

XV STUDENT'S INTERNATIONAL SCIENTIFIC CONFERENCE PPCY

April 23-25.2015, Narva, Estonia

ABSTRACT BOOK

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ABSTRACT BOOK

The first part of the paper discusses the importance of understanding the local context in which a project is implemented. This includes a thorough analysis of the social, cultural, and economic conditions of the community. It is essential to engage with local stakeholders from the outset to ensure that the project is relevant and sustainable. The second part of the paper explores the challenges of implementing a project in a resource-poor environment. This includes issues such as limited access to funding, lack of technical expertise, and inadequate infrastructure. The third part of the paper presents a case study of a successful project implementation in a rural setting. This case study highlights the importance of community participation and the role of local leaders in the success of the project. The fourth part of the paper discusses the importance of monitoring and evaluation in ensuring the effectiveness of a project. This includes the use of both quantitative and qualitative methods to assess the impact of the project. The final part of the paper concludes with a discussion of the lessons learned from the case study and the importance of ongoing support and evaluation.

**XV STUDENT'S INTERNATIONAL
SCIENTIFIC CONFERENCE PPCY**
(PEDAGOGICS, PUBLIC SECTOR, CULTURE,
YOUTH WORK, ENTERPRENEURSHIP)

April 23-25.2015, Narva, Estonia

ABSTRACT BOOK



UNIVERSITY OF TARTU
NARVA COLLEGE

SPONSORS



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CONFERENCE PROGRAMME

APRIL 23, 2015

09.00–11.00 Registration and morning coffee

11.00–11.30 Welcome speeches

11.30–12.30 Plenary session

12.30–12.45 Coffee break

12.45–14.15 Parallel session I: [Philology and Culture](#)

Parallel session II: [Education](#)

14.15–15.00 Lunch

15.00–16.30 Parallel session III: [Philology and Culture](#)

Parallel session IV: [Public Sector and Entrepreneurship](#)

16.30–17.30 Narva College tour

18.00 Evening reception

CONFERENCE PROGRAMME

APRIL 24, 2015

10:00-11:15 Plenary session

11:15-11:30 Coffee break

11:30-13:00 Parallel session V: [Philology and Culture](#)

Parallel session VI: [Public Sector, Entrepreneurship and Youth Work](#)

13:00-13:45 Lunch

13:45-15:15 Parallel session VII: [Philology and Culture](#)

Parallel session VIII: [Education](#)

15:15-15:30 Coffee break

15:30-17:00 Parallel session IX: [Philology and Culture](#)

Parallel session X: [Philology and Culture](#)

17:00-17:45 Final discussion

18:00 Narva city tour

CONFERENCE PROGRAMME

APRIL 25, 2015

10:00-16:00 Tour to Ida-Viru County main attractions

WELCOME FROM THE CONFERENCE ORGANISING COMMITTEE

We are happy to welcome participants of the XV Students' International Scientific Conference PPCY. Once again, Narva College meets guests that arrive in Narva to participate in our conference every year beginning from 2005. During the years, students from Estonia, Austria, Bulgaria, Great Britain, Georgia, Kazakhstan, Latvia, Russia, Slovakia, Sweden, Ukraine and Vietnam have taken part in our conference. This year the conference brings together the participants from Estonia, Russia, Germany, Sweden and Vietnam.

As usual, participants present their research according to the five main topics of the conference:

Preschool, secondary and higher education:

modern methodological approaches to teaching; traditionalism and innovation in education; methodological problems in language acquisition (including language immersion); education in multicultural society; requirements of study subjects in the context of multicultural education; developing of axiological competences; formative assessment (principles and technologies).

Philology and culture:

linguistics; issues of literature and folklore studies; contrastive/comparative linguistics and language contacts; language and cross-cultural communication; language acquisition; folklore and post-folklore in modern society; issues of children's literature; classical and modern literature from point of modern reader.

Public sector:

e-democracy; civil activity, project-based activity; multicultural challenges in society; cooperation between local governments (including at the international level); local government in co-operation with private business and NGOs; comparison of speciality terminology in different languages; importance of politics at the local level; management in local government; using marketing principals in the process of involvement of citizens in public sector decision making.

Youth work:

learning in youth work; non-formal learning in youth work (in youth club/centre, in camp, in hobby group, in youth organization etc.); worker's training in higher education; informal learning and youth work; learning through voluntary activity; interdisciplinary competences as the basis of youth work.

Entrepreneurship and project management:

different roles in change management; influence of workers commitment to work results; aging of population and entrepreneurship; marketing in the modern world; strategic planning; social responsibility of entrepreneurship; innovation.

The first part of the paper discusses the importance of understanding the local context in which a project is implemented. This involves a thorough analysis of the social, economic, and cultural factors that may influence the success or failure of the intervention. The second part of the paper describes the methodology used in the study, including the selection of participants, the data collection methods, and the analysis techniques. The third part of the paper presents the results of the study, which show that the intervention had a positive impact on the target population. The final part of the paper discusses the implications of the findings for future research and practice.

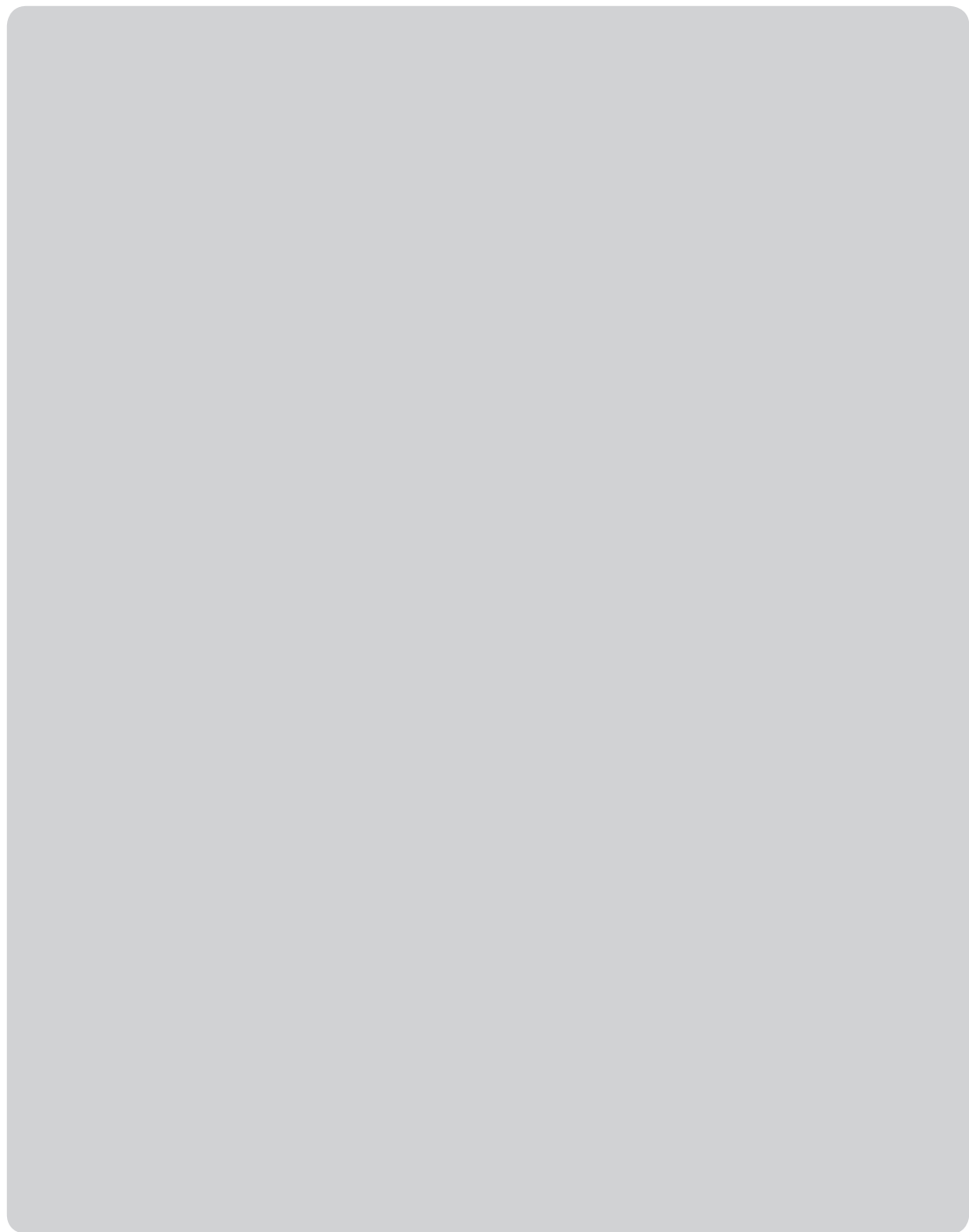
The study was conducted in a rural area of a developing country, where the majority of the population is engaged in agriculture. The intervention was designed to improve the livelihoods of the target population by providing them with access to credit and technical assistance. The results of the study show that the intervention was successful in achieving its objectives, and that the target population was able to improve their living standards as a result of the intervention.

The findings of the study have important implications for future research and practice. First, the study highlights the importance of understanding the local context in which a project is implemented. This is because the success or failure of the intervention may be influenced by a variety of factors, including the social, economic, and cultural factors of the target population. Second, the study shows that the intervention was successful in achieving its objectives, and that the target population was able to improve their living standards as a result of the intervention. This suggests that the intervention was well-designed and well-implemented.

In conclusion, the study shows that the intervention had a positive impact on the target population, and that the target population was able to improve their living standards as a result of the intervention. This suggests that the intervention was well-designed and well-implemented, and that it had a positive impact on the target population.

THE CONFERENCE ORGANISING COMMITTEE

Inga Jaagus
Krista Dehterev
Jekaterina Ljubimova
Galina Maltseva



ABSTRACTS

PLENARY
APRIL 23, 2015

LÁSZLÓ KÖVECSES

The Role of Paganism in Estonian National Identity Formation

University of Tartu, Estonia

The focus of my research is two-fold. On the one hand, it is on the national identity forming activities of the non-Christian group of Estonian Neopagans (Maavalla Koda). On the other hand, it also examines how Estonians relate to this religious institution and how their “Estonianness” determines whether they choose the “ancient Estonian religion” or a modern Christian church on the religious market. The aim of my study is to explore how the two components of national sentiments and religion influence this identity seeking process among contemporary Estonians (2000–2015). While achieving this goal I rely on the method of content analysis of official church websites, statistical surveys both governmental (population censuses, Eurobarometer surveys) and clerical, and different online news sites publishing articles in the field. In addition to this I also utilize the results of my online survey conducted among 291 Estonian citizens of age 18 to 40 on their opinions and feelings about religious and national identity. The bottom-up approach represented by this questionnaire adds invaluable data to the research of collective identity formation among juvenile people as well. During February I also intend to conduct oral interviews with the leader of Maavalla Koda, the organisation of Estonian Pagans, Andres Heinapuu. This elite interview seeks to represent the top-down aspect of my research. Despite the claim of Maavalla Koda patriotism does not play the primer role in the societal attitudes towards Paganism. In fact my research done so far indicates that spiritual openness determines to a larger extent whether an individual chooses to follow Pagan practices or not. This observation might be altered later on as a consequence of the interviews with Anders Heinapuu and hopefully with other active members of the Pagan community (by applying the method of participant observation); nevertheless it has some considerable implications for scholarly life. First of all it may prove that nowadays Paganism is not as closely attached to ethnicity as it was in earlier centuries. Secondly, as a result of this fact the primary factor in sympathy towards Paganism may be similar to the drive for joining various esoteric movements. Spirituality comes into sight at this point, as my survey also underpins the well-known fact that the decline of religiosity does not necessarily cause the loss of significance of spirituality in postindustrial, modern societies either.

TATIANA KHRABROVA

Formation of Moral-Ethical Assessment Action of Primary School Children

Pskov State University, Russia

Moral and ethical evaluation is a selection of actions in terms of moral conflict, with the help of which the matching of human behavior with morals is set. Forming of such action in schoolchildren is up to date and important because the issue of moral personality upbringing is everlasting. We set out an aim to identify the ways and favorable conditions for successful formation of this action in primary school pupils. The research was conducted in “Pskov Humanitarian Lyceum” among 52 second graders. Currently, we are completing an ascertaining stage of the study, which aims at identifying the degree of formation of moral-ethical assessment action of primary school children. While selecting the research techniques, we have taken A.G Asmolov’s model of moral-ethical assessment action as a basic one.

1. Allocation of the moral content of the situation, violation of moral norms/ observance of moral norms — the method is called “After School”.
2. Differentiation of conventional and moral norms — a questionnaire “Evaluate the deed”.
3. The solution of a moral dilemma based on decentration — the technique “A broken cup.”
4. Evaluation of actions in terms of violation / adherence to moral standards — the technique “A broken cup.”

The basis to these techniques is in particular behavior situations of primary school children.

5. The ability to justify the necessity of moral norms implementations:
 - Identification of primary school children’ ideas about moral values and moral standards — questionnaire.
 - Identification of primary school children’ awareness of the algorithm moral-ethical assessment action: students were offered a moral task (problem) and they had to name the actions that could be done to solve this problem.

Results: Overall, second graders showed an average level of development of actions under №№ 1–4 from the mentioned above model. The action under №5 turned out to be too difficult to 81% of students, 19% showed a low level of the formation of moral-ethical assessment action.

The next goal of our research is to make up a programme focused on the formation of moral-ethical assessment action of the second graders as a part of the elective course “Basics of Orthodox Culture”. Taking into consideration the results and the data of our research, we are inclined to put more emphasis on the issue of primary school children’s awareness of the formed action.

LJUBOV KAIL

The Comparative Analysis of Time Management as One of the Main Tools of Increasing Motivation in the 7th Grade at a Dalton School And a School in Estonia

Narva College of the University of Tartu, Estonia

“Dalton is no method, no system; Dalton is an influence.” Helen Parkhurst

Lack of motivation is one of the most common problems of students at schools around the world. New techniques and methods of teaching are introduced every year to increase motivation of pupils and to help teachers keep their learners interested in the process. Several new alternative methods are used widely at special Dutch schools such as Dalton, Jenaplan, Montessori, etc.

I have decided to investigate one of these methods and analyze it in terms of its effectiveness and the adaptation potential into the Estonian system of education. I have chosen Dalton; one of the main principles of a Dalton school — independence connected with responsibility — is gained by students through every day routine: creating week and day tasks via time management lessons.

In this case, time management activities are investigated in the 7th grade at one alternative Dalton school and a school in Estonia. Such key terms are to be included in this research: independent planning, responsibility, freedom of choice, cooperative work.

The main outcome of this research is to find out which method works better for children and how to increase their motivation by immersing pupils into such activities as time management and planning lessons.

In order to acquire all the necessary data for the research, short questionnaires for pupils and teachers were given at a Dalton school in The Netherlands as well as at a school in Estonia.

**PARALLEL SESSION I
PHILOLOGY AND CULTURE
APRIL 23, 2015**

LIUDMILA NIKOLAEVA

A Method of Research of an Ability of Foreign Language Users (FLU) to Decode Gestures of Russian Linguoculture

Narva College of the University of Tartu

The issue of decoding one linguoculture's gestures by the representatives of the other linguoculture is one of the topical problems of contemporary linguistics. Gesture interpretation of the French (*Баженова 2000*), the English (*Лебедева 2002*), the Chinese (*Чжу 2013*), the Finnish (*Харченко 2001*), the Kazakh (*Момынова 2011*), and several other cultures have been researched to date. A research of interpretation of Russian linguoculture's gestures by Estonian language users who did not learn Russian as a foreign language and do not live in the Russian-speaking environment has not been conducted yet.

An original method of experimental research of interpretation of a set of presumably "specific" for Russian culture everyday communication gestures by FLU is presented in the paper. The experiment is based on approximately 15 presumably specific Russian gestures taken from "Словарь языка русских жестов" (С. А. Григорьева, Н. В. Григорьев, Г. Е. Крейдлин) and the dictionary "Жесты и мимика в русской речи. Лингвострановедческий словарь" (А. А. Акишина, Х. Кано, Т. Е. Акишина) to pinch the beard from time to time, to rub hands together, to knock on one's own forehead/head with a finger, to rotate a finger against a temple/forehead/head, to lightly smack the nose, to spit three times over the left shoulder, to spit on hands (palms), to drag someone by the ears (an ear), to hit self in the neck (with the sharp of the hand), to cross the neck with a hand, to break a handshake of those who make a bet, to beckon with a finger, the "Stop!" gesture, to shove someone's side, to cover someone's eyes with hands (palms). The described gestures are demonstrated by the respondent in the video (in a minimal video setting with sound). The participants of the experiment are school students who were divided into two groups. The first group consists of basic school students learning in Estonian who did not learn Russian as a foreign language and do not live in the Russian-speaking environment. The second group consists of basic school students learning in Estonian who did learn Russian in school for two years and communicate in Estonian at home.

The designed method will allow to shed light on how students with Estonian as a family communication language are able to interpret gestures of Russian culture correctly; to reveal particular Russian gestures which are unclear to the representatives of a different linguoculture; and to plan the application of the received data in practice of teaching Russian as a foreign language in schools with Estonian as the language of instruction.

DARIA SHERSHNEVA

Response Phrases with “Да” in the Russian Spoken Language

Saint Petersburg State University, Russia

Response phrases, or words used in speech with the common meaning of reaction to the words of the interlocutor, are combined in the Russian spoken language as a particular class of words. One of the biggest groups in this class of words is response phrases with the semantics of agreement. There are such words and constructions as *конечно, ладно, разумеется, ну конечно, в том-то и дело* etc. The most used of them are constructions which include an affirmative particle *да*:

- угу // ну ориентировочно / да? // @ ну да.../ как пойдёт;
- ты куртку снял? *П ну да / конечно // # достань барабан / *П маленький // # *П ну слава богу.

Affirmative constructions in such examples have the function of agreement or confirmation of some utterances and are described in detail in different dictionaries of the Russian language.

Nevertheless, the same response phrases can have another function as maintaining of communication. In this case it is possible to say about loosening of semantics (pragmaticalisation) of discourse usage of the affirmative particle *да*:

- *В нет / причём вот / те кто вот / э... вот как Казаков артист / он (э-э) уехал в Израиль @ да / да // @ он там поработал / там значит / причём и... и на иврите(:) же он говорил в... @ да / да / ага // @ моло... моло... молодец / а(:) а вот / нет / это / вот это / это / как я называю / нормальный хороший еврей // а(:) / умница // а(:) / (э-э) сколько я знаю / которых я называю мормоями(?) @ ну да // @ / значит / это которые / когда трудно было здесь слиняли / @ во / во / во во во // @ потом ... па... па... как у меня один есть знакомый // ему в Германии нельзя появляться / @ ага // @ в Израиле нельзя появляться @ да // @ потому что там его грохнут просто // @ да да да // @ вот / а (э-э) значит / он

приехал / значит / весь такой крутой(:) крутой та... / ну крутой / там у
него (э-э) (н-н) сын крутой у него // так / сейчас / где ...

This function is used only in a dialogue spontaneous spoken language and is not described in dictionaries of the Russian spoken language.

The report is about studying of response phrases, which include the word да, and its functions in the spoken language. The research was based on the corpus “One speaker’s day” of the Sound corpus of the Russian language.

TATIANA VERKHOVTCEVA

The Collocation (...) Как это (...) in Oral Speech: Realization of the Hesitative Search

Saint Petersburg State University, Russia

One of the typical characteristics of spontaneous oral speech is the existence of different hesitations in it. They are conditioned by the speech situation itself when the speaker has to think and speak simultaneously. The reason of such a hesitation pause in difficult speech situations quite often happens out to be the speaker's search of the right word/phrase to continue the speech. These search markers may be non-verbal (extensions, breaks, etc.: э-э, провер...) and verbal, in other words verbally expressed (the so-called verbal hesitations or VH). VH can be single (originated from the full words: ну, значит, типа) or in collocations (это самое, (я) не знаю, как его) and in the number of hesitations (в этом году(:) я(:) был (...) у(:) этого самого / как его ?).

The concrete object to investigate here is the hesitative collocation (...) как это (...) as one of the ways of realizing hesitative search in Russian oral speech. By means of this collocation a speaker can verbalize difficulties while searching for the next word or fragment of speech to use and to pronounce. The result of searching the right word may be successful or not, and the required word can be formulated by the speaker himself or by his interlocutor, e.g:

1. а из недорогих я (:) вот это люблю (:) / как это Настя / фирма там ?
 - *П Исток ты любишь // беслановский Исток;
2. и потому у нас было очень сильное вот (э) / логопед говорил / гласисующее эр / *В которое сейчас даже уже / логопеды / они относят / *В уже хотят это / столько нарушений / хотят оставить как это /
 - @ к норме отнести
 - @ да / к норме //
3. пожалуйста // *П заходите // *П *Н ну в понедельник в смысле / да //
 - поэтому / что как это / *Н П там / посоветовали люди говорят что / *П в некоторых / *П аэропортах / *П @ да //
 - @ у них нету ещё камер //
 - ну да да да // да(:) //

The discursive analysis is based on the corpora material, the results of which can be used in lexicographic description of oral spontaneous speech.

ELVIRA-VICTORIA MARKOVA

Realization of the Notion “Tasteful/ Tasteless Food” in English and Russian Linguocultures

Pskov State University, Russia

Every culture has its own distinctive food rules — both general rules about attitudes towards food and cooking. Food and cuisine reflect culture and national character. Moreover, it is of interest that people belonging to different cultures perceive taste differently. Amid a great number of available publications tackling the theme there are a few scanty references to the means of food consumption verbalization from the stand-point of its taste assessment: “tasteful/ tasteless food”.

The given investigation is aimed at revealing cultural concept “tasteful/tasteless food” peculiarities and its representation in the English and Russian languages and cultures. The empirical material includes synonymic and idiomatic units selected from comprehensive English, American and Russian dictionaries. It is obvious that the notion which possesses cultural significance for a certain language community gets a rich and detailed verbalization. The data received prove that there is a considerable numerical advantage of the English sample (112 units) in representing the notion “tasteful food” over that of the Russian sample (74 units). Whereas the representation of the notion “tasteless food” appears to be proportional.

This divergence can be ascribed to the English language etiquette’s prohibition to criticize the food taste. Contrariwise, to excessively praise the food one is eating (even if it is not worthy of it) is a norm of behavior in contemporary civilized society.

PARALLEL SESSION II
EDUCATION
APRIL 23, 2015

ANNA SHKLYAROVA

The Concept of Corporate Culture and its Influence on the Efficiency of Professional Activities in Educational Organizations

Pskov State University, Russia

Relevance of the topic is based on the development of international relations and steady growth of economic influence. One of the most important goals of modern organizations is foreign partners' cooperation and relationships within a company. The main purpose of this work is to analyze the impact of corporate culture on professional activities.

In accordance with the purpose the following issues were under consideration: the concept of corporate culture and its role in organizations of different types; the role and place of corporate culture in Russian higher educational institutions, especially the existence of corporate culture in Pskov State University and its possible ways of development. The analysis of various sources showed that despite the fact that the notion of "corporate culture", the structure of corporate culture, and its function are not a brand-new topic, the studies of the role and place of corporate culture in the educational system are not full enough.

The survey which was conducted in accordance with the purpose among students aged 18–24 showed that the students are not aware of the essence of the concept of "corporate culture" and doubt the correlation of corporate culture and its impact on professional activities. However, students are sure that the existence of corporate culture is necessary and is very useful in the higher educational system.

During this research we studied the structure of corporate culture in an educational institution as well as its types, levels, and factors that can influence its development at a university. It is obvious that the study of the subject should be continued. We believe that it is necessary to conduct a survey on the existence of corporate culture at other universities, both Russian and foreign, to analyze data and identify the impact of a well-developed corporate culture on the effectiveness of the educational process.

OLGA GLADKOVA

Learner Autonomy as a Means of Lifelong Learning at High School

Pskov State University, Russia

The problem of learner autonomy as an essential part of lifelong learning is very important for Russian schools. Traditionally the key strategy in language learning was independent work. The concept of learner autonomy is often equated with independent work. According to the results of the questionnaire, teachers and students do not tell the difference between these two notions.

The research of foreign and Russian studies has shown that learner autonomy refers to student's ability to set a learning goal, plan the curricular, choose appropriate approaches and implement self-analysis. Self-esteem contributes to creating student's own educational route. Thus using learning experience it becomes possible to direct knowledge to new learning environment, setting new goals. Numerous studies have proved that learner autonomy generally involves motivation and convictions, setting learning goals, expended efforts, responsibility, level of knowledge and regular review of own effectiveness.

According to the report autonomous learning is developed on a phase basis. Self-directed learning starts with goal-setting. Then it is followed by the learning process itself with the help of learning approaches and strategies. An autonomous learner performs flexibility, adjusting to different conditions of the curricular. Student's success and effective goal achievement are evaluated by the result. We also define autonomy in terms of the learner's willingness and capacity to control and oversee learning and the ability to choose criteria for self-evaluation, using reflection. Following these steps will gradually result in autonomous maturity. By autonomous maturity we mean a set of skills for independent projection, organization, evaluation and correction of learning.

Student's readiness for autonomy is an individual process that depends on special personal enhancement. The research highlights the problem of learner's aptitude to autonomy, development of internal motivation and active concern, self-organization and self-education.

EVGENIA KUTERGINA

Problems and Perspectives of Higher Education for Bachelor of Public Administration (BPA): Evidence from Empirical Research Higher School of Economics of Saint Petersburg, Russia

The main aim of this research is to analyze the problems and directions of federal state educational standard improvement in the field of public administration for bachelors. This research is composed of several stages. At the first stage an analysis of several educational standards in the area of public administration was conducted in order to identify the base of civil servants education.

The second stage includes 6 expert interviews with heads and deputy administrators of committees and regional administrations in Saint Petersburg. The aim was to evaluate the compatibility of the BPA student's competencies with the knowledge, experience and skills that are necessary in public administration. As a result, we identified the first range of BPA programme problems, which is the lack of practical skills, nescience of administrative duties, excess of theoretical courses.

At the third stage a survey of the 3rd and 4th year public administration students was conducted in Saint Petersburg's 8 universities. The population was calculated on the basis of data provided by the dean's offices and totaled 419 people. 201 questionnaires were received. The statistical error does not exceed 3.4%.

As a result, the second set of bachelor education problems was formulated. It includes low effectiveness of bachelor programs, low quality assessment of this education in the opinion of students and again too much theorizing. 38% of the students are sure that after the bachelor degree they will not have a chance to get a job in public administration, even though they have a desire to do it. 43% of respondents do not intend to link their lives with the public administration in general and plan to go to a master degree in another field. Moreover, the level of competences that are connected with "information-methodical activity" is low.

The results of the research lead us to the conclusion that the improvement of training professionals in the area of public administration can be realized in two ways. The first way involves the rejection of the bachelor educational standard in public admin-

istration and its replacement by a bachelor in management, which forms common managerial competences that can be developed in master level education. The second way involves saving the two-stage education, but in this case the implementation of the bachelor degree must be in close cooperation with experts in the sphere of public administration at all stages from correction of educational standards to fulfillment of the degree project.

ANASTASIA BOGUNOVA

Project Management in Educational Institutions of Saint Petersburg as an Effective Way of Implementing Educational Practices

The Russian Academy of Education of Saint Petersburg, Russia

Project management as a separate science technology, that began to form in the middle of the last century, has developed into a specific field of knowledge and practical methodology that is widely used in various fields of human activities.

The project management process differs from management in the classic sense of the word. Management is usually understood as coordination aimed at achieving certain goals with, at the same time, the economical expenditure of funds. This is the process of planning, organizing, directing and controlling the work of members of the organization and use of all available organizational resources to achieve certain goals of the organization. Management has cyclical, repetitive nature, which allows improving the managerial influence and achieving growth in the efficiency of an organization. The project is a unique event characterized by dynamic development with limited time and resources.

The Implementation of project management requires significant changes in the activities of any company. It can give the organization a real advantage, because it allows to respond quickly to changing environmental conditions. But the success of project management depends on how all the employees of an organization are involved in it, how they share the philosophy of this approach to build communication between them. Accordingly, it is necessary to implement the methods of project management in training, including management training. Such actions for the implementation of management practices can be observed in the system of education in Russia.

Institutions of higher and secondary education in Saint Petersburg have developed an effective strategy for managing various types of projects: for the implementation of federal state educational standards, to develop methods of evaluation of general and professional competencies of students and so on. These measures can be confidently called development projects that at the present stage are ways to implement effective educational practices.

**PARALLEL SESSION III
PHILOLOGY AND CULTURE
APRIL 23, 2015**

VARVARA BONDARENKO

Parents' Practices of Choosing Books for Their Preschool Children

Saint Petersburg State University, Russia

The presentation is dedicated to the parents' practices of choosing books for their preschool children. In modern families reading still plays an important role during the day. However how do people make a choice of books? What criteria do they use and what influences their choice? We argue that choosing literature for kids is practices which are included into the daily routine and reading can be considered as a ritual before night or even a habit.

In the presentation we analyze the motivations of parents to read books for preschool children. We will employ the terms which parents themselves used describing that. Besides, we will focus on principles which enable parents to make a choice and examine which literature parents consider as obligatory reading which will help us understand the normative component.

The presentation is based on qualitative sociological research which consisted of theoretical (the theory of practices) part and empirical part (deep interviews with parents). Although the research is based on the case of Russian parents it might be interesting to the international community as it shows the tendencies and criteria which are not unique to the particular society.

We came to the conclusion that parents' choice is influenced not only by their own notions but also by the structural conditions, which points the importance of the further analysis. One of the significant factors for parents is the "piloting" or "approval" of the book. It means that parents seek for a book that either they know by their own (childhood) experience or if it was recommended by an expert in this field, which proves the point that structural conditions have an impact on parents' choice.

The research was presented as a term paper and now it is being developed and expanded to a bachelor's thesis.

ELENA PETRENKO

Grammar Nazi Through the Lens of Runet and Gigolashvili's "Occupy Muscovia"

Herzen State Pedagogical University of Russia

Internet communication is usually characterized with aggressive verbal behavior, which can be explained as the result of anonymity of communicants. To threaten an unknown person is quite a popular exercise in Runet, even though the most of these threats would never come real.

One of the most aggressive Russian Internet movements is Grammar Nazi (GN) that claims language purity as the goal of their activity. The GNs have a ranking of their 'language-purity-fighters'; thus there is a special hierarchy list starting with Grammar Jugend and ending with Dietmar Rosenthal (the famous Soviet linguist) as the Fuhrer. GNs' literacy rate usually is not high; however they are always ready to correct others' mistakes. In this struggle the GNs use all types of true and false arguments (not to forget sophisms and paralogisms), so that to prove they are right.

Mikhail Gigolashvili draws portraits of GNs in the fiction reality of his novel "Occupy Moscovia". Undoubtedly, the author takes real verbal behavior and the self-presentation of GNs as a sample. Then there are added some fiction reality details as their attributes (black capes, chevrons), an idea to create a political party consisting of the Right, the Left and the Radicals wings. Moreover, in this reality GNs demonstrate real aggression that grows from fighting against illiteracy into discrimination on the ground of the national origin.

GNs also call themselves 'national-linguists' or 'linguo-fascists' and they refuse any associations between them and the NSDAP and the Third Reich. However these self-nominations and symbols used by GNs do evoke such associations. It is interesting that this associative connection plays a large role in "Occupy Moscovia" describing the story of a German student who had come to Russia for a fortnight and was brought into the GN movement.

‘Scholar oprichniks’ is another self-nomination of GNs also used in Gigolashvili’s novel. The word ‘oprichnik’ is a historicism which has gradually gained a derogatory connotation back (as distinct from the word ‘Nazism’, which never lost its pejorative connotation). The author adds the records of the main character’s ancestor, who used to be an oprichnik in the political police of Ivan IV. These records make it clear that Oprichnina’s aggression is no less than aggression of German fascism, which is finally reflected on the behavior of GN.

ALEXANDER WALDBERG

Paremiological Analysis of the Hungarian Adaptation of Aesop's Fables Written in Clausenburg in 1566 by Gáspár Heltai

Humboldt University, Berlin, Germany

The Hungarian adaptation of Aesop's Fables was the first printed book in the Hungarian language. The Transylvanian author Gáspár Heltai was born in 1510 in Heltau (Hungarian denomination: Nagydiszód, today it is called Cîsnădie and located in Romania). His family was Saxonian so his mother tongue was German and he began to learn the Hungarian language only at the age of 16. He studied together with many other students from Hungary at Wittenberg University in Germany where he was taught by the famous professor Melancthon and Martin Luther. Back in Clausenburg (Hungarian denomination: Kolozsvár, today it is called Cluj Napoca and located in Romania) he commenced his service as preacher in order to spread Lutheranism in the city. He established a print shop and publishing house where he published many important works in Hungarian. Then he turned to Calvinism and together with a group of scholars he performed an almost complete translation of the New Testament in Hungarian. In 1569 he officially became Antitrinitarian and joined the Unitarian Church. He died in 1574 in Clausenburg.

Heltai did not only translate Aesop's Fables into Hungarian, but he presented an explanation to each fable. So it is considered as a distinct work. It covers 100 fables. The explanations imply many proverbs. The aim of my master's thesis was to find all paroemias. I compiled a paremiological corpus and analysed the origin of the paroemias.

Hungarian researchers asserted that the complete works written by Heltai imply only two proverbs with German origin. I have succeeded in proving the contrary and would like to present the astonishing results of my analysis.

ELENA MASLOVA

Metacommunicative Abilities of Constructions with Words "Знаешь", "Понимаешь", "Видишь"

Saint Petersburg State University, Russia

The report is dedicated to the specifics of Russian oral spontaneous speech via theoretical ideas of Construction Grammar. The research and conclusions are based upon the material of the Speech corpus of the Russian language, which has been created at the Faculty of Philology of Saint Petersburg State University.

The analysis of the material has helped to find many varieties of specific constructions of spontaneous speech (constructions of hesitation, discourse, search, meta-communication, reflection, deictic etc). In a way they resemble construction grammar: they are not elementary and are built from simpler units, they also function as a whole and are easy to remember, which to scholars sets the target of writing special dictionaries of these constructions. Meanwhile speech constructions differ from grammar constructions in lacking or barely having a content plane which is replaced by a pragmatic meaning, or speech function. The latter fact supposedly advocates the inequality of language grammar and speech grammar. This report focuses on analysis of metacommunicative constructions with the words *знаешь*, *понимаешь*, *видишь* (you know, you understand, you see):

- да // он напоминает некоторые археологические *П изделия // знаешь какие ? *П / подметки кожаных сапог из Новгорода (ОРД);
- но тут вот просто / понимаете какая ситуация // это(:) // фасады(:) библиотеки / сейчас немножко новая серия(:) // она идет потемнее // а у нас образец старый //
- у всех моськи такие длинненькие ! # даёшь / даёшь всем / @ правильно ! @ *П он умудряется у всех забрать // *П своему / ещё видишь какой ? *П не любит с... () когда его трогают //

These constructions, which are originated from both full and functional words, lose (in whole or in part) their lexical and/or grammatical meaning and get pragmatic ones in some of their everyday speech usages. Therefore such units change their class from the speech units to the nominal-speech (communicative-pragmatic) class of functional units of the Russian speech.

**PARALLEL SESSION IV
PUBLIC SECTOR, ENTREPRENEURSHIP
AND YOUTH WORK
APRIL 23, 2015**

SVETLANA TSARJOVA

Problems of Motivation of Young Teachers Related to the Organization of Education Management

Narva College of the University of Tartu, Estonia

Recent researches have come to the conclusion, that the most important premises for improving the results of schools is to find the indispensable people for teaching and to create the conditions for the formation of these good teachers — leaders. According to statistics, however, the educational system has a low number of young teachers (9%), a high level of young professionals, who finish working at school (30% for the first three years, and 45% for the first five years), dissatisfaction with this profession in society (14% of teachers and 12% of principals), little experience in management (e.g. training mentors for young teachers).

It is expected, that the Estonian education reform, measures presented in the strategic documents, problem solutions discussed in pedagogic researches, have been intended to make improvements in education, but they have not helped to remedy the situation because there are certain problems and contradictions in the organization of the education system, and there is no comprehensive strategy for solving these problems.

A pilot study was launched with the goal to identify problems in the context of the organization of the education system, educational strategies, people management, including the theories of enlistment and motivation. An applied qualitative study was conducted using a focus group and interview method, data were collected using the methods of interviews and focus expert interviews including experts from educational institutions (e.g., Ministry of Education and Research and Local Government Education Service officials, university representatives, school management representative, mentor, counselor, teacher, methodologist, “Young school” program representative). Data were processed using content analysis.

The conceptual foundations and the results of the study will be presented at the conference.

ELENA PRYTKOVA

Social, Cultural and Legal Aspects of the Efficient System Ensuring Minors' Rights: European and Russian Experience

Russian Customs Academy of Saint Petersburg branch

Society development in modern conditions depends on the necessity to provide a competitive, culturally developed, educated and professionally prepared young generation. In most countries the issue of the minors' rights and their protection has become increasingly important. However there appear a number of problems relating to the following: traditions in the society, culture, mentality, awareness etc. Furthermore, nowadays countries are becoming more and more multicultural, every culture having its own traditions and views on children upbringing and education. The question that arises: Do we automatically follow other people's innovations and apply or develop our own solutions to a problem? An answer to this question will help to achieve the main objective — protection of the legitimate rights and interests of a child and ensuring an up-to-date and just society.

The mechanism of minors' rights protection is a complex system of social and legal tools. It is necessary to consider the following directions: protection of the family; ensuring the rights during educational activities; child welfare; protection of labor rights; protection of children in difficult situations via rehabilitation etc.

In foreign countries there exists the key mechanism — juvenile justice. It represents the state as a 'responsible person' protecting minors. The juvenile justice system is engaged mainly in the regulation of relations between adults and children: both in a family and in educational and other institutions. Step by step Russia is developing juvenile technology. However in Russia, people are resistant to the widespread introduction of it for several reasons (e.g. lack of information about the implementation, not enough legal documentation, mentality and social conditions etc.). Nevertheless the mechanisms of minors' rights protection are being progressively formed. Several steps can ensure its successful development: careful analysis of other countries experience considering cultural and social specificity, creating methodical recommendations, based on an individual approach to every minor. It is necessary to create a specific structure including psychologists, educators, specialists, and to take into account factors related to the construction of the family as a social institution and the mentality and culture of citizens.

VYACHESLAV GORDEEV

Young People's Expectations from the Youth Centre

Narva College of the University of Tartu, Estonia

As my specialty is youth worker it is very interesting to know what for and why young people participate or not in Youth Centre activities and what they expect from it. To explore young people's expectations from the Youth Centre it is needed to define what people could expect or want in general. Scientists connect it with motivation. In general there are three kinds of needs: physiological needs, psychological needs and social needs. Motivation is constant, infinite, complex, and it is practically in each organism as almost a universal property. Satisfactions cause new emotions. If one passion is satisfied, then it causes a new passion.

Young people participate in community processes either actively or passively; their participation effect communities in decision making processes. Active participant is a young person who has initiatives and votes for all activities. Youth development and future challenges come from youth policy, youth work, community condition and development of needs. Open youth work offers young people opportunities which are:

1. Educative — enabling young people to develop the skills, knowledge and attitudes needed.
2. Participative — through a voluntary relationship with young people in which young people are partners in the learning process and decision making structures.
3. Empowering — supporting young people to understand and act on the personal, social and political issue which affect their lives, the lives of others and the communities of which they are a part.

We have a Narva Youth Centre whose activities are organized by the local government. If to consider a city plan for 2008–2017 Youth Centre services development costs amount to 150149 euro. It means that youth work sphere has support and a lot of money given to this. The question is whether young people are interested in this support. How many young people participated and what needs to be done to develop these services.

MESSURME PISSAREVA

Possibilities of Entrepreneurship Related to the Ageing of Population Exemplified by Nursing Homecare in Estonia

Narva College of the University of Tartu, Estonia

Due to the growth of number of elderly people in our society who need help with everyday tasks, and the collapse of traditional economic model, our society is looking more and more for solutions in social entrepreneurship.

The aim of the diploma thesis „Possibilities of entrepreneurship related to aging of population exemplified by nursing home care in Estonia“ is to consider the situation of Estonian nursing home care market and possibilities of developing the segment. The following tasks have been set in order to achieve the goal:

1. To compile a theoretical overview of the aging of population
2. To give an overview of needs and services to elderly people, including nursing home care in Estonia and to assess possible necessity of the service on current market.
3. To propose a business plan based on data and analysis of nursing home care.

The author of the thesis used results of independent analysis, recommendations of the State Audit Office and opinions of experts to find concrete solution in order to create a business plan for establishing a nursing home care institution. The following analysis methods were used: case study, comparison of economic data based on statistics, SWOT analysis and expert interview to find possible solutions to the problems.

The thesis consists of introduction, two chapters, summary, list of references, summary in English and three appendices. The first chapter studies theoretical points of the aging of population and investigates aspects of aging and its influence on quality of life based on local and international scientific sources. It continues with an overview of aging in Estonia and other countries which concludes with highlighting social enterprise as a modern way of providing the service.

In the second, empiric part of the thesis the author studies two nursing home care providers: a private business organisation and a public company owned by local government and presents SWOT analysis and results of interviews. At the end of the second chapter the author makes conclusions which are taken into account while composing a business plan.

In the author's opinion, the purpose and tasks of the thesis were achieved. Unfortunately, it was not possible to analyse all the forms of nursing home care providers due to the lack of access to data from private service providers. The nursing home care service can and should be investigated further, and the author plans to proceed with it during her master studies.

OLESYA TRIGOLOS

Development of Methodology for Assessing the Effectiveness of State Programs' Implementation in the Agricultural Sector's Regulation

National Research University Higher School of Economics, Russia

In view of Russian economy's globalization, the most important is the question of national economic security, including food security, which is regulated by the founding document of the Food Security Doctrine of the Russian Federation until 2020. However, the effectiveness of its implementation includes only production criteria, and the economic, physical accessibility and food safety are treated in the second place. In worldwide practice, these elements are observed in the complex and are equally important to ensure food sovereignty policy. Therefore, studying the experience of leading world economies in the assessment of the government programs' implementation effectiveness is a topical theme for Russia.

Building a system of strategic monitoring and auditing of government programs in the Russian Federation will increase the efficiency of public administration in relation to the mechanisms of strategic planning. Guidelines for the development and implementation of state programs have been approved by order of Russian Ministry of Economic Development of 22.12.2010 № 670, which define the requirements for the drafting of such documents. However, experts point to a number of problem areas in the Russian method. It does not have a set of indicators by which it is possible to assess the effectiveness of the program at the project level as well as at intermediate stages in the course of its operation. It is difficult to assess the impact of programs because often there is no detailed and complete information on all activities undertaken within the framework of the government programs' implementation. Assessment is carried out by the doers, and attraction to the assessment of external experts is not regulated. This can often lead to biased results.

Unified assessment methodology does not exist, it must be formed for each sphere separately, by its very nature. The result of this subject studying is benchmarking of the

western valuation techniques, for example, the American system of evaluation PART (Program Assessment Rating Tool). Its priority is that in addition to direct evaluation of the program, PART assesses factors that can influence government agencies, thus limiting the effectiveness of their programs. The theoretical and analytical review of the study formed a universal technique for evaluation of state programs in the Russian agricultural sector.

PLENARY SESSION
APRIL 24, 2015

DENIS ZVONAREV

Methods of Informational Operations in the Modern Political Process by the Example of the Crimean Status Referendum in 2014

Saint Petersburg State University, Russia

Scientific and technological progress has led to accelerated environmental and social changes. As the result there is the emergence of the abundance of information that creates a huge opportunity for manipulating of individual and collective consciousness in order to seize the capital and political power.

The newest information technologies allow to use these opportunities in various informational operations, including information warfare. These technologies are rapidly spreading in the context of globalization, internationalization of production and marketing, cooperation of state bodies and multinational companies. Information warfare is conducted on different levels — in corporations, regions, states, world community.

Practice shows that their mechanisms and methods are very similar in many ways using standard techniques of manipulation of public opinion to provoke in society such socio-psychological responses as: frustration of situation, euphoria, triumph and patriotism; using mechanisms such as: deficit of information, social self-organization, adaptation for changing conditions, the generation of ideas.

The principles of operation of these technologies are not widely recognised by the majority of society, as it would have weakened their effect on public consciousness, and also could have been learnt by opposing sides.

Subject information warfare is now one of the most topical. But there are not so many studies which describe the mechanisms, technologies and management system of information warfare and methods conducting it. That is why the main objectives of this work are the identification, description and analysis of information and political technologies that were used in the preparation and conduction of the Crimean status referendum in March 2014.

Similar electoral operations require special preparation and procedures. The procedure (conditions and characteristics of referendums and plebiscites) of plebiscite is divided into three phases: preparation (political campaign, the formation of the desired result for the public opinion, providing acceptable and legitimate conditions for the holding of a plebiscite, ensuring attendance and observers, including international observers and media coverage); holding and counting of votes; summarizing and publication of the voting result. At each of these phases the appropriate information technologies and tools of manipulation of the mass consciousness of objects of information influence are used. In this case, the object is the voting people.

VALERIA SHURYGINA,

Head as a Locus of Control in English and Russian Linguistic Cultures

Pskov State University, Russia

HEAD is the most paramount part of our body that controls our actions and ensures that body functions are performed correctly. However, if something goes wrong with the head, one is liable to lose control over it and, consequently, over the whole body.

The aim of the present research is to elicit the cross-linguistic similarities and differences in the conceptualization of 'losing and regaining control over the head' in English and Russian. The objectives of the research can be described as follows: to identify the notion of synonymy and metaforization, to create a database containing English and Russian 'losing and regaining control' lexical items and to compare them in terms of metaphorical conceptualization. To meet the objectives the definitional and etymological analysis was applied.

The outcome of the research showed that the conceptualization of 'losing and regaining control over the head' varies considerably in the languages under analysis. The differences have stemmed from the peculiarities of historical and national development of the countries and are reflected in their languages. To sum up, carrying out the research allows to discover more about English and Russian linguistic cultures.

EVGENY IVANNIKOV

Internet Slang Language in the Mirror Reflection: Dynamic Aspects

Herzen State Pedagogical University of Russia

Recently there have been important economic and political changes in Russia that had impact both on the lexical system of the Russian language and on the linguistic reflection in the Internet discourse. The research of users' naive linguistics point of view allows solving some problems: from lexicographical to theoretical (e.g., specifics of verbal behavior on the Internet).

The purpose of this paper is to analyse linguistic reflection on slang words in the Internet discourse, above all on lurkmore.to. To research Internet slang one should pay a special attention to neologisms as the most dynamic part of the language system used in linguistic reflection on the Internet.

Linguistic reflection discovers commentator's thoughts about the new reality and the new word: reflection "captures time factors of words with help of lexical units presenting the development of language as a living word and the birth of a new word as an event" (Vepreva 2005: 128). This paper analyses only those contexts in which Internet users talk about slang focusing on neologisms' novelty and frequency of usage. As result the lexical structure of Internet slang can be divided into two types:

1. elements of Fidonet (1990s) and
2. units of the contemporary Russian Internet (2000s).

**PARALLEL SESSION V
PHILOLOGY AND CULTURE
APRIL 24, 2015**

POLINA STEPANOVA

Multifunctionality of Linguistic Constructions in Modern Russian Oral Speech

Saint Petersburg State University, Russia

Nowadays a lot of people use special linguistic constructions (called marker-approximators) during their conversational speech. Such constructions replace synonymic line which could be continued if the speaker decided to list all elements. The main function of these elements is realization of 'combination strategy' (Podlesskaya's term, Doctor of Philology) and saving speech efforts. There is the main driving motive of linguistic evolution.

In Russian these linguistic constructions are *и так далее, и тому подобное, и прочее, и всякое такое, и все дела, так-сяк, там-сям, то-сё, пятое-десятое...* which meaning is close to *etc. (et cetera)* in English. Some of them are used both in full and short forms while writing or speaking.

This report contains research of such constructions and their functions in speech of native speakers with different levels of linguistic competence and age in various situations from dialogue between teenagers to radio or TV interview. The source of given information is the National base of the Russian language (oral speech section).

The analysis shows that such constructions are often used in their dictionary meaning; however, there are a lot of examples of their usage which is not described in dictionaries. One of these 'extra' functions can be called as refusal of forthcoming synonymic line marker which is close to phrase with the meaning "I think you know what I mean". Sometimes such constructions help people just keep the conversation; they can also be used instead of interjections.

All the examples of new functional opportunities can be noticed by special language data base, in the first place in the oral speech section. A detailed discursive analysis will help researchers to describe new-opened additional functions in the special dictionary of Russian daily oral speech.

VIKTORIA PROKOFEVA

Maternal Control Strategy in a Low Socio-Economic Status Family

Saint Petersburg State University, Russia

We consider communicative control strategies unconsciously used by mothers communicating with their little children. Foreign researchers distinguish three types of strategies with different verbal expressions: high guidance, high control and negative control strategy. Our data comprise tape-recorded dialogues of a mother with her children from a Russian family of a low socio-economic status. We extracted all utterances containing verbs and analyzed the percentage of imperatives and prohibitions to the whole number of verb tokens. Unlike our expectations, the mother demonstrated all types of maternal strategies (not only the last one) and has shown an unexpectedly high level of speech competence.

For example, the high control strategy is manifested by a big number of directives, prohibitions or promises of material reward for physical or speech activities:

Child: I drink. Some water-DIM drink.

Mother: Do not drink any water. Tell a poem-DIM.

The negative control strategy means using of aggressive intonation when communicating with the child accompanied by threats, rough criticism of her utterances and actions:

Mother: You're baffling everything with your "na-na". All our conversation, everything that she is saying. Because you should talk, not mumble. What is there in the cup, what is it you say? (Aggressive tone)

The last strategy (high guidance) includes persuasion, questions, "need help" question, negotiations, encouraging:

Mother: Well, what were you doing then? Well, did you write?

Child: Write?

Mother: Yes, what was it that you wrote?

Child: Little houses-DIM ... What I wrote? Lessons.

Besides the analysis of verb forms in the speech interaction of the mother and her child, we measured the mean length of utterance (MLU), the number of word forms and the number of tokens of speech partners to demonstrate the level of language competence for both the mother and her child.

INGA POGONINA

Traditional Mari Wedding Ritualism: History and Modernity

University of Tartu, Estonia

Traditional Mari wedding was a complex package of measures and customs that had social, religious, magic, and other kinds of implications. A wedding was an important part in human socialization, in strengthening of their status, and in creating of a new kindred. Rural community actively participated in the ceremony. The wedding cycle can be conventionally divided into three basic periods:

1. Rehearsal that has several stages (choice of bride, marriage proposal, agreement);
2. Wedding itself;
3. Post-wedding, demonstration of new family relations.

The present article presents the second period, wedding rituals and their contemporary transformation.

Various attributes, religious customs and magic manipulations, aiming to provide the wellbeing of a new family, played an important part in conducting a wedding ceremony. In a present-day wedding magic manipulations are often performed in the forms of playing.

As a rule, participants of a wedding were blood relatives, age mates and friends, neighbours of both bride and fiancé. Every wedding train participant had an appropriate wedding rank and a certain role in the ceremony. The modification in perception of the roles of traditional participants of the wedding will be considered in the given research.

The article presents musical, song and dancing part of the wedding custom.

The traditional Mari wedding still plays an important part in the formation of ethnic self-awareness, provides maintenance and development of folk traditions, being a significant concept of strengthening of ethnic mentality.

OLGA GASSELBLAT

The Concept of “Christmas” in the Diachronic Aspect of the Texts of Russian Poetry

Herzen State Pedagogical University, Russia

The work reveals the features of the Christmas concept represented in Russian poetic texts. A particular attention is paid to specific features of semantic transformation of this concept.

1. The Christmas situation as a concept is considered on the basis of its supra-personal character.
2. Observation of the lexical representation of the concept in the texts of some Russian poets allowed us to conclude that it developed due to the peculiarities of the national picture of the world, natural, social and political conditions.
3. The lexical representation of the Christmas concept is studied on the material of Christmas poems by Michail Lermontov, Afanasy Fet, Boris Pasternak, Anna Akhmatova, Osip Mandelstam, Sasha Cherny, M. Tsvetaeva, A. Block, BA Slutsky D. Samoilov, Inna Lisnyanskaya, B. Akhmadullina, Bahyt Kenzheeva, SI Lipkin, E. Rhine, Joseph Brodsky, Timur Kibirov. Thus, the study of the historical development of both linguistic and mental phenomena is carried out in a sufficiently long time interval (mid. XIX–early XXI cent.).
4. The results show that the poets of the Golden and Silver Ages especially note “super reality” of the holiday and their texts often have a semantic component of a “miracle” or “magic.” It is also important that these texts contain some vocabulary connected with particular geographical features, such as Russian winter: wind, snowstorm, blizzard, cold, blizzards, ice, frost. Christmas lyrics of the sixties years of the XXth century contain such words as: Santa Claus, freedom, refugees, dancing, and singing. The appearance of the first three words can be related to the political situation, with the underground familiarity with Western culture.
5. A particular attention was paid to the study of the Christmas cycle by Brodsky. Christmas texts of this poet do not contain such tokens as “tree” and “angel”. These poems often describe Christmas celebration contemporary to the poet with holiday actions that are not connected to any traditional values any more.

There are such motives as “emptiness”, “lack of” closely connected with the motif of “denial”; large number of negative particles is used: not (не) — 25 usages; amplifying NO (ни) — 18 usages. Brodsky’s texts contain the greatest number of “weather” representants: snow (9), cold (5), wind (6) blizzard (3), fierce cold, snow pellets. The author creates the most unfavourable conditions for the characters of the Gospel stories.

6. The process of “de-sacralization” of the celebration continues in Kibirov’s poems. His lexical-semantic field of the Christmas concept does not contain such words as tree, candles, Mary, the Virgin, salvation, suffering, prayer, miracle, magic. Christmas loses its universal meaning and existential complexity. External attributes of the holyday also gradually disappear.

Conclusion: The diachronic study of the development of the Christmas concept in Russian poetry reflected the development of the Russian society from childhood awe and immediate faith in the Savior’s birth to a gradual internal and then external devastation of the holiday.

**PARALLEL SESSION VI
PUBLIC SECTOR AND ENTREPRENEURSHIP
APRIL 24, 2015**

SERGEI TAMBI

Potentiality of the Centre for Expertise in European Union-Russian Cross-Border Cooperation in Support of New Jobs' Creation in Narva and Ivangorod

University of Tartu, Estonia

In the paper I will focus on the establishment of the new Centre for Expertise in European Union-Russian Cross-border Cooperation in the second half of 2015. I will describe the opportunities of newly created Centre for Expertise in support of new jobs in Narva and Ivangorod. Today, in a challenging time of strained relations at the political level between the European Union and Russia, the issues of local cross-border cooperation are very relevant. They acquire a new meaning in the light of the growing political confrontation at the interstate level between Estonia and Russia, because the goal of such local cooperation is to promote the normalization of relations at the level of local governments.

A significant fact is that the Centre is open in Narva College. This will allow the Centre to base its recommendations, analysis and research on academic survey work with a broad range of experts and researchers. Citizens of the EU, Russia and other states — entrepreneurs, representatives of local authorities, the experts of the “third sector” — will meet to hold presentations, forums in Narva, having a constant possibility of getting counselling support from the experts of the Centre on theoretical questions.

The Centre will address general and specific issues such as investments in Border Regions of the EU and Russia, cultural cooperation and sharing of experience in the field of Russian-speaking culture of entrepreneurship, support for dialogue between different cultural spaces, gathering information about the know-how of the best international technical and commercial projects.

One of the most important activities is supporting the creation of new workplaces and the development of local enterprises. The Centre will not only develop appropriate recommendations outlined in this undertaking, but will engage in the provision of special services, as holding an applied research and market analysis, training of the

workforce and finding workplaces in the EU and Russia. By conducting “field research” Centre will help coordinate the scope of employment, it also can be a co-organizer of the traditional job vacancy fairs in Narva and Ivangorod.

The potential of the Centre (which will be financed from the European Social Fund) is great as it fully complies with the tasks resulted from the lack of jobs. The implementation of the unrealized potential by the Centre will provide the competitiveness to economic and social development.

YULIA DRESVYANSKAYA

Regulatory Impact Assessment in Russia: is it a Step to Follow New Trends or is it a New Practice Emergency in Government Regulations?

National Research University Higher School of
Economics of Saint Petersburg, Russia

There is one question in Russia: the need to make an issue of equal relations of society and the state. The system requires an oiled dialogue between them. The question of perfect legal system is one of the main issues due to the entry into force of the Eurasian Economic Community. This is one of the burning issues and it has a strong influence on the development of the country as a whole.

Business nowadays is one of the engines of progress in Russia. It brings new ideas to moderate lots of things in the country. At the same time, many of the decisions made by the legislature, not always contain forward-looking effective postulates for business. Some of the decisions complicate the existing dialogue between business and government. That is why business in Russia pay attention to the institutions of ODS in the first place.

ODS appeared in the 1980s in foreign countries. The main idea of this process is to assess the opportunity of adopting regulatory legal acts at the state or regional levels of government. At present, with the mechanism of state regulation, ODS is fixed in the Constitution in Switzerland and France. At the same time, despite the presence of the positive experience of the developed countries, the process of making ODS is delayed in time. In 2003, the President of the Russian Federation gave the task “to limit state intervention in economic activity”; in 2004 the Institute of evaluation of programs and policies was founded. Only on 15.05.2010 a regulatory impact assessment procedure was introduced. In Russia the process of ODS is unwieldy and often difficult or impossible for outside parties due to poor warning, due to tight deadlines and other reasons. At the same time, some legal acts of public authorities have been submitted

for consideration. Thus, it turns out to be a “utopian” situation: business does not have the possibility to “react” to the adopted regulations, and the government, in turn, can quickly “go to business meetings”. Therefore, the problem of implementation of ODS in Russia is acute, and the decision is needed in a short time period.

The report analyzes the following points:

- 1 The causes of “inhibition” of implementation of the ODS
- 2 Analysis of proposals for cooperation of business and government in the development of ODS in practice
- 3 Review of best practices and examples of the use of ODS “rash” of legal acts
- 4 The possibility of developing recommendations for improving the use of ODS at the national and sub-national levels in Russia.

VERONIKA BERZIN

The Necessity of Internet Marketing for Furniture Store Promotion

Narva College of the University of Tartu, Estonia

The present paper “The Necessity of Internet Marketing for Furniture Store Promotion” provides an overview of the phenomenon of e-marketing, the most common channels of Internet marketing, and possibilities for measuring efficiency of these channels.

The aim of the present paper was to study the necessity of e-marketing in promotion of the activity of a furniture store, to analyse work of an e-shop which satisfies customers’ needs via the Internet. The obtained results showed which Internet-marketing channels are the most suitable for potential clients in promotion of the enterprise activity, and how to evaluate and satisfy clients’ needs in the process of implementation of these channels.

Within the frames of the graduation thesis, the author fulfilled the following tasks:

- 1 describing of the phenomenon of Internet marketing and its means;
- 2 conducting of a survey among potential clients with the aim to reveal clients’ needs in using different means of Internet marketing offered by the furniture store as well as their satisfaction with the availability of information on-line;
- 3 making of conclusions and suggestions about the ways to raise the necessity of Internet marketing means of the furniture store and the efficiency of Internet marketing.

The theoretical part of the thesis explains that using Internet for marketing purposes should have measurable aims that are directed to certain target groups. The effective use of Internet marketing presupposes knowledge of different possibilities of e-marketing and careful planning of these possibilities.

Based on the theoretical findings and the survey results, the author made suggestions about raising efficiency of Internet marketing of furniture stores.

The survey conducted among potential customers showed that they are satisfied with availability of information on-line. Parents consider the following channels to be most informative: websites of enterprises, search engines marketing, opinions of friends and acquaintances, and electronic newsletters. Based on the research results, the author recommends furniture stores to concentrate on three means of Internet marketing: home webpages, search engines of websites optimizing, as well as marketing in social networks. The author recommends to set for each marketing channel measurable goals, to deal with systematic analysis, and she also makes the following suggestions:

- 1 to ensure such stock availability in one's e-store that meets client's requirements and needs;
- 2 to base one's activity on ensuring client's convenience — to foresee simple registration, additional information, various payment methods, and possibilities for delivery;
- 3 to ensure client support online, via telephone or e-mail;
- 4 to create the enterprise account which should be updated regularly, so that present and new clients can get acquainted with the enterprise, which, in its turn, motivates them to visit the enterprise;
- 5 to keep clients in-the-know about present campaigns, either through newsletters or social media, and to pay special attention to search engines which optimize the website.

The author of the paper recommends to ask more open-end questions, where the respondent could write about their wishes and suggestions. It is also necessary to study the same issue through the prism of different areas of activity, as the need for Internet marketing is particular in every area and it needs additional analysis.

MARINA DEGEL

The Concept of Flexicurity: Similarities and Dissimilarities in Flexicurity in the Baltic Countries

University of Gothenburg, Sweden

The labour market regulation, including laws and policies, is very important aspect for employee and employer work relations. The components of flexicurity allow to regulate labour market. The flexicurity as a new form of flexibility and security for individuals to increase employment security, and for the companies to required best skilled employees and adapt them to the new economic conditions.

The analysis of flexicurity in the EU member states shows that flexicurity components are “flexible and reliable contractual arrangements; comprehensive lifelong learning; effective active labor market policies; and modern social security systems” (Laporsek & Dolenc 2011, p. 129). Consider flexicurity, as flexibility for employer at work in the condition that can effect on employee to work productive or not, if the situation is not secure for employee, so their work commitment is low. Consequently, “... employees in atypical employment may be more willing to seek a new job than are core employees with permanent contracts and full-time work schedules (Furåker, Håkansson & Karlsson 2007 p. 148–149).

According to the European Commision (2007), flexicurity has not one particular model that could appear to every country, it is more or less the system in combination of policy components of flexicurity, that challenge countries on the pathways to find best aim with consideration of specific situation in the country (European Commision 2007). There are different principles to take in consideration while talking about flexicurity in the Baltic countries.

The research area: Baltic countries with almost similar life standards and economics, with significant high levels of unemployment. The aim of the study is to find similarities and dissimilarities in flexicurity in the Baltic countries, moreover, to identify and distinguish the models of flexicurity for each Baltic country. In the scientific paper, there will be presented the Baltic flexicurity model with its analysis.

YULIA MAKSIMCHUK

The Role of Legal Clinics in Providing an Innovative Approach to Professional Education

Russian Customs Academy of Saint Petersburg branch

In the system of higher legal education the issue of application of theoretical knowledge in practice is always particularly acute. Due to this fact a specific establishment is created on the basis of higher educational institutions — legal clinics. They help to get practical experience in the professional sphere for students and give the opportunity to provide certain categories of the population with legal aid.

Legal clinics were established in the USA and in Europe in the first half of the XX century and are widespread there. In Russia this phenomenon appeared relatively not long ago, therefore its further development is needed (e.g., only in 2012 the law 'Free Legal Aid in the Russian Federation' came into force). A more developed system of legal clinics should be formed with the use of foreign countries' experience, which has to be adapted to our country needs. For example, in Russia students are forbidden to represent their client in the court (this is not provided by the law 'Free Legal Aid in the RF'), though this is widespread practice in many countries (only for the final year students who have experience working in the clinic). In practice there is a set of problems which students face: the 'blank pages' in the legislation regulating clinics activity, moral and ethical problems in work with clients' information, the fact that citizens do not trust students. On the basis of the mentioned issues, for successful and productive work in legal clinics students have to study not only legislative base and particular legal facts of a case. They need as well to have the knowledge of psychological and rhetorical skills etc. (e.g. to help them to convince a client not to go to the court with a 'failure' case, which can spoil the reputation of the clinic and the educational establishment).

The statistics of people using the services provided by legal clinics among the population in Russia is still quite low (e.g., about 250 people visited our legal clinic at the Russian Customs Academy last year). The most important objectives must be the following: to raise the awareness and trust in students working in clinics. Since legal clinics provide more fair access to justice for all categories of citizens and increase the level of legal culture, they are topical for the society and must be developed. Work in legal clinics contributes to forming future generation of experts who can resolve acute problems in quickly changing legal sphere.

RENE ABRAMSON

Opportunities for Maximising Impulse Purchases in a Home Furnishings Store

Narva College of the University of Tartu, Estonia

The purpose of the paper is to find opportunities for increasing the number of impulse purchases in a home furnishings store. The theme is topical due to the fact that little research is done on impulse buying in home furnishings stores and, therefore, stores are unaware of which product categories are more connected with impulsivity and spontaneous decision-making and how the knowledge could be used to maximize sales.

A clientele questioning in Narva Jysk Store was conducted during the writing of the diploma paper. 368 filled-in questionnaires were collected. The questionnaire is focused on the profile of the impulse buyer: sex, age, marital status. Also, which home furnishings categories are the most likely impulse purchases and which home furnishing products' purchases are pre-planned? How high is the overall percentage of impulse purchases? How does the usage of a shopping cart or a shopping basket affect impulse buying? How many clients come up with the idea to make a purchase while being in a shop or a shopping centre? At what time of day are impulse purchases more likely to occur? Another area, that was observed, was which product display techniques increase sales. The latter was done by conducting experiments connected to the location, size and shape of the display within a store.

The analysis of the collected data will facilitate finding opportunities for increasing the number of impulse purchases and thereby increase the turnover of the home furnishings store.

The current paper could be of interest for not only all home furnishings stores but also regular consumers, who will get a more thorough understanding of the nature of impulse purchase and will realise why certain purchases are impulsive and spontaneous.

**PARALLEL SESSION VII
PHILOLOGY AND CULTURE
APRIL 24, 2015**

CHEN CHENG

Different Ways to Hesitate While Speaking a Foreign Language: Paralinguistic Phenomena

Saint Petersburg State University, Russia

The article concentrates on paralinguistic features in everyday speech and their particular role as hesitation phenomena (HP). The latter have been studied by Russian linguists for several years but almost all the investigations concern hesitations in native speech. It is instructive to discover ways of hesitation while speaking a foreign language when the situation is obviously more complicated because of cross-language interference. Russian speech of Chinese people is particularly interesting as material because problems occurring are well studied but still really frequent.

Spontaneous monologues (narrative and descriptive) of 10 native Chinese speakers form the object of analysis in this particular case. There were 5 men and 5 women of the same age (23–25 years old), their level of Russian is Intermediate and Upper-intermediate according to TEFR (Test of Russian as a Foreign Language) scale.

We managed to distinguish several types of HP in Russian speech of Chinese people. Fulfilled but non-verbal hesitation pauses were analyzed thoroughly and paralinguistic ones were marked out: sighs, cough, laugh, groan, smacking lips, 'tsk-ing' etc.:

- тема / как проводить свободное время на каникулах / <sigh> но для меня каникулах / как любой там выходной день / ну // ну / я так люблю там во время каникулах там / с друзьями встречаться поскольку <sigh> / когда я / я ещё учусь / ну у меня вообще мало времени / с друзьями / общаться / переписываться / поэтому я предпочитаю во время / каникулах <sigh>;
- о... один // э-м // из /ы-н /не /ы-н /и ещё/ы-н /одно /ы-н /изда... издате... издание... издание /м-м /два <cough> /м-м / два /ы-н /два человека / ставит /на берегА /на берегА /озера... озера /и /н-н /смотрела /н-н смотрели на-а это // крас... красивый пейзаж;

- нужно tsk / за... / заниматься то есть / э / нужно-о / приготовить кы-ы / пс... // при... ы ...готовиться кы-ы // диссер... диссертации / н нужно / мне нужно / <smaiks lips> а собира... / собирать там / материал для / анализа.

The article is dedicated to detailed analysis of such items in Russian speech of Chinese people. We demonstrate that basically all of them are varieties of HP.

EKATERINA BARANOVA

Peculiarities of “Collectivity”, “Multitude”, “Plurality” Verbalization in English and Russian World Vision

Pskov State University, Pskov, Russia

Alongside with the expression of any category of human thinking by diverse ways and means a language can convey the universal notion of the category of “quantitativeness”. Correlation of the abstract category “quantity” and the linguistic category “quantitativeness” is viewed as one of the most significant axiology issues in modern linguistics. The present survey is aimed to reveal and compare lexical means of “collectivity”, “multitude”, “plurality” verbalization in Russian, English and American linguocultures and to disclose their peculiarities.

On the basis of linguacutural analysis of suffixed and synonymic lexical units, realizing the notion “multitude of inanimate objects, animals and people” a close connection with peculiarities of economic, social, cultural and political life of the language communities is revealed. A considerable numerical advantage nearly in all indices of analysis of the Russian sample over those of the English sample is an evidence of significant national and cultural divergence in verbalization of the given concept: i.e. a contrast between Russian collectivism ethic and English and American ethic.

ANGELINA DUDOROVA

The Theme of Rayok in E. V. Klyuev's Novel "Andermanir Shtuk"

Moscow State Pedagogical University, Russia

Folk motives are penetrating into our modern world by various means, and one of such means is literature. In the novel created by philologist Evgeniy Vasilievich Klyuev in 2010 the whole narration outline is filled with rayok verse. This work pictures the history of a circus family into which a boy named Leo is born. While growing and developing he is facing substantial changes in Russian life during the eighties of the 20th century.

Rayok is a verse being read during folk festivals as from the beginning of the 19th century. I suppose, Klyuev uses rayok mixed with the circus environment to demonstrate people's life disorder. To prove my point of view I shall mention that Russian classic has examples where authors just like Klyuev introduce folk motives to describe rough epochs of public life. Peoples' troubles during the Revolution of 1905 were described by Blok in his poem "Low Farce": "The low farce starts its working./For merry and sweet children./ Boys and girls stop by to see./ I won't give you kings or devils./ And this hellish music is playing,/ Gloomy fiddle blow is wailing./An ugly devil has captured a toddler,/ And cranberry juice is dropping off". Y. A. Lotman in his work entitled "About Poets and Poetry" has mentioned that A. A. Blok uses in this poem the rayok verse. It shall be emphasized that the line "I'm drenched in cranberry juice!" is visible in the novel "Andermanir Shtuk". When grandfather Antonio discovers that his grandson Leo starts to believe psychics having visited former illusionist Rathner, he says: "Here is a glass ball, we say, take it and play with it, it is my body, and here is, so to say, well, how can I put it, I'm drenched in cranberry juice, and it is my blood..." We can trace the reference to Blok's poem. I suppose that the author pictures Rathner as the devil and Leo as the boy. The devil captures the boy, and Rathner also captures Leo's attention and trust. Thereby, we can prove the interconnection of the works' messages and the fact that philologist Klyuev uses this line in his novel advisedly.

To sum it all up, I would like to mention that E. V. Klyuev supports the classical tradition using the rayok motive after Blok, demonstrating the people's life disorder at a critical point.

NATALIA BOGDANOVA

Jonathan Swift in the Perception of Grigory Gorin. Based on the Play and Screenplay “The House that Swift Built”

Herzen State Pedagogical University of Russia of Saint Petersburg, Russia

G. Gorin was one of the leading Soviet (and later Russian) playwrights of the second half of the 20th century. His plays became the basis of the Lenkom's repertoire, and the films, based on his screenplays, have not lost their relevance. However, the creative heritage of G. Gorin's remains poorly researched in philology.

Gorin's appeal to Swift's personality can be explained by the fact they both raised tragedy questions in their writings, using the techniques of Aesop language. Swift's biography is multifaceted (relationships with two beloved women; the nature of the disease he suffered from in the last years of his life, etc.). The biographical motifs, along with the characters and situations from “Gulliver's Travels,” enter the world of Gorin's play “The House that Swift Built”; and also the namesake screenplay, thus complicating their interpretation. Their structure is the fusion of fundamentals of drama and screenplay.

The uniqueness of the artistic world created by G. Gorin is revealed in these works, both on the level of macrolanguage (fusion of genres, play on grammatical moods) and the level of microlanguage (compositional and syntactic organization of expressions). Thus, the drama toolkit marks the boundaries between the real and the unreal, extends time-space continuum, provides a montage, changes perspectives and vantage points on the composition.

Despite the near-perfect implementation of the writing idea, the Swift's character is genre-conditional: if in the play the space of the house that Swift built only tends to overcome the limitations of the stage; in the screenplay, they are finally overcome by going beyond the walls, and entering a non-material world — the thoughts and hallucinations of characters, the contents of the book itself. Cinematographic techniques allow to erase the boundaries between the real and the unreal: for example, the sudden transition of an object from an inanimate into an animate state. Close-ups scripted by the scenario add details, thus completing Swift's character.

ELENA LASTOCHKINA

Homonyms in the Mari Language

University of Tartu, Estonia

Homonyms are language units (words, morphemes, etc.) which differ in meaning, but are identical in phonation and spelling. Regarding the words relating to similar parts of speech linguistics distinguishes homonymy and polysemy. Homonymy is an accidental coincidence of the words while polysemy is when a word has different historically connected meanings. The problem of differentiation of homonymy and polysemy is very topical and it appears most often when homonyms appear as a result of semantic split of a polysemantic word. There are several ways of differentiation of polysemy and homonymy: lexically, morphologically, semantically and others. Thus, one of the main tasks in examining the relations between polysemy and homonymy is the determination of criteria of their differentiation.

At present for Mari there is the following classification of homonyms: lexical homonyms, homoforms, homophones, homographs. Homonyms constitute a special subpart of lexicology, and they can also be used in poems.

PARALLEL SESSION VIII
EDUCATION
APRIL 24, 2015

KIRILL ILI, RUSLAN LAGOIKO

The System of Indicators to Assess the Quality of Student Involvement in School and Extracurricular Activities

Herzen State Pedagogical University of Russia

In modern conditions for an educational organization to achieve its goals one needs to understand how effectively the educational process operates. One of the fundamental criteria for the effectiveness of the educational process is the development of students' motivation. There is a simple and reliable system of indicators which can be used to measure the activity of employees and companies. It is called KPI — measurable performance indicators.

Indicator is a qualitative-quantitative description of a system or a process. It allows to judge its condition and monitor its changes. In world practice KPI acts as a permanent element of the assessment of business processes. The aim of this work is to create a system of rating to control the level of activity of students, which is one of the main component units of the new education system.

To achieve this goal the author will analyze and summarize the experience of four high schools that have implemented a rating system, and he will also develop his own system of indicators based on KPI for his university.

Modeling rating system

To create a ranking system of students' learning outcomes an operating system of ranking universities (such as SUM, IFMO, RANHiGS and SHI) has been chosen as a basis, and algorithms for calculating the performance of these systems were analyzed.

MARGARITA PETROSIAN

The Role of Cross-Cultural Communication in Foreign Language Teaching

Pskov State University, Russia

Foreign language teaching presupposes the implementation of principles of culture study, which involves the development of students' intercultural competence and which is impossible without developing basic features of the secondary linguistic personality. Despite the great significance of culture cognition in secondary school education and a considerable number of publications in scientific and methodological literature, the potential of cross-cultural communication theory as a science in foreign language teaching still remains insufficiently used. The objective of the present research is to consider different approaches to cross-cultural competence development in foreign language teaching in the middle school.

We have examined the concept of cross-cultural competence. After having analyzed different points of view, we concluded that intercultural competence is an ability to communicate effectively and adequately with representatives of other cultures, including knowledge of native and foreign cultures, an ability and skills to use one's knowledge practically and also a complex of personal qualities fostered to actualize knowledge and skills, and finally, the application of their practical experience in the course of interaction with representatives of other cultures.

The main methods of developing cross-cultural competence are using newspapers, magazines in a foreign language, the Internet, authentic visual aids, pair work, group work or cooperative learning forms of working, a situation-simulation technology as well as means of e-mail group, which is supervised and facilitated by a competent teacher with a developed cultural sensitivity.

The analysis of the textbook "Spotlight", which is widely used in Russian schools, leads us to conclude that the principle of culture study is actively developing at present due to cross-culturally oriented texts, various interactive games and simulations of

intercultural communication. However, for a deeper involvement of students in the target culture, making them aware of its peculiarities, as well as for emphasizing similarities and differences between their native culture and the target culture we have designed exercises which aim at both developing cross-cultural competence and critical thinking of the students.

OLGA ZAKHAROVA

Collaboration Between the University and Creative Space: New Trends in Higher Education

Saint Petersburg State University, Russia

In the post-industrial age of information higher education goes through a process of constant transformation. Such factors as globalization, internationalization, new technology influence higher education development a great deal and lead to numerous functional, organizational, ideological changes in the model of the university. The university today may be considered as a model of culture and it represents a concentrated reflection of various aspects of society. Thus, one of the modern needs of higher education is tight co-operation between the university and other communities and amenities in the city.

Another fact that characterizes the situation in higher education today is a change in students' expectations of life at the university. It contributes to the creation of new patterns of learning with less focus on traditional formal lectures and more on collaboration and interaction. These patterns find its reflection in new learning approaches and teaching styles.

It leads to the demand in reconsideration of university facilities that can be done in two ways: by reconstructing physical space of the university building and creating open spaces for knowledge exchange, scientific collaboration and engagement; and by enhancement of cultural cooperation between the university and other organizations and communities. The collaboration between higher education institution and creative spaces of the city is one of such cases that are interesting to consider.

Nowadays we are witnessing a rapid expansion of creative space worldwide. We can define creative space as a kind of infrastructure where you can organize an event or visit it, find supporters, employees or partners for implementation of innovative social projects or commercial startups. The most common forms of creative space today are event time-café, co-working centers, lofts, art-spaces. No doubts, a creative space has a huge educational potential, however by the moment we have not so many

examples of partnership between institution of higher education and creative space. Within this context several cases of collaboration have been analyzed. The research considered the role of creative space in educational process in university and how to potentially reconfigure existing educational patterns to open new opportunities for students and general public.

As a result we have defined four main models of collaboration between the university and creative space that may be potentially implemented.

1. Order from creative industries — educational resources of the university.
2. Academic resources of the university — creative industries.
3. Third place — program educational activities of the university
4. Promotion of the brand of the university — creative space as a platform for university activities for general public

NADEZHDA MADZHUGA

Teaching English Professional Terminology to Students-Ecologists

Saint Petersburg State University, Russia

Nowadays we can observe the development of every scientific area, but even with the naked eye it is possible to see the place of ecology among them all. The mission of saving our planet and providing sterling lives for future generation has fallen on ecologists' shoulders. Undoubtedly, the science of such scale needs a thoroughly elaborated terminological system which will be able to provide communication between specialists all over the world.

According to V. Vernadsky, "For the first time in history of humanity the interests of human beings — of everybody and particular men — and free thoughts of a person determine the life of humanity, become a measure of its thoughts about justice. Humanity, taken as a whole, becomes a mighty geological power". Therefore, the problem is not about the translation of the terms from one national language to another, but about one unified terminology, the vocabulary that would be supranational, general for everybody, which is particularly important from the angle of the world globalization.

In the contemporary society the international, supranational language is English, that is why it is very important for the ecological specialists to acquire the knowledge of English professional terminology.

For the successful retention of the material of such kind we need innovation methodologies, which would allow to follow new terminological units that appear all the time, which would provide the most rapid assimilation of material so that the students would be enabled not only to learn but also to use international terms in their scientific papers and, what is more, during international communication. In other words, it means not only to study the sphere of fixation, but also to subordinate the sphere of fixation in terminology.

The aim of our research is to create new ways of correct and rapid retention of English professional terminology by the students of ecological departments and, therefore, to contribute to the formation of their professional communicative competence.

The main objectives of our research are to work out the complex of lexicographical materials and to contribute to the development of teaching professional English methodology. The selection of material — Russian and English ecological terms — was based on the Russian National Corpus.

NELLI KULDMAA

The Order of Learning Estonian Letters in Estonian, Russian and Language Immersion First Grades

Narva College of the University of Tartu, Estonia

Children begin to learn letters at school in the first grade. In what order should they start to learn them? Recent years there have been a large variety of books for the first grades in both Estonian and Russian schools, and all these books have different orders of how the letters should be studied. The Estonian alphabet has its original 23 letters, 4 letters of foreign words (f, š, z, and ž) and five foreign letters (c, q, w, x, y). The number of studied Estonian letters in books is also different.

The sequence is based on different methods:

1. The method of letter, in which the letters are taught in the Estonian language in the alphabetical order;
2. The method of spelling, which is taught starting with letters that are easy to pronounce, usually with vowels and then consonants;
3. The method of writing, where children acquire the shape of the letter, the beginning of “hyphen” characters and then “round” characters.

The study has analysed 15 first-class books (*10 Estonian language as a mother tongue books, 4 Estonian as a second language books and 1 Language Immersion book*), which are used to learn the letters of the Estonian language. In the study there will be analyzed:

1. What the order of the learning letters is;
2. How many letters are learned (does the order include foreign words letters and foreign letters);
3. What are the similarities and differences in the sequence of the order of the letters in the Estonian language learning as a native language and Estonian as a second language and language of immersion;
4. Which sequences for learning letters were used by authors in their books
5. The use of the letters in Ida-Viru County schools in the first grades by Estonian language teachers.

Is there any reasonable option of the order of learning Estonian language letters that will suit all children in the first grade, regardless of their native language and teaching method? In this study, I would like to find an answer to this question.

**PARALLEL SESSION IX
PHILOLOGY AND CULTURE
APRIL 24, 2015**

MARIA KORSHUNOVA

Gender Specificity of Russian Gestures: Methods of Analysis of Nonverbal Communication

Herzen State Pedagogical University of Russia

Anthropocentric paradigm of the contemporary linguistics is actively developing. Notably, gender linguistics has significantly evolved in recent years; that is why new research on nonverbal communication between men and women has appeared. The main component of nonverbal behavior is gesture. Gesture is a certain type of code used by humans to pass a signal to the recipient. Men and women's nonverbal behavior varies for biological, social or historical reasons. The inconsistency may emerge not only from the design or semantic content of the same gesture but also from using of the same gestures depending on the gender of the user.

Complete analysis of the gestures involving the wrist as an active organ has been carried out. The purpose of the study is to prove the existence of gender marked Russian gestures. The sources of the research are (1) Russian dictionaries, (2) the Russian National Corpus and (3) series of sociolinguistic experiments.

As one of the research results the template for the analysis of Russian gestures in terms of gender marking was created.

VIKTORIA METLOVA

Speech Rate as Reflection of Speaker`s Psycholinguistic Characteristics

Saint Petersburg State University

The dates of four informants, who were participants of the project “One Speaker`s Day” (ORD), became the basis for this investigation: their personal (primarily psycholinguistic) characteristics and their social contacts during one speech day. Speech rate is in focus of the article as an integral component of the individual characteristics of a particular speaker and spontaneous speech in general. Temporal characteristics are an important part of the analysis of speech, so they became the object of special phonetic analysis. Speech rate means how fast a person speaks; rate determines how fast or slow words are pronounced and how they are distinct and understandable to the listener.

It is known that any verbal behavior of the speaker varies depending on the person with whom he speaks and what the situation of a conversation is. The question of what the change of “registers of communication” depends on, requires a comprehensive study, both from the point of view of linguistics, as well as from the standpoint of psychology or sociology. In this sense, it is interesting to investigate the material from the Speech Corpus of Russian (ZKRYA).

The study is based on the hypothesis of a variation of the rate of speech of a person depending on his social role in a particular communicative situation and the type of temperament (this differentiation is based on the psychological test of H. Eysenck). The report presents some of the specific results of the analysis of records obtained from four informants (about 30 hours of recording were analyzed). Temporal characteristics of the speech of them significantly vary depending on the person with whom they speak (for example, the analyzed speakers speak faster in a relaxed and friendly atmosphere than in the office with their colleagues) and what their type of temperament is (extrovert / ambivert / introvert) — extroverts speak faster than introverts.

SVETLANA PUZHAEVA

Construction Blending in Russian Student Texts

National Research University Higher School of Economics

The increasing interest in studying grammar errors while learning a foreign language or improving knowledge in the first language has caused the appearance of Learner Corpora. One of them is the Corpus of Russian Student Texts (CoRST, <http://web-corpora.net/CoRST>), which contains Russian texts written by students from various Russian universities. The size of this corpus is about 2.5 million tokens. All the texts have several types of annotation: metatextual and morphological annotation, error markup, providing the possibility to search by error tags to find out what mistakes are made by students.

In my study I perform the analysis of the text fragments searched by error tags “cause, contam” and “lex, phrase”. The aim of the study is to find out and classify cases of construction blending that might be viewed as a possible cause of errors.

Construction Blending.

Case 1. Semantically both constructions are similar, the difference is in lexical collocations only.

Окончательного — ответа по этой проблеме так и нет, политологи и историки ведут дебаты и по сей день.

РЕШЕНИЕ ПРОБЛЕМЫ — ОТВЕТ НА ВОПРОС

Case 2. One of the structural elements is the same.

Не раз они же отмечали отсутствие национальной идеи в России, не позволяющее массово бороться против таких проблем как алкоголизм и наркомания.

БОРОТЬСЯ ПРОТИВ КОГО-ТО — БОРОТЬСЯ С ЧЕМ-ТО

Case 3. Replacing a synthetic form with an analytical structure.

Во многих парках приходится платить за каждый аттракцион и из-за их дорогой стоимости, вы покатаетесь максимум на 5 аттракционах.

ВЫСОКАЯ СТОИМОСТЬ — ДОРОГОВИЗНА

Case 4. Blending literal and figurative meanings: metaphor (case 4a) and metonymy (case 4b).

4a Вы посетите самые известные, старинные достопримечательности, оставите свой след в романтических городах Италии.

ОСТАВИТЬ СВОЙ СЛЕД В ИСТОРИИ — ОСТАВИТЬ СЛЕД НА ЧЕМ-ТО (metaphor)

4b Кроме того, широкий выбор отелей, рестораны с вкуснейшей местной кухней, из морепродуктов и прогулки на катере доступны по приемлемой цене.

МЕСТНАЯ КУХНЯ — БЛЮДА ИЗ МОРЕПРОДУКТОВ (metonymy)

Construction decomposition.

Case 5. Replacing a construction element.

Вы привыкните к этому великолепному городу, как только переступите порог аэропорта.

ПЕРЕСТУПИТЬ ПОРОГ ДОМА

The most interesting contexts, which cannot be easily classified, are also investigated in the research. Errors, caused by construction blending, show the problem areas in language studying so the research has pedagogical as well as scholarly importance.

**PARALLEL SESSION X
PHILOLOGY AND CULTURE
APRIL 24, 2015**

YULIA SUKHININA

The Analysis of Motivation of Lexical Items Representing "Loss of Control Over the Head" in English and Russian Languages

Pskov State University, Russia

The present research investigates a great number of English and Russian lexical items denoting "loss of control over the head". The ultimate aim is to elicit common motivational patterns featuring "loss of control over the head" in English and Russian.

To reach the aim the following goals were to be accomplished: to study the notion of synonymy; to analyze the concept of motivation on different language levels; to collect lexical data representing "loss of control over the head" in English and Russian; and to analyze the motivation of the lexical items.

To meet the objectives the following research methods were applied: phonetic, morphological, semantic analyses.

Therefore, the analyses of the lexical items' motivational character, differences and similarities in the modals' constructions were performed. The outcome of the research shows that the types of motivation can intertwine, the depth of motivation can vary, and motivation of different lexical items can reflect national peculiarities of the language and individual language competence.

ANASTASIA GARANINA

The Interpretation of Lexical Units with Broad Semantic Field in the Novel "A Week in December" by Sebastian Faulks

Pskov State University, Russia

Diversity of cultures and languages in the world leads to the problems of cross-cultural communication. One of these problems is the interpretation of lexical units with a broad semantic field. This fact determines the aim of our research.

Interpretation of lexical units with a broad semantic field is connected with semantics as a direction of cognitive linguistics. It studies not only the reflection of reality in the language but also how a person perceives reality through the prism of the language. The key notion in this study is "concept" and we regard it as a synonym to the notion "a lexical unit with a broad semantic field". Relying on the approach of our research we have made the analyses of several examples of lexical units (Друг/friend, privacy, challenge etc.) whose interpretation is directly connected with the Russian and English native speakers' linguistic world-image.

To study contemporary problems of interpretation of lexical units with sociocultural peculiarities of the semantic field we turn to modern British literature. In the novel "A Week in December" by Sebastian Faulks we have analysed the following words and phrases from the viewpoint of their correct interpretation and appropriate translation: Russian pogrom, "builder's tea", donor, edge, posh housewives, sponger, spurt, con, joint, whistles, lunatic asylum.

Moreover, we have conducted a survey concerning the interpretation of given lexical units and have drawn a conclusion that interpretation can be distorted if etymology of the lexical unit and the sociocultural context of its usage are not taken into consideration.

ANNA KUZMINCHENKO

Metaphorical Conceptualizations of Fire in the English Language

Pskov State University, Russia

Concepts are able to actualize themselves through different language means, but especially bright representation of concepts could be traced through studying metaphors. We will try to point out some peculiarities of metaphorical representation of the concept of FIRE in the English language.

FIRE is believed to have been the main source of development of social abilities (J.Pausas, J.Keeley, 2009). It is usually listed as a source of light and heat, often given the role of widening the diet and connected with “high degree” of various emotions (Longman Dictionary of English Language and Culture, 1992).

So, FIRE appears to be an indispensable element of source domain for “emotional” metaphors: anger (fire raced through me), curiosity (to burn with curiosity), impetuosity (the fire of one’s character), eagerness/enthusiasm (to have a burning desire).

At the same time, as FIRE is considered to be an essential part of humans’ life, it incurs metaphorical mastering itself (G.Lakoff, M.Johnson). In the cognitive linguistic view, conceptual metaphor (CM) is defined as understanding one conceptual domain in terms of another conceptual domain (Z.Kövecses, 2010). Practically, the study of metaphorical nominations of FIRE suggests the following basic CM, which may be represented by 2 main oppositions: FIRE A LIVING/NONLIVING BEING and FIRE A CREATIVE/DESTRUCTIVE POWER.

FIRE A LIVING BEING rests on the comparison with humans/their features (the flames crowded; the fire is a dancer) or animals/their features (burning serpents; the fire was a raging tiger). FIRE A NONLIVING BEING is represented by metaphors, whose cognitive foundation is the comparison with the objects of inanimate nature (the forks of the flames; a blanket of red silk). The model FIRE A CREATIVE POWER reveals the most conspicuous physical feature of FIRE — giving vital strength and

energy, i.e., life, warmth, protection (the fire is the sun; a fire is a beautiful star). The model of destruction, on the contrary, reposes on the features of devastation (the fire was a blazing tornado; flickering eyes of hell).

Thus, the concept of FIRE is a highly important element of the conceptual and belief systems, what accounts for its being essential to both the domains of CM. Within the range of FIRE metaphors, there could be distinguished 2 basic oppositions, which are based on such fundamental features as living/nonliving and creation/destruction.

LARISA VASILENKOVA

Italian Words in the “Tales of Italy” by Maxim Gorky and the “New Tales of Italy” by Postmodernists

Saint Petersburg State University, Russia

This work is dedicated to the using of loanwords from the Italian language in the texts about the writers' impressions related to Italy. Both creations tell about Capri — the island which became the place of inspiration for Maxim Gorky and several generations of writers. Many linguists devoted their works to the theme of various loanwords in the Russian language. However, despite numerous researches concerning this sphere, the lexicon borrowed from Italian still needs to be studied more profoundly. Besides, in most cases researchers scrutinize the use of the Italian words without paying attention to the style and the functions of the language units and the content of the text they are used in. The author of this work analyzes the Italian words in the specific context; he considers the function of the loanword in the fictional text of XX–XXI century namely in the “Tales of Italy” by Maxim Gorky and in the “New tales of Italy” by modern writers-postmodernists who created this story-book by the centenary of the first publication of Gorky's novels. The author draws his attention to phonetic and/or morphological adaptation, though the main purpose of the investigation is the functions of the loanwords in the texts. Also the author indicates the sphere of their use. Having created heterogeneous opuses and changed the storyline, modern writes, at first sight, broke the connection between these two story-books. However, this connection is obvious, but it is not the plot or the problematic. This connection exists on the lexical level (the level of using of the Italian word). Gorky and postmodernists use this Italian word in their texts very skillfully whether they are the cultural and historical essay (Gennadiy Kiselev), the anecdote (Andrey Astvatsaturov), the story-dialogue (Vladimir Sorokin), metaphysical sketch-story (Edward Limonov) or the fairytale (German Sadulaev) which vaguely reminds the Gorky's text.



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