



SCIENTIFIC RESEARCH OF THE SCO COUNTRIES: SYNERGY AND INTEGRATION

上合组织国家的科学研究：协同和一体化

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这些会议文结合了会议的材料 – 研究论文和科学工作者的论文报告。它考察了职业化人格的技术和社会学问题。一些文章涉及人格职业化研究问题的理论和方法论方法和原则。

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These Conference Proceedings combine materials of the conference – research papers and thesis reports of scientific workers. They examine technical, juridical and sociological aspects of research issues. Some articles deal with theoretical and methodological approaches and principles of research questions of personality professionalization.

Authors are responsible for the accuracy of cited publications, facts, figures, quotations, statistics, proper names and other information.

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全球领先行业的数字化和日益严峻的挑战: 解决之道
**DIGITALIZATION OF LEADING GLOBAL INDUSTRIES AND
GROWING CHALLENGES: WAYS TO SOLVE THEM**

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摘要: 作者分析了当前经济衰退加剧和动荡加剧的情况下的世界经济状况, 就这将如何影响全球工业的发展以及这会给俄罗斯带来哪些日益增长的风险做出预测。

关键词: NWO、俄罗斯、美国、中国、ICT、EAEU、人工智能、大数据、数字化、工业4.0、第七次科技秩序、进口替代。

Abstract: *the authors analyze the state of the world economy in the current conditions of a growing recession and increasing turbulence, give their forecasts on how this will affect the evolution of global industries and what growing risks this can create for Russia.*

Keywords: *NWO, Russia, USA, China, ICT, EAEU, AI, Big Data, digitalization, Industry 4.0., 7th scientific and technological order, import substitution.*

The ending year was marked by the aggravation of contradictions within the post-COVID recovery processes of global industries, the increased pace of digitalization and the accompanying systems for monitoring, evaluating and analyzing data on capital turnover, the formation and distribution of investment flows

and the concentration of new technological competencies and developments in the fields of the military-industrial complex and space, as arenas of smoldering conflicts of zones of instability and creeping aggressive volatility of degrading sovereign states. And this global trend is reflected not only in a change in the priorities of export-import preferences in the trade balances of various countries, but also in a shift in interests in the field of food and components in the field of ICT and ongoing digitalization [1]. And this is obvious, because the NWO carried out by Russia in Ukraine to denazify Ukrainian nationalists showed all the fragility and illusory nature in international relations, introduced new trends and polarization of integration and currency zones, completing the processes of urbanization and transition to new technological standards, most strengthening the position of ethnic groups in the new IER and in IDL, in terms of their self-sufficient access to the upcoming 7th scientific and technological order of Industry 4.0. (machine and human), increasingly dehumanizing the sphere of production and distribution of goods within society and global markets [2].

And this trend creates an already obvious turbulence of growing risks of conflicts of interest emerging from local and regional levels to the border of a single interplanetary conflict that can both destroy civilization and create a world of strong bones naively expecting equality of players [3]. And this leads to the fact that the polycentric and multipolar world we are building is moving into the section of the mantra of anti-globalization and neo-colonial opposition to the Anglo-Saxons and Teutons from the standpoint of growing expectations of a philanthropic and fairer state of affairs between people and countries, which is quite utopian and hardly realizable. Moreover, the conflicts between the new digital elites, the old classic banksters, still have not found a conceptual expression and a theoretical consensus about their possible temporary truce with growing costs and cheaper capital, knowledge and people themselves, who are increasingly losing the desire to educate themselves, think with their own brains and not able to stop the processes of self-dissolution in the nets of ecosystems of the digital whirlwind and in the coming virtual storm of augmented virtual reality of fake metaverses. A person is given a picture of the simplest access to the good, which means that he is forced to compromise in matters of the moral and ethical imperative that keeps him from primitivizing the animal energies of his atomizing personality in the information-stressful field impact. He/she is physically stunned by the behavioral economy of Daniel Kahneman and is not able to distance himself from the coherent waves of noise and algorithms of zombifying and influencing the wave of someone else's will, which gradually breaks his biological field and wave structure, simultaneously triggering the processes of degradation and self-destruction in the paradigm of continuous information saturation. It is ruined by the fact that a person begins to perceive an excessive choice of options as his real right to free

will in specific manifestations, while this is only a change of virtual pictures and induced states that guarantee partial satisfaction of momentary needs, but do not give the opportunity to get enough, nor get out of the vicious circle of passions and emotions leading him to his own hell of an inaccessible, but at the same time formally declared and virtually provided choice [4].

Therefore, the main branches of the inevitable future redistribution are the class of netocrats (social networks and media, media providers) and corporatocrats who are responsible for the hardware design and solution of the “last mile” task, bringing to the minds of users an imaginary state of involvement in all processes occurring with them, and participation in the emerging standards of behavioral influence (each participant in the creative industries finds his place in the formation of a product or service focused on embedding a more ideal and perfect world into the picture). This leads to the fact that the boundaries of the real and invented collective-unconscious become blurred already in the head of each individual participant in the process and leads to a paradox of the unity of the material and spiritual worlds that touch at the points of formation of universal approaches to everything that the consumer expects from the markets: an endorphin cocktail, mutual segmentation in solving the saturation of emotions, and hormonal surges (happiness, fear, love, beauty, etc.), which constitute flashes of the induced state of happiness, which, as you know, is always short-term and fleeting. The principle of drug addiction arises: those who want to calm down from the shocks of the real world around them build their own chains of neuropreferences that do not give stable addictions and guarantee a creative search for ever stronger reactions to irritation of the neurons of the gustatory/intellectual/sympathetic adaptation and preference systems [5]. In this tutti frutti of a flaring courage, a “one-way ticket”, exhausted in search of relaxation and satisfaction for a moment, peace and once accessible informational silence, consciousness falls into a state of shocks and impatience, aberrations and deviant deviations, struggling with existing challenges, and rejecting the rigid frame of moral and aesthetic preferences, the last link in restraining a person from the state of animal madness and endless swimming on the waters of the unconscious and irrational. And given by Charon on the river of Lethe, a lifetime escape from reality is a symbiosis of complex stable dependencies of social and economic analysis, fragmentarily, in the margins, as content advertising, popping up in a stream of endless attempts to forget and find yourself new, free, cheerful and forever young ... [6]

Indeed, the phrase of the great American actor Jack Nicholson, struggling with dementia, comes to mind: “I have seen many happy people in my life. There were no sober ones among them... Question: what is it? Alcohol? Drugs? Dream of Morpheus? Following the routes of the Matrix? Dissolution in nirvana? An attempt to track the next turn of the wheel of Fortune?.. Maybe that’s why Parkin-

son's and Alzheimer's diseases, as well as sclerotic changes and dementia accompanying them in real life processes in the process of brain cell death, displays a latent picture of modern flight from oneself... to oneself?..

We were first given an unprecedented mobility of access to all information resources and marketplaces, kindling our unconscious and tireless in search of saturation and satisfaction, like a cure for loneliness in the network and our own failed demand in various focus groups, which were reduced to the search for the most intense endorphine shocks and hormonal fluctuations of varying degrees of influence of our harassed Ego in its dissolution under the cover of an immense Superego [7]. Then it turned out that, like small children, we were taken under total control in parallel with the improvement of the quality of life, and having unraveled the soul through more intensive brain work, they solved several problems at once: they shortened our age and accelerated the onset of hidden predispositions dormant in us to various diseases, causing them to life and accelerated covid attacks: from the panic of a suicidal or viral end to the insanity of self-isolation autarchy of lockdowns that killed other birds with one stone - collectivism and falling standards of education - online education is becoming cheap and widely available, which does not lead to an increase in the volume of knowledge, but it deepens awareness of belonging to smart ideas. Previously, the Internet did this, because any information on the network is perceived by the brain as almost accepted and guaranteed to be available for solving any life tasks. This means that we invented for ourselves, and then deceived ourselves, in the race for a qualitative improvement in life and in the exploitation of those 5 percent of the brain that are responsible for all our reactions of nervous activity, giving us not only our own life of moderate being, but also decisive on behalf of the entire consciousness, any problems that arise. When the word "moderately" went into oblivion due to the increased shocks and the depressive speed of our perception of the cognitive-information flow that brought down all our protective mechanisms, which could not cope with the growth of unnecessary information thrown to us, then we decided to "forget ourselves" in the worlds of the drawn virtual and augmented reality, which is so smartly slipped to us in pandemic depressive reflections on the sudden and very likely fatal consequences of an invisible death [8].

And all global industries winked at us with the beauty of the obvious choice: "after us, at least a flood" and "we live once", which simplified our moral fall, but softened the pangs of conscience from the sinfulness of material primacy over the desired expectation of the evolutionary development of spiritual life. This means that we ourselves, from all the roads to Rome, rushed to hell, displacing tomorrow's "I don't know" into today's all-powerful "I can do anything."

What is the choice for Russia in this sectoral infrastructure of digital division between victims doomed to an eternal holiday and technocrats (banksters, neto-

crats and corporatocracy), who “altruistically” undertake to kindle it to the very end, a hellish fire of unquenchable passions and blazing emotions [9]?

The answer is not obvious, because each of us solves his personal tasks, and in society, is subject to his own fears and does not always believe in the victory of the forces of Good over the coalition of Evil, and if he does not always pray, then he is very depressing. However, a return to ideological and country identity, sharp investments in science, culture and education will be able to give hope for our own, sovereign and imperial policy of preserving national identity and moving away from the ideology of “double standards”, whose manifestations today go off scale in matters of economics and political consensus, collected in terms of currency and integration, in the form of pacts and blocs like AUKUS (Anglo-Saxons) and the EAEU (post-Soviet space, going to the East, Africa and Asia) [10]. This means that a clear understanding of our competencies and the growing involvement in the production and supply chains of an international level of diversification and cooperation, against the backdrop of increasingly nationalizing local elites, losing transnational ties and becoming more and more ethnic and religiously formed in nature, will give us a real respite for the further assimilation of Russians into various strata and markets, and industries, and most importantly, into world centers of thought and philosophical creation, capable of defeating the imposed Satanism of the fading West and creating a historically hard-won unique trajectory of their own Slavic path in a society of smart and independent individuals who are preparing for spiritual transformation and the state contract of the people and authorities from the standpoint of the imperial revival [11].

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美国在ICT领域的制裁战：对中国及其盟友的打击
**US SANCTIONS WARS IN THE FIELD OF ICT: A BLOW TO CHINA
AND ITS ALLIES**

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抽象的。作者考虑了 ICT 领域持续限制的一种变体——美国和中国现代领导人之间的对抗，作为数字转型的领导者，以保持对欧洲和俄罗斯市场的控制，该市场继续越来越多地滑向 ADF 中高层管理人员技术专制和人员短缺的根源。还介绍了美国技术民族主义的一些后果，保证了在遏制亚洲虎的原则下建立技术联盟和军事政治集团的新架构，并严格限制中国在全球平台和国际生态系统中的进一步扩张。

关键词：ADF、美国、中国、俄罗斯、美国五巨头、中国五巨头、后门、生态系统、双耦合、元宇宙、人工智能、大数据、工业 4.0、第七科技模式、NBICS、数字化转型、制裁、AUKUS、唐纳德 特朗普、乔·拜登、习近平。

Abstract. *the authors consider a variant of the ongoing restrictions in the field of ICT - the confrontation between the modern leaders of the United States and China, as leaders of digital transformation for maintaining control over the markets of Europe and Russia, which continues to increasingly slide towards the origins of technological autarchy and staff shortages for middle and higher*

management link in the ADF. Some consequences of American techno-nationalism are also presented, guaranteeing a new architecture for building technological alliances and military-political blocs on the principle of containing Asian tigers and severely restricting China's further expansion on global platforms and in international ecosystems.

Keywords: *ADF, USA, China, Russia, American Big Five, Chinese Big Five, backdoors, ecosystem, dicoupling, metaverse, AI, Big Data, Industry 4.0, 7th scientific and technological mode, NBICS, digital transformation, sanctions , AUKUS, Donald Trump, Joe Biden, Xi Jinping.*

As Russian energy oligarchs prepare to spend more than 900 billion rubles on dividends at the end of 2022 from their unexpected revenue trajectory from the vicissitudes of deliveries of the Russian-implemented in the ADF, and the MED announces a drop in Russian GDP from a critical 4.5% to 2.9% previously predicted, our former/current friends and competitors, the countries of Asia and the collective West are solving the problems of uncontested leadership of their leading technological fives in the ICT market, which will not only complete the ongoing global digital transformation, but also abruptly translate quantitative changes into a qualitatively new one and completely inaccessible to everyone else ecosystem environment of the future Industry 4.0. And the groundwork for the technological independence of Russia, so clearly formulated by our President V. Putin, can be reduced to gray or black re-export of solutions in equipment and in hardware-interface design, schematic and technological solutions of NBICS already used before us, those nature-like solutions that are beautiful and effectively reflect the Will of God or nature, in its materialistic impact on the improvements of this world, which is still far from its ideal [1].

And the tasks of modern intelligence, as well as industrial espionage, which can obtain the required information in any field or in the applied foreign ecosystem, cannot become self-sufficient and basically feasible without the creation of appropriate clusters and techno-consortiums, like the anti-Chinese Anglo-Saxon pact of military bloc solutions of friendly cooperation AUKUS in the field of nuclear energy, the creation of systems for the military-industrial complex and space, the revival of scientific schools and professional competence skills in the field of secondary technical and electronic-oriented education at school and higher levels of involvement. It is impossible to steal indefinitely under the guise of espionage for the benefit of the state everything that should be invented by our scientists and be basically guaranteed for elementary solutions from engineering to consulting, which in advance guarantees us national protection against WTO strikes [2], our own self-sufficiency in solving our own infrastructure maintenance and declared pool of national projects. Therefore, the ongoing dicoupling (divorce of

technological competencies and common interdependence in the ICT sector between the US and China), according to John Bateman, an analyst at the Carnegie Endowment for Peace, “Technological demarcation of the US and China Strategy and political framework” [3], writes about the risks of America losing leadership and the lack of civilized containment mechanisms for the Celestial Empire in the technology race of the accelerating scientific and technological revolution and becomes the basis of American techno-nationalism in maintaining its dominance. And three types of relations in the Chinese confrontation take the New World out of the sphere of ideological regionalization of the “deep state” and the trends it implements (restrictionist, cooperative and centrist), preparing for a long siege of lobbyists capable of adopting mechanisms for the convergence of their own capabilities for the potential market of the Great American Five Big Tech (Alphabet (Google), Amazon, Apple, Meta (Facebook) and Microsoft), while the issues of balancing the speed of technological backlogs and manipulation of sectors of ICT markets of various levels of complexity and involvement become dependent on the reindustrialization of the entire national structure of the United States and its emerging evolution on the road to the 7th scientific and technological order of Industry 4.0., started by D. Trump with tough restrictions on Chinese competitors in the United States and supported by Joe Biden, who classically promoted the Anti-Inflation Law, which subsidizes American industry by \$ 360 billion USA [4]. At the same time, the footstep of deindustrialized Europe on the reverse draining of technologies, brains and money from the Old World, according to the Marshall Plan 2.0, will accelerate the cluster transfer of production, including from the ICT sector, to innovative US campuses, which will have a number of advantages and destroy China’s dominance in the WTO race to draw brains and competencies from the states themselves, which have long since sunk in these trade wars with their main rival. And even China’s guarantees to Olaf Scholz for the German “hidden champions” cannot surpass the “American pie” gingerbread, which ties Germany into LNG dependence for further European political “stability” within the EU and a renewed, from the standpoint of the emerging Russian threat, NATO [5]. That is why Germany, as well as Hungary and Spain, will have to choose for themselves between the loyalty of Uncle Sam or China-led strategic alliances, accumulating and implementing cooperative ties built with the Chinese in the theater of the Old World in the era of cheap energy pipelines. At the same time, the Great Five of China (Huawei Technologies, ZTE Corporation, Hytera Communications, Hangzhou Hikvision Digital Technology and Dahua Technology) fell into the expected protectionist containment trap (due to national security threats and lack of guarantees from off-brand management of buyers from backdoors left to themselves manufacturers potentially capable of leaking any data from objects of their potential use and placement to the network) from the American Federal

Communications Commission (FCC), which banned the sale of the telecommunications line of these basic Chinese ICT manufacturers that flooded the US and UK markets with their cheap and fairly high-quality gadgets: from computers, routers, software to sensors and motion sensors, boards, microphones and walkie-talkies. And this is happening against the backdrop of built Chinese distribution networks and repair and maintenance laboratories and centers capable of repairing and upgrading in more than 170 states of their Asian residence. And Russia, which wanted to replace one top five with another, was never able to do it, which means that the Indian trend will allow the Russian ICT industry to replace itself in a calmer and more competitively independent mode than an early attempt to stay in the wake of the leaders who are trying to civilize their man-made divorce. At the same time, for the United States, the risks of losing the speed of following in patent search and the introduction of innovations, which are now scientifically determined by China, also carry with them the risks of control over technological delimitation and the upcoming national self-identification in the fields of diversifying demand, undermined by the growing recession and a new outbreak of covid shocks in China, which is not yet able to curb them to the required extent [6]. And understanding the emergence of a “red rag” in the form of possible Russian assistance will lead China to the fact that not a single company of Chinese supergiants will want to become a victim of American regulators, which punish severely for disobedience by not allowing them to enter their markets. So, earlier, ZTE Corporation has already inherited and spoiled its legitimate reputation as an honest player after exporting part of American-like technologies and gadgets to the Islamic Republic of Iran, and also provided assistance in the space and missile program of North Korea.

The anti-inflation law and hundreds of billions of dollars for the American ICT sector should be clearly formulated for a technological and elemental breakthrough in creating and strengthening our own national ecosystem, open to a possible innovative rain of start-ups from a dying Europe, adjusted in the processes of shortening and strengthening cross-border production and logistics chains that can remove the risks of undersupply of production and strengthen the American military-industrial complex and the space race, which is gaining momentum with the light hand of Donald Trump. At the same time, the plans for the creation of the American and Chinese lunar bases rest on the same year, 2030, which means that astronauts and taikonauts will have to build their infrastructural line of conjugation of interests, which may end in local skirmishes and conflicts for resources on the Moon and asteroids with the most valuable and expensive components on them. We should not forget the race of the best financial models for the capitalization of creative industries, which are also completely dependent on the ecosystems of game-drawn worlds designed within the framework of virtual and augmented

reality systems. Also, the Internet of Things will build its own mosaic of a bizarre set of technologies that are ready to reduce the cost and simplify the massive demand of users to escape from the real problems of highly volatile political and geo-economic environments, which today become the basis for cyber solutions of the metauniverses of the future, the upcoming urbanization and zonal division of the world into industrial and deindustrialized territories [7].

Therefore, the United States, using the solutions of today's strategies of Chatham House, the Royal Institute of International Relations, introduces the main ideas about the mystification of Russia, that we are not part of the West and our destruction, as unequal, the correct meaning of our further hostile coexistence, and the impossibility of driving a wedge between us and China is becoming a key principle in decoupling, and the desire to drag us to its side from China, which is not ready to give us the necessary scientific and technological groundwork. And these conclusions are extremely relevant and dangerous in our desire for our own successful development of the ICT sector and polarize the conclusions about international cooperation in terms of timing and diversification of techno-nationalism, already Russian, within the framework of sanctions and in attempts to mobilize the restoration of the scientific basis of a sufficient backlog from the standpoint of information and cyber security domestic infrastructure [8].

Conclusions on the ongoing trends of the American-Chinese decoupling, the processes of multi-trend containment and the fading of joint and mutual interest can be the ongoing deglobalization steps at the level of national economies in a hurry to enter Industry 4.0, as well as building clear deadlines and goals for their own integration into the new 7-oh scientific and technological order and the ability to balance knowledge (information) and raw materials (cadres and scientific schools) ready to fight for their own sovereignty and national self-determination.

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在服务行业中使用目标管理方法

USING THE METHOD OF MANAGEMENT BY OBJECTIVES IN THE SERVICE SECTOR

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抽象的。 本文讨论了服务部门组织目标管理系统作为一种管理方法的主要方面、构建该系统的基本原则以及使用它的好处。

关键词: 服务业, 目标管理, 关键绩效指标。

Abstract. *The article discusses the main aspects of the management system by goals in service sector organizations as a management method, the basic principles of building this system and the benefits of using it.*

Keywords: *services sector, management by objectives, key performance indicators.*

More and more service organizations are successfully applying management by objectives and key performance indicators to ensure business performance. Although these ideas were first described by Peter Drucker back in the 1950s, the use of digital technologies today opens up new perspectives for targeted management. The experience of its implementation shows that service organizations face a number of questions that can be summarized and answers formulated.

Management by Objectives, (MBO) and Key Performance Indicators, (KPI) is a management tool (technology) when a set of goals is formed for each department and employee, consistent with the goals of the entire enterprise, and to assess the achievement of these goals, relevant indicators are developed and planned values are determined. Based on the achievement of planned values of the established indicators, one can judge the degree of effectiveness of both employees and the business as a whole.

Achieving the goals of the enterprise within the planned time frame is always relevant. With the growth of competition, the relevance of effective activity undoubtedly increases. When the market grows at a high rate, there is enough space for everyone. As competition increases, it is necessary to more carefully put things in order in the business organization, to address issues of increasing the return on existing departments and employees. Especially if we take into account the fact that many service organizations before the pandemic demonstrated high performance, and today they are noticing a slowdown in growth rates, and sometimes a drop in sales, a decrease in overall efficiency.

Target and KPI management can identify bottlenecks in a business organization in a relatively short time. The use of the KPI system is not only a tool for determining the performance of individual departments, employees and the basis for calculating their bonuses. This is a systematic approach to management that allows you to repeatedly increase the efficiency of the entire business, while using available resources and existing staff.

The use of this technology is relevant today, among other things, because the use of modern software, in particular on the 1C:Enterprise platform, allows you to calculate business performance indicators in real time. If earlier the collection of data on such indicators was too costly, time-consuming and therefore not always justified, today the issue of “digitizing” the effectiveness of an employee or department is mainly technical.

To improve business efficiency, there are many different tools that consulting and software companies actively offer for use. However, most often we are talking about tools that help solve particular management tasks (formalization and automation of business processes, organization of budgeting, formation of project management, application of a customer relationship management system, etc.).

Management by objectives and KPI is a comprehensive system tool that covers all activities of service organizations across all departments and personnel. Moreover, this tool allows the business leader to organize the work in such a way as to achieve the set goals, while using an acceptable level of resources. This is the main principle of business performance management.

The manager, using indicators, determines goals for departments and employees for a certain period, provides these departments with the necessary resources, and on the basis of this requires the achievement of agreed goals. Performance indicators form the basis for the calculation of bonuses for most employees, creating a strong incentive to fulfill agreed plans.

With the right approach to management, the system of targets permeates all organizations in the service sector and all its business processes. Through this tool, not only the achievement of business goals is ensured, but the rational use of enterprise resources is controlled, in other words, a business performance management tool is created.

The value of management by objectives and KPI is repeatedly confirmed by the practice of its use by service organizations of various business scales. This technology can be successfully used by both a small business with 20-30 employees and a large company with 1,000 or more employees. After a few months of practical application of KPI management, most enterprises note an increase in key business indicators, including:

- volume and margin of sales;
- volume and quality of services rendered;
- reduction of costs controlled through indicators, etc.

There is nothing strange here. A top manager in the fight to increase efficiency takes employees as allies, whose personal benefit (the bonus part of wages) now directly depends on the business indicators for which they are responsible. The introduction of such a management system in a small business contributes to consistent growth and stability, in a large business it allows you to demonstrate flexibility and high manageability.

The degree of objectivity of any assessment depends on the object (what is being assessed?), the instrument used (how is it assessed?) - the method, method, assessment tool, as well as on the adequacy of the measured values. No assessment can be absolutely objective, since there is always a subjective factor. However, since you can only manage what can be measured, including business, you need to select criteria, set the values of the measured parameters and choose the method of evaluation. It is in these actions that part of the subjectivism manifests itself. Its size largely depends on the experience of the people involved in this activity.

For an objective assessment of the performance of the business as a whole, business processes and individual employees, management by objectives and KPI is successfully used, as evidenced by the experience of many enterprises. At the same time, most successful companies evaluate the work of their employees using both financial and non-financial measurable key performance indicators (KPIs).

However, for a more complete picture, the traditional system of measurable indicators should be supplemented with a number of subjective ones, which can be obtained through monitoring the execution of tasks and compliance with standards.

Fulfillment of tasks, assignments, implementation of activities arising within the framework of projects and current activities is an important criterion that can be used in a comprehensive assessment of an employee. Mostly, the implementation of such tasks is focused on achieving the planned values of indicators (KPI). However, tasks can be set independently (as important assignments from the head), and as part of the implementation of common goals.

Another criterion used to evaluate an employee is taking into account the degree to which he complies with corporate standards. This is the feedback that an

employee receives both from managers and from those employees who interact with him in the course of performing his functions. Internal production regulations, requirements of the quality management system, etc. can act as corporate standards. The grades that an employee receives based on these standards also contribute to the calculation of his performance.

Thus, the use of KPIs, tasks and standards makes it possible to make the assessment of an employee and department as transparent and highly objective as possible.

The head of the business should be the initiator and direct participant in the implementation of such a system. High-level goals and indicators must be agreed with the business owner. Some businesses make the mistake of outsourcing the development of scorecards to Human Resources (HR). Although key performance indicators (KPI) are used as a tool for calculating remuneration (bonuses), this is not the main thing. The priority of using KPI is planning business results and evaluating existing business processes of the enterprise. Already at the stage of developing KPIs and their values, very important issues related to the interaction of departments with each other, the coordination of efforts within the framework of existing goals and business processes are solved. Coordinating the development of indicators can be entrusted to some department, including the HR service of the enterprise, or even external consultants. However, a top manager should initiate a project for the implementation of a management system by goals and KPI, he must also be directly involved in the implementation project.

As practice shows, a common mistake in implementing a target management system is to entrust the development of goals and indicators to the departments themselves. With this approach, at best, you can get not a system, but a set of individual indicators that reflect the performance of each unit separately, without taking into account their interaction. And it will turn out like in Krylov's fable about the swan, cancer and pike. Moreover, it is most likely that in this case, employees will determine for themselves indicators on which it is easier for them to report to management. That is why companies do not succeed with a very effective technology of management by objectives. It is necessary to start the implementation of KPI technology in service sector organizations with training, which will prevent errors.

The timing of the implementation of management technology by objectives and KPI largely depends on the experience and professionalism of the specialists of the company that the company chooses as a partner. Those specialists who are proficient in the technology of implementing projects with the conditional name "Team-Training-Result" help the enterprise develop business indicators within 2-3 days of a corporate training seminar.

For the successful implementation of such a project, it is necessary to form a team from the side of the company's management, consisting of top managers,

heads of departments, employees of HR departments and other experts. In the project's boundaries:

- is trained in the technology of target and KPI-management;
- business goals are formalized and digitized;
- a system of business indicators for departments and employees is developed through the structural decomposition of business goals.

The scorecard is modeled in the process of brainstorming the members of the working group. In addition, the project discusses and, more importantly, resolves the most pressing issues of interaction between departments.

Thus, in a few days of active work, you can get the performance matrices of most departments of the enterprise. It is not difficult to determine on their basis indicators for executing employees.

The next step is to consider automation, the accumulation of statistics on indicators and the development of a payroll system based on KPI. Thus, the project of introducing a target management system can be implemented in a few months.

With the traditional approach, when indicators are developed by an individual employee or a partner company that does not own the "Team-Training-Result" technologies, and when it is necessary to coordinate their developments with each department individually, on the project of implementing a management system by goals, as practice shows, takes over a year.

Automation of the target management system is a necessary step. There are several reasons for this. In the absence of automation, the collection of indicators will not be formalized, and will require a lot of administrative resources to collect data, calculate and record them. With manual collection of indicators, there is a high probability of errors, abuse by those who provide data, as well as all sorts of "inconsistencies". Data on indicators during manual collection of information are late and may become irrelevant for making managerial decisions. Monitoring based on such data is not effective because it does not reflect the current picture. At the same time, statistics are missing or difficult to access for effective planning for the next periods. Without automated tools, the target management business process is poorly managed, because people simply forget to enter data, subjective assessments according to standards can prevail, and information on completing tasks becomes outdated.

In recent years, several software products have appeared on the Russian software market that are focused on solving tasks of target management and KPI. Among them there are domestic developments and several Western products. Each software product has its own advantages: in one product, the emphasis is on the collection, "pre-calculation" and storage of indicators, as well as on business intelligence tools (business intelligent - BI), in the other - on the creation of a balanced scorecard (BSC-card, Balanced Scorecard), the third one generates panels

of operational indicators, the fourth product implements KPI-management tools for employees.

There are also software products that fall into the category of business performance management (BPM) systems. One of them is Volgasoft: Management by Objectives and KPI developed on the 1C:Enterprise 8 platform.

It combines all well-proven business performance management tools that are available to users through 6 panels:

- strategic BSC-map;
- tactical KPI-panel;
- widget panel (graphic display of significant business indicators);
- dashboard for analysts (BI-panel);
- standards panel (assessment using standards, in many ways similar to the popular HR tool - employee assessment using the 360-degree method);
- taskbar (time management tools: managing tasks, assignments, projects, etc.).

These panels represent different points of view on the same data, but they are built on the basis of different approaches and methodologies.

A task management tool is fundamentally different from software products for fixing business orders. Due to the application of the principles of target management in companies using this approach, the level of performance discipline grows many times - on average, 90-95% of the agreed tasks are executed.

Thus, among software products suitable for automation of management by goals and KPI, an enterprise can choose any, depending on whether it intends to solve the complex task of improving the efficiency of the business as a whole or any particular task.

Many enterprises that have embarked on the path of independent software development have recognized the inefficiency of this option and, as a result, have successfully implemented replicated software products, since only the cost of a replicated product for its user is many times lower than the cost of its initial development. So, on the design, development, testing and debugging of a mass production software product for management by goals, on average, about 5,000 hours (and this is more than 2 years) of work of specialists (methodologists and programmers) are required; investments in the amount of at least 2 million rubles; study, analysis and implementation of more than 1-1.5 thousand wishes of specialists from various enterprises in order to avoid constant refinement of the program in the future due to emerging new tasks and changing business conditions.

The efficiency of using a circulation product increases significantly if it is a “constructor” that allows you to implement management tools by goals with minimal participation of programmers and, thanks to flexible settings, it is easy to adapt it to various business requirements.

Moreover, if a replicated software product of this class was created on the 1C:Enterprise platform, then its user has the opportunity to integrate the manage-

ment system by goals and KPI with other systems, especially those implemented on the same platform and used in accounting, production departments, sales department and other departments of the enterprise. Setting up universal data exchange allows you to consolidate data from various accounting systems, including those on other platforms.

Therefore, it is necessary to adequately judge the benefits of independent software development, taking into account many different external and internal factors, and taking into account the experience of other enterprises.

The introduction and daily practice of management by objectives and KPI, supported by the use of an automation system for this process, allows service organizations of various sizes and industry affiliations to reduce costs, increase transparency of activities, improve financial results, and build an effective system of remuneration of employees.

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在不确定条件下预测管理决策和实施可持续发展战略 (SDS) 的方法
**METHODS FOR FORECASTING MANAGERIAL DECISIONS
UNDER CONDITIONS OF UNCERTAINTY AND IMPLEMENTING A
SUSTAINABLE DEVELOPMENT STRATEGY (SDS)**

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抽象的。 本文分别考虑了现代世界的主要社会政治趋势——“绿色经济”和可持续发展的概念，管理决策的采用应与可持续发展战略挂钩，特别是考虑到不确定因素和 外部环境风险。 它还被有条不紊地组织为一个单一的创作过程，包括信息工作、活动预测、科学和创造性思维方法的有意识应用、图形建模。

关键词：预测管理决策，“绿色经济”和可持续发展的概念，创新发展，建模。

Abstract. *The paper considers the main sociopolitical trend of the modern world - the concept of “green economy” and sustainable development, respectively, and the adoption of managerial decisions should be linked to the strategy of sustainable development, especially taking into account the factors of uncertainty and risks of the external environment. It is also methodically organized as a single creative process, including work with information, activity forecasting, conscious application of scientific and creative thinking methods, graphic modeling.*

Keywords: *forecasting management decisions, the concept of “green economy” and sustainable development, innovative development, modeling.*

The justification of management decisions can be represented in the form of a diagram as a process, as shown in Figure 1:

- development of possible alternatives for completing the task and elimination of irrational ones;
- the values of the indicators are determined: the degree of completion of the task, the expected costs;
- the estimated time for completing the task, etc.;
- comparison of alternatives, selection of the most preferable and presentation to the manager with justification, confirmation of the conclusions of specialists about the preference of the proposed combinations of goals;
- modeling when evaluating the results of a management decision;

– parameters of the quality of managerial decisions: entropy index, degree of risk, probability of success, adequacy. International quality standards and their impact on the development and adoption of managerial decisions.

The manager considers the options presented to him and chooses one of them for implementation, that is, the decision is made.

The decision-making process continues unless the manager deems the rationale compelling. In this case, he instructs specialists to consider additional options or prepare missing information.

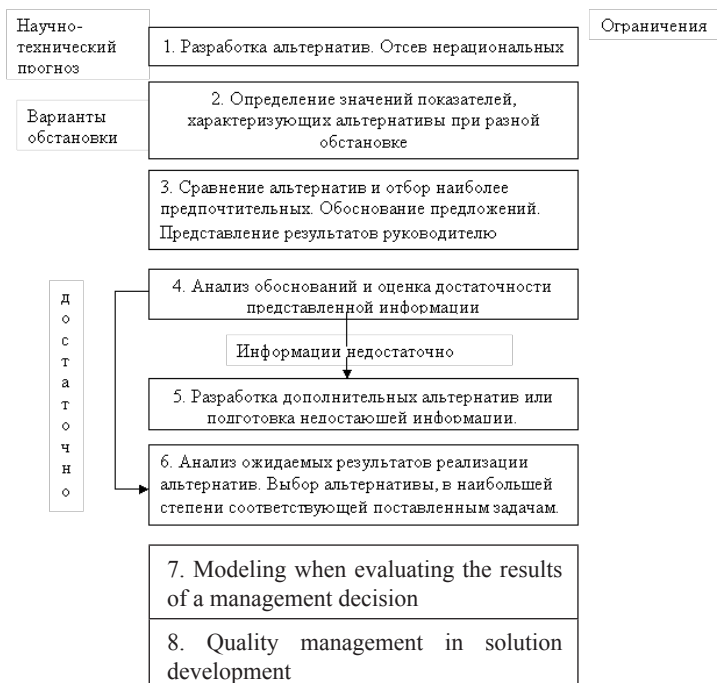


Figure 1. Decision justification process

Thus, if you streamline the process of preparing, making and implementing a decision, then this to some extent compensates for the shortcomings caused by the inability to solve the problem only with the help of quantitative methods of analysis. Arranging the problems that have arisen in a logical sequence makes it possible to rationally combine formal and heuristic methods in the process of preparing and making a decision and achieve higher quality.

Example. What is the success of Switzerland? Citizens decide on public spending [1].

In order to give local clubs and the entire football infrastructure a new impetus for development, it is proposed to build a new stadium on the site of the old one. The cantonal parliament unequivocally voted in favor of the project. But the implementation of the idea depends entirely on the goodwill of ordinary citizens, who must decide whether to allocate 216 million francs from the city budget for the construction of the entire complex.

All cantons and communities hold either mandatory or optional financial referendums. Thus, the voters of the direction make decisions regarding public spending. If they decide the spending is unnecessary or excessive, they vote against. This happens often.



Figure 2. Factors influencing the process of developing and implementing a solution

An example is the largest communities in Switzerland - the cities of Zurich and the canton of Zurich, the most densely populated canton,

Before voting, a model of a new stadium in the exhibition city complex was put up for discussion and viewing. Ordinary citizens analyzed what they saw and simulated the future situation when the stadium is built. And they came to the conclusion that they do not need such a huge stadium, the height of which exceeds the established city norms and will block the access of sunlight in the courtyards of this area. Moreover, exhaust gases from a large number of cars that will drive up to the stadium will also not improve the environmental situation.

As a result: on September 22, 2013, the community vote rejected the initiative to take a loan of 216 million francs for the construction of the stadium: FOR - 49.2%, AGAINST - 50.8%. Canton of Zurich, 1,400,000 inhabitants [2].

According to various principles and depending on which aspects of the decision process are emphasized, this process can be structured into separate stages. The sequence of actions for the purposeful choice of the best solution from the identified set of them and the role of the leader in this process may be of the greatest interest.

As already mentioned, a decision is the result of a person's mental activity, leading to some conclusion or to the development of some action, or it is the

choice of an action from a set of alternatives and its implementation, also, for example, complete inaction.

The direction of the decision can be different: the achievement of one-time results, the creation of ongoing processes, the maintenance of ongoing processes, the termination of any activity. Many factors influence the development and implementation of decisions, including the personal qualities of a person, relationships in his family, religion, etc. (Figure 3).

The development and implementation of solutions in organizations takes place in conditions of constantly changing parameters of the external and internal environment. For example, the introduction of new international quality standards, including technical, environmental and safety standards, increased competition and the energy crisis. Since this change of factors of change is ongoing, it requires operational regulation of the organization's activities by the head. Regulation and coordination are achieved by the development and implementation of many solutions, the quality and efficiency of which determine the effectiveness of the organization.

Solution areas

A person can make decisions in three main areas: technical, biological and social.

The technical system includes machines, equipment, computers. In such a system, the set of decisions is limited and the consequences of decisions are usually predetermined. For example, the procedure for turning on a computer and working with it, the procedure for driving a car, solving a math problem, etc. Such decisions are performed in a strictly defined order and are formalized. The quality of the accepted and implemented decision determines the professionalism of the specialist who makes decisions in the technical system.

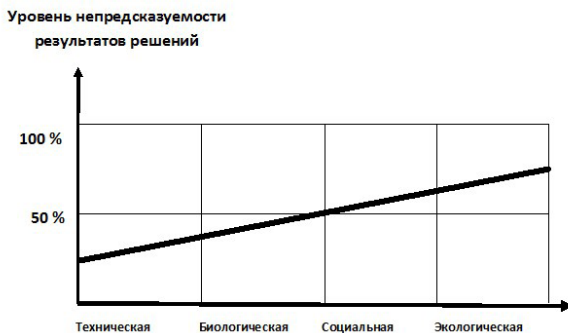


Figure 3. The trend of changing the unpredictability of the results of the implementation of solutions in various systems

A biological system is an integral living system that performs a specific function. Biological systems include complex systems of different levels of organization: organs, organisms, populations. Thus, the biological system includes open subsystems of the flora and fauna of the planet, including relatively closed biological subsystems, for example, an anthill, a human body, etc.

This system has a greater variety of functioning than the technical one. Also, due to the slow evolutionary development of the animal and plant world, the set of solutions in the biological system is limited. However, the consequences of decisions in such systems are often unpredictable. It is necessary to develop several alternative solutions in such systems and choose the best one according to some criteria.

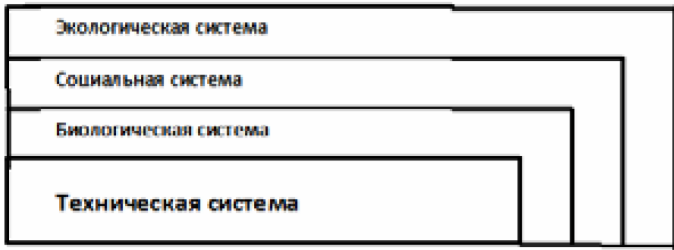


Figure 4. Components of the social system.

Social (public) system - is determined by the presence of a person as one of the interrelated elements. Examples of such systems include a family, a production team, an informal organization, a driver driving a car, and even one person (him/herself). In terms of the variety of emerging problems, social systems are significantly ahead of biological ones. In a social system, the set of solutions is characterized by great diversity in the means and methods of implementation. This is due to the fact that the main object of control is a person as a person with a high speed of consciousness, as well as a variety of nuances in reactions to various situations. Human resources are the greatest value in an organization, at the same time, people are the least predictable in their actions, reactions, and decisions. These types of systems have different levels of unpredictability (risk) in the results of implementing decisions (Figure 3).

The diagram shows that a social system can include a biological and a technical one, while a biological one can be a technical one, and an ecological one is dependent on all the previous ones (Fig. 4).

The conditions for the implementation of decisions in the social system affect the formation of the relationship between the leader and the subordinate: it can be both cooperation and confrontation. A specialist who develops or implements a

solution must have a certain level of professionalism, which is determined by his ability to create a stimulating environment for the implementation of the solution. The leader in the social system makes decisions that are called managerial. Often in the literature, a leader is called a decision maker (DM).

The most important component of professional management is the awareness of the necessary involvement of the company with the environment. In management literature, this involvement is interpreted as the social responsibility of the company and the leader. The decisions of the manager, the goals set and their priorities, the means and methods for implementing decisions reflect his social responsibility, relating to both social and environmental systems.

Due to the threat of an environmental crisis of a local and strategic nature, environmental responsibility has arisen. The ecological crisis is a critical state of the environment caused by its pollution and predatory attitude towards nature.

The Sustainable Development Strategy (SDS), developed within the framework of the UN in 1992, is the basis for environmental initiatives and is aimed at achieving harmony between people and between Society and Nature. The main direction of SDS is to achieve the satisfaction of the vital needs of the present generation without depriving future generations of such an opportunity.

The concept of the transition of the Russian Federation to sustainable development was approved by Decree of the President of the Russian Federation No. 440 dated April 1, 1996. Tasks for the implementation of the SDS [2, 3]:

- “ensuring the stabilization of the ecological situation;
- carry out ecologization of economic activity;
- disseminate environmentally oriented management practices;
- Strictly comply with the limits of the capacity of ecosystems (in terms of pollution, in terms of the ratio of elements in the atmosphere, in water and in the earth);
- introduce environmentally friendly and resource-saving technologies. Within the framework of the SDS, principles for the RUR have been developed:
 - economic activity cannot be justified if the benefit from it does not exceed the damage caused;
 - damage to the environment should be as low as can be achieved, taking into account economic and social factors”.

The effectiveness of SDS is assessed by indicators of the quality of life: “a person’s life expectancy, his state of health, the deviation of the state of the environment from the standards, the level of knowledge or educational skills, income measured by gross domestic product per capita, the amount of waste per capita, the level of employment, the degree of implementation human rights” [3, 4].

Classification of forecasts in relation to management tasks. Methods for obtaining information and the specifics of working with them when drawing up a predictive management plan

The initial information for forecasting is the following:

- financial and accounting, statistical and operational reporting of enterprises and organizations;
- scientific and technical documentation based on the results of R&D, including reviews, brochures, catalogs and other information on the development of science and technology in the country and abroad;
- patent and license documentation.

When forecasting and planning, there is a significant duplication of information used to improve the quality and efficiency of products, when conducting research and development work, and developing a system of norms and standards. Accordingly, for these purposes it is expedient to use unified databases formed according to belonging to the objects of forecasting and planning. In this case, it is necessary to solve the problem of information support for scientific and technical forecasting in a comprehensive manner, with the development of an automated control system.

To solve the problems of scientific and technical forecasting, it is recommended to use the ACS information base, which significantly reduces the amount of labor costs for collecting and preparing initial data, and also allows forecasters to concentrate their efforts on the content of this process.

All information according to the purpose and nature of functioning is divided into scientific, technical and technical and economic information, reference and regulatory information, forecast situation information and feedback information.

In the process of choosing a forecasting method, the initial information includes the data used, the creation of methods and reference and regulatory materials. The scientific validity of the forecasting methods used, the validity and accuracy of forecasts depends on the completeness and reliability of this group of information. The volume and composition of reference and regulatory information depends on the degree of differentiation of forecast calculations. [five]:

The data characterizing the goals of the forecast and the conditions in which the development of the forecasted object will proceed form the information of the forecast situation. The volume and composition of this information also depend on the adopted forecasting methods, on the degree of reliability, differentiation, and the required accuracy of forecast calculations.

To date, there are various classifications of forecasting methods. The application of one or another forecasting method in practice is determined by such factors as the object of the forecast, its accuracy, the availability of initial information, the qualifications of employees, etc. A brief description of the methods for forecasting management decisions is given in Table 1.

Table 1
Methods for predicting management decisions: conditions and areas of application

Method	Basic conditions of use	Application features	Application area
1. Regulatory	Availability of a high-quality regulatory framework for all stages of the life cycle of each object as part of automated control systems. The regulatory framework should include both indicators of the object and indicators of the organizational and technical level of production at the manufacturer, consumer and repair organization	Significant laboriousness of creating a regulatory framework, the need to establish dependencies between the beneficial effect, costs and service life. High accuracy of forecasts	For forecasting efficiency, terms of equipment replacement, opportunities for saturation of sales markets for mass production facilities. Lead time up to 10-15 years
2. Experimental	Availability (creation) of an experimental or experimental base, necessary material, technical, labor and financial resources for experimental work	Significant cost of experimental work. Sufficient accuracy of forecasts	To predict the effectiveness and timing of the replacement of the designed equipment, the timing of product release, the possibility and timing of saturation of the markets with the designed products, non-traditional mass production facilities that have no analogues at the stage of completion of the detailed design. Lead time up to 10-15 years
3. Parametric	Availability of a high-quality regulatory framework for the entire cycle of each stage of the life cycle of each object	Significant laboriousness of establishing dependence for forecasting, taking into account the functions of the object and indicators of the organizational and technical level of production at the manufacturer, consumer and repair organization. Sufficient accuracy and ease of calculation	Compilation of medium term forecasts of useful effect, possible changes in the sales markets of the analyzed products of mass production. Forecasting period up to 10 years

4. Causal modeling (multifactorial models)	Analysis of fairly complex phenomena with two or more variables, neither the function nor the structure of the object change in time	When the amount of information is not enough Increased complexity of the process of diagnosing systems, as well as the difficulty of building models that adequately take into account all the features of the functioning of real systems	When developing a forecast for the volume of demand for goods, it is necessary to take into account: the level of income of the population, the interchangeability of goods, the level of prices, the volume of production and other factors
5. Extrapolation	Quantitative determination of the most important parameters of the object's behavior for at least 5 years	Forecasting the beneficial effect and cost elements based on the assumption that the development trends of the object in the future will be the same as in the past period. The selection of initial information should be at least 2 times the selected lead time.	Separate types of resources in general for the enterprise, association, as well as the beneficial effect of small-scale production. Forecasting period up to
6. Informal forecasting methods	To solve the tasks and problems of the organization's activities that are not amenable to full formalization, here mainly informal conclusions and collective forms of mind and experience in organizing the process of developing solutions are used.	Availability of a high-quality regulatory framework for all stages of the life cycle. Based on information obtained by various methods Discussion methods (commission method, court method, brainstorming method. Questionnaire methods (ranking method, paired comparison method, expert classification method, Delphi method)	5 years
7 Index	Availability of relevant norms (specific indicators) of the beneficial effect, cost elements for the base period and planned targets for their change in the forecast period	Forecasting the beneficial effect and cost elements based on the value of the predicted parameter in the base period and indexes of change in standards. Simplicity of calculations, but their low accuracy	Forecasting the external environment is an assumption of the dynamics of the development of the situation in the future, based on the available information, such as:

8 Technical strategy evaluations	Development of matrices for a general identification table or a universal identifier and the creation of an expert group of highly qualified specialists	The possibility of using fundamentally new types of technology for assessing the quality, where there are no statistical data and patent funds	industrial espionage (an attribute of a market economy generated by competition); print materials: weekly newspapers, newsletters covering the materials of reports of firms, banks, etc.
9 Functional	The impossibility of achieving the required characteristics of the object under study using previously applied principles of action. The need to determine a wide range of alternatives for the development of the object under study, taking into account the possibilities	Creation of a functional diagram of a future object using FSA	Prosthetics useful effect, the capacity of each type of equipment. Types of aggregated resource costs for the whole enterprise. Forecasting period up to years
10 Expert	Creation of an expert group of highly qualified specialists in this field, numbering at least 9 people	Forecasting the development of objects according to expert estimates of specialists in this field	To form requirements for the product being developed in the form of a set of goals and determine the means, methods and ways necessary to achieve the goals

Conclusions

The scientific validity of the forecasting methods used, the validity and accuracy of forecasts depends on the completeness and reliability of this group of information. The volume and composition of reference and regulatory information depends on the degree of differentiation of forecast calculations.

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公司市值与ESG理念主要要素关系分析
**ANALYSIS OF THE RELATIONSHIP BETWEEN THE MARKET
VALUE OF THE COMPANY AND THE MAIN ELEMENTS
OF THE ESG CONCEPT**

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抽象的。今天公司治理领域最紧迫的问题之一是企业实体形成和保持竞争优势的问题,利用这些优势有助于公司长期成功运作。在包括俄罗斯在内的许多国家,在过去的二十年中,公司最高管理层在提高公司竞争力方面的工作重点已转向经济实体的可持续发展。该模型的实施是通过观察对组织活动感兴趣的所有实体的利益来进行的:员工、经理、所有者、客户、供应商、公共当局和整个社会。可持续发展理念发展的一个可能方向是使用 ESG 标准评估公司运营的有效性,除其他外,可以通过确定上述标准对公司的影响程度来实施。组织价值的变化。文章分析了企业界各代表对ESG因素对企业价值影响问题的理论观点,系统梳理和阐明了ESG标准对企业价值影响的方向,作为经济实体运作的总体战略的一部分实施。

关键词: 可持续发展, ESG, 企业社会责任, ESG因素, 公司价值。

Abstract. *today one of the most pressing issues in the field of corporate governance is the problem of the formation and maintenance of competitive advantages by business entities, the use of which contributes to the successful functioning of companies in the long term. In many countries, including Russia, over the past two decades, the emphasis in the work of the top management of the company in the field of increasing the competitiveness of the corporation has shifted towards the sustainable development of the economic entity. The implementation of this model is carried out by observing the interests of all entities interested in the activities of the organization: employees, managers, owners, customers, suppliers, public authorities and the whole society. One of the possible directions for the development of the concept of sustainable development is the use of ESG criteria in assessing the effectiveness of the company's operation, which, among other things, can be implemented by determining the degree of influence of the above criteria on the change in the value of the organization. The article analyzes*

the theoretical views of various representatives of the business community on the issue of the influence of ESG factors on the value of a company, as well as systematizes and clarifies the directions of the influence of ESG criteria on the value of a business, which are implemented as part of the overall strategy for the functioning of an economic entity.

Keywords: sustainable development, ESG, corporate social responsibility, ESG factors, company value.

Over time, the solution of global problems has also become the responsibility of the business community, which, in the context of sustainable development, has taken the form of certain principles, within which corporations change existing and build new business operations in accordance with the demands of the external and internal environment. The result of the aggregation of the achievements of the Club of Rome and the approach of corporations to sustainable development is the ESG (Environmental, Social, and Governance) doctrine.

The potential relationship between the ESG concept and business value was first considered by Michael Porter and Mark Kramer, who developed the concept of total value^[1]. This theory, which focuses on the relationship between economic and social values, is based on three main components:

- production of specialized products and development of markets for their sale;
- increase in labor productivity;
- achieved competitive advantages and interaction with the stakeholders of the organization.

This approach is supported by the United Nations, which presented in the UN Global Compact a model of the influence of the following factors on the value of a business^[2]:

1. Income growth;
2. Increasing productivity, which means cost savings;
3. Formed risk management system.

Gabriel De La Fuente, Associate Professor of the Faculty of Economics and Business at the University of Valladolid, offers a different connection between the concept under consideration and the value of the company, whose study focuses on the relationship between the organization's work in the field of ESG risk management and the company's cash flow growth opportunities.^[3] G. Fuente notes

1 Porter M., Kramer M. Creating Shared Value // Harvard Business Review. 2011, pp. 6;

2 United Nations Global Compact. Implement the Value Driver Model // [Electronic resource], URL: <https://www.unglobalcompact.org/take-action/action/value-driver-model> (date of access: 05.04.2022).

3 Fuente G., Ortiz M., Velasco P. The value of a firm's engagement in ESG practices: Are we looking at the right side? // Long Range Planning, 2022, vol. 55, pp.3-5.

that creating value based on the practice of ESG requires taking into account both the present and future financial results of the company. At the same time, the accumulation of social capital and the management of environmental risks creates the prerequisites for increasing stakeholder investment in the activities of an economic entity, which is of key importance for creating opportunities for long-term growth in the company's cash flow.

It is worth agreeing with the above positions of the researchers, since from a methodological point of view, all of the above is a factor that increases the value of a business. Analyzing the method of discounted cash income to assess the value of the company and the above factors, we can conclude that:

1. Increasing income, increasing productivity and minimizing company costs have an upward impact on the growth of cash flow generated by the business;
2. A well-built policy for managing external and internal risks of the company reduces the discount rate and, as a result, increases the discount factor;
3. Future cash flow growth opportunities increase the value of the post-forecast revenue growth rate, which reduces the capitalization factor used to determine the post-forecast reversion cost. As a result, the terminal value of the business grows, increasing the total value of the company, given at the current time.

At the same time, it is worth correcting G. Fuente's position regarding the formation of long-term growth opportunities. The use of ESG-criteria by the company is subject to the law of diminishing marginal returns - the initial economic benefits from managing ESG risks will be more significant, while over time the return on invested capital will decrease. This conclusion correlates with the findings of Heli Wang, Doctor of Sciences, from the Hong Kong University of Science and Technology, who found that the relationship between corporate participation in charity and its financial results does not have a linear correlation, but is described by an inverse U-shaped curve ^[4].

In the approach of G. Fuente and H. Wang, one can draw an analogy of the ESG concept with building up a company's competitive advantages. As is known from the work of Alfred Rappaport, one of the founders of the modern model of value-oriented corporate management, it is the increase in competitive advantages that allows the company to create value for its owners ^[5]. However, competitive advantages cannot exist forever. Over time, competitors will master the unique technology of the company under study, or the product produced by it will lose de-

4 Network for Business Sustainability. The Perils of Excessive Corporate Philanthropy // [Electronic resource], URL: <https://nbs.net/the-perils-of-excessive-corporate-philanthropy/> (date of access: 13.06.2022);

5 Rappaport A. Selecting Strategies that Create Shareholder Value // Harvard Business Review. 1981, vol.59, pp. 140-141;

mand from consumers. As a result, the life cycle of competitive advantages, within which they bring economic benefits to the company, is limited by A. Rappoport at the level of 5-7 years. The situation is similar with ESG risk management. Only the company's constant work to develop its ESG advantages can bring results in the long term, in the form of business value growth.

Mark Golovsenko, Head of the ESG Strategy of the Transaction and Strategy Consulting Unit of the consulting firm KPMG, offers his own approach to analyzing the impact of ESG criteria on the company's activities^[6]. In an analytical report, M. Golovsenko shows that different ESG blocks affect different aspects of business functioning:

1. Minimization of environmental risks increases the market value of the company's equity securities on the stock exchange, which becomes possible due to:
 - a. Reducing greenhouse gas emissions due to the transition to renewable energy sources;
 - b. Increasing the use of energy efficient assets;
 - c. Waste management and reduction of environmental pollution;
2. The level of social responsibility has a direct impact on the formation of a positive business reputation of the company, achieved by the attention of the company to the following parameters:
 - a. Implementation of a policy in the field of improving human rights;
 - b. Innovative approach to creating high quality products;
 - c. Development of employee safety improvement programs.
3. Corporate governance, according to M. Golovsenko, has limited opportunities to create value for the company's owners, implemented through:
 - a. Increasing the transparency of the taxation system;
 - b. Increasing the number of women on the Board of Directors;
 - c. Building a system for linking ESG indicators with the bonus policy for personnel.

The above classification of the influence of ESG blocks on various components of the company's activities does not answer the question why, for example, the creation of a high-quality product cannot be considered as a driver of the value of company shares on the stock market. As well as the disclosure of non-financial information and the use of energy efficient technologies do not contribute to the growth of the company's business reputation and its fundamental value. As a result, Mark Golovsenko's approach cannot be considered as a basis for determining the impact of ESG criteria on the company's value.

At the same time, another issue is raised in the KPMG report - the very fact of using ESG criteria in the company's activities^[7]. Along with the benefits that

6 KPMG. How to determine where ESG can create value. 2022, pp. 8-10.

7 KPMG. How to determine where ESG can create value. 2022, pp. 5-6.

ESG principles have on the areas of the company's activities, the lack of attention of the company's management to ESG risks has an impact on various business indicators:

- loss of the customer base, which will prefer higher quality products of competitors;
- increase in staff turnover due to unsatisfactory working conditions;
- growth of expenses for disposal of excess waste;
- loss of competitive advantages due to lagging behind in the transition to a low-carbon economy;
- limitation of funding sources;
- increase in the cost of borrowing due to low ESG credit ratings;
- fines for environmental pollution/carbon emissions and more.

It is difficult to disagree with this approach to the ESG concept as a whole. Indeed, the specifics of the implementation of ESG criteria for business also means that the awareness of the need for their application is not a matter of choice. Inaction will also be considered by interested parties as an action that is not aimed at increasing the competitive advantages of the corporation, but at destroying the previously formed value.

Partner at the consulting firm McKinsey & Co. Tim Koller, one of the developers of the McKinsey methodology within the VBM concept, believes that in addition to the previously mentioned areas of value creation, company management should also explore various options for investing owner funds ^[8]. A firm's work towards developing social responsibility can help an organization avoid unclaimed investments that may not pay off due to long-term environmental problems (to illustrate, massive write-offs of the cost of oil tankers) or a significant increase in reputational risks.

The approach voiced by T. Koller complements the points of view of M. Porter and G. Fuente. Combining the conceptual foundations of these researchers, it seems possible to clarify the direction of the influence of ESG criteria on the value of a business, which is realized in the context of the following stages:

1. Creation of a strategy focused on value creation and based on the application of ESG practices. The formation of an understanding of why the corporation will work with various ESG criteria predetermines the success of the implementation of this practice as a whole. However, the goal of profit maximization conceptually cannot be the main one, since its achievement has a number of limitations. Firstly, it is achieved in the short term, which contrasts with the essence of the sustainable development model; secondly, this goal provides for the irrational use of both exhaustible and renewable resources available to the company, which reduces the useful life of

8 Henisz W., Koller T., Nuttall R. Five ways that ESG creates value // McKinsey Quarterly. 2019, pp. 4-8.

- their use. In view of the foregoing, the key goal of the application of ESG principles by the company is the growth of its value;
2. Investments in the areas that determine the ESG policy of the corporation. From the company's point of view, the implementation of an ESG strategy should be associated with an investment, with expenditures made "now" in order for these investments to have an effect in the future. In addition to the above, top managers should be aware of the negative returns on "sustainable" investments, as well as the fact that such investments cannot be isolated;
 3. Achieving operational efficiency. At this level, according to the non-profit organization GEMI on environmental management, the company is considering how to implement existing business processes at minimal cost^[9]. Here, the key emphasis is on the concentration on the resources used: human, material, time and financial. Within the framework of this paragraph, the ESG-directions for creating the value of the company will be increasing the efficiency of the resources used, minimizing waste, increasing labor productivity, developing a personnel motivation system and other areas;
 4. ESG risk analysis and management. This analysis is necessary for the correct identification and assessment of factors that can both negatively affect the company's activities and represent opportunities to increase its value. Depending on which approach to managing ESG risks the company has chosen, the Board of Directors is able to make an informed decision on the direction of development of the corporation as a whole.

As follows from the last paragraph, the above stages, in the context of which various ESG criteria affect the value of a business, have the form of a cycle, since an understanding of existing and possible ESG risks allows the corporation's management to build a competent strategy for the functioning of an economic entity in the medium and long term.

Separately, it is worth considering the impact of the economic crisis on the ESG paradigm and its impact on the value of the company. In 2021, the ABIS Academy of Business organized a round table that addressed this issue^[10]. The key companies participating in the meeting are Port of Antwerp, Johnson and Johnson, ABN AMRO and Value Balancing Alliance. Representatives of corporations expressed opposite opinions. On the one hand, some participants agreed that the crisis could be an accelerator for sustainable transformation and value creation. On the other hand, several people suggested that real change takes time, and in the short term, getting out of the crisis will mean doing business as usual.

⁹ Global Environmental Management Initiative. Environment: Value to Business. 2015, pp. 13-19;

¹⁰ ABIS. Corporate Approaches to Sustainable Value Creation. Roundtable Report. 2021, pp. 8-9.

Until now, the time horizon for funding has been rather short (2-5 years), but many environmental risks, such as biodiversity and climate change, are much longer term. The scale on which many financial institutions operate is often too short for long-term risks to have a direct impact on decision making. Integrated decision-making and resource allocation, redefining risk and resilience, as well as transparency and communication to stakeholders about the steps taken will be critical to ensure more sustainable value creation in the future.

All of the above is another confirmation of the thesis voiced earlier - it is economic crises that are the reason for both rethinking the relevance of the entire ESG agenda and the significance of each of its blocks. We can say that one of the main causes of the financial crisis of 2008-2010 was a failure of corporate governance. Its two main principles - transparency and accountability - were violated by investment and commercial banks in the developed countries of the world, which led to the crisis.

A similar position was voiced at the VIII International Scientific and Practical Conference “Strategies for the Development of Social Communities, Institutions and Territories”^[11]. The business community considers crisis situations as a driver for the development of a sustainable development strategy through the use of ESG criteria. The stability of the company, as well as the very fact of its existence, is ensured by the principles of high-quality corporate governance, social responsibility and efficient use of the resources available to the organization. In addition, the conference voiced the position that in the situation of Western sanctions against Russia in 2022, companies that pay attention to various ESG criteria in their activities are the most attractive object for investment. A potential investor also considers such companies through the prism of ESG criteria, evaluates various KPIs that determine the level of corporate social responsibility of a given business, and analyzes the company’s policy in the field of ESG risk management.

Thus, facilitating the transition of the economy to the status of “green” in order to achieve sustainable development can have special advantages for an economic entity, expressed in creating competitive advantages over companies that are not involved in this transformation of the entire economic system. These competitive advantages are manifested in a more loyal attitude towards the company of employees, suppliers and customers, and in the possible reduction of the tax burden or the receipt of tax incentives from public authorities, and in obtaining the very status of a “green” organization, which increases the business reputation of an economic entity.

¹¹ Shalina D.S., Tikhonov V.A., Stepanova N.R. ESG as ensuring sustainability and reliability of companies in unstable conditions / Shalina D.S., Tikhonov V.A., Stepanova N.R.// Institute of Economics of the Ural Branch of the Russian Academy of Sciences. 2022, pp. 83-88.

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金融领域数字化立法支持方向

DIRECTIONS OF LEGISLATIVE SUPPORT OF DIGITALIZATION IN THE FINANCIAL SPHERE

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译注: 在本文中, 作者分析了数字技术在金融领域的发展趋势。金融领域使用的数字技术并非没有物质体现, 也就是说, 在我们看来, 它们代表了通过将法定货币转移到互联网虚拟现实而嵌入其中的价值的数字表达。文章探讨了虚拟资产法律规制的基本要求。法律监管小说揭示了固定功利性数字权利、数字货币以及联邦法律“关于数字金融资产”的主要条款的法律地位。以众筹为例, 研究了数字技术使用的特点。

关键词: 数字技术、加密货币、区块链、数字化、数字金融资产、实用数字权利、数字货币。

Annotation. *In this article, the author analyzes the trends in the development of digital technologies in the financial sector. Digital technologies used in the financial sector are not devoid of material embodiment, namely, in our opinion, they represent a digital expression of value embedded in them through the transfer of fiat money into the virtual reality of the Internet. The article discusses the basic requirements for the legal regulation of virtual assets. The novels of legal regulation are revealed that fix the legal status of utilitarian digital rights, digital currency, as well as the main provisions of the federal law “On Digital Financial Assets”. The features of the use of digital technologies are studied on the example of crowdfunding.*

Keywords: *digital technologies, cryptocurrency, blockchain, digitalization, digital financial asset, utilitarian digital rights, digital currency.*

Digitalization is rapidly penetrating the economy and, as a result, legislation is being adjusted. Decree of the President of the Russian Federation of May 9, 2017 No. 203 approved the Strategy for the Development of the Information Society in the Russian Federation for 2017-2030. According to this document, the digital economy is an activity directly related to the development of digital computer technologies, which includes services for the provision of online services, elec-

tronic payments, trading via Internet resources, and so on. So, Professor D.A. Pashentsev points to a more active use of legal forecasting and legal experimentation in legislative activity, including those carried out using digital technologies among the trends in the development of the legislative tradition¹.

Digitalization has become an everyday reality, it also affects the sphere of finance. So, at the beginning of 2022, the Central Bank of the Russian Federation registered the first operator of digital financial assets in the register. Recently, there has been a trend towards informatization of public relations. Article 141.1 appeared in the Civil Code of the Russian Federation, which fixed the concept of “digital rights” at the level of legislation - these are obligations and other rights, the content and conditions of which are determined in accordance with the rules of the information system, which meets the signs established by law. Disposing, including pledging, limiting the disposal of digital rights is possible only in the information system without recourse to a third party².

It is difficult to imagine business life without electronic signatures, and by July 2023, electronic passports are planned to be introduced throughout Russia. As part of this trend, the emergence of a law regulating DFA (digital financial assets) looks natural. On January 1, 2021, Federal Law No. 259-FZ³, dated July 31, 2020 [SZ RF. 2020. No. 31. Art. 5018.], regulating relations related to the issuance and circulation of digital financial assets and digital currency. According to paragraph 2 of Art. 1 of Law No. 259, digital financial assets are digital rights that certify any of the following rights:

- monetary requirement;
- the possibility of exercising the rights on issuance securities;
- the right to participate in the capital of a non-public joint-stock company;
- the right to demand the transfer of emissive securities, which are provided for by the decision to issue digital financial assets.

It should be noted that digital financial assets are not legal tender in the Russian Federation.

All of the above digital products are united by a blockchain, which is a continuous sequential chain of blocks (linked list) built according to certain ones, containing information. This is a method of maintaining a ledger based on cryptographic algorithms, in which records (blocks) sequentially “cling” to each other, which excludes the possibility of changing the information in the register retroactively, since this will break the entire chain. Entries in such a ledger are called tokens, which are the unit of record in the blockchain.

1 Pashentsev D.A. Russian legislative tradition before the challenge of digitalization // Journal of Russian law. 2016. No. 2. pp.5-13.

2 SZ RF. 2006. No. 6. Art. 636.

3 SZ RF. 2020. No. 31. Art. 5018.

In development of the provisions of the Civil Code of the Russian Federation on digital rights, Federal Laws No. 259-FZ of July 31, 2020 “On Digital Financial Assets, Digital Currency and on Amendments to Certain Legislative Acts of the Russian Federation” (hereinafter referred to as the “Law on Digital Financial Assets”) and from August 2, 2019 N 259-FZ “On attracting investments using investment platforms and on amending certain legislative acts of the Russian Federation” [SZ RF. 2019. No. 31.st.4418.]⁴ ((hereinafter - the Crowdfunding Law).

In Russian legislation, a “digital currency” is called a cryptocurrency (clause 3, article 1 of the Law), which is a set of electronic data (digital code or designation). They are contained in the information system and or can be accepted:

- as a means of payment that is not the monetary unit of the Russian Federation or the monetary unit of a foreign state;
- as an investment.

Thus, bitcoin, ethereum and other cryptocurrencies known to many are, in accordance with the legislation of the Russian Federation, a digital currency.

However, at their core, digital financial assets and digital currency are different: digital currency is characterized by decentralization, its functioning is supported not by a central management system, but by many ordinary users. That is, there are no obligated persons for the digital currency, in the case of the DFA, there is a specific legal entity responsible for the circulation or price of the DFA. That is, the obligated subject is present. According to Law No. 259-FZ, DFAs are not recognized as means of payment, and digital currencies, although not money in the Russian Federation, may be recognized as such. With their help, in theory, it is possible to pay for goods and services, although so far the state has not taken such a step.

The Law on Digital Financial Assets regulates relations in the field of issuance, accounting and circulation of digital financial assets, including the activities of the operator of the information system in which they are issued, and the operator of the exchange of these assets, and also regulates the circulation of digital currency in the Russian Federation.

Issue, accounting and circulation of DFA is possible only by making (changing) records in the information system based on the distributed registry, as well as in other information systems.

The rights certified by the DFA will arise for their first owner from the moment the record is made in the system about the crediting of the DFA to him. These entries can be made by individual entrepreneurs and legal entities. The type and extent of the rights that are certified by the DFA must be named in the decision to issue them.

DFAs are accounted for in the system in which they are issued. As a general rule, DFA entries can be entered or changed at the direction of the person who is-

4 SZ RF. 2019. No. 31.Art.4418.

sued these assets, as well as their owner. The Bank of Russia will be able to determine, in particular, the characteristics of such CFAs that only qualified investors are entitled to acquire.

The law does not clearly define the list of transactions that can be made with the CFA. Although, in particular, the sale and purchase of CFAs, as well as the exchange of DFAs of one type for the same assets of another type are mentioned. Transactions will have to be concluded through the DFA exchange operator. They can be credit institutions, trade organizers and other legal entities that are included by the Bank of Russia in the register of such operators. The law establishes a ban on accepting payment for goods, works and services in digital currency. This applies, in particular, to Russian legal entities, as well as individuals who actually stay in Russia for at least 183 days within 12 consecutive months. The requirements related to the possession of digital currency, these persons will be able to defend in court only if they have informed that they have this currency and they have made transactions and operations with it. The procedure for informing will be fixed in the legislation on taxes and fees. Also, it is forbidden to distribute information about the offer and (or) acceptance of digital currency as a method of payment for goods, works and services.

The requirements of Law No. 259-FZ do not apply to the circulation of non-cash funds, electronic funds, as well as to the issue, accounting and circulation of book-entry securities.

There is an interesting whether the same Law on DFA amends the Federal Law “On Enforcement Proceedings”⁵, the Federal Law “On Insolvency (Bankruptcy)”⁶, the Federal Law “On Combating Corruption”⁷ and other acts in which digital currency is recognized not just as a set of electronic data, but property. It turns out that it will be possible to impose a penalty on digital currency. That is, there is no ban on cryptocurrency.

This is a very important provision from the point of view of practice, since now it will be possible to justifiably contribute to the bankruptcy estate, transfer it by inheritance or divide it in marriage, and also investigate if it is stolen, that is, withdraw it from the “gray zone”. At the same time, the law does not apply to foreign blockchains and tokens based on them.

To ensure judicial protection of digital currency, their holders need to inform tax and other authorized bodies about the facts of possession of digital currency and civil law transactions and (or) operations with digital currency in the manner established by the legislation of the Russian Federation on taxes and fees. Accordingly, additions to the tax legislation are needed in terms of declaring digital currency, determining the procedure for its storage.

5 SZ RF.2007.No. 41. Art. 4849.

6 SZ RF. 2002. No. 43. Art. 4190.

7 SZ RF. 2008. No. 52 (part 1). Art. 6228.

The law preserves the possibility of DFA turnover; transactions with digital rights that simultaneously include digital financial assets and other digital rights are made through a digital financial asset exchange operator

In fact, the turnover is regulated by the Bank of Russia and it is difficult to talk about some kind of decentralization of the DFA, since the Bank of Russia, in accordance with the procedure established by it, includes the operator of the information system in the register, decides to refuse to agree on the rules of the information system in which digital financial assets are issued.

Digital technologies used in the financial sector are currently a global financial and technological innovation, the regulatory mechanism for which, before their appearance, did not exist in any country in the world.

The development of technology has led to the emergence of platforms for the accumulation of funds (crowdfunding) using the blockchain infrastructure. This mechanism involves writing a smart contract that provides investors with certain units of cryptocurrencies (tokens, coins, tokens) and exchanging them for investments. Subsequently, these units can be sold on special exchanges and thus receive a return of their funds (this procedure is called initial coin offering, ICO⁸. The main question related to the use of blockchain technology in crowdfunding and investments, in this way to implement a mechanism for returning funds in case the investor no longer wants to participate in the project How to protect investors The severity and relevance of these issues become more acute as the implementation of the ICO in investment practice.

The Crowdfunding Law regulates the relations of participants in investment procedures using investment platforms, including the activities of operators of these platforms, the emergence and circulation of utilitarian digital rights, the issuance and circulation of securities certifying utilitarian digital rights. At the same time, the investment platform is defined by the Law as a virtual information system on the Internet, access to which is provided by its operator and which is used to conclude investment agreements with the help of information technologies and technical means of this system (clause 1, part 1, article 2). The investment platform is a virtual exchange, access to which can be either open to an indefinite circle of persons or limited. The idea of crowdfunding exchanges is to attract investments in projects of various categories⁹. For example, the idea of co-financing lawsuits is being actively discussed in the Russian segment of the Internet.

It seems that such an idea will not gain immediate popularity in Russia due to the relatively low state fees for dispute resolution, as well as the strict adherence by Russian courts to the principle of inadmissibility of excessive enrichment of the plaintiff at the expense of the defendant, which entails the limitation of the

8 Bulgakov I.T. Legal issues of using blockchain technology // Law.2016. No. 12. P.83.

9 See.: Mehtiev M.G., Ibragimova Yu.E. The role of international judicial practice in the legal regulation of the use of cryptocurrencies // Gaps in Russian legislation. 2017. No. 4. P.242-247.

recovery of court costs, the reduction of penalties for potential investors by the end of the trial .

This Law introduces a category of so-called utilitarian digital rights, which must be acquired on virtual investment platforms. Utilitarian digital rights - digital rights alienated, acquired and used exclusively on the investment platform and representing the right to demand the transfer of a thing (things) or exclusive rights to the results of intellectual activity and (or) the rights to use the results of intellectual activity or perform work and (or) provide services (Part 1, Article 8).

At the same time, the recipient of investments in accordance with Part 4 of Art. 8 of the Crowdfunding Law independently determines the essence, quantitative characteristics of the right to claim and the procedure for their implementation. Thus, the digital nature of the right to claim as a utilitarian digital right is the right to claim property and fulfill obligations not only virtual, but also those existing in existence.

The utilitarian digital law, which exists on the basis of the Law on Raudfundung, does not create a new legal category of property, but creates new legal grounds for the emergence of rights to claim the objects of civil rights listed in this Federal Law, fully falling within the framework of legal obligations.

However, despite the fact that the objects of utilitarian digital law are not necessarily virtual, the uniqueness of digital rights - what makes them a qualitative change in Russian legislation - lies in the existence and content of rights to property and obligations exclusively within the rules of the information system, along with with the automatic nature of their existence and emergence. Academician of the Russian Academy of Sciences T.Ya. Khabrieva and Professor N.N. Chnrnogor note the growing importance of law in the digital economy, highlight the role of regulatory impact assessment in the digitization of legal technologies used in lawmaking, and emphasize the importance in the digital reality of preparing predictive scenarios for changing the place and role of law and the state in regulating the digital economy ¹⁰.

The development of the digital economy predetermined the following areas for the development of civil law regulation: 1) legal regulation of the work and activities on digital platforms of entrepreneurs and consumers with the regulation of additional guarantees and protection mechanisms; 2) improvement of legislation in terms of automating the emergence and execution of civil obligations; 3) specification of the legal regime of digital rights.

The introduction of machine-readable law also does not represent a qualitative change in the legal regulation of social relations, since machine-readability does not change either the legal system or the rules of law, but only changes the ways of its implementation, automating the application (observance) and accounting of its norms, which have acquired the quality of machine-readability.

¹⁰ Khabrieva T.Ya., Chernogor N.N. Law in Digital Reality // Journal of Russian Law. 2018. No. 1. pp. 85-102.

As a result of the digitalization of law, its role in the life of society will be strengthened i.e. one or another part of the norms will become partially automatic, therefore, it will become impossible not to take into account their existence, not to fulfill them. The digitalization of justice also does not create a fundamentally different situation, since it only consists in accelerating and optimizing the work of the courts, but the automation processes current in this area imply the regulation in the law of additional guarantees to persons involved in the case, primarily citizens, in order to ensure access to justice.

In other words, digitalization does not revolutionize law, although it creates a revolutionary situation in law enforcement, which, as quantitative characteristics accumulate, can lead to qualitative changes.

The introduction of digital rights into the structure of the current legislation does not create a fundamentally new category of objects of civil rights. The utilitarian digital rights that exist on the basis of the Crowdfunding Law are rights to property, works and services, but they are characterized by the peculiarities of “life cycles” and a specific legal regime. The uniqueness of digital rights - what makes them a qualitative change in Russian legislation, is the existence and content of property rights and obligations exclusively within the rules of the information system, along with the automatic nature of their existence and emergence.

Thus, the digitalization of law has not qualitatively changed law as a social phenomenon. Having qualitatively changed the life of society, this process changed the law only in quantitative terms - due to digitalization, the execution (observance) of the rules of law was automated. This happened by eliminating the so-called human factor of law enforcement - something that previously required the efforts of an employee of a public authority and a participant in civil legal relations (for example, the transfer of court decisions that have entered into force to bailiffs for execution), with the introduction of digitalization has become automatic.

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国际研究中金融和定量素养整合的理论问题
**THEORETICAL ISSUES OF INTEGRATION OF FINANCIAL AND
QUANTITATIVE LITERACY IN INTERNATIONAL STUDIES**

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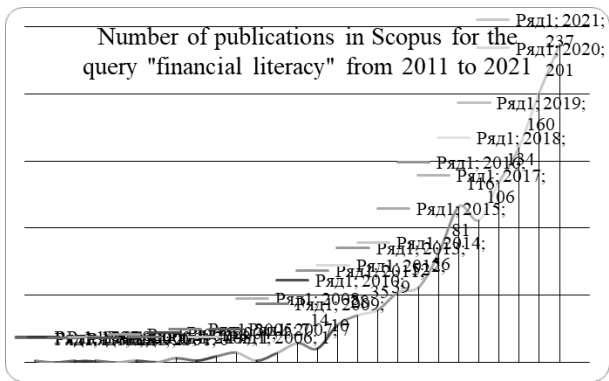
抽象的。本文分析了确定金融素养与数学素养之间关系的方法问题领域的国际研究。得出的结论是，计数能力是一种基于金融概念知识做出金融决策的计算机制；数学素养是金融行为和社会责任的预测指标，在整合金融素养发展方面发挥着战略作用，但不是通过数学教育直接获得的能力。

关键词：金融素养、量化素养、金融行为、经济思维、社会正义。

Abstract. *The article presents an analysis of international studies in the problem field of approaches to determining the relationship between financial and mathematical literacy. Conclusions are drawn that the ability to count serves as a computational mechanism for making financial decisions based on conceptual knowledge about finance; math literacy is a predictor of financial behavior and social responsibility and plays a strategic role in integrating financial literacy development, but is not a competency acquired directly through math education.*

Keywords: *financial literacy, quantitative literacy, financial behavior, economic thinking, social justice.*

Financial literacy has entered the field of modern pedagogical research relatively recently, since the beginning of the 21st century. However, the analysis of publications in the Scopus bibliographic and abstract database indicates a gradual increase in the number of works on this topic since 2016.



One of the areas in the problem field of research is the issue of correlation of financial and quantitative literacy.

According to the results of the first-ever international assessment of the financial knowledge and skills of 15-year-old students (PISA-2012, n=29000) published in 2014, a correlation was established between financial literacy, mathematics (0.83) and reading (0.79). About 25% of the scores reflect factors taken into account when assessing financial literacy, the remaining 75% are measured in mathematics and / or reading; at the same time, out of 75%, more than half of the variation falls on both mathematics and reading (57% of the total variation); about 12% for financial literacy and mathematics [14, p.69]. According to the PISA-2018 study, the average correlation between financial literacy and performance in mathematics was 0.87, and between financial literacy and reading - 0.83; 80% of the difference in financial literacy can be attributed to student achievement in math and reading; in other words, 20% of the differences in the level of financial literacy do not depend on their performance in both mathematics and reading [15, p.62].

A.Ozkale, O.E. Erdogan, based on the idea of a close relationship between mathematical and financial literacy, analyze the interaction between them on the basis of the PISA study and show that the issues raised can potentially support conceptual and technological skills for two types of literacy, although in the documents PISA states that the financial situation is only a context for mathematical literacy, and mathematics is a tool for financial literacy. [16].

J.J.Cao-Alvira, A.Novoa-Hoyos, A.Núñez-Torres, J.Hong, P.V.Thakuriah, P.Mason, C.Lido establish a positive correlation of numeracy skills with decision-making regarding income, lending and wealth management [3, ten]. P.Sunderaraman, M.Barker, S.Chapman, S.Cosentino, examining various indicators, come to the conclusion that mental arithmetic, mathematical competence and the ability to interpret numerical data have the strongest relationship with financial

literacy [18]. According to A.Mahmudi, D.H. Listiyani, the study of mathematics plays a strategic role in integrating the development of financial literacy [13].

A. Lusardi, A. Grohmann, R. Kouwenberg, L. Menkhoff note the relationship between numeracy and financial literacy, finding that numeracy skills mediated the impact of financial socialization, the quality of education and economic education on financial literacy [12,8].

In the work of H. Güvenç, based on the content analysis of the curricula of 79 courses studied in primary, secondary and high schools, conclusions are presented about the role and application of mathematical knowledge to solve financial problems in everyday life situations [9]. H.G.Crawford-Ferre, L.R.Wiest, S.Vega, T.A.Lucey, S.A.Maxwell defining mathematical literacy as a factor in the formation of financial literacy, offer methods for the implementation of mathematical education in order to increase responsibility for reasonable financial decision-making [4,11].

S.Erner, M.Goedde-Menke, M.Oberste distinguish between basic financial literacy, associated with mathematical skills, and complex financial literacy, correlated with general cognitive abilities. [5].

K.Skagerlund, T.Lind, C.Strömbäck, G.Tinghög, D.Västfjäll continuing the research of D.Fernandes, J.G.Lynch, R.G.Netemeyer and trying to determine the variable proposed by the authors (the impact of financial literacy on financial behavior reported in correlation studies , may be due to such a variable as individual cognitive abilities) come to the conclusion that the central component (“driving force”) of financial literacy is the ability to count and an emotional attitude towards numbers (“math anxiety”) [6,17]. According to research, much of the concept of “financial literacy” can actually be explained by numeracy, which can serve as a computational mechanism for making decisions based on conceptual knowledge of finance. [17].

According to M.F.Tanase, T.A.Lucey financial decision making involves more than maintaining a financial budget based on personal and other people’s worth; and since consumer decisions affect the social well-being of the global community, it is necessary to create a safe environment that is the result of sound financial behavior [19]. Standing for broad mathematical literacy and exploring mathematical practices related to personal finance and social justice issues, M.F. Tanase, T.A. Lucey postulate the intersection of these areas, considering mathematics as a tool for rethinking the social perspectives of economic thinking (Figure 1) [19, p.6]

A number of authors, examining a wide range of factors influencing financial literacy, come to the conclusion that mathematical literacy is one of the related variables. So T.Folke, J.Gjorgjiovska, A.Paul, L.Jakob, K.Ruggeri, developers of the new financial literacy assessment for young people (ASSET) found that

mathematical ability, gender and socioeconomic status are key predictors of youth financial literacy [7].

A.Amagir, W.Groot, H.M.Brink, A.Wilschut among the factors associated with various components of financial literacy distinguish students with low mathematical abilities; immigrant students; students whose mothers do not have higher education; students who do not discuss financial issues with family and peers [1].



Figure 1. Relationship between mathematics, financial literacy and social justice (M.F. Tanase, T.A. Lucey)

M.P.Cameron, R.Calderwood, A.Cox, S.Lim, M.Yamaoka determine the relationship between five groups of variables and financial literacy (demographic characteristics (gender, age); student abilities and student characteristics (English language proficiency, mathematical ability, past research in economics or business); consumer socialization and financial experience (banking, employment, and history of consumer spending); parental wealth; financial risk tolerance) and conclude that financial literacy is associated with knowledge of English, mathematical ability (since a good numeracy is required to understand most personal financial information), a background in economics or business [2].

An analysis of theoretical and empirical studies in the problem field of the relationship between financial and mathematical literacy led to the following conclusions:

- Quantitative literacy plays a strategic role in integrating the development of financial literacy, however, it is not a competence acquired directly through mathematical education;

- knowledge of various financial concepts is essential for financial literacy, however, in the absence of the ability to perform elementary calculations, understand ratios, percentages, etc., any acquired conceptual knowledge of financial issues will be useless;
- numeracy serves as a computational mechanism for making financial decisions based on conceptual knowledge of finance, thus, quantitative literacy is a predictor of financial behavior and social responsibility.

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现代教师法律文化形成的有效教学条件

**EFFECTIVE PEDAGOGICAL CONDITIONS FOR THE FORMATION
OF THE LEGAL CULTURE OF A MODERN TEACHER**

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摘要：本文致力于考虑影响未来教师法律文化形成过程的教学条件。

关键词：未来教师的法律文化，法律文化的形成过程，教学条件。

Abstract. *The article is devoted to the consideration of pedagogical conditions that influence the process of formation of the legal culture of future teachers.*

Keywords: *legal culture of the future teacher, the process of formation of legal culture, pedagogical conditions.*

The legal culture of future teachers is an important condition for the formation of a civil and legal society. Mastering by future teachers the norms of legal behavior, the basics of civic education, the conscious involvement of a student of a pedagogical university in both the formation of his professionalism and the solution of the issue of identification of a person in professional culture, significantly affect the development of a teacher's career.

Citizens of the Russian Federation should be able to apply legal knowledge in practice, which is possible only if the population is legally literate [3, p. 21]. Legal culture is formed in the process of legal education.

In modern society, a contradiction is clearly revealed between the requirements for the level of legal culture of a teacher, on the one hand, and the lack of an integral system for its formation, on the other. The main problem of this contradiction is the identification of theoretical and methodological foundations and practically implemented pedagogical conditions for the formation of the legal culture of the future teacher.

The legal culture of a teacher is understood as a set of personal and professional qualities of a teacher necessary for the effective solution of various legal problems in the educational process. It is expressed in the achieved level of legal

thinking (manifestations of legal awareness) and the legal literacy of the teacher, ensuring his legal orientation and lawful pedagogical activity.

An analysis of the psychological, pedagogical, philosophical and sociological literature shows that the problem of the formation of a teacher's legal culture has not received an unambiguous and reasoned solution until recently, although science has accumulated a fairly extensive fund on various aspects of a teacher's legal readiness. Under these conditions, the topic of the study was realized, the main problem of which was to identify the pedagogical conditions for the formation of the legal culture of the future teacher. In search of theoretical and methodological foundations of the problem under study, one can turn to the culturological approach, according to which legal culture, being a public attribute of the rule of law, at the same time can act in a personal aspect and be projected into the area of a teacher's professional activity.

Based on the conceptual provisions regarding the general scientific understanding of legal culture, it is possible to formulate a definition of the legal culture of a teacher, which is understood as a set of personal and professional qualities that characterize the readiness of a teacher to effectively solve legal problems in the educational process and, in general, in practical activities. The legal culture of the teacher is expressed, thus, in the achieved level of legal thinking (manifestation of legal consciousness) and legal literacy, providing a humanistic orientation of lawful pedagogical activity.

In the teacher's profессиogram, legal culture, as an important part of professional training, requires special work on the professional development of a teacher. The effective formation of the teacher's legal culture is ensured through specially created pedagogical conditions. We can name the following pedagogical conditions for the formation of a legal culture of an individual, identified in the process of practical work with future teachers:

- theoretical and methodological unity of the subjects of the educational process: the absence of differences in the interpretation of understanding the basic terms, methodological approaches in the implementation of the process;
- culturally integrated nature of the educational process: the inclusion of theoretical foundations and specialized knowledge of the process of formation of the legal culture of the future teacher in the content of general pedagogical disciplines;
- use of a student-centered approach in modern professional legal training: focus on the student's own discoveries, emphasis on independent work, attention to the inclinations and preferences of the individual, etc.;
- inclusion of practice-oriented techniques and methods of educational and cognitive activity, the use of their situationality and variability. Application of diversity; methods, forms and means in the cultivation of compe-

tencies.

It is important to implement an integrated approach to understanding the essence of the concept of the teacher's legal culture. Its results enrich the theoretical fund of modern pedagogical knowledge in the aspect of the legal training of a teacher. The theoretical foundations of the legal readiness of the teacher and the formation of his legal culture were further developed in the theoretical justification and practical implementation of the comprehensive program of the pedagogical process under study.

The dynamics of the formation of the legal culture of the future teacher is carried out in the context of the identified pedagogical conditions and involves implementation through a specially organized didactic process, which includes three stages: axiological (value-motivational), personal-creative and activity.

The holistic process of the formation of the legal culture of the future teacher is carried out in the logic of the personality-oriented paradigm of education and is based on the principles:

- purposeful humanistic approach to the organization of the process of formation of moral and legal culture;
- consciousness and cognitive-legal activity of future teachers;
- the strength of knowledge and the possibility of their use in the practice of moral and legal relations;
- systemic, consistent and problem-search content of activities, cultural and anthropological approaches to its implementation.

The key idea in legal education should be to reveal the unique place of the law in the regulation of the social life of the subject, to reveal patterns in the life of society, to illustrate the interpretation of the concepts of legality and expediency. In this regard, it is necessary to reorient the direction of the educational process. This can only be achieved by changing the content of education.

Teaching the fundamentals of law should be focused not on the study of individual legal norms, but through the disclosure of the principles of law, its basic ideas and institutions. In this regard, it is proposed to devote most of the study time to such academic disciplines as the theory of state and law, constitutional law, etc., since these areas contain the basic principles of law and the political system. However, it seems important to us that the study of the principles and ideas of law is impossible without highlighting their meaningful practical side, i.e. without knowledge of various branches of law. Especially without knowledge of the legislation in the field of education - educational law. And since, within the allotted time, it is indeed impossible to study all branches of law in depth, it would be advisable to single out the most relevant blocks of legal problems related to various branches of law, i.e. giving an idea of the law as a whole, and aimed, first of all, at understanding the basic ideas and principles of law that activate thinking.

The task of the intellectualization of education is not to expand the fund of specific knowledge, but to develop theoretical thinking, to ensure the spiritual growth of the individual. This is the socio-cultural significance of personally mastered legal principles and general concepts, that they serve as necessary conditions for the harmonious evolution of legal education into legal education, lead to the legal moral, spiritual elevation of a person.

The reorientation of education necessitates a more serious consideration of a number of psychological patterns, the translation of the relevant theoretical legal concepts in the unity of their legal and psychological content to the levels of everyday terms and concepts used by a wide range of people in everyday life. The gap between the assimilation of general concepts and their translation into the language of everyday life seems to be one of the serious defects of the modern level of legal education. Abstract theorizing without an appeal to the practice of everyday life does not contribute to understanding the true meaning and value of law, its practical role in regulating relations between people.

In conclusion, I would like to note that the legal culture of a teacher is part of the general culture of the individual and pedagogical culture, in particular. This is a system of professionally necessary legal views, ideas and feelings, developed at a certain (low, medium, high) level, aimed at the formation of knowledge, skills and abilities that ensure its (personality) legal behavior and effective activities in the legal education of schoolchildren.

Legal culture, first of all, is the main indicator of the effectiveness of legal education and legal education, which act as the main mechanism for the formation of legal culture.

The pedagogical conditions that we have identified, in turn, ensure the effectiveness of the process of forming the legal culture of future teachers in interconnection, since each of them contributes to the formation of any one of the content components of legal culture, but, only implemented in the aggregate, they ensure the success of the process of its formation.

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通过社会成功在继续教育过程中保持学童的个人地位

**PRESERVATION OF PERSONAL POSITIONS BY SCHOOLCHILDREN
IN THE PROCESS OF ADDITIONAL EDUCATION THROUGH
SOCIAL SUCCESS**

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抽象的。 本文阐述了作者在组织附加教育的背景下在学童中形成社会成功的立场, 教师和学童的共同活动体现在积极方法和互动方法的实现中, 旨在保持和维持兴趣 学生在选择的活动中, 伴随着成功和个人成长。

关键词: 社会成功; 额外教育; 学生; 世界观立场。

Abstract. *The article presents the author's position on the formation of social success among schoolchildren in the context of organizing additional education, where the joint activity of teachers and schoolchildren is expressed in the actualization of active methods and methods of interaction, aimed at retaining and maintaining the interest of schoolchildren in the chosen type of activity, accompanied by success and personal growth.*

Keywords: *social success; additional education; pupils; worldview position.*

Today, more than ever, everyone is concerned about the need to form a mobile and stable personality, able to successfully live and work in conditions of social competition, uncertainty and numerous challenges. We believe that only the presence of social activity among the younger generation, their conviction and stability of worldview positions will ensure the stability of the functioning of the state in the present and future, boldly determine their life path.

Additional education, along with educational organizations, sets itself the task of shaping the desire of schoolchildren to achieve social success while maintaining spiritual and moral traditions, self-esteem, patriotism and citizenship.

As researchers, we set ourselves the goal: to study the educational space of additional education and determine, and then test the pedagogical conditions for the formation of social success of adolescents.

Harmony in the relationship between a teacher and a student in the conditions of additional education will reduce the level of anxiety, feelings of self-doubt on the part of schoolchildren, which will certainly lead to an increase in the adaptive potential of the individual, resource saving and an increase in vitality, affecting the motivation of schoolchildren. As the results of our study showed: the productivity of the organization of additional education largely depends on the consideration of socially significant qualities of the individual (A.V. Mudrik, K.A. Abulkhanova-Slavskaya, A.G. Asmolov, V.Yu. Bolshakov, O.S. Grebenyuk, I. P., Ivanov, V. N. Kochergin, I. N. Nikitin, G. G. Nikolaev, V. B. Orlov, M. I. Rozhkov, G. S. Sukhoveiko, L. I. Umansky, V.D. Shadrikov) and factors influencing the self-determination of the subject in the conditions of socio-economic transformation of society (B.G. Ananiev, M.A. Galaguzova, S.M. Godnik, N.F. Maslov, G.N. Urazov).

Comparative data of our study show that the process of forming the social success of schoolchildren in the process of additional education is influenced by assistance in undertakings, pedagogical tact and pedagogical involvement in the joint activities of all subjects of the educational process working for the only qualitative result. It is very important that the result of the successful socialization of the younger generation does not keep itself waiting long, it must be successful and understandable both for the teacher himself and for the student.

The specially organized activity of the teacher of additional education in the formation of the social success of schoolchildren should be considered as a source of learning. The main component of this process should be considered the provision of assistance to the emerging personality in the process of making vital decisions, choosing individual development trajectories associated with the realization of oneself as an active social subject, regardless of conditions and circumstances, able to socialize and take responsibility for their actions and deeds.

A survey of more than a hundred teachers of additional education in the south of the Tyumen Oblast showed that about 75% of respondents believe that today there is still a disagreement between the idea of a student's personal success and the objective needs of society in its manifestations. Society will accept the ideal that fully satisfies the needs of the majority, where the fact is often noted that the personal spiritual and moral position is hidden in order to reduce aggression from the "crowd".

Timely formed social success and responsibility for their own actions and deeds of the younger generation becomes for them a guarantor of the formation of a stable position, convincing conclusions, freely presented points of view, regard-

less of the demands of society, negatively affecting the circumstances that have arisen in the presence of various conflictogens.

In order to form a stable personal position, the student needs to find, on the part of the adult population, the ideals of social success inextricably linked with responsibility, while maintaining a stable position of spiritual and moral principles. The student needs to see approving and supportive judgments from adults, especially in the circle of close circle, while emphasizing the ethics of joint moral deeds, initiative, enterprise, as well as preserving the value of individual being and existence. Organizations of additional education are becoming such a place today, this is the place where a child can realize his ideas and demonstrate his abilities and preferences, thereby increasing his self-esteem and forming his social success, unlike anyone else.

Additional education organizations for schoolchildren are a segment that is a variable part of general education, where schoolchildren choose classes according to their interests and preferences. The basis is creativity, the development of critical thinking in solving complex situational problems. Their social success is formed step by step, for example: the first step is self-determination, when schoolchildren choose a direction that is interesting and relevant for them here and now; the second step is self-presentation of one's achievements; the third step is to maintain interest in the chosen direction of activity. For most enthusiastic schoolchildren, the chosen type of activity becomes the start for a professional path and career.

It should not be forgotten that organizations of additional education have much more opportunities than those of basic education. This is clearly seen and defined in the very content of the educational process and is concentrated on the following characteristics: an unlimited number of profiles, directions for personal development; the presence of individual routes and trajectories of development and the formation of social success; practical training; transforming space; mobility of interactions; versatility of content in various activities; different levels of mastering the practical material of industry interests, which are chosen by the student independently; the ability of the teacher to choose thematic material, reformat it and change it to the needs of the student through educational material.

We are interested in the point of view of V.A. Petrovsky. He believes that the contradiction between such instances of self-consciousness as "I am in myself and for myself" and "I am in another and for another" occurs if the individual successfully enters a stable social community [1]. Such a position for us literally means that all the theoretically and practically described models of the development of a growing personality go through several stages of formation. We refer to them: individualization and personalization of personal characteristics, which are characterized by the formation of "one's own self" through the search for common

interests and points of view with the outside world; identification of oneself with the world of uncertainty and the search for a competitive niche for the realization of one's own needs; integration and transformation of their capabilities in relation to the motivational-need sphere [2].

In the course of the study, we became interested in another point of view, which was demonstrated by D.I. Feldstein, where the ontogeny of the personality development of the younger generation is possible only if reserve opportunities are provided, which are successfully revealed in additional educational organizations. On the one hand, it is defined by the presence of a person's openness to certain social influences and, on the other hand, by the inner readiness of a teenager to accept the plot of the situation and self-actualize in these conditions without much difficulty [3].

Cooperating with organizations of additional education in the south of the Tyumen Oblast, we have determined the basic principles for the formation of the social success of schoolchildren among them:

- the educational system of additional education should include various forms of educational activities, the content of which is modeled taking into account the creation of a situation of success for each student;

- support and accompaniment of each student by early identification of his/her abilities and capabilities, as well as the development of an individual route for the formation of social success for him/her;

- preservation of problemat�icity in upbringing and training in conditions of additional education, where the teacher retains intrigue and formulates problematic tasks, in the process of independently solving which the student develops his own solutions and, thereby, begins to demonstrate stable opinions, beliefs and arguments;

- eventfulness, covering schoolchildren and their parents, in order to organize common ownership in resolving disagreements that arise in the processes of education and training, by participating in informal events (forums, conferences, discussions, consultations, etc.), which directly become platforms for mutual understanding, friendship and development of uniform requirements;

- analysis of schoolchildren's achievements involves the selection of diagnostic tools for identifying, studying and further correcting deviant behavior, preventing deviations, bullying, addictions, etc.;

- reflection of various manifestations of the social success of the individual, in order to determine productive activities, their number and content;

- self-presentation of personal achievements of schoolchildren, teachers of additional education need to think over activities, the purpose of which is the teenager's choice of events and possible forms of participation in them, where the student can determine for himself interesting formats of participation and positioning of his abilities and capabilities;

– openness of positions, tolerant attitude towards different cultures, points of view, opinions and types of thinking.

As practice shows, the formation of social success of schoolchildren in organizations of additional education should be carried out on the basis of an environmental approach, personality-oriented and activity-based. The advantages of these approaches are: openness of education; transformation of the educational space, taking into account the ergonomics of color and space, as well as objects and objects included in the process of educating and educating the younger generation.

When selecting and implementing diagnostic tools for assessing the level of formation of social success among schoolchildren in the context of organizing additional education, we determined the following characteristics:

- a positive personal attitude of the student to his peers and adults around him;
- the student’s awareness of his own significance for others and himself in this environment; the presence of moral values and the formation of personal qualities;
- manifestation of social activity and successful socialization in various educational environments.

All of the above allowed us to determine the integral criterion for the formation of the social success of schoolchildren in the conditions of organizing additional education, namely, the effectiveness in achieving a high level of mastery in the chosen direction or profile of training. Accordingly, the performance indicators in the activities of the student were: need-motivational indicator; personal activity; emotional indicator and value-semantic indicator.

Thus, analyzing the results of the first stage of the study, we came to the conclusion that the effectiveness of the formation of the social success of schoolchildren largely depends on the material and technical base of the organization of additional education and the professional skills of teachers who implement various techniques and methods of keeping a teenager’s interest in the type of activity he/she has chosen.

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中国学生适应在俄罗斯高等音乐教育机构学习的具体情况
**SPECIFICS OF CHINESE STUDENTS' ADAPTATION TO STUDY AT A
RUSSIAN HIGHER MUSIC EDUCATIONAL ESTABLISHMENT**

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抽象的。本作品致力于解决外国留学生适应俄罗斯生活和学习的问題。作者考虑了中国学生在俄罗斯音乐高等教育机构学习的教育、社会文化和语言适应等热点问题，同时考虑了他们的民族和专业特点。

关键词：外国学生适应，语言适应，社会文化适应，教育适应，RSL 教学，音乐教育。

Abstract. *This work is devoted to the problem of adaptation of foreign students to life and study in Russia. The authors consider topical issues of educational, socio-cultural and linguistic adaptation of Chinese students to studies at a Russian music higher educational establishment, taking into account their national and professional specifics.*

Keywords: *adaptation of foreign students, linguistic adaptation, socio-cultural adaptation, educational adaptation, teaching of RSL, music education.*

The integration of the Russian educational system into the international space, the development of cooperation between Russian and foreign educational organizations have led to an increase in the number of foreign students in Russian universities. Today, representatives of the CIS countries, students from Africa, South America, the Middle East and Asia receive higher professional education in Russia, but it is no secret to anyone that most foreign students come to Russia from China. According to the Ministry of Science and Higher Education, 32,600 Chinese are currently studying in Russian universities, including their foreign

branches, which is 3,000 more than last year.

On the one hand, higher education in Russia has become possible for Chinese students due to the intensive development of bilateral economic cooperation between our countries, which determines the need for China in professional personnel in the technical, economic and legal fields, as well as in specialists who speak Russian [3]. On the other hand, high-quality Russian education is available at very reasonable prices.

It is interesting to note that among the most demanded areas for higher professional education among Chinese students is culture and art in general, and above all music. Among Russian music universities, the priorities for the Chinese are the Moscow and St. Petersburg Conservatories, the Russian Academy of Music. Gnesins, Russian State Pedagogical University im. Herzen, Kazan, Nizhny Novgorod and Petrozavodsk Conservatories. Saratov State Conservatory named after L.V. Sobinova (SSC) began to actively host foreign students only in 2017, during this short period of time sufficient experience has been accumulated in adapting Chinese students to life and study in Russia.

Practice shows that the adaptation of foreign students is a difficult and painstaking process, the complexity of which lies in the fact that young people have to simultaneously adapt to new socio-cultural conditions of everyday life, a new language environment, as well as to an unfamiliar educational environment, which should turn them into highly qualified and competitive professionals in their field of activity. In addition, the solution of adaptation problems is complicated by difficulties of a psychological nature, which have a predominantly negative impact on the success of the formation of specialists. These include, firstly, significant emotional overload when establishing new social ties, the need to communicate both with the administration of the university, with teachers, and with new classmates, as well as on the street, in shops, etc. Secondly, this is information overload both during the educational process and outside the walls of the conservatory [5, p. 14]

Let's consider the problems that Chinese students face while studying at a Russian music university and how to overcome them. Let's start with language adaptation, which is perhaps the most obvious and affects the quality of life and education of a foreigner in Russia in general. Unfortunately, the level of language training of the majority of Chinese students is insufficient for a complete and deep assimilation of the program of a Russian university. Probably, the Chinese students of the conservatory are more fortunate than the students of other universities, since their specialty is the universal language of music. However, insufficient knowledge of the language creates problems in everyday communication, as well as in the study of theoretical materials in the disciplines studied at the conservatory and writing a scientific work.

A teacher of Russian as a Second language (RCL) at a university is faced with

the task of filling in the gaps in the lexical and grammatical material of the preparatory department and acquainting them with the peculiarities of the scientific style required in the work on the final qualification work (FQW). An additional problem here is that Russian as a foreign language groups at a university are usually formed without taking into account the level of Russian language proficiency, and it is necessary to level the difference between students faster and better. To solve these problems at the Saratov Conservatory, the curriculum includes classes in Russian as a foreign language (electives) for all levels of education: bachelor's, master's, and assistantships. Students have the opportunity to develop their language skills, for this they use both grammar books and Russian history and culture. RCL teachers are working on the creation of professionally oriented manuals, as well as manuals on the scientific style of communication.

Consider adaptation to the educational process as a whole. The educational and cognitive difficulties of the Chinese are associated with differences in the systems of Russian and Chinese education, the need to adapt to the organization of the educational process, to the unusual style of classroom work and to the knowledge control system. [1, p. 162] Most of the models of classes in Russian higher education for Chinese students are a new form of education, different from the forms of education in the Chinese school, in which the emphasis is on developing the memory of students, rather than the formation of critical thinking, analytical skills and creativity [5, p. 15] In the Chinese educational system, the teacher is traditionally the center of the educational process, its organizer, controller and indisputable authority in his field of knowledge. Chinese students most often do not seek to show their individual characteristics in the classroom, including the ability and desire to think independently. Perhaps this is due to the fact that the motivation of Chinese students is not internal, but rather external. They try to study well for subsequent successful employment, so as not to let down their family or those who sent them to study, and not out of a desire to expand their horizons, to enjoy the learning process itself. [2] Teachers working with Chinese students need to take this feature into account, especially in the first classes, and try to gradually teach them to learn and work in a new way.

In addition, speaking about adaptation to the educational process, one cannot ignore the difference between the systems of music education in Russia and China. In Russia, there is a unique system of music education: a music school - a music college - a music educational establishment. The performing technique of a musician is formed in the music school and college, students receive basic knowledge of the theory and history of music, which are then developed and improved at the university. Chinese students entering Russian music universities have practically no such foundations, since the study of foreign music in China is aimed primarily at mastering a certain performing program necessary for passing an exam and receiving a diploma. Given this specificity, training in the specialty begins

from the first days of study at the preparatory faculty. In addition, the program of the preparatory faculty of the Saratov Conservatory includes classes in solfeggio, elementary music theory and music history. The training of Chinese students who have completed the preparatory course and enrolled in higher education programs is conducted in separate groups. Experience shows that this improves the quality of education, since in a small group it is easier for the teacher to adjust to the language level and pace of work of foreign students. It should also be noted that in the SSC, teachers of musical subjects, in cooperation with teachers of Russian as a foreign language, created textbooks on the history and theory of music for Chinese students, adapted to their level of Russian language proficiency. Audio recordings of lectures in all subjects are laid out by teachers in the electronic information and educational system (EIES), and students have the opportunity to additionally listen to them after classes in the classroom.

Modern education is not limited to the walls of the university, it includes a huge number of forms and methods of obtaining knowledge. Sociocultural adaptation of foreign students is impossible without extracurricular work, which “is a necessary component of the educational process and is specially organized classes aimed at getting to know cultural values, deepening knowledge, expanding the horizons of students, developing their skills and abilities, developing interests and abilities; increasing motivation to study the subject, increasing active vocabulary, self-realization and self-development” [4, p. 18]. One of the most important features of extracurricular work is immersion in the language environment, direct communication of students with native speakers of the Russian language, favorable conditions are created for the manifestation of creative activity of foreign students and their self-expression.

It should be noted that for the majority of Chinese students, extracurricular work is unusual and at first accepted with difficulty. A long, painstaking psychological preparation of students is needed, which requires certain efforts, tact and patience on the part of teachers.

The form of extracurricular work that arouses the greatest interest among music students is, of course, participation in concerts and other musical events. Chinese students are happy to perform at various concerts, including the N.G. Chernyshevsky, the Regional Museum of Local Lore and the Saratov art Museum named after A. N. Radishchev, with whom the conservatory has established strong friendly ties. Performances at concerts, on the one hand, contribute to the professional growth of musicians, and on the other hand, allow you to relieve emotional tension. The participation of Chinese students of the conservatory in the International competition of national costume, creativity and beauty “Miss Navruz of the World” and in the All-Russian campaign “Immortal Regiment” has become traditional. Another type of extracurricular work is visiting the museums of Saratov and city tours, which allow foreign students to get acquainted with the history,

culture and traditions of the Russian people. Before excursions, teachers necessarily tell students about the upcoming event and introduce them to new vocabulary, and after that, they necessarily discuss what they saw, which motivates students to communicate and study the Russian language. Other forms of extracurricular work aimed at the language adaptation of students are Russian as a Second language Olympiads, competitions dedicated to Russian holidays, thematic lessons, Days of the Russian Language, etc.

The study of the process of adaptation of foreign students, taking into account the specifics of their profession, is extremely important, since the effectiveness of the educational process, educational results, and the formation of a positive attitude towards the Russian people and Russia as a whole directly depend on it. From the above, it is obvious that both educational and sociocultural adaptation largely contribute to the linguistic adaptation of students and improve their level of Russian language proficiency.

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博物馆青少年研究能力的培养
**DEVELOPMENT OF RESEARCH SKILLS OF TEENAGERS
IN THE MUSEUM**

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抽象的。现代博物馆正在迅速发展成为可以补充甚至部分替代综合教育的教育资源和空间。另一方面,将培养学生的软技能作为学校和课外课程的一部分变得越来越重要。在本文中,我们描述了莫斯科宇航博物馆设计的“MIR - 博物馆研究工作”教育计划,旨在通过博物馆研究工作培养中学生的软技能。文章还详述了该计划在莫斯科学校的实验实施及其结果。

关键词:教育博物馆工作空间、软技能、技能、博物馆教学法、学童研究活动、教育研究。

Abstract. *Modern museums are rapidly developing as educational sources and spaces that can complement and sometimes partly substitute comprehensive education. On the other hand, developing school students' soft skills as a part of school and extracurricular curriculum is becoming more and more important. In this paper we describe an educational program "MIR - Museum research work", devised in Moscow Museum of Cosmonautics, that is aimed at developing secondary school students' soft skills with the means of museum research work. The article also dwells on the experimental implementation of the program in Moscow schools and its results.*

Keywords: *educational museum workspace, soft-skills, skills, museum pedagogics, schoolchildren research activity, educational research.*

Today, museums, being part of the socio-cultural space of the city, are actively integrated into the educational process. Museums are considered as full-fledged “suppliers” of educational programs [2]. Along with additional education centers and technology parks, museums offer schools educational solutions that the school itself could not implement without mediation, limited to the walls of classrooms. The history of cooperation between the museum, as a cultural institution, and the school, as an educational institution, dates back to the end of the 19th century. B.A. Stolyarov points to Great Britain, where the South Kensington Museum was

founded at that time. The museum is creating a service for the interaction of museum specialists with school teachers [4]. In parallel with the experience of England, museum pedagogy is developing in a number of other countries: Germany, the USA, Russia, etc.

Today, museum pedagogy is a common practice in many museums around the world, and the museum has become a reliable partner of the school. And it is worth noting that this is a mutually beneficial cooperation for each of the parties. Like any process, this cooperation should be developed, and museums should offer schools new solutions, respond to the needs of the school and participants in the educational process, primarily students, for whom the development of soft skills becomes important in modern society. This is explained by the trends in the development of modern education and building individual trajectories, when flexible skills become much more important than specific competencies (the ability to act effectively in a given context) [3].

For the formation and development of flexible skills of adolescents, it is necessary to create a certain situation and organization of activities that differ from the usual and ordinary. In this direction, it is possible to achieve high rates through the introduction of students' research work into the educational process on the basis of a museum exposition. It should be noted that earlier the issue of developing flexible skills in the museum and educational space was not considered.

Having experience in working with museum educational programs and projects, together with experts from the Moscow Museum of Cosmonautics, I developed and implemented a program called "MIR" - museum research work. We have formulated the definition of the program.

"MIR" museum research work" is an educational study of students under the guidance of a tutor (teacher, senior mentor) and a museum expert in the museum and educational space. This definition was formed at the initial stage of the program and changed after testing, when we received feedback from program participants and school teachers. So, let's look at this definition.

First, this is an educational study. By educational research, we mean the activity of students in which they go through the stages of scientific research: formulating a topic, goals and objectives, putting forward a hypothesis, studying various sources of information, collecting material and analyzing it, summarizing, conclusions and defending the research at the conference. In adolescence, schoolchildren are not yet ready to conduct a full-fledged scientific research, and one of the objectives of the program is to develop students' research skills, immersion in research activities.

Secondly, we can single out program participants. Among them: a student (conducts research), a tutor (by a tutor we mean a mentor of a group that conducts research - it can be a subject teacher, a class teacher or parents), a museum expert

(a museum employee acts as a tutor and is assigned to groups depending on selected topic).

Thirdly, an important component of the program is the place in which students conduct research. Here we are talking about the school and the museum-educational space - an integral dynamic system of the museum, functioning in order to unite the tasks of the museum and the school [1]. This is the space of the museum, where conditions are created for the development of knowledge, skills and competencies of the individual through the interpretation of cultural heritage and communication with the museum object.

The term for the implementation of the MIR program is 2 months. The program is divided into five main stages:

1. Interactive lesson - conducted by a museum specialist via video conferencing. Participants in the format of an interactive lesson get acquainted with what research is, how a topic is formulated and a hypothesis is put forward.
2. Work with a research workshop in the museum exposition in the museum-educational modulator. Work with the workshop involves the search and research activities of schoolchildren in the virtual exposition of the museum to obtain new scientific knowledge.
3. Work with additional sources of information. Schoolchildren work with sources of information selected by museum experts. This is popular science literature, articles, photos and videos.
4. Collection, analysis and generalization of information. Making a presentation.
5. Defense of the research at the conference is carried out via videoconferencing. The works are evaluated by a jury consisting of experts from the Museum of Cosmonautics and Cosmonaut.

So, I formulated a hypothesis according to which the students who participated in the program "MIR: Museum Research" developed soft skills. I singled out those skills that, according to the hypothesis, were developed. Thus, three blocks of flexible skills were identified:

1. Communication skills (the ability to negotiate with other people, the ability to argue one's position, work in a team and interact with it, presentation and public speaking);
2. Self-organization skills (the ability to plan your work and manage time);
3. Ability to work with information (the ability to search for information, check it and analyze it, the ability to look for relationships, draw conclusions and conclusions).

The following methods were used in the work:

- diagnostics of students' soft skills, carried out by class teachers at the first and last stages of the program implementation, in order to trace the dynamics;
- method of questioning program participants - students and class teachers.

The diagnosis of soft skills in adolescents involved assessment by class teachers of the development of soft skills in students at the first and last stages of the program. The assessment was carried out on a five-point scale. Class teachers were asked to evaluate each of the students according to the indicators corresponding to the blocks of skills. For each of the blocks of skills, indicators of three levels were developed: minimal (1 point), medium (3 points) and high (5 points). In the case of borderline results, 2 and 4 points were assigned, respectively.

- As a result of the diagnostics, the results of which are presented in Table №1, the following conclusions were made:
- At the beginning of the program, the level of development of soft skills subject to diagnostics in students does not exceed the average;
- At the end of the program, all the students' diagnostic skills exceeded the average;
- At the beginning of the program, students had less developed skills in public speaking and self-organization;
- The least developed skills are the ability to negotiate with other people and the ability to work with information;
- The skills of teamwork, public speaking and self-organization have received the greatest development.

Table 1

The results of diagnosing the development of soft skills in students in the course of participation in the MIR program

Skills to be diagnosed		First stage	Final stage	Development
Block 1. Communication skills	1.1. Ability to negotiate with other people, argumentation of one's position, persuasion 1.2. Ability to work in a team and interact with it	2,5	2,7	0,2
	1.1. Ability to negotiate with other people, argumentation of one's position, persuasion 1.2. Ability to work in a team and interact with it	2,3	3,4	1,1
	1.3. Presentation and public speaking skills	1,8	2,7	0,9

Block 2. Self-organization skills	2.1. Ability to plan your work 2.2. Time management skill	2	2,6	0,6
Block 3. Information skills	3.1. Ability to search for information 3.2. Ability to verify information 3.3. Ability to analyze information 3.4. Ability to look for relationships 3.5. Ability to draw conclusions and conclusions	2,1	2,6	0,5

The data of the conducted diagnostics show that in the course of participation in the “MIR” program, flexible skills were developed among schoolchildren.

As mentioned at the beginning of the article, museums today are one of the “suppliers” of complex educational products. This is proved by the experience of cooperation between museums and schools in the implementation of various programs and projects in recent years and the ever more active involvement of museums in educational activities, the opening of special centers on their basis, the development and implementation of educational and educational programs.

Based on the foregoing, it can be concluded that the museum, having a great scientific potential for research and experience in cooperation with educational institutions, is one of the leading platforms for conducting research work for schoolchildren and developing their flexible skills.

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非体育大学学生运动动作技术教学有效性的确定（以网球发球为例）
**DETERMINATION OF THE EFFECTIVENESS OF TEACHING
THE TECHNIQUE OF MOTOR ACTIONS TO STUDENTS OF NON-
PHYSICAL EDUCATION UNIVERSITIES (USING THE EXAMPLE OF
SERVING IN TENNIS)**

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抽象的。这篇文章代表了一项科学研究的结果，并谈到了使用手段和方法来教授成年人的运动动作的可能性，这与主要用于儿童的普遍接受的方法不同。本文讨论了中国和俄罗斯联邦大学教授学生网球发球的方法。比较手段和方法，揭示其有效性。

关键词：技术训练，网球，发球，大学生

Abstract. *The article represents the results of a scientific study and touches upon the possibility of using means and methods of teaching motor actions of persons of mature age, different from those used in generally accepted methods used mainly for children. The paper discusses the methods used in the universities of the PRC and the Russian Federation to teach students how to serve in tennis. Means and methods are compared, their effectiveness is revealed.*

Keywords: *technical training, tennis, serve, university students*

In each sport, well-established methods of teaching basic physical exercises have been developed and effectively applied. However, all the means and methods used in these processes are designed for children's age. In most disciplines, athletic training begins between the ages of 6 and 10. Therefore, physical exercises and teaching methods are selected based on the principle of accessibility and individualization. An adult, a student of a higher educational institution, has a much higher level of individual capabilities than a child - a wider motor experience, a higher level of development of physical qualities and abilities. In this regard, it can be assumed that the methodology for teaching motor actions at a young

age should differ from the generally accepted one, aimed at children. Proceeding from the above, the purpose of the study is to determine an effective methodology for teaching motor actions to students of non-athletic universities. The following methods were used to solve the research problems: analysis of information sources on the research topic, survey methods, pedagogical testing, pedagogical experiment, methods of mathematical statistics.

For the reliability of the study, we considered optional tennis lessons for students. At the same time, we were only interested in those students who had no experience in tennis before. For the experiment, training in the delivery technique was chosen. According to information sources and based on the results of a survey of specialists in tennis training of students, it was found that in China, racquet exercises, imitation exercises and ball serve are used to teach tennis serving technique. It is believed that the level of motor readiness of students is higher than that of children who start playing tennis. Therefore, training according to the “Chinese” method takes place using the method of a holistically constructive exercise. In Russian universities, the main exercises are of a conjugate nature, affecting simultaneously the technique of individual elements of delivery and speed-strength, coordination abilities and flexibility. When teaching the technique of submission, the entire exercise is divided into phases, which are learned separately from one another, and then they are connected to each other, eventually forming a holistic exercise. Thus, the “Russian” teaching methodology is based on the method of dissected-constructive exercise with an accentuated simultaneous impact on physical qualities.

For the experiment, two groups of students were created, 6 people each. The training of the first group was based on exercises that are used by teachers in Chinese universities in optional tennis classes: imitation of serving with the help of a teacher without a racket; imitation of serving in front of a mirror without a racket; imitation of serving with a racket; imitation of serving with a racket hit of a ball suspended on a cord; serving the ball from a parallel stand; serving the ball from a standard rack.

The technique used in teaching the delivery of the second group of subjects was based on the use of the following exercises: conjugated exercises - with dumbbells, with medicine balls (weighted balls), with rubber expanders, exercises with their own weight, etc.; performing elements of the serve technique (tossing the ball, swinging, hitting, jumping, etc.); holistic delivery performance.

Testing was carried out to assess the level of mastering the technique of motor action. The player had to complete 20 innings at the midpoint. Each test subject was evaluated according to the following parameters:

- starting position;
- tossing the ball

- swing;
- approach to the ball;
- carrying out the racket on the ball;
- the moment of impact;
- the end of the blow.

Each of the criteria was evaluated on a scale from 0 to 2, where 2 is the highest score. The scores for each subject were summed up. An unsatisfactory result, indicating the impossibility to perform a holistic motor action together, without gross errors, is declared with a total score of less than 144. The total number of points from 145 to 192 is interpreted as an average level of possession of the delivery technique, an excellent result is recorded when the indicator reaches 193-240 points. The results of assessing the level of mastering the delivery technique in two groups of subjects are presented in Table 1.

Table 1
*The level of technical readiness in serving in tennis
of representatives of the two groups*

testee	Estimated parameters						
	starting position	ball toss and swing	approach to the ball	carrying the racket to the ball	moment of impact	ending of impact	overall score
Group 1. Testee of the first group							
A	33	34	33	38	36	34	208
B	30	28	30	30	26	28	172
G	29	25	26	24	28	24	156
D	25	27	28	28	30	31	169
J	26	24	24	25	27	24	150
K	26	30	31	29	26	27	169
Arithmetic mean.	28,2	28,0	28,7	29,0	28,8	28,0	170,7
M±m	29±4	29±5	28±4,5	31±7	31±5	29±5	179±29
Group 1. Testee of the second group							
V	35	33	33	35	33	34	203
E	28	22	22	24	25	24	145

Z	26	25	24	26	26	28	155
I	26	28	30	30	30	24	168
L	37	33	37	30	32	27	196
M	35	35	36	28	30	30	194
Arithmetic mean.	31,2	29,3	30,3	28,8	29,3	27,8	176,8
M±m	29,5±5,5	26,5±6,5	25,5±7,5	29,5±5,5	29±4	29±5	174±29

The data in the table indicate that the subjects of both groups have sufficiently mastered the technique of serving in tennis. Based on the interpretation of the assessment results described above, it can be stated that eight students achieved an average level of proficiency in delivery technique (testees B, G, D, E, J, Z, I, K), and four students had excellent performance (subjects A, B, L, M). The highest score was achieved in the first group. However, in the second group of students, there are more subjects with an “excellent” level of technical proficiency - three, compared with the other group, where one representative has reached this level.

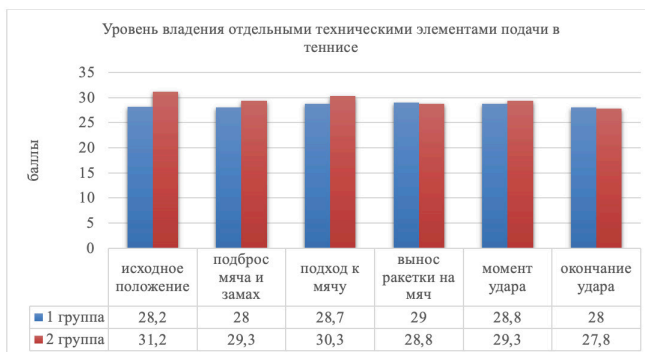


Figure 1. The level of proficiency in the individual phases of delivery in two groups of subjects

Figure 1 reflects the fact that the representatives of both groups, who were trained in the delivery technique using different methods, have almost identical indicators when performing certain phases of a motor action. The subjects of the second group somewhat prevail in terms of the quality of the initial position, ball toss and swing, and approach to the ball. The rest of the figures are almost the same.

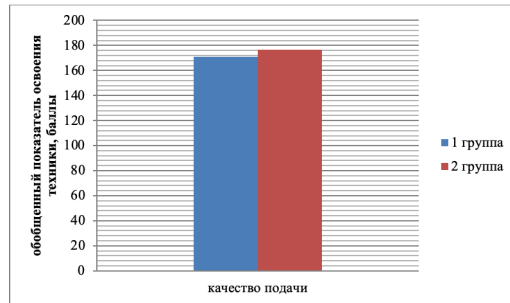


Figure 2. The level of proficiency in tennis serve technique in the first and second groups

Figure 2 shows the average level of mastery of the tennis serve technique by the representatives of the two groups of subjects. To confirm the reliability of differences in the results of technical readiness in serving in tennis in the first and second groups, the Mann-Whitney U-test was calculated ($U=18.0$ at a significance level of 95%, $p \geq 0.05$). Again, there are no significant differences between the first and second groups in the generalized indicator for evaluating the technique of serving in tennis. This fact indicates the absence of differences between the methods used by various specialists in China and Russia. It turns out that different means, methods and their combinations used to teach the technique of serving in tennis by novice athletes in adulthood lead to the same results.

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现代普通教育机构中低龄学生教育事务中的“家长参与”
“PARENT ENGAGEMENT” IN THE EDUCATIONAL AFFAIRS
OF YOUNGER SCHOOLCHILDREN IN A MODERN GENERAL
EDUCATIONAL ORGANIZATION

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抽象的。 本文讨论了父母参与作为父母参与儿童教育、养育和发展的重要性
和必要性,以及父母对孩子责任的动机态度,以及他们在为父母互动过程的有效性
创造机会方面的作用—儿童级别。 对子女的教育,要创造条件帮助低年级学生
适应普通教育机构。 文章分析了家长参与的概念,分析了小学家长参与实施中存
在的主要问题。

关键词: 家长参与, 家长, 小学生, 家庭, 学校, 家庭参与, 学校参与。

Abstract. *The article discusses the importance and necessity of parental involvement as the participation of parents in the education, upbringing and development of children and the motivational attitudes of parents regarding responsibility for the child and their role in creating opportunities for the effectiveness of interaction processes at the parent-child level. For the education of children, it is necessary to create conditions to help younger students in their adaptation to the general educational organization. The article analyzes the concept of parental involvement, analyzes the main problems of the implementation of parental involvement in elementary school.*

Keywords: *parental involvement, parents, primary school student, family, school, home involvement, school involvement.*

In the Federal State Educational Standards for Primary Education, parents of students are considered as full-fledged participants in the educational process. Primary general education is aimed at creating priority conditions in the development and stimulation of younger students of such individual and personal qualities that they can successfully implement in their educational and future independent cognitive activities. This will allow them to be successful in their studies and, in accordance with this, develop cognitive activity and creativity. The involvement of parents in the life of a younger student will make the educational process successful.

The involvement of parents in the educational process of primary general education is one of the key points for the formation of full-fledged interaction at the “family-school” level. The participation of parents in the school life of the child is regulated by the Federal Law “On Education in the Russian Federation”. According to the law, “parents (legal representatives) of underage students have a preferential right to educate and educate children over all other persons” [9, art. 44, paragraph 1], and educational organizations only “provide assistance to parents (legal representatives) of minors studying in raising children, protecting and strengthening their physical and mental health, developing individual abilities and the necessary correction of violations of their development” [9, art. 44, item 2].

“Parents (legal representatives) have the right to take part in the management of a general educational organization carrying out educational activities in the form determined by the charter of this organization” [9, art. 44, item 3.7]. “Parents (legal representatives) of underage students have the right to get acquainted with the content of education, the teaching and upbringing methods used, educational technologies, as well as with the grades of their children” [9, art. 44, p. 3.4], they are included in the circle of participants in educational relations [9, art. 2].

Even Plato wrote that if we ask ourselves a question about the benefits of education, the answer will be simple: education makes good people, and these good people do noble deeds. The involvement of parents in the educational process can contribute to the achievement of the academic success of the child, helps to raise the motivational level of the younger student, improve the behavioral aspects in his upbringing, and also ensures the implementation of a learner-centered approach in education.

From the point of view of researchers of the process of parental involvement, it is such a variant of interaction between teachers and parents, when they are actively involved in the educational process in order to stimulate younger students, to form their creative potential in the form of knowledge, skills, and abilities [3]. In addition, it also involves the direct inclusion of pedagogical support in it, which is aimed at helping younger students overcome learning difficulties, solving complex learning problems and difficult situations in communicating with classmates. In this regard, pedagogical support predetermines the methodological basis of the education process, revealing its specificity and originality. The need for the implementation of parental involvement as a socio-pedagogical problem has matured quite recently, because. In the context of widespread informatization, younger students often find themselves unprepared for creative learning activities and, therefore, they have psychological and pedagogical problems.

In 2016, at the Moscow International Salon of Education, the problem of “parental involvement” was classified as a “hot” educational topic, because. a modern parent should act as a producer of their child’s education [1; eight]. At the

same time, the researchers note that “the involvement of parents is an increased emotional connection with the educational organization (school), which the parent feels, motivating them to more actively participate in its life activity” [5].

Today, the problem of parental involvement is relevant, because parents are a link in the educational process, but they are not always able to properly distribute their forces and participate correctly in the school life of a younger student. The positive impact of family involvement in a child’s educational activities has been proven in a number of foreign studies [Wilder, 2014; Freund et al., 2018]. However, the mechanisms and effects of involving parents in the school life of their children, which have developed in modern Russian practice, are not fully described [1; 2]. Researchers note two aspects of “parental involvement”: home involvement (help from parents to their child at home) and school involvement (connection directly with the school).

Domestic researchers I.V. Antipkina, K.A. Lyubitskaya, N.G. Maloshonok, A.K. Nisskaya, V.V. Rogachev and others. So V.V. Rogachev considered parental involvement as a personal state in relation to activity, carrying both objective and subjective components. He believed that the inclusion of the individual in social activity is an important aspect of its social development. The socio-psychological comfort of the individual and the well-being of the whole society depend on this. The objective component is the activity of the individual, the subjective component is the attitude of the individual to this activity, i.e. emotional attitude [7].

I.V. Antipkina, K.A. Lyubitskaya, A.K. Nisskaya considered the involvement of parents in the education of children in the context of improving their educational affairs. I.V. Antipkina considered involvement as a personal state in relation to activity, which carries both objective and subjective components. The objective component is the activity of the individual, the subjective component is the attitude of the individual to this activity.

Despite the presented works, the proposals put forward by researchers, the issue of increasing “parental involvement” remains open and relevant.

Parental involvement in the school and additional education of children is a multidimensional construct. It includes both direct participation in the process itself and voluntary assistance to the school in organizing events, attending school meetings, as well as discussing with teachers the issues of teaching children and family education and upbringing, harmonizing the educational expectations of the family and the school. Parents may not know what actions need to be taken to maintain the level of literacy, for example, mathematical performance, the most successful adaptation of a younger student in an educational organization, raising the student’s motivational level, and developing his leadership qualities. Therefore, it is schools and teachers who play the largest and most important role in involving families and parents, male and female, in the educational process of a general educational organization.

The involvement of parents in the educational affairs of children is influenced by the degree of their awareness, pedagogical literacy, readiness to share the views of the educational institution. It is necessary to comprehensively include the concept of family involvement in the concept of an educational institution and consistently follow this principle. For this, the following pedagogical conditions should be used:

- To inform timely parents through instant messengers;
- Provide families with different socio-economic status with quality information about the classes that the school conducts;
- To expand family knowledge about the comprehensive development of a younger student in an educational institution, his/her development, first of all, as an individual endowed with unique character traits. By holding a thematic meeting, conducting master classes, inviting parents to lessons;
- to teach parents how to properly encourage children, relate to grades at school (creating memos, using improvisational game techniques);
- to build an individual route for children with special educational needs;
- to use a personal approach. The basis of student-centered learning is the recognition of the individuality, originality of each student.
- To include parents and children in joint creative activities that have a positive effect on team building and the relationship of all aspects of the educational process.

Additional factors that determine parental involvement seem to be the openness of the school and cooperation with teachers. It is necessary that parents share the views of the school and teachers, do not compete with it, and be assistants.

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远程学习技术作为学科“外语学习”的一种手段
**DISTANCE LEARNING TECHNOLOGIES AS A MEANS OF
DISCIPLINE “FOREIGN LANGUAGE LEARNING”**

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抽象的。 本文描述了“外语”学科学生和教师对电子信息和教育环境以及远程学习技术的使用满意度的主要结果。 本文的目的是分析测试结果，以提高学习质量和对教育过程的满意度。

关键词：外语，互动平台，远程学习技术，远程教育。

Abstract. *This article describes the main results of satisfaction with the use of electronic information and educational environment and distance learning technologies of students and teachers in the discipline “Foreign languages”. The purpose of this article is to analyze the results of the test in order to improve the quality of learning and contentment with the educational process.*

Keywords: *foreign languages, interactive platforms, distance learning technologies, distance education.*

Distance learning is a process where the learners use the Internet to attend classes in order to improve their skills and grade of qualification without physical presence in the institutions. Before COVID-19, the popularity of distance learning was steadily increasing, but when the institutions were under the quarantine restrictions, the number of users of distance learning grew exponentially.

Consequently, there was an important issue of developing a module programme for online lessons. Moreover, it was necessary to acquaint teachers and students with distance learning technologies.

There are many reasons why learners may choose distance learning instead of traditional learning, besides the pandemic-related shift to online learning. Undoubtedly, this type of education has its advantages and disadvantages, but as it gains in popularity, it is important to research and find out if this type of education will work for everyone.

In this regard, we highlighted the advantages and disadvantages of distance learning. The advantages include the following:

1. Resource maximization

Institutions' libraries are often limited, so using the Internet will allow you to choose literature from a variety of sources and in any language as needed.

2. Interactive form of learning and its modification.

Teachers and students can communicate fully online. Also, teachers can identify what are the difficulties most commonly encountered their students when they carry out any task or the project by means of statistical analysis, the number and frequency of questions they asked and the calculation of frequent errors in certain tasks. Since the online learning system uses information database management technology and two-way interactive functions of computer networks, which will allow to select an individual curriculum for different students based on personal data, recorded by the system and statistical analysis of their work.

3. Automating certain elements of the learning process management.

The computer network learning management platform has automatic control and remote interactive processing functions used in learning management in distance education. Counseling, registration, payment, course selection, inquiry, student status management, homework and exam management for remote students can all be done through remote network interaction.

Nowadays, the disadvantages of distance learning can be attributed to:

1. Distance learning is authentic.

The distance learning environment is relatively authentic, which practically reduces direct contact with other students.

2. Distance learning students may not be able to adapt to online learning

The traditional model of education forces students to depend on teachers, and online learning requires students to be able to learn for themselves. The volume of distance self-education is much greater than in traditional education.

Distance learning as the information gain, acquirement certain skills and self-education in various areas using the Internet, computers and mobile devices has become a daily practice for many people.

The latest comScore data from the beginning of 2022 shows that there are 54.7 million individual users over the age of 15 in Russia (Russia's total population is 145.7 million), more than in any other European country. Despite the fact that distance learning is not the main form of education in accordance with the federal law (Part 2, Clause 17, distance education can be used as additional technology [6].

In accordance with the federal law 273 of 29.12.2012, the basic requirement for the conditions for the implementation of bachelor's programmes is the availability of an electronic information and educational environment. Nevertheless, adaptive courses are not always enough to acquire a foreign language [6].

This study has helped to conclude that language acquisition with the use of distance education depends on the learners themselves, on their ability to plan their time and realize the importance of their own learning activities. It has been established that students are satisfied with the educational process with the use of distance learning technologies, but they are not ready for the transition to the full format of distance learning.

Therefore, the aim of the study is to investigate the attitude of students towards the distance learning format and the possibility of further implementation of distance learning technologies in the educational system in order to improve the quality of the educational process and arouse the interest in the study of foreign languages.

Within the empirical research, we did a survey asking more than 200 people from Southern Federal University, 186 students and 63 teachers took part in the express-test.

249 ответов

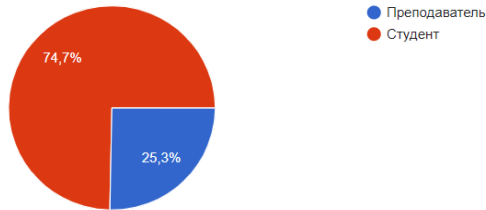


Figure 1. Number of participants in the test

The diagram (Figure 2) shows the distribution of the votes of teachers and students in relation to the forms of teaching foreign languages; 49.4% of respondents believe that traditional learning foreign languages such as English, Chinese, Turkish, Arabic, Korean, and Japanese has a much better effect on language learning process. At the same time, 30.1% of respondents admit that the distance learning format is more convenient and effective form of education than the traditional one. 20.5% of respondents do not see any differences between these formats, so they believe that the most effective way of learning languages is to combine the traditional and distance learning formats.

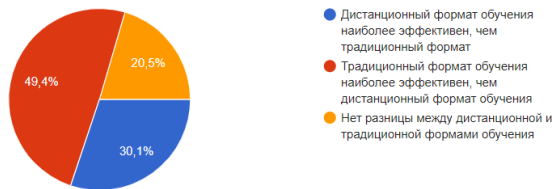


Figure 2. The attitude of students and teachers to the forms of teaching

Students and teachers identified a number of advantages of distance education such as flexible technological learning and the ability to combine work and study. But the most important advantage for the respondents was getting practical skills and ease of obtaining any material and obtaining any material and archiving the old one (Figure 3).

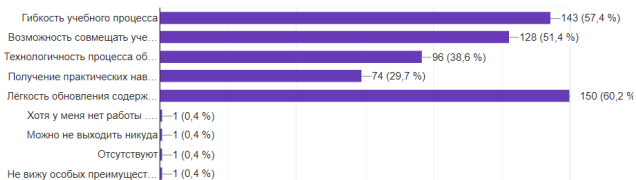


Figure 3. benefits of distance learning

However, students, as well as teachers, have some difficulties in the transition to distance learning, (Figure 4). The lack of digital literacy as well as experience in computer technology and problems with the Internet connection caused a great difficulty for the respondents and for 41.8% of students it was difficult to complete practical assignments without an explanation from the teachers.

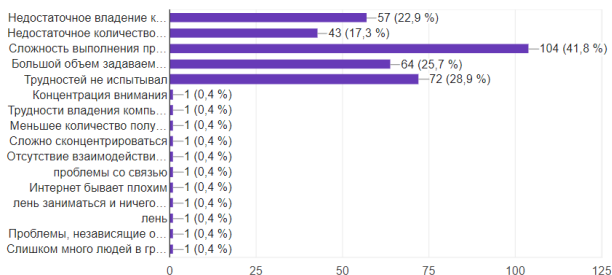


Figure 4. Disadvantages of distance learning

Despite all disadvantages of distance learning, students as well as teachers are willing to learn new material in a new distance format, showing us the need to implement and modify the distance form of learning.

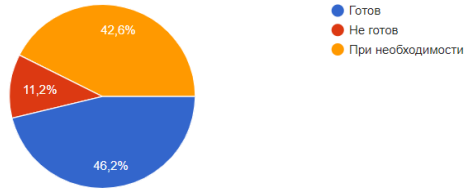


Figure 5. Willingness to study new and unfamiliar material independently.

It is also important to note that neither students nor teachers are ready to fully accept the distance learning format (Figure 5). 64.7% of respondents believe that distance learning can complement the diversity of classroom lessons, and some work can be delegated to the distance process. 64.3% of those respondents suggested working off missed lessons in an online format. 51% of respondents believe that interacting with teachers online would be much more effective when using social networks and messengers (VK, Telegram) and conducting online consultations in Microsoft Team or Skype; 49.4% of respondents are ready to transfer the retakes into the online format; as well as various tests and quizzes that do not involve creativity and allow computer technology to evaluate some of the work of students (Figure 6).

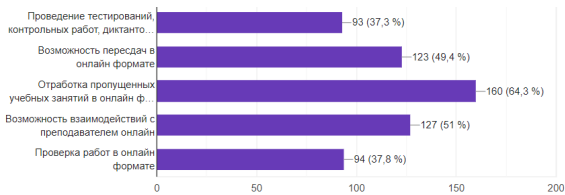


Figure 6. Suggestions for transferring some responsibilities to a remote format

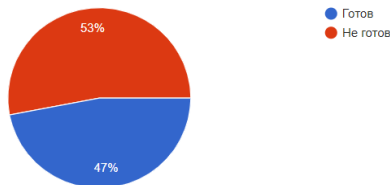


Figure 7. Full transition to distance learning format

Currently, the use of distance learning technologies within the discipline “Foreign languages”, as part of the full-time learning process has been successfully tested. But the complete transition to the distance format should not take place anyway, distance learning technologies are better to be used in order to improve the quality and raise interest in the educational process of traditional education. The results of the survey show a positive attitude to the use of distance learning, but only as an additional tool.

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项目技术作为一种在教育环境中形成低年级学生交流性普遍教育行为的方法
**PROJECT TECHNOLOGY AS A METHOD OF FORMATION OF
COMMUNICATIVE UNIVERSAL EDUCATIONAL ACTIONS
IN YOUNGER SCHOOLCHILDREN IN THE EDUCATIONAL
ENVIRONMENT**

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注解。 本文通过言语互动的价值语义方面, 描述了在教育环境中低龄学龄儿童形成交际普遍教育行动的项目活动方法, 包括言语的认知、个人、情感和行为成分。

关键词: 交际性普及教育行动, 言语的认知、个人、情感和成分, 初中学生, 项目活动, 教育环境, 初等教育的联邦州教育标准。

Annotation. *The article describes the method of project activity in the formation of communicative universal educational actions in younger schoolchildren in the educational environment through the value-semantic side of verbal interaction, which includes cognitive, personal, emotional and behavioral components of speech.*

Keywords: *communicative universal educational actions, cognitive, personal, emotional and behavioral components of speech, junior schoolchildren, project activity, educational environment, Federal State educational Standard of primary education.*

In the implementation of Federal State educational standards of primary general education, the dominant role is played by the formation of communicative universal educational actions. The formation of communicative skills, according to the Federal State Educational Standard, is the ability to listen and understand each other, in joint activities, to be able to negotiate, assign roles, conduct dialogue, discussion [2, p. 33].

According to the Federal State Educational Standard of the second generation, the requirements for the results of students who have mastered the basic educational program of primary general education are established, which include:

- willingness to listen to the interlocutor and conduct a dialogue;
- willingness to recognize the possibility of the existence of different points of view and the right of everyone to have their own;
- to express their opinion and to argue their point of view and assessment of events [2, p. 33].

Thus, communicative universal educational actions, according to the Federal State Educational Standard, are the ability to listen, interact and understand each other, in joint activities, be able to find a compromise, assign roles, conduct a dialogue, discussion.

Communicative universal educational actions are understood in the modern paradigm of education as a unified system of mental and behavioral characteristics of a person that contribute to successful verbal interaction, i.e. a favorable emotional environment has been created for comfortable interaction of participants in the dialogue. The following components are distinguished in this structure: cognitive, value-semantic, personal, emotional and behavioral.

The cognitive component forms knowledge about the value-semantic side of communication, about personal qualities that promote and hinder communication, about emotions and feelings that always accompany it, about the behavioral side of communication. A junior student masters communication by observing the behavior of the closest circle of people, imitating their example, which does not happen consciously enough. A child, and even an adult, does not think about the very form of this process and can learn it throughout his life. This allows you to understand the peculiarities of your own communication style, improve it, and diversify verbal capabilities. For the age threshold of a younger student, knowledge about himself and other people is relevant and accessible.

The value – semantic component is the values that are activated in communication. Personal values, manifesting themselves in basic relationships to themselves and other people, regulate communication, giving it a certain meaning. At primary school age, one should actualize moral values and basic attitudes towards oneself (self-acceptance, self-respect) and other people (acceptance of them, respect for them).

The personal component is formed by the personality characteristics of the person entering into the dialogue, which naturally affect the content, process and essence of communication. Communicative universal educational actions of a junior student are based on self-confidence, optimism, goodwill and respect for other people, justice, honesty, stress tolerance, emotional stability.

The emotional component of communicative universal learning activities is associated with the creation and maintenance of positive emotional contact with the opponent, self-regulation, the ability to respond to changes in the partner's condition. The designated components of the emotional component are developed in the younger student.

The behavioral component is formed by communicative skills and abilities, methods of activity and experience, which is an education that integrates all manifestations of communicative universal educational actions at the level of behavior and activity. Communication skills and skills as elements create communicative behavior.

In the educational environment of younger schoolchildren, communicative universal educational actions are formed and developed through two main components – value-semantic and behavioral. The remaining components are auxiliary in them, accompany verbal development. With the introduction of the second-generation standards in the educational environment, such teaching methods are required that would ensure an active, independent position of students in teaching, the development of research, reflexive, self-assessment skills, developed creative thinking. These standards correspond to the technology of practical orientation – project activity.

Project activity involves a set of research, search, problem methods (during the project implementation period), creative in combination with the use of reproductive teaching methods (during the training of project implementation technology).

The research method is a teaching method that provides for the creative application of knowledge, mastering the methods of scientific cognition, the formation of the skill of independent scientific search.

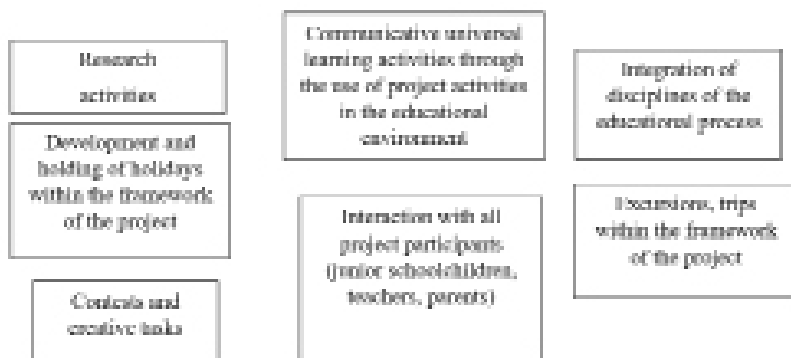
The problem method involves the teacher posing a problem to students and determining ways to solve it with the concealment of possible cognitive contradictions.

But it should always be remembered that the question put to the child should be both so complicated that it could cause him difficulty, and at the same time feasible so that the children could independently find an answer to it.

The reproductive method is a teaching method aimed at reproducing the ways of activity by a younger student according to an algorithm defined by teachers. It is used to form the skills and abilities of schoolchildren. The reproductive method provides an opportunity to transfer more educational information in the shortest possible time, without much effort.

I am sure that project activity, as a means of developing communicative universal educational actions of younger schoolchildren in an educational environment, should take place in the creative interaction of the teacher and the student, therefore, I have determined for myself the most effective, in my opinion, educational technology, namely, the humane and personal technology of Sh. Amonashvili. Human-personal technology of Sh. Amonashvili is a technology for the development of communicative universal educational actions of younger schoolchildren by means of project activities developed on the basis of a system-activity approach (L.S. Vygotsky, A.N. Leontiev, P.Ya. Galperin, D.B., Elkonin, V.V. Davydov, A.G. Asmolov).

A model for the development of communicative universal educational actions of younger schoolchildren in the educational environment through project activities.



The formation and further improvement of communicative universal educational actions remains the most significant and relevant topic, since it is at primary school age that a child adapts to school, and communicative capabilities play a fundamental role for the socialization of children in society. Much attention is paid to this problem in the standards of the second-generation FGOS NOO. Communicative competence is an integral part of the harmonious development of a younger student. Having analyzed domestic and foreign literature, it can be concluded that the most effective method of forming communicative universal educational actions is the project method, since in order to protect a project carried out jointly, children need to speak at school-wide conferences, presenting the defense of their project work. As a result of working on the project, younger schoolchildren will learn to use their communicative skills to solve various tasks, including controversial ones, and in the process of working on the project, there will be a need not only for monological, but also dialogical form of communication, therefore, children learn to understand that other people have their own point of view, which may not coincide with his own, the ability to find a compromise and come to a common decision in joint activities, formulate and be able to defend his own opinion in a reasoned manner, use different speech means to solve various communicative tasks. Therefore, project activity is the most effective form of work for teachers in the educational environment in the formation and further improvement of communicative universal learning activities for younger schoolchildren in the educational environment.

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理解教养特征的课堂制度形成与发展的历史经验

**HISTORICAL EXPERIENCE OF THE FORMATION AND
DEVELOPMENT OF CLASSROOM SYSTEM FOR UNDERSTANDING
THE FEATURES OF UPBRINGING**

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抽象的。这篇文章考察了俄罗斯在学校教育儿童系统中形成一个独特机构的历史经验 – 课堂管理。学校的主要指导者和教育者是班主任。这一立场经历了很多阶段的转变,是在大量事件和趋势的基础上形成的。

关键词: 教养, 班主任, 班级管理。

Abstract. *The article examines the historical experience of the formation in Russia of a unique institution in the system of upbringing children at school - classroom management. The main guide at school and educator is the class teacher. This position has gone through many stages of transformation and was formed on the basis of a large number of events and trends.*

Keywords: *upbringing, class teacher, classroom management.*

In 1813, at the beginning of the XIX century, after the decree of the Ministry of Education in which was issued the “organization of the institute of room guards at boarding houses”¹, a corresponding position appeared. From this event, the beginning of the formation of the institute of class teachers in Russia is considered. The first stage of the evolution of this position, as is obvious from the name, consisted in the supervisory-controlling function. The main task of the supervisors is “the education of true and useful sons of the Fatherland”². The duties were as follows: supervision with the students and staying with the students. No position was complete without requirements for it. The “room supervisor” needed: the level of language, pedagogical training and, most importantly, the level of “good manners”. These skills were necessary for the room supervisor to correct children’s mistakes “against language, decency and tastes” and to educate a real nobleman who meets all standards³.

1 Demushkina K. V. Development of the institute of classroom management in the Soviet school (1917 – 1984) P. 101-104. (in Russian)

2 Ibid. P. 120.

3 Goncharov N. K. From the history of the Russian school // Soviet pedagogy. 1938. No. 6. p. 1. (in Russian)

The transformation of the role of the “class supervisor” began quite quickly, already according to the “Comments on the draft general plan for the organization of public schools”⁴, notes on educational work appeared. The position of classroom teachers was established in gymnasiums. They corresponded to the “room guards”. Changing the title of the position started the transformation. The classroom teacher begins to personally conduct lessons, although in a very limited amount. In 1864, a new “Charter of gymnasiums and progymnasiums” was introduced, which “introduced the principle of formal equality in secondary education for people of all classes and faiths”⁵. Changes in the state took place very quickly and vigorously. These changes have affected the field of education and upbringing.

The positions were divided: the class teacher or the class lady began to engage in educational work, while the assistant class teacher “went” to solve the supervisory function. The purpose of the work has changed. The task of forming each child was set. A class teacher or a class lady begins to claim primacy among other teachers in terms of their importance: he is entrusted with the control of other teachers, work with the student’s family and correction of laggards.

The XIX century began to form the purpose and objectives of the work of the current class teacher. We call this stage “search and progressive development of the educational system in educational institutions”. The Russian Empire will cease to exist at the beginning of the XX century. The education system will undergo major changes.

In the “Regulations on the Unified Labor School of the RSFSR”⁶ and “The Basic Principles of the unified Labor School”⁷, attention is paid to the development of self-government: “children should participate in all school life. To do this, they must use the right of self-government and show constant active mutual assistance”⁸. The task was to overcome the disunity and confrontation of student and teaching teams.

The formation of the state began from the very beginning, the education system will begin to take shape again. The first teacher who was assigned to children in the Soviet state will be called a “group leader”. The system of “classroom mentoring” will exist in symbiosis with the “group guide” until 1923⁹.

4 Comments on the draft charter of general educational institutions and on the draft general plan for the organization of public schools. Part 2. St. Petersburg: B.I., 1862. (in Russian)

5 Piskunov A. I. History of Pedagogy and Education. Moscow, 2003; Rozhdestvensky S. V. Historical review of the Ministry of Public Education 1802-1902. St. Petersburg, 1902. (in Russian)

6 Decree of the All-Russian Central Executive Committee of Soviets. About the Unified Labor School Of the Russian Socialist Federative Soviet Republic (Regulations) // Historical materials. Available at: <http://istmat.info/node/31601> (Accessed 14 October 2021).

7 Basic principles of the unified labor school. Public education. Available at: http://narodnoe.org/old/lib/Science/Lunach/Lunacharskiy_AV_Main_principels_of_united_labour_School.htm (Accessed 14 October 2021).

8 Ibid.

9 Demushkina K. V. Development of the institute of classroom management in the Soviet school

The system of “classroom teachers” in the USSR was transformed along the path of the Russian Empire, teachers were “assigned” to a certain class in which he taught lessons. The teacher had to carry out the education of a person corresponding to the state ideology.

The Great Patriotic War prevented the gradual evolution of the position of “class teacher”. The educational system shifted towards patriotic and military work. The demand for time, the need to help the front, to work in the rear, in hospitals justified the demand for time.

This work continued in the post-war period. In 1947, the “Regulation on Classroom Management” was adopted, in which the main goal was described by the class teacher - “the organization of class students into a friendly, purposeful student team”¹⁰.

The importance of patriotic work, military training and strengthening the moral character of students is noted in the orders of the People’s Commissariat of Education “On strengthening discipline at school”¹¹ of 1951. In addition to the already existing tasks of the class teacher: monitoring academic performance and attendance, health monitoring, new ones have been added: conducting sports events on defense topics, developing socially useful work in the classroom. Students begin to participate in meetings of pioneer detachments. working with parents becomes an urgent task¹².

There are now well-known forms: parent meetings, conferences, meetings with parent assets¹³. In addition to the permanent directions: patriotic, military, health, cultural, there is a new one – career guidance. In addition to working with children, for the first time, additional tasks such as professional development and exchange of experience are being added to the classroom teacher¹⁴. Various forms of work are being improved, and the purpose of the class teacher’s work remains the same – the organization of the class into a team.

During the pre-perestroika period, the activities of the class teacher acquired a clear focus, received a variety of forms and methods, methodological support, growth opportunities within their activities. The class teacher became the main organizer and conductor of the entire educational process in the classroom. During perestroika from 1985 to 1991, the role was weakened, and the forms of work were simplified¹⁵.

(1917 – 1984) P. 68. (in Russian)

¹⁰ Ibid. P. 294.

¹¹ On strengthening discipline at school: From the order of the Minister of Education of the RSFSR No. 1092 of December 12, 1951. Directory of the school director. pp. 178-187.

¹² Demushkina K. V. Development of the institute of classroom management in the Soviet school (1917 – 1984) P. 68. (in Russian)

¹³ Ibid. P. 116-117

¹⁴ Kazakova T. V. Advanced training of a class teacher in the system of continuous pedagogical education. P. 14. (in Russian)

¹⁵ The work of the class teacher : methodical. manual / edited by E. A. Slepnevova. PP. 5-7. (in

After the collapse of the USSR and the creation of a new state – the Russian Federation, everyone had to answer the main questions again: the purpose, tasks, functions, directions of the classroom teacher’s work. “In 1998, the Ministry of Education of Russia recommended that the education authorities include in the staffing of the school the positions of teachers□psychologists, social educators, teachers of additional education, classroom teachers and classroom teachers (released classroom teachers)”¹⁶.

The program for the development of education in the Russian education system for 1999-2001 defined the tasks of the class teacher¹⁷. Coordination and interaction of all participants in the educational and educational process becomes the main function of the classroom teacher. In modern times, the vector of transformation of the position continues, now changes are associated with new standards of education. The focus of the work was shifted from coordination and interaction to the development of each child. The year 2020 has become quite significant for the classroom management, as in the annual Message of the President of the Russian Federation to the Federal Assembly of the Russian Federation dated January 15, 2020, it was noted that “the closest to the students are their classroom teachers. Such constant daily work related to education, upbringing of children is a huge responsibility, and it, of course, requires ... special support”¹⁸. The President of the Russian Federation stressed that the educator is a “federal function”¹⁹.

The Institute of “classroom teachers” was and is in the process of constant changes, and in fact, three times in the entire history of its existence, it began its journey from the beginning. In the current school, the homeroom teacher plays one of the most important roles in the life of a child and carries out the formation of the future of the Russian state.

Russian)

¹⁶ Borytko N. M., Solovtsova I. A., Baibakov A.M. Pedagogogy: studies. Manual for students. PP. 297-301. (in Russian)

¹⁷ Acts of ministries and departments “Order “On the implementation of the decision of the Board of September 28, 1999 No. 19” dated 18.10.1999 No. 574 // Rossiyskaya Gazeta. (in Russian)

¹⁸ Message of the President of the Russian Federation to the Federal Assembly of the Russian Federation dated January 15, 2020. Available at: <http://kremlin.ru/events/president/news/62582> (Accessed 14 October 2021).

¹⁹ The Act of ministries and departments “Methodological recommendations to the executive authorities of the subjects of the Russian Federation exercising public administration in the field of education, on the organization of the work of teaching staff performing classroom management in educational organizations” dated 12.05.2020 No. WB-1011/08 // Rossiyskaya Gazeta.

未来工程师外语专业交际能力的形成

THE FORMATION OF FOREIGN LANGUAGE PROFESSIONAL COMMUNICATION COMPETENCE OF FUTURE ENGINEERS

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抽象的。高等教育机构在国际上的发展需要创新的专家培训方法和技术。学生培养应着重培养专业素质和个人素质高的高素质专家。未来的工程师应该获得深入的理论知识和实践技能、专业和个人素质以及从事专业活动的准备。本文致力于新西伯利亚国立建筑与土木工程大学用于培养学生专业沟通能力的教育方法。分析教学条件，帮助学生参加不同的国际活动并掌握他们的沟通能力。

关键词：能力，沟通，专业沟通能力，国际高等教育，教学条件，教学支持。

Abstract. *The development of the higher education institution at the international focus causes the need for innovative methods and technologies of specialists' training. Students training should be focused on the training of a highly qualified specialist with developed professional and personal qualities. A future engineer should acquire an in-depth level of theoretical knowledge and practical skills, professional and personal qualities, and the readiness for professional activity. The article is devoted to the educational approach used for the building of professional communication competence of students at Novosibirsk State University of Architecture and Civil Engineering. The pedagogical conditions are analysed that help students to participate in different international events and master their communication competence.*

Keywords: *competence, communication, professional communication competence, international higher education, pedagogical conditions, teaching support.*

International higher education has become an important component of the development of the national economy, trade and intercultural cooperation of the

countries in the world. Each country develops its own strategy for the development of the international cooperation of education. It focuses on an international exchange programmes among students, teachers, professors and cooperative work, which contributes to a better understanding of different cultures and their languages.

The Government of the Russian Federation has developed various programmes to develop the educational services market, which contribute to the rise of the Russian education attractiveness and competitiveness at the international market. The internationalization of higher education is interpreted as “a process that takes place at the national, sectoral and institutional levels, in which the goals, functions and organization of the provision of educational services acquire an international dimension” [1].

Russian universities actively participate in this internationalization process. To realize the ideas of internationalization they have to fulfill the following tasks:

- the academic mobility;
- the abundance of educational programmes;
- the exchange programmes for foreign students, teachers, professors, and scientists;
- the use of English as the language for research and learning;
- the organization and development of international and interregional cooperation contribution towards the integration of the university into the world educational space.

At Novosibirsk State University of Architecture and Civil Engineering (NSUACE (Sibstrin) international activity is one of the priority areas for the university development. The integration of the University into the world educational and scientific space is realized by the Institute of International Affairs.

The Institute of International Affairs has got the following structure. It includes the Department of the Russian Language, Department of Foreign Languages, UNESCO International Chair, Center for Work with Foreign Students, and International Project Center. Each department of the Institute of International Affairs is responsible for the specific part of the international activity.

The working strategies of the Institute of International Affairs are:

- international academic mobility of students and teachers;
- support for international grants;
- international academic programs (summer/winter schools, joint degrees with other universities);
- creation of a favorable foreign-language environment of the university.

The following educational programmes are realized:

- “Foreign Language Practice” Programs (English, Japanese, French, German, Russian) according to the Common European Framework of Reference for Languages

• Program “Solving Environmental Problems for Sustainable Development” (Master’s Level), UNESCO Chair “Environmental Safety Technologies for Natural Resources and Water Control”

Department of the Russian Language teaches Russian as a foreign language (Russian language courses, preparation for admission to Russian universities), and conducts practical classes in Russian as a foreign language (undergraduate, master’s degree, graduate school).

Department of Foreign Languages teaches English, German, French, Chinese, and Spanish as foreign languages (Foreign languages courses), conducts practical classes in English as a foreign language (undergraduate, master’s degree, graduate school), supports the international activity and cooperation.

Center for Work with Foreign Students organizes the admission of foreign citizens, migration registration, maintenance of the necessary documentation, medical insurance. The Center also provides comfortable conditions of stay and foreign students training at NSUACE (Sibstrin) and Novosibirsk.

International Project Center supports students, graduate students, university staff to improve their professional level and expand their cultural horizons by participating in foreign internships, studying abroad, various kinds of exchange programs, speeches at international conferences, and other events held with the participation of Center employees.

The Center assists in the implementation of the following types of programs: academic mobility of the students, scientific internships, academic mobility of the teaching staff.

Within the framework of the standard educational process at NSUACE (Sibstrin), students can study at a partner university from 2 weeks to 1 semester. Any student who has a referral and recommendations from their faculty/institute can become a participant in the academic mobility program. Our students are trained at partner universities with which agreements/cooperation agreements have been concluded.

The scientific internships are the scientific research programmes of the student. Its duration is from 1 to 3 weeks. The participants of the programmes can be master’s students, graduate students, researchers. The scientific internship program is compiled individually on the topic of the research work.

The programme of the academic mobility of the teaching staff give the teachers an opportunity to participate in the programmes of the partner university in two areas:

- conducting a course of classes on the selected discipline for students of the partner university;
- internship on the selected topic.

In addition to Academic Mobility and Internship programs, our research and teaching professionals can co-lead graduate students at third-party educational institutions through partnership agreements.

As a part of the International Project Center there is the Linguistic Department that help to realize the working strategies of the Institute of International Affairs. It helps to create a foreign-language environment of the university as an important mechanism in the implementation of the university's policy in the field of international activities, ensuring its expansion in the field of educational and scientific and technical cooperation.

The main goal is to train students, undergraduates, graduate students, teachers and university staff in foreign languages at different levels of competences (English, French, German, Japanese, Russian) in order to prepare them for academic educational and/or scientific mobility.

Analyzing the documents for engineers training, it becomes essential that communication is one of the main soft skills for engineers. Different pedagogical conditions, learning and teaching support kits that are realized at Novosibirsk State University of Architecture and Civil Engineering (NSUACE (Sibstrin) can improve the formation and development of professional communication competence of the students. Communication is at the top of the list of engineering soft skills among them are also creativity, adaptability, collaboration and leadership [2].

The importance of good, effective, professional communication at the workplace is understood by professionals at any industrial sector. Engineers should possess the ability to realize everyday writing, speaking, and listening skills with a fundamental knowledge of complex engineering concepts. The ability to communicate professionally ensures the success both for employees and employers.

The professional communication competence is particularly important when engineers are dealing with clients; misunderstandings can occur easily, and strong listening skills can significantly reduce the risk of things being lost in translation.

The processes of internationalization and digitalization of higher education require future engineers to meet the level and pace of development of modern production, so they must master a number of competencies that will allow them to carry out professional activities effectively [3].

The formation of professional communicative competence is currently relevant for engineering students. The effectiveness of the formation of communicative competence lies in “awareness of the value of foreign-language training for future educational and professional activities; the need to acquire competencies in the composition of foreign-language professional communicative competence, necessary for effective interaction in the studied foreign language with representatives of the professional community” [4].

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俄罗斯基洛夫地区德语岛屿方言的发展
DEVELOPMENT OF GERMAN ISLAND DIALECTS IN KIROV
REGION, RUSSIA

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抽象的。 这项工作的相关性在于，德国岛屿方言在俄罗斯，特别是基洛夫地区形成和发展的特殊性，与研究复杂的不平衡语言情况和干扰下的语言稳定性问题有关。 这项工作的目的是确定德国岛屿方言在外语环境中的发展特征。 为了实现这一目标，采用了以下方法： 收集语言材料的实地方法； 对受访者进行社会语言学提问和访谈的方法； 将所研究的方言系统与其他德语方言系统、俄语和俄罗斯地方方言相关联时的统计和比较分析。 需要注意的是，基洛夫地区的日耳曼岛方言具有奇特的语言特征，包括新的词汇单位，以及涉及周围大多数人的语言。

关键词：德国岛屿方言，混合方言，双语，语言系统互动。

Abstract. *The relevance of this work lies in the fact that the specificity of the formation and development of German island dialects in Russia, in particular in the Kirov region, is associated with the problem of studying linguistic stability in a complex imbalanced linguistic situation and interference. The aim of this work is to identify the development features of German island dialects in a foreign language environment. The following methods have been used to achieve this goal: field methods in collecting linguistic material; method of sociolinguistic questioning and interviewing of respondents; statistical and comparative analysis when correlating the studied dialect systems with other German dialect systems, with the Russian language and Russian regional dialects. It should be noted that the German island dialects of the Kirov region have peculiar linguistic*

features, including new vocabulary units, as well as involving the language of the surrounding majority.

Keywords: *German island dialects, mixed dialects, bilingualism, language systems interaction.*

1. Introduction

One of the primary tasks of the modern society is to preserve the languages spoken by national minorities, to study their historical development, and to ensure the future of these languages, since a language is a world whose death may become an irreparable loss for the speakers of this language and for the world around them. This article is aimed at studying the peculiarities of the historical development of the native language (dialects) of the Russian Germans living in the Kirov region as it virtually remains the only indicator of their ethnic identity at present.

2. Research Methodology

The methods used to achieve the goal are the fieldwork methods to collect the linguistic data; sociolinguistic interviewing; statistical and comparative analysis to correlate the examined dialect systems with other German dialects and with the Russian language and Russian regional dialects.

3. Results

The history of the Russian Germans includes two separate periods. The first one is the period of stability and continuous development which began with the large-scale German settlement in Russia in the 18th century and ended with the outbreak of World War II. The second period is the one of instability and interrupted development which began with the World War II and continues to the present day. The sociolinguistic communicative type of society of the Russian Germans during the first period of its development represented mono-national German settlements or “language islands” where the German language was used as a means of communication. There were two types of such settlements: “mother colonies” founded by settlers from Germany, and “daughter (secondary) colonies” founded by migrants from the mother colonies [3, 9]. These settlements were different from each other. The linguistic difference between the numerous mother and daughter colonies involved exclusively the use of dialects. In fact, the daughter colonies demonstrated a more varied dialect mosaic than the mother colonies.

The native language of the German colonists was the German dialect which was used in everyday communication. In addition to the dialect, most settlers knew the German literary language (which had some dialect coloring); it was learned at school and church. They also spoke Russian which was also learned through school and communication with the Russian-speaking population. In some territo-

ries other languages were also spoken, for instance, Ukrainian or Tatar. The Russian language exerted its influence on German starting from the first years of the Germans' life in Russia; this influence was almost exclusively limited to the lexical domain – the Germans borrowed from their neighbors the names of household items and names of other realia that they first encountered in their new homeland.

It can be stated that the German language islands were characterized by three types of language varieties: 1) a territorial dialect, i.e., a dialect variety of the German language, which was used as a means of communication; 2) German literary language which was close to standard German; a Russian-German variety; 3) the contact language of the local population – Russian, Ukrainian, Georgian, etc.

It should be noted that the peculiarity of the development of the German island dialects spoken in Russia is that they are of a mixed character, since each colony had migrants from different regions of Western Europe. It is therefore no coincidence that the problem of language mixing is at the center of attention of modern German dialectology. The early dialectological studies of the language of the Russian Germans was the linguistic situation in the mother colonies, since the secondary colonies and the situation there were often unstable, especially in the period from 1925 to 1941. The process of language leveling began in the secondary colonies only in the 1950s. At present, the so-called old secondary colonies in Siberia and Central Asia seem to be more stable in terms of the use of the German language. They were founded at the turn of the 19th and 20th centuries, and their German population was not deported during the World War II. It is not surprising therefore that the dialectological expeditions undertaken after 1956 by Edig studied these secondary colonies [4].

Three types of secondary colonies are usually distinguished: 1) old secondary colonies which have existed for about 60–70 years by the beginning of the study, and they are still undergoing the process of dialect leveling; 2) mixed settlements that appeared in the eastern regions of the former USSR as a result of deportation; they were founded in the 1940s -1950s and are characterized by high heterogeneity; 3) the so called “central settlements” which appeared later as a result of the former USSR policy aimed at integrating small “unpromising” villages (in the 1970s), where we can observe the process of formation of a common means of communication on the basis of very different dialects [5: 147].

The German settlements situated in the Kirov region cannot be included into this list as they are characterized by the numerical predominance of the Russian-speaking population. They did not come in sight of the language island dialectologists for a long time. However, this fact makes the study of the German dialects spoken in such settlements have particular scientific importance. There is scarce research in the field of linguistic stability in a linguistic situation which is complex and unbalanced and is subjected to interference.

As for the German dialects spoken by Russian Germans of the Kirov region, the changes that occur in them in modern conditions are not only due to the development of their system, but also due to direct or indirect influence of a foreign language spoken by the majority of the population. The changes in German dialect systems taking place at present primarily result from the fact that their role as the main means of communication has been weakening. The Russian language has increasingly been used along with them. The transition from the German dialect used as the main means of communication to the use of the Russian language inevitably leads to development of some peculiar dialect features. When a second language is included into the act of communication, it creates a more complex linguistic situation, since two languages are functioning in the same environment. On the one hand, it is the autochthonous language – the German dialect, and on the other hand, it is the borrowed language of the environment. This linguistic situation characteristic of all German language islands in modern Russia is associated with the fact that some part of the linguistic community can, along with speaking their autochthonous language, carry out an act of communication using a different or “secondary” language in certain situations. This linguistic situation is known as bilingualism.

Shtab in his work “Sociolinguistic study of the language of the Germans in Kazakhstan” suggests the following models of opposition, into which the German and Russian languages enter under the conditions of bilingualism of Russian Germans [9: 7]: 1) Model 1 – the opposition of the German literary language and the Russian literary language; this model is typical of well-educated ethnic Germans; 2) Model 2 – the opposition of everyday spoken Russian and the German literary language (or language close to the standard); this model is typical of the rural educated Germans for whom German is functionally the second language even in their everyday life; 3) Model 3 – the opposition of the German literary language together with the German dialect and the Russian literary language; this model is a variant of Model 1 supplemented with fluency in the native dialect; 4) model 4 – the opposition of everyday spoken Russian and the German literary language together with the German dialect: Model 2 is complemented with the native dialect, along with this the everyday language does not compete with the dialect, i.e., peculiar dialect features are not so obvious; 5) Model 5 is the most common – it represents the opposition of the local dialect and everyday spoken Russian.

The study of the linguistic situation in the Kirov region makes it possible to identify one more opposition of coexistence of the German and Russian languages. It is the opposition of everyday spoken German represented by the regional idiolect of local Russian Germans and the Vyatka dialect (a type of North Russian dialects). This opposition can be considered as Model 6.

The role of the second language in changing the system of the German island dialects is no less significant than the role of autochthonous diglossia. As for the

degree of influence of one language on another, it is associated with the social functions of the contacting languages, i.e., the functions that they perform in various spheres of social life. Ethnic Germans use their native language (dialects) in everyday communication, and not only for family communication, but also as a means of communication among residents of the German settlement where they live. For the Russian Germans living in the Kirov region, Russian is the language used in written documents, social life, and at work. The social load of the language system is directly dependent on its functional load. In conditions of language contacts, the decreased social load of a language may result in a decrease in the number of components of the system of functions. In other words, a change in the social and functional significance of a language in terms of quantity may indicate qualitative disparity of interacting languages [1: 150].

In case of interaction of the German dialects and the Russian language, some elements of the foreign language (Russian) penetrate into the linguistic structure of the German dialects. This penetration can take place at all levels of the linguistic structure. However, every level has its specifics, which is reflected in the nature of the penetrating elements and in the response of the dialect system to this penetration. The lexical system undergoes the most significant changes; it is only to be expected and can be explained by the differences in its organization and the role it plays in the communication process. Differences at the lexical-semantic and syntactic levels hinder communication and mutual understanding to a greater extent than morphological or phonetic differences. At the same time, the changes and their intensity are associated with the peculiarities of the system at different levels. Thus, the changes in syntax are limited due to stability of the syntactic system itself, its resistance to penetration. Actually, there are no major syntactic differences between the systems of the German dialects, they have a lot in common. According to Schirmunski, the syntactic structure of the dialects of the German language is characterized by a greater degree of uniformity than their morphological and phonetic structures [6]. The number of syntactic elements which have penetrated the German language dialects from other languages is quite small: they do not play a significant role in the system of the German language. Consequently, on the one hand, the syntax has fewer elements that impede communication, and on the other hand, the syntax itself is more strictly organized, more stable, therefore, there are insignificant changes in it and, as a rule, they are not associated with foreign language influence.

Differences at the lexical level may represent a serious obstacle to mutual understanding since they can be numerous and they relate to both the presence or absence of certain words (plane of expression) and the differences in the meaning of words (plane of content). Moreover, the lexical system is not as stable as the syntactic one, which contributes to the penetration of foreign language lexico-se-

mantic units into the vocabulary of the Russian German dialects. Thus, variability of the lexical system is reflected both in the characteristics of the system itself, and in the functional properties of the language which determine the relation of the language to extra-linguistic reality [2: 25].

As for the phonetic aspect, phonetic differences between the dialects disappear more intensively, which is evidenced by the noticeable disappearance of certain phonetic features in the island dialects over the last 30-40 years. Now the phonetic structures of the dialects which developed in different conditions and surrounding (imperial German dialects and migrant dialects) have some significant phonetic differences, although the now-different phenomena used to be identical in the past. It should be noted that higher variability of the phonetic aspect of speech is explained by its specifics which manifest themselves in a lower degree of penetration resistance of the phonetic system and a possibility for new words to penetrate the language bringing along new phonetic phenomena. It is also explained by dialect phonetic differences that do not refer to the phonetic system as a whole, but relate only to individual words or groups of words and represent the remains of some phenomena that previously were systemic in nature; Besides, there are some lingering phonetic phenomena that contradict the general trends in the development of the German language, for example, nasalization of vowels. Such phenomena usually become irrelevant for the language, according to Schirmunski [7: 351–357].

As for morphological differences, they are quite rare and they refer to specific cases, therefore, even having a lower intensity of changes, they undergo leveling faster.

4. Conclusion

The German island dialects of the Kirov region have developed peculiar linguistic features. This process of development has been facilitated by the formation of new lexical units to nominate the phenomena of the surrounding environment, as well as by integration of the language spoken by the majority population. However, these peculiar features do not have a stable character, thus they are not reflected in the codified norm of the language. The language of the Russian Germans can be defined as a specific variety of the German language used by the national minority living separately in a foreign state. Such varieties of a language require a separate terminological analysis and representation.

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不定代词结构中的约鲁巴语定代词 *a*
**THE YORUBA DEFINITE PRONOUN *A* IN INDEFINITE
PRONOMINAL CONSTRUCTIONS**

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抽象的。约鲁巴语代词 *a* 等同于英语代词 *we*, 可以出现在包括被动句在内的句法结构中。约鲁巴语代词范式中第一人称复数代词 *àwa* 的非强调形式, 代词 *a* 展示了约鲁巴语的一个重要特征, 即倾向于诉诸语言系统中已经存在的元素来表达其他, 通常 极端相反的语言倾向。正是鉴于此, 本文参照多种欧洲语言(包括英语、德语、法语和俄语), 考察了在约鲁巴语中将定代词 *a* 作为表达不确定含义的工具。

关键词: 代词结构, 兼容性, 语义转换, 语法主语, 不定结构, 焦点, 相对性, 否定, 句子结构。

Abstract. *The Yoruba pronoun *a* is equivalent to the English pronoun *we*, and can occur in syntactical constructions including passives. The non-emphatic form of the first-person plural pronoun *àwa* in the pronominal paradigm of Yoruba, the pronoun *a* exhibits an important characteristic of the Yoruba language which is the tendency to resort to elements already existent within the language system in expressing other, often polar opposite linguistic tendencies. It is in the light of this that this paper examines the definite pronoun *a* as a tool in conveying indefinite meanings in Yoruba language with reference to a number of European languages including English, German, French and Russian.*

Keywords: *Pronominal constructions, compatibility, semantic shift, grammatical subject, indefinite constructions, focus, relativity, negation, sentence structure.*

In Yoruba language, the pronoun *a* is the derivative of the emphatic first-person plural pronoun *àwa*. Also referred to as non-emphatic, *a* is used interchangeably with *àwa* but only as the subject in sentences as only the emphatic *àwa* is grammatically suited to the role of the object in grammatical constructions. Thus, the pronoun *a* is never used in the object position of sentences in Yoruba language. As an illustration, the sentence *Àwa lọ sí ojà ní ànà* (**We** went to the market yes-

terday) remains the absolute semantic equivalent of *A lẹ sí ojà ní àná* (We went to the market yesterday) with absolutely zero possibility of semantic shift. However, the pronoun *àwa* in the sentence *Ọba fún àwa ní owó* (The King gave us money) cannot be said to be replaceable by the pronoun *a* in the object position, as the variant *Ọba fún a ní owó* is grammatically void as per the grammatical rules of Yoruba language. Thus, it is established that the pronoun *a* is grammatically incompatible with the position of the object in Yoruba grammatical constructions.

An analysis of examples drawn from Yoruba fictional writing shows that besides the general pronominal functions, the personal pronoun *a* in Yoruba language performs certain semantic functions such as the actualization of indefinite meanings and never carries impersonal meaning as opposed to say the 3rd person singular pronoun *ó* which may be used in the conveyance of impersonal meaning akin to the English impersonal *it* or French *on* etc. Furthermore, the 1st person plural status of the pronoun *a* guarantees its ability to function as the grammatical subject of a Yoruba sentences. In this regard, the speaker uses the pronoun *a* to refer to both himself and one or more other persons as a group. Basically, the Yoruba pronoun *a* functions like and is completely analogous to the English pronoun *we*, German *uns*, French *nous* and Russian *мы* in the sense that it is the designator of a group of animated persons (people), which includes the speaker.

Consider the following example:

A ti rí ọ̀pọ̀ tó jé pé iwà wọn kò je kí orúkọ wọn gbè wón rárá [OO].

English: ‘We have seen many people whose names have not brought them any luck because of their character’;

German: ‘Wir kennen viele, denen die eigenen Namen wegen des schlechten Charakters kein Glück gebracht haben’;

French: ‘Nous connaissons beaucoup de gens à qui leurs propres noms n’ont pas apporté le bonheur à cause d’un mauvais caractère’.

‘Мы знаем многих, кому собственные имена не принесли счастье из-за плохого характера’.

In the cited example, the Yoruba pronoun *a* functions as the subject relative to the action word *rí* (lit: to see) in the sense that it is the designator of a group of people, which includes the speaker. In equivalent translations into German, French and Russian languages are the corresponding pronouns of the 1st person plural: *wir nous* and *мы*. Thus, when used in a personal sense, the pronoun *a* exhibits exactly the same linguistic properties as the equivalents from German, French or Russian (*wir, nous* and *мы* respectively).

According to research, the use of the pronoun *a* to express indefinite meaning in Yoruba fictional prose is quite extensive as the figure 46% of all collated

examples suggests considering that the rest of the cited examples are distributed between personal and impersonal meanings. Consider the following examples:

Ní gbogbo ìgbà tí a ń wí yìí, Ìyádúnní, Dasofunjo àti àwọn mọ̀lẹ́bí, pẹ̀lú gbogbo ará ilú gbàgbó [EA].

During the time in question, Iyadunni, Dasofunjo and relatives with all the townspeople believed.

German: *Während der fraglichen Zeit glaubten Iyadunni, Dasofunjo und Verwandte mit allen Bürgern*’.

French: *Pendant le temps en question, Iyodunni, Dasofunjo et les parents avec tous les citoyens croyaient*;

‘В течение времени, о котором идет речь, Иядунни, Дасофунджо и родственники со всеми горожанами верили’.

The indefinite *a*-construction *a ń wí yìí* (lit: *we are talk this*) is translated into Russian as *о котором идет речь*, a clause which does not reflect the indefinite meaning. The phrase *a wí yìí* is translated into English, German and French by the attributive constructions *the period under review*, *der fraglichen Zeit*, *le temps en question* in which cases the indefinite personal meaning is also not preserved. Thus, Yoruba *a*-pronominal constructions of indefinite meaning may yield translations into European languages with the aid of subordinate clauses without the indefinite meaning being preserved. For example:

Ọ̀nà ilẹ̀ ọ̀rẹ̀ Ọ̀jẹ̀ Lárinnàkà tí a ń pè ní Dàsọfúnjọ̀ ní wọn gbà wọ̀’lú [EA].

= ‘*Они приехали в город по дороге, ведущей к дому друга Одже Лариннаки, которого звали Дасофунджо*’.

‘They arrived in the city on the road leading to the house of Oje Larinnaki’s friend, whose name was Dasofunjo.’

Here, the construction with the pronoun *a ń pè* (lit: *we are to call*) in a indefinite meaning is translated into Russian using the subordinate clause *которого звали Дасофунджо*. (lit: *who was called Dasofunjo*).

The Yoruba *a*-pronominal constructions are often found in Yoruba proverbs and wise sayings. The question of the structure of proverbs in the Yoruba language has been considered by many scholars and it has been proved that there is a complete absence of simple sentence structures in Yoruba proverbs but a preponderance of the complex sentence structure. In his analysis of the structure of Yoruba proverbs, T. Akanbi in his article *Syntax of Yorùbá Proverbs* classifies Yoruba proverbs into negative, interrogative, focused and relative proverbs [Akanbi 2015: 4-5]. According to him, negative proverbs are proverbs whose structure contains a negative phrase [ibid.]. In such proverbs, negation is achieved by using *a kii*, where *kii* corresponds to Russian *не* or the English *not*. Consider the following example:

A kii b’èrù ikú b’èrù àrùn ká ní kí ọ̀mọ̀ ó kú sinni.

‘One cannot be so afraid of death and disease as to wish one’s son to die before one;

French.: ‘*On ne peut pas avoir autant peur de la mort et de la maladie que de vouloir que son fils meure avant lui*’:

German: ‘*Man kann nicht so viel Angst vor Tod und Krankheit haben, wie man wünscht, dass sein Sohn vor ihm stirbt*’.

‘*Человеку нельзя так бояться смерти и болезней, как желать, чтобы его сын умер раньше него*’.

In this proverb, the construction *a kii* (literally *we do not*) is translated into English as ‘*one cannot be*’ a phrase with an indefinite meaning. Consider the Russian translation where the word *человеку* i.e., a person (that is any person, a person in general) is used in combination with *нельзя* (literally *not allowed*). Note that in the Russian translation, the subject of the utterance is formed by a noun in the dative case (*человеку*), and as such may be omitted making the variant *нельзя так бояться смерти и болезней, как желать, чтобы сын умер раньше нас* acceptable. Thus, the translation from Yoruba of this construction type into English, German and French is more than often actualized by the gender-neutral, indefinite pronouns *one*, *man* and *on* in the subject position respectively.

Consider the following example:

A kii binú ààtàn ká da’lẹ̀ s’ìgbó. Lit: we don’t get angry and empty domestic waste into the bush (One should not act unreasonably and badly because of anger)
German: ‘*Man darf nicht aus Wut unlug und böse zu handeln*’; French: ‘*On ne doit pas agir de manière déraisonnable et méchante à cause de la colère*’.

On the one hand, this proverb reflects the customs of the Yoruba people, where waste disposal is a personal responsibility, and each family must provide specially designated places for garbage storage, since arbitrary waste disposal is not allowed. The pronoun *a* in this example is used in an indefinite context similar to the case in the previous example. Here the *a*-construction *a kii* (literally *we do not*) is translated into Russian using the negative pronoun and dative form of the word *никто* (nobody) as (*никому*) *не следует* (lit: *no one should*) and into English, German and French, using *One should not ...*, *Man darf nicht...*, *On ne doit pas...* We should note, however, that as earlier mentioned, there are other possible translations in German: ***Du solltest nicht unlug und böse wegen des Zorns handeln*** (lit.: *you must not*); and in French: ***Vous ne pouvez pas agir de manière déraisonnable et méchante à cause de la colère*** (lit: *you can’t...*), where the position of the subject is occupied by the pronouns of the 2nd person singular *du* and *vous*. In translating into French, an equivalent with an imperative is also possible: *Ne soyez pas impudent et méchant à cause de la colère* (lit: *don’t be...*). Note that the Russian language also often uses the forms of the imperative (2nd person) to actualize an indefinite meaning, cf.: “*Век живи — век учись*” (Lit: *live forever*,

learn forever = live and learn); “*Не плюйте (не плюй) в колодец, пригодится воды напиться*” (Lit: *Do not spit into the well, the water will be useful to drink = Never cast dirt into the fountain of which you have drunk*).

Generally, it is less common to have the 2nd person pronoun in the position of the subject in Russian sentences with an indefinite meaning, but it is possible. For example, *Получил аттестат, и вот, как водится, ты уже взрослый*. (Lit: *Certificate received, and now, as is wont, one is already an adult*).⁷ In the Yoruba language, the semantic equivalent of this statement will take the form: *Olúwa re ti gba sàtífíkèèti, kí olúwa re tó mọ ohun tó ñ sẹlẹ, àgbà ti dé!* In this example, the verb *получил* is translated into the Yoruba language using the compound pronoun *olúwa re* (lit: *his Lord*), which is the equivalent of the indefinite pronoun *one* in English, often translated into Russian as *человек* (lit: *man*) or by the personal pronoun *ты* (you) used in the general meaning as shown above in the example. It is noteworthy that the indefinite use of the personal pronoun *ты* (you) as contained in *ты уже взрослый* (lit: *you are already an adult*) is missing in the Yoruba translation where it has been replaced by the fixed expression *àgbà ti dé* (lit: *old-age has come*). Consider the following example:

A kii binú ori ká fi filà dé ibàdì. (lit: **We don't get angry at the head, then use the hat to cover the buttocks. = “(No one) acts to the detriment of himself under the influence of anger.*)

In Yoruba culture, the *filà* is a special type of headgear that is worn exclusively by men. The *filà* is an important sartorial accessory that could indicate the wearer's age, social status or family pedigree. The proverb is of the negative construction premised on the pronoun *a*, reflecting the significance of the *filà* to the Yoruba people.

Another category of T. Akanbi's classification includes interrogative proverbs, a proverb type structured as questions in which the pronoun *a* also carries an indefinite meaning. Consider the following examples:

A bimọ kò gbọn, a ni kó má sàà kú; kíní ñ pa ọmọ bí àìgbọn? (Lit: ** We give birth to an idiotic child, we say that he shouldn't die in any case; what kills a child faster than idiocy? = “Isn't it better not to have children than to have unintelligent children?”*).

In this example, the pronoun *a* is in the position of the subject relative to the verb *bimọ* (lit: *to give birth*), but does not indicate a specific person. Note that in order to achieve equivalence in translation and preserve the indefinite personal character of the pronoun, the construction with the pronoun *a* in *a bimọ* (lit: *we gave birth*) is translated into Russian as *иметь детей* (lit: *to have children*), an infinitive phrase.

In the following example:

A fún ọ n'ìṣu l'Ọyọ ò ñ dúpẹ; ọ r'ìgi sẹ é ná? (Lit: ** We gave you a sweet potato*

in Oyo, you're happy; you found firewood, cook it again? = "Do not think that a favorable beginning guarantees a successful end");

Compare fr.: *Ne pensez pas qu'un début favorite garantit une fin réussie*; German: *Glaube nicht, dass ein günstiger Start ein erfolgreiches Ende garantiert*;

This proverb reflects certain realities of the Yoruba culture as the city of Oyo used to be the political capital of the Yoruba kingdom. The inhabitants of the city of Oyo were not particularly friendly and were rather known for their fearlessness in war and military conquests. This proverb is a direct warning against uncharacteristic acts of kindness from residents of the city of Oyo. In this example, the pronoun *a* is also used in the indefinite meaning and does not denote a specific individual or person. In this specific context, the clause *a fún ọ* (lit. *we gave you*) implies giving gifts in a general sense rather than a definite act committed by a specific person. The following example shows a similar use of the pronoun *a*:

A ki ẹsẹ kan bọ odò omí fà á; bí a bá wá ti mejèjì bọ ñkọ? (Lit: **We lower one foot into the river and the water pulls it; what if we then dip both feet in? = "Consequences should not be disproportionate to the committed act."*). In this proverb, the phrase *a ki ẹsẹ kan bọ odò* (lit: *we dip one foot in the river*) is used with a indefinite meaning, which is premised on the indefinite nature of the pronoun *a*. Note that questions in Yoruba interrogative proverbs have a rhetorical character as they do not require answers. Usually, the speaker uses them only to emphasize his point of view.

In his study of proverbs in the Yoruba language, O. Oyelaran describes focusing as "a syntactic technique that brings to the fore new information or new material containing new information in a sentence" [Oyelaran 2000: 2]. However, for the purpose of this paper, we will adhere to the interpretation of linguistic focus as proposed by S. Jones, who considers focusing as "a grammatical technique for organizing information in discourse, in which sentences are divided into focus and source information" [Jones 2006: 143]. The examples below are focused proverbs, in the structure of which the pronoun *a* is used with a indefinite meaning:

Ilé ni a ñ wò kí a tó s'ọmọ l'órúko. (Lit: **The house is what we look at before we give the child a name. = "A newborn's name is determined by family pedigree"*); French: *Le nom du nouveau-né est choisi précisément pour des raisons familiales*; German: *Der Name des Neugeborenen wird aus familiären Gründen gewählt*. Russian: *"Имя новорожденного **выбирают** (=выбирается) именно по семейным обстоятельствам"*;

The above proverb consists of a main clause *Ilé ni a ñ wò* (lit: *we look at the house*) and a dependent clause *s'ọmọ l'órúko* (lit. *prior to give the child a name*), connected by the adverbial phrase *kí a tó* (lit: *prior to*). Thus, it can be said that this proverb is structured such that the discursive meaning of one clause is determined by the discursive meaning of another clause. Note the use of passive construc-

tions in the English, German and French semantic equivalents: *The name of the newborn is chosen*, *Le nom du nouveau-né est choisi* and *Der Name des Neugeborenen wird... gewählt*, which emphasize, firstly, the indefinite status of the Yoruba pronominal *a*-construction, and secondly, the status of the expression as a proverb. Note that the *a*-construction has been translated into Russian primarily not by means of the pronoun *мы* (we) in the subject position (compare the possible Russian version with a indefinite meaning: *Имя новорожденного мы выбираем именно по семейным обстоятельствам*), but with the 3rd person singular form of the verb ‘to choose’ *выбирают* (lit: *they choose*).

The translation of Yoruba pronominal *a*-constructions with an indefinite meaning into Russian by sentences devoid of expressed indefinite subject of action is explained, first of all, by the fact that the corresponding Russian pronoun *мы* (we) is used in a indefinite meaning much less often than *a* in Yoruba. Compare: “**Обычно мы** выбираем имя ребенка по семейным обстоятельствам (Usually we choose a name a child for family reasons). In this case, the indefinite meaning of the pronoun *мы* (we) is usually determined by the accompanying adverb or modifiers such as *always*, *as a rule*, etc. Note that in this case, the expression loses the proverb status.

Consider the following example:

Iṣẹ ni a n ẹ ki á tó jàrẹ ọ̀ṣì. (Lit: * *The work is we do before we will be free poverty.* = “We must work to avoid poverty”); German: *Wir müssen arbeiten, um Armut zu vermeiden*; French: *Il faut travailler pour éviter la pauvreté.* Russian: **Нужно работать, чтобы избежать бедности.**

The German translation use the 1st person plural pronoun. *Iṣẹ ni a n ẹ* = *Wir müssen arbeiten*. In translating to English, it is also possible to use the 2nd person plural pronoun in the subject position as in *You need to work*, but in both English versions (*You need...*, or *We have ...*), as well as in German *Wir müssen*, the indefinite meaning is premised on context, although in German it is possible to express the indefinite meaning in more exact terms irrespective of the context: *Man muß arbeiten*. The Russian and French translations feature impersonal constructions: *Нужно работать* = *Il faut travailler* (lit: There is the need to work) with the zero subject and impersonal *il* in the position of the grammatical subject respectively. In the cited examples, the “focused” clauses *ilé ni a n wò* and *iṣẹ ni a n ẹ* are placed at the beginning of sentences in order to emphasize the main idea of the utterances and allow the speaker to convey his point of view more effectively.

In considering relative proverbs, it is noted that they are similar to focused proverbs in terms of grammatical properties and structure, but mainly differ in that in focused proverbs the verb *ni* (to be) is used, and in relative proverbs the determinative *tí* (which) is used as marker [Oyelaran 2000: 3]. The following examples are representative of relative proverbs:

Ijó tí ó bá ká ni lára ni a n̄ su ẹ̀sẹ́ jó. (Lit: *The dance that is important is one we clench our fists to dance. = An interesting dance is performed with clenched fists.)

In this example, the clause *ni a n̄ su ẹ̀sẹ́ jó* (lit.: which we clench our fists to dance), is the focus of the sentence. Note that clenched fists in Yoruba culture hint at the seriousness usually associated with certain physical actions. The pronoun *a* in this sentence is generically personal and does not indicate a specific person. Consider another example:

Ilé tí a bá fi itọ̀ mọ̀ iri ni ó wo. (Lit: *The house that we use saliva to build, the dew will destroy it. = “A house built of saliva will be destroyed by dew.) The pronoun *a* is part of the adverbial phrase *tí a bá fi itọ̀ mọ̀* (lit: *which we use saliva to build* = built from saliva), which performs the syntactic function of qualifying the subject of the sentence *ilé* (house). Note that the action *mọ̀* (construct) is not performed by a specific person, which confirms the nature of the pronoun *a* as generic-personal.

Conclusively, in Yoruba grammar the function of sentences with the *a*-pronominal with a generic-personal meaning is to express generalizations, rules, norms, regulations and other indefinite grammatical constructions. In other words, sentences of this kind express general statements as reflected in the translations. However, it should be emphasized that the linguistic range of proverbs in the Yoruba language is much wider than the material discussed above, but a comprehensive study of proverbs in the Yoruba language is beyond the scope of this paper.

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文化调解作为一种实际的管理实践
**CULTURAL MEDIATION AS AN ACTUAL MANAGEMENT
PRACTICE**

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抽象的。在文章中,笔者在对“中介”、“中介”、“调解”等基本概念进行科学研究的基础上,尝试对“文化中介”的概念进行概念化。调解本身的重要性在现代全球化挑战的框架内,特别是在文化全球化的框架内得到揭示。注意到文化机构在文化调解过程中的作用。

关键词:文化,调解人,调解,文化调解,调解。

Abstract. *In the article, the author makes an attempt to conceptualize the concept of “cultural mediation”, based on the scientific study of the basic concepts of “intermediary”, “intermediation”, “mediation”. The importance of mediation, as such, is revealed within the framework of modern globalization challenges, in particular, within the framework of the globalization of culture. The role of cultural institutions in the process of cultural mediation is noted.*

Keywords: *culture, mediator, mediation, cultural mediation, mediation.*

The instability of the modern world requires paying close attention to the negentropic functions of culture. The reality of today is interethnic and interethnic tension against the backdrop of an unstable situation on the world stage and an increasing trend in migration flows. An increasing flow of people, in search of a better life, fleeing acute conflicts or social disorder, are leaving the region of their habitual residence. This new “great migration of peoples” has the ability to change the habitual way and appearance of stable states, and at the micro level - regions, municipalities. It also carries the threat of destabilizing the society that receives part of this flow. Unlike the American “melting pot” (where, in general, the entire population, one way or another, are migrants), the Russian state has historically developed as a multinational state. In our state, along the entire path of development, there was a constant process of mutual adaptation, penetration, mixing of peoples, which required the constant development of adequate mechanisms for

mitigating conflict. Historically, it was culture that became the regulator of the communication process, which resulted in the development of good neighborliness, respect and comfortable rules of cultural coexistence. Therefore, it is in this area that such mechanisms for managing interethnic, intercultural conflicts should be developed today, which will be aimed not only at stabilizing intercultural relations, but also at creating a comfortable environment for cultural integration. “Cultural mediation” can serve as such a mechanism.

The modern picture of the world reflects the dynamic processes of the most diverse forms, connections, relations of sociocultural interaction. In this connection, research interest is concentrated at the point of interaction of complex, self-developing, open systems, which include culture. Intercultural interaction is an integral element of social life, a way of coexistence of large social structures of a systemic order, which are characterized by an intensive exchange of values, results of activities, information, etc. The multidimensionality of the very phenomenon of culture, its all-encompassing nature, significant potential for influencing all spheres of human life, actualizes the problem of intercultural interaction. Especially against the backdrop of the growing globalization challenges of the 21st century. Today we are “dealing with the emergence of new paradigms of the socio-cultural structure of the world” [1]. A world in which the role of culture as a regulator of social life is being eroded, which actualizes a special interest in the regulatory function of culture in the process of intercultural interaction, as a condition for organizing this process.

The term regulation (lat. “regulo”) means “to direct”, to restore damage. In terms of intercultural interaction, this term can be considered as a kind of social regulation aimed at mutual understanding, and denoting a system that streamlines social processes [2], removes barriers to intercultural communication. The implementation of the regulatory function of culture in modern society is reflected in the awareness of the multidimensionality and unity of peoples, in the desire for civilized ways of resolving conflicts. In this aspect, it is culture (more precisely, its regulatory function) that acts as a specific mechanism for resolving many contradictions, a means of ensuring the task of the survival of local cultures and humanity as a whole. And this function can be expressed through “cultural mediation”.

Numerous dictionaries note that the word “culture” itself comes from the verb “colere” and meant “cultivation”, “care”, “processing”. In the process of evolution of the concept, its semantic meaning expands, and today one can count about 1000 (and according to some sources, more) definitions of what “culture” is. In the context of this study, the author especially highlights the ideas of S.N. Ikonnikova, P.S. Gurevich, M.S. Kagan, G.P. Shchedrovitsky, who define culture as a value-normative basis of human social practice; at the works of N.A. Berdyaev, F. Nietzsche, J.-J. Russo, A.Ya. Flier, focusing on the possibility of culture as a reg-

ulator of social life. Based on the analysis of the ideas mentioned by the authors, in the context of our article, culture will be understood not only as the “character of the life order” [3], but also as a “socio-regulatory mechanism” [4], which has the potential ability to form the “ideal type” of interaction between cultures - dialogue cultures [5]. At the same time, it is important to take into account that nothing is absolutely perfect. There is always a downside - a negative model of interaction - confrontation, permanent conflict, etc. In other words, any dialogue contains the presence of hidden or open contradictions, and especially in the interaction of cultures. In this context, the question of the presence in the dialogue of cultures of a certain third, neutral side - an intermediary - sharply arises.

Mediation, being (both at the global and private levels) one of the means of resolving conflicts, plays an important role in resolving these same conflicts. Despite the fact that mediation, as a way to resolve the conflict, was mentioned in ancient times (the history of Ancient Greece), with the intensive development of mankind, it became more and more in demand. It should be noted that from the point of view of terminological certainty, “mediation” is a rather ambiguous term and is understood in various independent meanings.

Thus, in international law, “mediation” acts as a means of peaceful resolution of disputes between states, or, as a way of resolving a dispute with the participation of a neutral (third) party, i.e. as a conciliatory procedure [6].

In legal practice, the term is designated as “the activities of legal entities and individuals aimed at assisting sellers and buyers in the conclusion and execution of contracts” (conclusion and execution of transactions)

The Westminster Dictionary of Theological Terms views mediation as considering different points of view with the aim of reconciling them between competing theological ideas. A theme that runs like a red thread through the Christian Holy Scripture [7].

In Efremova’s dictionary, the definition of the term “mediation” sounds like assistance in establishing connections and relationships; transactions; reconciliation activities [8]

As an immanent property of market relations, mediation (in its professional and non-professional forms) acts in a market economy, playing the role of a “universal institutional economic exchange”. Heuristically significant is the definition of the role of mediation proposed by L. V. Zavyalova and T. N. Kitaeva, as a “shock absorber” and “adapter”, depending on the conditions in which a particular system of relations operates [9].

As a result, the main functions of mediation (summarizing the above definitions of the concept) include:

- Firstly, the formation and maintenance of the orientation of the participants in the conflict to find a solution to the problem, both at the level of leaders and at the level of public consciousness.

- secondly, creating conditions for the exchange of information and opinions between the parties to the conflict, assisting the parties in shaping each other's interests and goals.
- thirdly, providing assistance in diagnosing the situation and searching for mutually acceptable solutions.
- fourthly, assistance in maintaining the status and reputation of both parties after their withdrawal from the conflict.
- fifthly, the implementation of regulation and control over the interaction of the parties, as well as the implementation of their agreements [10].

The high degree of integrative processes in the modern world has led to an intensive increase in the role of mediation in various sectors of the economy. Such as the production of goods and services (and their sale), financial and credit, investment, innovation spheres, as well as in the information sector of the economy. Scientific studies of the problem of mediation in economic theory are represented by such names as E.J. Dollan, K.D. Campbell, R. J. Campbell, S. Fisher, J. Bailey, T. Wiblen, D. Commons, W. Mitchell, D. North, R. Coase, J. Hodgson and others. And also by domestic authors: N. V Anokhina, A.A. Auzan, E.A. Brendeleva, V. V. Gerasimenko, S. E. Gubanova, R. I. Kapelyushnikov, N. N. Lebedeva, and many others. Here you can add dissertation research: S. S. Kornevoy, S. V. Kutsenko. In general, in economics, a considerable number of works by economists are devoted to the study of the problem of mediation, but at the same time, an analysis of mediation as an institution is only fragmentary, which indicates an insufficient degree of development of this particular aspect. This problem is pointed out by the authors of dissertations S. S. Korneva, S. V. Kutsenko and others [10, 11].

The development of the main theoretical and methodological approaches to the phenomenon of mediation as one of the means of removing various conflicts in modern social life is found in the framework of philosophical research. The new "life arrangement format" (A. Toffler) requires fundamentally new competencies from specialists in the field of culture. And from culture as a whole - the ability to create a completely new lifestyle - a life that can adequately adapt to global challenges. Modern culture is once again faced with the task of overcoming "the fragmentation of worlds" (L.S. Vygotsky), when "the new rule is that there are fewer and fewer rules in an increasingly individualized decision-making system" [12, p. 415]. Today there is an acute social arrhythmia, which can be resolved by effective cultural mediation, acting as a "soft power" ("soft power" - the term is taken from the strategy of J. Nye, 1980). Against the general background of a lack of productive (meaningful, holistic) actions, it is important to single out those tools and means that will be able to discover "ways of linking life into a single whole" (K. Kelly), and will allow us to talk about the most effective elements of management practices.

Against the backdrop of a developed system of official mediation, unofficial mediation is gaining great development in the modern world. The development of unofficial mediation is associated with the “second direction of diplomacy” (R. S. Mukhametov). It quite organically uses mechanisms to improve the conditions for mutual understanding of the parties through the efforts of cultural institutions (national-cultural associations (public organizations), Houses of Friendship of Peoples, national-cultural centers (of various departmental affiliations), etc.). The main difference between such mediation is that these organizations are trying to resolve the conflict not at the political, but at the socio-cultural level, trying to establish contacts between both sides.

In the field of mediation, it is culture (cultural norms) and a well-built cultural policy, as noted by S.B. Sinetsky [4] acts as a compromise solution to any potential crisis. This is indicated by the accumulated historical experience, and a wide study of the problem in various cultural and philosophical studies scientifically substantiates the fact that the observance of cultural norms does not allow contradictions (including interethnic, intercultural) to develop into an open conflict. Another important aspect is the formation by means of culture of a zone of psychological comfort for a person in a different (not familiar to him) sociocultural environment.

In the context of the listed functions implemented by the mediator, one can single out his main task - creating conditions for discussing the problem that has arisen between the parties to the conflict. Mediation reflects “the promotion of constructive interaction between the contacting parties” [13]. Culture, as A.Ya. Flier, there is a system of mediation institutions (ibid.), which play the role of intercultural mediators.

The term “intercultural interaction”, which was introduced by American scientists T. Treiger and E. Hall (“Culture as Communication: Model and Analysis”, 1954), is quite popular in modern scientific discourse. Initially, the term reflected the ideal goal towards which a person should go in his desire for the most effective integration into the world around him/her. Later, E. Hall, developing the ideas of intercultural communication, notes the close relationship between communication and culture, thereby making the problem of intercultural communication the subject of scientific research, in the process of which a new concept of “intercultural mediator” is formed.

Intercultural mediation has traditionally been considered within the tradition of linguistics. This function was assigned to the professions of a translator, teachers of foreign languages. However, the rapprochement of cultures, the expanding scale of intercultural contacts, the formation of migration trends quite clearly substantiate the need to include specialists in the field of culture in the practice of cultural mediation. Being, in fact, “experts in all cultures”, the special-

ists of cultural institutions have sufficient potential to promote the convergence of different cultures, with a view to their successful integration and social stability; to build that “ideal model” of the dialogue of cultures in a particular society, region. From this point of view, a cultural mediator is presented as a subject characterized not only by a professional position in relation to globalization and foreigners, migration and migrants themselves, their difficulties in the integration process, but also as having the skills of a universal communicator-mediator (from the English “medium” and , understood as “intermediary”).

Mediation (from the Latin “mediare” - “to mediate”), as an element of management practice, occupies a special place among the various forms of conflict resolution. Currently, this area of knowledge is of increasing interest. Many others are added to the already existing scientific materials, articles, publications. However, the analysis of sources showed the absence of a clear structured relationship between the concepts of “mediation” and “intermediation”. Some sources describe these concepts as synonymous, others distinguish them and define them as concepts that are in a hierarchical relationship. Summarizing the definitions presented by various authors (O. V. Allakhverdova, D. L. Davydenko, R. I. Mokshantseva, etc.), we can conclude that the semantic content of the concept of “mediation” coincides with the concept of “intermediation”. These two processes cannot be conceived without the participation of a neutral party, be it an intermediary or a mediator. The main task, which is aimed at the processes of mediation and mediation, is the constructive resolution of the conflict with the participation of a third party.

It is this task that various cultural institutions should face today as part of the development of a “wise” mechanism for resolving interethnic conflicts, the formation of a harmonious space for intercultural interaction, intercultural communications, which becomes relevant against the backdrop of “chaotization of the communicative space” (S.B. Sinetsky). Obviously, we are talking about the concept of not fighting against different opinions, ideas, visions, but directing them in a positive direction. In this context, it is quite possible to speak of the birth of a “third meaning” (S.B. Sinetsky) in the process of finding a compromise. The meaning that the sphere of culture has as “the power of the sages” (Confucius).

In general, mediation (intermediation) is gradually becoming an organic part of the culture of the XXI century. The next blurring of value orientations, life meanings, reformatting of the picture of the world and other processes that characterize the globalization of world culture highlight a number of key deficits that directly relate to both communication processes at all levels and the role of cultural mediation in them. These key deficits include deficits in understanding, trust, and meaning. The fact that humanity has moved to a new level of reality is a fact that does not require proof. It won't be like before, and new meanings will have to be developed. And here the role of mediation, and especially the role of cultural mediation, increases significantly.

As mentioned above, the very concept of “intermediation” was transferred to the field of cultural studies from the economic and legal spheres. However, transformed into the term “cultural mediation”, it is firmly entrenched in the categorical apparatus of cultural studies, often referred to as “cultural mediation”. The topic of cultural mediation, cultural mediation, was addressed by the authors of dissertations M.N. Bakhmatova, E.A. Dolganova, E.I. Sabanenko, M.S. Samsonova, A.O. Sinitsina, D.M. Khafizov and others.

Unfortunately, the analysis of various research papers, including the term “cultural mediation” in the research topic, showed its insufficient elaboration as an element of managerial practice. However, even this result gives an understanding that cultural mediation as a whole has retained the definitions of the basic term and represents the participation of third parties in the formation of various connections between the communicating parties: between different national cultures, ethnic groups, national cultural associations and the public (population in the general sense). The integration of cultural institutions, within the framework of the implementation of management practices, into the process of cultural mediation, allows the formation and consolidation in the mind of a person of certain attitudes towards the perception of a different culture (its language, traditions, etc.).

In modern society, against the backdrop of the positive aspects of globalization (economic development, integration of positive knowledge, etc.), there are a number of phenomena that result in negative consequences. One of them is the deformation of national cultures, the undermining of national cultural traditions. This raises the importance of cultural institutions acting as cultural intermediaries. Based on stable and generally accepted cultural norms, cultural institutions regulate interethnic interaction, while creating conditions for national cultural self-expression and respect for other traditions. In the process of intercultural interaction, cultural mediation becomes a specific, fundamental element of the organizational principle in the system of social relations at any level. A successful product of cultural mediation today is the positive practice of managing the socio-cultural situation in a particular society, region, as well as the cultural integration of the subject (bearer of another culture) into society. This allows us to define cultural mediation as a way that removes the most burning problems and the effectiveness of this method is quite high. And the stable national and cultural situation on the territory of Russia is an example and a result of the fact that cultural mediation is increasingly being defined as an actual element of management practice in the field of interethnic interaction. The social is becoming more and more cultural, and in this context, the sciences of culture become the science of managing society.

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中国反腐议程的主要方向
**THE MAIN DIRECTIONS OF THE ANTI-CORRUPTION
AGENDA IN CHINA**

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抽象的。在现代世界，腐败是许多国家普遍存在的问题。它正在破坏他们的国家安全和发展的，降低公共行政质量，造成经济损失，并削弱一个国家的国际地位和声誉。在这方面，对这个问题的科学研究和对不同国家政府使用的反腐败做法的研究并没有失去其相关性。数据收集和归纳可以在改进世界各地的反腐败对策方面发挥重要作用。

本文讨论了中国反腐败政策的要点，并对中国反腐败行动的一些阶段和成功经验进行了回顾性分析。这篇文章也揭示了近代中国反腐改革的内容。它支持向人们灌输“不敢腐败-不能腐败-不想腐败”的思想。

关键词：反腐败；反腐败政策，腐败，反腐败改革，中国。

Abstract. *In the modern world, corruption is a widespread problem for many countries. It is undermining their national security and development, lowering the quality of public administration, causing economic losses and weakening the international status of a country and its reputation. In this regard, the scientific study of this problem and the study of anti-corruption practices used by governments in different countries does not lose its relevance. Data collection and generalization can play an important role in improving anti-corruption countermeasures around the world.*

This article discussed the main points of China's anti-corruption policy, along with a retrospective analysis of some of the stages and successes of the country's anti-corruption counteraction. This article also reveals the content of anti-corruption reforms in modern China. It supports the need to instill in people the idea: "does not dare to corrupt - cannot corrupt - does not want to corrupt."

Keywords: *anti-corruption; anti-corruption policy, corruption, anti-corruption reforms, China.*

Like many systems of public administration in the world, regardless of their quality and success, China has a long-term problem of corruption, in relation to

which measures are being developed to counteract it and mitigate the negative effects that inevitably manifest themselves even at a low level of corruption. For the Communist Party of China, this direction is one of the key ones, since there is a clear understanding that the country's economic and social success is inextricably linked with control over this flaw in the public administration system. Gong Ming and Wang Xipeng rightly believe that the fight against corruption is an important part of the "modernization of national governance and governance capacity" and it should be used as "an important tool to maintain the effectiveness of national governance" [3].

Wu Jianxiong identifies several stages in China's anti-corruption struggle over the past 70 years [4]:

- 1) "Movement against corruption" (1949-1978);
- 2) "Strong fight against corruption" (1978-1997);
- 3) "Institutional fight against corruption" (1997-2002);
- 4) "Systematic fight against corruption" (2003-2012);
- 5) "Fighting corruption within the framework of the rule of law" (2012-2019)

And the results of the measures taken by the party are really impressive. In China, for example, in 2018, China's discipline enforcement authorities imposed 526,000 disciplinary sanctions on party members and 135,000 civil servants were prosecuted. In 2019, the pace of penalties remained the same - 587,000 officials were punished for corruption crimes, in 2020 - 604,000 people, in 2021 - 627,000¹. These impressive figures prove that the fight against corruption is really important for the country's leadership, and this problem is acute for the management system.

In anti-corruption activities, the Chinese authorities rely on a number of important principles, which are based on philosophical provisions regarding this illegal activity, and behind them are the specific actions of the authorities.

¹ 中国共产党第十九届中央纪律委员会第三次全体会议上的工作报告（2019年1月11日） Report on the work of the third plenum of the 19th convocation of the Central Commission for checking the discipline of the CPC (January 11, 2019) https://www.ccdi.gov.cn/xxgkn/hyzt/201902/t20190221_40525.html Report on 3rd Plenum work
中国共产党第十九届中央纪律委员会第四次全体会议上的工作报告（2020年1月13日） Report on the work of the fourth plenum of the 19th convocation of the Central Commission for checking the discipline of the CPC (January 13, 2020) https://www.ccdi.gov.cn/xxgkn/hyzt/202002/t20200224_40528.html
中国共产党第十九届中央纪律委员会第五次全体会议上的工作报告（2021年1月22日） Report on the work of the fifth plenum of the 19th convocation of the central commission for checking the discipline of the CPC (January 22, 2021) https://www.ccdi.gov.cn/xxgkn/hyzt/202103/t20210315_40530.html
中国共产党第十九届中央纪律委员会第六次全体会议上的工作报告（2022年1月18日） Report on the work of the sixth plenum of the 19th convocation of the Central Commission for checking the disciplinary (January 18, 2022) https://www.ccdi.gov.cn/toutiaon/202202/t20220224_174022.html

First. Reforming the supervision system in accordance with the challenges of the time and current problems of the public administration system. In 2016, the reform of the national surveillance system was carried out, which was initially tested in various provinces and then extended to the whole country. Thus, in November of that year, the CPC Central Committee issued the initiative “On the Pilot Plan for the Reform of the National Supervision System in Beijing, Shanxi and Zhejiang Provinces” and set up supervisory committees at all levels in the above three places to accumulate and summarize experience for its promotion throughout the country. Among the most important provisions of the reform, let us pay attention to its following positions:

1) the unification of two previously existing institutions into a single Supervisory Committee - the People’s Government Bureau for Supervision and the Bureau for the Prevention of Corruption - with the transfer of the functions of the People’s Prosecutor’s Office to investigate and combat corruption and prevent crimes of this direction;

2) improving the internal mechanism in the pilot areas, not allowing an increase in the number of personnel involved and the scope of functions while increasing the necessary resources for oversight and law enforcement agencies;

3) improvement of regulations for the implementation of practical measures to combat corruption crimes [7].

The launch of pilot projects allowed in a short time to accumulate invaluable experience in improving the anti-corruption system in the country. On the one hand, the reform strengthened the regular supervision of civil servants and changed the situation when supervision was not strong enough. Even individual civil servants who are not members of the party have become objects of anti-corruption supervision. On the other hand, the oversight reform filled the gap between internal party discipline and national laws. According to statistics, only in 2018, discipline control and supervision bodies across the country passed this reform, 1.737 million person-times were processed, which is 32% more than last year, of which 17 thousand people were transferred to justice authorities. These data far exceed the number of pre-reform indicators, reflecting the transformation of institutional advantages into management efficiency [8].

Second. Imposing a duty on members of the Communist Party to fight corruption in the country. For example, the “Regulations on Disciplinary Sanctions of the Communist Party of China” provides that “failure to fulfill the basic duty of comprehensive and strict management of the Party” or “failure to fulfill the basic duty of comprehensive and strict management of the Party” is a violation of political discipline and is framed in a practical system of responsibility. If the circumstances are serious, then the person will be subject to the punishment of dismissal from party positions or the introduction of party probation for him.

Third. Party committees play a leading role in the fight against corruption. The implementation of this principle required the adoption at the 18th National Congress of the Communist Party of China of a number of provisions on the work of the Party Disciplinary Inspection Commission, supervision of the Party's disciplinary bodies, on supervision and enforcement of laws by supervisory bodies, and other regulations.

Fourth. Investigation in a complex of facts of receiving and giving a bribe, or active and passive forms of corruption. This principle has become one of the main ones in China's anti-corruption strategy; for the current anti-corruption system, this is an important political achievement.

Fifth. Tougher persecution of officials who fled abroad and exported to other countries the capital acquired through corruption. In 2015, the authorities, together with Interpol, launched Operation Skynet², by issuing orders to prosecute officials who fled the country and were involved in serious corruption offenses. From 2014 to 2020, 2,268 party members and 21.531 billion yuan of withdrawn money were found abroad. In 2021, 16.740 billion yuan was returned³.

Sixth. Strengthening cross-border control of corruption. The State Council Commission for the Supervision and Management of State Assets issued Measures for the Supervision and Management of Foreign Investment of Central Enterprises and Other Systems to encourage central enterprises to carry out their investment management duties with due diligence so as to prevent the loss of state assets.

Seventh. Facilitate the establishment of a new international anti-corruption order. China supports the UN Convention against Corruption as the main institution of global anti-corruption governance, encourages APEC to adopt the Beijing Declaration on Combating Corruption, and the G20 to adopt the "Highest Principles for Combating Corruption, Prosecuting Fugitives and Assets." China also launched the "Beijing Clean Silk Road Initiative" to promote the corruption-free Belt and Road Initiative. In 2021, Zhao Leji, secretary of the Central Commission for Discipline Inspection, put forward the "Four Proposals" on international anti-corruption cooperation to the special session of the UN General Assembly on Combating Corruption, and received a positive response from the international community.

Eighth. Emphasis on developing and strengthening the capacity of anti-corruption institutions. In particular, the following areas of work are considered:

² Operation Skynet: An anti-corruption and fugitive search operation set up by the Chinese government to arrest runaway CCP members and government officials. <https://zh.m.wikipedia.org/zh-hans/%E2%80%9C%E5%A4%A9%E7%BD%91%E2%80%9D%E8%A1%8C%E5%8A%A8>

³ Агентство новостей Китая, Пекин, 24 февраля: Операция «Скайнет 2021» вернула 1273 беглеца и 16,74 млрд юаней украденных денег. 中新社北京2月24日电: "天网2021"行动追回外逃人员1273人、追回赃款167.4亿元

<https://baijiahao.baidu.com/s?id=1725654640408925219&wfr=spider&for=pc>

- 1) building an authoritative and effective in matters of coordination of an all-encompassing party and state supervision system with Chinese characteristics;
- 2) Improving the internal party legal system to meet the requirements of honesty, discipline and anti-corruption practices in the new era (December 4, 2012, the Politburo of the CPC Central Committee held a meeting, which reviewed and approved the “Eight Provisions of the Politburo of the Central Committee on Improving the Style of Work and Establishing Close Ties with the People »);
- 3) ensuring adequate legal provisions to combat corruption. In 2015, amendments to the criminal code raised standards for the implementation of punishment for corruption offences. For example, it provides that criminals sentenced to death with a suspended sentence for crimes of corruption may be imprisoned for life; increased punishment for bribery; added the crime of “giving a bribe to an influential person”, etc.

Ninth. Improving the system of party members with an emphasis on strengthening party discipline. The “Regulations on Disciplinary Sanctions of the Communist Party of China”, revised in 2015, noted the peculiarities of party discipline and set higher requirements for party members. In addition to investigating and prosecuting those suspected of committing service crimes, attention was focused on dealing with violations of party discipline, especially political discipline. In addition, the party focuses on the implementation of the spirit of the “Eight Provisions” at all managerial levels. Over the past 10 years, the scale of such unhealthy practices as waste, travel of officials at state expense, etc., has been significantly reduced. Party organizations at all levels require leading cadres to strengthen the education and discipline of their members and their relatives. Strengthening the awareness of party members and cadres of the unwillingness to be corrupt through the formation of a family ethic is one of the main features of the path to the fight against corruption with Chinese characteristics.

Tenth. Strengthening anti-corruption education among civil servants and ordinary citizens. For example, the production of feature films that play an educational role and reduce the level of tolerance for corruption (among viewers in China, the films “Red Card” and “Zero Tolerance” were successful).

Wang Shoulin believes that it is extremely important to follow the formulated principle “does not dare to corrupt – cannot corrupt – does not want to corrupt” when pursuing an anti-corruption policy and records the successes in the anti-corruption fight: the potential for corruption is reduced, this flaw in the management system is under control, the number of corruption violations is reduced, intensified the responsibility of the party committee and the supervisory committee for the establishment of discipline [5]. Zhu Fuen agrees that the indicated principle is the philosophical basis of Chinese anti-corruption policy [2]. San Xuecheng also adheres to a similar position, confirming that the philosophical foundations in

the fight against corruption are no less important than the measures to counteract it [1]. At the same time, the problem is far from being solved, as Ren Jianming writes, corruption itself is hidden, which makes it difficult to combat it [6].

Main conclusions

China's modern anti-corruption policy is based on understanding the threats from the spread of corrupt practices in the public administration system and continuously improves normative and value-based approaches to countering. In recent years, significant work has not only been done to improve legislative norms, but impressive results have also been obtained. The Communist Party relies on educational work in society and the consolidation in the minds of people of a philosophical principle that creates a reliable psychological basis for the anti-corruption struggle.

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不同年龄阶段个体的心理防御和应对行为
**PSYCHOLOGICAL DEFENSES AND COPING BEHAVIOR OF THE
INDIVIDUAL AT DIFFERENT AGE STAGES**

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注解。 本文致力于研究不同年龄发展阶段的心理防御和应对行为问题。 这篇文章介绍了一项研究，其目的是研究一个人在不同年龄阶段的保护性应对行为。 研究的主题是个体在不同年龄阶段的保护和应对行为。 为了实现这一目标，使用了以下方法：“心理防御类型的诊断” R. Plutchik, 由 L.I. 沃瑟曼; S. Norman, D.F. 使用“压力情况下的应对行为”技术研究了应对行为。 恩德勒, D.A. 詹姆斯, M.I. 帕克。 进行了一项实证研究，对所获得的结果进行了介绍和分析，并得出了结论。

关键词: 人格、行为、心理防御、应对行为、防御性应对行为。

Annotation. *The article is devoted to the problem of studying psychological defenses and coping behavior at various stages of age development. The article presents a study, the purpose of which was to study the protective coping behavior of a person at various age stages. The subject of the study was the protective and coping behavior of the individual at various age stages. To achieve this goal, the following methods were used: “Diagnosis of typologies of psychological defense” R. Plutchik, adapted by L.I. Wasserman; coping behavior was studied using the “Coping behavior in stressful situations” technique by S. Norman, D.F. Endler, D.A. James, M.I. Parker. An empirical study has been carried out, the results obtained have been presented and analyzed, and conclusions have been formulated.*

Keywords: *personality, behavior, psychological defenses, coping behavior, defensive coping behavior.*

Relevant in psychological science is the study of the protective and coping behavior of the individual, which is represented by the mechanisms of psychological

protection of the individual and strategies for coping behavior, which includes a set of conscious emotional, behavioral and cognitive efforts to resist stress.

Since ancient times, psychological defenses have stood guard over human peace. They saved a person from emotional overload, as a result of which people learned to adapt to the surrounding reality.

A defense mechanism (psychological defense) is a concept of depth psychology, denoting an unconscious mental process aimed at minimizing negative experiences. Defense mechanisms underlie resistance processes.

Psychological defense is a system of mental processes that are aimed at minimizing internal discomfort and anxiety caused by external and internal conflicts, and at preserving the “I”, as a subjective world, for adequate interaction with reality.

Psychological protection is a set of techniques that allow the body to reduce the level of negative experiences caused by internal or external conflicts.

Having considered three definitions, we can draw the following conclusions: all definitions say that psychological protection is the process of minimizing negative emotions caused by internal or external conflict in order to maintain a stable state of a person[4].

The concept of psychological defense was introduced into the scientific literature by the famous psychoanalyst Z. Freud. Absolutely all psychological defense mechanisms distort reality in order to achieve the goal of preserving a person’s personality.

The main features of psychological defenses are:

1. Impulsivity.
2. Distortion of reality.
3. Lack of awareness by the subject of protective forms of behavior.

The main functions of psychological defense mechanisms:

1. Preservation of personal integrity, mental health, determined by lazy image of I.
2. Regulation of interpersonal relations.

The topic of coping behavior in psychology has been of interest since the beginning of the 20th century. many studies have been devoted to this problem. At the present stage of development of psychology, the topic of coping behavior is considered in several directions. The Western direction, in which coping is considered through defense mechanisms and coping strategies, began its development with the psychoanalytic concept of Z. Freud, and in 1962 L. Murphy used the term coping in his work when studying ways to overcome developmental crises in children. R. Lazarus began to consider the topic of coping in more detail. He created a cognitive model of coping. In 1966, R. Lazarus published his work R. Lazarus believes that regulation of human-environment interactions is based on an

ever-changing process of cognitive evaluation, coping, and emotional processing. Coping strategies are the basis of this three-factor model; R. Lazarus defined them as reactions to an emerging danger. Coping resources are stable personality characteristics that contribute to the expansion of the repertoire of coping strategies. Coping behavior is behavior driven by external and internal resources combined with coping strategies.

Modern realities impose increased requirements on the personality of a person. The stress resistance of a person depends on the individual characteristics of a person, as well as on social, political and economic factors that affect his life. The negative influence of these factors can contribute to destructive changes in the personality and determine its non-adaptive behavior.

A significant factor influencing the effective adaptation of a person to new changing conditions is his ability to adequately perceive and respond to stressful and frustrating situations. At the same time, the mechanisms of coping behavior at the conscious level and psychological defenses at the unconscious level constitute the protective system of the individual, which determines socio-psychological adaptation.

Human behavior is determined by both conscious and unconscious processes. At the same time, various unique and diverse combinations and combinations of coping behavior and psychological defense mechanisms are observed in the individual's behavior.

Protective and coping behavior, following G.S. Korytova [2], I.M. Nikolskaya [4], R.M. Granovskaya [1], is considered by us as a single adaptive process, which is the joint functioning of the unconscious and conscious components of the psyche, aimed at eliminating the subjective discomfort of the individual caused by anxiety, stress, and functioning in situations of varying degrees of stress intensity. At the same time, protective coping behavior is a level system that is consistently formed in the process of growing up.

The purpose of our study was to study the protective coping behavior of the individual at various age stages. In the course of the study, we formed three groups of subjects. The first group included persons of adolescence, in the amount of 20 people aged 18 - 21 years, the second group consisted of men and women of the first middle period of adulthood aged 22 to 35 years, also in the amount of 20 people, and in the third group we included subjects the second average period of adulthood from 36 to 60 years, in the amount of 20 people. To study psychological defenses, we used the technique "Diagnostics of typologies of psychological defense" by R. Plutchik, adapted by L.I. Wasserman; coping behavior was studied using the "Coping behavior in stressful situations" technique by S. Norman, D.F. Endler, D.A. James, M.I. Parker.

Statistical analysis using the Kruskal-Wallis H-test made it possible to detect differences in the severity of psychological defenses and styles of coping behavior

of people in different age groups. Thus, the protective mechanism of projection prevails in adolescence compared to the subjects of the second group ($p \leq 0.001$). There was also a tendency to the manifestation in adolescence of such psychological defenses as: compensation ($p \leq 0.01$), substitution ($p \leq 0.01$); intellectualization ($p \leq 0.01$). In general, the intensity of psychological defenses in adolescence is significantly higher than in subjects of the first and second middle age. This statistical information indicates that the intensity of psychological defense mechanisms allow young people to maintain a picture of a “subjectively safe” understanding of the surrounding reality.

A comparative analysis of the manifestation of psychological defenses of the individual made it possible to determine that with age there is a decrease in substitution, which is expressed in the transfer of action from an inaccessible object to an accessible one. Most likely, this fact is due to the fact that an adult acquires the skill of regulating his own behavior in order to resolve aggressive impulses.

Indicators of replacement and compensation mechanisms significantly decrease with age. This fact indicates that with age a person learns less “expressive” ways of expressing anger. Denial dominates in the third group of subjects. This psychological mechanism is manifested in the fact that information that disturbs and can lead to conflict is not perceived. Regression and reactive formation are characteristic of the first middle age. The displacement mechanism shows a tendency to increase with age. Thus, this psychological defense was most pronounced in the second group of subjects of the second period of middle age.

The study of coping behavior strategies showed that emotionally-oriented coping is typical for people of the first period of middle age ($p \leq 0.01$) compared with people of adolescence and the group of the second adulthood. This coping contributes to the development of the ability to recognize and accept their emotional states and master the manifestations of emotions, regulating their states and behavior.

A comparative analysis of coping behavior strategies showed that with age there is a significant increase in the indicator of emotionally-oriented coping style ($p \leq 0.001$), distraction ($p \leq 0.001$) and total coping tension (at $p \leq 0.01$). So, in the adult period, these coping strategies are more pronounced. This statistical information indicates that the predominance of denial in the older period may be related to the general tendency towards distraction at this age.

Also, a comparative analysis showed emotionally focused coping in older groups (at $p \leq 0.01$). This indicates that with age, a person is faced with situations that involve not active resolution, but expectation, a positive reassessment of events, a change in attitudes about the situation, etc.

The problem-oriented coping style is not affected by age and remains unchanged throughout middle age. Thus, this type of coping behavior, being a way

of socio-psychological adaptation to changing conditions, is fixed in the behavior of the individual and contributes to an orientation towards solving problems.

Thus, the results of the study made it possible to reveal that the protective coping behavior of a person has its own characteristics in different age periods. We have found that the mechanisms of displacement and regression do not change with age. Replacement and projection mechanisms tend to decrease with age. This is consistent with the data obtained in the dissertation research by E.V. Lapkina [3]. It was also confirmed that problem-oriented coping is practically not amenable to age-related changes. Among the indicators that decrease with age is the emotional coping style,

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