview).

The diagnostics of readiness components for developing intellectual and creative potential were carried out among the students of specialty 5B010200 "Pedagogics and Methods of Primary Education" at Pavlodar State Pedagogical Institute (PSPI) and Arkalyk State Pedagogical Institute named after Altynsarin (ArkSPI). The experimental group included the students of Arkalyk State Pedagogical Institute named after Altynsarin.

The research was conducted from April to September, 2015. Using the developed ideal model of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild, we assumed that most of the students would be at the low (reproductive) and average (initiative) levels. As positive motivation is based on any successful activity, we began by studying the motivational component. It is known that it is necessary to provide information about internal motivation when proper activity is of great importance to the individual.

**Motivational Component Research**

The study of the motivational component was carried out by means of diagnostic techniques, feedback forms, a questionnaire, conversation and observation.

**Terminal value feedback form, Senin.** This personal feedback form was meant for diagnosing the vital purposes (terminal values) of a person. The feedback form was based on two assumptions: Firstly, that the vital spheres presented in the lives of each person have various degrees of importance for different people to some extent, and secondly, various desires and aspirations for each person, which are one of the components for the orientation of his personality, are implemented in these vital spheres. The analysis of results of the scales of terminal values showed that most of the students (60%) chose active social contacts that speak about their aspiration to establish a favourable relationship with other people. In addition, the good result had an achievement scale of 62%, which indicates the aspiration of a person to comprehend the special and tangible results in various periods of life. The smallest results had values such as: own prestige – 12%, self-development – 24% and creativity.

The feedback form by Smekala-Kucher, an orientation questionnaire of Bass, "The Diagnostic Technique of Identity Orientation" by Bass allowed us to find out what each student aspired to and the value most important to him and if necessary, to correct his behaviour. The results were as follows: about 78% of the interrogated students chose orientation of themselves (I) i.e. orientation of direct remuneration and satisfaction irrespective of work and employees, aggression in status achievement and privacy, a tendency to rivalry, irritability, uneasiness and introversion.

The Professional Activity Motivation Technique (by Zamfir and its modification by Rean). The technique is meant for diagnosing professional activity motivation, including pedagogical motivation. The concept of internal and external motivation

is based on this technique. It is possible to speak about internal motivation if proper activity is of great importance to the individual. If aspiration to satisfy other needs, the activity (motives of social prestige, salary etc.) is based on professional activity motivation; in this case it is to speak about external motivation. External motives are differentiated on external positive and external negative ones. The results are as follows: among motives for professional activity, 79% of the respondents chose earning money, while 63% of the respondents chose satisfaction with the process and result of work.

Thus, on the basis of the developed criteria and indicators, our research into the motivational component allowed us to conclude that the students preferred to use social contacts and satisfaction of material benefits, so it was necessary to measure their motivation towards their future profession. About 77% of the students had a positive attitude towards their future profession, and 45% were going to work by profession. During the conversation, it was found that the respondents had a positive attitude towards developing the intellectual and creative potential of a junior schoolchild and considered it to be an important direction in the activity of a primary schoolteacher, but they did not feel a personal need to develop this potential.

**Substantial component research.** We studied the initial level of knowledge that allows for the development of the intellectual and creative potential of a junior

schoolchild, the information culture of students and creative potential in revealing the signs of the substantial component. It was found that most of the students specified the object of teacher's activity (overall pedagogical process) correctly, but found it difficult to distinguish contradictions in the overall pedagogical process. The incomplete exercises technique showed that only 15% of the students could tell what intelligence and creativity were. The students' knowledge of the essence of a junior schoolchild's intellectual and creative potential and the peculiarities of his development was very low. None of the students could list the structural components and stages of development and specify the peculiarities of intellectual and creative potential.

**Procedural component research.** For the purpose of revealing the formed procedural component, we observed the students' learning activity and research skills. Special attention was paid to the solution of pedagogical tasks, and the results of the educational and professional practice were analysed. The students' abilities were estimated from the viewpoint of their independence, time spent on doing reproductive tasks and the optimality of the received result. It became clear that most of the students were not able to conduct research independently; they preferred to solve tasks in the traditional way and generally offered pupils reproductive tasks. Most of the students knew the theory of cooperation technology, but they did not have the ability

to organise the team cognitive activity of pupils. In addition, the students showed a low level of pedagogical reflection in analysing their own pedagogical experience.

**Reflexive (resultative) component research.** The study of the reflexive (resultative) component was carried out in two ways: The first was conducted by means of specially selected tasks and pedagogical situations connected with the solution of unusual and problematic situations. The second was conducted using problem situations during the pedagogical practice. The first task provided some difficulty in solving pedagogical and problematic situations, and only 15% of the students could cope with the given tasks. The future teachers did not consider all angles of the problem in solving the pedagogical situations. They mostly analysed the relations that were readily obvious, and did not see the hidden problems; therefore, they established only the external coherence of the situations. Consequently, they offered stereotypical solutions that were less effective for working with children to develop their intellectual and creative potential.

After explaining the second task in detail, most of the students solved the pedagogical and problem situations correctly. Similar tasks were explained to the junior schoolchildren, but 10% of them could not cope with these tasks. In the course of observing the students' pedagogical practice, it became clear that most of the students were not able to solve problem situations, using personal features such as self-determination and creative self-actualisation. Junior schoolchildren faced difficulties concerning their abilities to find solutions, based on the intuitive mechanisms of thinking (associativity, analogue and probability) and reason to prove and uphold their idea.

Table 3 shows the results of our research into the levels of formed motivational, substantial, procedural and reflexive (resultative) components of the students' readiness for the activities we prepared.

Table 3 shows that five students possessed the intellectual and creative level of readiness for developing the intellectual and creative potential of a junior schoolchild. Most of the students were at the reproductive (low) and initiative (average) levels of readiness for developing the intellectual and creativity of a junior schoolchild.

Table 3

*Results of the levels of primary school teachers' readiness for developing the intellectual and creative potential of a junior schoolchild*

| Levels of Readiness for Developing the Intellectual and Creative Potential of a Junior Schoolchild | | | | |
|---|---|---|---|---|
| No. | Students | High (Intellectual and creative) | Average (Initiative) | Low (Reproductive) |
| 1 | PSPI (70) | 3% | 68% | 29% |
| 2 | ArkSPI (50) | 1% | 42% | 57% |

The results for the levels of primary school teachers' readiness for developing the intellectual and creative potential of a junior schoolchild are given in the diagram below (Figure 1).

The results of the experiment showed that the process of training future teachers to develop the intellectual and creative potential of a junior schoolchild needs further improvement. The analysis of the results showed that the levels of the main components of readiness were different. The motivational component turned out to be the one that was most formed, while the substantial, procedural and reflexive components corresponded to the reproductive and initiative levels, in particular, the indicators that reflected knowledge about the essence of a junior schoolchild's intellectual and creative potential, ability to organise research and perform creative activity, to rework teaching material creatively and to analyse his or her own pedagogical activity.

The diagnostics characterised the initial state of future teachers' readiness for developing the intellectual and creative potential of a junior schoolchild in accordance with the levels of each component of readiness that we researched. Researching the initial state of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild showed that the majority had average (68%) and low (26%) levels. The control stage provided affirmation that special work on forming the qualities under research within the professional training of a future teacher was necessary.

Thus, based on the worked out model of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild, we supposed that most of students would be at the low (reproductive) and average (initiative) levels. As positive motivation is the core of any successful activity, we began studying a motivational component at first. It is known that one
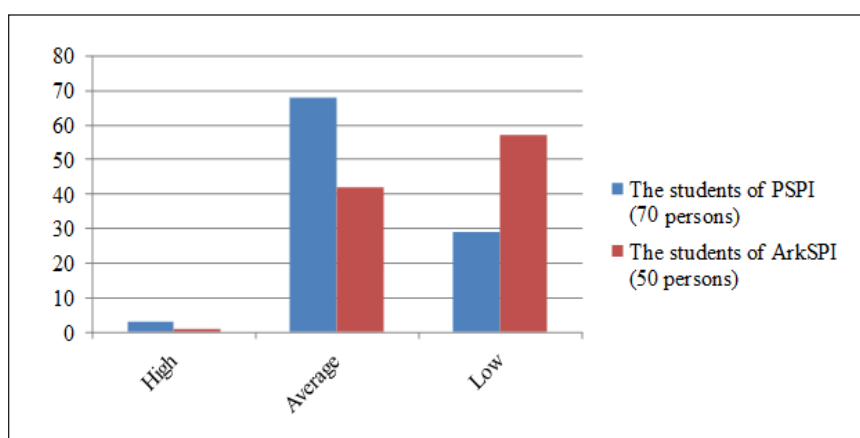


*Figure 1.* The results for the levels of primary school teachers' readiness for developing the intellectual and creative potential of a junior schoolchild

should provide information about the internal motivation when a person's own activity is of great importance to him. If motivation of professional activity is based on one's aspiration to satisfying others' external needs in relation to activity content (motives of social prestige, a salary etc.), one should speak about external motivation. We studied the motivational component using the methods of questioning, individual and team conversations, rating and the test "The Diagnostic Technique of Identity Orientation by Bass". The results were as follows: about 86% of the students chose orientation of themselves (I) i.e. an orientation of direct remuneration irrespective of job content and a tendency to rivalry. About 23% of the respondents chose orientation of communication (C) i.e. their aspiration to maintaining relations with people and an orientation of joint activity under any conditions.

For the purpose of improving and correcting the ideal model of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild, we worked out the methodology of such training. The main stages of this training are as follows:

- to realise and design an integrated approach to developing the intellectual and creative potential of a junior schoolchild during an educational and extra-curricular activity;
- to gauge the level of the formed intellectual and creative potential of

an educational and extra-curricular activity;

- to increase students' intellectual and creative potential through motivation;
- to create a mechanism for developing intellectual and creative potential;
- to organise the special course, "Developing the Intellectual and Creative Potential of Junior Schoolchildren";
- to plan teaching staff's consultations as to forming intellectual and creative potential through general and specialist disciplines;
- to organise the special seminar, "A Future Teacher's Readiness for Developing the Intellectual and Creative Potential of a Junior Schoolchild";
- to organise and coordinate an extra-curricular activity;
- to organise and coordinate games, essay, psychological exercises and trainings, consultations;
- to improve future elementary school teachers' development of their own intellectual and creative potential.

The following results from the experimental and pedagogical work on a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild were received (Table 4).

Table 4

*Results of the experimental and pedagogical work as to a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild*

| | | Levels of Readiness for Developing the Intellectual and Creative Potential of a Junior Schoolchild | | | | | |
| | | High (Intellectual and Creative) | | Average (Initiative) | | Low (Reproductive) | |
| No. | Students | Initial Stage Results | Control Stage Results | Initial Stage Results | Control Stage Results | Initial Stage Results | Control Stage Results |
|---|---|---|---|---|---|---|---|
| 1 | PSPI (70) | 3% | 5% | 68% | 56% | 29% | 39% |
| 2 | ArkSPI (50) | 1% | 49% | 42% | 29% | 57% | 22% |

## DISCUSSION

The training of future teachers to develop intellectual and creative potential is one of the important tasks of modern higher pedagogical education. To serve society, a future teacher must show ideal behaviour as society expects a certain result from his work and assumes that he will act and behave as a conscientious citizen capable of independent thought and work.

There is no unambiguous interpretation of the concept "readiness" in psychological and pedagogical literature. Scientists treat it as a subject of activity. Other researchers consider readiness as realising a person's active need and also study it as a social fixed set characterising the public behaviour of a person (Yadov, 2013, pp. 360-375).

Our study of the problems of training teachers is directly influenced by the work of Khmel (1998, p. 325) and others. Scientists have studied and worked out the theoretical and practical bases for the formation of a teacher's identity and his professional and significant qualities. To this end, the structure of pedagogical activity and pedagogical abilities is defined.

In spite of the fact that there is a difference in interpreting the phenomenon "readiness" and its structures, it is considered a primary and indispensable condition for successful performance of any activity in research. Readiness is the form of human activity that is included in the general system of activity.

Various types of pedagogical activity serve as social objects of a teacher's readiness. They are as follows: educational work at school (Hanna, 2011), school subjects, creative and intellectual development of children, etc. Therefore, readiness is defined in many respects depending on the object of its orientation.

There are two main approaches to the problem of professional readiness: functional and personal (Carroll & McCulloch, 2014; Torrance, 2011, p. 63). In the functional approach, readiness is considered as a psychological function (Driscoll, 2014, p. 45)whose formation is considered to be necessary for achieving good results in pedagogical activity and as a psychological state of an identity that is shown at the functional level. According to the personal

approach, readiness is considered from the viewpoint of the personal premise, which provides efficiency of the pedagogical activity (Kompırović & Žıvković, 2012).

## CONCLUSION

This is a review article. We are planning to refine upon methods of training a future teacher for developing the intellectual and creative potential of a junior schoolchild and for designing an experiment. The problem of forming future teachers' readiness for developing an intellectual and creative potential is multilateral as it combines psychological, sociological and pedagogical aspects. We can deduce the concept of professional readiness for work as a steady personal form in which the motives, values, knowledge, skills and personal qualities of a future specialist who predetermines an effective solution to intellectual and creative tasks in learning activity process are integrated from the analysis of the problems faced by a future teacher who is being professionally trained.

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# Integrative Strategy of Constructing Positive Images of Ethnic Identity in Modern Electronic and Information Discourse

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## ABSTRACT

The tendency to globalisation of world space is observed in the modern world. In this regard, the ethnic factor in political processes and the management of Compound States are significantly updated. The going deep politicisation of ethnicity is accompanied by new manifestations in different processes that dictate the need of a search for theoretical and methodological means of research. Ethnicity represents a social construct whose intrinsic basis is self-attribution of the individual to the social community existing in subjective perception ('We') and the symbolic marking of cultural distinctions from other communities. Their formation/gain is influenced by ideas about objectivity and vernacularity of the existence of 'we-groups' and the significance of intergroup distinctions. Ethnic identity can be defined as a social construct that is a product of the subjective relation/perception of individuals of intergroup entities and contradictions filled by ethnic sense. In the modern world the permission of some questions is of great importance not only in the scientific, but also in the ideological and political sphere. These are questions such as forms whose distribution and information processing society can accept; why information takes the central place in modern social systems and how it influences social, economic and social relationships.

*Keywords:* Construction, nationalism, political technologies, ethnic identity

## INTRODUCTION

The globalisation of the world, development of the information society, appearance of new network technologies and the enhancement of innovative capacity in production predetermine the use by political extremists of the new complicated and sophisticated methods and means in activities (Robertson, 1992; Yarskaya-Smirnov, 1998, pp. 4-12). It is necessary to fight this negative political phenomenon. The question of the technologies used in the course of the fight against negative ethnic identity has not been considered fully in local and foreign scientific research as nationalism is a difficult phenomenon to grasp and understand. On the one hand, nationalism appears as an invariable 'satellite' of modern society; on the other hand, it is a subject of permanent debate in the political and academic environment. It is necessary to mark the fact that nationalism is usually perceived as a negative phenomenon.

The unconditional relevance of nationalism made it a subject of much research especially on the radical manifestations of nationalism. After the appearance in the social and political arena of groups positioning themselves as Russian nationalists, such as the movements Memory and the Russian National Unity, there have been numerous studies of this phenomenon in our country. However, as rightly pointed out Sokolov, "the question of the nature and the reasons of distribution of Russian radical nationalism was auxiliary in relation to other question in the discussions that have taken place; it is a question of the possibility of supporters of radical nationalism in any way to come to power, or, using a widespread metaphor, whether "The Weimar scenario" can be realized in the modern Russia?". The majority of research into Russian nationalism was based on the structural functional approach and it considered Russian nationalism as the objective historical phenomenon. Another aspect that made the subject relevant was the need for scientific and objective study of Russian nationalism. In recent years the mass media has distributed materials concerning Russian nationalism. The Owl Center, for example, researches 'hostility language' in the mass media and periodically publishes analytical materials on this subject (Verkhovsky, 2005, p. 256; Verkhovsky, 2007, p. 260; Yasaveev, 2004, p. 200). It is necessary to add that a certain subjectivity in representation of a situation in the country is observed, in our opinion, in the printing materials published by nationalist groups and also in the self-presentations of members of nationalist movements and groups. Therefore, certainly, research of an image of nationalism through the analysis of the rhetoric of the mass media and the self-presentation of the persons representing themselves as Russian nationalists is interesting.

This paper reviews features of nationalism in materials from the Republic of Tatarstan, a poly-ethnic/multiethnic and poly-confessional region of Russia.

## METHODS

The subject of constructing an image of Russian nationalism is complex. There is

some scientific literature that explores this problem. The first group of sources include scientific works of social construction in general. Of particular note among these are the works of the founders of phenomenological sociology, Alfred Schütz, Peter Ludwig Berger and Thomas Luckmann (as cited in Anderson, 2001, p. 30; Berger, 1995, p. 303), while Pierre Bourdieu made significant contributions to the theory of the social construction of reality, highlighting the theory of habitus, offering heuristic ability to integrate constructionist and structuralist theories (Bourdieu, 2001).

Specificity constructionist activity in the media was the object of the analysis of scholars such as Behr, Bosk, Iyengar, McCombs, Hilgartner, Shaw etc. (Behr, 1985; Held, 1991, pp. 197-235; McCombs, 1972). Consideration of constructionist activity through the prism of the construction of social problems was justified in papers written by Burr, Best, Blumer, Kitsuse, Spector, Schneider etc. Among domestic theorists of the constructioning of social problems it is necessary to mention Dyakova, Zdravomyslova, Meylakhs, Saveliev, Temkin, Trachtenberg, Iarskaia-Smirnova, Yasaveeva etc. (Dyakova, 1999, p. 130; Saveleva, 2007, p. 264; Yarskaya-Smirnov, 1998, pp. 4-12; Yasaveev, 2004, p. 200).

The constructioning of social reality through relationships between individuals is a subject of symbolic interactionism. The main theorists of this idea are Blumer and Mead (Blumer, 1984, pp. 173-179; Mead, 1994). The important role in research of the self-presentation of members of nationalist groups and movements is explained by the sotsio-dramaturgic approach offered by Erving Goffman (Goffman, 2000).

The second group of sources explored research devoted to nationalism. The main papers offered by this group considered the modern concepts of nationalism and researched nationalism from the perspective of historical and political science. Prominent members of this group include Brubaker, Deutsch, Gellner, Cohn, Mosse, Rokkan, Suny, Seton-Watson, Smith, Tilly, Hroch etc. (Gans, 1979; Hroch, 2000).

Constructionists' approach to nationalism was reflected in papers written by Billing, Anderson, Breuilly, Hastings, Greenfeld, Hobsbawm etc. The important contribution to the analysis of the constructioning of nationalism in media space was made by Gagnon, Gans, McLeod, MacLuhan, Meyrowitz, Foster, Held, Edelman and Schlesinger (Edelman, 1972; Foster, 1999; Gagnon, 1997; Gans, 1979; McCombs, 1972; McLeod, 1991, pp. 235-266; Meyrowitz, 1985; Schlesinger, 1991).

The third group of sources looked at Russian nationalism. The most significant of these were Zdravomyslov, Mnatsakanyan, Muhametshina, Koksharov, Ponarin, Sidorina, Sikevich etc. (Kohn, 1961; Rokkan, 1975; Seton-Watson, 1977; Smith, 1986; Suny, 2001). These authors not only looked at sociological but also politological and sociopsychological theories of nationalism. The papers of this group that were of the greatest value were those by Koroteeva and Tishkov. (Koroteeva, 1993; Tishkov, 1998).

These papers attempted a constructionist analysis of nations and nationalism.

Other important works in the field looked at, among others, the:

a)  theoretical models within phenomenology (Schütz, Berger and Luckmann) and symbolic interactionism (George Herbert Mead and Herbert Blumer);

b)  theories of constructioning of social problems in the mass media (Robert Behr, McCombs, Hilgartner, Shaw, Spector, Kitsuse, Spector, Schneider and Bosk);

c)  social and dramaturgic approach (Hofmann);

d)  theoretical concepts considering nationalism as a social construct (Anderson, Hastings, Billing, Greenfeld, Gellner, Hobsbawm and Breuilly);

e)  concepts of constructioning of nationalism in mass media (Gagnon, Gans, McLeod, MacLuhan, Meyrowitz, Foster, Held, Edelman and Schlesinger);

f)  typologies of nationalisms (Cohn, Smith, Greenfeld, Hechter, Breuilly, Koshkarov, Koroteeva, Ponarin and Mukhametshina);

g)  theory of habitus (Bourdieu).

This paper used the general scientific principles of objectivity and historicism as well as the comparative-historical, complex, logical and typological analysis methods. Empirical data were obtained based on the following empirical methods: qualitative content analysis of materials of mass media at the federal and regional level ("Russian newspaper", "News", "The Independent Newspaper", "Evening Kazan", "East Express", "Star of the Volga Region", "The Republic of Tatarstan") during the period 2000-2008.

## RESULTS

It is necessary to consider that the constructioning of social reality happens at different levels. In particular, in speaking about the constructioning of an image of Russian nationalism at the macro level we need to deal with such public institutions as mass media, science and state governing bodies. On constructioning an image of Russian nationalism at the micro level, we look at the constructioning of reality by individuals.

The process of globalisation that happens at the levels of system and social integration have various intensities in different countries; therefore, modern nationalism gets is coloured by local reaction of political systems and collective identity in its various supranational processes (Held, 1991, pp. 197-235; Robertson, 1992; Robins, 1991, pp. 21-24). Mass media are not the only factors in constructing nationalism today; many researchers point to the important role of mass media in "the distanced association" citizens, for example, through television broadcasts. For example, according to Meyrovits,

television translations turn local situations into objects of general interest at the national and international levels (Meyrowitz, 1985).

The constructing of nationalism through mass media has two pronounced features. On the one hand, the variety of information, a peculiar logic of supply of materials and commercialisation of the mass media, as well as the existence of mutually exclusive discourses make identification of the individual with a national community indistinct, sporadic and ambivalent (Demertzis, 1999). According to Schlesinger, the relationship between mass media and national identity in modern society is caused by wider and constantly changing processes in the political, economic and cultural spheres. In other words, national identity has turned into "media consciousness" today, and mass media codes have considerably changed the perception and "experience" of national individuals (Schlesinger, 1991).

Another feature is that, despite the impact of globalisation on the mass media and limited cultural variations in content, the audience forms representations about nationalism through internalisation of selected messages available in mass media. Ethnocentric orientation is present even in international news, despite globalisation, which supposedly works to unify media context (Demertzis, 1999; MacLuhan, 1987).

The special effect on constructioning nationalism is imposed by representation in mass media of questions connected with international policy. The audience

which has very limited understanding of all the complexities of international relations, perceiving this information through a prism of national stereotypes, especially in the period of the international aggravations (Gagnon, 1997). For this reason, for example, military papers are perceived absolutely differently; at one time, NATO's military operations in Bosnia caused newspapers and television to portray Bosnia as the "new Vietnam", while the Kuwait invasion, Desert Storm, in the early 1990s gave rise to talk of a "new Hitler" in mass media. Naturally, each definition of a situation activates various interpretations and a decodification of information by the audience, thereby leading to the constructing of images of nationalism (as cited Shkurkin et al., 2016).

According to Mitrokhin, in general, tolerance of the Soviet party bodies of nationalist proto-groups, nationalist associations and government staff in the Russian nationalist movement is caused by the fact that in Soviet party nomenclature various ethnic myths and manifestations of ethno xenophobia exist, such as, myths about "bad Jews, Tatars and Caucasians". The main myth among Russian nationalists in the government party reflected portrayed all Jews as being inclined to plotting against the government and the people, possessing negative qualities and being connected by mutual responsibility and birth, while doing nothing useful for Russia and "eating Russian bread". They are portrayed as not loving Russians, the state in which they live, and being inclined to treachery, often

with the help or at the request of relatives in the West. As required they are ready to run abroad with all their wealth, which is saved up in Russia.

The basis of "the myth about Caucasians" was made by charges of usurpation of power in the 1930-1950s and control of trade and speculation in the markets etc. Sokolov, the only successor of the group, Memory, represented a sophisticated move of Russian nationalism, the Russian National Unity party (RNE). The RNE rose after Vasilyev's deputy, Alexander Barkashov, quarrelled with the party chief in early 1990 and then left the party together with many supporters (Kuzmin, 2007).

Zhirinovsky nationalism, another brand of nationalism, was against natives of the North Caucasus and Central Asia. The statements of the The Liberal Democratic Party of Russia (LDPR) leader were fed by a spirit of nationalism, chauvinism and aggression and were perceived to be in reaction to the humiliation of national and state advantages endured by most of the citizens of the country. In 1996-1999 the nationalism of LDPR was exclusively declarative in character. Zhirinovsky's greatly inspiring speeches did not prevent the party from supporting Westernised government party officials. It could be said that LDPR had no real political basis, being, in fact, a party that was not ideological to begin with (Kuzmin, 2007). At one time it took a pro-Putin stand.

The Movement Against Illegal Immigration (MAII), another political entity, is characterised by vigorous political activity.

According to Maslov and A. Prudnik, events in Kondopoga at the end of August, 2006 have actually created structure on which the attention of the vast majority of the politized citizens of Russia has been suddenly riveted from one a little known marginal political organization. Someone pinned the hopes for the embodiment of certain political imaginations on this organization, someone saw in the MAII organization of the arising monster capable to destabilize a social and political situation in Russia.

According to Wikipedia, MAII is not officially registered. It is a social movement fighting illegal immigration in Russia. Its purposes and ideological basis are similar to those of European nationalist parties such as the National Front in France and the Austrian Party of Freedom. The estimated number of activists attached to MAII as of 2005 were 5,000 people.

We studied the features of the constructioning of Russian nationalism at two levels of nationalism, national and regional, as was available in Russian print media (Tatarstan's newspaper). At the Federal level, these include: "Russian Newspaper", with a circulation in 2008 of more than 400,000 copies; "News", with a circulation in 2008 of 234,500 copies; and "The Independent Newspaper", with a circulation in 2008 of 53,000 copies). Regional level print media included "The Republic of Tatarstan", the official newspaper of the Government of Tatarstan, with a circulation in 2008 of 27,743 copies; "Evening Kazan", with a circulation in 2008 of 44,450 copies'; "Star of the Volga

Region", with a circulation of 15,000 copies; and "East Express", with a circulation of more than 70,000 copies.

We researched samples of Russian nationalism in these newspapers during the period 2000-2008. Selection of materials was based on semantic search of the expression "Russian nationalism" and key expressions such as "nationalist movements", "nationalist parties", "skinheads" and others. Due to the large number of materials on the subject only a certain number of samples were selected. Of these, 31 were from "The Russian newspaper", 34 from "News" and 30 from "The Independent Newspaper". References to Russian nationalism in the regional press appeared less frequently: there were 20 samples in "Evening Kazan", 22 in "the Star of the Volga Region" and 12 in the "Republic of Tatarstan". Only one article was selected for analysis from "East Express".

The general analysis of publications showed that the image of positive Russian ethnicity in newspapers at the Federal level varied and represented different views on Russian nationalism, ranging from negative commentary to the deconstruction Russian fascism. "The Russian Newspaper" reflected an "official" view of the constructioning of Russian nationalism.

Our research showed that Russian nationalism is often considered through a prism of German fascism, as seen in the following from "The Russian Newspaper":

> *At us for some reason it is considered that that, as for our local homebrew Nazism - it isn't terrible because the*

> *Nazism often is given for patriotism. But the German, Hitlerite Nazism, was given for patriotism too. In each country Nazi moods mask under patriotic. Big threat because patriotism is always in demand also consists in it.*

A more rational intelligent approach to modern Russian nationalism is also discernible in "The Russian Newspaper". According to sociologist Chernysh, the concept of nationalism has been unfairly associated recently with such concepts as "chauvinism" and "fascism". Nationalism in the most general view is a kind of 'civil religion' professed by citizens to promote consolidation of their society. The chief agents of the constructioning of nationalism are the intellectuals and the elite, who place an emphasis firstly on autocratic and imperial aspects; in modern society, the elite do not see real the mechanisms of constructing a Russian nation and nationalism:

> *The chief constructer of [nationalism] - the intellectuals. Elite - intellectual, media, economic… The main problem of our [Russian] constructers is in what they don't feel as constructers. The destiny of the conceiving people from Russia developed so that they never felt belonging to the people. It was the servants of the empire serving it interests. The idea of nationalism lived only in some small part of elite community… constructing which was carried*

*out by elite served strengthening of bases of the imperial state. [As for modern elite] She perceives nationalism as idea hostile... the considerable part of the Russian elite, first of all media, fears nationalism like the plague. And meanwhile if Russia develops, the nationalism in it is inevitable.*

The role of the agents of the constructing of Russian nationalism was covered in "The Russian Newspaper" in connection with the social conservative policy offered by the Owl Center's discussion on "the Russian question". The essence of the discussion, which has been named the "Russian Project", was reduced to the need of development and support of state-building ethnos. Covering of this event in print media connected "The Russian Project" with the United Russia party and representatives of power structures engaged in constructing the national identity of citizens of Russia:

*No one political party, except "United Russia", can't raise this question, without falling into extremism", and here "United Russia party member" has scarified communists for too Marxist positions (there the worker to be more important, than a national identity), and supporters of the dissolved itself Rodina party and the revived Congress of the Russian communities - for excessive nationalism. "Russians should consider not the one who*

*is an ethnic Russian, and the one who speaks and thinks Russian and refers himself to the Russian political culture, - Andrey Isaev has declared. - Not blood and an origin, and consciousness is important" ... Also Party members are going to protect the Russian culture, language, traditions and customs.*

"The Russian Project" has highlighted the question of migratory inflow into Russia. According to initiators of the project, migration to Russia is inevitable; therefore, only migrants who will respect Russian culture and customs should be invited:

*.. Isaev already has much more concrete assignment on "The Russian Project" – preparation of legislative offers on labor migrants who can be embodied in the concrete project - by April. "Russia won't do without labor migrants, but legal labor migrants who would be respectful to customs of the country are necessary for us". He considers that to train such legalized migrant in respect for traditions and customs of the country follows the employer if the migrant breaks our customs, then it is necessary to punish the employer, for example, taking away from him the license.*

In general, considering the "ethnic question", "The Russian Newspaper" often used expert judgements for formation of public opinion. For example, it quoted

the authoritative domestic ethnologist, Valery Tishkov on the need for semantic re-conceptualising of the term, "Russian":

*Valery Tishkov, director of Institute of ethnology and anthropology of the Russian Academy of Sciences.... it is necessary to return to pre-revolutionary broad understanding of the word "Russian" as Russian. "If Russians tell that the Russian people are they, tomorrow Russia won't be", - I have warned… academician.*

Experts believe that modern development of Russian nationalism is problematic as nationalism absorbs ideas of extremism and xenophobia. According Zorin, the nationalist discourse is peculiar now not only to political powers of a national patriotic sense, but also all range of political forces of Russia. The content analysis of programme and ideological materials of Russian political parties have, according to researchers, given rise to four main types of modern Russian nationalism:

1. The liberal (civil) nationalism, which is putting forward the concept of "the Russian nation" based on a postulate of the "multinational" character of the Russian people.

2. The moderate dominant ethno nationalism defending the thesis about a dominant role of the Russian ethnos in the Russian Federation and considering the Russian/the Russian nation as a hierarchy of ethnicities led by the Russian ethnos.

3. The radical imperial nationalism, which provides an understanding of the Russian/Russian nation as the multiethnic imperial community integrated on the basis of Russian culture and including besides others, Ukrainian and Belarusian ethnicities, which are not considered in separation from other Russians and do not admit independence.

4. The radical mono ethnic nationalism considering the nation as an exclusively Russian ethnos created or on the principles of unification or on the strategy of a separate ethno insulationism.

## DISCUSSION

The construction of social reality is a rather new theoretical concept in the social sciences. This concept is based on the phenomenological tradition, which emerged with the philosophy of Edmund Husserl. It was also interpreted in a new way by sociological scientist, Alfred Schütz. As noted by David and Lulia Jary phenomenology in its philosophical sense represents a direction based on introspective research of intellectual processes in knowledge of phenomena and experience. The central place in philosophical phenomenology is given to the doctrine of intentionality of perception i.e. not a simple understanding or simply understanding something. Social phenomenology is based

on a critical interpretation of philosophical phenomenology and studies the assumptions involved in the creation of daily social knowledge sets as its purpose, within a "bracketed" vital world (Jary, 2001). Thus, the central perspective of social phenomenology is the perspective of daily experience/knowledge.

In Alfred Schütz's understanding, social reality represents a "set of all objects and the phenomena of a socially cultural world as represented to the ordinary consciousness of people living among other people and related to the diverse relations of interaction". According to the scientist, studying semantic structures of social reality means studying intersubjective values constituted by people in the course of their activity. These values act in the form of "typical ideas" of objects of social reality of the world and constitute "knowledge", which together with personal experience of the acting individual is the set of means of orientation taken on trust in this world.

Supplementing Weber's postulate on subjective interpretation of sense with Thomas's theorem ("If people define a situation as real, she is real on the consequences"), Shyuts comes to the conclusion that definition of a situation already means action and that interpretation of the world is an initial way of action.

Alfred Schütz's concept of social constructing of reality was further developed by Peter Ludwig Berger and Thomas Luckmann. The main thesis of this concept was stated in the work, "Social Constructing of Reality. A Treatise on Knowledge Sociology" and is consolidated to the fact that social reality is at the same time objective and subjective (Berger, 1995, p. 303). Objectivity of social reality is caused by the independence of the individual, and its subjectivity is explained by the fact that it is constantly created or designed by the individual.

Social constructing of reality was defined by Berger and Luckmann as a set of processes, thanks to which "any knowledge system becomes socially recognized as "reality" (Berger, 1995, p. 30). The social reality, thus, is designed through a system of collective ideas of what is "real". Knowledge of the world around us is included in the historical and cultural context of the subject and is conditional, dependent on circumstances of receiving and use. The social interaction between individuals assumes interpretation and reinterpretation of knowledge of the world around us as providing knowledge of individuals.

Thus, constructing of social reality represents activities of agents of social constructing for its "production". The construction activity of agents of social constructing can be considered not only from the procedural point of view (constructing technologies/mechanisms), but also from the point of view of the end result, the "image" of social reality and its separate "sides".

According to Benedict Richard O'Gorman Anderson, the nation is "the imagined political community, and it is imagined as something inevitably limited, but at the same time sovereign" (Anderson,

2001, p. 30). Explaining the definition, Anderson wrote, "It [the nation as political community] imagined as members even of the smallest nation will never know most of the fellows - on - the nations to meet them or even to hear about them while in minds of each of them there lives the image of their community" (Anderson, 2001, p. 30). Anderson claimed that constructedness is the property of one and all ethnic/national communities: "all communities are larger than the primitive villages united by contact face to face (and, maybe, even they), - imagined. Communities should be distinguished not on their falsehood/authenticity, and on that style in which they are imagined" (Anderson, 2001, p. 30).

Eric John Ernest Hobsbawm in general accepted the definition of nationalism offered by Ernest Gellner, adding that he did not consider "nation" as the source of primary, initial or invariable social education. According to Hobsbawm, the nation is social education only so far as it is connected with a certain type of modern territorial state, the "nation state". In the course of formation of nations an important role is played by artificial constructing, purposeful invention and social engineering. One of Hobsbawm's ideas is primacy of nationalism in relation to nations and states: the states and national movements do not arise from already "ready" nations – everything occurs on the contrary.

Adrian Hastings claimed that constructing of the nation on the basis of one or several ethnic groups is guided by such factors as a wide circulation of printed literature in native languages and a history of a long fight against external threats. The nation not necessarily means the state: it can appear before formation of the state or after it; however, in the second case the nation receives a pronounced consciousness. The most serious contribution to constructing of a nation was made by an ideal of the state nation and world as systems of the nations, which appeared in 19th century politico-philosophical discourse and was embedded in the Versailles contract of 1920. As prototype of the European nations, according to the scientist, was the national model offered in the Bible. In the concept of Hastings the nation appears as a community having stronger consciousness than an ethnic group as the nation is concerned with political identity, autonomy and control of a specific territory. As for nationalism, Hastings considered two points of view: political theory guaranteeing the right of each nation to form its own state and as practical activities which retained the belief of individuals that their own ethnic and national traditions are especially important and have to be protected at any cost through the creation of their own state (Hastings, 1997, pp. 2-5).

According to the author of the concept of "banal nationalism", Billing, settled (i.e. having confidence in the future existence) nations are characterised by a constant reproduction or an independent reminder (flagging) of the idea of the nation (nationhood) which, being imperceptible to the majority, defines practically all socio-political aspects of the life of society.

As a metaphor for "banal nationalism" Billing used an image of a flag which "doesn't flutter furiously downwind, and imperceptibly hangs on a wall of public institution". Billing claimed that nationalism and national identity were a "conversation about national" identity, therefore research of nationalism is impossible without research of practice in discussion. Research focus on the concept of Billing is displaced from research of the nations as meta-units to everyday practice and manifestations of nationalism (Billing, 1995, pp. 8-9).

## CONCLUSION

This research studied the complex methodology of research into the constructing of nationalism (George Best) combining theoretical development of a contextual constructionism and habitus theory (Pierre Bourdieu). Our methodology considered constructing of nationalism on macro- (print mass media) and micro- (self-presentation of nationalist groups members) levels. We also looked at the interpretation of the concept "Russian nationalism" as the political (politised) culture directed to protect internal and external interests of the Russian people. In addition, we examined the contextual factors of constructing of Russian nationalism at the all-Russian and regional (The Republic Tatarstan) levels.

We looked at the features of representation of Russian nationalism in mass media and the rhetoric of members of national patriotic groups and studied nationalism on macro- (print mass media) and micro- (self-presentation of nationalist groups members) levels to overcome "offset" of the research focus and to receive the most adequate understanding of constructing of an image of Russian nationalism in a regional context.

The symbolic universe design history links collective events as a coherent whole including the past, present and future. Memory is created in relation to the past. It integrates all who are socialised in this community. The general frame of reference in relation to the future is created in order that the individual may plan actions. Thanks to this, all members of society can consider themselves co-present in a semantic universe, which existed from their birth and will exist after their death. The role of symbolic reality consists in integration of social institutions through the process of legitimisation.

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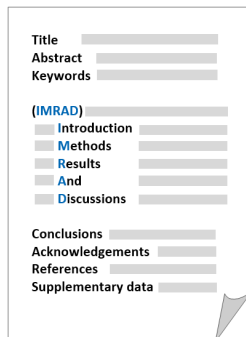
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