Intellectual Archive

Volume 5 Number 1

January
2016

IntellectualArchive, Volume 5, Number 1

Publisher : Shiny World Corp.
Address : 9350 Yonge Street
P.O.Box 61533,
Richmond Hill, Ontario
L4C 3N0
Canada

E-mail : support@IntellectualArchive.com
Web Site : www.IntellectualArchive.com
Series : Journal
Frequency : Bimonthly
Month : January of 2016
ISSN : 1929-4700
Trademark : **IntellectualArchive™**

Intellectual Archive

Volume 5 **Number 1** **January 2016**

Table of Contents

continued

Table of Contents (continued)

Toronto, January 2016

Universe according to the STOE

J.C. Hodge[1]*
[1]Retired, 477 Mincey Rd., Franklin, NC, 28734

Abstract

We are at a special moment in our scientific evolution that requires the big of cosmology and the small of light and of particle physics be united by a single model. The Scalar Theory of Everything model (STOE) suggests fundamental assumptions with consideration for the successful parts of current models and for the data inconsistent with current models. The STOE is simpler, corresponds to both General Relativity and quantum mechanics, and solves many current mysteries and inconsistencies. Data comparisons with redshift, discrete redshift, rotation curves, asymmetric rotation curves, universe temperature, and the double slit experiment are successful. Therefore, the STOE is founded on orthodox science. Data analysis in 2011 confirmed predictions of the STOE made in 2006 that no other model suggested. A new test of the double slit experiment rejected the wave model of light and confirmed predictions of the STOE. The fundamental principles are applied to life and the purpose of life in our universe.

Theory of Everything - CMB temperature - redshift - Hubble's Law - rotation curves pioneer anomaly - diffraction

1 INTRODUCTION

Human kind is at a critical time in the evolution of our understanding of the universe. Cosmology models and elementary particle models are fundamentally inconsistent. Technology advances during the last 30 years have allowed surprising discoveries. These observations indicate that the "standard" models of cosmology and particle physics are likely incomplete. We are ready for the next evolutionary step in understanding the universe. This future model has already been named the "Theory of Everything" (TOE).

Each revolution in physics such as Aristotle's physics, Newtonian mechanics, electromagnetism, and nuclear forces has produced unanticipated and far–reaching consequences. The new physics of each of these revolutions involved a new paradigm, correspondence to several previous models that are inconsistent with each other, an explanation of anomalies to the previous models, and predictions of future observations.

*E-mail: jchodge@frontier.com

Before each revolution in thought, observational anomalies accumulate, the accepted models become a patchwork of ad hoc modifications, and a need to unify several academic disciplines seems necessary. The process that led to the Scalar Theory of Everything (STOE) involved studying the data that supports the current standard models and that are inconsistent with the current models. Thinkers such as Democritus, Aristotle, Descartes, and Newton had developed many of the principles of the STOE (Hodge 2012a). The data of the last 200 years is then added to the ideas of these thinkers. Predictions about the Pioneer Anomaly (PA) are starting to be realized.

The STOE is a self–consistent model that was derived from considerations of galaxy clusters (Hodge 2012a). The STOE explains many mysterious phenomena from diverse observational disciplines. The STOE is simpler and more encompassing than other models. The STOE was shown to correspond to the Big Bang (BB) and Quantum Mechanics (QM)(Hodge 2014). This allows the successes of the current models to be incorporated into the STOE.

This Paper summarizes the developments to date of the STOE.
Section:
2 lists the fundamental principles the STOE,
3 applications:
3.1 to life
3.2 to the STOE
3.3 to the Universe Temperature
3.4 to Galaxy redshift
3.5 to Hubble's Law
3.6 to Discrete redshift
3.7 to spiral galaxy rotation curves
3.8 to Rotation curve asymmetry
3.9 to Spiral galaxy central mass and central velocity dispersion
3.10 to the Pioneer anomaly
3.11 to Photon Diffraction
4 discussion and conclusion.

2 Principles

The Reality Principle states that results of any action must be real. Calculations that yield results of infinity, of singularities, or of negative numbers for physical conditions are not real. The Strong Reality Principle states that any step in the calculation that yield results of infinity, of singularities, or of negative for physical parameters yields unreal results. Transformations are allowed because the transformed parameters are unreal.

What our senses detect is real and our goal is survival. However, our perceptions can misinterpret the sensory input. The struggle for existence, for survival, has formed our senses to detect only certain phenomena. The restriction of "only certain phenomena" is efficiency of resource use. The addition of

instruments and recorded images aids our perception and interpretation. Instruments readings depend on the model of their operation. The instruments also have limitations. Ultimately the interpretation of instrument readings must be reproducible to our senses and helps us understand the impact of the model on our survival.

A corollary of the Reality Principle is that all the mathematics of the models in modern physics has their analogy in our everyday life. Therefore, a conceptual statement of modern models can be built by analogy to everyday experience. For example, the application of General Relativity to the Big Bang concept uses the math of the macro properties of gases or fluids.

The Principal of Fundamental Principles is that a Fundamental Principle, and the models developed from it, is a meaningful and useful principle that applies to all scales of physical systems. To be meaningful is to be able to be used to describe and predict the outcome of experiments and observations. To be useful is to be able to be used to cause desired outcomes. The desired outcome for us is survival. Therefore, to be useful is to aid our survival. An outcome of an experiment includes placing bounds on what (parameter or event), where (position coordinates), and when (time coordinate).

Corollary I is if a candidate to be a Fundamental Principle is found to not apply in a scale of a physical system, then it is not a Fundamental Principle. The scale of a physical system refers to the size of the domain of applicability over which a set of physical theories applies such as galaxies versus atoms and Newtonian versus Special Relativity. Corollary II is if a principle is found in all of physical systems, then it is likely to apply to larger and smaller scales and to new concepts. Corollary II is an extrapolation of the Fundamental Principle.

The Principle of Superposition, the Correspondence Principle, and Principle of Minimum Potential Energy are such Fundamental Principles. The Correspondence Principle is an interpolation of the Fundamental Principles.

A "scientific model" (theory) is derived from the transcendent idea of the Fundamental Principle and is applicable to a defined domain. Because life and social systems are physical systems, by Corollary II, the transcendent idea of the Fundamental Principles must also apply to life and to social systems. The more fundamental scientific models have larger domains. A proposal becomes a scientific model when a deduction from it is observed. This concept does not require a candidate model to include "falsifiable predictions" and does not invalidate the usefulness of a scientific model for a domain because of the existence of falsifying observations in another domain. For instance, Newtonian dynamics is a valid scientific model. Observations in the domain including relative velocities approaching the speed of light falsify Newtonian dynamics. However, this only limits the Newtonian dynamics domain. Religious ideology models based on belief and philosophy models may be scientific models provided they are useful and meaningful with restricted what, where, and when bounds. To survive, a scientific model must compete for attention. The concept of a scientific model survives because the human mind is limited in the ability to maintain a catalog of the nearly infinite number of possible observations. Scientific models with empty or more limited domains have little usefulness and meaningfulness.

2 PRINCIPLES

The Universality Principle states that the physics must be the same at all positions in the universe. A Theory of Everything must exist. The only difference from one place and time to another is a question of scale and history. For example, the physics that states all objects fall to earth was found to be limited to the Earth domain when Galileo noted moons rotating around Jupiter. Newton's restatement of physics was more cosmological, was simpler, and corresponded to Aristotle's model. However, the Universality Principle is not extended to imply the universe is isotropic and homogeneous. Near a star is a unique position. The physics must explain other positions. The physical theories must explain any isotropies and anisotropies. Our presence may change the outcome of experiments according to quantum mechanics. However, this is true for any observer or physical presence. If, in some set of observations, we appear privileged, the privilege must be incorporated in the model. For example, we are in a galaxy disk and are close to a sun. We are in a highly unique and privileged area. Just because we are carbon based does not imply all intelligent life is carbon based.

The Universality Principle appears to be a combination of the Cosmological Principle in the form that states that observers of the physical phenomena produced by uniform and universal laws of physics and the Copernican Principle in the form that states observers on Earth are not privileged observers of the universe. However, the STOE rejects both the Cosmological Principle and the Copernican Principle because they are limited to cosmology and inapplicable to the small. Our solar system is not isotropic and homogeneous. Variation in physical structures cannot be overlooked because the greater physical models must describe these variations to be a Theory of Everything. The physics is in the details.

The Cosmological Principle is false in our local view. GR needs a volume radius of more than 200Mpc to use this principle. The STOE uses the Universality Principle in the form that states universal laws produce physical phenomena at all locations and at all scales in the universe. Further, the STOE rejects the Cosmological and Copernican Principles because they are limited to cosmology. This implies a reductive philosophy.

Sellwood and Kosowsky (2001) suggested the problem of a single model explaining both galactic scale and cosmological scale observations is fundamental. Linking cosmological scale, galactic scale, solar system scale and Earth scale observations is an even more daunting task. Even more daunting is linking cosmological scale (the big) with QM (the small) while corresponding to Earth scale observations.

Physicists have used the concept that observations of the cosmos have their counterpart in earthborn experiments. For example, the observed spectra from galaxies are assumed to be the same spectra produced by elements on Earth with a frequency shift. However, an observation outside our domain may have an explanation not found in our domain. For example, much higher temperatures have been modeled in the universe than can be produced on Earth. However, the STOE should have the capability to describe both conditions.

The Anthropic Principle is accepted to the extent that what is observed must have been created and have evolved to the present. What is observed must be

able to be observed. Note this statement of the Anthropic Principle omits the requirement that it depend on an assumption of "life" and "intelligence" because life and intelligence are inadequately defined. The existence of life, social systems, and intelligence are observations of our universe and, therefore, must be able to exist. An unobserved parameter may or may not be able to be observed. Therefore, the negative model candidates are not useful.

The Anthropic Principle is expanded to include not only our physical existence but also our successful social and economic creations. "Successful" means the set of rules that allow survival in competition with other sets of rules. That is, the rules for the successful functioning of social and economic structures may be the same as the functioning of physical cosmology. Conversely, the determination of the functioning of physical cosmology may point the way to a more successful set of social and economic rules.

Some argue the Anthropic Principle cannot be part of science because it cannot yield falsifiable predictions.

The Change Principle states that all structures change by a minimum step change. What exists will change. A structure is a relationship of the components of the universe. Change involves modifying the influence of one structure on another structure. A rigid structure maintains the relation of the components while the relation with the rest of the universe changes. If the influence between components is large, the structure behaves as a rigid structure. Particles became a hydrogen atom followed by evolution of other atoms. Atoms became molecules. A model that requires a large step where there are possible intervening steps is not observed and is forbidden.

A corollary of the Change Principle is that all components are injected into our universe. We observe in our domain that all structures have a beginning (birth) and an end (death). After a rigid structure is formed, it is either growing by acquiring components or ending by losing components. Also, all components are ejected from our universe. All structures have an end. The components that are injected into our universe are balanced by the components that are ejected from our universe in the very long term.

The Limited Resources Principle states components of the universe and rigid structures are resources for building other structures. Most rigid structures become larger at the expense of other structures.

The Limited Resources Principle combined with the Change Principle is the Principle of Minimum Potential Energy. Can we see the competition need in this principle? Could the Principle of Minimum Potential Energy be expanded to include the idea of profit?

The Competition Principle states all things are competing for the limited resources. Those rigid structures that are not gaining components from other structures are losing components to other structures. Gaining means the total internal energy is increasing. That is, the energy used to gain is less than the energy gained. Each rigid structure is acquiring profit. Competition is a feedback mechanism to control parameters such as the relation between mass of the Supermassive black hole and galaxy mass and velocity dispersion. Centers of energy (stars) are in competition to gain mass for greater energy produc-

tion. Are nucleons and quarks in some form of competition? There are three ways to effectively compete for limited resources: form new relations, repeat or reproduce the same structure, or to destroy competitors.

The Repetition Principle states that there are two ways to repeat a Change: (1) If conditions allow an observable change, then the change will occur again under similar conditions. (2) The repeated Changes have a common cause (reproduction). A corollary is that if two systems have the same observable results, then similar conditions exist or the systems were reproduced. A strong statement of the Repetition Principle is that the amount of increase of a parameter by the Repetition Principle depends on the size of the parameter. Destruction of objects to have "room" for "the new" is a Repetition because the only objects that can be built from the pieces are a Repetition of objects.

The Negative Feedback Principle states that any system with relatively narrow parameter relationships must evolve from a broader system and must have a negative feedback loop to maintain the narrow parameters and achieve balance between the Change and Competition processes. Otherwise, the system is unstable and transitory. The effects of the unstable system will cease to exist without consequential fallout or permanent change. Transitory means the structure can exist but is ending. Therefore, there will be very few observations of the transitory type of rigid structure. We observe objects that have limited size. So, there is a limiting force or negative feedback condition controlling the size of each object. So too must black holes have a size limitation and a negative feedback condition. When the size of a structure of an object becomes limited, a new structure comprising a combination of existing structures can occur. Alternatively, the structure may be dissolved into smaller structures.

Conversely, if a functional relationship is measured between two parameters, then there exists a negative feedback physical mechanism such that a change in one parameter produces only the amount of change in the other parameter allowed by the relationship. For example, the ratio of the central mass to the mass of the bulge is constant. Therefore, there exists a physical mechanism to cause this to happen (Merritt and Ferrarese 2001a).

Because all structures have parametric relations with other structures, all processes of change are part of a negative feedback loop. The problem of physics is to identify the negative feedback loops. Each complete negative feedback loop is a fractal.

The Local Action Principle states influence is only upon the immediate adjacent volume by contact. This action is then iteratively transmitted to other volumes. The summation or integration of this local action is calculated with nonlocal models. The calculation must take care that the Reality Principle is obeyed. The integration of actions results in the abstract models such as action–at–a–distance.

The Minimum Action Principle can be stated as a Principle of Minimum Potential Energy, which states the path of least energy expenditure will be followed during the change from one state to another.

The Fractal (or Self-similarity) Principle states that the universe has a fractal structure. There is no natural system in our universe including our universe as

a whole that is totally adiabatic. Even laboratory-isolated systems have some energy leakage. The Universality Principle combined with the Fractal Principle implies physics models are analogies of the world we can experience. We directly experience approximately 10 powers of two larger to 10 powers of two smaller than our size (2 meters). Instrumentation technology allows the expansion of our knowledge approximately as many powers of two larger as powers of two smaller. For example, the telescope and the microscope developed together.

For instance, if we can see the tree in the distribution of matter in the voids and filaments of the universe, then may we postulate the universe is distributing matter according to the same underlying rules and solving the same problems as the tree? The physics problem is to identify the common principles.

What is the tree doing?
1. To survive it has to be competitive, it must use limited resources (energy) efficiently to produce food.
2. It must do this more efficiently than other trees.
3. It gets the sun's energy over a surface area. It must use its resource (wood) to produce the maximum surface area for the wood used - be more profitable.
4. So the fractal structure is efficient for a tree. What does such a structure do for the distribution of matter in the universe?
5. Perhaps the energy in the physical world has an analog of resources in the economic world.

The Principle of Geometric Rules states that the observed geometric relationships apply in all levels of systems. Hence, the conservation of energy/mass must be related to geometric rules we observe in our universe. Hence, π = circumference / diameter in two dimensions must be the same number in three dimensions. However, π is an irrational number, therefore it is a transformation. The division by two is another universal concept. The division by two for each dimension into equal angles yields the right angle.

3 Applications

3.1 Life

Our universe is one entity. Therefore, all in it must be related. Science is questing after a Theory of Everything (TOE) that must unite the big of cosmology, the small of light and particle physics, and the classical of our size domain. Therefore, life and social systems must obey the same fundamental principles and in the physical realm. The corollary is that the weird quantum assumptions should beg for another explanation following the observations in the cosmological and classics domains.

Individuals have a birth and a death. Birth is a rearrangement of existing matter to create a new relationship or spirit. Throughout the individual's life, the matter and the spirit change. Eventually the individual dies. The spirit stops and the accumulated resources (matter) are returned to the universe.

Life also reproduces. Reproduction is making new self–similar copies of the life form. Reproducing more copies than the environment can support is also part of life. This is a tremendous waste of energy encouraged by nature. The fractal universe philosophy should be promoted to a fundamental principle. That is, the universe is a collection of reproduced mechanisms.

Life eats other life. The ultimate source of life is the energy from physical processes such as suns. Life on Earth tends toward increased rates of entropy growth because Earth is an open system with energy supplied by the Sun. The fractal philosophy suggests the universe must also be an open system. This suggests the universe is not adiabatic (Hodge 2006b).

Life units have physiological processes specifically pertinent to the functioning of integrated living units such as cells, tissues, organs, and organisms. More complex living organisms can communicate through various means, which is part of the functioning of an integrated unit. A unit induces a change in its environment that travels to the other unit such as laying a chemical trail. A change in state or activity occurs as a result of a stimulus. An organism changes in terms of movement, secretion, etc. Change requires a stimulus by contact not by "action–at–a–distance".

Organisms possess a capacity to grow. Those life forms and societies not growing are dying.

Organisms maintain homeostasis. A negative feedback loop is postulated to approach homeostasis instead of "fine tuning" in any form. Further, if the measurements suggest "fine tuning", then the physical mechanism is part of a negative feedback loop. For example, the ratio of the central mass to the mass of the bulge is constant implies there exists a negative feedback mechanism (Merritt & Farrarese 2001). The problem for physics is finding the feedback loop. The discovery process begins with the fundamental principle that the universe is composed of nested, negative feedback loops.

Combining fractal philosophy and the feedback principle suggests proportionality constants are also the result of feedback loops. This structure repeats down to very few (perhaps one) relationship(s). For example, the equivalence principle could be the result of a basic relationship(s).

Evolution suggests a change principle that states that change steps are small. A repetition principle states that there are two ways to repeat a change: (1) If a condition allows a change, then the change will occur again under similar conditions. (2) The repeated changes have common causes. That is, if two systems show similar results, then similar conditions exist.

The cooling flow from spiral galaxies is a loss of energy by matter that is too hot for the elliptical galaxies. The infall nucleosynthesis and the formation of suns serves the same purpose in spiral galaxies. The development of life requires more energy than lack of life development. The inflow of matter into spiral galaxies causes the development of suns and of life. This is more time efficient than cooling flows for increasing entropy.

Similarly, life serves the purpose of dissipating energy, also. A developing model of life proposes life is more efficient at eating energy and dissipating energy as heat (England 2013; Crooks 1999). This process is constrained by the

laws of thermodynamics. The rate of increase in entropy is higher for life and the complex organisms than for the mineral components of the universe. The evolution of life is toward a greater rate of entropy increase. This idea balances the natural selection of evolution to include the rate of entropy increase alongside the efficiency requirement of survival–of–the–fittest.

3.2 STOE

How nature chooses the laws of physics may be unknowable. But the idea that the mathematics that has evolved should work suggests there is a unique way to model events. For example, the four known forces are thought to be unifiable. Quantum field theory suggests there are infinite combinations and that there is not a unique combination. This suggests Quantum field theory is incorrect or incomplete.

"Unique" also suggests the statistics of QM is really a measure of measurement error as the Bohm Interpretation suggests. The Bohm Interpretation argues against ideas of infinitely many paths of particles until a collapse happens. Mathematics characteristics may eliminate many of the possible interpretations of QM as being unphysical.

Newtonian mechanics has a calculation problem as $r \to 0$ where r is the distance between the centers of objects. This produces a singularity at $r = 0$ with which mathematics has difficulty. This characteristic is carried into General Relativity (GR). GR suggest the universe is homogenous to avoid the $r \to 0$ issue. Where mathematics has difficulty is where the physics should conceive of another model for the universe such as very close to matter and for the description of matter.

Cosmology suggests that matter (discrete, extended, with edges) warps "space" (continuous or infinitely divisible, gravitational ether, plenum, quantum vacuum, fills between matter particles) and "space" directs particles. Therefore, the de Broglie–Bohm theory of 2 components of our universe seems much more likely to yield a TOE than the weird duality notion. It helps that the de Broglie–Bohm theory can derive the Schrdinger equation because real waves direct the particles.

The source of the wave field that directs the particles is still a problem for the de Broglie–Bohm theory if we insist the speed of the waves is c or less. Thomas van Flandern has championed the idea the speed of gravitational waves is much (billions of times) faster than c. If only matter is limited to c, the instruments measurements would be the same. But that doesn't make the "space", gravitational ether, plenum, or quantum vacuum any less real.

Mathematics shows only two mutually exclusive characteristics in reality - discrete (counting) and continuous (geometry). Perhaps there are only two mutually exclusive constituents in the reality of our universe. One constituent is matter that is discrete and has boundaries. Democtitus' atoms are indivisible and are the smallest matter that has distinct boundaries. The other constituent is continuous such as Descartes' plenum. The plenum is infinitely divisible with infinite differentials possible. Continuous allows waves. Waves through Fourier

(a transform function) analysis can reduce any analog observation or function to waves that may not be real. But if matter has a dimension in the universe, it cannot be part of the continuum (infinitely divisible). This suggests physics should be seeking not more space dimensions for Descartes' atom, but fewer.

A boundary is where a significant increase in energy is needed to move beyond the boundary or to remove a piece of the matter. If there is a smallest piece of matter, matter as we currently think of it (three dimensions) may be a combination of other smallest pieces and of a portion of the continuum.

The division by two for each dimension into equal angles yields the right angle. The relatively easy developments of Euclidean geometry compared to curved space geometries suggest the universe is flat.

Life on Earth can increase although entropy increases because Earth is an open system with energy supplied by the Sun. That fractal mathematics works suggests the universe must also be an open system. This suggests the universe is not adiabatic.

Mathematics negative feedback loops and their implementation have proven very useful. Negative feedback loops suggest a narrow output parameter range may be maintained for long periods when there is a wide variation in inputs. A negative feedback is used in many engineering application such as temperature control. A negative feedback loop is postulated to approach homeostasis in living beings. Perhaps the universe has negative feedback loops instead of "fine tuning" in any form. Further, if the measurements suggest "fine tuning", then a physical mechanism is part of a negative feedback loop. For example, the ratio of the central mass to the mass of the bulge is constant implies there exists a negative feedback mechanism (Merritt & Farrarese 2001). The problem for physics is finding the feedback loop. The discovery process begins with the fundamental principle that the universe is composed of nested, negative feedback loops. The concept of survival of the fittest is a negative feedback loop where the unfit are removed after a test.

Combining the concepts of fractal mathematics and of feedback mathematics suggests proportionality constants are also the result of feedback loops. This structure repeats down to very few (perhaps one) relationship(s). For example, the equivalence principle could be the result of such a basic relationship(s). Therefore, the equality shouldn't be stated as a "principle" (assumption) but should result from other principles.

The simplest structure that can conceptually produce a wide range of differing observations is an interaction of two different types of entities. The simplest form of the small that we experience is light. Light in experiments suggests two types of behavior, particle–like and wave–like. Therefore, the STOE posits two components and their interaction produce differing structures, more complex objects, and the diverse behavior observed in our universe. One component that can produce wave–like behavior is a plenum named after Descartes' plenum. The plenum is infinitely divisible and ubiquitous. The density of the plenum produces a scalar potential ρ field.

The particle–like component of our universe is called a hod. The limit of the speed of light implies the hod is two–dimensional because that presents a

zero cross section in the direction of travel through the plenum. Hods cause a static[1] warp in the ρ field in accordance with the Newtonian spherical property. "Static" because matter is neither a Source nor a Sink of energy. Matter merely modifies the ρ field. Because the ρ field near hods must attract other hods, the hods decrease the ρ field. Only the divergence of the plenum density acts on only the surface of the hod. The flow of the plenum has no effect on the hod[2]. Therefore, the plenum is not a fluid. The minimum plenum density is zero. Therefore, the hod surface marks a discontinuity in the plenum of zero ρ.

The forces are applied by contact rather than action-at-a–distance. The forces are hod to plenum, plenum to plenum, and plenum to hod.

Supporting this conjecture is the observation that there are two types of physical energy, potential and kinetic. Hods cause potential energy. The plenum causes kinetic energy. The interaction is a third form of force in our universe that may be likened to "spirit".

Matter or bodies are structures of hods and plenum. The divergence of the ρ field on the surface of a hod then causes matter attraction according to established gravitational physics and causes the frequency change of electromagnetic signals.

The two types of matter effects are inertia mass and gravitational mass. The hods' influence on the plenum implies some plenum is "bound" to the hod and causes close hods to be bound to other hods. This structure is matter. The plenum content of matter causes the inertial characteristics. The hods cause the gravitational effects. The equality of potential energy and kinetic energy in matter results in the weak equivalence principle. The STOE speculates the amount of plenum bound to hods depends on the ρ environment of the matter. The relative amount of plenum per hod determines the gravitation constant and the equivalence principle.

The STOE suggests nucleosynthesis occurs from the center of spiral galaxies outward. This accounts for many galaxy observations such as outward flowing hydrogen and shocked gas clouds near the center of spiral galaxies. Therefore, the infall model of galaxies is not necessary. The infall model has too many inconsistencies most notably in the differences between spiral and elliptical galaxies and in the cooling flow characteristics (Hodge 2006b). Some hydrogen forms stars that create the heavier elements. Denser elements are attracted back to the center of the spiral galaxy. The STOE suggests the observation of the variation elemental types (metallicity) with spiral galactic radius is caused by the ρ field (Hodge 2006a). The stars become denser and eventually supernova, neutron stars, quark stars, and black holes. Thus accounting for the many relations between central mass and disk properties that puzzle the standard model (Hodge 2006d). Some matter continues outward to become part of the cooling flow to form elliptical galaxies.

Investigation into the characteristics of and differences between spiral and elliptical galaxies yielded the conclusion that the Sources of the plenum and

[1] "Static" such as caused by a stationary electron in a stationary electromagnetic field.

[2] This is indicated by the Michelson-Morley experiment that is also why the Lorentz Ether Theory and gravitational ether developed.

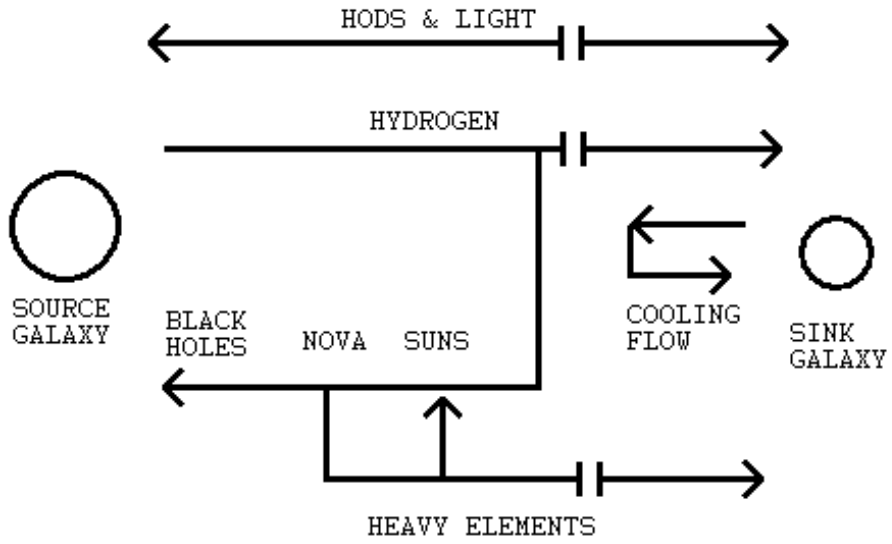


Figure 1: The trace of the path of the simulated photons.

hods are in the center of spiral galaxies (see Fig. 1). Sinks are in elliptical galaxies.

The STOE suggests the hods and plenum flow from Sources to Sinks. Figure 1 is a diagram showing the general suggested structure of the universe. In the very high ρ near the source or center of the spiral galaxy the black holes are compressed into high–energy photons that again flow outward. Some of the gas and heavier matter from nova are ejected out of the galaxy and gravitationally flow to form elliptical galaxies. Elliptical galaxies form sinks. Some of inflowing gas and matter is too hot and is ejected to form the cooling flows. Further, the spiral galaxy matter may form elliptical galaxies with matter from other spiral galaxies to form the galaxy clusters.

3.3 Universe Temperature

The STOE suggests the temperature of the universe is a galaxy cluster issue (Hodge 2006b). Because the STOE suggests the redshift of distant light of the Hubble's Law is not a Doppler shift (Hodge 2006a), the light from very distant galaxies could be redshifted below the temperature of the local galaxy cluster. Thus, the amount of radiation in the very low end of the radiation spectrum should be higher than a black body curve that has been verified by black body experiments on Earth. Instead, the microwave background radiation is an excellent example of blackbody radiation. Therefore, the temperature of the local cluster causes the microwave background radiation. Because radiant energy is exchanged between galaxies, all galaxy clusters approach near equilibrium.

The ρ_{m} at a point in space is the heat equation solution for point sources or sinks in a three dimensional space,

$$\rho_{\mathrm{m}} = -\sum_{i}^{N} K_i S_i / R_i, \tag{1}$$

where N is the number of hods, Sources, and Sinks used in the calculation; K_i is the relative strength multiplier of the type of the i^{th} object, S_i is the strength of the i^{th} object, and R_i is the distance from the center of the i^{th} object to the point where ρ is calculated. The $K_i S_i > 0$ for masses is the gravitational strength of the mass M of a body times the Newtonian gravitational constant G. The S_i of the Source ($K_i < 0$), or the S_i of the Sink ($K_i > 0$) is a function of the luminosity of the object.

The temperature of the universe appears to be a fine tuned parameter and it is very close to the natural logarithm base e K. Combining the characteristic equation that produces the e solution, negative feedback loops, and a non–adiabatic universe can model e K with a small oscillation as the theoretical temperature of the universe (Hodge 2006b). Oscillation suggests the temperature of the universe was once increasing. Increasing temperature implies increasing volume if there is no boundary and universe expansion that has been measured. The oscillation and the model also solve a problem of Newtonian and GR gravity of how the universe can be unbounded, flat, and long–lived.

The Sink's rate of attracting hods and plenum depends on the size of the Sink, which is indicated by the mass/luminosity around the Sink. The hods and plenum require time to travel from Sources to Sinks causing cooling flows in the process. This creates a feedback mechanism such as a thermostat (the Sink's mass) controlling the temperature (energy density of the cluster) of a room. The temperatures of clusters hunt 2.718 K. The hunting explains both acceleration and deceleration of the expansion of the universe. Figure 2 is a plot of v_{l}/V versus kt/l^2 for a stable value of kl, where $k = C/K$ is a positive constant.

where v_l is the temperature at a distance from a Sink core, $V = 2.718$K is the theoretical temperature of the universe (Kelvin), t is time, k is the rate of matter input from sources divided by the conductivity of matter from sources to sinks.

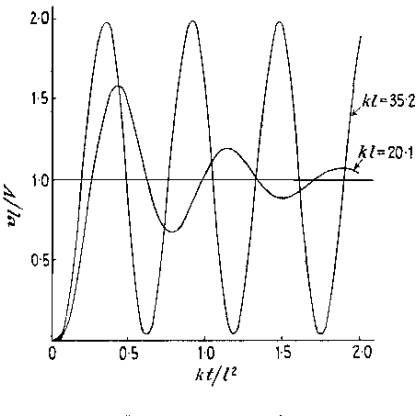


Figure 2: Behavior of v_{l} with feedback control for intermediate values of kl.

,

3.4 Galaxy redshift

The universe on the galactic scale is inhomogeneous and galactic redshift z is less than zero for some galaxies. Current wisdom holds that z is caused by the Doppler shift. However, the determination of the Hubble constant H_{o} has a large uncertainty. The generally accepted value of H_{o} was calculated by Freedman et al. (2001); Macri et al. (2001) using Cepheid variable stars to determine distance for 32 galaxies versus the measured galactocentric redshift z_{m}. The correlation coefficient is 0.80. Further, the correlation coefficient for galaxies beyond 10 Mpc is approximately 0.30. A discrete variations in z was reported by Tifft (1996, 1997), was confirmed by others (Bell et al. 2004; Russell 2005), and remains unexplained by the Doppler model. Also, the redshift elongation of galaxy clusters along our line of sight (sometimes called "the fingers of God") remains a poorly explained mystery.

The STOE redshift model yields the Hubble Law, better correlation to Cepheid galaxy distances, an explanation for the discrete redshift, and an explanation of the fingers of God (Hodge 2006a). Hodge (2006a) suggested that photons traveling between galaxies could loose energy caused by the ρ field. The equation derived is:

$$\frac{1}{z+1} = K_{\mathrm{min}} + \mathrm{e}^{X}, \tag{2}$$

where

$$X = K_{\mathrm{dp}} DP + K_{\mathrm{p}} P + K_{\mathrm{f}} F + K_{\mathrm{vp}} P v_{\mathrm{e}} \tag{3}$$

where the terms are defined in Hodge (2006a). The K terms are constants, the D is distance the signal travels, the v_{e} is direction dependent caused by the Milky Way, the P is a measure of the amount of ρ the signal travels through, and F is a measure of the inhomogeneity (turbulence) of ρ the signal travels through.

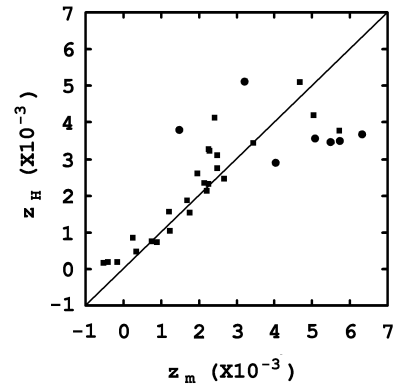


Figure 3: Plot of the calculated redshift $z_{\rm H}$ using Eq. (9) and D calculated using Cepheid variable stars for 32 galaxies (Freedman et al. 2001; Macri et al. 2001) versus the measured redshift $z_{\rm m}$. The straight line is a plot of $z_{\rm H} = z_{\rm m}$. The circles indicate the data points for galaxies with (l,b) = $(290^\circ \pm 20^\circ, 75^\circ \pm 15^\circ)$. The correlation coefficient is 0.80.

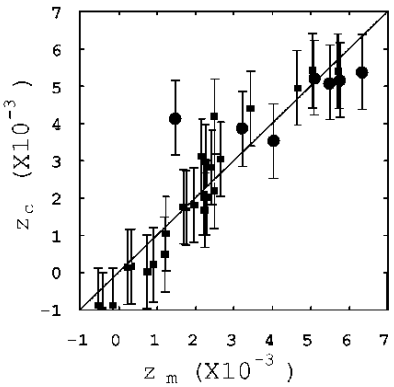


Figure 4: Plot of the calculated redshift $z_{\rm c}$ versus the measured redshift $z_{\rm m}$ for 32 Category A galaxies (Freedman et al. 2001; Macri et al. 2001). The straight line is a plot of $z_{\rm c} = z_{\rm m}$. The circles indicate the data points for galaxies with (l,b) = $(290^\circ \pm 20^\circ, 75^\circ \pm 15^\circ)$. The correlation coefficient is 0.88. If the outlier NGC 4639 is omitted, the correlation coefficient is 0.91.

3.5 Hubble's Law

Figure 5 is a plot of $D_{\rm a}$ versus X. The straight line is a plot of the least squares fit of the data. The line is

$$\begin{aligned} D_{\rm a} &= (-2700 \pm 500{\rm Mpc})X - (1.4 \pm 0.8{\rm Mpc}) \\ &\approx \frac{c}{H_{\rm spm}} z \end{aligned} \tag{4}$$

at 1σ and with a correlation coefficient of 0.93, where $H_{\rm spm} = 110 \pm 20$ km s^{-1} Mpc^{-1}. Thus the Hubble law is recovered without the assumption of an expanding universe.

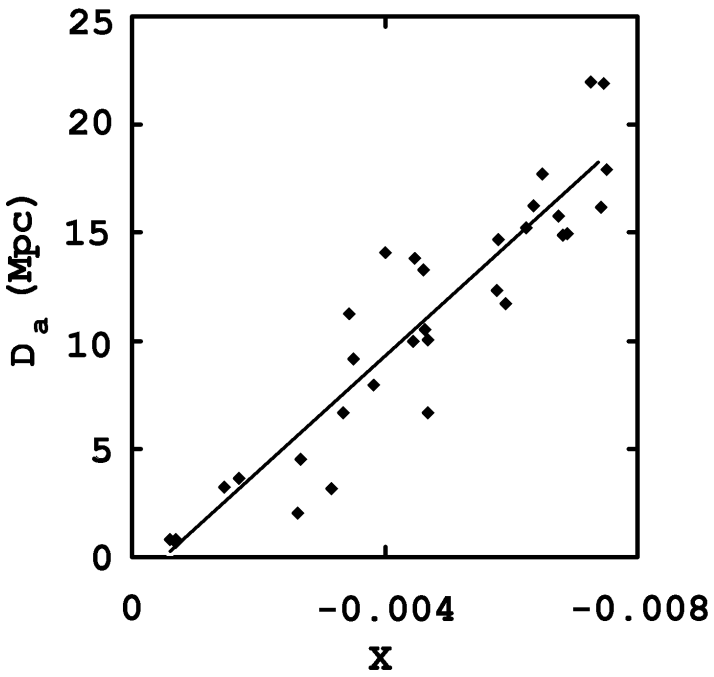


Figure 5: Plot of distance D_a (Mpc) versus exponent factor X of the redshift calculation for 32 Category A sample galaxies. The straight line indicates $D_a = -2600X - 1$.

At $D = 18$ Gpc, $\exp(X) \approx K_{\rm min}/2$. At large cosmological distance, $z \longrightarrow K_{\rm min}^{-1} \approx 500$. The X term of Eq. (2) predominates and $K_{\rm min}$ is relatively small for distances less than a few Gpc. Therefore, $z \longrightarrow \exp(-X) - 1 \approx -X$. A plot of D versus X of the redshift calculation for 32 galaxies showed a straight

line. The line is

$$\begin{aligned} D &= (-2700 \pm 500\text{Mpc})X - (1.4 \pm 0.8\text{Mpc}) \\ &\approx \frac{c}{H_{\text{spm}}} z \end{aligned} \tag{5}$$

at 1σ and with a correlation coefficient of 0.93. $H_{\text{spm}} = 110 \pm 20$ km s^{-1} Mpc^{-1}.

Therefore, the STOE model reduces to the Hubble Law within limited circumstances.

3.6 Discrete redshift

The STOE suggests the proportionality constant is between distance, redshift and the intervening ρ field and not between distance and $\frac{c}{H_{\text{spm}}}$.

If redshift is caused by a mechanism other than universe expansion, then the derivations of many features of the standard model fail. The finding of a flat or very low curvature of the gravitational ether implies the universe is much bigger than the Doppler Hubble Law allows. The STOE allows a much larger universe and retains the measured distance to redshift relation (Hodge 2006a).

If the path of the photon passes near a Sink (elliptical galaxy) such as from the far side of a cluster from our viewpoint, the redshift is increased. If the path of photon has a Sink beyond the emission mass such as from the near side of a cluster from our viewpoint, the redshift is decreased. This accounts for both the discrete redshift and the fingers of God.

Figures 6 and 7 show G_{lat} versus G_{lon} of the galaxies within approximately six arcdegrees surrounding the identified Sink. The angular location of the identified Sink is marked by the crosshairs. The filled circles denote the galaxies within one arcdegree of the identified Sink of Figs. 3.

The $X_{\text{core}+}$ effect is z value of galaxies closer than the identified Sink is increased. The z value of galaxies farther than the identified Sink is decreased due to $X_{\text{core}-}$. The overall effect is the range of z values of galaxies around the identified Sink are tightened toward the z value of the identified Sink.

3.7 Spiral galaxy HI rotation curves

The Source of the scalar field acts as a monopole at the center of spiral galaxies. The scalar potential field causes Newtonian mechanics to considerably underestimate the mass in galaxies, which is the "missing mass problem".

Traditionally, the focus has been on accounting for H I RCs that are flat in the outer region immediately beyond the knee. However, observations also include rising RCs, declining RCs, an abrupt change in slope at the extreme outer region in many galaxies, and rotational asymmetry with non-relativistic velocities. These other characteristics of the RC are poorly accounted in standard models. For example, the dark matter hypothesis suggests a large amount of unobserved matter causes the RC to be flat rather than declining. The rising RC is some galaxies require even more matter. However, these galaxies have other measures that require a smaller amount of matter in the galaxy.

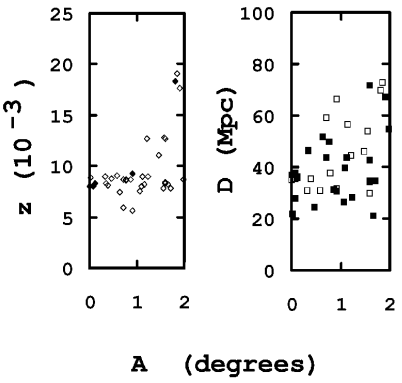


Figure 6: The left plot is of the measured redshift $z_{\rm m}$ versus the angle A (arcdegrees) subtended from NGC 5353 (S0 in Canes Venatici, $M = -20.8$ mag.) $(l, b, z) = (82.61°, 71.63°, 8.0203\times10^{-3})$. The open diamonds indicate the data points for Source galaxies. The filled diamonds indicate the data points for Sink galaxies. The right plot is the distance D (Mpc) from earth versus A. The open squares indicate the data points for galaxies with the D calculated herein. The filled squares indicate the data points for galaxies with the D calculated using the Tully-Fisher relationship.

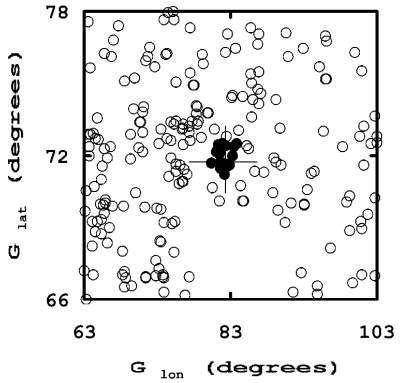


Figure 7: Plot of the galactic latitude $G_{\rm lat}$ (arcdegrees) versus the galactic longitude $G_{\rm lon}$ (degrees) approximately six arcdegrees around NGC 5353. The open circles indicate the data points for galaxies more than one arcdegree from NGC 5353. The filled circles indicate the data points for galaxies within one arcdegree of NGC 5353. The "+" or crosshairs indicate the position of NGC 5353.

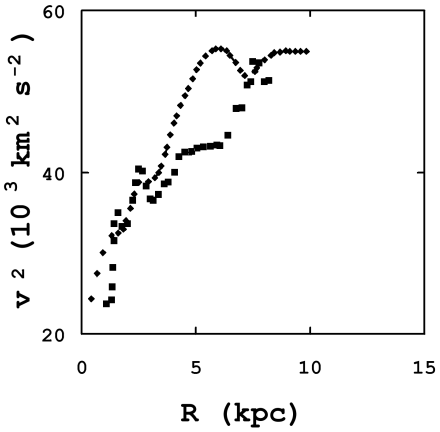


Figure 8: Plots of the square of the rotation velocity v^2 (10^3 km^2 s^{-2}) versus galactocentric radius R (kpc) of the H I RC (filled diamonds) and Hα RC (filled squares) for NGC4321 (Sempere, et al 1995).

The RC differs for different particles. For example, the H I RC and the RCs of stars as shown by the Hα line for NGC 4321 (Sempere, et al 1995) differ in the rapidly rising region before the knee (RR) and approach each other in the OR as shown in Fig. 8.

Spectra coming from HII regions depend systematically on R and little else (Binney & Merrifield 1998, pp. 516-522). The interstellar abundances of metals in a disk galaxy decrease with increasing radius (Tadross 2003). Also, the absolute B band magnitude $M_{\rm B}$ (mag.) of a galaxy is correlated with the metallicity obtained by extrapolating [O/H] within the disk to the galactic center. Low luminosity galaxies tend to be metal poorer than high luminosity galaxies.

The STOE was created to be consistent with the observation of the morphology-radius relation of galaxies in clusters, of the intragalactic medium of a cluster of galaxies, and of the flow of matter from spiral galaxies to elliptical galaxies (Hodge 2006b). The STOE suggests the existence of a massless scalar potential $\rho \propto R^{-1}$ derived from a diffusion (heat) differential equation. Physically, the diffusion equation requires Sources and Sinks to form the potential field. The Source forming a galaxy leads to the proportionally of the Source strength and emitted radiation (luminosity). Therefore, the total mass of a galaxy is related to the luminosity of a galaxy. A cell structure of galaxy groups and clusters was proposed with Sinks at the center and Sources in the outer shell of the cells. The cell model is supported by the data and analysis of Aaronson et al. (1982); Ceccarelli et al. (2005); Hudson et al. (2004); Lilje et al. (1986), and Rejkuba (2004). Because the distance between galaxies is larger than the diameter of a galaxy, the Sources were considered as point (monopole) Sources.

Roscoe (2002) used a dynamical partitioning process and found that the

dynamics in the outer part of optical RCs are constrained to occupy one of four *discrete dynamical classes*. The classes are determined by the absolute magnitude, surface brightness, and a parameter for each optical RC that is an exponent of the radius R at which the rotation velocity v is measured.

The coordinate system center was placed at the sample galaxy's kinematical center and was aligned to our line of sight. The STOE posits the v^2 of a particle in orbit of a spiral galaxy is the sum of the effects of the ρ force $F_{\rm s}$ on the cross section m_s that is radial outward for spiral galaxies opposing the gravitational force $F_{\rm g}$ on the gravitation mass M that is radial inward, where (1) the L term is due to the $F_{\rm s}$ of the host galaxy; (2) $L = K_\epsilon \epsilon = 10^{-0.4M_{\rm B}}$ erg s^{-1} for Source galaxies or $L = K_\eta \eta = -2.7 \times 10^{-0.4M_{\rm B}}$ erg s^{-1} for Sink galaxies (Hodge 2006b); (3) the mass of the test particle is assumed to be constant over time; (4) $||$ indicates absolute value; and (5) $\vec{a}_{\rm o}$ (km s^{-2}) is the acceleration caused by neighboring galaxies,

$$\vec{a}_{\rm o} = \frac{G_{\rm s} m_{\rm s}}{m_\iota} \vec{\nabla} \rho \,, \tag{6}$$

and (6) the number of galaxies exclude the host galaxy. Note that no assumption about the significance of $\vec{a}_{\rm o}$ has been made.

Because v is measured only along the major axis in the region under consideration (Binney & Merrifield 1998, p. 725) and if the $\vec{\nabla}\rho$ field is approximately uniform across a galaxy,

$$v^2 = G\frac{M}{R_{\rm major}} - \frac{G_{\rm s} m_{\rm s}}{m_\iota}\frac{L}{R_{\rm major}} + |\vec{K} \bullet \vec{a}_{\rm o}| R_{\rm major} \,, \tag{7}$$

where $\vec{K}$ (km kpc^{-1}) is a constant vector.

Fig. 8 shows the H I RC at lower radius $R_{\rm rr}$ (kpc) in the RR has two scalloped shapes that suggests spherically symmetric shells of matter. Also, the Hα RC rapidly increases, peaks, and then declines at the beginning of each shell. The Hα lines are generally formed in excited interstellar gas. In the disk region of a galaxy, the gas is usually excited by hot stars (Binney & Merrifield 1998). Because the $m_{\rm s}/m_\iota$ factor must be different for different matter types, each shell has a different metallicity star type. Because the Hα RC approaches the H I RC in the disk region such as plotted in Fig. 8 with hot, hydrogen burning stars, the $m_{\rm s}/m_\iota$ factor must be the same for H I and hydrogen stars. This suggests the $m_{\rm s}/m_\iota$ factor varies by element type and acts on atoms at the largest. The metallicity – radius relation follows.

The $m_{\rm s}/m_\iota$ ratio of stars is changing through changing elemental composition by nucleosynthesis in addition to accretion and emission of matter. Therefore, the H I RC is preferred to trace the forces influencing a galaxy outside the bulge. Because only the H I RC is considered in the calculations herein, the units used were $G_{\rm s} m_{\rm s}/m_\iota = 1$ kpc km^2 s^{-1} erg^{-1}.

The galaxy sample has LSB, medium surface brightness (MSB), and high surface brightness (HSB) galaxies; has LINER, Sy, HII, and less active galaxies; has galaxies that have excellent and poor agreement between the distance D_{tf} (Mpc) calculated using the TF relation and $D_{\rm a}$; has a $D_{\rm a}$ range of from 0.79

Mpc to 17.70 Mpc; has field and cluster galaxies; and has galaxies with rising, flat, and declining RCs. Note the rising RC galaxies are generally rejected from the sample for most RC studies. Other galaxies are included that are often left out of the sample of RC studies.

The first approximation ignored the $|\vec{K} \bullet \vec{a}_{\rm o}|R_{\rm major}$term.

The RC of each galaxy is considered to be piecewise linear. This creates several parameters to complete the full RC. Figure 9 shows an example of a plot for the maximum extent of the rapidly rising region (RR) versus B band luminosity L ($10^8\,{\rm erg\,s^{-1}}$) for the 95 sample galaxies. This example was chosen for this paper because it has a correspondence to the characteristic used by the Tully–Fisher relation.

The equation that provides the best–fit correlation for the RR is

$$\frac{R_{\rm rrmax}}{\rm kpc} = K_{\rm b_1}\, B_{\rm b_1}^{b_k}\, \frac{L}{10^8\,{\rm erg\,s^{-1}}} \pm 14\%\,; \tag{8}$$

where b_1 denotes a galaxy, $K_{\rm b_1} = 1.3 \pm 0.2$, b_k is an integer, and $B_{\rm b_1}^{2.06\pm0.07}$.

The other parameters of the RC were treated the same.

The deviation of the data of NGC 5448 suggest a physical mechanism behind the quantized galaxy parameters. The clear departure from circular motion and the significant mass transfer inward ($\ddot{R} \neq 0$) found by Fathi (2005) suggests this galaxy is in transition from one virial state to another. Further, the noted stellar and gas velocity difference decreases at larger radii. The better fitting of the $v^2_{\rm eormax}$ – L and of the $A_{\rm symax}$ – $|\vec{K} \bullet \vec{a}_{\rm o}|$ relations is the expected result. NGC 3031 shows strong, non-circular motion in the disk (Gottesman et al. 1966). This suggests the integer variation is caused by the accumulation of mass at potential barriers such as at R_Δ and $R_{\rm rrmax}$. Continued nucleosynthesis and changing $|\vec{K} \bullet \vec{a}_{\rm o}|$ causes an occasional, catastrophic rupture of one or more of the potential barriers, $\ddot{R} \neq 0$, and, therefore, the transition of the galaxy from one integer classification to another. A smoothly varying transition from the RR to the OR for flat or declining RCs such as NGC 4321 suggests mass is accumulating at a potential barrier at the end of the RR and is being depleted from the outer parts of the OR.

Steinmetz et al. (2002) found in a series of N-body/gas dynamical simulations that included feedback: that feedback is a necessary component for morphology determination; that the main morphological component is regulated by the mode of gas accretion and intimately linked to *discrete* accretion events; that morphology is a transient phenomenon; and that the Hubble sequence reflects the varied accretion histories of galaxies. If luminosity is proportional to the ϵ, which directly causes the parameters of the RC, then there must exist a feedback mechanism controlling the parameters of the RC.

3.8 Rotation curve asymmetry

The second approximation involves calculating $|\vec{K} \bullet \vec{a}_{\rm o}|R_{\rm major}$ term.

Because the observational data from each side of a galaxy RC are generally averaged, only highly asymmetric cases are recognized. RC asymmetry appears

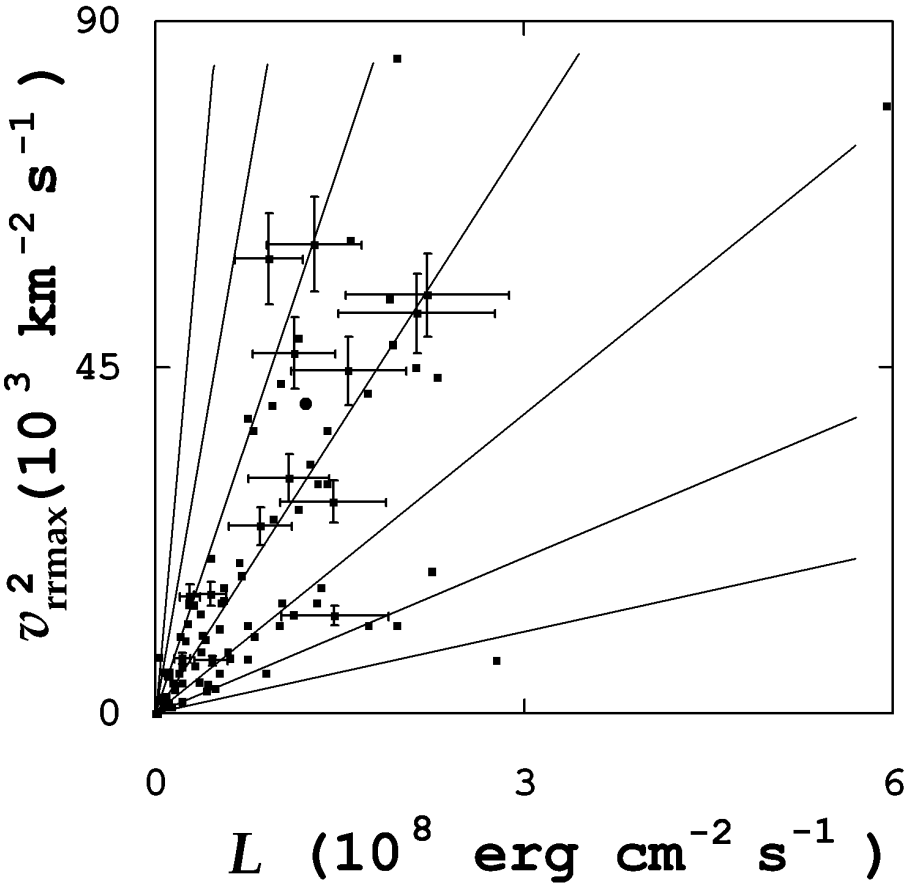


Figure 9: Plots of square of the rotation velocity v^2_{rrmax} $(10^3 \mathrm{km}^2\,\mathrm{s}^{-2})$ at the maximum extent of the RR versus B band luminosity L $(10^8\,\mathrm{erg\,s}^{-1})$ for the 95 sample galaxies. The 15 select galaxies shown have error bars that show the uncertainty range in each section of the plot. The error bars for the remaining galaxies are omitted for clarity. The large, filled circle denotes the data point for NGC 5448. The large, filled square denotes the data point for NGC 3031.

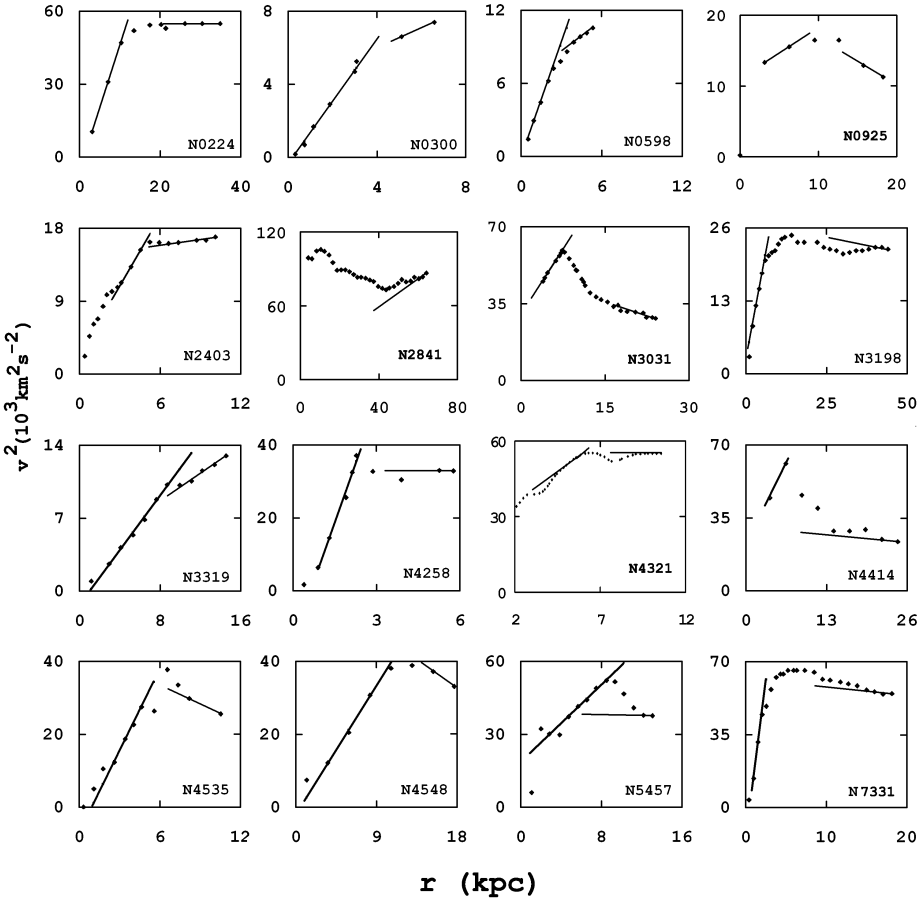


Figure 10: Plots of the square of the H I rotation velocity v^2 (10^3 km^2 s^{-2}) versus galactocentric radius $R_{\rm major}$ (kpc) along the major axis. The straight lines mark the application of the derived equations to the RCs of the select galaxies. The application of the derived equations to NGC 0224, NGC 0300, and NGC 0598 were omitted because these galaxies lacked a $|\vec{K} \bullet \vec{a}_{\rm o}|$ value. The references for the RCs are noted (Hodge 2006c).

to be the norm rather than the exception (Jog 2002). Weinberg (1995) and Jog (1997) proposed the implied mass asymmetry is due to an imposed lopsided potential caused by galaxy interaction. Dale et al. (2001) found RC asymmetry of early type galaxies falls by a factor of two between the inner and outer regions of clusters. The formation, evolution, and long term maintenance of galactic, kinematical asymmetry remains a mystery.

The asymmetry measure used was different than the standard. The standard measure uses the difference in R at a constant v^2. The measure of asymmetry herein uses the maximum difference in v^2 for a constant R.

The calculation method is similar to the first approximation. The effect is to reduce the error in the theoretical versus actual measurements.

The model has several lines in the parameter plots. Standard models use only one line to indicate relations. However, the standard models tend to omit some galaxies from the sample for various reasons. The omitted galaxies also have the characteristics of not fitting the standard models. For example, the dark matter model omits the rising RC galaxies.

Approximately 66% of the sample galaxies have $a_1 = 4$ or $a_1 = 5$ as seen in Fig. 9. If $a_1 = 4.5$ is used, $v^2_{\text{rrmax}} \propto L$ for a majority of sample galaxies. Only NGC 4258 of the select galaxies would appear to be an outlier, which may suggest the v_{rrmax} is larger than the measured point chosen herein. Further, the neighboring galaxy effect would fail to improve the $v^2_{\text{rrmax}} \propto L$ relation. The effect of the integer values is to broaden the applicability of the parameter – L relations and to establish relations wherein the neighboring galaxy effect improves the calculation.

The many lines in the plot in Fig. 9 suggest the data points may be random. The null hypothesis tested was "the data points are indeed random points". Following the procedure used in discovering the relations tested this null hypothesis. The null hypothesis was rejected. That is, the lines are not random.

This model suggests a quantized relation among spiral galaxy parameters. The result is a large number of constants. However, the inclusion of rising RCs and other galaxies usually exclude is a better model than those models that exclude their data. Indeed, the exclusion of these galaxies suggests those other models are falsified compared to the STOE model. Also, the other models leave the asymmetric RC as a mystery. The STOE model includes the asymmetric RCs.

What causes the quantization of the RCs still must be explained. The STOE suggests the m_s/m_g ratio is the answer. Consider adding one nucleon at a time to a nucleus. If the added nucleon is behind the other nucleons, the m_s does mot change and m_g does. Hence, the atoms become stratified in the galaxies.

3.9 Spiral galaxy central mass and central velocity dispersion

Because the amplitude and shape of galaxy rotation curves (RCs) correlate with galaxy luminosity (Burstein & Rubin 1985; Catinella 2006; Hodge 2006c; Persic 1996), relationships between galaxy central parameters and large scale

galaxy parameters are unexpected by Newtonian dynamics. The galaxy central mass M_c and central velocity dispersion σ_c have been found to correlate with large–scale galaxy parameters for samples of galaxies with a limited range of characteristics. Nearly all other models of galaxies have matter infalling into spiral galaxies from intergalactic regions. This makes correlation of outer galaxy parameters with inner galaxy parameters mysterious and unexplained. The STOE suggests matter is emitted from a Source at the center of spiral galaxies and flows outward as light and hydrogen. Then some hydrogen forms suns that collapse back into the center of the spiral galaxy (see Fig. 1). Thus the center outflow controls the amount of matter (luminosity) in the outer regions of spiral galaxies.

References for the following observations are found in Hodge (2006d).

The ratio of the rotation velocity v_c (km s^{-1}) in the flat region of the RC and the central velocity dispersion σ_c (km s^{-1}) ≈ 1.7 for a sample of S0 and spiral galaxies. A power law relationship between circular velocity v_{c25} (km s^{-1}) beyond the radius R_{25} of the 25^{th} isophote and σ_c for a sample that also include elliptical galaxies was discovered. Several galaxies that are included in Hodge (2006d) were excluded for various reasons.

The masses of compact stellar clusters at the center of low- and intermediate-luminosity galaxies also correlate with the mass of the host galaxy. The compact stellar clusters and the supermassive black hole (SBH) modeled as being at the center of high-luminosity galaxies should be grouped together under the terminology of "Central Massive Objects" (CMOs) with mass M_{cmo}. The finding of the correlation between M_{cmo} and the total mass in a galaxy M_{gal} suggests a similar galaxy formation process. Keplerian motion to within one part in 100 in elliptical orbits of stars that are from less than a pc to a few 1000 pc from the center of galaxies have been observed. The stars within nine light hours of the Galaxy center have velocities of 1300 km s^{-1} to 9000 km s^{-1}(Schödel 2002) and high accelerations. A huge amount of mass M_c ($M_\odot$) such as millions of black holes, dense quark stars, and ionized iron must be inside the innermost orbit of luminous matter.

That M_{cmo} is crowded into a ball with a radius of less than 45 AU in the Milky Way is proven by stellar observation. That the structure of M_{cmo} is a SBH is widely accepted, but unproven. The Newtonian model implies the M_{cmo} must either quickly dissipate or must quickly collapse into a SBH. The long–term maintenance of M_{cmo} rules out the first possibility. Observations have ruled out many models of the nature of M_{cmo} of galaxies.

Observations inconsistent with the supermassive black hole (SBH) model include shells of outward flowing, shocked gas around galactic nuclei. A repulsive force, called a "wind" (a gas), exerted a force acting on the cross sectional area of particles has been suggested. Therefore, denser particles such as black holes move inward relative to less dense particles. Less dense particles such as hydrogen gas move outward. Other observations inconsistent with the SBH model include the apparent inactivity of the central SBH and the multitude of X-ray point sources, highly ionized iron, and radio flares without accompanying large variation at longer wavelengths reported near the center of the Milky Way.

The $M_{\rm cmo}$ correlation with Blue band luminosity $L_{\rm bulge}$ of the host galaxy's bulge has a large scatter. The $M_{\rm cmo} \propto \sigma_{\rm c}^{\alpha}$, where α varies between 5.27±0.40 and 3.75±0.3. The $M_{\rm c} - \sigma_{\rm c}$ relation appears to hold for galaxies of differing Hubble types, for galaxies in varying environments, and for galaxies with smooth or disturbed morphologies.

The STOE found parameters P of HI RCs of spiral galaxies are related to L of the host galaxy and of nearby galaxies. The parameters are the square of the rotation velocity, the radius, the mass, and the acceleration at discontinuities in the RC. The equation is

$$\frac{P}{unit} = K_1 B_1^{I_1} \frac{L}{10^8 \,{\rm erg\,s^{-1}}} + (-1)^s K_2 B_2^{I_2} \frac{|\vec{K} \bullet \vec{a}_{\rm o}|}{10^3 \,{\rm kpc^{-1}\,km^2\,s^{-2}}} \pm \sigma_{\rm e}, \quad (9)$$

where *unit* is the units of P; K_1, K_2, B_1, and B_2 are constants that are unique for each P; I_1 and I_2 are integers that are unique for each galaxy; $|\vec{K} \bullet \vec{a}_{\rm o}|$ is the influence of nearby galaxies and is a correction term to the primary $P - L$ relationship; s determines the sign of the $|\vec{K} \bullet \vec{a}_{\rm o}|$ term; $\vec{K}$ is a constant vector common for all galaxies; $\vec{a}_{\rm o}$ is the acceleration vector that is calculated from the orientation of the host galaxy, the L of the neighboring galaxies, and the relative position of the neighboring galaxies; and $\sigma_{\rm e}$ is the standard deviation of the relative differences ($\delta P/P$) of the sample galaxies.

The STOE was applied to central region parameters. The sample included galaxies with rising, flat and declining RCs; galaxies with a wide range of characteristics; and galaxies excluded from samples of other studies of $\sigma_{\rm c}$ relationships. The equations have the same form as the STOE equations for the parameters of the HI RCs. For a sample of 60 Source galaxies and 22 Sink galaxies, the $\sigma_{\rm c}$ was found to correlate to the host galaxy's and neighboring galaxy's B band luminosity. The sample included galaxies with rising, flat and declining RCs; galaxies with a wide range of characteristics; and galaxies excluded from samples of other studies of $\sigma_{\rm c}$ relationships. For a sample of seven Source galaxies and 22 Sink galaxies, the $M_{\rm c}$ was found to correlate to the host galaxy's and neighboring galaxy's B band luminosity. The equations have the same form as the STOE equations for the parameters of the HI RCs. The Sources and Sinks act as monopoles at the center of the galaxies around them. The STOE is consistent with $M_{\rm c}$ and $\sigma_{\rm c}$ observations of the sample galaxies.

The STOE speculates structures of the central mass and the structure of stellar nuclear clusters are the same. The suggested CMO structure is a central Source of a matter-repulsive $\rho \propto R^{-1}$, where R is the galactocentric radius, surrounded by a spherical shell of matter. The STOE suggests the $L \propto \epsilon$, where ϵ is the Source strength, and, therefore, $F_{\rm s} \propto \nabla\rho$ at a given R on the cross section of matter $m_{\rm s}$. Therefore, the density ($m_{\rm s}/m_{\rm i}$), where $m_{\rm i}$ is the inertial mass, of particles at a given radius varies with L. Therefore, the galaxies with larger L will have more mass in the center shell to balance the higher $F_{\rm s}$ with the gravitational force $F_{\rm g}$. Therefore, the STOE naturally leads to the smoothness of the $M_{\rm cmo}$ – $M_{\rm gal}$ relation for the full range of CMO spiral galaxies.

If this speculation is essentially correct, then the correlation of central parameters with spiral galaxy global and RC parameters suggests not only a similar galaxy formation process but also a self- regulatory, negative feedback process continually occurring. Feedback processes have been suggested in several recent studies of galaxies with CMOs (e.g. Li et al. 2006; Merritt and Ferrarese 2001a; Robertson et al. 2006). I further speculate the ϵ is the control of the negative feedback process. If the mass of the CMO increases, the $F_{\rm g}$ increases and mass migrates inward. At very high ρ, the high repulsive $F_{\rm s}$ compresses matter, the mass (black hole) cracks like complex molecules in the high heat and pressure of a fractional distillation process, and matter is reclaimed as radiation and elementary particles that form hydrogen. This accounts for the large amount of hydrogen outflowing from the Galaxy center and shocked gas near the Galaxy center. A single black hole reclamation event is consistent with the periodic X-ray pulses from the Galaxy center. Further, the feedback loop controlled by ϵ is the connection among the central parameters, outer RC parameters, and the global parameters of spiral galaxies. However, the ϵ of a galaxy acts only radially. Therefore, the $|\vec{K} \bullet \vec{a}_{\rm o}|$ terms effects are the asymmetry and the formation, evolution, and maintenance of the rotation of particles. This effect may be calculated only if the classification of parameters is first calculated.

Another speculation is that there may be galaxies with higher and lower values of ϵ than in spiral galaxies. For instance, QSOs may have a higher value of ϵ that ejects matter from a spiral configuration (e.g see the images of Sulentic & Arp 1987). A smaller value of ϵ would be insufficient to form a disk.

The L term is the primary, determining factor of the parameter relations. The neighboring galaxies cause the scatter noted in previous studies. The special focus of the present investigation included galaxies that are problematic in other models. Considering the range of observations and range of galaxy characteristics with which the STOE is consistent, the STOE is a relatively simple model.

3.10 Pioneer anomaly

The observations of z, of the Pioneer Anomaly blue shift $z_{\rm p}$, and of the frequency shift of light in the Pound–Rebka experiment (Pound & Rebka 1960) are different physical phenomena. The STOE suggests they are the same phenomena of light that also produce interference patterns.

That an unexplained blueshift exists in the radio signal from the Pioneer 10 (P10) and Pioneer 11 (P11) spacecrafts (PA) is well established (Anderson et al. 2002; Toth and Turyshev 2006). The PA is expressed as an apparent acceleration. That the PA is a real acceleration is unproven. The "acceleration" nomenclature is based on the unsupported hypothesis that the frequency shift is caused by a Doppler effect. That the PA is Sun directed is unproven. The PA could be an effect such as a time acceleration (Anderson et al. 2002; Nieto and Anderson 2005) or an effect of an unmodeled effect on the radio signals.

Turyshev and Toth (2009); Hodge (2012b) discussed 12 characteristics of the PA. The common opinion is that cosmic dynamics according to General

Relativity has far too little influence in galaxies to be measurable and that the expansion of the universe is negligible for scales up to galactic clusters (Cooperstock et al. 1998; Sellwood and Kosowsky 2001). Further, the expansion of the universe indicated by z has a sign opposite to $z_{\rm p}$. Several new physics models have been proposed (Anderson et al. 2002; Turyshev and Toth 2009) but fail and ignore most of the characteristics of the PA. Bertolami and Páramos (2004) concluded a scalar field is able to explain the PA.

Turyshev et al. (2012) supported a model suggesting a thermal recoil force was present in the P10. Turyshev et al. (2012) dealt with only the "acceleration" value. Much of the data used to calculate the forces are less well known or supported by other data. The thermal recoil model fails to explain the annual and diurnal variation adequately. Although unlikely, a currently unknown other systematic effect is not entirely ruled out. Although incomplete, the thermal recoil force hypothesis has become strongly preferred by conservative science (ten Boom 2013, and references therein). However, ten Boom (2013) noted John D. Anderson in a recent interview argued "... that the new analysis has mis-modelled (sp) the solar radiation pressure."

Only one model presented to date is consistent with *all* 12 of the characteristics (Hodge 2006e, 2010, 2012a,b, 2013a,b). The STOE (Hodge 2006e) argued that matter causes a warp of the ρ field that causes the PA. The $\rho \propto -R^{-1}$ of the warp induces the $H_{\rm o}$ value and the connection to z observations. That is, the PA is an effect on only the radio signal. Therefore, gravitational attraction, the weak equivalence principle, and the planetary ephemeris remain as described by General Relativity.

Hodge (2006e) applied the galaxy redshift equation to the PA. The $K_{\rm min}$ term in the equation derived by Hodge (2006e) resulted from the flow from Sources. The $K_{\rm vp}$ term results from the relative movement of galaxies. Therefore, $K_{\rm min} = 0$ and $K_{\rm vp} = 0$ for the static warp field of matter in the Solar System. The resulting equation for the calculated redshift $z_{\rm p}$ for the solar system scale PA is

$$z_{\rm p} = {\rm e}^{-X_{\rm p}} - 1, \tag{10}$$

where

$$X_{\rm p} = K_{\rm dpp} D_{\rm l} P + K_{\rm p} P + K_{\rm fp} F, \tag{11}$$

where the terms are defined in Hodge (2006e), $D_{\rm l} = 2D$ is the distance the radio signal travels, and D is the geocentric distance to the spacecraft.

The STOE obtains the $H_{\rm o}$ value by $z_{\rm p} \longrightarrow \exp(-X_{\rm p}) - 1 \approx -X_{\rm p}$. A plot of $D_{\rm l}$ versus $X_{\rm p}$ shows a straight line The line is

$$\begin{aligned} D_{\rm l} &= (2800 \pm 200{\rm Mpc}) X_{\rm p} + (5 \pm 2) \times 10^{-11}{\rm Mpc} \\ &\approx -\frac{c}{H_{\rm op}} z_{\rm p} \end{aligned} \tag{12}$$

at 1σ and with a correlation coefficient of 0.95. $H_{\rm op} = 106 \pm 8$ km s^{-1} Mpc^{-1}.

Further, the STOE predicted PA observations are (Hodge 2013a):

(1) The data before the flyby encounters were insufficient to detect the PA

(Turyshev and Toth 2009). The STOE requires this rather than there was no PA before the encounters as suggested by several other models.

(2) "Although the Earth directed PA is marginally preferred by the solution, the Sun, the Earth, and the spin axis directions cannot be distinguished." (Turyshev et al. 2011, see Table III). An Earth directed PA suggests a signal related cause that the STOE calculates rather than acceleration of the spacecraft that all other models calculate. Anderson et al. (2002) examined commonly accepted models of the impact of various phenomena on the signal and concluded the commonly accepted models do not account for a signal blueshift effect. The STOE model is a model of a signal effect and, therefore, is Earth directed. Because the vast majority of PA papers considers the PA to be Sun directed and because most of the data points are with a Sun-Earth-spacecraft angle of less than 45 degrees or greater than 135 degrees, that the Earth direction is "marginally preferred" is remarkable.

(3) "The data favor a temporally decaying anomalous acceleration with an over 10% improvement in the residuals compared to a constant acceleration model." (Turyshev et al. 2011). Equation (2) and Section 3.4 of Hodge (2006e) suggest the decline is exponential except when the signal passes near a large mass such as during flyby maneuvers. Turyshev et al. (2012) did not study the flyby maneuvers.

The PA and the z of cosmology are the result of the same ρ effect on light. The z follows the Hubble law in the cosmological z calculation if $\rho \propto R^{-1}$. The z_{p} in a gravity well follows the negative Hubble law if $\rho \propto -R^{-1}$. The presence of other galaxies near the path of the light causes P and F variation of z. This is also the effect of matter close to the line of sight in the PA. The Hubble law and $a_{\mathrm{P}} \approx cH_{\mathrm{op}}$ in the STOE are manifestations of the Newtonian spherical property.

The Pound–Rebka experiment (Pound & Rebka 1960) is modeled to be caused by gravity. The result was confirmed by Pound & Sneider (1964) and Vessot (1980). The Pound–Rebka experiment emitted light over a vertical distance of 22 meters in Earth's gravitational field. The experiment included the source at the top and the source at the bottom of the distance. A blueshift and redshift, respectively, were observed. The two currently accepted models refer to this phenomenon as a "gravitational redshift". The Strong Equivalence Principle model refers to frequency shift of wave–like light caused by the difference in gravity between the top and bottom. The Weak Equivalence Principle model refers to the energy gain or loss, respectively, of particle–like light moving through a potential field. The Strong Equivalence Principle calculation involves a square root of the potential difference. Hence, the "redshift" term in "gravitational redshift". However, a blueshift was also observed. Therefore, the weak equivalence principle model with a photon seems a better model.

The problem with the Universality of physical laws is that some laws may be difficult to measure on Earth. The greater number of pioneer maneuvers, the greater solar pressure on the spacecraft closer to the Sun, and the age of the earlier PA data cause the earlier data that resulted in the thermal model and confirmation of the predictions of the new physics (STOE) model to be of

low quality (ten Boom 2013). However, this is more than compensated by the reductionist philosophy of the STOE model. The PA is only one of three sets of different types of observations suggesting the same new physics model. The PA is the galaxy redshift model without the galaxies influence. It has the influence of only the masses of the planets and Sun. The Pound–Rebka experiment is the galaxy redshift model with the influence of only the Earth's mass. Therefore, instead of questioning the viability of the reductive agenda, the STOE model supports a reductive philosophy.

The link between z, z_{p}, and the Pound–Rebka experiment is a case where conservatism should yield to observation and a reductive model that explains the observations.

3.11 Photon Diffraction

The STOE proposes a model of light that postulates the necessary characteristics of photons to satisfy observations and yield diffraction phenomenon. The model combines Newton's speculations, Democritus's speculations, the Bohm interpretation of quantum mechanics, and the fractal philosophy. The wave–like behavior of light results from the photons changing the Ψ–field that guides the path of the photons. The resulting model is tested by numerical simulation of diffraction and interference, with application to the Afshar experiment. Therefore, the wave characteristics of light may be obtained from the interaction of photons and Ψ–field.

The STOE model was tested by explaining the diffraction and interference of light (Young's experiment).

Newton in his book Opticks (1730) speculated light was a stream (ray) of particles. The aether in query 17 overtakes (travels faster) the rays of light and directs the rays' path. Newton's analogy was of water waves. That is, Newton was using a self-similarity (fractal) postulate. The rays of light recede from denser parts of the aether in query 19. The aether grows denser from bodies in query 20 and this causes gravity in query 21. Newton seems to have suggested light is particles that are directed by the aether to produce the wave phenomena. The prevailing models of the 19th century considered light to be a wave. The prevailing interpretation of Newton's model is that Newton was suggesting light is both a wave and a particle rather than two entities having differing effects like a rock (photon) creating transverse waves in water (aether). Newton's third law suggests that if the Ψ–field acts on photons, the photons and other matter should act on the Ψ–field.

The model was developed in Hodge (2012c). The photon is a column of hods traveling parallel to the surface of the hod. It presents no cross section to the direction of travel and, therefore, travels as fast as allowed. No other matter can travel faster. Because each hod must make coherent waves in the plenum, the photon must be emitting a diffraction pattern into the Ψ field like a radio dipole antenna array. The STOE suggests the c changes with ρ (Hodge 2012b) that depends on the intervening galaxies' characteristics. Hodge (2015) adds to the model by incorporating Newtonian considerations, and a view of single

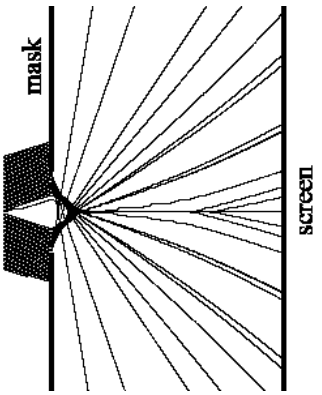


Figure 11: Plot of the trace of the paths of photons for a sample of the photons through the single slit mask according to the STOE simulation.

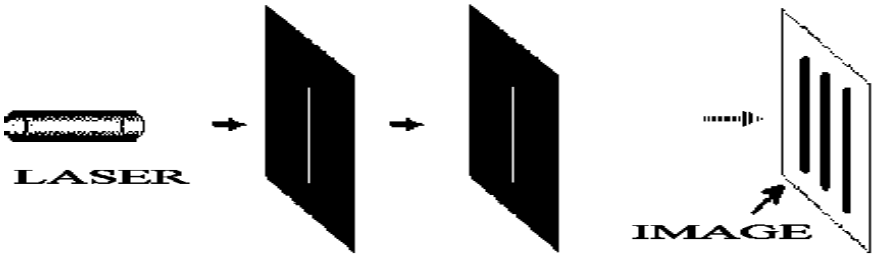


Figure 12: Diagram of the experimental fixtures.

photon in the experiment that requires the reflection of the plenum wave from molecules (atoms) in the mask.

The test was done.

Introducing a second mask was used to achieve coherent photons through one side of a slit. Figure 12 shows a diagram of the experiment.

Other configurations were tested.

The result rejects current models (wave) of light and do not reject the hypothesis. Further, the model has in it a means to falsify the model and a prediction for the result of a future test. This model is very close to satisfying the full requirement of a theory that no other model of Young's experiment does. This test is seen in the calculated patterns on the left side of the patterns of the various experiments in the above paper. I estimate the equipment must measure to 0.0001 lx (very expensive) and have a more powerful laser (at least 10 mW). If the predictions were confirmed, this would be a confirmed theory of light in QM.

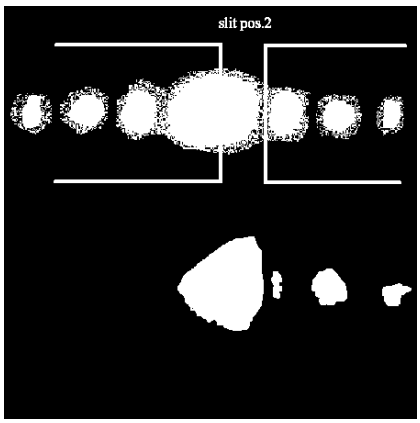


Figure 13: The top image shows the placement of the second mask slits relative to the first mask image. The bottom image is the photograph converted to black and white result on the screen.

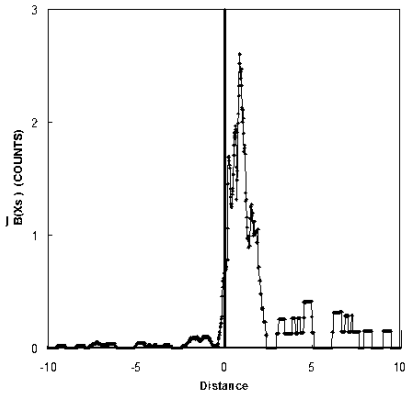


Figure 14: The simulation of the slit over the minima from the placement of slit of Fig. 13. The vertical line marks the center.

4 Discussion and conclusion

The STOE supports the viability of the reductive agenda. The STOE postulates a unification of the standard model's three forces and GR. Physical reality has two distinct domains of hods and of plenum that interact. Further, the STOE principles may be applied to life and survivability (Hodge 2012a).

The STOE suggests the wave behavior and speed of waves in the plenum could be used to form a relationship of the microscopic world and the macroscopic world regarding quantum decoherence and quantum entanglement.

Modern standard models have several observational difficulties. The STOE is less developed. However, the STOE shows how many different phenomena can be included in a single model and to reduce the sample bias (encompass more sample data) such as including rising and falling RCs.

Although the creation of the STOE followed the methods of the creation of most heterodox models[3], the STOE is an orthodox rather than a heterodox model. The current standard models became dominant because they explain more phenomena than alternate models. The STOE corresponds to the Big Bang and Quantum Mechanics and explains more data(Hodge 2014). The STOE holds the standard models to be limited not wrong. This suggests the mainstream evolution of models should come to model many of the STOE features.

The next thing for the STOE is to model "What is a Charge? and "What

[3]A creative individual working alone who doesn't require funding from the social media.

is the E field?" The structure of the electron also must be different than the discussions. One of the characteristics of the E field is that variation has a velocity of c, not more and not less than c like photons. The STOE suggest the photon has the highest speed of matter because the hods of a photon travel with the minimum dimension presented to the direction of travel. So it must be for the E field. The speed of plenum waves are orders of magnitude faster than c. Therefore, the E field is hods emitted by charged particles with an inverse square property like light and gravity to get the 1/r dependence. But electrons and other matter do travel less than c. Therefore, their structure must present a surface to the direction of travel. That is, all proposed models must have something to do with the hods - perhaps an oscillation like a drumhead. The structure of charged particles is that they must be continually emitting and absorbing hods.

Another avenue of research is the distance and nature of QSOs. Arp (1998) suggested QSOs are much closer than popular science suggests. The QSOs may be Sources without the mass of a spiral galaxy to reduce the effective Source strength (Source strength - mass) thus accounting for the higher z value. This may be tested by noting the redshift correlation of Hodge (2006a) and calculating the position and Source strength as Arp (1998) suggests.

References

Aaronson, M., Huchra, J., Mould, J., Schechter, P. L., and Tully, R. B., 1982, *ApJ*, 258, 64.

Anderson, J. D., et al., 2002. *Phys. Rev. D* 65, 082004.

Arp, H. 1998, *Seeing Red: redshifts,cosmology and academic science*. (Montreal, Quebec, Canada: Aperion).

Bell, M. B., Comeau, S. P., and Russel, D. G., 2004. preprint http://www.arxiv.org/abs/astro-ph?0407591.

Burnstein, D., Rubin, V.C., 1985. *ApJ* 297, 423.

Bertolami, O., Páramos, J., 2004. *Clas. Quantum Gravity* 21, 3309.

Binney J., Merrifield M., 1998, Galactic Astronomy. (Princeton, NJ: Princeton University Press).

Catinella, B., Giovanelli, R., Haynes, M.P., 2006. *ApJ* 640, 751.

Ceccarelli, M. L., Valotto, C., Lambas, D. G., Padilla, N., Giovanelli, R., and Haynes, M., 2005, *ApJ*, 622, 853.

Crooks, G. E., 1999. *Entropy production fluctuation theorem and the nonequilibrium work relation for free energy differences*, Phys. Rev. E, 60, 2721.

Cooperstock F. I., Faraoni, V. and Vollick, D.N., 1998. *ApJ* 503, 61.

REFERENCES

Dale D. A., Giovanelli R., Haynes M. P., Hardy E., Campusano L. E., 2001, *AJ*, 121, 1886.

England, J. L., 2013. *Statistical physics of self-replication*, J. Chem. Phys., 139, 121923.

Freedman, W. L., et al., 2001. *ApJ* **533**, p. 47.

Fathi, K., van de Ven, G., Peletier, R. F., Emsellem, E., Falcón-Barroso, J., Cappellari, M., de Zeeuw, T., 2005, *MNRAS*, 364, 773

Gottesman, S. T., Davies, R. D., Reddish, V. C., 1966, *MNRAS*, 133, 359

Hodge, J. C., 2006a. *New Astronomy* **11**, p. 344. preprint arXiv: astro-ph?0602344.

Hodge, J. C., 2006b. preprint http://arxiv.org/abs/astro-ph/0603140v1

Hodge, J. C., 2006c. preprint http://arxiv.org/abs/astro-ph/0611029v2

Hodge, J. C., 2006d. preprint http://arxiv.org/abs/astro-ph/0611699v1

Hodge, J. C., 2006e. preprint http://arxiv.org/abs/astro-ph/0612567

Hodge, J. C., *Black Holes and Galaxy Formation*, 2010. Eds. A.D. Wachter and R.J. Propst, (Nova Science Publishers, Inc., New York,NY, USA).

Hodge, J. C., 2012a. *Theory of Everything: scalar potential model of the big and the small*, ISBN-13 978-1469987361, (On-Demand Publishing, LLC, Charleston, SC, USA).

Hodge, J. C., 2012b, *IntellectualArchive*, **1**, No.2, p. 9, ISSN 1929-4700, Toronto,. http://intellectualarchive.com/?link=item&id=516

Hodge, J. C., 2012c, *IntellectualArchive*, **1**, No.3, p. 15, ISSN 1929-4700, Toronto. http://intellectualarchive.com/?link=item&id=597

Hodge, J. C., 2013a, *IntellectualArchive*, **2**, No.3, ISSN 1929-4700, Toronto. http://intellectualarchive.com/?link=item&id=1088

Hodge, J. C., 2013b, *IntellectualArchive*, **2**, No.5, ISSN 1929-4700, Toronto. http://intellectualarchive.com/?link=item&id=1133

Hodge, J. C., 2014, http://intellectualarchive.com/?link=item&id=1175

Hodge, J. C., 2015, http://intellectualarchive.com/?link=item&id=1594

Hudson M. J., Smith R. J., Lucey J. R., and Branchini E., 2004, *MNRAS*, 352, 61.

Jog C. J., 1997, *ApJ*, 488, 642.

Jog C. J., 2002, *A&A*, 391, 471.

REFERENCES

Li, Y. et al., 2006. preprint http://www.arxiv.org/abs/astro-ph?0607444.

Lilje P. B., Yahil A., and Jones B. J. T., 1986, *ApJ*, 307, 91.

Macri, L. M., et al., 2001. *ApJ* **559**, p. 243.

Merritt, D., Ferrarese, L., 2001a. The Central Kpc of Starbursts and AGNs, in: Knapen, J.H., Beckman, J.E., Shlosman, I., Mahoney, T.J. (Eds.), http://www.arxiv.org/abs/astro-ph?0107134.

Merritt, D. and Ferrarese, L., 2001. The $M_\bullet$-σ Relation for Supermassive Black Holes, *ApJ.* 547, 1240.

Newton, I., *Opticks* based on the 1730 edition (Dover Publications, Inc., New York, 1952).

Nieto, M. M. and Anderson, J.D., 2005. *Class. Quant. Grav.* 22, 5343. preprint http://www.arxiv.org/abs/gr-qc?0507052 .

Persic, M., Salucci, P., Stel, F., 1996. *Mon. Not. R. Astron. Soc.* 281, 27.

Pound, R. V., and Rebka, Jr., G. A., 1960. *Phys. Rev. Letters* 4, 337.

Pound, R. V., and Snider, J. L., 1964. *Phys. Rev. Letters* 13, 539.

Rejkuba M., 2004, A&A, 413, 903.

Robertson, B. et al., 2006. *ApJ* 641, 90.

Roscoe D. F., 2002, *A&A*, 385, 431.

D. G. Russell, preprint http://www.arxiv.org/abs/astro-ph?0503440 (2005).

Sellwood, J. A. and Kosowsky, A., 2001. *ASPC* 240, 311.

Sempere M. J., Garcia-Burillo S., Combes F., and Knapen J. H., 1995, *A&A*, 296, 45

Schödel, R., 2002. *Nature* 419, 694.

Steinmetz M., Navarro, J. F., 2002, *New Astronomy*, 7, 155.

Sulentic, J.W and Arp, H.C., 1987 *ApJ* 319, 687.

ten Boom, P., 2013. preprint arXiv:1307.0537[physics.gen-ph].

Tadross A. L., 2003, *New Astronomy*, 8, 737.

Tifft, W. G., 1996. *ApJ* 468, p. 491.

Tifft, W. G., 1997. *ApJ* 485, p. 465.

Toth, V. T. and Turyshev, S. G., 2006. *Can. J. of Phys.* 84, 1063. arXiv: gr-qc/0603016 .

REFERENCES

Turyshev S. G., et al., 1999. preprint http://www.arxiv.org/abs/gr-qc?9903024.

Turyshev, S .G. and Toth, V. T., 2009. *Space Science Rev.* 148, 149. arXiv: 0906.0399 .

Turyshev S. G., et al., 2011. *Phys. Rev. Lett.* 107, 081103. arXiv: 1107.2886.

Turyshev S. G., et al., 2012. preprint arXiv: 1204.2507.

Vessot, R. F. C. et al., 1980. *Phys. Rev. Lett.* 45, 2081.

Weinberg M. D., 1995, *ApJl*, 455, L31+.

UDC 13; [14 +1 (091)] (477) (063)

Humanistic Management in the Context of Philosophic Anthropology: Human Dimension

Voronkova, Valentina,
Ph.D., Professor, Head of the Department of Management of Organizations, Member of the Ukrainian Academy of Political Science, Member of the International Higher Education Academy of Sciences (Moscow); Member of the Academy of Sciences of Social Technologies and Local Government (Moscow), Zaporizhia State Engineering Academy, Zaporizhia, Ukraine
valentina-voronkova@yandex.ru

Maksimenyuk, Marina
Candidate of Philosophical Sciences (PhD), Assistant Professor of the Department of Management of Organizations and Project Management Zaporizhia State Engineering Academy, Zaporizhia, Ukraine
marina.maximenuk@gmail.com

Nikitenko, Vitalina
Candidate of Philosophical Sciences (PhD), Assistant Professor of the Department of Foreign Languages Zaporizhia State Engineering Academy, Zaporizhia, Ukraine
vitalina2006@ukr.net

Abstract
The subject of research is the perception of human dimension as the anthropological aspect of humanistic management, based on the interrelations between man, government, society. The paper describes the evolution of views on man in the context of anthropological foundations of humanistic management; it is noted that the development trends of the philosophical and anthropological knowledge of humanistic management are based on human perception in the projection of anthropological dimensions of man, which is fundamental in European philosophy. The paper analyzes the essence of human dimension as anthropological paradigm of humanistic management, in which man is not only economic, or political, but also the spiritual and cultural member of society; gives the analysis of human dimension as anthropological paradigm of European philosophy that investigates the anthropological foundations of economic, political and social spheres, interprets conditions of creating a humane society, in which the imperatives of a just society should be implemented. Characteristics and features, as well as the conditions for achieving human dimension as the anthropological foundation of European humanistic management are disclosed. The acquired knowledge can be useful for solving anthropological problems of humanistic management.
Keywords: human dimension, anthropological dimension, philosophical anthropology, humanistic management, man as the measure of all things, anthropological paradigm.

Problem statement in general and its relationship with important scientific or practical tasks

The relevance of the study. The relevance of the reception of the human dimension as an anthropological dimension of humanistic management takes place in terms of relationships "man-society" since man is central in the whole European philosophy, which demonstrates not only general-theoretical, general-philosophical, but praxiological sense as well. In the complex and contradictory development conditions of European philosophy, model of anthropocentrism, which includes features that are the foundation for analyzing the most deep and diverse relationships in the system "man-socium-nature" is formed. A model of a man in European philosophy is functional-basic and is the foundation for studyin a number of universal patterns in the relationship of "man and society", "man and government", "man and management". Anthropological approach to the new format of receptions of man in the projection of anthropological dimensions of humanistic management in European Philosophy format lead to the three-level model, which is similar to a three-level model of the social world: 1) European society as a socium; 2) European society as a system-structural world; 3) European society as sociomicro- and sociomacrocosm of everyday life.

This author's practice is part of performing the tasks of SRW of the Ministry of Education and Science "Formation of mechanisms of civilizational development of modern socium in a global dimension» (0111U010481), which will be used for preparing management regional development programs, particularly in determining the ways and trends of social development in the conditions of globalization, which allows to expand the means and methods of implementing economic, political and social reforms in the country to comply with general civilizational standards. The main provisions of scientific results form the theoretical and methodological basis of studying modern anthropological dimensions of the human being in European philosophy.

Analysis of recent research and publications, which have started solving this problem, relied upon by the author

Philosophical receptions of human dimension as an anthropological dimension of humanistic management are aimed at understanding man's place in the hierarchy of things. This problem of philosophical anthropology is defined not only systematically, but historically as well: by the first works from philosophical anthropology of Max Scheler

(1874-1928) "The Place of Man in the Universe" (1928), Arnold Gehlen (1904-1976) "Man. His Nature and Place in the World" (1940). Fundamentals of philosophical anthropology were laid by L. Feyerbahom, F. Nietzsche, W. Dilthey, E. Husserl, H. Driesch. In its formation, it has incorporated problems of the works of Uexkull, A. Portman, but was finally defined in the works of M. Scheler, H. H. Plessner, A. Gehlen, M. Buber. Philosophical anthropology identifies the sphere of the human being, human nature, human individuality, the sphere of the anthropocultural socium in whole as the object of its study.

Problems of man were interpreted by Ukrainian scientists V.Shynkaruk, M.Zlotin, V.Ivanov, M.Tarasenko, V.Tabachkovskiy, H.Zaichenko, I.Bychko, V.Voronkova, M.Popovich, S.Krymskiy, V.Andruschenko, Y.Bystrytsky, S.Proleyev, M.Kultayeva, I.Stepanenko, Y.Andros, O.Kyrylyuk, V.Yatchenko, H.Shalashenko, M.Zaytsev. As a result of interpreting the anthropological studies, modern view on the human world is based on the provisions of "Renaissance Humanism", which deduces its understanding of the man and the surrounding reality from the human being itself and, through it, is based on anthropological principles of humanistic management. In our opinion, the representatives of Kyiv-anthropological school interpreted problems of man in terms of his being and ontological foundations of human existence, values and philosophical orientations. According to Ye. Andros, "Philosophical anthropology focuses on invariant (in this case universal), stable natural, anthropo-cultural and personal human qualities, taken in the social and historical flow, specificity in relation to a particular era. Then – on philosophical reflection and knowledge in a certain culture and anthropological parameters of the human image in the infinity of life and self-perfection"[1, p. 5].

Definition of unsolved aspects of a general problem, the paper deals with. Problem situation.

In the context of philosophical and anthropological dimensions, emphasis is shifted to human ontology, in which doctrine of the meaning of human life and the possibilities of its comprehension, in particular by examining the conflictness of human world-attitude and self-creation is central. Through the anthropological principle, an attempt to explain the man himself and the surrounding world, comprehend the man and the surrounding world, understand the man as a unique phenomenon, as the creator of history and culture is made. Fundamental questions of philosophical and anthropological discourse – the attitude of man

to the world and the world to man: what is the world we live in? what is man's place in this world? What is the man himself and what is the nature of his consciousness?

The purpose of the paper is to form the theoretical bases of reception of human dimension as an anthropological dimension of humanistic management, which is important for the reflection of the human dimension of humanistic management.

This purpose is realized in the following tasks:

- to identify development trends of philosophical and anthropological knowledge relative to humanistic management, based on the human reception of the projection of the anthropological dimensions of human existence, which is fundamental in European philosophy;
- to disclose the essence of human dimension as an anthropological paradigm of humanistic management, in which man is not only an economic or political member of society, but spiritual and cultural as well;
- to give analysis of human dimension as an anthropological paradigm of European philosophy that studies the anthropological principles and imperatives of human society.

The discussion of the problem

Philosophical and anthropological aspect of humanistic management is fundamental in European philosophy, so we turn to the reception of man in the projection of anthropological dimensions of human being, which are reduced to the following trends, existing in the world today.

Trend one: a) the attitude of man to the world of social life shows the attitude of man to socium and is characterized as specific self-creation of man, self-realization in this world, and in this sense - the dominance of man as "the measure of all things" (Protagoras); b) man acts not so much as the creator of society, not so much as a substance that is embodied in a society that holds to a certain extent the existence and functioning of society in this sense, so it conforms to its needs and laws, and therefore acts as a force, in some respects conformable to society; c) man acts as creator of his own sociomicrocosm of everyday life. These three trends – the attitude of man to the world of social existence – lead to forming a certain triad: 1) man within the first set of relations dominates the world; 2) within the second - conforms to it; 3) within the third – shows a peculiar synthesis – the creation of the world by man and, depending on it, conformity to it. All these three groups of interdependencies of relations

appear together, concurrently and are inseparable from each other, they form a single trend, based on the law of negation. In the context of this diversity of relationships, moment of integral attitude of man to the world of his social being is formed, and this integrity is inseparable and makes the connection of all components inseparable. A man both dominates the world of his social life, and conforms to it, therefore, it is basically impossible to break this inconsistency of human relationships [2, p. 288].

Trend two can be described as a trend of isolating phenomenon of man. Thus, at the first level of relations, human nature in the abstract-substantial sense is presented weekly, vaguely in the overall substantiality of man. In the second system of relations, it appears more clearly in the mass-functional existence, in its being reduced to sociality, its serving role. However, at the third level of relations, human nature reveals most vividly, in its directly-pure form, suggesting that human nature at different levels of relations appears from different sides, which are inextricably interconnected and create the whole integrity of both exchange, and distribution of socially significant work, through the states of the loss of subjectivity, emergence of senses of independence and depression. Man relative to the world acts as a holistic and multifaceted subject, whose multidimensionality is an extremely difficult problem.

Anthropological analysis of the levels of man allows to show the complexity of this versatility, abundance of differences, even contradictions of approaches to analyzing man as a complex social being, despite the great diversity of approaches to man. Multidimensionality of man has a lot of individual dimensions since man has cosmic, physical, biological, social, psychological and cultural components. The man is a historical and creative being, who, in the process of reformative activity, transforms nature, society, himself, developing his physical and spiritual potentials. Creative, reformative human activity indicates highly-complex, multi-dimensional system. In general, multi-dimensional man is a man, who possesses the creative thinking and tries to actualize himself as a personality. Modern anthropological space on a global scale in certain tendencies becomes harmful to the personality, humanism, spiritual values, it is a narrative structure, hyperreality because it contains the same impersonal particle «man». That is why, modern man has become not the goal, but a means to achieve (by power - formal and informal - structures) any purposes (political, ideological, economic, philosophical) [3, p. 74].

Receptions of man in the projection of anthropological dimensions of human existence in European philosophy deepen relations of humanizing the surrounding world of nature and society from the standpoint of developing human needs. This means that the criterion of social progress and its ultimate goal is the human personality, the possibility and the prospect of its comprehensive development and its universalization within culture, socium and nature. Problems of modern secular humanism in fact combine these two vectors of social sciences and the humanities. It integrates political and historical aspects of the analysis, giving a truly global perspective to humanism [4, p. 254].

Methodological and general scientific significance.

Methodological and general scientific significance of receptions of anthropological dimensions of human existence in European philosophy creates conditions for forming a new format of European philosophy, which can be defined as a system of worldviews, based on the true foundations of human freedom. Receptions of anthropological dimensions of human existence necessitate overcoming entropic processes that interpret the conditions of creating human society, in which imperatives of human society must be implemented, and the conditions for forming a strategy of social progress must be created.

Analysis of the patterns of forming the anthropological paradigm of human dimensioni as the basis of European philosophy is oriented toward humanistic factor: a) increasing the level of economic development in the context of building a social-democratic state with a mixed economy; b) development of the constitutional state; c) the systematic improvement of legislation and forms of its presentation; d) formation of civil society and its institutions; e) formation and development of social responsibility in the sphere of public administration. Anthropological doctrine deduces its understanding of man and the surrounding reality from the human being and through it [6, p.262].

Essence of human dimension as an anthropological paradigm of humanistic management focuses on the fact that man is not only an economic or political member of society, but also a sociocultural phenomenon that incorporates all the rational, cognitive-creative, cognitive-informative, which intertwine with emotional-volitional, traditionalist, national-historical, national-psychological elements. But being a reality, which takes certain place in the given space-time limits, does not make the individual historical. Democratic transformations of modern Ukrainian society determine the social formation of such values

of anthropology, which are caused by specific historical circumstances. It is the question of forming such type of welfare state, which would focus on a man, his high social purpose, the orientation of the welfare state on the man, his well-being, happiness. In addition, there is no other way to make politics really humane and human, to combine it with morality and man. Philosophical anthropology covers the full range of issues that make up the essence of human problem in the coordinates of the universal laws of life and universal principles of human activity. The humanistic basis of human dimension as an anthropological paradigm of European philosophy is giving the humanistic connotation to social life, focusing on realizing human interests and values, when each man discovers the way to personal substantiality [5, p. 96].

Human dimension as an anthropological paradigm of European philosophy explores the anthropological bases of economic, political and social spheres; interprets the conditions of creating humane society, in which imperatives of a just society must be implemented, notions such as "humane society", "humane relationships", "humane person", "humanistic management" must be rehabilitated. In anthropological paradigm as a matrix of anthropocentrism, a total approach to the study of man as socio-cultural being is used, the focus is placed on forming a society that is based on the ideals of justice, solidarity, social consensus, based on anthropological mode of man, i.e. forming the anthropological foundations of the welfare state, stable social development, overcoming lag of Ukraine from highly developed countries.

The object of human dimension as an anthropological paradigm of European anthropological philosophy is a set of ideas, principles, concepts of humanism that constitute a paradigm of political anthropology, accumulated by Western political and economic doctrines that ensure the regulation of relations in sociums with a focus on anthropological paradigm of culture and management. It is the anthropological paradigm as a paradigm of European philosophy that is seen as a culture, which is able to support the practical-political implementation of general democratic values, which would contribute to the development of individual completeness and integrity of the personality. It is primarily about a constitutive significance of the human personality and his experience to find new forms of social, political and religious relations, in which man is considered as the limiting form of realizing the idea of civil society, dialogue (polyphony of voices), possibility to initiate transformative

processes in a changing and contradictory political life. These problems become especially relevant in view of the fact that as a result of human insecurity in conditions of crisis socium, overcoming the destruction of the personality, non-self-identity, non-integrity of the personality, dissociation of consciousness, man becomes alienated from the whole world of society, nature, himself. After all, man enters a social world not as an abstract being, but as a concrete social integrity, hence political anthropology should form an environment that would be worthy of a complete image of personality, and therefore civilized lifestyle.

Receptions of human dimension as anthropological paradigm of European philosophy are based on domestic and foreign experience in theory and practice, science, culture and education, includes the principles of humanism as a system of beliefs that define the disclosure of human capabilities as a criterion for evaluating the effectiveness of the state and maturity of social institutions, and the inherent right of everyone to free development of personality and realization of all his capabilities. Post-industrial era as the sociocultural context of modern activity paradigm creates new sociocultural trends, associated with forming a new paradigm of human dimensional foundations of management. Human dimension management is based on the following principles: 1) the principle of anthropological reduction as explanation of objective formations of politics, government and culture through their relatedness to man; 2) the principle of authority as a holistic perception of human nature, based on created objective forms of culture; principle of anthropological interpretation of certain phenomena of human life, based on human dimension, anthropologism, humanism; 3) anthropological principles, based on "man as the measure of all things"; 4) development and the fullest use of the national cultural heritage in the multifaceted relations with other national cultures, openness to cultural interaction to ensure proper place for Ukraine in the European and global humanitarian space; 5) interaction between the state and civil society, business and government to create the necessary social and economic conditions for improving the quality of life, comprehensive harmonious development of man, protection of his rights and freedoms [6, p.25-29].

Reception of human dimension as an anthropological paradigm of European philosophy is the basis of the anthropological paradigm of management, it is a human dimension of economics and politics, economic ethics, dialogue and tolerance as imperatives of human relations, social pragmatism and focus on the real needs of "earthly man", which

provide a broad social base, possibility to survive in a crisis society. The essential feature of anthropological principles of management is that they focus on combining individual and group valuable institutions, social, national and general civilizational interests. The civilization of the XXI century with its vast technological progress and equally impressive tragedies, on one hand, has created opportunities for implementing projects of true human dimension, and on the other hand has caused deepening effect of crisis factors, which "totally" threaten humanity. As a result of these processes, mankind faces a choice, the crucial role of which belongs to human dimension and human dimensional European values. In these conditions, following anthropological standards should become the main criterion of public management. In this regard, it should be noted that in order to purposefully solve strategic programs of human development, developed by the government, they are aimed at implementing the concepts of human dimensional development. It is post-industrial era that interdetermines evolution of humanitarian sociocultural processes, allows to fix the substitution of technicist society paradigm by sociocultural development paradigm, directed to forming "symbolic man", created by the information epoch (Castells); forming post-industrial humanitarian market; inquiring for searching new meanings and forming new types of activity and professionalization systems, oriented on humanitarian production (human production).

Reception of human dimension as an anthropological paradigm of European philosophy is a new type of management activities, aimed at achieving positive qualitative changes in all spheres of society by means of humanism, anthropocentrism, use of humanitarian resources and technologies. The human dimension is based on the concepts of communication, professional self-determination, cultural and symbolic capital, cultural policy. The human dimension is conceptualized as a sociocultural and anthropological phenomenon, introduced in the context of post-industrial scale of values, based on the activity theories of both the individual, and the government. Human centrism as type of politics is formed on the basis of the system model, which includes the evaluative, descriptive and instrumental clusters: 1) evaluative cluster includes the values of strategic thinking and cooperation, effective communication and productive reflection, responsibility and development, improving quality of life; 2) descriptive cluster is defined by objects of anthropological dimension of public management, such as symbols, institutions,

communities, territories, spaces, sociocultural processes, and includes professional communities of humanitarian managers as subjects of sociocultural space; 3) instrumental cluster forms the types of resources, such as symbolic (the space of communication and language of profession), competence (communicativeness, reflexivity, creativity and projectivity) [7, 246-253].

The anthropological principles of human dimension of European philosophy are based on the possibility of forming the elements of universal culture, which are determined by: 1) the needs of social practice that necessitate reflection of phenomenon of humanistic management in a global transformation; 2) the need for a comprehensive understanding of the nature, meaning, functions, development areas of humanistic management in the socialization of the economy by features of humanistic management as an integrated social system, determining the place and role of the main sub-structures of humanistic management; 3) the importance of effective management of economic and social systems in transitive societies, maintening political, social, economic and cultural stability, associated with effective mechanisms of ensuring humanistic management; 4) the need to provide all levels of management mechanism with humanistic scientific knowledge about the nature and character of the interrelation of objective conditions of ensuring human dimensional management in organizations, peculiarities of its functioning in conditions of transformation processes (transitive, transient, and modernization). The main area of anthropological development of Ukraine is the purposeful formation of a new quality of life, which consists in creating conditions for proper realization of opportunities of each person and guarantee of a decent living standard.

In modern conditions of development of the state, for elaboraating and implementing human dimension as the basis of management practice, it is necessary to: 1) analyze the objective need for developing humanization of the socium as an integrated social and economic social system, in the context of which feedbacks work harmoniously; 2) identify "fundamental economic and managerial constants", which are stable basis of management system operation in the marketplace; 3) develop areas of optimizing the mechanism of effective ensurance of humanistic management to prepare absolutely new managerial elite of the XXI century; 4) develop and implement socioantropological paradigm of human dimensional European humanistic management, based on self-organizational and system

processes. Human dimension as humanistic principle of management is aimed at forming human dimensional European humanistic management as a management paradigm of the XXI century, which is a multiparadigm sphere of knowledge, based on several independent paradigms that are determined by the following factors: 1) practical: humanistic management is a practical field of activity that is related to solving practical problems, arising in different spheres of society; 2) institutional: humanistic management is a set of institutions that conduct humanistic management activity; 3) activity: humanistic management is the activity, related to the state management; 4) regulatory and legal: humanistic management serves as a legal and regulatory system that governs the state management; 5) scientistic: humanistic management is an area of scientific knowledge, which is implemented in the state activity; 6) system: humanistic management should be formed as a system that requires a system regulation and self-regulation; 7) instrumental: humanistic management is a set of instrumnets for state management and influence on society; 8) innovative: humanistic management serves as an important mechanism for implementing innovations and renewing all spheres of society; 9) liberal: humanistic management is a way of regulating the relations between subjects of politics, government, management, centered around the "man as the measure of all things".

1. To fulfill all tasks of concept of human dimension as the anthropological basis of humanistic management, it is necessary to form the elite of humanitarian managers, exercise social and humanitarian policy by forming the key objectives of humanitarian management activity in human dimensional direction: a) notional (semiotic); b) personal growth and activity self-determination (anthropological); c) spatial; d) strategic thinking and political action.

2. Promote development of human dimensional outlook of humanitarian managers and development of human dimensional technologies, which are a set of scientifically grounded methods and special techniques of indirect impact on society through the management of social human behavior.

3. Promote modernization of human dimensional European space of Ukraine, which requires: establishing a modern human dimensional culture of public management; full integration of Ukraine into the information space; strengthening the Ukraine's presence in the global humanitarian space.

Human dimension comes from the fact that reserves of humanistic development of economics, politics and culture are to be found in man himself, the development of his consciousness and spiritual capital. Without the development of anthropological capital, further development and improvement of society become impossible. The most important resource of human dimension appears intensification of **anthropological capital** and human existence. Anthropological principles of human dimension are terms of saving human, natural, social and political resources. In its substantive characteristics, concept of human dimension includes theoretical and conceptual grounding of "typical" tasks of humanization of politics, economy, ecology, social policy, science, education and culture.

The acquired knowledge may be useful for solving anthropological problems of humanistic management.

References

1. *Vyznachal'ni vymiry suchasnogo filosofs'ko-antropologichnogo znannja* [Defining dimensions of contemporary philosophical and anthropological knowledge]. *Filosofs'ko-antropologichni studii`2013* - Philosophical and Anthropological Studies' *2013*. Kyiv: Stylos, 2013, 351 p.

2. Bech, V.P. (2000). *Genezys social'nogo organizmu krai'ny* [The genesis of the social organism of country]. Zaporizhya: Prosvita, 2, 288 p.

3. Vashkevych, V.M. (2005). *Istorychna svidomist' suchasnoi' molodi: do metodologii' doslidzhennja* [Historical consciousness of modern youth: to research methodology]. Higher Education of Ukraine, 4, 74 p.

4. Voronkova, V.G. (2008). *Filosofija gumanistychnogo menedzhmentu (social'no-antropologichni vymiry)* [Philosophy of humanistic management (social and anthropological dimensions)]. Zaporizhya: APD ZSEA, 254 p.

5. *Ekzystencijni vymiry filosofs'ko-antropologichnogo piznannja: tvorcha spadshhyna V. Shynkaruka* [Existential dimensions of philosophical and anthropological knowledge: artistic heritage of V. Shynkaruk]. Proceedings of the International Conference, April 14, 2011. Taras Shevchenko National University of Kyiv, Society "Knowledge of Ukraine", Hryhoriy Skovoroda Institute of Philosophy at NASU, University of Modern Knowledge. Kyiv: Society "Knowledge of Ukraine", 2011, 359 p.

6. Kutsepal, S. (2008). *Infosfera jak prostir buttja suchasnoi' ljudyny* [Infosphere as an existential space of modern man]. Bulletin of the National Aviation University. Series: Philosophy. Culturology [Coll. papers]. Kyiv: NAU, 1 (7), 25-29 pp.

7. Predborska, I.M. (2007). *Problema sociokul'turnoi' identychnosti v konteksti integracii' ukrai'ns'kogo suspil'stva* [The problem of social and cultural identity in the context of the integration of Ukrainian society]. New Paradigm [Coll. papers]. Kyiv: National Pedagogical Dragomanov University, 65 (2), 246-253 pp.

Researches of the Reasons, Conditions, Factors of Suicide Risk

Elov Ziyodullo Sattarovich
Psychologist of the Department of Internal Affairs of Bukhara area, senior lieutenant

Abstract
The problem of suicide (suicide) as extreme manifestation of an autoaggression existed during all history of development of society. But so far it isn't created the uniform theory explaining the nature of suicide behavior. There are various points of view of researchers on understanding of a phenomenon of a suicide and the reasons causing it. Speaking about suicide as about conscious deprivation of of life, it is necessary to consider not only the external (social) reasons of suicides, but also their internal, personal motives, which are shown in the form of the conflicts. By such consideration the set of factors acts as the reasons of suicide behavior.
Keywords: suicide, control violation, suicide behavior, mental disorders.

It is known that behavior of the person is motivated. Therefore the suicide behavior is caused, as a rule, not by one, but several at the same time operating and interacting motives. The frustration of actual requirements defines in some cases motives of destruction behavior. According to Edwin Shneydman, the majority of suicides can be shared into five groups according to frustrated requirements. Therefore, it is possible to allocate five main motives of suicide behavior connected with:

1) Unsatisfied needs for love and acceptance;
2) Violation of control of predictability and organization;
3) Decrease in a self-assessment owing to shame, defeat, humiliation or a shame;
4) Destruction of the significant relations;
5) Frustrated needs for domination, aggression and counteraction.

In a domestic suicidology of V.A. Tikhonenko the following motives of suicide behavior were allocated: a protest, an appeal (to compassion), self-punishment, avoiding (punishments, diseases, sufferings, etc.), refusal of life, self-sacrifice.

With a certain share of convention the factors known so far conducting to suicide behavior can be divided on: social and economic, social and demographic, natural, medical, individual and psychological.

The analysis of the reasons and conditions of commission of suicides done by E. Durkheim says that changes of economic living conditions are the starting mechanism of disintegration in society which causes growth of suicides.

By consideration of the reasons of suicide behavior it is necessary to consider medical factors of suicide risk.

As it is noted below, now it is conventional that 25-30% of suicides are made by persons with mental disorders, and other quantity is necessary on mentally healthy and persons with boundary frustration.

According to MKB-10 in respect of high suicide risk allocate boundary frustration of the personality, the antisocial personality, the personality with the expressed narcissism, hysterical to the personality. However, according to some domestic scientists (K.B. Gatsolayev, A.N. Durnov, G. A. Skibin, L.G Magurdumova), the suicide behavior isn't less

characteristic and for other forms of psychopathy. So, in the research conducted by A.N. Durnov (1978) on the contingent of a psycho neurological clinic, it is revealed that among the psychopaths who made suicide attempt, psychopaths of a hysterical circle made 39%, excitable — 30%, asthenic - 11%, affective - 11%.

The analysis of literature shows that most of authors consider a depression one of the most important predictors of suicide behavior (11). Consideration of separate depressive phenomena as a determinant of suicide behavior is given in many scientific works. So, A. T. Beck, D. Lester in the works note such suicidegenic factor of a depression as sense of hopelessness which, according to authors, the depression is more sensitive indicator in structure of development of suicide reaction, than.

N. V. Vereshchagina (2005) allocated the factors contributing to formation of the personality with suicide features. This violence over the child in the children's period of life, a family dysfunctional, an incomplete family, the dominating cold mother, demonstrative attempts of a suicide in a family, existence of suicides among close relatives (3).

Influences of a family and parental installations on formation of auto destructive behavior were investigated also by foreign authors. So, J. Reyngold (2005), investigating maternal destructiveness, notes that the complex of tragic death of an organism (which is formed as response of a fruit to unconscious destructive impulses of mother) covers two tendencies: desire of death for others and desire to die or be the wounded and destroyed. Because of the very early origin this complex has pathogenic force throughout all subsequent life and is especially staticized in the conditions of cruel education or an emotional deprivation (5).

As the analysis of literature, a family, presence of children – shows these are the major anti-suicide factors. So, among the suicides divorced and become a widow/widower level raises by two-three times (1,3,4). At the same time the arising problems among family members can become a basis for commission of suicide actions. So, according to V. F. Wojciech's (2007) research, among the males who made repeated suicide attempts, the unresolved conflicts in a family had 95.8%, among women this percent made 75.6. According to Yu.G. Kasperovich (2004), in 50% of cases the most typical conflict situations which induced the staff of law-enforcement bodies to make the decision on suicide are connected with family problems (6).

Such serious stressful situations as illness, death of relatives, divorce, often surpass possibilities of protective mechanisms of the person that in certain cases can increase risk of manifestation of suicide reactions.

The family is the main institute of socialization of the individual therefore problems in a family have the special importance for the person. The suicide can't be studied out of a context of a social environment of the specific person. Surely it is necessary to take actual requirements, the purposes and aspirations of his relatives into account. It is important to understand not only experiences of the suicide individual, but also emotional climate of a family (3, 307).

Thus, analyzing the reasons of suicides, it is possible to draw a conclusion on dependence of suicides on various conditions (family, social economic, political, cultural and historical and so forth).

Literature, art, mass media play an essential role in formation of the vital values of each person, including the relation to life and to death.

For example, illumination of a problem of suicide on the Internet at forums was for the first time affected in works of P. Baume, S.N. by Cantor, A. Rolfe, To. Becker, M. Mayer, M. Nagenborg, M. Schmidt". Authors came to a conclusion that the main danger to users comes from similar forums because of discussion of the made or conceived suicide actions, quantity and quality of doses of the medicines necessary for a lethal outcome, various ways of preparation for commission of suicide attempt. It should be noted that S.Winkel, G.Groen, F. Petermann consider that the advantage of suicide forums is if at them are forbidden or methods and ways of suicides aren't discussed.

Thus, a suicide — it not only the individual behavioral reaction caused by psychological or pat psychology changes in life crisis situations. It also statistically steady social phenomenon, which prevalence submits to the certain regularities connected with social and economic, socio-political, cultural and historical and ethnic conditions of development of the country and its various regions.

Considering factors of suicide risk, it should be noted that the suicide behavior in the form of par suicides is one of risk factors for commission of suicides in the future. According to R. Diekstra (1993), from 10% to 14% which made suicide attempt die of the following attempt. D. Schaffer with co-authors (1988) provides data that 20% of men and 30% of women made the previous suicide attempts.

It is necessary to allocate that the number of suicide attempts repeatedly exceeds number of the carried-out suicides. At adults they allegedly correspond as 6 or 10 to 1, and at teenagers as 50:1 or even 100. T.

According to research, the brought V. F. Wojciech (2007), at persons with repeated suicide attempts characterology features meet by 3-4 times more often than among person's single attempts. Besides, in repeated suicide attempts longer period of disadaptation is noted and the reasons of suicide attempts connected with experience of loneliness, desire to remove a psycho emotional pressure are recorded. It is indicative that in repeated attempts the motives of "refusal" and "self-punishment" indicating true suicide intentions are revealed.

Thus, by consideration of predictors of suicide behavior it is necessary to consider a complex of the reasons and conditions, which led the person to suicide commission. Thus the personality is a basis for understanding of suicide behavior as manifestations of social and psychological disadaptation.

Generalizing data of researches, it is possible to note that at persons with suicide behavior as a result of numerous researches it is revealed:

- the lithotomical thinking and tunnel consciousness consisting in sharp restriction of a choice of options of behavior;
- Cognitive rigid;
- not adaptive strategy of a ("ignoring", "confusion", "humility", "aggression", "active avoiding");
- Weakness of personal psychological protection;
- Intensity of requirements;
- Inadequate self-assessment of the opportunities;
- Excessive level of a reflection, quite often negative self-perception;
- Painful vanity;
- Perfectionism;

• Trouble of the communicative sphere;
• Emotional instability;
• Instability to psycho emotional loadings;
• The reduced self-checking;
• The hidden hetero aggression;
• Pessimistic coloring of experiences;
• The increased uneasiness;
• The lowered threshold of the frustrating experiences;
• Tendency to accumulation of affect;
• Affective intensity;
• Feeling of hopelessness;
• Phenomenon of mental anguish;
• Decrease and loss of value of life.

Thus, personal characteristics of the most various plan as a suicide-genic factor, note practically everything adjoining in the work to attempt at suicide. Each scientist finds the aspects of studying the suicidegenic factors, including characteristics of the personality. But individual and psychological features of the faces, which are consisting on the psycho-neurological account or having earlier suicide attempts are, as a rule, studied. Other group of suicides remains out of scientific researches. Therefore the problem of allocation of personal factors of suicide risk remains insufficiently studied.

The analysis of literature shows that, analyzing suicidegenic factors, it is necessary to allocate anti suicidegenic factors.

In works D. Wasserman, A.G. Ambrumova, V.A. Tikhonenko, B.C. Efremova, etc. the characteristics of the personality interfering commission of suicide actions are allocated to G. S. Chovdyrova. Treat them: self-respect; self-checking at achievement of the purpose or emergence of obstacles in implementation of vital plans; possibility of the request for the help at emergence of difficulties; frankness; openness for training and communication; the expressed call of duty; concentration of attention on a condition of own health; fear of pain and physical sufferings; dependence on opinion of people around; fear of condemnation; emotional attachment to parents or children; existence of esthetic senses; religious beliefs; creative plans.

The external factors interfering formation of suicide intentions: the favorable family relations, support from significant persons, good relations with the immediate environment (neighbors, colleagues, friends, etc.), social integration in work, sport and so forth.

Thus, for definition of suicide risk it is necessary to carry out the analysis external and internal the suicidegenic and the anti-suicidegenic of factors. Recognizing that suicide behavior it is caused by integrated system of personal structure, social psychological disadaptation, the endured conflict, and the suicide risk — is degree of probability of emergence of suicide motives, formations of suicide behavior and implementation of suicide actions, therefore, degree of expressiveness of suicide risk can be defined by comparison the suicidegenic and the anti-suicidegenic of factors of the personality, and also extent of influence personal and situational (character and the importance of the suicidegenic conflict) and environmental (social and demographic, etc.) factors.

References

1. Ambrumova A. G., Postovalov L. I. Family diagnostics and prevention of suicide behavior. – M., 1983. - Page 45-50;

2. Vereshchagina N. V. Suicide behavior at mental disorders. – M.,2005. – Page 146.

3.Grollman, Earl A. Suicide Prevention, Intervention, Postvention. Edition: Paperback Publisher: Beacon Hill Press, 1971.

4. Postovalova L. I. Social and psychological aspects of family diagnostics of suitsident. – M., 1983. - Page 105-116.

5. Reyngold D. S. Mat, alarm and death. Complex of tragic death. - M.: PER SE, 2004. Page 313-326.

6. Kasperovich Yu. G. Psychological ensuring prevention of suicides among the staff of law-enforcement bodies. M., 2004. - Page 76.

7. Pryakhina M. V. Organization of psychological service in law-enforcement bodies: Manual / M. V. Pryakhina. - SPb.: Publishing house of SPb un-that Ministry of Internal Affairs of Russia, 2009. - Page 314.

8. Agzamova E.Yu. and others. Prevention of suicide behavior of employees of law-enforcement body.: Manual. – Tashkent: Ministry of Internal Affairs academy of the Republic of Uzbekistan, 2012. – 106 pages.

9. Hakimova of I.M. Psychology of deviant behavior: Manual. – Tashkent: Ministry of Internal Affairs academy of the Republic of Uzbekistan, 2013. – 155 pages.

10. Ilyin E.P. Differential psychology of professional activity / E.P. Ilyin. - SPb.: St. Petersburg, 2008. - 432 pages.

11. Shustov of D. I. Autoagressiya, suicide and alcoholism. – M., 2005. - Page 213.

Ideographic Description of Linguistic Terminology

Sadykova Sevynch Aliyevna

Senior Research, Andizhan State University named after Z.M. Babur
(Uzbekistan, Andizhan)

Abstract

The article deals with the problem of linguistic terminology. Over the past 30 years many foreign and local dictionaries on linguistics were published, but major part of the dictionaries describes terminology in fragmented way and rapidly becoming obsolete. Analysis of linguistic dictionaries was conducted to identify and describe the today's lexicographical methods and tools for describing of the lexicographical terms.

Keywords: Linguistics, term, science, conditions, dictionary, synonym, author, system, language development, object, active, research, terminology, logic, lexicographer, abroad, morphological, semantic, logical-conceptual, functional and stylistic analysis , etymology, definition, description, concepts encyclopedia

Linguistic terminology in our country belongs to the rapidly developing and at the same time to little orderly scientific terminology.

Many aspects of the current state of linguistic terminology, and first of all its irregularity are described by G.Muninym in the article "Introduction to the problem of terminology" (Introduction au problem terminologies), which is placed as a preface to the French dictionary of linguistic terms (G.Mounin, 1974). All sorts of difficulties of lexicographical description of linguistic terms, including the reasons which explain the complexity and often inability to systematize them are provided and analyzed in the article. For these reasons, first of all, concerns the all growing number of newly introduced author's terms, which will inevitably give rise to polysemy, synonyms and homonyms in terminology. All these phenomena are typical for other young humanitarian sciences. But, unlike other sciences, linguistics deals with language – multi-functional universal sign system. Language in this case becomes subject of description.

The subject feature of linguistics, on the one hand, stimulates the development of terminology and ways to describe this terminology, on the other – makes difficult to organize the development methods of formal description.

Over the past 30 years many foreign and local dictionaries on linguistics were published. But major part of the dictionaries describes terminology in fragmented way and

rapidly becoming obsolete. Current working dictionaries in our country are: Dictionary of linguistic terms O.S Akhmanova (1966), Linguistic Encyclopedic Dictionary (1990) and a brief glossary of new linguistic terms (1995). But these dictionaries are not enough to describe all modern linguistic system of terminology.

Thus, there remains an urgent need to complete the regulatory system explanatory dictionary.

At the same time, in the past 10–15 years linguistic terminology becomes the object of active research for linguists, terminologists, logicians and lexicographers. The results of morphological, semantic, logical-conceptual, functional and stylistic analysis of linguistic terms can be found in the periodic Gorky`s inter-university compendium "Term and the word". Linguistic terminology becomes the subject for a number of dissertation researches: S.D.Shelova (1976), L.A.Pekarskaya (1979), V.V.Belyi (1982), L.I.Ruchinova (1982), V.A.Halebskii (1985).

Terminology interest to linguistics is caused by the need to streamline the linguistic terminology for pragmatic purposes, to ensure, on the one hand, the information activities of society, on the other hand, the development of humanitarian education. Streamlining the linguistic terminology, like any other scientific terminology, requires a complex linguistic and logical-conceptual analysis. This logical-conceptual analysis should form the basis of a complete normative terminological linguistics dictionary.

Experience of ideographic description of one of the sections of linguistic terminology is presented today by Thesaurus on Theoretical and Applied Linguistics according to S.E.Nikitina and Experimental System explanatory dictionary of stylistic terms by S.E.Nikitina and N.V.Vasilyeva.

The practical value of the first dictionary located first of all in its use as an information retrieval language. It does not solve the problem of the normative dictionary of linguistics, but is a necessary step in the work to streamline the linguistic term system. Method of rigid logic-conceptual hierarchy seems to be one components of ideographic description technique of terminology for training purposes. The second dictionary is an synthesis of explanatory and ideographic dictionary, which allows someone to use it not only as a means to clarify the meaning of terms, but also as a means of ordering stylistic terminology.

Lexicology (the science of word) as a branch of linguistics was established in Soviet linguistics and lexicological terminology was emerged in our country. This terminology of lexicology is the core of linguistic terminology, since the word – the basic unit of language and every linguistic research, one way or another, dates back to the lexical level.

It is noticeable that lexicology of the English language (initially as a scientific discipline of the higher education, and then as a terminological system) has also been formed in the Soviet language school on the basis of common descriptive lexicography. The primary sources of English lexical terms today can be considered educational and scientific texts on English lexicology, and as secondary – dictionaries and manuals.

Thus, the relevance of a comprehensive analysis of the linguistic terminology is not in doubt, and it should be noted that promising direction of terminological research – is ideographic description metalanguage of linguistics and all its sublanguages.

The main objective of this part of the study is to find ways and means of lexicographical description of lexical terms for training purposes.

Terminology becomes the subject of lexicographic description in the process of creating the dictionary. Each individual dictionary puts its objectives and description of the problem, using a set of tools to describe the terminology. In addition, every dictionary itself is quite a complex structure. It is unlikely that today we can find a short, universal definition dictionary slender conventional classification of dictionaries. This is due to ever-increasing variety of dictionaries, and including scientific type. And diversity is explained by mixing of different sets of parameters in the practice of creating dictionaries, which, in turn, hampers the establishment of rigid classifications of dictionaries. A characteristic feature of modern scientific dictionaries is a mixed type of macrostructure and microstructure (using in one of the philological and encyclopedic dictionary, ideographic and alphabetical, historical and descriptive description).

Terminology as an object of lexicographical description is fundamentally different from the terms as the object of lexicographic description. To illustrate, you can compare the alphabetical list of a group of terms, followed by foreign equivalents, etymology, frequency, referring to the author, and so on, with the same group of the terms provided in the form of a list of generic semantic nests or definitions of the system of cross-references and etc. The choice of different means of lexicographical description of the term due to the different

objectives and tasks description. However, it is obvious that the second method requires a preliminary description of the lexicographical and always logical-conceptual analysis of terminology as a system of special concepts, and we can assume that ideographic description requires appropriate terminology of lexicographical methods.

Analysis of domestic and foreign linguistic dictionaries

Analysis of linguistic dictionaries was conducted to identify and describe existing today lexicographical methods and tools for describing lexical terms. To do this, all the English and Russian dictionaries, containing basic lexicological terms were selected. A relatively small number of the most diverse vocabularies allows us to present an overall picture of linguistic terminology as an object of lexicographic description. 12 linguistic dictionaries that contain English linguistic terms were analyzed.

Let us consistently and briefly describe and illustrate their features on some of them.

A Glossary of Language Learning Terms. Dictionary declared as a short "review" of grammatical terms (contains approximately 300 terms) of them — 22 lexical. The dictionary is intended for students and young students. **The structure of the entry includes:**

- **term;**
- very simple, **brief definition**;
- **reference.**

For example: ***derivation*** *— the origin or history of a word or the tracing of its origin or history. See "derive".*

Concise Handbook on Linguistics. Relatively small dictionary (146 pp.) Contains 70 lexical terms and is intended for students and teachers. It aims to give a very brief and simple explanations.

The structure of the entry:

- **term;**
- **the definition of generic;**
- **descriptive definition;**
- **examples** (speech).

For example: ***affix*** *— a bound syll. morpheme, attached to a base or root as a prefix (predict) a suffix (diction) or infix (Reeducation).*

empty word *- has no lexical content: "a", "could".*

Encyclopedia of Linguistics. Information and Control. Fundamental encyclopedic dictionary, which contains as a component of general and applied linguistics – the section "Semantics" (the study of vocabulary and meaning), which represented approximately 35 lexical terms. **The structure of the entry includes:**

– term;

– explanation / description, for example: "***Affix*** **–** If a word can be segmented into mere than one morpheme of which one is a root, any morpheme which is not a root is an ***affix***";

– the definition of generic, for example: "Morpheme **–** the smallest grammatical unit ";

– references

of generic: ***accent*** *see* ***language varieties***

to terms-through derivatives

terminological field: ***collocate*** *see* ***Semantics: collocation***

To the terms associative, with clearly-defined conceptual relations: ***homophones*** *see* ***grammar structure*** (hereinafter, the nature of relations established by us).

Glossary of Linguistic Terminology. Voluminous (about 3000 terms, including more than 100 lexical) dictionary of modern linguistic terminology is intended for students. **The structure of the entry:**

– term;

– determining, for example: *"**affixation** – a morphological process consisting of adding affixes to a root or stem. Syn . : Addition;*

– synonyms / antonyms, example: ***amelioration***;

syn .: elevation, melioration enhancement opp .: degeneration, peroration;

– references:

a) synonymous reference, for example: ***compound.*** *Syn: Base Form;*

b) to the terms of the conceptual level,

for example: ***book word*** *see* ***learned word;***

c) the terms for the species, for example: ***clipping*** *see* ***affix clipping;***

d) associative terms: ***connotation*** *see* ***semantic potentialities.***

Russian-English Glossary of Linguistic Terms. It contains the most commonly used linguistic terms, needed to learn the language and to teach it. **The dictionary entry contains:**

Russian terms and English equivalents.

Webster's Encyclopedic Unabridged Dictionary of the English language. The most comprehensive encyclopedia of the latest edition. The dictionary contains lexicological 4 term. **The structure of the entry:**

– term;

– the definition of generic;

– description;

– examples;

– description of the context

abbreviation *— a shortened or contracted form of a word or phrase used to represent the whole.*

dialect *— a variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar and vocabulary and by its use by speakers who are set off from others geographically or socially.*

vocabulary *- [ ], pl,.*

1. the stock of words used by a particular people, class, person: "His French vocabulary is rather limited. The scientific vocabulary is constantly growing "

2. a list or collection of the words / phrases of the language. Branch of science.

word – a unit of language, consisting of one or more spoken sounds or their written representation, that can stand as a complete utterance or can be separated from the elements that accompany it in an utterance by other such units . Further describes the basic morphological and syntactic features.

Linguistic Encyclopedic Dictionary. It contains about 70 lexical terms. **The dictionary entry includes:**

– term;

– etymology;

– determination;

– a description of the concept;

– an encyclopedic description with a citation, the reference to authors, scientists involved in the matter, indicating the literature on the subject, etc. Examples of encyclopedic descriptions are omitted because of its bulkiness;

– examples, for instance: slang - slang ...: *junkie, gal;*

– reference, for example: Allomorphs – morf; Antonims -Antonimiya.

Dictionary of American linguistic terminology by E. Hamp. The dictionary is a linguistic terminology in excerpts and extracts, resulting in the author's definition or description of special concepts with reference to the author's name and the literature used. **The dictionary entry contains:**

– Russian term, English equivalent;

– quote-definition, for example: the Word — *the minimum*

free form. *Bloomfield;*

– quote-description, for example: Lexicology ...;

– a reference to the literature.

9. Glossary of linguistic terms by Zh.Maruzo. The dictionary contains about 1,000 terms, of which about 50 lexical. **The structure of the entry:**

– term;

– English, French, Italian equivalents;

– interpretation / description. For example: ***the word*** *— result of determining the compatibility with the set values of certain sounds that are suitable for a particular grammatical use;*

– species concepts through these **types of terms**,

for example: ***the word*** *— easy, root, farm ...;*

– examples (speech);

– reference.

10. Glossary of linguistic terms by O.S Akhmanova. From 7000 terms in the dictionary is given about 160 lexical. **The structure of the entry:**

– term;

– French, English, German, Spanish equivalents;

– determination;

– the variety of species concepts, such as: *stylistic connotation*, ***connotation;***

– examples (speech);

– synonyms with droppings "the same thing";

– reference: to the corresponding dictionary entry; the place of the interpretation of the term; on the phonetic version, for example: ***allomorphs*** — see ***allomorph.;*** to the term, constituting a terminological phrase and opens the dictionary entry to the interpretation of this terminological phrases.

Thesaurus for Theoretical and Applied Linguistics. The dictionary is intended for IPS as information retrieval language, built on a rigid hierarchical description of the terminology. The dictionary entry is a list of semantic or conceptual term bonds. The maximum number of connections, such as synonyms, correlates, ancestral, species concepts, integer ... and so on, up to 28. Quantitative and substantial saturation of the entry, thus, make it difficult to use a dictionary as a linguistic dictionary guide or as ideographic dictionary. In the first section of the dictionary "morphology" contains about 25 lexical terms. From the entire totality of links 3 conceptual connections are most interesting: synonyms, generic and specific concepts. However, analysis of lexical entries of terms does not give us the opportunity to use ideographic description lexical terms in the dictionary, because

synonymous and the concept of generic terms are given in Russian and very often do not correspond to the English lexicological terms. So synonym of the term **abbreviation** in the dictionary gives as **"hard-abbreviated word"** (purely Russian term), and, for example, specific English terms to the term **"affix"** are unlikely to include the **ending** term**.**

Thus, only one of the linguistic dictionaries — thesaurus, built on the hard ideographic description of a large number of lexical terms, turned out to be of little use in this study and can not be used as an educational dictionary-reference book. The results of the logic-conceptual analysis of terminology of lexicology can be transferred only to the extent that the Russian lexicological terms correlate with English.

References

1. Merriam Webster's Collegiate Dictionary. – Massachusetts: Merriam–Webster Inc., 1993. – 1559p.

2. Russian-English Dictionary of Verbal Collocations. – USA:John Benjamins Publishing Company, 1992.

3. *Gornoe delo. Terminologicheskii slovar'. 2-e izd.-M.: Nedra, 1974.-527 s*. [Mining. Terminological dictionary. 2nd izd. M .: Nedra, 1974.-527 p]

4. American Heritage Dictionary of the English Language. - Lnd.: Houghton Mifflen Company, 1992. – 2140 p.

5. Mass Media Dictionary. R.Terry Ellmore. – USA: National Textbook Company, 1992. – 668 p.

6. *Lingvisticheskii entsiklopedicheskii slovar'. - M.: Sovetskaia entsiklopediia, 1990. - 683 s.* [Linguistic Encyclopedic Dictionary. - M .: Soviet Encyclopedia, 1990. - 683 p.]

7. *Uchebnoe posobie po angliiskoi lingvisticheskoi terminologii (I.M. Deeva i dr.). – Gor'kii, GPIIIa, 1975. – 170 s.* [Tutorial English linguistic terminology (IM Deeva et al.). - Bitter, GPIIYA, 1975. - 170 p.]

УДК 811.161.2’81’367.635

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

O. (Oksana) Drapak, assistant professor

Bukovinian State Medical University, Chernivtsi, Ukraine

Abstract

The author characterizes the Ukrainian particles of the post-Soviet period according to their meaning and function with explanation in English for foreigners. The author also gives necessary in everyday life particles in the exercises.

Keywords: the particle, group of the particle, meaning of the particle, function of the particle, exercise.

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

Для отримання хороших результатів від виконаної роботи, особам, що знайомляться з українською мовою пострадянського періоду, слід дати певні методичні

поради для кращого оволодіння матеріалом (уважно читати текст з поясненнями, ретельно аналізувати, старанно засвоювати отриману інформацію і застосовувати отримані знання на практиці).

Advice for a foreigner:

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

Pay attention to the characteristics of the particles.

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

Educational aim:

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

Comments to the Ukrainian Particles

The particle (частка)

The particle is auxiliary part of speech giving semantic, emotional expressive and modal emphasis to words, combinations of words and sentences.

According to their meaning and function the particles fall into four groups:

1. Частки, що виражають різні смислові відтінки слів і речень / particles that convey different shades of meaning of words and sentences.

2. Модальні частки / modal particles.

3. Словотворчі частки / word building particles.

4. Формотворчі частки / form building particles.

Particles that convey different shades of meaning of words and sentences are:

а) Вказівні / demonstrative: воно, он, онде, от, ото, ось, осьде, оце, то, це.

b) Означальні / mean: власне, ледве, майже, просто, прямо, рівно (стільки), саме, справді, точно, якраз.

c) Обмежувально-видільні / limiting selectory: виключно, лиш, лише, навіть, саме, таки, тільки, уже, хоч, хоча б, хоч би, якраз.

d) Підсилювальні / intensive: аж, вже, бо, ж, же, і, й, навіть, ой, та, таки.

Modal particles are giving different shades of meaning to the sentence and express feeling and attitude of speaker to that about what this speaker says. Modal particles fall under following groups:

a) Стверджувальні /affirmative: авжеж, ага, атож, аякже, гаразд, еге, еге ж, звичайно, отак, так.

b) Заперечні / negative: ані, не, ні.

c) Питальні / interrogative: га, невже, та ну, хіба, чи, що за.

d) Спонукальні / imperative: аж, бо, бодай, гайда, годі, давай, на, нехай, но, ну, таки, хай.

e) Власне модальні / proper modal: ба, ледве чи, мов, мовби, навряд чи, наче, начебто, немов, неначе, ніби, нібито, ну, чи не. Власне модальні частки (proper modal particles) convey (express) doubt, assumption (supposition), certainty.

Словотворчі частки / word building particles (аби-, б-, би-, будь-, де-, казна-, не-, ні-, -небудь, хтозна- etc.) serve for form of new words. For example: абихто, абищо, абияк, абиякий, абичий, будь-де, будь-коли, будь-котрий, будь-хто, будь-чий, будь-що, будь-що-будь, будь-як, будь-який, дехто, дещо, дечий, де-небудь, казна-де, казна-звідки, казна-коли, казна-куди, казна-хто, казна-що, казна-як, казна-який, хто-небудь, хтозна-відкіля, хтозна-відколи, хтозна-де, хтозна-звідки, хтозна-коли, хтозна-куди, хтозна-поки, хтозна-скільки, хтозна-хто, хтозна-чий, хтозна-що, хтозна-як, хтозна-який.

Формотворчі частки / form building particles нехай, хай serve for form of the Imperative Mood of the verb. Формотворчі частки / form building particles (б (би) serve for

form of the Subjunctive Mood of the verb. Формотворчі частки / form building particles -ся, -сь serve for form of reflexive form of the verb. For example: хай (нехай) цвіте, хай (нехай) виконує, хай (нехай) вивчає (the Imperative Mood), малював би, малювала б, співав би, співала б, зрозумів би, зрозуміла б (the Subjunctive Mood), умивався, сподівався, готувався, гратись, вчитись, турбуватись (reflexive forms of the verbs).

Some particles convey more like one shade of meaning. Therefore they (these particles) can belong to more than one group at the same time (simultaneously). Thus the particles ***навіть, таки*** belong and to the group of обмежувально-видільних and to the group of підсилювальних. The particle ***бо*** belongs and to the group of підсилювальних, and to the group of спонукальних. The particle ***якраз*** fulfills and function of означальної particle, and function of обмежувально-видільної particle.

Look:

The particle ***«якраз»*** in the sentence «Оксана ***якраз*** тоді зайшла до магазину.» / «Oksana has ***just*** entered the shop.» fulfills означальну / mean function [група часток, що виражають різні смислові відтінки слів і речень / group of particles that convey different shades of meaning of words and sentences].

The particle ***«якраз»*** in the sentence ***«Якраз*** він, лікар, знає, як потрібно лікувати цю хворобу.» / «He, ***the*** doctor, knows how it is necessary to treat this disease.» is обмежувально-видільна / limiting selectory [група часток, що виражають різні смислові відтінки слів і речень / group of particles that convey different shades of meaning of words and sentences].

The particle ***«навіть»*** in the sentence ***«Навіть*** я зможу побачити цей фільм.» / ***«Even*** I will be able to see this film.» fulfills обмежувально-видільну / limiting selectory function [група часток, що виражають різні смислові відтінки слів і речень / group of particles that convey different shades of meaning of words and sentences].

The particle ***«навіть»*** in the sentence «Хлопчик біжить гратися на вулицю ***навіть*** не виконавши домашнє завдання.» / «The boy runs to play to the street ***even though*** he didn't fulfill home task.» fulfills підсилювальну / intensive function [група часток, що

виражають різні смислові відтінки слів і речень / group of particles that convey different shades of meaning of words and sentences].

The particle ***«таки»*** in the sentences: 1. ***«Таки*** цей чоловік купив будинок у селі.» / **«This very** man bought house in the village (country).» 2. ***«Таки*** тут живе цуценя.» / «The puppy lives in ***this very*** place.» fulfills обмежувально-видільну / limiting selectory function [група часток, що виражають різні смислові відтінки слів і речень / group of particles that convey different shades of meaning of words and sentences].

The particle ***«таки»*** in the sentence «Він ***таки*** прочитав цю книжку.» / «He ***did*** read this book.» fulfills підсилювальну / intensive function [група часток, що виражають різні смислові відтінки слів і речень / group of particles that convey different shades of meaning of words and sentences].

The particle ***«бо»*** in the sentence «Найширші-***бо*** дороги є у тому регіоні.» / «There are the widest ___ roads in that region.» is підсилювальна / intensive [група часток, що виражають різні смислові відтінки слів і речень / group of particles that convey different shades of meaning of words and sentences].

The particle ***«бо»*** in the sentence «Заспівайте-***бо*** пісню.» / «(Begin) to sing ___ a song.» is спонукальна / imperative [група модальних часток / group of modal particles][1].

[1] (The Ukrainian particles (that convey more like one shade of meaning) were named and given in sentences above as examples and were distinguished with half-bold italic type and underlined. Corresponding to these Ukrainian particles in the English language words were underlined too. Empty place in the English sentences were underlined because the Ukrainian particle **«бо»** does not translate in that cases into the English language).

Control questions / Контрольні запитання:

– What is the particle?

– What four groups of the Ukrainian particles of the post-Soviet period are there? Name them.

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

– Name частки, що виражають різні смислові відтінки слів і речень / particles that convey different shades of meaning of words and sentences.

– What can you say about вказівні частки / demonstrative particles? Name вказівні частки / demonstrative particles.

– What can you say about означальні частки / mean particles? Name означальні частки / mean particles.

– What can you say about обмежувально-видільні частки / limiting selectory particles? Name обмежувально-видільні частки / limiting selectory particles.

– What can you say about підсилювальні частки / intensive particles? Name підсилювальні частки / intensive particles.

– What function of модальних часток / modal particles do you know? Name модальні частки / modal particles.

– What can you say about стверджувальні частки / affirmative particles? Name стверджувальні частки / affirmative particles.

– What can you say about заперечні частки / negative particles? Name заперечні частки / negative particles.

– What can you say about питальні частки / interrogative particles? Name питальні частки / interrogative particles.

– What can you say about спонукальні частки / imperative particles? Name спонукальні частки / imperative particles.

– What can you say about власне модальні частки / proper modal particles? Name власне модальні частки / proper modal particles.

– What function of словотворчих часток / word building particles do you know? Name словотворчі частки / word building particles.

– What functions of формотворчих часток / form building particles do you know? Name формотворчі частки / form building particles.

– What particles convey more like one shade of meaning and can belong to more like one group at the same time (simultaneously)? Name them.

Control tasks / Контрольні завдання:

Вправа 1. *Вкажіть групи, до яких належать подані частки.*

1. Воно. 2. Он. 3. Онде. 4. От. 5. Ото. 6. Ось. 7. Осьде. 8. Оце. 9. То. 10. Це.

Вправа 2. *Вкажіть групи, до яких належать подані частки.*

1. Власне. 2. Ледве. 3. Майже. 4. Просто. 5. Прямо. 6. Рівно (стільки). 7. Саме. 8. Справді. 9. Точно. 10. Якраз.

Вправа 3. *Вкажіть групи, до яких належать подані частки.*

1. Виключно. 2. Лиш. 3. Лише. 4. Навіть. 5. Саме. 6. Таки. 7. Тільки. 8. Уже. 9. Хоч. 10. Хоча б. 11. Хоч би. 12. Якраз.

Вправа 4. *Вкажіть групи, до яких належать подані частки.*

1. Аж. 2. Вже. 3. Бо. 4. Ж. 5. Же. 6. І. 7. Й. 8. Навіть. 9. Ой. 10. Та. 11. Таки.

Вправа 5. *Вкажіть групи, до яких належать подані частки.*

1. Авжеж. 2. Ага. 3. Атож. 4. Аякже. 5. Гаразд. 6. Еге. 7. Еге ж. 8. Звичайно. 9. Отак. 10. Так. 11. Ані. 12. Не. 13. Ні.

Вправа 6. *Вкажіть групи, до яких належать подані частки.*

1. Аж. 2. Бо. 3. Бодай. 4. Гайда. 5. Годі. 6. Давай. 7. На. 8. Нехай. 9. Но. 10. Ну. 11. Таки. 12. Хай.

Вправа 7. *Вкажіть групи, до яких належать подані частки.*

1. Ба. 2. Ледве чи. 3. Мов. 4. Мовби. 5. Навряд чи. 6. Наче. 7. Начебто. 8. Немов. 9. Неначе. 10. Ніби. 11. Нібито. 12. Ну. 13. Чи не.

Вправа 8. *Вкажіть групи, до яких належать подані частки.*

1. Аби-. 2. Б-. 3. Би-. 4. Будь-. 5. Де-. 6. Казна-. 7. Не-. 8. Ні-. 9. -небудь. 10. Хтозна-.

Вправа 9. *Вкажіть групи, до яких належать подані частки.*

1. Б (би). 2. Нехай. 3. Хай. 4. -ся (-сь). 5. Га. 6. Невже. 7. Та ну. 8. Хіба. 9. Чи. 10. Що за.

Таким чином, оскільки частка є важливою складовою лексичної і комунікативної системи української мови, у процесі вивчення цієї частини мови іноземцям слід звернути увагу на групи, функції та семантику українських часток і на практичне засвоєння набутих знань. Послідовність вивчення тієї чи іншої групи часток повинна відповідати необхідності у повсякденному вжитку.

References

1. Zhovtobriukh M.A., Kulik B.M. Kurs suchasnoї ukraïns'koї l iteraturnoї movi. – Ch. I [The course of modern Ukrainian language. - Part I]/ M.A. Zhovtobriukh, B.M. Kulik. – K. – 1972. – 404 s.]

2. Kaushans'ka V. L., Kovner R. L., Kozhevnikova O. N., Prokof'eva E. V., Rainers Z. M., Skvirs'ka S. E., Tsirlina F. Ia. A Grammar of the English Language / V. L. Kaushans'ka, R. L. Kovner, O. N. Kozhevnikova, E. V. Prokof'eva, Z. M. Rainers, S. E. Skvirs'ka, F. Ia. Tsirlina – Leningrad: Prosveshchenie. – 1973. – 320 s.

3. Kozachuk G.O. *Ukraïns'ka mova dlia abiturientiv: Navchal'nii posibnik – 8-me vid., dop. ta pererobl. / G.O. Kozachuk – K.: Vishcha shk. – 2007. – 303 s.* [Kozachuk G.O. Ukrainian language for enrollees: Manual - 8th ed., Ext. and re-edited. / HO Kozachuk - K .: Higher HQ. - 2007. - 303 p.]

4. *Orfografichnii slovnik ukraïns'koï movi / Uklad.: Koval'ova T.V., Kovriga L.P. – Kharkiv: Sinteks. – 2004. – 1088 s.* [Spelling dictionary of the Ukrainian language / life .: Kovalev TV, Kowryha LP - Kharkov: Syntex. - 2004 - 1088 p.]

5. *Popov E.F., Balla M.I. Velikii ukraïns'ko-angliis'kii slovnik – Ponad 150000 sliv ta slovospoluchen' – 2-e vid., vipr. ta dop. / E.F. Popov, M.I. Balla – K.: Chumats'kii Shliakh. – 2003. – 636 s.* [Popov E.F., Balla M.I. Large Ukrainian-English Dictionary - Over 150,000 words and phrases - 2nd ed., Straighten. and add. / Popov E.F., Balla M.I. - K .: Chumats'kii Shliakh. - 2003. - 636 p.]

6. *Radishevs'ka M., Pogrebennik V., Mikhailiuta V., Korol'ova T., Trosh T., Gudzenko O. Ukraïns'ka mova. Ukraïns'ka literatura* [Ukrainian language. Ukrainian literature] / M. Radishevs'ka, V. Pogrebennik, V.Mikhailiuta, T. Korol'ova, T. Trosh, O. Gudzenko. – K.: TOV «Kazka». – 2009. –. 864 s.

7. *Iushchuk I.P. Ukraïns'ka mova: Pidruchnik* [Ukrainian Language Tutorial] / I.P. Iushchuk. – K.: Libid'. – 2008. – 640 s.

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

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

О. Драпак, асистент

Буковинський державний медичний університет, Чернівці, Україна

Автор характеризує українські частки пострадянського періоду за їхнім значенням і функцією з поясненням англійською мовою для іноземців. Автор також дає необхідні у повсякденному житті частки у вправах.

Ключові слова: частка, група частки, значення частки, функція частки, вправа.

Список використаних джерел

1. Жовтобрюх М.А., Кулик Б.М. Курс сучасної української літературної мови: Ч.1. / М.А. Жовтобрюх, Б.М. Кулик. – К.: Вища школа. – 1972. – 404 с.

2. Каушанська В. Л., Ковнер Р. Л., Кожевнікова О. Н., Прокоф'єва Є. В., Райнерс З. М., Сквирська С. Є., Цирліна Ф. Я. A Grammar of the English Language / В. Л. Каушанська, Р. Л. Ковнер, О. Н. Кожевнікова, Є. В. Прокоф'єва, З. М. Райнерс, С. Є. Сквирська, Ф. Я. Цирліна – Ленінград: Просвещение. – 1973. – 320 с.

3. Козачук Г.О. Українська мова для абітурієнтів: Навчальний посібник – 8-ме вид., доп. та переробл. / Г.О. Козачук – К.: Вища шк. – 2007. – 303 с.

4. Орфографічний словник української мови / Уклад.: Ковальова Т.В., Коврига Л.П. – Харків: Сінтекс. – 2004. – 1088 с.

5. Попов Є.Ф., Балла М.І. Великий українсько-англійський словник – Понад 150000 слів та словосполучень – 2-е вид., випр. та доп. / Є.Ф. Попов, М.І. Балла – К.: Чумацький Шлях. – 2003. – 636 с.

6. Радишевська М., Погребенник В., Михайлюта В., Корольова Т., Трош Т., Гудзенко О. Українська мова. Українська література / М. Радишевська, В. Погребенник, В.Михайлюта, Т. Корольова, Т. Трош, О. Гудзенко. – К.: ТОВ «Казка». – 2009. –. 864 с.

7. Ющук І.П. Українська мова: Підручник / І.П. Ющук. – К.: Либідь. – 2008. – 640 с.

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

О. Драпак, ассистент

Буковинский государственный медицинский университет, Черновцы, Украина

Автор характеризует украинские частицы постсоветского периода по их значению и функции с объяснением на английском языке для иностранцев. Автор также даёт необходимые в повседневной жизни частицы в упражнениях.

Ключевые слова: частица, группа частицы, значение частицы, функция частицы, упражнение.

УДК 811.161.2’81’367.625.44

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

O. (Oksana) Drapak, assistant professor

Bukovinian State Medical University, Chernivtsi, Ukraine

Abstract

The author characterizes the Ukrainian verbal adverbs of the post-Soviet period according to their grammatical characteristics (of the perfective and of the imperfective aspects, transitivity / intransitivity) with explanation in English for foreigners. The author also gives necessary in everyday life verbal adverbs in the exercises.

Keywords: the verbal adverb, aspect of the verbal adverb, the perfective aspect of the verbal adverb, the imperfective aspect of the verbal adverb, transitive verbal adverb, intransitive verbal adverb, question to the verbal adverb, suffix, exercise.

Дієприслівник, з огляду на його маркувальну здатність, – важлива складова лексичного складу української мови пострадянського періоду. Вміння номінувати певні явища, давати їм характеристики, особливо на стадії вивчення мови, – необхідна умова висловлення власної думки, запорука комунікативної спроможності мовця. Тому знайомство іноземців з дієприслівниками з активновживаного складу сучасної української мови (з огляду на їхню вживаність і популярність) є важливою ланкою у процесі їхнього вивчення української мови. З огляду першочерговості подачі матеріалу, у першу чергу іноземних громадян слід знайомити з номенами, якими вони будуть послуговуватись у першу чергу. У цьому випадку важливу роль відіграє мотивація до вивчення – потреба у знанні тієї чи іншої лексики. Актуальність вивчення популярних у вжитку українських дієприслівників для іноземців також полягає у необхідності засвоєння основних принципів морфології української мови і розподілу слів на частини мови, в отриманні навичок розпізнавання українських дієприслівників, у вмінні ставити смислові запитання до кожного слова у словосполученні і у реченні, що є необхідною умовою для засвоєння курсу української мови (а саме: лексики і морфології). Особа, що вивчає українську мову, повинна: а) ставити запитання до дієприслівників; б)

розрізняти граматичні ознаки дієприслівників; в) формувати фрази з дієприслівниками, виявляти дієприслівники у реченні. Іноземцям також повинно бути запропоноване знайомство з мінімальною кількістю дієприслівників у процесі пояснення і засвоєння матеріалу як зі складовою лексичної системи української літературної мови пострадянського періоду.

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

Advice for a foreigner:

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

Pay attention to the grammatical characteristics of the verbal adverbs.

Analyze and learn the given charts and rules attentively.

Memorize charts, main rules of form the Ukrainian verbal adverbs, questions to the verbal adverbs.

Educational aim:

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

Comments to the Ukrainian Verbal Adverbs

The Verbal Adverb (дієприслівник)

The verbal adverb (дієприслівник) is indeclinable verbal form (form of the verb). The function of the verbal adverb in the sentence is explanation of the verb and show extra action (explaining the verb through expressing additional act).

The verbal adverb has characteristics of the verb and of the adverb.

Characteristics of the verb:

I. Verbal stem (дієслівна основа) (the verbal adverb is made on base of verbal stem) and has close meaning to the verb (on base of what this verbal adverb is made): знати – знаючи, поміркувати – поміркувавши, розмовляти – розмовляючи.

II. Aspect (вид) (the verbal adverb keeps (preserves) aspect of the verb on base of what this verbal adverb is made:

1. The perfective aspect (доконаний вид): надумати – надумавши, станцювати – станцювавши, заспівати – заспівавши.

2. The imperfective aspect (недоконаний вид): думати – думаючи, танцювати – танцюючи, співати – співаючи, купувати – купувавши, пити – пивши, могти – мігши, бігти – бігши, нести – нісши.

III. Tense (час):

1. The Present (теперішній): ходячи, лежачи, сидячи.

2. The Past (минулий): бігши, принісши, зробивши.

IV. Transitivity / intransitivity of the verbal adverb (the verbal adverb can be transitive and intransitive):

– the verbal adverbs: виконуючи (що?) завдання; слухаючи (кого? що?) викладача, музику; згадавши (кого? що?) дівчину, правило – are transitive;

– the verbal adverbs: відпочивши, молодіючи, червоніючи – are intransitive.

V. The verbal adverb can have subordinate words (the nouns, pronouns):

розуміючи брата, танцюючи з нею, виховуючи дитину.

Characteristics of the adverb:

I. Invariable (unchangeable) form.

II. In the sentence the verbal adverb is an adverbial modifier (**Відпочивши на морі**, ти повернешся додому. Подумавши трохи, він відповів на запитання.).

The verbal adverbs (of the imperfective aspect) of the Present Tense construct by adding the suffixes -учи, -ючи, -ачи, -ячи to the stem of the verb in form of The Present Tense and answer the question «що роблячи?» / «in process of doing what?».

The suffixes -учи, -ючи add to the stems of the verbs of the first conjugation (співають → співаючи, беруть → беручи, нагадувати → нагадуючи). The suffixes - ачи, -ячи add to the stems of the verbs of the second conjugation (лежать → лежачи, люблять → люблячи, сидять → сидячи).

The verbal adverbs of the imperfective and of the perfective aspects of the Past Tense construct by adding the suffixes -ши, -вши, to the stem of the Infinitive (form) and answer the questions «що робивши?» / «in process of being done what?», «що зробивши?» / «in process of having been done what?». The verbal adverbs of the imperfective aspect of the Past Tense answer the question «що робивши?». The verbal adverbs of the perfective aspect of the Past Tense answer the question «що зробивши?».

The suffix -ши adds to the last consonant of the Infinitive stem (могти → мігши, бігти → бігши, нести → нісши, перемогти → перемігши, прибігти → прибігши, принести → принісши). The suffix -вши adds to the last vowel of the Infinitive stem (робити → робивши, танцювати → танцювавши, розуміти → розумівши, зробити → зробивши, станцювати → станцювавши, зрозуміти → зрозумівши). The verbal adverbs of the imperfective aspect construct by adding the suffixes -ши, -вши (брати → бравши, думати → думавши, купувати → купувавши, пити → пивши) very seldom.

The verbal adverbs of the imperfective and of the perfective aspects can be used with the particle -сь: схиляючись, схилившись, повертаючись, повернувшись. The particle -ся is used with the verbal adverbs very seldom: розговівшися, помилившися, помолившися, утомившися, спокушаючися, сповідаючися, сподіваючися, помиляючися, повертаючися, побравшися. The particle -сь (-ся) adds to suffix of the verbal adverb of the imperfective or of the perfective aspect.

Control questions / Контрольні запитання:

1. What is the verbal adverb?

2. What characteristic does the verbal adverb express?

3. What questions do the verbal adverbs answer?

4. Characteristics of what parts of speech do the verbal adverbs have?

5. What characteristics of the verb does the verbal adverb have?

6. What characteristics of the adverb does the verbal adverb have?

7. What verbal adverb suffixes do you know?

8. How to construct the verbal adverbs of the imperfective aspect?

9. How to construct the verbal adverbs of the perfective aspect?

10. How to construct the verbal adverbs of the Present Tense?

11. How to construct the verbal adverbs of the Past Tense?

12. What part of the sentence the verbal adverb is?

Control tasks / Контрольні завдання:

Вправа 1. *Серед поданих слів знайдіть дієприслівники. Поставте запитання до цих дієприслівників.*

1. Виконати. 2. Виконаний. 3. Виконуючи. 4. Забути. 5. Забутий. 6. Забуваючи. 7. Любити. 8. Люблячий. 9. Люблячи. 10. Переглядати. 11. Переглянутий. 12. Переглядаючи.

Вправа 2. *Визначте вид (доконаний чи недоконаний) поданих дієприслівників. Поставте запитання до цих дієприслівників.*

1. Зрозумівши. 2. Виконавши. 3. Думаючи. 4. Міркуючи. 5. Лежачи. 6. Переглядаючи. 7. Забуваючи. 8. Споглядаючи. 9. Нагадавши. 10. Пропустивши. 11. Загубивши. 12. Знайшовши.

Вправа 3. *Сформуйте дієприслівники на основі поданих дієслів за допомогою суфіксів -вши, -ши.*

1. Зробити. 2. Намалювати. 3. Забути. 4. Перечитати. 5. Прибрати. 6. Насмітити. 7. Відбігти. 8. Підбігти. 9. Встати. 10. Приготувати. 11. Зім'яти. 12. Попрасувати.

Вправа 4. *Сформуйте дієприслівники на основі поданих дієслів за допомогою суфіксів -учи, -ючи, -ачи, -ячи.*

1. Виконувати. 2. Любити. 3. Відпочивати. 4. Виходити. 5. Лежати. 6. Гукати. 7. Стрибати. 8. Рости. 9. Добувати. 10. Бачити. 11. Везти. 12. Призначати.

Вправа 5. *На основі поданих дієслів утворіть дієприслівники з часткою -сь.*

1. Розхвилювати. 2. Загубити. 3. Умивати. 4. Умити. 5. Одягати. 6. Одягнути. 7. Взувати. 8. Взути. 9. Роздягати. 10. Роздягнути. 11. Зустрічати. 12. Зустріти.

Таким чином, оскільки дієприслівник є важливою складовою лексичної і комунікативної системи української мови, у процесі вивчення українських дієприслівників іноземцям слід звернути увагу на граматичні характеристики цієї частини мови і на практичне засвоєння набутих знань. Послідовність вивчення того чи іншого виду дієприслівників повинна відповідати необхідності у повсякденному вжитку.

References

1. *Zhovtobriukh M.A., Kulik B.M. Kurs suchasno*ї *ukra*ïns'ko*ї l* i*teraturno*ї *movi. – Ch. I* [The course of modern Ukrainian language. - Part I]/ M.A. Zhovtobriukh, B.M. Kulik. – K. – 1972. 404 s.]

2. Kaushans'ka V. L., Kovner R. L., Kozhevnikova O. N., Prokof'eva E. V., Rainers Z. M., Skvirs'ka S. E., Tsirlina F. Ia. A Grammar of the English Language / V. L. Kaushans'ka, R. L. Kovner, O. N. Kozhevnikova, E. V. Prokof'eva, Z. M. Rainers, S. E. Skvirs'ka, F. Ia. Tsirlina – Leningrad: Prosveshchenie. – 1973. – 320 s.

3. Kozachuk G.O. *Ukraïns'ka mova dlia ab* i*tur*i*ent*i*v: Navchal'nii pos*i*bnik – 8-me vid., dop. ta pererobl. / G.O. Kozachuk – K.: Vishcha shk. – 2007. – 303 s.* [Kozachuk G.O. Ukrainian language for enrollees: Manual - 8th ed., Ext. and re-edited. / HO Kozachuk - K .: Higher HQ. - 2007. - 303 p.]

4. *Nikishina T.V. Domashnii repetitor z ukraïns'koï movi. Uves' shkil'nii kurs / T.V. Nikishina – Kh.: Vid. grupa «Osnova». – 2010. – 320 c.* [Nikishina T.V. Home tutor of the Ukrainian language. The whole-school course/ T.V. Nikishina - H .: Type. Group "Osnova". 2010. 320 p.]

5. *Orfograf*i*chnii slovnik ukra*ï*ns'ko*ï *movi / Uklad.: Koval'ova T.V., Kovriga L.P. – Khark*i*v: S*i*nteks. – 2004. – 1088 s.* [Spelling dictionary of the Ukrainian language / life .: Kovalev TV, Kowryha LP - Kharkov: Syntex. - 2004 - 1088 p.]

6. *Pliushch M.Ia, Gripas N.Ia. Gramatika ukraïns'koï movi v tablitsiakh / M.Ia. Pliushch, N.Ia. Gripas. – K.: Vishcha shkola. – 2004. – 168 s.* [Pliushch M.Ya., Hrypas N.Y. Ukrainian grammar in tables / Pliushch M.Ya., Hrypas N.Y. - K .: High School. - 2004. - 167 p.]

7. *Popov E.F., Balla M.I. Velikii ukraïns'ko-angliis'kii slovnik – Ponad 150000 sliv ta slovospoluchen' – 2-e vid., vipr. ta dop. / E.F. Popov, M.I. Balla – K.: Chumats'kii Shliakh. – 2003. – 636 s.* [Popov E.F., Balla M.I. Large Ukrainian-English Dictionary - Over 150,000 words and phrases - 2nd ed., Straighten. and add. / Popov E.F., Balla M.I. - K .: Chumats'kii Shliakh. - 2003. - 636 p.]

8. *Radishevs'ka M., Pogrebennik V., Mikhailiuta V., Korol'ova T., Trosh T., Gudzenko O. Ukraïns'ka mova. Ukraïns'ka l* i*teratura* [Ukrainian language. Ukrainian literature] / M. Radishevs'ka, V. Pogrebennik, V.Mikhailiuta, T. Korol'ova, T. Trosh, O. Gudzenko. – K.: TOV «Kazka». – 2009. –. 864 s.9. Ющук І.П. Українська мова: Підручник / І.П. Ющук. – К.: Либідь. – 2008. – 640 с

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

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

О. Драпак, асистент

Буковинський державний медичний університет, Чернівці, Україна

Автор характеризує українські дієприслівники пострадянського періоду за їхніми граматичними ознаками (доконаного і недоконаного виду, перехідності, неперехідності) з поясненням англійською мовою для іноземців. Автор також дає необхідні у повсякденному житті дієприслівники у вправах.

Ключові слова: дієприслівник, вид дієприслівника, доконаний вид дієприслівника, недоконаний вид дієприслівника, перехідний дієприслівник, неперехідний дієприслівник, запитання до дієприслівника, суфікс, вправа.

Список використаних джерел

1. Жовтобрюх М.А., Кулик Б.М. Курс сучасної української літературної мови: Ч.1. / М.А. Жовтобрюх, Б.М. Кулик. – К.: Вища школа. – 1972. – 404 с.

2. Каушанська В. Л., Ковнер Р. Л., Кожевнікова О. Н., Прокоф'єва Є. В., Райнерс З. М., Сквирська С. Є., Цирліна Ф. Я. A Grammar of the English Language / В. Л. Каушанська, Р. Л. Ковнер, О. Н. Кожевнікова, Є. В. Прокоф'єва, З. М. Райнерс, С. Є. Сквирська, Ф. Я. Цирліна – Ленінград: Просвещение. – 1973. – 320 с.

3. Козачук Г.О. Українська мова для абітурієнтів: Навчальний посібник – 8-ме вид., доп. та переробл. / Г.О. Козачук – К.: Вища шк. – 2007. – 303 с.

4. Нікішина Т.В. Домашній репетитор з української мови. Увесь шкільний курс / Т.В. Нікішина – Х.: Вид. група «Основа». – 2010. – 320 с.

5. Орфографічний словник української мови / Уклад.: Ковальова Т.В., Коврига Л.П. – Харків: Сінтекс. – 2004. – 1088 с.

6. Плющ М.Я., Грипас Н.Я. Граматика української мови в таблицях: Навч. посіб. / М.Я. Плющ, Н.Я. Грипас – К.: Вища шк.. – 2004. – 167 с.

7. Попов Є.Ф., Балла М.І. Великий українсько-англійський словник – Понад 150000 слів та словосполучень – 2-е вид., випр. та доп. / Є.Ф. Попов, М.І. Балла – К.: Чумацький Шлях. – 2003. – 636 с.

8. Радишевська М., Погребенник В., Михайлюта В., Корольова Т., Трош Т., Гудзенко О. Українська мова. Українська література / М. Радишевська, В. Погребенник, В.Михайлюта, Т. Корольова, Т. Трош, О. Гудзенко. – К.: ТОВ «Казка». – 2009. –. 864 с.

9. Ющук І.П. Українська мова: Підручник / І.П. Ющук. – К.: Либідь. – 2008. – 640 с

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

О. Драпак, ассистент

Буковинский государственный медицинский университет, Черновцы, Украина

Автор характеризует украинские деепричастия постсоветского периода по их грамматическим признакам (совершенного и несовершенного вида, переходности,

непереходности) с объяснением на английском языке для иностранцев. Автор также даёт необходимые в повседневной жизни деепричастия в упражнениях.

Ключевые слова: деепричастие, вид деепричастия, совершенный вид деепричастия, несовершенный вид деепричастия, переходное деепричастие, непереходное деепричастие, вопрос к деепричастию, суффикс, упражнение.

The Artistic Objective and Genre Originality in Vasil Golovanov's Travelogue «Gyarb, The Wind From The East»

Madlen Shulgun

Ph.D., Associate Professor,
Taras Shevchenko National University (Kyiv, Ukraine)

Abstract

The article examines the conceptual innovations and directions of artistic experiment that expands the boundaries of contemporary travelogue. It singles out the methods of creating 'my Asia' image, the peculiarities of mythologization, the features of transitional creative thinking. The author stresses that defining genres may not initially seem particularly problematic but it should already be apparent that it is a theoretical minefield. In literature the broadest division is between poetry, prose and drama, within which there are further divisions, such as tragedy and comedy within the category of drama. Defining genres may be problematic, but even if theorists were to abandon the concept, in everyday life people would continue to categorize texts.

Key words: travelogue, transitional artistic thinking, myth, genre.

В полі травелогів письменника «Гярб, Вітер зі Сходу» займає особливе місце завдяки постановці й вирішенню художнього надзавдання та інтенції до найширших узагальнень.

Так само, як Анджей Стасюк («Корабельний щоденник», «Дорога на Бабадаг») і Юрій Андрухович («Центрально-східна ревізія», «Дезорієнтація на місцевості») формують концепти «Центральної Європи», «Центрально-східної Європи» (України), В. Голованов шукає і творить «свою Азію» як узагальненого Іншого [3, с. 56], укладає її умовні межі, структуровані культурними орієнтирами, моделює «тотальну географію» загадкового, не осягнутого, принципово відмінного культурного поля.

Збіг інтенцій письменників, що належать до різних національних літератур, свідчить про наявність загальної тенденції – осмислення літературою глобальних змін, моделювання нової картини світу, рефлексії в метагеографічній і метаісторичній площинах. А це, своєю чергою, відображає процес культурного самовизначення, актуалізований перехідною епохою.

Суттєва різниця у пошуках письменників полягає в тому, що «Центральна Європа» і «Центрально-східна» у А. Стасюка і Ю. Андруховича являють собою рідне культурне поле, коріння, ментальну матрицю, а «своя Азія» В. Голованова

інтерпретується як культурний «інший», маловідомий, незрозумілий, як сторона вічного діалогу «Сходу» і «Заходу». Культурні відносини між цими полюсами видаються письменнику максимально гострими, розглядаються як прояв сучасної кризи, в самому творі послідовно драматизуються. Цей аспект висвітлює перевернену, апокаліптичну картину світу й одночасно співвіднесення «свого» й «чужого» сприяє культурному самовизначенню.

Актуальність дослідження. Наша мета – визначити інтенції твору й вектори художнього експерименту, які сприяють розширенню жанрових меж сучасного травелогу.

Виклад основного матеріалу. Саме тотальна криза стає культурним викликом для письменника і вимагає написання твору як адекватної відповіді. Історичні зміни (розпад імперії, міжнаціональні війни, хвилі біженців, відсторонення східних і західних культур та звичаїв тощо) трактуються як тектонічні зсуви, міфологічна загибель старого космосу. Ці епохальні зміни, на думку письменника, порушують традиційну аксіологічну шкалу і формують загрози, сутність яких кодується знаками сакрального й інфернального, інтертекстами Ф. Достоєвського із вічним екзистенціальним питанням. «Таке враження, що старий порядок повалився – і стало “все дозволено”. Майже по Достоєвському: “Якщо Бога нема, то все дозволено”» [3, с. 49].

Такі інтерпретації картини світу зумовлюють і форму художньої відповіді – це подорож. За думкою оповідача, треба йти на зустріч тому культурному явищу, яке викликає тривогу й непорозуміння. Це має бути не просто географічний маршрут, просторове пересування, а «подорож у полі спільних смислів» [3, с. 53], мандри з метою знайти коріння культур Сходу.

Подібний маршрут та інтенція зумовили більш розлогі пояснення читачеві творчих намірів письменника. Анждей Стасюк і Юрій Андрухович цього не робили, адже справедливо вважали, що читач (як і автор) сам є носієм «центрально-європейського інстинкту» або ж української ментальності, на відміну від них, В. Голованов пише про «іншого». Тому на перших сторінках фактично формулюється і варіюється надзавдання твору, яке виводить його за межі традиційного травелогу, тим більше постмодерних туристичних нотаток про мандри без цілі.

Надзавдання, на наш погляд, охоплює декілька планів.

По-перше, це художнє дослідження уявного центру Сходу й особливо феномену перетинання різних культурних кодів. Мета формує вектор руху й місце своєрідного паломництва. «Пам'ятаю ту мить, коли в моїй голові склалося словосполучення "Тотальна географія Каспійського моря". Я зрозумів, що це назва книги. Ви спитаєте, чому "тотальна"? Тому що мені хотілося поєднати навколо Каспію три різних світи: Росію, буддійську Калмикію і світ ісламу, що обтікає Каспій із боку Кавказу, Персії, Середньої Азії. Хотілося діалогу культур, релігій, просторів <…>» [3, с. 55].

Завдання, по-друге, включає налагодження діалогу культур в у світі, що радикально змінився, співвіднесення зафіксованого в книжках досвіду із особистими враженнями. Діалог мислиться як тотальний і різнобічний. До нього запрошується читач, різні наукові концепції і художні образи. Головне – залучаються «свої» і «чужі»: « <…> давайте поговоримо. <…> Що нам робити, аби все тут облаштувалося по-людські? Давайте покличемо таджика, азербайджанця запросимо, лезгина позвемо, табасаранця – адже ми ніколи не збиралися разом, хоч і живемо бік о бік, ніколи не намагалися зрозуміти один одного... І всі наші уявлення один про одного – це домисли. Химери, народжені в німоті й темряві свідомості. Щоб вони розвіялися, нам треба небагато: сісти й почати спокійно розмовляти. На те ми люди. На те нам дана мова» [3, с. 53].

По-третє, подібна подорож, за думкою письменника, має змінити уявлення про світ і розширити межі свідомості людей. Можливості такого результату (а експеримент, перш за все, ставиться на собі) піддаються сумніву, але зберігається надія на те, що така метаморфоза відбудеться і допоможе людству уникнути глобального конфлікту.

Зрештою, ця думка про спасіння пов'язана із металітературним планом «Вітру зі Сходу». Автор мріє про народження такого свого тексту, який би допоміг створенню нової гармонійної, діалогічної картини світу. «Діалог», «Слово» (в його міфологічному прочитанні – початку творення) презентуються як механізми гармонізації розбитого, зруйнованого старого космосу. Художній твір і особливо травелог сприймаються як магічний засіб відновлення порядку з хаосу й одночасно така місія піддається постмодерному сумніву, адже має ознаки творчої утопії, глобальної метаоповіді. «О, ця

наївна віра у слово! Скажи ще, “на початку було слово” На початку було насильство, потім було насильство, насильство на цій землі не припинялося ніколи... Але якщо я, наприклад, не хочу приймати участі в насильстві? Я звертаюся все-таки до слова <…> Ось я і реалізую свою свободу, намагаючись розпочати розмову» [3, с. 53].

Кристалізація мети твору підштовхує автора до **рефлексії форми**. «Гярб, або Вітер зі Сходу» кваліфікується однозначно як дорожні нотатки, але специфічні, проблемні, такі, що покликані ініціювати культурний діалог: «якщо все здійсниться, мої дорожні нотатки можуть стати початком розмови» [3, с. 53]. Дійсно, твір відповідає всім доволі вільним, але сформованим настановам травелогу. Акцентується документальність, виписується маршрут, автор намагається уникнути спокуси переключення уваги з описання локусів на власні враження й особистість, характер героя, що може перевести твір у площину роману чи художньої автобіографії. Саме в такому ключі ми інтерпретуємо зауваження на перших сторінках: «Я вибрався до нового розуміння себе й світу. Зараз, коли наш аероекспрес наближається до аеропорту призначення, мені залишається зробити ще одне посутнє зауваження: не я герой цієї оповіді, але я – автор» [3, с. 50]. Письменник виконує цю настанову. Наприклад, твір ніде не перетинає межу між травелогом і авантюрним романом, хоча традиційні в подорожніх записах пригоди відображаються яскраво, навіть з описанням подій, що загрожували життю або ж містичних зустрічей з невідомим.

Своєю чергою авантюрні сюжети пов’язані із так званою «психологією подорожі» (до цієї проблеми звертається багато письменників, зокрема, Анджей Стасюк в «Корабельному щоденнику», Мішель Уєльбек в «Платформі», Ольга Токарчук в «Бігунах», М. Палей в «Long Distance, або Слов’янському акценті»). За інтерпретацією В. Голованова, вона передбачає внутрішню відкритість до змін й пригод, до порушення настанов, які панують у звичному житті. Саме тому мандри відкривають героєві нові сторони його особистості. «<…> у кожних моїх мандрах є мить скочування у порожнечу, випадіння із самого себе, уподібнення до листка відірваного від гілки, коли здається, що все можливо. Це лише мить оп’яніння часом, раптового відчинення, як в юні роки, в усі сторони, ейфорія <…> коли ти із жахом та захватом у серці зазираєш у якусь нереальну, іншу можливість власного життя. Як у прірву. Одна пронизлива мить» [3, с. 59].

Авантюрний елемент демонструє тісні зв'язки із екзистенціальним виміром твору. Це, зокрема, реалізується в мотивах «занедбаності» у світі, нового порогу, відчиненого вікна можливостей, іншого розуміння себе. «На мить мене охоплює гостре почуття закинутості, так ніби я відстібнув свою систему життєзабезпечення від космічного корабля і на декілька годин залишився один у космосі» [3, с. 62]. Саме мандри стають механізмом внутрішнього розвитку й перетворення. Зауважимо, що модель людини «перетвореної» дослідники [2; 9; 10] вважають показовою саме для перехідного художнього мислення. До мандрів герой не був готовий розуміти сутність багатьох надскладних речей, не мав змоги піднятися до рівня тонких змістів, а на завершенні шляху йому це вдається, він переживає внутрішнє перетворення і отримує право вести культурний діалог.

Поглиблення авторефлексії пов'язано також із специфікою надзавдання, яке включає постановку проблеми «своє» / «чуже» і пошук спільних, об'єднувальних смислів. У його вирішенні органічно перетинаються культурологічний, філософський і екзистенціальний дискурси, що й веде до поглибленого вивчення внутрішнього пошуку, потребує зображення кардинальних змін світогляду героя, демонстрації динаміки характеру, переплетіння зовнішніх і внутрішніх маршрутів.

Себе герой-оповідач репрезентує саме як носія складної ментальності, яка сприймає Схід як «іншого», отже, власне сприйняття розцінюється як критерій розрізнення культурних кодів та полігон для культурологічного експерименту. «Боюся, що мандри, які я розпочинаю, закінчаться таким вибухом свідомості, що мені буде непереливки. Але іноді неупинно хочеться випробувати, на що ти ще спроможний. І досягти нового розуміння світу й себе. Я не змушую читача ризикувати. Я чесно ставлю цей експеримент над собою» [3, с. 50]. Рефлективне начало, екзистенціальний вимір мають слугувати реалізації «глобального задуму» (за визначенням оповідача).

Одночасно письменник визнає й той факт, що форма твору ускладнилася, й мимохідь дає ще одне визначення – симфонія. В ній перетинаються різні епізоди, а мотиви виникають та звучать повторно. Своєрідним камертоном стає вірш Сен-Жона Перса «Вигнання». Реалізуються кінематографічні напливи картин спогадів про інші подорожі, наприклад, відвідини дельти Волги, коли милування лотосами та сприйняття

дивних пахощів несподівано викликало в уяві образ Сходу й породило асоціації із мандрами дервішей. Така форма зумовлюється надзвичайною широтою матеріалу, яка перевищує вимоги традиційного травелогу.

Зовнішній подорожі передують мандри ментальні – у глиб часу, у світ наукової і поетичної рефлексії Сходу. Ментальні подорожі мають екзистенціальний вимір, вони пробуджують фантазію, уяву й формують категорію «внутрішньої географії» як показника зміни індивідуальної картини світу. Саме в такому ключі, наприклад, описані мандрівки сторінками книжок про Схід. Подекуди вони увиразнюють ескейпістський аспект, наприклад, втечі від ворожої тоталітарної реальності в інші культурні світи. «Я не жив на Сході, і я не знаю, чим саме він такий солодкий, в чому він праведний, а в чому правий. Хоча в мене було декілька нападів захоплення суфізмом (завдяки блискучій праці А. Шиммель и не менш видатному дослідженню А. К. Алікберова). А образ В. В. Бертольда (1869–1930) – класичного російського вченого – полонив мене не тільки повним відстороненням, в яке завдяки Сходу може поринути людина, що пережила більшовицьку революцію, а й найглибшим знанням і розумінням тієї, чужої для тодішньої російської спільноти мусульманської культури, яка прихистила його, перекроїла весь його внутрішній світ, смислові домінанти, навіть внутрішню географію, подарувала йому мовні скарби <…>» [3, с. 52]. Отже, в межах ментальних подорожей уявлення про Схід реалізується в широкому спектрі: містичної загадки, зачарованих скарбів, ключ до яких не віднайдено, постмодерного культурного лабіринту – «арабесками в стилі Боргеса» [3, с. 54], зрештою таємничого світу, що поєднує найвіддаленіші регіони міцними культурними зв’язками, «рухом думки і духу і, повторююсь, обставинами спільної історії, які більшості з нас геть невідомі» [3, с. 55].

Різноманітність матеріалу, залученого до формування образу «своєї Азії», провокує до нарощування різного роду коментарів, покликаних дати історичні, географічні, культурологічні пояснення читачеві. Ця особливість увиразнює ще один жанровий орієнтир – нелінійний роман на зразок «Хазарського словника» М. Павича чи ментальних мандрів Петера Корнеля «Шляхи до раю». Нелінійний роман являє собою гіпертекст. Письменник ставиться до цього орієнтиру неоднозначно. З одного боку, він визнає неспроможність лінійного письма вирішити надскладне завдання, яке поставлено в його творі, отже виправдовує нову форму і незвичний (для простого

травелогу) алгоритм читання. «Цю книгу можна читати поспіль, як дорожні нотатки. Але можна перебивати лінійне читання зверненням до роздумів та історіям, які не вкладаються в лінійний задум. Можна пірнути в оповідь зовсім іншого стилю і навіть щільності: із першої частини книги відразу у другу. Кожен може вільно обирати свій стиль прочитання. Так чи інакше в цій книзі не скажеш всього, не змінюючи тональність оповіді» [3, с. 69]. З іншого боку, автор усвідомлює загрозу переростання «тотальної географії» у суцільний коментар, адже посилання можуть перейти у самостійну оповідь і поглинути обрану форму дорожнього щоденника. Вихід із ситуації вбачається, по-перше, у виокремленні вартісних історичних чи географічних сюжетів у самостійні розділи, які поєднані задумом «тотальної географії». Вони мисляться як «далекі провінції», саме до подорожі в них запрошується читач. По-друге, окремі частини поєднані цілісним суб'єктивним баченням оповідача, його стилем добору та інтерпретації матеріалу, власними орієнтирами визначення культурних феноменів та самовизначенням.

В цілому ж твір являє собою відкриту художню систему. Він органічно включає легенди, історичні довідки, культурологічні коментарі, посилання на давні тексти. Крім того, у тканину твору вплітаються літературні портрети яскравих особистостей. Всі окремі елементи поєднані формою дорожнього щоденника і виправдані необхідністю «роздумів над дійсністю» [3, с. 75], а не простою фіксацією маршруту й вражень від «чужих» земель.

Як і в багатьох сучасних травелогах, у «Гярб, Вітер зі Сходу» яскраво проявляє себе метадискурс. Сам оповідач (співвідносний із біографічним автором) презентує себе, перш за все, як письменника і журналіста, отже його подорож набуває специфічних романтичних рис мандрів поета (романтичний дискурс підсилює притаманний саме цьому стилеві інтерес до Сходу). Увиразнюється й процес творення художнього тесту, висвітлюються особливості психології творчості, використовується прийом тексту в тексті, розширюється художнє інтертекстуальне поле, що включає і власні твори тощо. Ці риси співвідносні із художніми пошуками Анджея Стасюка і Юрія Андруховича. Особливістю саме травелогу В. Голованова в цьому аспекті стає підкреслений зв'язок між складною темою («своєї Азії», культурних кодів різних народів, культурного діалогу), найширшим обсягом історичного й культурологічного

матеріалу і пошуком адекватної художньої мови інтерпретації. Тому особового значення набуває мотив ключа. «Колись за чотири години між Москвою і Парижем я встиг написати ключ повісті “Тайна мова птахів” <…> *Ключ* – це вірно знайдена інтонація, декілька смислових вузлів, принципових сюжетних кодів, за якими письменник безпомилково, як собака по свіжому сліду, може пройти майбутній твір від початку до кінця, ні разу не схибивши» [3, с. 51]. Письменника турбує той факт, що він розпочинає подорож, не маючи такого ключа до нового твору, і процес пошуків відбувається на очах у зацікавленого читача. Оповідач припускає, що таким ключем може стати людина (до, підкреслимо, виправдовує появу у дорожньому щоденнику літературних портретів), і це здійснюється у творі, але спектр вірно віднайдених аспектів, які дозволяють осягнути розмаїття іншої культури у цілісності й гармонії, набагато ширший.

Дослідження дозволяє дійти наступних ***висновків***.

1. В. Голованів сприймає подорож як найбільш адекватну форму художньої інтерпретації викликів кризової доби, мандри – це рух назустріч незрозумілому культурному явищу, Іншому. Стосунки з Іншим сприймаються максимально драматичними. Свій твір автор мислить у модерних традиціях як мистецький феномен, що покликаний гармонізувати світ, акт життєтворення, реалізацію магічних потенцій Слова. Культурний статус травелога суттєво вивищується.

2. Надзавдання твору виходить за межі традиційного травелогу. Це – зображення культурного перехрестя, місця перетинання різних культурних кодів, налагодження діалогу культур у катастрофічному світі. Вагомою частиною надзавдання стає створення концепту «моєї Азії», ментального конструкту, побудованого у поєднанні документального, історичного, уявного, суб’єктивно-медитативного начал.

3. Визначаються культурні й літературні орієнтири, від яких автор відштовхується у пошуках нової форми. Це мандри дервішей, романтична й модерністська поезія, ментальні подорожі книжками (Борхесівська бібліотека-лабіринт).

4. Оновлення форми йде шляхом жанрового синтезу й рефлексії цього процесу, зміцнення мети дискурсу. Домінантами системи є настанови травелогу, але

вони співвідносяться із іншими складовими: есе, авантюрним романом, психологічним романом (демонструється романна динаміка характеру в контексті культурного шоку, просвітлення, випробувань), симфонії, літературного портрету, нелінійного роману-коментаря.

5. Твір являє собою відкриту художню систему, що поєднує й структурує найрізноманітніший матеріал (легенди, історичні довідки, культурологічні коментарі, цитування давніх і сакральних текстів, особисті враження, оформлені як вірші у прозі, літературні портрети).

6. Досліджується психологія подорожі як перехід у специфічний регістр буття, феномен екзистенціального вивільнення від традиційних настанов і канонів, можливість розширення свідомості, створення нової картини світу й самовизначення.

7. Перехідне культурне мислення реалізується в актуалізації есхатологічного міфу, акцентуванні відчуття переходу й порогу, пов'язаних із екзистенціальним самовизначенням та раптовими осяяннями, медитативними проривами до сутності Іншого. Реалізується синтез різних мов мистецтв, особливо живопису, кінематографу, фотографії.

References

1. Andruhovich Ju. *Dezoriyntacija na miscevosti. Sproby* [Spatial Disorientation. Attempts] / Ju. Andruhovich. – Ivano-Frankivs'k : Lileja-NV, 2006. – 128 s.

2. Berdjayev N. *Filosofija svobody. Smysl tvorchestva* [Philosophy of Freedom. Sense of Creativity] / N. Berdjayev. – M., 1989. – 604 s.

3. Golovanov V. *Gjarb, Veter s Vostoka. Iz knigi «Total'naja geografija Kaspijskogo morja»* [Gyarb, Wind from the East. From «Total Geography of the Caspian Sea»] / V. Golovanov // Novyj mir. – 2012. – No 1. – S. 48–107.

4. Gundorova T. I. *Pisljachornobil's'ka biblioteka. Ukraïns'kij literaturnij postmodern* [After Chernobyl library. Ukrainian Literary Postmodernism] / T. I. Gundorova. – K. : Kritika, 2005. – 262 s.

5. Lotman Ju. M. *Vnutri mysljashhih mirov* [Inside Intellectual Worlds. Semiosphere] / Ju. M. Lotman // *Semiosfera*. – SPb. : Iskusstvo SPb., 2001. – S. 49–390.

6. Merezhinskaja A. Ju. *Hudozhestvennaja paradigma perehodnoj kul'turnoj jepohi. Russkaja proza 80-90-h godov HH veka*: [monografija] [Art Paradigm of Transitional Cultural Epoch. Russian Prose of the 80-90-ies of the 20th Centuru] / A. Ju. Merezhinskaja. – K. : UPC «Kievskij universitet», 2001. – 433 s.

7. Nalivajko D. S. *Literaturoznavcha imagologija: predmet i strategiï* [Literary Imaholohiya: the Subject and Strategy] / D. S. Nalivajko // Literaturna komparativistika. – Vip. I. – K. : PC «Foliant», 2005. – S. 27–44.

8. Ogryzko V. Golovanov Vasilij [Russian Writers. Modern Time. Lexicon. The Draft of the Future Encyclopedia] / V. Ogryzko // *Russkie pisateli. Sovremennaja jepoha. Leksikon. Jeskiz budushhej jenciklopedii*. – M. : Literaturnaja Rossija, 2004. – S. 132.

9. Tojnbi A. *Postizhenie istorii* [Study of History] / A. Tojnbi. – M. : Progress, 1991. – 736 s.

10. Hrenov N. A. *Kul'tura v jepohu social'nogo haosa* [Culture in the Era of Social Chaos] / N. A. Hrenov. – M. : Editorial URSS, 2002. – 448 s.

11. Shul'gun M. Je. *Sovremennaja literatura puteshestvij v kontekste perehodnogo hudozhestvennogo myshlenija (Aspekt tradicij i novatorstva):* [monografija] [Modern Travel Literature in the Context of the Transitional Artistic Thinking (Tradition and Innovation Aspect)] / M. Je. Shul'gun. – K. : UVOI, 2013. – 140 s.

12. Kawieki P. Post-modernism – From Clown to Priest / P. Kawieki // The Subject in Postmodernism. – Ljubliana, 1989. – Vol. 2. – P. 101.

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

УДК 82.091

Шульгун Мадлен. Художнє надзавдання і жанрова своєрідність травелогу В. Голованова «Гярб, Вітер зі Сходу»

У статті розглядається ідейне новаторство і вектори художнього експерименту, які розширюють межі сучасного травелогу. Виокремлюються прийоми створення образу «моєї Азії», особливості міфологізації, риси перехідного художнього мислення.

Ключові слова: травелог, перехідне художнє мислення, міф, жанр.

Шульгун Мадлен. Художественное сверхзадание и жанровая своеобразность травелога В. Голованова «Гярб, Ветер с Востока»

В статье рассматривается идейное новаторство и векторы художественного эксперимента, которые расширяют границы современного травелога. Выделяются приемы создания образа «моей Азии», особенности мифологизации, черты переходного художественного мышления.

Ключевые слова: травелог, переходное художественное мышление, миф, жанр.

Література

1. Андрухович Ю. Дезорієнтація на місцевості. Спроби / Ю. Андрухович. – Івано-Франківськ : Лілея-НВ, 2006. – 128 с.

2. Бердяєв Н. Философия свободы. Смысл творчества / Н. Бердяєв. – М., 1989. – 604 с.

3. Голованов В. Гярб, Ветер с Востока. Из книги «Тотальная география Каспийского моря» / В. Голованов // Новый мир. – 2012. – № 1. – С. 48–107.

4. Гундорова Т. І. Післячорнобильська бібліотека. Український літературний постмодерн / Т. І. Гундорова. – К. : Критика, 2005. – 262 с.

5. Лотман Ю. М. Внутри мыслящих миров / Ю. М. Лотман // Семиосфера. – СПб. : Искусство СПб., 2001. – С. 49–390.

6. Мережинская А. Ю. Художественная парадигма переходной культурной эпохи. Русская проза 80–90-х годов XX века: [монография] / А. Ю. Мережинская. – К. : УПЦ «Киевский университет», 2001. – 433 с.

7. Наливайко Д. С. Літературознавча імагологія: предмет і стратегії / Д. С. Наливайко // Літературна компаративістика. – Вип. I. – К. : ПЦ «Фоліант», 2005. – С. 27–44.
8. Огрызко В. Голованов Василий / В. Огрызко // Русские писатели. Современная эпоха. Лексикон. Эскиз будущей энциклопедии. – М. : Литературная Россия, 2004. – С. 132.
9. Тойнби А. Постижение истории / А. Тойнби. – М. : Прогресс, 1991. – 736 с.
10. Хренов Н. А. Культура в эпоху социального хаоса / Н. А. Хренов. – М. : Едиториал УРСС, 2002. – 448 с.
11. Шульгун М. Э. Современная литература путешествий в контексте переходного художественного мышления (Аспект традиций и новаторства): [монография] / М. Э. Шульгун. – К. : УВОІ, 2013. – 140 с.
12. Kawiecki P. Post-modernism – From Clown to Priest / P. Kawieki // The Subject in Postmodernism. – Ljubljana, 1989. – Vol. II. P. 101.

The Economic Development of Uzbekistan in the Years of Independence

Shaimardanov Parda Mavlyanovich
Private educational institutions info communications

Abstract

This article deals with the way of the market economy in Uzbekistan. It analyses what is the kind of development path of Uzbekistan?

Keywords: economic reform priorities, property, privatization strategy, market infrastructure, investment, agrarian reforms, farmers, stabilizing the macroeconomic, the tax system, the national currency - the sum, social policies.

For decades, the economic development of Uzbekistan was completely dependent on the Center. The true interests of Uzbekistan, its specific conditions and opportunities were simply ignored. The result is a one-sided raw material structure. The Republic had to import not only to certain types of raw materials, fuel, equipment and technology, but also the vital food products, consumer goods.

The existing technical level of enterprises, the quality of the products did not meet the stringent requirements of global competition. Irreparably damaged natural resources and ecological environment.

All this has led to a low level of life of the republic. Moreover, because of the failure of Perestroika the experiment undertaken in due time all the former republics of the Union was plunged into a protracted economic crisis, which is manifested in rising inflation, and rising costs of living, the collapse of the once unified financial monetary systems, and finally to break the prevailing economic ties.

Therefore, the economic policy of Uzbekistan had to build very complex adverse conditions. And here comes at a time solve two challenges on the one hand - carrying out deep reforms for the transition to a market economy, on the other - to take urgent measures to stabilize the economy, preventing a sharp decline in living standards.

Uzbekistan has sufficient capacity, which allows to overcome the heavy legacy of the past. Therefore, the core of domestic policy of the republic - the construction of a market economy, people-oriented, with strong motivation and mechanism of state protection of socially vulnerable layers of population. However organized market today is able to unlock the

creative potential of the people and work to overcome dependency, to develop initiative and enterprise. Learning of international experience, in any state of market relations does not go smoothly and painless. Markets, especially in its formative stage accompanied by a deep economic crisis, rising unemployment, inflation, bankruptcy of many enterprises in terms of destruction of its material prosperity, intensification of illegal actions and crime. Going to the market is inevitable. It is imperative of our time, an objective reality, while at the same time, the market is not an end in itself, but a method, a means of formation of new values, the achievement of a qualitatively different level of human well-being.

Go to the market in the country is associated with a number of specific features

1.Current economic situation in the country, the low living standards of the overwhelming number of families do not acceptable for the country way of "shock therapy" in the transition to a market economy. It takes time to change the organizational, economic, financial and credit systems, to create an appropriate legal framework, train personnel.

Transition should be carried out in stages - this is the distinguishing feature of our way. Simply put, you should mentally prepare people for major changes in the conditions of their life, forcing may compromise the whole idea of a market economy.

2. The introduction of market mechanisms should be preceded by a strong proactive measures on social protection of the people.

Due, no funds will be provided by social protection?

The main source - a redistribution of national income. As the experience of many developed countries, the share of national income redistribution sometimes reaches 30-50% (eg, Sweden, Germany, Austria, etc.).

3.Internal economic strategy must be fully withdrawn from the influence of any political ideology. From history we know that the economy of the past years has been completely politicized.

4.One of the leading principles of the internal policy is to ensure the harmonious combination of the interests of each person, businesses, industries, regions and the state as a whole.

5.As you move the market significantly changed the role of government in the management and regulation of the economy. The government should move away from direct intervention in economic activity. State regulation of economic and social processes will be

carried out through public instruments - financial, credit, tax and monetary policy, price control and other indirect measures of exposure.

6. Providing all citizens and legal entities of the Republic of equal opportunities for the development of initiative and enterprise, the implementation of all activities not prohibited by law.

The collapse of the Soviet Union broke off the economic relations between republics and regions and reduced industrial production. Ripened a question about the reconstruction of a number of industries, the construction of modern enterprises, and responsible market economy capable of competing on the world market on the stimulation of promising industries.

Of great importance are the legislative acts adopted by the Oliy Majlis of the Republic of 1998 "On foreign investments", "Legal guarantees of foreign investors and the measures to protect them," they have opened opportunities for foreign capital. Trade and economic agreements signed with 35 countries, ten largest banks in the world have contributed the expansion of trade relations with developed countries of Uzbekistan and effective use of foreign investments. Foreign investments are allowed to make major structural changes in the economy of the Republic. Every year the volume of mastered foreign investments is growing. The special place for foreign capital is the oil and gas industry. The 1998 financial crisis took place in many developed countries of the world, could not be reflected in the financial and commercial position of Uzbekistan, but it has not suspended steady progress of its economy. In the country there is macroeconomic stability.

The process of denationalization. In 1999, the share of non-state sector in the gross domestic product made 64.5 in 64 industries, agriculture 98.7. 74.2 of the population employed in the denationalized enterprises, an increase in GDP, its growth was 4.4, a decisive factor for economic growth are structural changes. The stabilization of the financial and economic situation of the country played a major role reconstruction of mining and metallurgical plant in Navoi and Almalyk, joint ventures "Zarafshan-Newmont" UzDaewoo in Andijan. By the beginning of 1999 in the country were registered 3592 joint ventures. Of these, 1917 released world standard products. Most of the SP-1400 is located in Tashkent, 107 in Tashkent, 85 in Samarkand, Andijan 54, 49 in the Fergana and Namangan regions. Changes exports reduced the share of cotton fiber, with 28 44do increased exports of

machinery and equipment 9.85 to 23.Pri sum of external debt does not exceed 2.5 from VVP. Today's need to return due priority to the village, as 60 of the population lives in rural areas and more than 44 national income is agriculture. The key in all of the agrarian policy of the republic is the question of ownership of land, but the transformation of the land into a commodity would undermine the foundations of life of the population, will create land speculation, would deprive dekhkan confidence in the future. It is well known, which brought untold suffering to the people lasted for centuries ruthless struggle for possession of the land.
Initially, it should revive close and understandable dekhkan forms of work organization. In the East for centuries people have lived and worked communally, i.e. the creation of cooperative forms of manufacturing.

The important role in the formation of a mixed market economy should play denationalization and privatization of state property. It is necessary to overcome the one-sided raw orientation of economy of Uzbekistan. In the development of reforms in agriculture I.A.Karimov comes from the simple truth "rich peasant-rich country." From the first days of independence of the cotton area was transferred to the grain crops. In 1998, the crops have grown for 1.5 million hectares of land. It's almost the same as employed under cotton.
Particular attention was paid to the development of small and medium enterprises in rural areas. In rural areas, useful work employs 3.8 million. People, ie 46.5 workforce.

The annual growth of the country's population was about 2, and the composition of the working population is replenished every year more than 200 thousand. Man. Therefore, employment of the entire adult population of the task leaders of all ranks and warned that those who are not able to solve this problem, has no moral right to be a leader. In conditions of market relations incomes have different shapes. In addition to monthly wages of public employees have the opportunity to receive income from the business, gardens, dividends from shares and other. In the transition to a market economy formed the new monetary system. The country has more than 30 commercial, cooperative, private banks with their branches. For example, "Pakhtabank" is 184, "Uztadbirkorbank '254 branches. The strengthening of social and economic stability in the defense of the consumer market of Uzbekistan in domestic and foreign trade plays an important role introducing its own currency Sum.

From the first days of independence, great attention was paid to the formation of the tax system of the state as an important source of income.

Thus, the implementation of the planned package of measures for the transition to a civilized market will lead to a deep qualitative changes in the socio-economic development, bring it to the number of the newly industrialized countries and create reliable guarantees of the economic political and spiritual independence of Uzbekistan.

References

1. I.A. Karimov Uzbekistan - its way of independence and progress- T., Uzbekistan, 1992
2. I.A. Karimov Uzbekistan - own model of transition to a market economy - T., Uzbekistan, 1992
3. I.A. Karimov The progress of agriculture - the source of abundance - T., Uzbekistan, 1998
4. E. Ahmedov Saydaminova west Uzbekistan. Quick Reference - T., Uzbekistan, 1995
5. The Republic of Uzbekistan. The formation of an independent state - T., 1992

Formation of Professionally Oriented Foreign Language Teaching Environment in Conditions of University and Upbringing of Moral and Ethical Values (on Illustration of the Phenomenon «Honesty» and «Lie»)

Pet'ko Lyudmila

Dragomanov National Pedagogical University
Ph.D., Associate Professor, Department of English Philology (Ukraine, Kyiv)

Abstract

In the article the implementation of the moral and ethics problems in formation of professionally oriented foreign language learning environment in conditions of university is presented. Examples of phenomena «lie» in interpersonal relationships in view of dialog due philosophy, psychology, literature, pedagogy, art cinema for future graduates' professional preparing in the way of formation professionally oriented foreign language learning environment are given. Lying is a part of communication and a form of social behavior which is involved in interacting with others. Lying means saying a statement that he/she knows themselves as false to others to whom he/she want to perceive it as true. Lying can be accepted if it saves someone's life-ourselves or of others. Necessity for fundamental values formation in the process of future spesialists' preparing in the ways of professionally oriented foreign language learning environment formation in conditions of university is described.

Key words: : morality, lie, cheat, honesty, students, love, movie «Forbidden Love» (Turkey, 2008), professionally oriented foreign language learning environment, university.

Актуальність дослідження. У контексті нашого дослідження ми зупинимося на розгляді обману, брехні, неправди як таких комунікативних феноменах, які будуть часто зустрічатися у професійній діяльності випускників університету – педагогів, філософів, лікарів, психологів, соціальних робітників, політологів, дипломатів, юристів, криміналістів, економістів, працівників фінансової сфери, таможні та ін. Водночас зазначимо, що ці феномени (обман, брехня, неправда) у вітчизняній і зарубіжній науці [7; 15, с. 79] ще мало досліджені, відсутні фундаментальні роботи, а у невеликій низці робіт із психології, філософії, педагогіки, політології трактуються по-різному.

Зарубіжні психологи з'ясували, що частотність брехні серед людей у нормальній повсякденній діяльності в процесі їхньої взаємодій з іншими сягає близько 25% [13, с. 45].

У свою чергу, український вчений О.Т.Баршиполець на базі широкого емпіричного матеріалу дослідив феномен брехні в його різних проявах, проаналізував

та навів приклади з літературних творів і фольклору народів світу. Емпіричні дослідження автора (304 респ.) розподілилися таким чином: 123 респ. вважають, що «більшість людей брехливі», тоді як 111 респ. підтримали позицію «більшість людей кажуть правду», 70 респ. – не визначилися, що дозволило науковцю констатувати, що перевага не на користь правдивості [1, с. 383], тоді як «будь-який брехун рано чи пізно буде викритий» сказали 168 респ. [1, с. 385].

Виклад основного матеріалу. Вітчизняним науковцем О.В.Войновим *честь* осмислено «як стан цілісності, що досягається на межі життя і смерті, який дозволяє також набувати надчуттєвості; це дозволяє визначити честь як особливий стан внутрішньої цілісності, що досягається завдяки гармонізації існування і сутності людини. Автором запропоновано термін «не-честь», який визначає існування людей, що знаходяться поза станом честі. Буття людей не-честі, в свою чергу, складається з буття людей що мали честь, але втратили її (стан безчестя), а також обґрунтовує, що система добору в суспільстві не-честі створює середовище брехні, яке підіймає вгору ієрархічної драбини соціального становища найбільш дволиких і брехливих, людей, що добре вміють маніпулювати, є корисливими, егоїстичними і боягузливими [3, с. 9–10]». Протилежністю чесності є нечесність, що проявляється в обмані, неправді, злодійстві, віроломстві (злочинних підступних діях, свідомому обмані чужої довіри, а також лицемірстві [7].

У процесі формування професійно орієнтованого іншомовного навчального середовища в умовах університету ми відводимо значне місце розгляду морально-етичних цінностей зі студентами [8; 9].

З огляду на викладене пропонуємо студентам виконати такі завдання.

Завдання. Прочитайте поданий нижче *діалог 1***,** уважно прослухайте та подивіться фрагмент із серіалу «Заборонене кохання» (Туреччина, 2008). 1) Охарактеризуйте поведінку Бехлюля. 2) Спрогнозуйте наслідки втечі Бехлюля з Біхтер для сім'ї Аднана Зійягіля. 4) Охарактеризуйте вчинок Біхтер. 5) Спрогнозуйте наслідки втечі Бехлюля з Біхтер для сім'ї Біхтер.

Діалог 1. Втеча Біхтер і Бехлюля (в аеропорту)

(Серія 33, частина 2 , час: 35,36 хв) [12]

Бехлюль: (йдуть на посадку у літак) *Я не смогу это сделать.*

Бихтер: Что ты говоришь?

Бехлюль: Я не могу так поступить. Назад дороги уже не будет.

Бихтер: А кому она нужна?

Бехлюль: Прости меня…

Бихтер: Как я могла поверить тебе?!

Бехлюль: Я перед тобой очень виноват.

Бихтер: Уйди из моей жизни!

Відповіді студентів були такі: «Бехлюль зробив правильно, що не полетів з Біхтер до Америки, тому що цей вчинок став би ганьбою для сім'ї людини, яка його виховала і дала притулок», «Біхтер – егоістка, яка не подумала про ганьбу своєї сестри та рідної матері», «Біхтер про ганьбу сім'ї Аднана Зійягіля, навіть і не подумала», «Бехлюлю залишилося декілька місяців, щоб закінчити університет, але Біхтер це не зупинило від втечі», «а як тоді з грошима Аднана, які Біхтер вкрала, щоб втекти до Америки? – Біхтер стала злодійкою», «Біхтер настільки хотіла «привласнити» Бехлюля, що перестала приймати розсудливі рішення», «Біхтер не розуміла на що штовхає Бехлюля, а також і себе», «Бехлюль тут не злякався, він просто не міг так вчинити з дядьком Аднаном», «Бехлюль розумів, які страждання близким людям спричине правда про них з Біхтер». Отже, на думку студентів, Біхтер – егоістка.

А егоїзм – це себелюбство, нехтування інтересами інших людей, заради задоволення особистих інтересів і прагнень. «В даному випадку має значення механізм явища і перебільшення своїх інтересів та потреб настільки, що вони не лише домінують над розумінням потреб інших людей, а стають єдиними, єдино можливими. Про істину у стосунках, у сприйнятті навколішнього тут йтися не може [1, с. 329]».

Брехня́ – те, що не відповідає правді; неправда. *Брехня́ = неправда,* свідоме й злісне викривлювання дійсності на шкоду кому-, чому-небудь; споконвіку народ засуджує брехню й брехунів [2].

У «Лекціях з історії філософії» Гегель згадуючи античного філософа Евбуліда, який сформулював парадокс «брехуна», пише про самогубство, коли «…найвищою карою, як наслідок злочину, – є смерть [11, с. 99]». Але, водночас Гегель стверджує, що людина не має права на самогубство і самогубство є результат відрази від життя.

Тобто, «якщо взяти об'єкт брехні, суб'єкт і того, кому брешуть, то всі є жертвами». І хто є більшою жертвою, можна з'ясувати лише у кожному конкретному випадку [1, с. 455].

Слід сказати, що парадокси за типами логіки класифікують на семантичні й логічні. *Семантичні* парадокси виникають у міркуваннях, до них належать: парадокс «Брехун», гетерологічний парадокс, парадокс теорії імен, парадокс (антиномія) відношення найменування. Смисл парадоксу «Брехун» полягає в тому, що не можна однозначно визначити істинність або хибність висловлювання «Я брешу». Так, якщо Епіменід не бреше, то його висловлювання істинне і, отже, Епіменід є брехун; якщо Епіменід бреше, то його висловлювання – хибне, отже, Епіменід не є брехуном. Отримуємо антиномію – «Епіменід бреше і не бреше», або висловлювання «Я брешу» істинне, оскільки воно хибне, і хибне, оскільки воно істинне» [6].

За визначенням українських психологів Т.О.Мартинової, Ю.В.Руль, брехня – це повідомлення недостовірної, на думку брехуна, інформації, спрямованої на досягнення якої-небудь його мети за допомогою введення в оману адресата цього повідомлення. Причиною брехні є деякий мотив, безпосередня реалізація якого у даній ситуації без допомоги дезінформування партнера уявляється брехуну ускладненою або взагалі неможливою. Брехня є результатом роботи мислення, уяви, мовлення й інших пізнавальних процесів брехуна, оскільки саме цим шляхом він створює у своїй та чужій свідомості більш-менш виразний і більш-менш правдоподібний образ перекрученої їм реальності. Брехня є наслідком вольового акту (або власне вольовим актом), який виражається в прийнятті рішення про її використання всупереч усім внутрішнім перешкодам морального, інтелектуального й емоційного аспектів.

Водночас науковці звертають увагу на те, що реальна практика людського спілкування такого висновку не підтверджує, наприклад, у житті мають місце випадки, коли людина хотіла б, але не може говорити правду. Зустрічається як спонтанна, так і ретельно підготовлена брехня. Буває брехня, яка викликає у брехуна почуття сорому, або, навпаки, почуття гордості за себе тощо. Причому, у кожному зі згаданих випадків психічні особливості брехуна відіграють важливу роль. Оскільки ситуація, у якій виникає і реалізується брехня, – це ситуація взаємодії принаймні двох особистостей, то

дуже багато залежатиме як від їхніх особистісних особливостей, так і від характеру їхніх взаємин та від усієї ситуації взаємодії в цілому [7].

Тоді як правда є «окремішним самодостатнім соціальним явищем», де домінуючою виступає віра не стільки в правильність, скільки в правоту висловленого. Рівень «правильності», тобто адекватності знання реаліям, залежить від переконання у власній правоті. Правда вказує як людина має діяти, «прищеплює їй відчуття краси взаємин, щирих стосунків, очищує душу людини, звільняє від безпідставних мук сумління, марних переживань, зайвих докорів [1, с. 29–30]».

До речі, вчені наголошують, що, найбільш шкідливим у спілкуванні жінки вважають брехню, а чоловіка – обман. Вони співвідносять *брехню* з міжособистісними стосунками, а *обман* зі сферою, пов'язаною з матеріальним світом, тобто з тим, що веде до реальних матеріальних втрат. Чоловіки ж розуміють *брехню* і *обман* прямо і безпосередньо, а у жінок цей перехід від усвідомленого до неусвідомленого дуже різноманітний [5, с. 85].

Дискусія у групі. Студентам пропонується виказати своє розуміння та ставлення до поданих нижче виразів про брехню:

1. Lord, Lord, how this world is given to lying *(Shakespeare, Henry IV, Part I).*
2. Non of us could live with a habitual truth teller; but, thank goodness, none of us has to (*Mark Twain).*
3. The full genius of language is inseparable from the impuls to concealment and fiction *(Steiner).*
4. Man was given a tongue with which to speak and words to hids his thoughts *(Hungarian proverb).*
5. Believe nothing that you hear and only half of what you see.
6. There is nothing worse than a liar. You simply must tell the truth!
7. Death is a challenge. It tells us not to waste time… It tells us to tell each other right now that we love each other." (*Leo F. Buscaglia)*

У ракурсі нашої роботи – ПОІНС в умовах університету – розглянемо зі студентами класифікацію типів брехні та її мотивів в іншомовних джерелах [14, с. 29] (табл. 1).

Представлена класифікація *брехні* пропонується студентам для ознайомлення і перекладу типів *брехні* та визначення її мотивації на українську мову, охарактеризувати кожен із типів брехні. Також до кожного з 8 типів брехні пропонуємо студентам підготувати приклади її мотивації.

Але спочатку, опрацьовуємо зі студентами зразки, запропоновані

Таблиця 1

Класифікація брехні

№	Type of lye	Motive
1.	Benign and salutary lies	To effect social conventions
2.	Hysterical lies	To attract attention
3.	Defensive lies	To extricate oneself from a difficult situation
4.	Compensatory lies	To deceive for personal gain
5.	Gossip	To exaggerate rumors maliciously
6.	Implied lies	To mislead by partial truths
7.	«Love intoxication» lies	To exaggerate idealistically
8.	Pathological lies	To lie self-destructively

американським ученим Ч.Фордом [14, с. 28–31]:

White lies (basically social lies)

1. «I enjoyed your party. Thank you so much for inviting me».
(The truth is that the invitation was accepted because of occupational necessity, and the party was deadly boring).
2. «I'm sorry that I can't go out with you Saturday night. I have a previous engagement». (The truth is that the girl wouldn't be «caught dead» in public with the nerd who is asking her for a date, and the previous engagemt is washing her hair)
3. «I'm fine. How are you?» in response to «Hi. How are you today?» from a sales clerk. (The truth is that the person has a terrible headache and under the best of circumstances couldn't care less about the health of a stranger).

Humorous lies (involve some degree of preposterous exaggeration)

4. «Oh, darling! We are so happy to be at your party. When we received your invitation, we interrupted our vacation in Monte Carlo and immediately flew back». (A neighbor who was invited to a backyard barbecue made this statement)

5. «I sold so much dog food last week that no horse within 50 miles was safe». (This statement was made by a sales manager for a dog-food company)

Altruistic lies are those told by professionals to persons for whom they are caring).

6. «Mrs. Jones, you don't have anything to worry about. We will have this cancer licked with chemotherapy». (This was told to a woman with widespread metastatic ovarian cancer).

7. «I know that it's painful now, but you will be united with her in Heaven». (This statement was made by the mother of an unattractive and borderline mentally retarded teenage daughter).

Defensive lies are those told to protect oneself and others.

8. «…No. I didn't get into the cookie jar». (Her 4-year-okd son who had chocolate smeared on his face said this to a mother).

9. «There is no one here except our family numbers». (This was told to German Gestapo agents by a Dutch family hiding Jews during World War II).

10. «I don't know what happened. All of a sudden the computer malfunctioned». (This was said by a secretary who accidentally deleted an entire file, an essential manuscript, from her computer's hard drive memory).

Aggressive lies are told in an effort to hurt someone else or to gain an advantage for oneself. Aggressive lies are self-serving and may potentially damage others and therefore, most people would see them as clearly immoral.

11. «…and he was so cheap, he wouldn't buy me dinner». (This was told to friends by a young woman who was angry that a man had not asked her out for a second date).

12. «I type 60 words per minute». (This was told by an applicant foe a receptionist job. Her actual typing rate was 40 words per minute with multiple errors).

13. «Our ships in the Tonkin Gulf were attacked last night by forces of the North Vietnamese Navy». (This was told by the President of the United States to obtain approval for bombing attacks on Hanoi. No evidence of such an attack was ever discovered.

In *Pseudologia fantastica* (pathological lying, the Munchausen syndrom), the person creates a whole new identity by creating a mesh of fantastic lies. [14; 15]

У дослідженні американського професора нашу увагу привернуло окреслення місць, де в певній ситуації виникає брехня: 1) Lies for purposes of sexual gratification, 2) The lies in the workplace, 3) The lies of advertisers, 4) The lies of politicians, 5) The lies of scientists, 6) The lies of doctors and their patients [14, с. 4]. Зазначимо, що на перше місце поставлена *брехня*, яка виникає у конкретних ситуаціях *для досягнення сексуального задоволення*, на другому – *брехня на роботі*, далі – *брехня рекламодавців, політиків, вчених* і на останньому – брехня, що виникає в ситуаціях *лікар – пацієнт*.

У контексті сказаного, нагадаємо, що нашою метою є формування професійно орієнтованого іншомовного навчального середовища, де процес читання «можна визначити як створення власних думок за допомогою думок, висловлених автором» [10], коли знайомство з конкретним текстом виступає творчим процесом, який можна розглядати як особливий діалог між автором і читачем.

Завдання. З огляду на сказане вище студентам пропонуємо прослухати, прочитати монолог Фердез (матері Біхтер), спрямований Бехлюлю (коли повернулася з лікарні додому Біхтер після аварії) з метою визначення ситуації, в якій виникла брехня. Фердез застерігає хлопця щодо ситуації брехні, в якій опинилися він і Біхтер *(Lies for purposes of sexual gratification*), а також надати свої міркування щодо речень виділених курсивом:

Монолог Фердез у Бехлюля в кімнаті

(Серія 90, 1.07.54 хв) [12]

Фердез: (заходит в комнату Бехлюля). Давай, поговорим с тобой немножко. Вообщем-то, я немного опоздала, чтобы заводить этот разговор. Но я надеялась, что беспокоящие меня сложности решаться сами собой – не решились. Я, думаю, что *ради всеобщего благополучия, пришло время дать тебе пару советов.*

Увлечение прекрасно в любом возрасте. Но оно не во всех случаях хорошо заканчивается… Наверное, *шаги, сделанные в порыве страсти, приводят человека к катастрофе. Некоторые мимолётные увлечения становятся для человека грузом на всю жизнь, превращаются в стыд, сожаление. Становятся такими угрызениями совести, что это трудно пережить*. Некоторые вещи нельзя списать на молодость. *Есть связи, которые человек не может оборвать, ситуации, когда нельзя уйти не*

оглянувшись. Есть долги, которые нельзя списать. – Всем этим нельзя пожертвовать ради мимолётной страсти.

Каким бы дальним родственником господина Аднана ты не был, ты тоже член этой семьи. Если остов этой семьи надломится, ты – первым окажешься под развалинами. Понимаешь? Сейчас, что видится тебе в розовом свете, может рухнуть в одночасье. *Жизнь состоит не только из прекрасных моментов. Человек переживает в этом мире и ад тоже*. Я просто хотела предупредить тебя, опираясь на собственные ошибки [12].

Водночас, слід врахувати думку Н.В.Грушко про те, що західні психологи приділяють головну увагу особистісним і особливо ситуативним детермінантам породження брехні в комунікативних системах [13], тоді як у вітчизняних джерелах розглядається моральний факт допустимості брехні [4, с. 39].

Запропонована вище *класифікація місця створення брехні*, стимулює викладача іноземної мови та студентів залучитися до **рольової гри** з метою створення ПОІНС. Наприклад: реклама «валентинок» до Дня Святого Валентина», рольова гра «Обіцянки-цяцянки», «Політики під час виборних перегонів», «На прийомі у лікаря», «Чому не була я на парі», «В гостях у барона Мюнхаузена» і т.ін.

У площині наших наукових розвідок привертає увагу визначення таких функцій брехні: *захисна, руйнівна* (руйнує світ унормованого, узаконеного, втрачається довіра у стосунках); *комунікативна* (з метою корегування поведінки партнера в потрібному напрямку); *адаптивна* (підлаштування під чужу позицію); *маніпулятивна* (навмисне захворювання з метою прихилити до себе увагу інших людей, маніпулювати близькими, змушувати їх робити бажане, чогось неприємного, спрямовуючи думки і дії людей в бажаному для комуніканта напрямі); *інформаційна* (піклуючись про власні інтереси, суб'єкт за допомоги повідомлення прагне поповнити фальшованою інформацією комунікативні канали, інформаційне поле реципієнта; *протестна* (найчастіше виявляється у підлітків, щоб ніхто не вторгався у світ їхньої особистості); *самозвеличення* (керуючись наміром принизити іншого, наклепник відчуває свою вищість над жертвою брехні. Це робиться від нездатності на ділі реалізувати чи виявити власні чесноти); *творча функція* брехні (приносить задоволення й насолоду від самого процесу вигадування та поширення веселих

вигадок); виховна функція брехні (коли у її об'єкта задіюються емоції радості) [1, с. 32–35].

Також, з огляду на сказане, пропонуємо студентам назвати героїв турецького роману і серіалу «Заборонене кохання» (2008, Туреччина) та згадати їхні вчинки, які відповідають цим тезам. Відповіді узагальнили таким чином: середовище брехні було? – було. Воно було створено пані Фердез (матір'ю Біхтер і Пейкер) – казала неправду усім кого бачила (Ніхаль, Аднану, рідним дочкам Пейкер і Біхтер, своєму нареченому Четину, прислузі, Деніз), була лицемірною жінкою («лицемір – дволика, нещира людина, яка вдає себе за доброчесну, щиросердну [1, с. 333]». Біхтер – кохання з Бехлюлем, приховування стосунків, вигадування причини для чоловіка, щоб пояснити, чому робила аборти, зняла велику суму грошей з рахунку, щоб втекти з коханцем, брехала Еліф, Ніхаль. І Бехлелюм – роман із Біхтер, стосунки з Пейкер та Еліф, відношення з дядьком Аднаном і Ніхаль.

Тобто, Фердес, Біхтер і Бехлюль – дволикі і брехливі люди, які маніпулюють іншими, а також вони егоїсти і боягузи, а їхні вчинки корисливі. Фердес, навіть дочку Пейкер, продала за мільйон доларів до весілля, маніпулювала почуттями Ніхаль до Бехлюля та відкрито займалася їх звідництвом. Поведінка Бехлюля зі своїми коханками та маніпулювання з їхніми почуттями – це взагалі окрема тема для розмови. Зрозуміло, Бехлюлю було що втрачати: дядько-мільйонер, робота у холдінгу заступником Аднана, а пізніше з'являється багата наречена-кузіна Ніхаль (не без «допомоги» Фердез), нова яхта, новий будинок і майбутнє навчання в Америці. Також і Біхтер – хазяйка усього, чим володіє її чоловік Аднан, і Фердез (її матеріальне благополуччя за рахунок Аднана існує до тих пір, доки не стала б жінкою заможного Четина).

До того ж, вони усі троє і боягузи. Ні Біхтер, яка декілька разів уходила від Аднана, сварилася з ним, робила спробу утекти з Бехлюлем на вкрадені гроші у чоловіка до Америки, не сказала йому правду (але, водночас, спокійно користувалася матеріальними благами, які він їй давав). Бехлюль також не відкрився дядькові зі своїм «забороненим коханням», хоча, може Аднан і зрозумів би, і знайшов мудрий вихід із ситуації, що склалася. У свою чергу Фердез, зі своїми інтригами, навіть, знаючи, що рідна донька в руках тримає пістолет, поспіхом кидає свої речі та коштовності у валізу,

і, за хвилини до фатального пострілу, тікає з будинку. (Нагадаємо, що в романі гине Бехлюль).

Студенти висловили таку думку, а що «відчували Біхтер і Біхлюль, коли говорили неправду Аднанові, мадемуазель Деніз, пані Фердез, дівчині Еліф, а потім Ніхаль, водію Біширу, прислузі», одним словом, усім з ким вони співіснували і спілкувалися.

Наші вихованці постають перед вибором: що ж важливіше? – відмовитися від коханої людини, підкорившись почуттю обов'язку та честі перед родиною, чи, не дивлячись ні на що, віддатися почуттям, але при цьому спричинити страждання оточуючим? А треба було сказати тільки ПРАВДУ.

References

1. Barshypolec' O.T. *Brehnja v informacijnomu prostori ta mizhosobovij komunikacii'*: [monografija] [A lie in informative space and interpersonal communication] / O.T. Barshypolec'. – Kirovograd : Imeks-LTD, 2013. – 648 s.

2. *Brehnjá* [Elektronnyj sajt] [Lie] / Publichnyj elektronnyj slovnyk ukrai'ns'koi' movy – Rezhym dostupu: http://ukrlit.org/slovnyk/%D0%B1%D1%80%D0%B5%D1%85%D0%BD%D1%8F

3. Vojnov Oleksandr Volodymyrovych. *Chest' jak fenomen ljuds'kogo buttja* [Honour as phenomenon of human life] : dys. … kand. filos.nauk : 09.00.04 – filosofs'ka antropologija, filosofija kul'tury / Vojnov Oleksandr Volodymyrovych. – K. : NPU imeni M.P.Dragomanova, 2015. – 241 s.

4. Grushko N.V. *Psihologija lzhi kak novoe napravlenie issledovanija v social'noj psihologii (iz opyta prepodavanija speckursa «Psihologija lzhi»)* [Lie psychology as a new direction in social psychology researches (from experience of teaching of the special course «Psychology of lie»] / N.V.Grushko // Vestnik Omskogo universitet. Serija «Psihologija. – Omsk : OmGU, 2009. –No 2. – S. 38–43. – Rezhim dostupa : http://cyberleninka.ru/article/n/psihologiya-lzhi-kak-novoe-napravlenie-issledovaniya-v-sotsialnoy-psihologii-iz-opyta-prepodavaniya-spetskursa-psihologiya-lzhi

5. Znakov Viktor. *Trudit'sja ponjat' blizhnego*… [To work on understanding on close people] / V.Znakov // Chelovek. – 1998. – No 5. – S. 80–89.

6. Karamysheva N.V. *Logika. Teoretychna i prykladna:* navch. pos. [Logic] [Elektronnyj resurs] / N.V.Karamysheva. – Rezhym dostupu : http://pidruchniki.com/1842112040324/logika/vidi_paradoksiv#159

7. Martynova T.O. *Suchasni pogljady na brehnju i pravdu u naukovij literaturi* [Elektronnyj resurs] [Modern views on the lie and true in scientific literature] / T.O.Martynova, Rul' Ju.V. / Medychna psyhologija : nauk. zhurnal z medychnoi' psyhologii' ta psyhokorekcii'. – Rezhymdostupu : http://medpsyhology.pp.ua/brehnia-pravda

8. Pet'ko L.V. *Formuvannja profesijno orijentovanogo inshomovnogo navchal'nogo seredovyshha v umovah universytetu shljahom rozgljadu moral'nyh orijentyriv studentiv*

[Formation of professionally oriented foreign language teaching environment in terms of university by considering of students' moral orienting points] / L.V.Pet'ko // «Pedagogichnyj al'manah» Pivdennoukrai'ns'kogo regional'nogo instytutu pisljadyplomnoi' osvity pedagogichnyh kadriv: zb. nauk. pr. / Herson : KVNZ Herson. akad. neperervnoi' osvity, 2016. – Vol. 29.

9. Pet'ko L.V. *Profesiyno orientovani tehnologiyi navchannya IM yak zasib formuvannya profesiyno orientovanogo inshomovnogo navchalnogo seredovischa v umovah universitetu* [Professionally oriented learning techniques as means of professionally oriented foreign language teaching environment formation in the conditions of university] / L.V.Petko // Mizhnarodniy naukoviy forum: sotsiologiya, psihologiya, pedagogika, menedzhment: zb. nauk. prats ; red. M.B.Evtuh. Kyiv, 2015. – Vyp. 18. – S. 179–188.
URI http://enpuir.npu.edu.ua/handle/123456789/8391

10. Slonevs'ka I.B. *Aksiologichni aspekty suchasnoi' literaturnoi' osvity* [Aksiological aspects of modern literary education] / I.B. Slonevs'ka // Visnyk Zhytomyrs'kogo derzhavnogo universytetu imeni Ivana Franka. – 2004. – Vyp. 15. – S. 6–9.

11. Uvarov A.N. *Samoubijstvo v evropejskoj filosofii pervoj poloviny 19 v.* [Suicide in European philosophy the first half 19th c.] / A.N.Uvarov // Materiály X mezinárodní vědecko - praktická konference «Věda a vznik – 2013/2014». – Díl 17. Historie.Filosofie ; Šéfredaktor: Prof. JUDr Zdeněk Černák. – **Praha :** Publishing House «Education and Science» s.r.o, 2014. – S. 9–11.C. 48–52.

12. Ask-I Memnu [Forbidden Love], rezh. Hilal' Saral, Mesude Erarslan (Turechchyna, 2008–2010). Serii' 1–158 [Elektronnyj resurs]. – Rezhym dostupu : http://traffilm.net/board/seriali/serial_zaboronene_kokhannja_na_ukrajinskij_vsi_seriji/23-1-0-220

13. Farisha A.T.P. Psychology of Lying [Web site] / A.T.P. Farisha, K.P. Sakkeel // The International Journal of Indian Psychology. – 2015. – Volume 2. Volume 2, Issue 2. – P. 45–51. – Access mode : http://oaji.net/articles/2015/1170-1427635231.pdf

14. Ford Charles V. Lies! Lies!! Lies!!!: The Psychology of Deceit / Charles V. Ford. – Washington: American Psychiatric Washington, D.C., 1999. – 239 p.

15. Sharma Rakesh Pal. Pseudologia Fantastica [Web Site] / Rakesh Pal Sharma, Ajeet Sidana, Gurvinder Pal Singh // Delhi Psychiatry Journal. – 2007. – April. – Vol. 10. – No.1. – PP. 78–80. – Access mode : http://medind.nic.in/daa/t07/i1/daat07i1p78.pdf

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

УДК 378:81'243

Петько Людмила. Формування професійно орієнтованого іншомовного навчального середовища в умовах університету та виховання морально-етичних цінностей (на прикладі феноменів «чесність» і «брехня»)

У статті представлено шляхи розгляду морально-суспільних проблем молоді у процесі формування професійно орієнтованого іншомовного навчального середовища в умовах університету на прикладі комунікативного феномену «брехня». Автором піднімаються питання проблем виховання, кохання, сімейно-шлюбних відносин, стосунків між жінкою і чоловіком, міжлюдського розуміння шляхом діалогу. Наводяться приклади професіоналізації майбутніх випускників університетів шляхом формування

іншомовного навчального середовища у процесі вивчення іноземних мов за професыйним спрямуванням.

Ключові слова: мораль, брехня, обман, чесність, студенти, кохання, розуміння, кінострічка «Заборонене кохання» (Туреччина, 2008), професійно орієнтоване іншомовне навчальне середовище, університет.

Петько Людмила. Формирование профессионально ориентированной иноязычной среды обучения в условиях университета и воспитание морально-этических ценностей (на примере феноменов «честность» и «обман»).

В статье представлены пути рассмотрения морально-этических проблем молодежи в процессе формирования профессионально ориентированной иноязычной среды обучения в условиях университета на примере коммуникативного феномена «обман». Автором поднимаются вопросы проблем воспитания, любви, семейно-брачных отношений, отношений между женщиной и мужчиной, межчеловеческого понимания путём диалога. Приводятся примеры профессионализации будущих выпускников университетов путем формирования иноязычной учебной среды в процессе изучения иностранных языков.

Ключевые слова: мораль, ложь, обман, честность, студенты, любовь, понимание, кинолента «Запретная любовь» (Турция, 2008), профессионально ориентированная иноязычная среда обучения, университет.

Література

1. Баршиполець О.Т. Брехня в інформаційному просторі та міжособовій комунікації: [монографія] / О.Т. Баршиполець. – Кіровоград : Імекс-ЛТД, 2013. – 648 с.

2. Брехня́ [Електронний сайт] / Публічний електронний словник української мови – Режим доступу: http://ukrlit.org/slovnyk/%D0%B1%D1%80%D0%B5%D1%85%D0%BD%D1%8F

3. Войнов Олександр Володимирович. Честь як феномен людського буття : дис. … канд. філос.наук : 09.00.04 – філософська антропологія, філософія культури / Войнов Олександр Володимирович. – К. : НПУ імені М.П.Драгоманова, 2015. – 241 с.

4. Грушко Н.В. Психология лжи как новое направление исследования в социальной психологии (из опыта преподавания спецкурса «Психология лжи») / Н.В.Грушко // Вестник Омского университет. Серия «Психология. – Омск : ОмГУ, 2009. – № 2. – С. 38–43. – Режим доступа : http://cyberleninka.ru/article/n/psihologiya-lzhi-kak-novoe-napravlenie-issledovaniya-v-sotsialnoy-psihologii-iz-opyta-prepodavaniya-spetskursa-psihologiya-lzhi

5. Знаков Виктор. Трудиться понять ближнего… / В.Знаков // Человек. – 1998. – № 5. – С. 80–89.

6. Карамишева Н.В. Логіка. Теоретична і прикладна: навч. пос. [Електронний ресурс] / Н.В.Карамишева. – Режим доступу : http://pidruchniki.com/1842112040324/logika/vidi_paradoksiv#159

7. Мартинова Т.О. Сучасні погляди на брехню і правду у науковій літературі [Електронний ресурс] / Т.О.Мартинова, Руль Ю.В. / Медична психологія : наук. журнал з медичної психології та психокорекції. – Режимдоступу : http://medpsyhology.pp.ua/brehnia-pravda

8. Петько Л.В. Формування професійно орієнтованого іншомовного навчального середовища в умовах університету шляхом розгляду моральних орієнтирів студентів / Л.В.Петько // «Педагогічний альманах» Південноукраїнського регіонального інституту післядипломної освіти педагогічних кадрів: зб. наук. пр. / Херсон : КВНЗ Херсон. акад. неперервної освіти, 2016. – Вип. 29.

9. Петько Л.В. Професійно орієнтовані технології навчання ІМ як засіб формування професійно орієнтованого іншомовного навчального середовища в умовах університету / Л.В.Петько // Міжнародний науковий форум: соціологія, психологія, педагогіка, менеджмент: зб. наук. праць ; ред. М.Б.Євтух. Київ : ТОВ «НВП «Інтерсервіс», 2015. – Вип. 18. – С. 179–188.

URI http://enpuir.npu.edu.ua/handle/123456789/8391

10. Слоневська І.Б. Аксіологічні аспекти сучасної літературної освіти / І.Б. Слоневська // Вісник Житомирського державного університету імені Івана Франка. – 2004. – Вип. 15. – С. 6–9.

11. Уваров А.Н. Самоубийство в европейской философии первой половины 19 в. / А.Н.Уваров // Materiály X mezinárodní vědecko - praktická konference «Věda a vznik – 2013/2014». – Díl 17. Historie.Filosofie ; Šéfredaktor: Prof. JUDr Zdeněk Černák. – Praha : Publishing House «Education and Science» s.r.o, 2014. – С. 48–52.

12. Ask-I Memnu (Заборонене кохання), реж. Хілаль Сарал, Месуде Ерарслан (Туреччина, 2008–2010). Серії 1–158 [Електронний ресурс]. – Режим доступу : http://traffilm.net/board/seriali/serial_zaboronene_kokhannja_na_ukrajinskij_vsi_seriji/23-1-0-220

13. Farisha A.T.P. Psychology of Lying [Web site] / A.T.P. Farisha, K.P. Sakkeel // The International Journal of Indian Psychology. – 2015. – Volume 2. Volume 2, Issue 2. – P. 45–51. – Access mode : http://oaji.net/articles/2015/1170-1427635231.pdf

14. Ford Charles V. Lies! Lies!! Lies!!!: The Psychology of Deceit / Charles V. Ford. – Washington: American Psychiatric Washington, D.C., 1999. – 239 p.

15. Sharma Rakesh Pal. Pseudologia Fantastica [Web Site] / Rakesh Pal Sharma, Ajeet Sidana, Gurvinder Pal Singh // Delhi Psychiatry Journal. – 2007. – April. – Vol. 10. – No.1. – PP. 78–80. – Access mode : http://medind.nic.in/daa/t07/i1/daat07i1p78.pdf

Learner Autonomy and Developing Professionally-oriented Listening Skills of Future Specialists in the Field of International Economics

Nadiya Hupka-Makohin

Ternopol National Pedagogical University, 46001, Ukraine

Abstract

The present article identifies listening and learning strategies necessary for English professionally-oriented listening comprehension skills development of future specialists in the field of international economics in the process of autonomous learning. Learning autonomy is valuable for further education process and person's desire and ability to learn during whole life. High level of listening comprehension competence is impossible without mastering learning and listening strategies. Strategies, levels and stages that are defined in the research represent the foundation of the concept "learning autonomy" for forming the English professionally oriented listening comprehension learning of the future international economics specialists, their ability to manage this process considering psychological qualities and strategic component of autonomous competence in learning process of Business English. It is the process of constant regulation of learning materials selection, professionally oriented exercises and assignments, ways of organisation, and means of control and assessment of their successful accomplishment. The main aim of present foreign language education is training an active individual who possesses not only academic knowledge of the foreign language, but also knowledge of how to learn and transfer new skills and obtained strategies to other fields of professional activity.

Key words: learning autonomy, bottom up strategy, top down strategy, metacognitive strategy, cognitive strategy, professionally oriented listening comprehension

1. Introduction

Foreign language learning competence of future international economics specialists is the basis of their effective foreign language acquisition. Here, autonomous learning (die Lernerautonomie, autonomes Lernen; autonomous learning/ self-directed learning, learner autonomy; l'autonomie d'apprentissage/ l'apprentissage auto-gйrй/l'autonomie de l'apprenant/ l'apprentissage autodirigй) is understood as a student's disposition to take the responsibility for his/her education and its result, and the ability to plan his/her own path of the foreign language learning [7]. This ability of the future international economics specialists is not a born quality of the person; its formation requires long persistent and goal-seeking work of both the teacher and the student of non-linguistic higher institution. Listening strategies are a principal component of personally oriented foreign language learning, a pre-condition of autonomous and life-long learning and effective mastering listening comprehension skills.

2. Literature Review

Analysis of the scientific publications has shown that peculiarities of organisation and autonomous learning process realisation have been studied and discussed over the past 20 years. Dickinson defines autonomy as attitudes of learners towards learning through which learners practice to take responsibility for learning [12]. Among many definitions which were suggested by many researchers, Benson believes that autonomy includes five main categories including sets of skills which can be learned and applied in self-directed learning, inborn capacities which are supposed by institutional education, the rights of learners in order to determine the direction of their own learning, situations in which learners study on their own and exercises of learners' responsibility for their own learning. [9] Learners need to be autonomous since teachers are not always available to guide and help them. Within the years, Nation and Macalister have remarked that, learners should have the capacity to examine how to learn a language and how to monitor and be aware of their learning, so that they can become effective and independent language learners [16, 21, 22]. Thanasoulas points out that factors such as learner's motivation, attitude, needs, learning styles, language learning strategies and language awareness are important in promoting learner autonomy [20]. A number of studies [1 – 5, 11 – 22] have been done on listening comprehension ability. Liu examined the relationship among listening strategy use, listening proficiency levels and learning styles. Based on the results, a significant difference was found between the strategy use and the attainment level [14]. Also, there was a significant relationship between learning styles and listening strategy use. Wang Li conducted a study in order to investigate the relationship between listening comprehension strategies and autonomous learning. The results showed that autonomous learning significantly affected listening comprehension ability of the learners [22].

However, the autonomy formation issues of English professionally oriented comprehension listening of future specialists in the field of international economics have not been studied so far. Our experience in Ternopil National Economics University (Ukraine) shows that most of the future specialists of international economics do not possess not only necessary learning strategies for English professionally oriented listening comprehension, but strategies of foreign language learning on the whole.

3. Learning Autonomy Concept

The concept ‘learning autonomy’ in our investigation can be characterised as a personal independence and the ability of a student to make decisions on their foreign language learning. In particular, future international economics specialist must be able to plan, assess, correct, master and take the responsibility for developing and improving professionally oriented listening comprehension skills.

The role of the learner is crucial as to how to define his or her own path to success. Becoming self-conscious about what to do, where to go, or how to undertake the proper actions to improve one are learning is the premise of language success. Autonomy, though how far-fetched it may seem, empowers learners to become independent, self-reliant, accountable for their own learning. This implies a reflective involvement, which underpins a process of planning, monitoring and evaluating. For learners to be able to do this, three key terms come into light: self-appraisal, self-regulation and personal accountability.

An autonomous learner is assumed that she/he can take control over their learning management, cognitive process, and learning content. Control over learning management involves self-management of learning in which learners are assumed to plan, organise, and evaluate their learning with learning strategies. Control over cognitive process consists of attention or awareness, reflection, and metacognitive knowledge. Learning content means learning situations in which learners have the right to make decisions about their learning.

Autonomy is, first of all, equal responsibility for both the students, who have the right to choose what, how and whom with to learn, and the teacher’s who offers them this right by stipulating the level of the responsibility for accomplishing the duties, capacity of work, following the deadlines and for the consequences of breaking established and agreed conditions [6].

4. Learning Autonomy Formation

According to O. Tarnopolskyy, learning autonomy formation develops in three stages [6, 19]. Using the scientist's approach to our investigation we can state that the first stage presupposes future international economics specialist’s acquiring listening and learning strategies with the help of the teacher. The second ‘self-access’ stage means self-education/instructing of professionally oriented listening comprehension learning that is conducted individually or in cooperation with other students by using the textbooks, the internet, computer programs, videophone and audio resources etc. The participation of the teacher comes to giving the new

instructions for students' independent work and to their motivation of English language and culture learning [8]. The third stage assumes the autonomous creative activity/work, where the students solve a problem autonomously/independently using most effective (in hid/her opinion) strategies, techniques, methods. These activities have no limits during the learning process and depend only upon the offered creative professionally oriented assignments [6, 19].

Similar to T. Karayeva, we define the concept 'autonomous creative activity' as inner personal independence of the future international economics specialist, his/her readiness and ability to make his/her own decisions (based on his/her own experience) in the process of accomplishing a productive educational activity (creative problematic learning), plan, estimate, correct, take responsibility upon the results in mastering listening skills [1].

T. Tambovkina distinguishes four levels of autonomy: relative autonomy, semi-autonomy, partial autonomy and absolute autonomy [5].

O. Tarnopolskyy, S. Kozhushko distinguish three levels of learning autonomy: 1) zero autonomy or the level of full dependence on the teacher that corresponds to authoritarian type of autonomy; 2) level of group autonomy when students of non-linguistic majors make decisions on using means, defining the objectives and ways of their implementing after discussing and compromising in pairs, in groups, in small groups, but not individually/in person; 3) level of individual/group autonomy, which corresponds to self-oriented autonomy or is identical to absolute autonomy, in which students decide by themselves or in group about the objectives, content, tasks and methods of their own learning [6, 19].

As students' objectives, interests and preferable methods never fully coincide, classroom activities should be based on lower levels of autonomy, and out-class activities should focus on developing higher levels of autonomy. The homework assignment should be discussed in the class (group autonomy stage), but the development of listening skills depends on the student's own independent and creative approach. Thus a student obtains absolute autonomy without excluding the instructor's advice and help if those are needed [8].

In addition, teachers have been viewed as managers of resource in the lifelong learning establishment. More specifically, three teacher roles are identified in promoting learner autonomy, namely of a facilitator, a counsellor, and a resource [15 – 21]. As a facilitator, the teacher can help learners plan and carry out their own learning such as setting objectives,

selecting materials, evaluating their learning, etc. The teacher can also help them acquire skills and knowledge to implement the above mentioned tasks. As a counsellor, the teacher gives advice so that they can achieve learning efficiency. As a resource, the teacher provides learners with information when necessary. In brief, three teacher roles of a facilitator, a counsellor, and a resource should be applied at different stages to serve different students needs.

5. Language Learning and Listening Comprehension Strategies

Learning strategies are remarkable elements to consider. Towards the route to language success, the learner moves from one stage of autonomy to the other. R. Oxford prescribed the aim of language learning strategies as being oriented towards the development of communicative competence. In Oxford's system, metacognitive strategies empower the learner to self-regulate and organise his learning. Cognitive strategies are the mental strategies learners use to make sense of their learning; memory strategies are mechanisms used for storage of information, and compensation strategies aid the learners to keep the flow of communication by overcoming knowledge gaps [18].

Clifton talks about consciousness raising activities to help learners to develop strategies in business interaction such as politeness strategies in business meetings, giving criticism, repair strategies (modifying utterances), presentation skills etc. He suggests that authentic transcripts of business interactions can be used with students where they are asked to analyse them and identify the language to perform those functions. Learners, he argues, become more aware of how English works in those situations and therefore, more receptive to their acquisition. In addition, video materials provide learners with visual and audio cues so they are tuned in to the finer features of communication such as intonation, pitch of the voice, body language, speed of delivery, emotional state etc. [10].

An integrated model for teaching listening was developed by Vandergrift that provides listening teachers with a tool they can use to help their students develop their top-down and bottom-up listening processes along with their metacognitive awareness [21]. Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies for developing professionally oriented listening comprehension skills of the future international economics students can be classified by how the listener processes the input. Having analysed the literature we define that to succeed in

comprehension of the authentic audio and video news from NBC news, ABC news, BBC news, Business Time Week Time Magazine, Bloomberg Business, The Economist, NBR shows top down strategies, bottom up strategies, metacognitive strategies, cognitive strategies and affective strategies are used in learning and teaching Business English.

Top-down strategies are background knowledge of the topic, the situation, the type of text, and the language. This background knowledge activates a set of expectations that help the listener interpret what is heard and anticipate what will come next. Listening to the main idea, predicting, drawing inferences, summarising, focusing on content belong to top-down strategies. This strategy is more broad approach than bottom up and related with daily lives. The students use this strategy listening to news programs to grasp overall content by understanding the whole meaning. Some people do these activities by using bottom up strategy, but this is rare case. The authentic materials that can be used in top down are prevalent. When students listen to real-life story, it increases their interest and make them think about main idea more seriously as it can be of use in their future profession [22].

Using bottom-up strategies the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Listening for specific details, recognising cognates, recognising word-order patterns belong to bottom-up strategies. Bottom up strategy concentrates on forms and structure, segments and details (numbers, dates etc.). Thus, this activity is more related with academic study. English learning students use this activity to enhance their listening ability. Dictation and listening tests are included in this. In class 'fill in the blanks' activity can increase students' awareness of forms without excluding all authentic things. When we need deep concentration on details (numbers, dates, advertisements etc.), we use this activity.

Adapted from Vandergrift, metacognitive listening comprehension strategies include:

- Planning – developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion of the task (advance organisation, directed attention, selective attention, self-management);
- Monitoring – checking, verifying, or correcting one's comprehension or performance in the course of a listening task (comprehension monitoring, double-check monitoring);

- Evaluation – checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy;
- Problem identification – explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.

Cognitive listening comprehension strategies include:

- Inference – using information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, or to fill in missing information (linguistic inference, voice inference, extra linguistic inference, between-parts inference);
- Elaboration – using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to fill in missing information (personal elaboration, world elaboration, academic elaboration, questioning elaboration, creative elaboration);
- Imagery – using mental or actual pictures or visuals to represent information;
- Summarisation – making a mental or written summary of language and information presented in a listening task;
- Translation – rendering ideas from one language in another in a relatively verbatim manner;
- Repetition – repeating a chunk of language (a word or phrase) in the course of performing a listening task;
- Note-taking-writing down key words and concepts while listening;
- Deduction- reaching a conclusion because of other information;
- Resourcing – using references.

Affective listening comprehension strategies include:

- Cooperation- reprising and feedback;
- Questioning – hypothesis testing, up taking, clarifying;
- Self-talking [21].

It is recommended that teachers make use of listening tasks that engage students in predicting, inference, self-monitoring, evaluating, and problem solving so as to help them develop their metacognitive knowledge and consequently their listening comprehension [9, 13]. Here are some listening exercises teachers may find useful in strategy-based listening: 1) Selective listening exercises – learners listen to a passage and specifically to the keywords that indicate

the main idea; 2) T-list – learners list the main ideas on the left side of the page and take notes of the supporting details using the right side; 3) Authentic recordings with comprehension questions – learners listen and answer a set of comprehension questions one at a time; 4) Inference what the next section will be about – learners first listen to a section of the listening material and make predictions about the next one; 5) Global listening activities – learners listen to a whole segment of the listening material to get the main idea or gist of the given segment; 6) Information-gap activities – learners listen to utterances, dialogues, and questions; then, they answer or reply to fill in a communication gap; 7) Real life events – learners listen to real world news, commercials, TV shows, radio broadcasts etc., and answer a variety of questions e.g., comprehension, inference, and prediction; 8) Games – learners are engaged in games such as association (learners associate what they are listening to another idea or aspect) and chunking (learners classify pieces of information into larger chunks) [9].

Mentioned above strategies, levels and stages represent the foundation of the concept "learning autonomy" for forming the English professionally oriented listening comprehension learning of the future international economics specialists, their ability to manage this process considering psychological qualities and strategic component of autonomous competence. In this way we define the learning autonomy as the component of the learning process of Business English with the direct instructing (in-class learning) and indirect instructing of the teacher (student's independent out-of-class activity). It is the process of constant regulation of learning materials selection, professionally oriented exercises and assignments, ways of organisation, and means of control and assessment of their successful accomplishment.

H. Sorokovykh allocates the preconditions needed for the autonomous learning organisation of strategic competence realisation [4]. This psychological disposition and eagerness of the future specialists is to be able to go in for 'autonomous learning' and the desire of the teacher to organize and direct their activity; the students' ability to act corresponding to their own inner motives and objectives, not obliged by anyone; the teacher's ability of non-linguistic higher institution to create the appropriate conditions for the learning autonomy and to define in a right way his/her position in the process of forming professionally oriented listening comprehension.

Conclusions

To sum up, the top down strategies, bottom up strategies, metacognitive strategies, affective strategies and cognitive strategies that have been identified in the research can be used for almost any task and are based on reflecting on one's own thinking while the task-based learning strategies are more determined by the specific nature of the task and the student's resources. Strategic listeners- the future specialist of international economics- use strategies to plan, monitor, and evaluate their listening. They plan by deciding which learning and listening strategies will serve best in a particular situation. They monitor their comprehension and the effectiveness of the selected strategies. They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one. The strategies learning enables the students developing and mastering their professionally oriented listening skills and implementing them in their future profession. The perspective of the study is working out a subsystem of exercises for forming English professionally oriented listening comprehension skills of the future international economics specialists in the process of self-study work.

References

1. Karaieva T. V. *Metodyka navchannia dilovoi movy z urakhuvanniam rivnia avtonomii studentiv ekonomichnykh spetsialnostei: dys. … kand. ped. nauk:* 13.00.02. [Methods of teaching business language with the level of autonomy of students of economic specialties: Dis. ... Candidate. ped. Sciences: 13.00.02.] «Teoriia ta metodyka navchannia» / Karaieva Tetiana Viacheslavivna // Natsionalnyi tekhnichnyi universytet Ukrainy «Kyivskyi politekhnichnyi instytut». – K., 2009. – 200 s.

2. Koriakovtseva N. F. *Avtonomyia uchashchehosia v uchebnoi deiatelnosty po ovladenyiu ynostrannыm yazыkom kak obrazovatelnaia tsel* [The autonomy of the student in educational activity on mastering a foreign language as an educational goal]// Ynostrannыe yazыky v shkole. – 2001. - № 1. – S. 9 – 14.

3. Luksha Y. V. *Yazыkovaia laboratoryia kak sredstvo optymyzatsyy uchebnoi avtonomyy v multymedyinom professyonalno oryentyrovannom kontekste (na prymere fakulteta ynostrannыkh yazыkov pedahohycheskoho vuza): avtoref. dys. ... kandydata ped. nauk :* 13.00.02 [Language Lab as a means of optimizing the educational autonomy in multimedia professionally oriented context (for example, faculty of foreign languages of pedagogical high school): Abstract. Dis. ... Candidate ped. Sciences: 13.00.02]/ Yryna Vasylevna Luksha. - M. : 2000. – 16 s.

4. Sorokovыkh H. V. *Prohramma-kontseptsyia formyrovanyia subъekta obrazovanyia v protsesse yzuchenyia ynostrannoho yazыka v neiazыkovom vuze* [The program concept of forming the subject of education in the process of learning a foreign language in not language-teaching high school]/ H. V. Sorokovykh. – M.: NVY-TEZAURUS, 2004. – 108 s.

5. Tambovkyna T. Yu. *K probleme avtonomyy obuchaiushchykhsia ynostrannomu yazыku v pedvuze* [On the problem of the autonomy of foreign language students in a teacher training University] // Ynostrannыe yazыky v shkole. - 1998. – S. 82.

6. Tarnopolskyi O. B., Kozhushko S. P. *Metodyka obuchenyia anhlyiskomu yazыku dlia delovoho obshchenyia* [Methods of teaching English for business communication]/ O. B. Tarnopolskyi, S. P. Kozhushko. – K.: Lenvyt, 2004. – 192 s.

7. Chernysh V. V. *Dosiahnennia nauky – u praktyku vykladannia inozemnykh mov: spilna naukovo praktychna diialnist Kyivskoho natsionalnoho linhvistychnoho universytetu iz shkolamy Ukrainy* [Scientific achievements to the practice of teaching of foreign languages: scientific practical activity of Kyiv National Linguistic University schools of Ukraine]/ V. V. Chernysh // Inozemni movy №4/2012– c. 72. – C. 3

8. Yahelska N. V. *Pryiomy vykorystannia «Ievropeiskoho movnoho portfelia dlia ekonomistiv» u samostiinii roboti z inozemnoi movy* [Methods of using of the "European Language Portfolio for economists" independent work with a foreign language] / N. V. Yahelska // Inozemni movy. - 2004. – № 4. – S. 3 – 8.

9. Benson, P. (2000) Autonomy as a learners' and teachers' right. In B. Sinclair, I. McGrath and T. Lamb (eds.) Learner autonomy, teacher autonomy: Future directions. London: Longman. P. 111 – 117.

10. Clifton, Jonathan, Using Authentic Business Transcripts in the ESL Classroom. The Internet TESL Journal Vol. XI, No. 4, April 2005,
http://iteslj.org/Techniques/Clifton-Business.html.

11. Coto, R. (2002). Improving Listening Comprehension in a Second Language through the Use of Learning Strategies / R. Coto //Revista Káñina, 26 (1). P. 97–105.

12. Dickinson L. (1995). Autonomy and motivation: A literature review. System 23(2), 165 – 174.

13. Hedge, T. Teaching and Learning in the Language Classroom \Tricia Hedge\\ 1st ed. Oxford University Press 2000 – Oxford: (2000) Oxford University Press, 447pp, P. 337 – 341
http://203.72.145.166/elt/files/56-3-17.pdf

14. Liu, H. (2008). A Study of the Interrelationship between Listening Strategy Use, Listening proficiency, And Learning Style. ARECLS, 8,p. 84-104.

15. Longworth, Norman. Lifelong learning in action: Transforming education in the 21st century. Routledge, 2003 p.194

16. Malley O' Learning strategies used by beginning and intermediate ESL students. Language Learning /O'Malley, J. M., & Chamot, A. U., Stewner-Manzanares, G., Kupper, L.,

& Russo, R. P. // ESL students. Language Learning (1985). p. 162 – 169
17. Movahed1 Roya. International Journal of English Linguistics; Vol. 4, No. 2; 2014 ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education 88 The Effect of Metacognitive Strategy Instruction on Listening Performance, Metaconitive awareness and Listening anxiety of Beginner Iranian EFL Students Roya Movahed1 p.88 – 100.
18. Oxford, R.L., 1990: Language Learning Strategies: What Every Teacher Should Know. Boston: Heinle & Heinle. 360 p.
19. Tarnopolsky O. The scale of learner autonomy: Three levels in an intensive English programme / O. Tarnopolsky // Independence. Newsletter of the IATEFL Learner Independence Special Interest Group. – 2001. – Issue 29. – p. 1 – 5.
20. Thanasoulas, D. (2000). What is Learner Autonomy and How Can It Be Fostered? Retrieved 24 April 2015 from:http://iteslj.org/Articles/Thanasoulas-Autonomy.html.
21. Vandergrift, L. (2003a). From prediction through reflection: Guiding students through the process of L2 listening. The Canadian Modern Language Review, P. 425 – 440.
22. Wan, Li. (2006). Autonomous learning in foreign language teaching. Education and Vocation (33): P. 94.

Translation of the References to the Author's Language

Література

1. Караєва Т. В. Методика навчання ділової мови з урахуванням рівня автономії студентів економічних спеціальностей: дис. … канд. пед. наук: 13.00.02. «Теорія та методика навчання» / Караєва Тетяна В'ячеславівна // Національний технічний університет України «Київський політехнічний інститут». – К., 2009. – 200 с.
2. Коряковцева Н. Ф. Автономия учащегося в учебной деятельности по овладению иностранным языком как образовательная цель // Иностранные языки в школе. – 2001. - № 1. – С. 9 – 14.
3. Лукша И. В. Языковая лаборатория как средство оптимизации учебной автономии в мультимедийном профессионально ориентированном контексте (на примере факультета иностранных языков педагогического вуза): автореф. дис. ... кандидата пед. наук : 13.00.02/ Ирина Васильевна Лукша. - М. : 2000. – 16 с.

4. Сороковых Г. В. Программа-концепция формирования субъекта образования в процессе изучения иностранного языка в неязыковом вузе / Г. В. Сороковых. – М.: НВИ-ТЕЗАУРУС, 2004. – 108 с.

5. Тамбовкина Т. Ю. К проблеме автономии обучающихся иностранному языку в педвузе// Иностранные языки в школе. - 1998. – С. 82.

6. Тарнопольский О. Б., Кожушко С. П. Методика обучения английскому языку для делового общения / О. Б. Тарнопольський, С. П. Кожушко. – К.: Ленвит, 2004. – 192 с.

7. Черниш В. В. Досягнення науки – у практику викладання іноземних мов: спільна науково практична діяльність Київського національного лінгвістичного університету із школами України / В. В. Черниш // Іноземні мови №4/2012– с. 72. – С. 3

8. Ягельска Н. В. Прийоми використання «Європейського мовного портфеля для економістів» у самостійній роботі з іноземної мови / Н. В. Ягельска // Іноземні мови. - 2004. – № 4. – С. 3 – 8.

9. Benson, P. (2000) Autonomy as a learners' and teachers' right. In B. Sinclair, I. McGrath and T. Lamb (eds.) Learner autonomy, teacher autonomy: Future directions. London: Longman. P. 111 – 117.

10. Clifton, Jonathan, Using Authentic Business Transcripts in the ESL Classroom. The Internet TESL Journal Vol. XI, No. 4, April 2005, http://iteslj.org/Techniques/Clifton-Business.html.

11. Coto, R. (2002). Improving Listening Comprehension in a Second Language through the Use of Learning Strategies / R. Coto //Revista Káñina, 26 (1). P. 97–105.

12. Dickinson L. (1995). Autonomy and motivation: A literature review. System 23(2), 165 – 174.

13. Hedge, T. Teaching and Learning in the Language Classroom \Tricia Hedge\\ 1st ed. Oxford University Press 2000 – Oxford: (2000) Oxford University Press, 447pp, P. 337 – 341 http://203.72.145.166/elt/files/56-3-17.pdf

14. Liu, H. (2008). A Study of the Interrelationship between Listening Strategy Use, Listening proficiency, And Learning Style. ARECLS, 8,p. 84-104.

15. Longworth, Norman. Lifelong learning in action: Transforming education in the 21st century. Routledge, 2003 p.194

16. Malley O' Learning strategies used by beginning and intermediate ESL students.

Language Learning /O'Malley, J. M., & Chamot, A. U., Stewner-Manzanares, G., Kupper, L., & Russo, R. P. // ESL students. Language Learning (1985). p. 162 – 169

17. Movahed1 Roya. International Journal of English Linguistics; Vol. 4, No. 2; 2014 ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education 88 The Effect of Metacognitive Strategy Instruction on Listening Performance, Metaconitive awareness and Listening anxiety of Beginner Iranian EFL Students Roya Movahed1 p.88 – 100.

18. Oxford, R.L., 1990: Language Learning Strategies: What Every Teacher Should Know. Boston: Heinle & Heinle. 360 p.

19. Tarnopolsky O. The scale of learner autonomy: Three levels in an intensive English programme / O. Tarnopolsky // Independence. Newsletter of the IATEFL Learner Independence Special Interest Group. – 2001. – Issue 29. – p. 1 – 5.

20. Thanasoulas, D. (2000). What is Learner Autonomy and How Can It Be Fostered? Retrieved 24 April 2015 from:http://iteslj.org/Articles/Thanasoulas-Autonomy.html.

21. Vandergrift, L. (2003a). From prediction through reflection: Guiding students through the process of L2 listening. The Canadian Modern Language Review, P. 425 – 440.

22. Wan, Li. (2006). Autonomous learning in foreign language teaching. Education and Vocation (33): P. 94.

Social Psychological Services in Professional Colleges and Academic Lyceums

Ziyavitdinova Gulnora Ziyautdinovna,

Lecturer, Tashkent State Pedagogical University named after Nizami (Uzbekistan, Tashkent)

Abstract

This paper deals with the system of social and psychological service in professional colleges and academic lyceums. The article reveals the main activities of psychological services. The author states that the activities of the service is oriented, on the one hand, to accelerate the adaptation of students to the regime of a student's life as one of the conditions for the effectiveness of training, on the other hand – on the formation of personality adaptability necessary for its social adaptation.

Keywords: education, social and psychological services, social assistance, develop a system of well-being, personality, socialization.

The social psychological services are considered as essential and integral component in education system of Uzbekistan. Social psychological services play a very important role in the education system and nurture of students. In modern conditions social psychological services are considered as the basic foundation in the system of social assistance services, which allow to diagnose in modern way, identify and pedagogically expedient influence on the relations in the society, to develop all sorts of social initiatives that generate value orientations in relation to themselves and surrounding social environment. Social psychological services – the entire system of professional activity of psychologist and social worker, aimed for the creation of social and psychological conditions for the emotional well-being, successful development, nurture and training of individual student in situations of social and pedagogical interaction, organized within the framework of the educational institution.

An important role in socialization of students in colleges and academic lyceums belongs to the socio-psychological service. The work of social and psychological service is built on the basis of the main goals of the National Education "Creating conditions for vocational training and the creation of a humane, comfortable, safe environment conducive to person's fulfillment, satisfaction of person's creative interests and inclinations."

The main activities of psychological services are:

• psychological support for first-year adaptation period, based on the implementation of psychological care and support for students during the occurrence of a new team, the formation of the willingness and ability to self-organization and self-control;

• career-oriented psychological support for students at all stage of professional tuition in colleges and academic lyceums, promoting professional self-determination, the correlation of its features with the real requirements of chosen specialty;

• preparation of the future expert to professional work. The objective of this area – the promotion of vocational and significant qualities, social maturity of pupils.

Secondary vocational institutions have its own specificity, which requires a special algorithm of activity of socio-psychological service, in which the content of the work at a particular stage associated with the indicators of psychological health, the formation and full development are most relevant to a particular stage of development of the individual specialist.

The activity of the service is oriented, on the one hand, for acceleration of the adaptation of pupils to student life as one of the conditions for learning efficiency, on the other hand, - for formation of individual adaptability required for her social adaptation. Since social adaptation depends on the goals and values of the person, the possibility of achieving them in the social environment, one of the main tasks of the service is the formation of freshmen structure needs and motives, determining the value-orientation portrait of a man, as well as providing a first-year student by the abilities and skills, which are necessary for successful adaptation to college, academic lyceums and society. For successful completion of first-year adaptation period, a special program for the adaptation of a new set of students. The main objectives of social and psychological services in the period of adaptation of freshmen are:

1. Creation of psychological conditions for successful adaptation.
2. Formation of abilities to an adequate understanding of themselves.
3. Development of communicative competence, skills of successful communication.

To implement these objectives with a new set of groups of students, psychologists provide training aimed at acquaintance to the social and psychological skills of communication, culture, behavior, and to inform you of service problems, areas of work, about what kind of help are ready to students.

One of the priorities of the work of social and psychological life of college, academic lyceum is to increase the psychological competence and culture of the participants of the educational process. Psychological support of first-year students starting from the first day of their stay in college or academic lyceum. As it is known, in order to properly build the work with the student, it is necessary to know student well. For all groups of psychologists developed a new set of "Book of socio-psychological adaptation " allowing an individual to carry out the diagnosis, the results of which is composed of socio-psychological portrait of a freshman, developed recommendations and held students counseling, group leaders, teachers, parents.

Career-oriented psychological support of students of senior courses held to professional self-determination. Learner offers a number of diagnostic tools for vocational guidance, based on the choice of profession, professional suitability. As a result of the diagnosis carried out post diagnostic counseling, training of vocational guidance, professional self-development of professionally significant qualities, skills, class hours "How to build a life program", "to have or to be", formulation of exhibitions, interviews and lectures on the topic of professional self-determination.

One of the main activities of the college of social and psychological services, academic lyceum is a socio-pedagogical support of pupils from the category of orphans and children left without parental care and students who find themselves in difficult situations.

With this category of students in college, academic lyceum the systematic work is being planned and performed. In order to attract students to the joint communication of the number of orphans and children left without parental care in institutions are created circles of social and psychological support. The procedure for preparation and holding of meetings of the circle is determined by the position of the organization designed mug. The basic principle of the circle is voluntary work and tasks of activity: assistance in solving the problems of adaptation of students in educational institutions; preparation of students for independent life after college, academic lyceum; providing social and psychological support to the learner, who finds themselves in difficult situations. Each student carried out an individual approach and assisted. For example, at the beginning of the academic year held training, whose main purpose is to introduce the development of self-presentation skills, ability to communicate and to find a constructive way out in stressful situations. For holding practical classes of the club

was created favorable and comfortable climate have to communicate the situation created for training club.

For this category of students is conduct in-depth individual psychological diagnostics. The results of the diagnosis and recommendations are reflecting in the notebook of social and psychological adaptation, accompaniment, which wound up on each student. Working with the notebook socio-psychological adaptation allows teachers to correctly build an individual path of personal and professional development of the student.

In general, social and educational support for orphans and children left without parental care continues throughout the school year and includes the following aspects:

1. Help with adaptation according to the new conditions of learning.
2. Skills Training constructive way out of stressful situations.
3. Individual conversations and advices.

All of the above allows the team of college teachers, academic lyceum conduct systematic and planned social and educational support for orphans and children left without parental care. The result of our work is a fairly rapid adaptation to training conditions in college, academic lyceums, prevention of antisocial behavior, safeguarding contingent and successful employment in the future.

The activities of social and psychological services is difficult to imagine without the preventive and the associated predictive function, warning drug addiction, alcoholism, smoking among students "vigilante groups." Their essence is to predict individual and group behavior, assessment of prospects for personal development and overall social situation in "vigilante groups", the timely prevention of interpersonal conflicts, psycho-emotional disorders, neurotic breakdowns, and other negative manifestations. To promote prevention and a healthy lifestyle has developed and successfully carried out training program, "We are for a healthy lifestyle", which includes training sessions, talks, lectures, round tables, psychological games designed for students.

With the above, it is possible to conclude, socio-psychological service in general institutions of secondary vocational education plays a very important role, working in all directions: in psycho-diagnostics, psychological correction and consultation in this direction, it helps to maintain a good emotional state of the students to know themselves, to bring in good moral character, develop constructive communication skills, learn how to solve

conflicts, to acquire and develop leadership skills, and most importantly to become a good professional, which is considered an important factor in the development of the Republic as a whole.

References

1. *Abramova G.S. Praktikum po psikhologicheskomu konsul'tirovaniiu. -Ekaterinburg: Delovaia kniga, 1995.- 235s.* [Abramova GS Workshop on psychological counseling. - Ekaterinburg: Delovaia kniga, 1995.- 235p.]

2. *Abramova G.S. Prakticheskaia psikhologiia. M., 1997. 6-e izd., pererab. i dop. - M.: Akademicheskii Proekt, 2003 - 496 s.* [Abramova G.S. Practical psychology. M., 1997. 6th ed., Rev. and ext. - M .: Akademicheskii Proekt, 2003 - 496 p.]

3. *Akhmenzianova G.N. Formirovanie kompetentnostnoi modeli vypusknika profil'nogo inzhenernogo klassa// Perspektivy nauki. 2010, № 5. -S.51-53.* [Akhmetzyanova G.N. Formation of the competence model profile engineering graduate class // Perspektivy nauki. 2010, number 5. -S.51-53.]

4. *Beziuleva G.V. Psikhologo-pedagogicheskoe soprovozhdenie professional'noi adaptatsii uchashchikhsia i studentov. M.: NOU VPO Moskovskii psikhologo-sotsial'nyi institut, 2008. - 320s.* [Bezyulëva G.V. Psycho-pedagogical support of professional adaptation of pupils and students. M .: LEU VPO Moscow Psychological and Social Institute, 2008. – 320 p.]

5. *Bodrov V.A. Psikhologiia professional'noi deiatel'nosti: teoreticheskie i prikladnye problemy. M.: In-t psikhologiia RAN, 2006. - 623s.* [Bodrov V.A. Psychology of professional activity: theoretical and applied problems. M .: Institute of Psychology of RAS, 2006. – 623 p.]

6. *Ovcharova R.V. Prakticheskaia psikhologiia obrazovaniia – M.: Akademiia,2005. – 448 s.* [Ovcharov R.V. Practical psychology of education - M.: Akademiia 2005. - 448 p.]

7. *Rabochaia kniga shkol'nogo psikhologa / Pod red. I.V. Dubrovinoi. - M.: Prosveshchenie, 1991. – 185s.* [Workbook of the school psychologist / Ed. I.V. Dubrovin. - M .: Prosveshchenie, 1991. - 185 p.]

8. *Lushin P.V., Shuranova I.Iu. Psikhologicheskaia sluzhba pedagogicheskogo instituta // Vopr. psikh. - №3. – 1993. – S.34-38* [Looshin P.V., Shuranova I.Y. Psychological Service of the Pedagogical Institute // Vopr. psikh. - No. 3. - 1993. - S.34-38]

9. *Polozhenie o psikhologicheskoi sluzhbe v sisteme narodnogo obrazovaniia. - M., 1989. – 15s.* [The statement of the psychological service in the public education system. - M., 1989. 15 p.]

Independent Work of Students as Factor of Motivation of Educational Activity

Mamatov Dilshod Kadirovich
Senior teacher of chair of drawing of Bukhara State University

Abstract
In modern conditions in higher educational institutions the tendency to increase a role of independent activities of students for mastering knowledge, skills is shown and analyzed. Independent work of students - one of the most difficult moments of the organization of educational process in educational institutions. At the same time, independent work is hardly the most effective form of study of students. In this sense the correct, rational organization of independent work - one of the most powerful reserves of improvement of the higher education.

Scientific researches and the experience, which is saved up in higher education institutions convince that without systematic organized and purposeful independent work it is impossible to become the highly professional expert, and, above all - it is impossible to self-improve after the termination of higher education institution in the course of professional activity. For this reason independent work of students is considered as the most important component of their cognitive educational activity, a powerful reserve of improvement of quality of education, strengthening of efficiency of teaching and educational process.

Formation of informative and professional motives is a task exclusively difficult and its solution is possible only during the essential reorganization of all teaching and educational process at university. However some opportunities of such formation, apparently, are available and at creation of actually independent work.

So, usually any activity happens poly-motivated, i.e. is induced at once by several motives. Most often it is possible to distinguish from these motives one leader, others are additional.

In the course of dynamics and development of activity of a ratio between them can change: so, on one of stages of its course the motive which before was additional, can become the leader and vice versa. Thus such motivational reorganizations it is in many respects cast in the lot with richness of the subject content of activity which can gradually open or be got at the subsequent its stages in comparison with initial. The principle of "dynamic polymotivation" finding more and more broad application in various higher education institutions of the country also consists in use of this fact at the organization of both classroom, and independent work of students.

Use of this principle consists in the following. The student is involved in the beginning of performance of concrete educational cognitive activity, having interested him in one of the strong motives which are already available for it (not so important, what: aspiration to self-affirmation, desire of communication, aiming at the solution of personal problems, etc.); then, when the student is to some extent occupied with this activity, the main thing is provided: selection of the content of activity and the organization of process of its further course are carried out so that thus the increasing prerequisites for transition of informative and professional motives from a rank additional were created (they are present at such position at most of students) in a rank of leaders. Thus proceed from recognition of that practically any student can be interested in any motive (after all absolutely on anything not motivated people aren't present).

Certainly that some time such reorientation of motives can't be mass and the more so steady. However in process of acquisition of experience of participation, thus, in

educational cognitive activity these motives gradually coordinate with more and more wide range of the relations, are sated with more and more powerful actual results, and supported in more and more perfect ways (clearly that this moment in implementation of activity should be allocated, creating special external conditions for fixing of motives, forming the new purposes and setting new ways of activity). Thereby more and more favorable prerequisites for their strengthening and fixing as leaders are created.

Selection of initial motives ("catches") has to be carried out strictly individually and thus each student has to have their special set. However there are also some general groups of motives typical for most of students among which it is necessary to look for them "individual sets". First of all, it is such groups of motives: personal problems, already existing interests, self-affirmation, communication.

Orientation to permission by the student of personal problems is applied and at the organization of independent work "Psychology" and others is aware.

Similar personal problems can form the basis for involvement of students and in studying of such courses, how history (what experience of behavior in difficult situations can be taken from the analysis of historical events and acts of historical figures?), economy (how to learn to live on one grant?), literature (how to learn to write verses?), botany (how to raise a crop of vegetables on the kitchen garden?), etc. It is probable that after all not it is possible to connect personal problems of pupils with each subject, however where it is possible to make it, this opportunity shouldn't miss.

In other cases introduction of students to independent work can be carried out through "coordination" of the maintenance of the studied subject with the interests which are already available for the student. For example, the organization of independent work on social sciences can be preceded by the motivating tasks. It is necessary to emphasize that such orientation is set, first of all, for the purpose of inclusion of students in material studying.

Also statement of the concrete and scientific problems correlated to future specialty of the student can carry out function of introduction to independent work.

Such problem will cause need of studying of a number of specific questions of a course. Thus the student will consistently pass from consideration of one questions to another, involving in process of reflection the quantity is more increasing than them and being guided thus by logic as originally created problem, and the new, arising on the course of its decision problems. If these new, "secondary" problems "force out" central over time, is means, the student learned to be guided in the maintenance of the studied course.

The special personal sense of activity of the student is staticized by means of a number of the available motives (self-expression, increase of prestige, an orientation on communication with children etc.) in the course of which realization there is probable an emergence of actually informative and professional motives.

Motives of prestige and self-affirmation can be connected by special allocation of the moments of a competitive spirit or originality: "Who from you will manage to offer the best option of a statement of this section?", "Who will manage to find the greatest number of contradictions in this theory?", "Who will give the most accurate classification of these still insufficiently systematized phenomena?", etc.

We will emphasize that the given examples are given only in the most general form, and transformation of the problem situations created by the teacher into really operating motives of independent work of students demands much more careful study, both the maintenance of problems, and ways of their statement.

Such approach of significantly widespread way of a task to students of independent work when the teacher tells the approximately following: "And we in lectures won't raise

these questions, study them. Here to you literature", or "I will ask about it and about it; but as on occupations we didn't manage to study it, read about it.

Similar "installations", don't perform the original motivating function independent work and often are simply only declarative or cause activity, the poorest according to the contents and unstable on force.

From the point of view of the principle of dynamic polymotivation in the organization of independent work, at the initial stages are useful and "external motives (an assessment, need to hand over the report, etc.) . External motives, not formal, and focused on identity of the student appear more effective (for example, the teacher on one of the first occupations or during individual conversation says that wants to learn the scientific potential of this student, to get acquainted with features of style of his thinking, etc., and studying of the section which is taken out for independent studying and will give the chance to the student soon to prove). It is useful to determine also accurately the term to which some stage of independent work has to be complete, and at the beginning it has to be observed strictly, up to application of negative sanctions to not kept within it students. The purpose of these external motives — only to strengthen still, perhaps, not "got stronger" internal motives (motives) acting as the main.

From the point of view of psychology, such situation when at the initial stages of implementation of activity motives are supplemented also with external motives in general is optimum for development of motives and activity. Then at acquaintance to the new subject contents and own creative opportunities prerequisites for strengthening and enrichments of motives are created. In process of their strengthening external motives have to be removed. Their further preservation in the presence of steady and effective motives only harms, weakening these motives.

The offered approach to use of external motives in educational cognitive activity helps to find their original place in system of activators of activity of students (additional amplifiers of a number of internal motives at the first stages of formation of activity) and will allow to avoid extremes in their use: from full rejection of any external motives before strict and their consecutive application it is absolute at all stages of implementation of activity.

It is necessary to emphasize that the main sense of activation, connection and use of a wide range of various motives (personal motives, personal problems, practical problems, self-affirmation, communication, etc.) and external motives — involvement of the student in independent work. In the course of its implementation emergence or strengthening of informative and professional motives which are original engines of independent work is observed, providing higher level of its development, and, above all, its self-movement.

The student, first of all, has to learn to study independently, as a direct source of the acquired knowledge (only vigorous independent activity, but not through perception their student in finished form only and can qualitatively seize special knowledge).

Unfortunately, the problem of formation of full educational cognitive activity of students can't be considered as the solved for today. Though for the last years development of the psychological concept of independent work of students is also conducted, partly, idea of its structure (motives, the purposes, ways of execution as set cogitative and the mnemonic of receptions, etc.), about regularity of its organization (formation of the listed structural components, control of it, overcoming of psychological barriers, etc.), and also about degree of its formation (from the lowest, initial, to the highest, on what student actively develops and realizes own personality means of educational and informative and professional activity) is created [1, 2].

At such approach as a main goal of formation and improvement of educational process development and improvement in students of various motives stimulating study of psychological mechanisms of a goal-perception and a goal-setting thanks to what the student personally accepts acts and seeks to solve educational problems (different in sense and parameters of approach - distances), and also a difference of concrete receptions of understanding and storing of a training material among which the most important role is played by cures of educational and special problems and skills of work with filling of scientific texts.

The most effective form of government is considered psychological structure of activity of the person psychology and pedagogical monitoring for today. In more or less worthy look such system is introduced at schools. But the heuristic and methodical potential of such approach can, in our opinion, is positive prove and at creation of educational cognitive activity of students.

For this purpose, first of all, it is necessary:

- to adjust system of line complex diagnosing of levels of development and qualitative features of motivation;

- to select individual problem and search tasks what he can independently solve for each student;

- for the purpose of essential improvement cogitative and the mnemonic receptions (which at many students are unfortunately created at very low level) to provide the group intellectual training directed on formation and improvement of abilities to analyze, systematize, compare, comprehend a new training material, and also skills of understanding and storing of main types of texts: explaining, descriptive, narrative and mixed [2, 174].

Independent work of students - one of the most difficult moments of the organization of educational process in educational institutions. In comparison with classroom forms work of students (lectures, a practical training, seminars) is independent the work which is least giving in to management from the outside.

At the same time, independent work is hardly the most effective form of study of students. In this sense the correct, rational organization of independent work - one of the most powerful reserves of improvement of the higher education.

Independent work as any form of educational and informative activity of students, is, first of all, activity of the personality. Both activity, and the personality - categories psychological. Therefore, rules and laws of the organization of independent work - first of all psychological.

Unfortunately, in modern psychology isn't available not only the finished, but also a little accepted concept of independent work. Business reaches paradoxes: it appears, it is impossible to give even approximate definition of this concept. What its signs should be allocated as the essential? Independent - means, out of the classroom? Then work in audience - not independent. But after all any other work as independent, can't simply be: then there is no work in general. Or independent, so made alone? Then work in collective - not independent. But after all quite often it is the share of collective activity highest "peaks" of independent work. Perhaps, this work out of the program? Then whether she fits in principle into educational process? Or maybe, it is work without teacher? Then, what relation to its organization teachers can have? However irrespective of the accuracy or not accuracy definition of independent work, each of us, it appears, has some intuitive ideas about what there is a speech.

One of the reasons not of a readiness and the theory, and practice of independent work is the traditional actual neglect it though at the declarative level she, perhaps, admitted important. Within decades slogans dominated: "To acquire everything at a

lesson!", "For lecture - a basis of the higher education", etc. [3, 56] Independent work it was allocated a role second-grade: generally to fix acquired in audience or, at best, to learn about what didn't manage to tell at lecture. Such situation was not casual, it has very deep sources and is eventually caused by ideology of totalitarian regime, styles of a command management system: to put all trainees on the general stream and everything that it is necessary for them, to give from above and for them to decide that it is necessary for them.

In the developed modern situation to a limit the quality problem to training of specialists became aggravated. Increase of efficiency of classroom forms of education, certainly, - an important task. However such efficiency, eventually, is limited to that the student does in the course of assimilation and judgment of material as the student applies it to the solution of informative and practical tasks. Only the student able to work independently will "respond" to innovations of classroom forms. Without this condition such innovations are simply not effective.

In this case psychological questions of the organization of independent work gain special sharpness and become the most actual, and the subject of our term paper is devoted to their consideration.

We don't expect to make ready and exhaustive recommendations of that, properly to build independent work. It should be noted that independent work of students can be rather organized only in the course of independent, creative work of the teacher [4, 21].

Increase of a role of independent educational activity of students in receiving higher education - a steady tendency, characteristic for all higher educational institutions. The considerable baggage of knowledge, skills and abilities, ability to analyze, comprehend and estimate modern events, the facts, to solve professional problems on the basis of unity of the theory and practice are got and developed, first of all, in the course of independent work.

Independent work – the most important condition of the successful termination of institute. This results from the fact that it is considered as an equal form of studies, along with lectures, seminars, examinations and offsets, but realized in non-learning time, in the form of performance of various educational tasks, etc. In too time efficiency of classroom occupations in many respects depends on how skillfully students will organize during them the independent educational cognitive activity. Independent work offers also the self-education and self-education, which is carried out in interests of increase of professional competence.

Therefore, before starting studying of the training program on the chosen specialty, the student has to learn to work independently, to seize the corresponding technique and technology of independent educational activity.

References

1. Ananyev B. G. Chosen psychological works: in 2 t./Under. Bodalev A.A. edition. etc. – M., 1980.

2. Badmayev of B. Ts. Psikhologiya: as to study it and to acquire. - M, 1997.

3. Stutterer E.V. Psychological questions of the organization of independent work of students in higher education institution//that sots_alna of the robot Is practical психологія. – 2002. - No. 5. – Page 13-19

4. Stutterer E.V. Psychological questions of the organization of independent work of students in higher education institution//that social of the robot Is practical psychology. – 2002. - No. 6. – Page 21-32.

Problem Solving Method of Building ESP Communicative Competence in Future Pediatricians

Khrystyna Tsymbrovska

Lviv Danylo Halytskyi National Medical University, 79000 Lviv, Ukraine

Abstract

The study explores the peculiarities of building ESP communicative competence for prospective pediatricians in the light of problem solving method. Four basic types of problem solving provides the development of students' ability to analyze, compare and correlate information, find relations and interconnections between phenomena, objects of the reality, and solve the set problem. The most effective problem solving strategies that were implemented into the process of prospective pediatricians' ESP communicative competence building and proved their effectiveness are: abstraction, analogy, brainstorming, dividing and conquering, hypothesis testing, lateral thinking, means-ends analysis, focal objects, proving, root cause analysis, trial-and-error. The problem solving method of building ESP communicative competence was applied into the process of ESP teaching to prospective pediatricians in Danylo Halytskyi National Medical University of Lviv (Ukraine). The students of the experimental groups (the 56 second's year students of 4 academic language groups specializing in pediatrics) showed much higher overall result of the final level of their ESP communicative competence in speaking than the students of control groups.

Keywords: problem solving method, ESP communicative competence, prospective pediatricians.

1. Introduction

Many didactic approaches to learning foreign language rely on so called separation between "knowing how to do" and "doing itself", treating knowledge as being independent of the communicative situations in which it is learned and used.

It has been proved that in the process of foreign language learning students normally learn new vocabulary items in the context of ordinary communicative situations. The professional context provides the communicative situations with motivation. By contrast, learning the list of words with their definitions or translation into the native language on the basis of separate sentences or even texts, taken out of the situational context of professional communication, is boring as well as low motivating. Until recently vocabulary has been often taught likewise in ESP courses in many Ukrainian higher educational institutions. It did not yield much effectiveness as it was slow, unsuccessful and not very productive. Moreover, much of what was taught turned out to be almost useless in practice [1, 32].

Thus, it is expedient to consider the effective ways of building students' communicative competence. In this respect problem solving method to building ESP communicative competence in prospective pediatricians is viewed as the one that through students' active participation and motivation presents good educational results.

The purpose of the investigation is to find out the peculiarities of building the ESP communicative competence for prospective pediatricians in the light of problem solving method.

The problems of ESP teaching and learning have been elaborated by many scientists, namely T. Hutchinson, A. Waters, T. Dudley-Evans, M. St. John. Much attention is devoted to the structure of the communicative competence and the issue of building the communicative competence on the basis of its structure (N. Chomsky, D. Hymes, H. Widdowson, M. Canale, M. Swain, S. Savignon). Problem-solving method has become the subject of the research of S. Robertson, R. Mayer, Y. Wang, V. Chiev, I. Fantin, L. Novik, M. Bassok.

The integrated research of applying problem solving method to building ESP competence in future pediatricians has not been carried out by other scientists yet.

2. The notion of problem solving

Problem solving can be defined as the reflection of the ability to analyze, compare and correlate information, to find relations and interconnections between certain items, objects and phenomena and find a solution to the problem. In terms of foreign language for specific purposes learning in a specific professional context these abilities may be the product of direct activity aimed at studying the problem, seeking for certain information connected with it, finding the way to solve it and doing certain language tasks through foreign language performance demonstrating certain level of ESP competence.

To deal with problem solving method in applied linguistics, first of all, we need to turn to the problems of classification. The problems are generally classified into two different types: ill-defined and well-defined. Respectively, appropriate solutions are to be made. The ill-defined problems are the ones that do not have clear goals and proper solutions, while the well-defined problems have specific goals and clearly defined solutions [6].

The scientists define four basic types of problem solving that gradually evolve during early cognitive development and remain the main thinking types throughout human life:

- visual-active – formed at the age of 2,5 – 3 and remains dominating thinking type to the age of 4-5;
- visual-imaginative – formed at the age of 3,5 – 4 and remains dominating thinking type to the age of 5;
- visual-schematic: formed at the age of 5– 5,5 and remains dominating thinking type to the age of 6-7;
- verbal-logical: starts its formation at the age of 6, becomes dominating at 7-8 and remains the main thinking type for most adults.

Visual-active thinking helps move subjects in the environment. Developed visual-active thinking increases effectiveness in activities which require practical actions. Visual-imaginative thinking is needed in activities that require imagination and creativity. Schematic thinking makes the process of differentiating between basic features of subjects and situations possible, which is essential for classification and generalization. Verbal-logical thinking operates the concepts that are not imaginative. It also enables us to generalize, fix general tendencies and predict the progress of a process [2, 3-32].

Blanchard-Fields outlines two problem-solving aspects. The first one deals with problems with one solution. The other is socio-emotional in nature and is unpredictable with answers that are constantly changing like "What will you do in the situation…?" [5, 36-39].

3. The specific features of building ESP communicative competence in prospective pediatricians

ESP is directly related to subject content – in our case the professional context of pediatricians' job. The fundamental goal of ESP teaching and learning is to develop learners' ESP communicative competence through building receptive and productive language skills while communicating in the professional context.

The term ESP communicative competence has been coined on the basis of the notion of communicative competence introduced by D. Hymes to refer to a speakers' capability to

speak a language with linguistic proficiency and to use language appropriately in different social contexts. An important aspect of communicative competence is related to effectiveness and appropriateness of speech during the process of communication. S. Savignon defines the communicative competence as the ability to function in a truly communicative setting that allows learners to communicate with other speakers effectively and spontaneously [4, 98] .

Teaching ESP communicatively is a relatively new trend in the domain of ESP teaching and studying. This way of ESP teaching and studying is considered the most effective in the context of ESP communicative competence building in future pediatricians as performing their professional roles they will have to communicate extensively with their patients and patients' parents as well as their colleagues. The problem solving method to building ESP communicative competence in prospective pediatricians through applying problem solving strategies will immerse students into the context of the professional situation and, thus, motivate them.

4. Problem solving strategies applied in ESP studying environment

The problem solving method of building ESP communicative competence accounts for applying problem solving strategies to reaching educational goals. Among the most effective problem-solving strategies is 'problem solving cycle' [5, 36-39]. In this cycle a student recognizes the problem, defines it, develops a strategy to solve the problem, organizes knowledge and skills needed to solve the problem, figures out the resources at the disposal, monitors his progress, and evaluates the result. Although the strategy is called 'problem solving cycle', a student does not have to do each of the upper defined steps in order to perform the set assignment. The reason why it is called a 'cycle' is that while one student solves the problem and presents the result, another student starts the process.

Among other widely used in the context of ESP learning problem solving strategies are the following [5, 36-39]:

- abstraction: solving the problem by means of a model of the system;
- analogy: finding and applying a solution that solves an analogous problem;
- brainstorming (successfully used while group work): suggesting an array of solutions or ideas, combining and developing them;

- dividing and conquering: breaking down a large, complex problem into smaller, solvable ones;
- hypothesis testing: assuming a possible solving the problem and trying to prove it;
- lateral thinking: approaching solutions indirectly in a creative way;
- means-ends analysis: choosing an action at each step that helps move closer to the goal;
- focal objects: synthesizing seemingly non-matching characteristics of different objects into something new;
- proving: trying to prove that the problem cannot be solved – the point at which the proof fails will be the starting point for solving it;
- root cause analysis: identifying the cause of a problem;
- trial-and-error: testing possible solutions until the right one is found.

Taking into consideration that problem-solving generally represents the thought direction, it is developed in all kinds of mental activities and every cognitive training exercise is automatically targeted at problem-solving.

The complete concentration, memory and problem solving mechanisms training is not a routine drilling activity which makes students feel tired, but rather a motivating and engaging process that directly affects the quality of studying process by helping students to make their minds more flexible, sharp and quick.

5. Learners and teachers' roles in the context of problem solving approach to ESP communicative competence building in prospective pediatricians

ESP learning through problem solving shifts great emphasis on communication in the professional context, rather than mastery of language forms. It envisages that learners perform different roles by learners, which are most typical of the professional context of pediatricians' job. Thus, the leading learners' role is as negotiator within pair and group procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way [4, 98].

As far as teachers are concerned, in the context of problem solving ESP teaching there are certain most important teachers' roles. Tailoring the assumption of M. Breen and C.

Candlin to the context of our research, the teacher has two main roles: the first role is to monitor and facilitate the communication process between all participants in the classroom, as well as to organize learners' work on the basis of studying materials, methods, techniques and activities. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of studying resources as well as being a resource himself, second as a guide within the classroom procedure and activities. The third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. Other assumed teacher's roles are needs analyst, counsellor, and group process manager [4, 98-99].

Discussion

The problem solving method of ESP communicative competence building in prospective pediatricians provides maximum students' immersion in the communicative context of potential professional situations at language classes. It also allows to minimize students' usage of native tongue during language classes and deliver the whole class in target language which is achieved through students' motivation to succeed in solving the professional problem set by the teacher.

The main purpose of the method described above is to teach the student to speak fluently in foreign language as well as to analyze the situation, find necessary information, systematize, classify and find the best solution. This method, thus, focuses on building and developing not only students' ESP communicative competence, but also on developing their cognitive skills and their creativity.

The problem solving method of building ESP communicative competence in prospective pediatricians has proved its efficiency as it was applied into the process of ESP teaching to prospective pediatricians in Danylo Halytskyi National Medical University of Lviv (Ukraine). The experiment was held during 2014-2015 academic year. The aim of the experimental research work was to carry out the system of studying activities and assignments aimed at building and developing future pediatricians' ESP communicative competence on

the basis of problem solving method. The problem-based dialogue of the professional character was considered to be the main item while selecting studying materials. The system mentioned above contained a lot of individual and small group projects, role-plays and simulations. Some mechanical reproduction tasks like "Read the dialogue in roles" were also available in the experimental system, but game situations, working with a partner in the process of solving the set problems and achieving results dominated.

The described system of learning activities and assignments helped to create a special English language professional environment in the groups of students defined as experimental (56 second year students of 4 academic language groups specializing in pediatrics) in which students read dialogues, did assignments, participated in role-plays and simulations, did the projects, expressed their opinions and made conclusions presenting the results of the solved professional problems.

The experiment was conducted to validate the elaborated system of learning activities and assignments, highlighted in the course book on building prospective pediatricians' ESP communicative competence in speaking on the basis of problem solving method.

In comparison with the students of the control groups (the same amount – 56 second year students of 4 academic language groups specializing in pediatrics) students of the experimental groups showed much higher overall result of the final level of their ESP communicative competence in speaking.

Conclusion

The notion "problem solving" is applied in many disciplines with different perspectives and defined by means of different terminology. In the context of our research problem solving has been defined as the educational method providing the development of students' ability to analyze, compare and correlate information, find relations and interconnections between phenomena, objects of the reality, and solve the set problem. There are four basic types of problem solving that gradually appear during human's cognitive development and should be counted for in the process of building ESP communicative competence in prospective pediatricians on the basis of problem solving method, namely: visual-active, visual-imaginative, visual-schematic, verbal-logical.

The primary goal of ESP teaching in the higher educational institution is to build and develop students' ESP communicative competence through building receptive and productive language skills while communicating in the professional context. Prospective pediatricians' ESP communicative competence is viewed as their capability to speak English for medical purposes in possible communicative contexts of professional character effectively and appropriately with linguistic proficiency.

The most effective problem solving strategies that were implemented into the process of prospective pediatricians' ESP communicative competence building and proved their effectiveness are: abstraction, analogy, brainstorming, dividing and conquering, hypothesis testing, lateral thinking, means-ends analysis, focal objects, proving, root cause analysis, trial-and-error.

References

1. Brown J., Collins A., Duguid P. (1989). Situated cognition and the culture of learning. Educational Researcher. № 18(1), 32–42.
2. Grandin T. (2006). Thinking in Pictures. New York. Vintage Books, 3-32.
3. Paulston C. B. (1992). Linguistic and communicative competence. Topics in ESL. Clevedon. Multilingual Matters Ltd. 89.
4. Richards J., Rodgers T. (2014). Approaches and methods in language teaching. 3rd ed. Cambridge University Press. 98-99.
5. Shrotriya S., Pandey A. (2013). Imitating humans. A technical approach. Raleigh, NC. Lulu Press, 36-39.
6. Sweeney S. (1993). The importance of reading in foreign language teaching. Authentically English. № 2.

(UDK: 51.73)

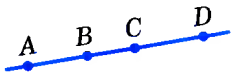
Paralysing Fear of the Bisector of Corner and Bisector of Triangle

Zhumaev Erkin Ergashevich
Doctor of philosophy (Ph.D.), Pedagogic Termezskiy State University

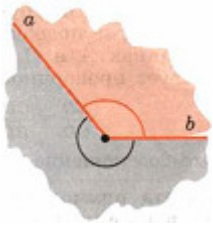
Abstract
The article examines the properties of geometrical figures, including ray, by the bisector of corner, triangle and tetrahedron. Thus largely algebraic, geometrical and integrativnoy methods are used, it is specified determination of corner a bisector, triangle and formed effluent from them consequences.
Key words: corner, triangle, tetrahedron, bisector, method, geometry and algebra.

Её боятся ученики, учащихся и другие. Она называется издевательски-элементарная геометрия, которой занимались Евклид и Архимед, Ньютон и Паскаль, Декарт, и Гамильтон, Погорелов и Атанасян, Михайловский и Гусев, Александров и Тулаганов. Эйнштейн сказал, как приговорил: « Если труд Евклида не смог зажечь ваш юношеский энтузиазм, то не рождены быть теоретиком». А в народе шутят: «Задачи бывают стандартные, нестандартные и … по геометрии» [см. 3, 47 стр].

В соответствии с таким изучением определялось и содержание популярной работы для школьников. И из нее нередко можно было вынести мнение от определении биссектрисой угла и биссектрисой треугольника, как о собрании головоломных задач, для решения которых необходимо обладать совершенно особенными способностями. В действительности же дело обстоит далеко не так. И хотя для овладения биссектрисой, как и любым другим понятием, крайне желательно наличие определенных способностей и даже таланта, главное все же – напряженный труд, без которого никакое вдохновение не придет и никаких гениальных догадок не возникнет. Современному школьнику хорошо известны понятия биссектриса. Видимо, собираясь рассказать о такой фигуре, автор рассчитывает на читателя, достаточно хорошо знающего и что такое биссектрисой угла и что такое биссектрисой треугольника. Но, будучи педагогами, автор помнит старое мудрое правило: **считай обучаемых людьми умными, но многое, если не все, забывшими**. Если вы ничего не забыли, не обижайтесь, а если действительно кое – что забыли, настраивайтесь на серьезную работу. Итак, нам предстоит объяснить, как должна изучать биссектрисой угла и биссектрисой треугольника до того, как ей понадобились разработать определение, и почему ей понадобилась эта помощь. В течении многих с лишним тысячелетий «определение биссектрисой угла и биссектрисой треугольника» считалась образцовым понятием и добрая сотня поколений изучалась с определений именно по А.С. Погорелова. Это понятие содержит большую часть материала, излагаемого и сегодня в школьном курсе геометрии, а также много других интересных и важных фактов геометрии, теории отношений, теории чисел и т.п. Это не одну страницу – что произошло с геометрией. Но гладя на содержания действующих школьных учебников можно только увидится: **биссектрисой** угла называется луч, который исходит из вершины угла, проходит между его сторонами и делит угол пополам. **Биссектрисой** треугольника, проведенной из данной вершины, называется отрезок биссектрисы



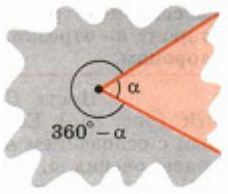
угла треугольника, соединяющий эту вершину с точкой на противолежащей стороне [см. 1, 26 стр]. Этот факт касается тоже для других авторов учебника геометрии 7-9 классах. Но, эти авторы несколько отвлекались от чисто геометрически, т.е. определение очень слабо сформулировано. Как всё – таки избежать страха перед биссектрисой? Очень просто. Полюбите её! Как? Решайте, решайте задачи, потому что теория достаточно быстро усваивается. И далеко ходить не надо. Она есть у нас.



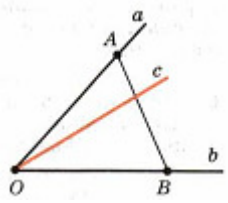
Напомним, что фигурой называется любое множество точек**.** Геометрические фигуры бывают весьма разнообразны. Часть любой геометрической фигуры является геометрической фигурой. Объединение нескольких геометрических фигур есть, снова фигурами являются точки, прямые плоскости, лучи, отрезки, полуплоскости.

Для открытия содержание биссектрисой угла и биссектрисой треугольника важно знать, что такое луч? [см. 2, 55 - 57стр].

Известно, что угол – это геометрическая фигура, которая состоит из точки и двух лучей, исходящих из этой точки. Любой угол разбивает плоскость на две полуплоскости. Если угол неразвернутый, то одна из частей называется внутренней, а другая внешней областью этого угла. Если угол развернутый, то любую из двух частей, на которые он разделяет плоскость, можно считать внутренней областью угла. Это разбиение обладает следующим свойством. Если концы какого-нибудь отрезка принадлежат одной плоскости, то отрезок принадлежат разным полуплоскостям, то отрезок пересекает стороны угла.



Из каждой точки стороны угла можно провести луч. Мы будем говорить, что луч проходит между сторонами данного угла, если он исходит из его вершины и пересекает какой-нибудь отрезок с концами на сторонах угла. На рисунке 6,в луч ***c*** проходит между сторонами угла *AOB* так как он исходит из вершины угла *AOB* и пересекает отрезок *AB* с концами на его сторонах.

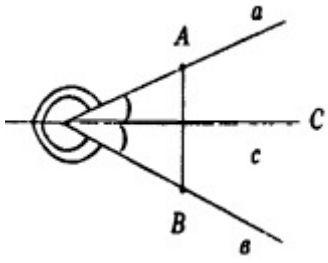


Определение. Биссектрисой угла называется луч, у которого угол делить пополам. На рисунке 7 вы видите угол *AOB*.

Биссектрисой этого угла, т.е. луч ***c*** угол делят пополам, она исходить только из вершины углам проходит между его сторонами другое случае не может быть.

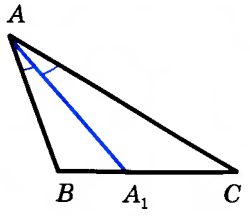
В случае биссектриса развернутого угла образует с его сторонами углы 90.

Как мы знаем, градусная луча развернут его угла равно 180. Поэтому половина ее 90.



Определение. Биссектрисой треугольника называется отрезок у которого делит ее угол пополам. (рис.8)

На рисунке 8 вы видите треугольник *ABC*. *AA* – биссектриса треугольника *ABC*. Если отрезок *AD* делит угол пополам, то она исходит только через вершину *A* и проходит между сторонами *AB* и *AC*, другое случае не может быть. Биссектриса для треугольная не простая линия, оно имеет красивый подход.

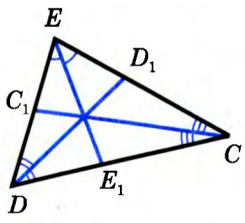


На рисунке *CC*, *DD*, *EE* биссектрисы треугольника *CDE*.

Хотите узнать правду, 1930 году в математическом семинаре МГУ была поставлена следующая задача, но к

сожалению до сих пор чисто геометрическое решение еще не отражено на научно методическое литературе.

Теорема. Если в треугольнике две биссектрисы равны, то такой треугольник равнобедренный. Докажите это[дана четыре способов докозательства см. 4, 16 стр].



Идейный аспект задачи определяет не только стратегию поиска решения, но и отношение к этой задаче субъекта, с точки зрения удовлетворения его творческих потребностей. Осознание идеи лежит в основе диагностики задачи, то есть отнесения ее к тому или иному классу алгоритмически разрешимых задач. Если же выясняется, что алгоритм решения задачи пока еще неизвестен решающему, то направление его последующих действий в поиске и выборе пути решения также обусловлены идейной стороной задачи.

Задача. В треугольнике ABC биссектрисы AA_1, BB_1 и CC_1 пересекаются в точке О, которая делит каждую из них на отрезки, отношения которых, считая от вершин, равны между собой. Найти углы такого треугольника.

Принимая во внимание результат предыдущей задачи многие ученики уже без помощи учителя сравнительно легко справляются с этой задачей. Действительно, в рассматриваемом треугольнике ABC, согласно решенной задачи, биссектрисы являются одновременно медианами треугольника, а такой треугольник, как известно, является равносторонним. Следовательно, углы треугольника ABC равны 60°.

Таким образом, идея выступает как основной носитель творческих компонентов задач, а потому по праву занимает положение в характеристике ее эвристической функции: эвристическую, которая выражает "способность" задачи пробуждать к творческой активности все силы и способности ученика, развивая и обогащая тем самым его творческий потенциал.

Следует отметить, что работу по овладению необходимыми способами и приемами решения геометрических задач, умению делать необходимые выводы в процессе решения и находить пути разрешения возникающих вопросов, целесообразно начинать с рассмотрения более простых и доступных учащимся задач, полнее используя их развивающие функции. При этом целесообразно чаще заботиться о разнообразии выбранных задач по их содержанию, приемам решения и организации урока.

Каждый урок в школе должен содержать в себе четко сформулированные цели. Для того, чтобы урок геометрии прошел на должном уровне, необходимо четкое понимание и последовательная реализация учителем общеобразовательных, воспитательных и развивающих целей и задач урока.

Хорошо использовать решение задач в обучении математике -это значит прежде всего умело подобрать их. Нужны не просто наборы задач по отдельным разделам школьного курса, а их системы. Задачи должны объединяться в отдельные серии. Между задачами одной серии должна быть определенная связь, обеспечивающая более глубокую и разностороннюю разработку некоторой темы, раздела и т.д.

Важен разносторонний подход к задачам. Суть его состоит в том, что из рассматриваемой задачи следует извлекать возможно больше пользы для развития творческого мышления учащихся. Надо стремиться решать преимущественно такие задачи, которые сами содержать факты, полезные при решении других задач. Многие задачи школьного курса могут порождать новые интересные и содержательные задачи. Содержательной можно считать ту задачу,

которая либо использует математические понятия в конкретной ситуации и тем самым полезна на практике, либо связана с рядом ранее изученных вопросов, либо заключает в себе потенциальную возможность создания новых задач. Такого рода задачи содержатся и в школьном курсе геометрии. Их решение должно обязательны) заканчиваться выводами, ибо задачи решаются ради приобретения навыков применения изучаемой теории.

При решении задач на метрические соотношения в треугольнике используются основные зависимости между элементами треугольника. С треугольником связан целый ряд специальных (замечательных) точек и прямых. Среди них центры описанной и вписанной окружности, точки пересечения медиан, биссектрис, высот, биссектриса угла, срединный перпендикуляр и т.д. В связи с этим желательно, чтобы учитель вместе с учениками доказали три теоремы, которые пополняют список замечательных точек и будут с успехом применяться при решении многих интересных непростых задач.

Теорема Менелая имеет численные приложения; этой теоремой пользуются тогда, когда необходимо доказать, что три точки лежат на одной прямой. Воспользовавшись этой теоремой ученики, например, легко доказывают такие свойства биссектрис треугольника.

Теорема 1. Основания внешних биссектрис треугольника лежат на одной прямой.

Теорема 2. Основания двух внутренних и одной внешней биссектрис трех углов треугольника лежат на одной прямой.

Из теоремы Чевы учащиеся получают как следствия такие известные **теоремы:** биссектрисы AA_1, BB_1, CC_1 внутренних углов треугольника ABC пересекаются в одной точке.

Доказательство также очевидно, так как по свойству внутренних биссектрис треугольника имеем

$$\frac{\overrightarrow{AC_1}}{\overrightarrow{C_1B}}=\frac{b}{a},\quad \frac{\overrightarrow{BA_1}}{A_1C}=\frac{c}{b},\quad \frac{\overrightarrow{CB_1}}{\overrightarrow{B_1A}}=\frac{a}{c},\qquad \frac{\overrightarrow{AC_1}}{\overrightarrow{C_1B}}\cdot\frac{\overrightarrow{BA_1}}{A_1C}\cdot\frac{\overrightarrow{CB_1}}{\overrightarrow{B_1A}}=\frac{b}{a}\cdot\frac{c}{b}\cdot\frac{a}{c}=1.$$

Теорема. Биссектрисы двух внешних углов треугольника и биссектриса внутреннего угла при третьей вершине треугольника пересекаются в одной точке.

Доказательство. Пусть AA_1 и BB_1 - биссектрисы внешних углов, а CC_1 - биссектриса внутреннего угла треугольника ABC. Тогда по свойству внешних и внутренних биссектрис треугольника имеем

$$\frac{\overrightarrow{AC_1}}{\overrightarrow{C_1B}}=-\frac{b}{a},\quad \frac{\overrightarrow{BA_1}}{A_1C}=-\frac{c}{b},\quad \frac{\overrightarrow{CB_1}}{\overrightarrow{B_1A}}=\frac{a}{c},$$ откуда после перемножения этих равенств получаем $$\frac{\overrightarrow{AC_1}}{\overrightarrow{C_1B}}\cdot\frac{\overrightarrow{BA_1}}{A_1C}\cdot\frac{\overrightarrow{CB_1}}{\overrightarrow{B_1A}}=\left(-\frac{b}{a}\right)\cdot\left(-\frac{c}{b}\right)\cdot\frac{a}{c}=1.$$

Задача. Пусть ABC произвольный треугольник и отрезки AA_1 , BB_1 , CC_1 пересекаются в точке O. Докажите для отрезков CO, OC_1 OA_1, A_1O, B_1O, BO что имеет место:

$$\frac{AO}{OA_1}=\frac{AB_1}{B_1C}+\frac{AC_1}{C_1B},$$

$$\frac{CO}{OC_1}=\frac{CA_1}{A_1B}+\frac{CB_1}{B_1A}$$

$$\frac{BO}{OB_1}=\frac{BA_1}{A_1C}+\frac{BC_1}{C_1A}.$$

Воспользовавшись этой теоремой, ученики без каких - либо затруднений дают ответ на выше поставленный вопрос, кроме этого, получают еще один, довольно простой, способ доказательства свойств биссектрис треугольника.

Пусть отрезки AA_1, BB_1,CC_1 являются биссектрисами треугольника ABC и O - точка пересечения биссектрис. По свойству биссектрис треугольника имеем: $\frac{AB_1}{B_1C}=\frac{c}{a},\frac{CA_1}{A_1B}=\frac{b}{c},\frac{BC_1}{C_1A}=\frac{a}{b}.$ Тогда из равенства (**) получаем:

$$\frac{CO}{OC_1}=\frac{b}{c}+\frac{a}{c}=\frac{a+b}{c},\quad \frac{AO}{OA_1}=\frac{b}{a}+\frac{c}{a}=\frac{b+c}{a},\quad \frac{BO}{OB_1}=\frac{a+c}{b}.$$

Проблема-1. Пусть у треугольников ABC и $A_1B_1C_1$ биссектрисы проведенные из вершин A **и** A_1, B **и** B_1, C **и** C_1, соответственно равны. Доказать, что треугольники ABC и $A_1B_1C_1$ равны.

Проблема-2. Как называется биссектрисой тетраэдра?

References

1. *A.V. Pogorelov Geometriia 7-9 klassy uchebnik dlia obshcheobrazovatel'nykh organizatsii 2-izdanie, Prosveshchenie, Moskva, 2014.* [A.V. Pogorelov. Geometry grades 7-9 textbook for educational institutions 2 edition, Prosveshchenie, Moscow, 2014.]

2. *Zhumaev E.E., Savenko O. V. Vektor tushunchasiga olib keladigan masalalar. Matematicheskaia fizika i rodstvennye problemy sovremennogo analiza. Materialy Respublikanskoi nauchnoi konferentsii. Bukhara, Izdatel'stvo Bukharskii gosudarstvennyi gosuniversitet, 26-27 noiabria, 2015, str. 470-472.* [Zhumaev E.E., Savenko O. V., Vector leads to the understanding of issues. Mathematical Physics and Related Problems of modern analysis. Materials of Republican scientific conference. Bukhara, Bukhara State Publisher State University, on November 26-27, 2015, pp. 470-472.]

3. *Sharygin I. F., Erganzhieva L. N. Nagliadnaia geometriia. 5 – 6 kl.: Posobie dlia obshcheobrazovat. Uchebnykh zavedenii. 2 – nashr. – M.: Drofa, 1999. – 192 str.* [Sharygin JF, Erganzhieva LN Visual geometry. 5 - 6 cells .: Handbook for general educational institutions. 2 - *nashr*. - M .: *Drofa*, 1999. - 192 p.]

4. *Zhumaev E.E., Nekotorye voprosy zamechatel'nykh linii treugol'nika i tetraedra. Sovremennaia vestnik, № 1, 2016 g.* [Zhumaev E.E., Some questions about remarkable lines of the triangle and the tetrahedron. Sovremennaia vestnik, number 1, 2016]

Didactic Model of Foreign Language Blended Learning Course Design and Implementation

Oksana Musiyovska

Senior Lecturer of English, Ukrainian Academy of Printing, Lviv, Ukraine

Abstract

Blended learning is an innovative technology that enables to apply modern means of information transfer and communication, not going beyond traditional educational process, and complementing the existing didactic system of the higher educational institution with the new features. This technology can increase the efficiency of foreign language training of future technical specialists if its introduction in educational process will be provided by the following didactic conditions: availability of the motivation of the student and teacher to use this technology, choosing the most viable means of training and the development of professionally-oriented content of the training course, as well as the use of an effective learning and content management systems allowing monitoring and control of all stages of the educational process. It will make students relatively autonomous in learning, will increase their motivation to learn foreign languages by incorporating into the course up-to-date and relevant training material and will help teacher to manage the training process and to monitor the success of student training. The didactic conditions of blended learning course design and implementation in the process of foreign language training of technical universities students have been researched and a didactic model of its realization has been offered in this article.

Keywords blended learning, motivation, educational process, didactic conditions, professionally-oriented content, learning and content management systems, didactic model

Постановка проблеми Кожна епоха нових технологій ставить певні вимоги до освіти та формує власні теоретичні і методологічні засади організації процесу навчання. Активний розвиток комп'ютерних технологій зумовив переосмислення існуючих та розробку нових теорій навчання, пов'язаних з побудовою навчального процесу навколо новітніх засобів обробки інформації, моделюванням нових видів навчальної діяльності та включення інтерактивних компонентів. [7]

Однак, на сьогоднішній день, у педагогічній науці ще недостатньо глибоко досліджена і проблема впровадження інноваційних підходів до якісного оновлення процесу іншомовної підготовки студентів технічних спеціальностей та не визначені основні умов їх реалізації у технічних вищих навчальних закладах. Необхідність розв'язання цих проблем посилюється потребою обґрунтування дидактичних особливостей використання сучасних інноваційних технологій в поєднанні і взаємодії з традиційними формами і методами в межах єдиної навчальної технології. У зв'язку з

цим актуальною стає розробка та обґрунтування використання такої комбінованої технології навчання, яка гнучко враховувала би сучасні інноваційні підходи та усталені дидактичні постулати і одночасно забезпечувала достатньо високий рівень іншомовної підготовки майбутніх фахівців технічного профілю.

Серед найбільш перспективних сучасних технологій навчання можна окремо виділити дистанційне, електронне та веб-навчання, які з'явилися не так давно, але досить впевнено займають свою нішу на ринку освітніх послуг. Кожна з цих технологій навчання має свої переваги і недоліки, але їх практичне впровадження показало, що вони не завжди діють достатньо ефективно. Тільки виважене поєднання кожного з цих видів навчання з перевагами традиційного навчального процесу зможе дати найбільш оптимальний результат і сприятиме ефективній реорганізації процесу навчання у вищій школі. Це завдання може розв'язати комбіноване навчання (КН), яке дає можливість застосувати новітні телекомунікаційні технології не виходячи за рамки традиційного навчального процесу і доповнюючи існуючу дидактичну систему вищого навчального закладу технічного профілю новими можливостями.

Аналіз останніх досліджень і публікацій Комбіноване навчання широко використовується в країнах Європи і Північної Америки, тому проблеми його розробки і функціонування вже давно є об'єктом уваги багатьох зарубіжних науковців, хоч в Україні цю тему тільки почали досліджувати. Попередній аналіз стану дослідження цієї проблеми в педагогічній науці показав, питання розробки і впровадження КН у вищій школі та в корпоративні тренінги розроблялися багатьма зарубіжними вченими (Josh Bersin (2004), Dziuban, C. & Moskel (2001), Garisson D.R. (2008) , Vaugan N.D. (2008), Valiathan, P. (2002), Driscoll, M. (2002), Kerres, M. & De Witt (2003), C., Singh (2003), H. Whitelock, D. & Jelfs A. (2003), та ін). Більшість учених погоджуються з думкою, що КН має великий потенціал для вищої освіти, оскільки воно здатне значною мірою урізноманітнити виклад навчального матеріалу, значно підвищити його інформативність, наочність та доступність для студента. Окрім того, використовуючи сучасні технології та інструментарій, студенти зможуть не тільки навчатися, а й перетворювати здобуті знання у професійні навички, що допоможе їм стати більш конкурентоздатними на ринку праці, а це одна з найголовніших цілей їх навчання.

У вітчизняних дослідженнях КН найбільш значущими є праці В.М. Кухаренка, Б.І.Шуневича, А.М. Стрюка, Ю.В. Тріуса, Н.В.Рашевської, О.О. Доброштан, Т.І. Коваля, С.В.Шокалюк та ін. Але до цього часу мало уваги приділялося розгляду КН як системної технології, яка здатна переорієнтувати процес навчання у вищій школі на індивідуальну роботу з кожним студентом і при цьому забезпечити широкі можливості для реалізації інноваційних методичних підходів у навчанні в рамках традиційного дидактичного процесу вищої школи..

Мета статті – визначити дидактичні умови та обґрунтувати переваги дидактичної моделі впровадження технології КН у процес іншомовної підготовки студентів технічних спеціальностей вищої школи.

Виклад основного матеріалу. Комбіноване навчання як інноваційна технологія має багато можливостей у порівнянні з іншими технологіями навчання. Однак впровадження цієї технології у навчальний процес вищої школи пов'язане з багатьма організаційними та технічними труднощами, усунення яких потребує від викладача не тільки відповідних знань і спеціальної підготовки, а й бажання змінювати традиційні підходи до навчання. Окрім того, специфіка КН вимагає іншого підходу до формування контенту навчального курсу та управління навчальною діяльністю студентів. Це зумовлено рядом об'єктивних та суб'єктивних чинників, які впливають на процес навчання іноземної мови загалом і формування навичок фахової іншомовної комунікації зокрема.

До об'єктивних чинників, які впливають на процес використання КН у навчанні іноземним мовам у вищому навчальному закладі належать:

- організація навчального процесу із застосуванням мультимедійних засобів навчання: у розподілі аудиторного фонду навчального закладу має бути передбачено використання комп'ютерних класів та кабінетів з відповідним обладнанням для навчання мови;
- планування навчальної програми і обґрунтоване використання мультимедійних засобів навчання: можливість залучення фахівців з виробництва та профілюючих кафедр до процесу планування навчання та розробки навчально-методичних матеріалів;

– інфраструктура та матеріально-технічне забезпечення навчального закладу: наявність швидкісного доступу до Інтернету, достатньої кількості комп'ютерних класів, програмного забезпечення та інших засобів навчання;
– наявність технічного супроводу та підтримки процесу КН іноземних мов: викладач іноземних мов не завжди має достатню підготовку для роботи з системою керування навчанням та самостійного користування мультимедійними пристроями;
– можливість кваліфікаційної перепідготовки викладача іноземної мови із врахуванням специфіки організації та змісту навчального курсу: формально періодичне стажування викладача іноземних мов не передбачає ближчого знайомства з сучасними мультимедійними засобами, які використовуються у навчальному процесі та з виробництвом і фахом студентів, яких він навчає.

До суб'єктивних чинників, які впливають на успішність впровадження КН іноземним мовам у технічному вищому навчальному закладі відносяться:

– мотивація викладача іноземної мови впроваджувати передові методи та підходи у викладання своєї дисципліни;
– наявність у викладача відповідної технічної та фахової підготовки для ефективного використання сучасних засобів навчання;
– підтримка ініціативності викладача іноземної мови та організаційна допомога з боку керівництва вищого навчального закладу;
– регулярна співпраця викладача іноземних мов з профілюючими кафедрами та виробництвом.

Вищезазначені об'єктивні та суб'єктивні чинники породжують ряд труднощів у використанні нових технологій для навчання іноземним мовам у вищій технічній школі та потребують вирішення пов'язаних з ними дидактичних проблем, а саме:

– необхідності удосконалення методики використання сучасних технологій та мультимедійних засобів для навчання фахової іншомовної комунікації. Сучасні навчальні посібники з іноземних мов, які використовуються у вищій школі, мало орієнтовані на використання електронних та веб-технологій навчання у процесі іншомовної підготовки студентів (у кращому випадку вони мають доповнення у

вигляді компакт-дисків із аудіо - чи відео файлами та завданнями для самостійної роботи).

- переорієнтації підручників і посібників із загальної розмовно-краєзнавчої тематики на професійну. При створенні електронних засобів навчання і програм для вивчення іноземних мов у технічному вищому навчальному закладі не завжди враховується специфіка фахової підготовки студентів. Тут винятком можна вважати хіба що підручники з інформаційних технологій та посібники ділової мови або іноземної для бізнесу, які вже більш-менш добре охоплюють тематику економічних спеціальностей.
- розробки науково обґрунтованих рекомендацій щодо відбору та застосування сучасних засобів навчання та веб-ресурсів у процесі іншомовної підготовки. На сьогоднішній день їх використання має епізодичний характер і не завжди раціональне тому що, у більшості випадків, викладач керується не доцільністю, а власним бажанням і можливостями використовувати той чи інший інструмент або матеріал на заняттях чи для самостійної роботи студентів.
- налагодження тісного зв'язку між викладачами і розробниками веб-сайтів та електронних засобів навчання з метою зменшення втрати актуальності навчального контенту та обмеження інтерактивності технологій КН.

Окрім вищезазначених дидактичних проблем виникає багато технічних труднощів, з якими викладачам іноземних мов важко впоратися через брак знань та спеціальної підготовки до використання сучасних засобів навчання. На нашу думку, впровадження технології КН допоможе розв'язати цей ряд проблем, оскільки ця технологія здатна найбільш повно охопити весь спектр сучасних засобів навчання і ефективно застосовувати їх разом з передовими методами та підходами у навчанні.

Сучасна теорія навчання виділяє три основні компоненти процесу навчання: мотиваційний компонент, навчальну діяльність учня і керування навчальною діяльністю з боку педагога або технічних засобів навчання [10, с 33]. Формування у студентів мотивації до вивчення фахової іноземної мови відбувається у три етапи: на початковому етапі студент виявляє підвищений інтерес до навчання за рахунок новизни навчального матеріалу та незвичних для нього компонентів навчального процесу. На поточному етапі відбуваються значні коливання мотивації, пов'язані зі

складністю навчального матеріалу та великою завантаженістю навчального процесу. Інтенсивність коливань мотивації тим вища, чим менший рівень знань і початкова мотивація студента до навчання. Формування абсолютної мотивації до вивчення предмета відбувається на наступному рівні, у тих студентів, які мають як мінімум середні результати успішності та розуміють перспективу використання іноземної мови у майбутній професійній діяльності.

Формування контенту курсу з іноземної мови фахового спрямування залежить від набору компонентів КН, які будуть використані для подачі навчального матеріалу. Ці компоненти розділяються на дві категорії: компоненти очного навчання (традиційні засоби навчання та форми організації навчального процесу) та веб-компоненти (веб-ресурси, системи керування знаннями та компоненти електронного навчання). Змістове наповнення курсу визначається фаховою спрямованістю та вимогами до знань, умінь і навичок, які має набути студент у процесі вивчення дисципліни, викладеними у нормативних документах (освітньо-професійною програмою та освітньо-кваліфікаційною характеристикою фахівця). Викладач може використовувати різні прийоми для формування контенту курсу, але має враховувати при цьому основні вимоги до навчального курсу:

- структурованість змісту навчального курсу;
- фахову спрямованість та інформативну насиченість навчального матеріалу;
- інтерактивний характер навчальних завдань;
- адаптивність навчального курсу та окремих завдань до індивідуальних потреб і можливостей студента;
- наочність презентованого матеріалу;
- новизну та актуальність змісту навчального матеріалу.

Для ефективного здійснення навчальної діяльності в умовах КН необхідна система керування навчанням, яка здатна забезпечити ефективне функціонування іншомовної підготовки у вищому навчальному закладі. Дидактична архітектура процесу КН має інтегративний характер і об’єднує ручну та автоматизовані системи управління навчанням, систему оцінювання та засоби для зворотного зв’язку між викладачем і студентами. Така будова навчального процесу дає можливість студентові здійснювати рецептивну, репродуктивну, пошукову та евристичну навчальну

діяльність і при цьому бути відносно автономним у виборі засобів та технологій навчання. Зі свого боку, викладач має змогу контролювати навчальний процес і надавати студентові підтримку у навчанні не тільки в аудиторії, а й під час самостійної роботи над завданнями.

Враховуючи вищезазначені чинники, можна вважати, що основними дидактичними умовами, які впливають на організацію навчального процесу іншомовної підготовки з використанням технології КН, є:

- формування в учасників навчального процесу мотивації до застосування інноваційних технологій для вивчення та викладання іноземної мови за професійним спрямуванням;
- розробка контенту навчального курсу із врахуванням дидактичних вимог до його змісту, та специфіки професійної підготовки студентів;
- наявність ефективної системи керування навчанням студента та проведення регулярного контролю і корекції знань студентів.

Ці дидактичні умови формують основу для організаційно-методичної діяльності викладача та навчальної діяльності студента. Модель впровадження КН у процес

навчання іноземних мов у вищій школі можна представити так:

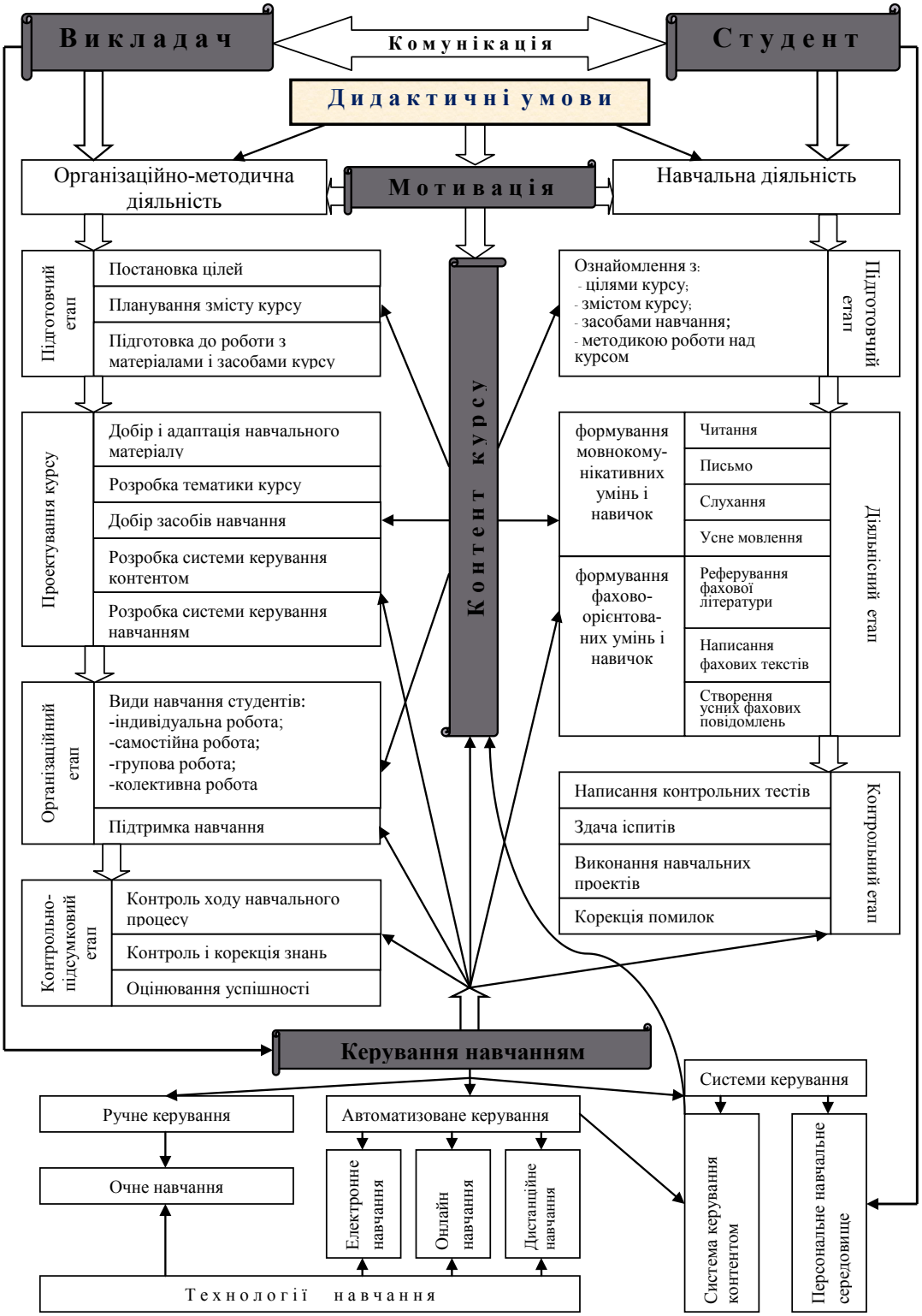


Рис.1 Дидактична модель застосування КН в іншомовній підготовці студентів технічних спеціальностей

Як видно з даної моделі, для застосування технології КН у навчанні іноземним мовам необхідно: визначити зміст навчального курсу згідно з нормативними вимогами до фахової підготовки студентів технічних спеціальностей, сформувати контент та підібрати найбільш ефективні компоненти КН, які здатні впливати на мотивацію студентів до вивчення іноземних мов, розробити дидактичну модель впровадження технології КН та реалізувати алгоритм її функціонування у процесі іншомовної підготовки майбутніх фахівців технічних спеціальностей.

Функціонування даної моделі відбувається в рамках традиційного навчального процесу і включає різні форми діяльності викладача і студента впродовж кількох етапів. Організаційно-методична діяльність викладача і включає етапи планування і розробки навчального курсу, організацію навчальної роботи студента, підтримку та моніторинг ходу навчального процесу і контроль за успішністю студентів. Навчальна діяльність студента полягає в ознайомленні з цілями та методикою роботи над курсом, формуванні мовнокомунікативних та фахово-орієнтованих умінь і навичок, а також виконання тестових і контрольних робіт і навчальних проектів на контрольному етапі. Окрім того, студент має можливість створити своє персональне навчальне середовище і підтримувати постійний зв'язок з викладачем. **Висновки.** Впровадження КН у навчальний процес вищої школи зумовлюється рядом об'єктивних і суб'єктивних чинників та дидактичних умов, які включають формування мотивації, створення контенту та ефективної системи керування навчанням. Врахування цих умов дозволило нам сформувати дидактичну модель застосування КН для іншомовної підготовки студентів технічних спеціальностей Перевагами цієї моделі є: відносна автономність студента у навчанні при достатньо високій керованості та контрольованості навчального процесу, підвищений рівень мотивації до навчання, актуальний та доступний навчальний матеріал і засоби навчання, які здатні забезпечити йому успішне оволодіння фаховими мовнокомунікативними уміннями і навичками згідно з його особистими нахилами і потенційними можливостями. При цьому подальшого дослідження потребують питання добору ефективних засобів навчання та організації контролю і оцінювання навчальної діяльності студента.

References:

1. Bespalko V. P. Pedagogika i progresivnyie tekhnologii obuchenia . [Text] / V. P. Bespalko. - M.: Pedagogika, 1995. 192 s.
2. [Blended Learning in K-12/ Wikibooks, the open-content textbooks collection [Електронний ресурс] - Available at: http://en.wikibooks.org/wiki/Blended Learning in K-12/Definitions/The many names of Blended Learning.
3. Chaika V. M. Osnovy didaktiki: [navchalnyi posibnyk] / V. M. Chaika, Kyiv : Academvydav, 2011. - 238 s.
4. Curtis J. Bonk, Charles R. Graham (December 2005). The Handbook of Blended Learning: Global Perspectives, Local Designs (excerpt), Pfeiffer Wiley. ISBN 0787977580. Retrieved on 2006-12-26.
5. Diomin A.I. Rozvytok piznavalnoi diialnosti uchniv. [Text] / A.I. Diomin. - K.: Vyshcha shkola. - 1976. - 90 s.
6. Driscoll, M. (2002) Blended Learning: let's get beyond the hype, E-learning, 1 March. Available at: http://elearningmag.com/ltimagazine
7. Duffy, T.M., & Cunningham, D.J. (1996). Constructivism: Implications for the design and delivery of instruction.In D. H. Jonassen (Ed.), *Handbook of research for educational communications and technology*. New York: Simon & Schuster Macmillan, pp 170-199.
8. Dziuban, C. & Moskel, P. (2001) Emerging research issues in distributed learning. Orlando, FL: Paper delivered at the 7th Sloan-C International Conference on Asynchronous Learning Networks,
9. Garisson D.R., Vaugan N.D. (2008) Blended Learning in Higher Education: Framework, Principles, and Guidelines, Jossey-Bass , San-Francisco., 245 PP
10. Heckhausen H. Motivacia i deiatelnost: [Text] / Heckhausen H.: Per. s angl.: v 2 T., T. 1. - M.: Pedagogika, 1986, C. 33.
11. Kerres, M. & De Witt, C. (2003) A Didactical Framework for the Design of Blended Learning Arrangements, Journal of Educational Media, 28(2-3), pp. 101-113. Available at: http://mediendidaktik.uni-duisburg-essen.de/system/files/Draft-JEM-BL.pdf

12. Singh, H. (2003) Building Effective Blended Learning Programs, *Educational Technology*, 43, pp. 51-54.
13. Valiathan, P. (2002) Blended Learning Models. Available at: www.learningcircuits.com/2002/aug2002/valiathan.html
14. Whitelock, D. & Jelfs, A. (2003) Editorial: Journal of Educational Media Special Issue on Blended Learning, Journal of Educational Media, 28(2-3), pp. 99-100.

Environmental Psychology: Current Research Issues

Akramov Mirmukhsin Rustamovich
PhD student, Tashkent State Pedagogical University named after Nizami (Uzbekistan, Tashkent)

Abstract
The article deals with problems of environmental psychology. The author states that the determinants of environmental problems, from a psychological point of view, are the laws of formation of human consciousness. The article also says that the human as an ecological entity recognizes and accepts responsibility for the development of nature.

Keywords: ecology, psychology, ecosystem, nature, people, urgency, paradigm, consciousness, peace, development, the psyche, the formation process, people, activity, thinking, the scope, the environment, operation, education, influence, planet, pattern.

Актуальность и интерес к экологической психологии определяется тем, что сохранение планеты как экосистемы невозможно без изменения отношения человека к окружающей его природе.

Парадигма, направлявшая человеческое сознание на эксплуататорское отношение к миру окружающей действительности, являлись главными ориентирами развития человечества в последние столетия (7).

В.Хесле уточнял: «...Если потребности жителей национального социального государства начинают стихийно возрастать, тогда государство должно попытаться удовлетворить данные потребности; сделать же оно это может только там, где столкнется с наименьшим сопротивлением. А таковы, в сущности, два типа объектов: с одной стороны, природа, с другой стороны, нации, еще не выработавшие принцип социального правового государства, живущие, например, при полуфеодализме, одним словом, народы "третьего мира". В итоге эксплуатацию пытались прикрыть каким-то мнимым правом. Природа же в философии права нового времени всегда оставалась бесправной...» (7. С. 24.).

Детерминантами экологической проблемы, с психологической точки зрения, являются закономерности формирования сознания человека. Как высшая форма развития психики сознание формируется в процессе человеческой деятельности,

обуславливая содержанием и способами деятельности не только отдельно взятого человека, но и всей социальной группы.

Экономическая парадигма, как доминанта развития человечества, определила технократический характер нашей цивилизации.

Доминирующий не только в сознании современного человека, но и в общественном и индивидуальном сознании людей в развитых странах технократический способ мышления, не способствует преодолению экологического кризиса. Принятие экологического императива является главным условием изменения сознания людей является. Под *экологическим императивом* подразумевают взаимодействие с природой, согласно которому "правильно и разрешено только то, что не нарушает существующее в природе экологическое равновесие" (1. С. 13).

Человек как экологический субъект осознаёт и принимает ответственность за развитие природы. Вопросы формирования сознания человека и использования его возможностей к саморазвитию во взаимодействии с окружающей природой – относится к сфере психологических исследований. Проблема изучения экологического сознания как психологического явления, а также разработки методов психологической диагностики и формирования экологического сознания у специалистов и у населения.

Со второй половины XX столетия расширяется представления об окружающей среде. Осознание того, что проблемы окружающей среды не сводятся только к вопросам загрязнения природной среды или опасного и нерационального использования природных ресурсов. Они охватывают также проблемы охраны и защиты социального и культурного наследия (2-6).

В социальную среду человека входят этническая, семейная, образовательная, информационная, духовная и другие сферы жизни человека. В связи с перестройкой и последовавшим за ней общим кризисом социально-экономических, политических и нравственных отношений каждый из указанных видов социальной среды в последние десятилетия значительно изменяется (6).

Семья как социальная ячейка общества переживает кризис и как психологическая среда для социализации ребенка. При этом обнаруживается диссонанс социального опыта старшего поколения специфике современного социума, вследствие чего нарастает социальная напряженность. Неустойчивость социальных отношений,

неуверенность родителей в завтрашнем дне семьи поражает самое слабое звено – детей. Поэтому в настоящее время наряду с проблемами охраны окружающей среды на первый план выходят проблемы защиты человека и особенно детей от негативного воздействия физической, социальной, психологической, духовной и даже школьной образовательной среды.

Образовательная среда также переживает кризис. "Экологический подход" к ребенку в системе образования должен заключаться в том, чтобы логика организации образовательных сред и технологий обучения настолько соответствовала общеприродным закономерностям физического, психического, социального и духовно-нравственного развития детей, чтобы не стать причиной ухудшения их здоровья (3).

Все более актуальным становится вопрос о психологической безопасности информационной среды, о том бездуховном информационном потоке, который обрушивается на детей с экранов телевизоров, видео, интернета. В целом эти проблемы образуют психологический аспект экологии детства.

К числу проблем социальной среды относятся и те проблемы, которые вызываются бедностью и низким уровнем экономического развития (неудовлетворительность жилищных условий, недоедание и т.п.). И если до недавнего времени предполагалось, что перечисленные социальные проблемы могут быть решены за счет развития экономической сферы жизни общества, то сейчас формируются и другие мнения (7).

Происходит смысловое (семантическое) расширение понятия "экология": из биологического оно становится междисциплинарным (экология человека, включая экологию детства, экологию личности и др.), наполняется мировоззренческим смыслом (экология сознания, экология духовности и т.п.). Это подтверждается, в частности, тем, что в последние годы все более широкое распространение получают общественные и религиозно-философские движения и структуры, рассматривающие экологический кризис как часть более общей проблемы – проблемы кризиса духовности человека.

Исходя из этого, встает необходимость изучения психологического влияния, оказываемого разными видами социальной среды на жизнь и развитие человека.

References

1. *Deriabo S.D., Iasvin V.A. Ekologicheskaia pedagogika i psikhologiia. Rostov-na-Donu, 1996.* [Deriabo S.D., Iasvin V.A. Environmental education and psychology. Rostov-na-Donu, 1996.]

2. *Oleinikov Iu.V. Ekologicheskaia obuslovlennost' mirovozzrencheskikh transformatsii // Mir psikhologii. 1997, № 1. S. 26—28.* [Oleynikov Y. Environmental conditioning of ideological transformations // Mir psikhologii.. 1997, № 1. pp 26-28.]

3. *Otnoshenie shkol'nikov k prirode / Pod red. I.D.Zvereva, I. T.Sura-veginoi. M., 1988.* [The attitude of pupils to nature / Ed. I.D.Zverev, I. T.Suravegina. M., 1988.]

4. *Okhrana prirody: Uchebnik dlia studentov biol. spets. ped. in-tov / A.V.Mikheev, V.M.Galushin, N.L.Gladkov, A.L.Inozemtsev. M., 1981.* [Environment: A textbook for students of biol. faculties of pedagogical universities / A.V.Miheev, V.M.Galushin, N.L.Gladkov, A.L.Inozemtsev. Moscow, 1981.]

5. *Oleinikov Iu.V. Ekologicheskaia obuslovlennost' mirovozzrencheskikh transformatsii // Mir psikhologii. 1997, № 1. S. 26—28.* [Oleynikov Y. Environmental conditioning of ideological transformations // Mir psikhologii.. 1997, № 1. pp 26-28.]

6. Panov V.I. Aktual'nye problemy ekologicheskoi psikhologii // Psikhologiia segodnia. T. 2. Vyp. 1. M., 1996. S. 102—103. [Panov V.I. Actual problems of ecological psychology // *Psikhologiia segodnia.* Vol. 2. Issue 1. M., 1996, pp 102-103.]

7. Hösle *V. Filosofiia i ekologiia. M., 1994.* [V. Hösle. Philosophy and Ecology. Moscow, 1994.]

Erratum

The Table of Contents in *IntellectualArchive Vol.4, Num.6* incorrectly listed the authors of the article "Pedagogical Principles of Young Pupils' Music Culture Formation in Piano Teaching Process" published on the page 160.

The corrected list of authors of this article in the Table of Contents is
O. Shcholokova, D. Yun.

Manuscript Guidelines

1. All submitted papers **must** contain the Title, Name of author(s), Affiliation (if any), Abstract and List of References (Literature) **written in English**. The Abstract must count not less than 100 and not more than 300 words and must be the good representation of your article. Optionally paper may also contain this information duplicated in another language.

2. **Font faces.** Arial, Times, Times New Roman, Courier New and Helvetica.

3. **Language.** You may use any language for your paper text, however English is MUCH preferable.

4. **Title.** Font size - 16, bold. Position - central alignment.

5. **The author's name.** Font size - 14, bold. Position - central alignment.

6. **The affiliation** (your University etc). Font size - 14, regular (not bold). Position - left alignment.

7. **The word "Abstract".** Font size - 12, bold-italics. Position - central alignment.

8. **The text of the abstract**. Font size - 10, regular (not bold).

9. **The word "Keywords"** (if any). Font size - 10, bold. Position - left alignment.

10. **The text of keywords** (if any). Font size - 10, regular (not bold). Position - left alignment.

11. **Text of article.** Font size - 14. Position - left alignment or fully justified. Line spacing - 1.5 lines.

12. **The word "References"** (if any). Font size - 12, bold-italics. Position - central alignment.

13. **The text of References** (if any). Font size - 12, regular (not bold).

In all other cases please use your own good judgment or contact our Editorial Board.

Where to find us

The "IntellectualArchive" is distributed to major libraries across Canada and the US, including
Library of Congress, USA (http://lccn.loc.gov/cn2013300046) ,
Library and Archives Canada
(http://collectionscanada.gc.ca/ourl/res.php?url_ver=Z39.88-2004&url_tim=2012-09-05T01%3A46%3A54Z&url_ctx_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Actx&rft_dat=40904933&rfr_id=info%3Asid%2Fcollectionscanada.gc.ca%3Aamicus&lang=eng) and others.

The references to articles published in the "IntellectualArchive" are available in the
Google Scholar, (http://scholar.google.ca/scholar?q=%22IntellectualArchive%22),
Arxiv.org (http://search.arxiv.org:8081/?query=%22Intellectual%20Archive%22&in=) ,
WorldCat.org (https://www.worldcat.org/search?q=n2%3A1929-4700&qt=advanced&dblist=638) ,
Academia.edu
(http://www.academia.edu/15503799/Light_diffraction_experiments_that_confirm_the_STOE_model_and_reject_all_other_models)
The National Research Council (Italy) (http://data.cnr.it/data/cnr/individuo/rivista/ID658222)
Наукова бібліотека of the University named after Dragomanov, Ukraine
(http://enpuir.npu.edu.ua/handle/123456789/7974?mode=full)
Google.com (https://www.google.ca/#q=site:IntellectualArchive.com) thousands of links etc.