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SECTION 1. MEDIA, SOCIETY AND IDENTITY

UDC 8

Notik M. Verbal behavior of the public and political figure (on the example of Jimmy Carter)

Notik Maksim

The 2nd year student of specialty of the faculty of training of specialists for the judicial system (legal faculty)
“The Russian State University of Justice”, Saint-Petersburg
Scientific adviser

Bashmakova N. Ph.D., Associate Professor,
Department of Humanitarian and Socio-economic Disciplines
“The Russian State University of Justice”, Saint-Petersburg

***Abstract.** The article examines verbal behavior of Jimmy Carter, the 39-th President of the United States of America. The specificity of the socio-political language is traced (by the example of the speech, named “Carter’s Doctrine”). The specifics of the construction of the speech of a public and political figure of the USA are revealed. It is concluded that verbal behavior largely determines the success of verbal communication.*

***Keywords:** verbal behavior, linguistic means, language personality, verbal communication, socio-political speech.*

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The issue of verbal behavior concerns different spheres of life, including the socio-political sphere. The importance of verbal behavior can hardly be overemphasized, as some socio-political figures succeed through verbal behavior, while others fail in the process of verbal communication. An example in this case is the public-political figure Jimmy Carter, who announced a new foreign policy program in response to the Soviet invasion of Afghanistan.

The purpose of the research is to characterize the speech behavior of a socio-political figure (using the example of American President Jimmy Carter).

The object of the research is the speech behavior of a socio-political figure.

The subject of the research is the specificity of language means used in socio-political speech.

The material of the research is the speech “Carter Doctrine”, proclaimed on January 21, 1980.

The choice of research material is determined by the significance of “Carter’s doctrine”. In this doctrine, J. Carter proclaimed, that USA “to ensure their vital interests” could take any decisions and use military power.

Being the 39th President of the United States (1977-1981), J. Carter took a course in domestic policy to abolish state regulation in the field of finance and transport, increase allocations

for education, reduce management costs and expand nature reserves. In foreign policy, J. Carter opposed the Soviet Union in the war in Afghanistan.

The stated topic seems relevant. The importance of research is explained by the fact that the study allows to conduct comparative analysis of the speeches of other socio-political figures, correlating verbal and nonverbal factors while considering categories of interpersonal communication.

The aim defined the logic of the narrative in the article: to concretize the concept of “verbal behavior”, to identify the main features of the construction of speeches of socio-political figures of the United States, to analyze the “Carter’s doctrine” and to illustrate the main speech techniques used by Jimmy Carter.

The analysis of the available sources revealed several interpretations of the concept of “verbal behavior”. Within the framework of this research, the most appropriate interpretations seem to focus on rhetoric and verbal reactions. N. Romanova suggests considering verbal behavior as “human actions, that include verbal reactions (speaking, understanding, other reactions to words, memorizing verbal materials, etc.)” [3, p. 33]. V. Zhmurov focuses on speech behavior (speaking, reactions to words, memorizing words, solving tasks presented to the subject in verbal form, etc.) [2, p. 730].

Table 1

Linguistic means in the speech of a socio-political figure	Speech by a socio-political figure
Cliché	“Mr. President, Mr. Speaker, members of the 96th Congress, fellow citizens.”
Archaic vocabulary	“The 1980s have been born in <i>turmoil</i> , strife, and change.”
Lexical repeats	“These two acts—one of international terrorism and one of military aggression.” “ <i>We will</i> face these challenges, and <i>we will</i> meet them with the best that is in us. And <i>we will</i> not fail.” “Between us <i>there has been</i> cooperation, <i>there has been</i> competition, and at times <i>there has been</i> confrontation.” “ <i>This situation demands</i> careful thought, steady nerves, and resolute action, not only for this year but for many years to come. <i>It demands</i> collective efforts to meet this new threat to security in the Persian Gulf and in Southwest Asia. <i>It demands</i> the participation of all those who rely on oil from the Middle East and who are concerned with global peace and stability. And <i>it demands</i> consultation and close cooperation with countries in the area which might be threatened.”
Introductory words	“Peace—a <i>peace that preserves freedom</i> —remains America's first goal.” “Tonight, I call on you—in <i>fact, all the people of America</i> —to help our nation.”
Quoting words	“It has been said that <i>“a mind is a terrible thing to waste.”</i> “Walter Lippmann once reminded us, <i>“You took the good things for granted. Now you must earn them again. For every right that you cherish, you have a duty which you must fulfill. For every good which you wish to preserve, you will</i>

Linguistic means in the speech of a socio-political figure	Speech by a socio-political figure
	<i>have to sacrifice your comfort and your ease. There is nothing for nothing any longer."</i>
Interrogative sentences	<i>"Will it help promote a more stable international environment in which its own legitimate, peaceful concerns can be pursued? Or will it continue to expand its military power far beyond its genuine security needs, and use that power for colonial conquest?"</i>
Emphasis on words	<i>"But to be secure we must face the world as it is."</i>
Short sentences	<i>"Our position is clear. The United States will not yield to blackmail."</i>

The analysis suggests that Jimmy Carter's speech behavior characterizes his linguistic personality. The audience is influenced by linguistic means, which, combined with communicative tactics, allow for a significant impact on the audience. Among the most frequent tactics are: 1) the tactic of identifying the speaker with the people ("We must call upon the best in us to keep this crucial region safe"); 2) the tactic of promise ("I will consult Congress very closely on this issue as we seek to control nuclear weapons"); the tactic of collaboration (a trusting atmosphere is created, appealing to the ideas and values of the recipient, which helps establish equilibrium).

Research findings:

- 1) the concept of "speech behavior" has been clarified;
- 2) the main linguistic tools peculiar to speeches of public and political figures have been identified;
- 3) the features of the "Carter Doctrine" have been interpreted in relation to this study.

The speech behavior of a public and political figure should be considered the crown of his success. J. Carter attached himself to the people, formed a relationship of trust with them.

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SECTION 2. PEDAGOGY AND EMPOWERMENT

UDC 373.2

Bezrodnaya E.A. Formation of ideas about the family in children of senior preschool age as a socio-cultural problem

Формирование представлений о семье у детей старшего дошкольного возраста как социокультурная проблема

Bezrodnaya Ekaterina Alexandrovna,

3rd year student, member of the Council of Young Scientists,
Siberian State Industrial University

Kapustina L.I., Ph.D., Associate Professor,
Siberian State Industrial University

Безродная Екатерина Александровна,
Студент 3 курса, член совета молодых ученых,
Сибирский государственный индустриальный университет
Научный руководитель
Капустина Л.И., к.п.н., доцент,
Сибирский государственный индустриальный университет

***Abstract.** The family is the main social institution for raising children. In modern society, this institution is undergoing changes in the aspects of social, political and cultural development. Ideas about the family in preschool children are often distorted and inaccurate.*

***Keywords:** family, sociocultural problems, ideas about the family, problems of the modern family, preschool children.*

***Аннотация.** Семья является главным социальным институтом воспитания детей. В современном обществе происходят изменения данного института в аспектах социального, политического и культурного развития. Представления о семье у детей дошкольного возраста часто искаженные и неточные.*

***Ключевые слова:** семья, социокультурные проблемы, представления о семье, проблемы современной семьи, дети дошкольного возраста.*

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Социально-экономические, политические изменения, происходящие в России, вызвали кризисные явления во многих сферах жизни общества, в его нормативно-ценностной системе.

Все чаще говорится о кризисе семьи, и крайне пессимистично оцениваются перспективы развития этого социального института. Так результаты исследования Т.Н. Гулак, Е.О. Кулик, Т.С. Шеховцовой, О.В. Скоковой показывают, что в современном мире основными семейными ценностями стали: забота о материальном благополучии семьи: стремление обеспечить детям наилучшее образование [2].

Также А.М. Лазарев указывает на то, что в современном мире семья перестает быть ценностью для людей. Автор отмечает, что в современном обществе проявляются такие

негативные явления, как рост числа разводов, распространение идеала однодетной семьи, невыполнение семьей своих основных функций, ослабление родственных связей, распространение форм девиантного семейного поведения [10]. В свою очередь это приводит к снижению значимости семейных ценностей, ценности детско-родительского общения, совместного времяпрепровождения, домашних традиций и обычаев, семейного единения.

Вместе с тем, известно, что семья своими ценностными ориентациями, особенностями межличностных отношений, всем укладом и стилем жизни прямо или косвенно, в большей или меньшей степени готовит ребенка к его будущей семейной жизни.

Поэтому социокультурные проблемы современного общества актуализируют необходимость повышения общественного престижа семьи, отцовства и материнства; сохранения и возрождения традиционных семейных ценностей.

Следует отметить, что Стратегия развития воспитания в Российской Федерации на период до 2025 г. утверждает приоритет семьи в вопросах воспитания и установления связей ребенка с окружающим миром, что будет способствовать формированию у детей уважения к социокультурным ценностям, принятым в семье и обществе [2].

В Федеральном законе «Об образовании в Российской Федерации» также говорится о значимости в воспитании детей социокультурных, духовно-нравственных ценностей и принятых в обществе норм поведения по отношению к человеку, семье, обществу и государству [4].

По мнению Т.Н. Гулак, Е.О. Кулик, социокультурное развитие – это формирование у детей представлений о хорошем и плохом, правде и истине, а также приобретение способностей сопоставлять свою жизнь с общественными образцами и умение ставить перед собой четкие цели [2].

Дошкольное учреждение является вторым институтом социализации ребенка. В современном мире в силу занятости родителей группа детского сада выступает первой ступенью в социальном и культурном развитии ребенка. Для правильного формирования ценностей необходима целенаправленная педагогическая деятельность, которая будет способствовать социокультурному развитию дошкольников в детском саду.

По мнению О.В. Кондратьева оценка семьи происходит у ребенка на эмоциональном уровне. Ребенок уже в дошкольном возрасте способен понимать ценность семьи для себя и свою значимость для семьи, поэтому ценностная категория в отношении «образа семьи» у детей заключается в понятиях семьи, родственных связей и отношениях [9].

Анализ работ М.И. Дьяченко, Е. Климовой, Т.И. Пуховой показал, что представление о семье - это отражение представлений о семье в сознании ребенка, то, что ребенок видит на примере собственной семьи.

На основе представленных М.И. Дьяченко, Т.А. Березиной, Е.С. Бабуновой определений понятия «формирование», было сформулировано понятие формирование

представлений о семье – это сознательное управление процессом развития представлений о семье в сознании ребенка через взаимоотношения в собственной семье, особенностей межличностных отношений, семейных ценностей, традиций и т. д.

Анализ исследований Н.А. Добролюбова, Е.Н. Каменской, Т.А. Куликовой, Ю.П. Азарова показал, что формирование представлений о семье в дошкольных учреждениях происходит при создании педагогических условиях, среди которых можно выделить:

- Привлечение современных художественных произведений в педагогический процесс.

Как считает Н.А. Добролюбов, привлечение современных художественных произведений (например, О. Куркозова «Смешные рассказы маленького мальчика», Г. Остера «Дети и эти», Н. Ю. Абгарян «Манюня» и др.) поможет педагогу активизировать личный опыт детей с целью осознания ими своего места в системе семейных отношений, укрепить их в стремлении «быть полезным», «быть любезным» родным людям. Чтение и обсуждение любимых сказок, анализ пословиц соответствующего содержания должны прежде всего пробудить у ребенка чувство сострадания, стремление быть внимательным к окружающим, оказывать помощь тому, кто в ней нуждается [3].

- Создание специальных ситуаций, которые ставят детей перед необходимостью лучше узнать особенности, интересы своих близких.

В.Г. Казачкова, утверждает, что целесообразно создавать специальные ситуации, которые ставят детей перед необходимостью лучше узнать особенности, интересы своих близких, для того чтобы порадовать их сувениром к празднику, доставить удовольствие в обычных бытовых ситуациях [5].

- Создание повседневных жизненных ситуаций, чтобы научить детей понимать эмоциональное состояние членов семьи.

Е.Н. Каменская утверждает, что необходимо учить детей понимать эмоциональное состояние членов семьи, воспитывать желание порадовать их. Здесь неопценимы повседневные жизненные ситуации, в которых дети могут проявлять внимание и заботу о близких [6, с. 263].

По мнению А.В. Кугдарова, углублению интереса детей к эмоциональному состоянию близких людей служат мини-этюды, направленные на развитие умений различать средства общения и пользоваться ими: «прочитывать» эмоции в мимике, жестах, интонации речи и соответственно реагировать на них. С помощью этюдов дети учатся передавать, распознавать радость, волнение, усталость, тревогу, страх [8].

- Включение новых сюжетных линий в сюжетно-ролевые игры.

Ю.П. Азаров исследовал возможности сюжетно-ролевых игр в формировании у детей представлений о семье, ее членах, их взаимоотношениях. С целью обогащения содержания игр семейной тематики эффективными, по мнению автора, оказываются такие сюжетные линии, как «В семье родился ребенок», «Приезд бабушки», «Юбилей дедушки», «Семья на даче» и др.

В ходе таких игр уточняются представления детей об особенностях семейной жизни, о взаимодействии поколений, о досуге [1].

- Создание своей родословной с родителями.

Т.А. Куликова утверждает, что дальнейшее изучение своей родословной следует продолжить в семье. Педагоги рекомендуют родителям оформить семейный альбом «Наша родословная», составить генеалогическое древо с использованием фотографий. С целью поддержания интереса к родословной своей семьи детям можно предложить задания типа «Самый старший (младший) член нашей семьи», «О папах (мамах) моих родителей», «Защитники Родины в нашей семье», «Наши семейные имена (профессии, увлечения)», изготовить колаж «Моя семья» [7].

- Привлечение к различным формам работы, которые помогают детям проникнуть в свои генеалогические корни.

После создания с родителями дома «Родословной», можно привлечь детей к такой форме работы как моделирование семьи, которую предложил Б.П. Никитин. По его мнению, для уточнения смысла понятия «семья» используется наглядный материал с изображением членов семьи, относящихся к трем поколениям (мама, папа, их родители, дети). Далее, по мнению автора, целесообразно прибегнуть к моделированию. Следующий шаг - к модели своей семьи, которую ребенок выкладывает рядом, называя имена, отчества членов семьи, их социальные роли, определяя при этом, кем он приходится своим родным (сын, внук, племянник, брат), возникают трудности, тогда создается ситуация когда ребенок наглядно убеждается, что такое семейная память, кто является ее носителем. Появляется естественная потребность обратиться за помощью к родителям [11, с. 134].

Таким образом, анализ психолого-педагогических исследований показал, что, для формирования представлений о семье необходимо создание следующих педагогических условий:

1. Привлечение современных художественных произведений в педагогический процесс;
2. Создание специальных ситуаций, которые ставят детей перед необходимостью лучше узнать особенности, интересы своих близких;
3. Создание повседневных жизненных ситуаций, чтобы научить детей понимать эмоциональное состояние семьи;
4. Включение новых сюжетных линий в сюжетно-ролевые игры;
5. Создание своей родословной с родителями;
6. Привлечение к различным формам работы, которые помогают детям проникнуть в свои генеалогические корни.

Для изучения уровня сформированности представлений о семье у детей старшего дошкольного возраста было проведено исследование в МБ ДОУ «Детский сад №206» г.

Новокузнецка. Цель исследования: выявление уровня сформированности представлений о семье у детей старшего дошкольного возраста. В исследовании участвовали дети старшей группы, в количестве 20 человек.

Были использованы такие методы исследования, как:

1. Беседа «Моя семья», с целью выявления представлений дошкольников о семье (автор Е. Ривина).

2. Беседа по сюжетной картине «Семья». Цель: выявление наличия у ребенка представлений о мире семьи (автор Р. Р. Калинина).

3. Наблюдение за сюжетно-ролевой игрой детей «Семья», целью которого являлось применение в деятельности представлений дошкольников о семье, о членах семьи (автор О. В. Солнцева).

По результатам беседы «Моя семья» было выявлено, что 60% (12 детей) экспериментальной группы находятся на низком уровне сформированности представлений о семье. Представления детей о семье были неполные, поверхностные. Дети не могли ответить на поставленные вопросы, молчали в ответ или односложно говорили «не знаю». Например, «я не знаю, как сказать, что такое семья», «семья – это, это, это ...», «я не знаю, как зовут маму и папу». Большинство детей не могли ответить на вопросы беседы, так как все они не знали, что такое «семья», отчество членов своей семьи и кем они работают.

На среднем уровне находятся 30% (6 детей) – данные дети давали при помощи взрослого однообразные и краткие ответы на вопросы. Например: «семья – это все люди»; «семья – это люди, которые живут со мной»; «семья – это я, мама, папа»; «семья – все люди вместе». Дети, говоря о семье, называют не всех членов своей семьи – многие дети отмечают: «мама, папа, я». Не все дети знают, как звать их родителей и кем работают, и малое количество детей, кто называет имена своих бабушек и дедушек.

Только у незначительной части детей 10 % (2 ребенка) наблюдался высокий уровень представлений о семье. Данные дети самостоятельно и развернуто отвечали на все поставленные вопросы: «семья – это когда есть мама, папа, бабушка, дедушка и они живут вместе»; «семья – это люди, которые живут в одной квартире, помогают друг другу».

Анализируя ответы дошкольников, можно сделать вывод, что у большинства детей экспериментальной группы нет ясного представления о семье, членах семьи, родственных связях. Детям сложно сказать, как зовут их родителей полным именем, каков их род деятельности, и что делает семья в свободное время. Большинство ответов детей однообразны, немногословны и не раскрывают сущности понятия.

При анализе беседы по сюжетной картине «Семья» было выявлено, что у 50% (10 детей) отмечается средний уровень сформированности представлений о семье. Данные дети давали неполные ответы, затруднялись ответить какие обязанности есть у родителей и каким образом можно провести время всей семьей.

На низком уровне находятся 30% (6 детей) детей экспериментальной группы. Представления о семье у детей неполные - дети с затруднением отвечали на вопросы. Например: «на картине изображены люди», «я не знаю какие могут быть у родителей обязанности».

Только у 20% (4 ребенка) отмечается высокий уровень сформированности представлений о семье. Данные дети самостоятельно и развернуто отвечали на вопросы по картине: «на картине изображена семья», «у мамы обязанность приготовить покушать, у папы помогать маме».

Анализируя результаты второй методики, можно сделать вывод, что у большинства детей средний уровень сформированности представлений о семье. У детей поверхностные представления об обязанностях родителей и времяпрепровождение полной семьей.

По результатам наблюдения за сюжетно-ролевой игрой «Семья» были получены следующие результаты: у 50% (10 детей) выявлен низкий уровень представлений о семье. Игра у детей примитивная, роли однотипные (При большом количестве игроков, дети не могут выбрать роль для себя в игре, так как главные роли – мама, папа, ребенок - уже заняты), игровые действия стандартные и стереотипные.

У 30% (6 детей) детей средний уровень сформированности представлений о семье. Дети в ходе игры только при помощи остальных детей могли создать быт семьи, не могли полностью сказать какие есть члены семьи, помимо мамы, папы, ребенка, а только при помощи других. Не могли полностью определить, что должен выполнять тот член семьи, которого они взяли роль на себя.

Только 20% (4 ребенка) детей имеют высокий уровень представлений о семье. Данные дети, играя в сюжетно-ролевую игру создавали быт семьи, выбирали кто каким членом семьи будет, следовательно, знают членов семьи, выполняли обязанности своего члена семьи, было замечено, положительное взаимоотношение к остальным членам семьи.

Таким образом, по результатам проведенного исследования было выявлено, что 40% (8 детей) экспериментальной группы имеют низкий уровень сформированности представлений о семье. Данные дети не имеют представления о том, что такое семья, имеют неполные представления о всех членах семьи, не имеют представлений о традиционном распределении обязанностей членов семьи.

У 50% (10 детей) был выявлен средний уровень сформированности представлений. Данные дети имеют элементарные представления о том, что такое семья, при помощи взрослого или сверстника могут определить помимо главных членов семьи еще других членов семьи, в игре, при помощи сверстников может выполнять традиционные обязанности членов семьи.

У 10% (2 ребенка) сформированы представления о семье и имеют высокий уровень. Данные дети имеют представления о том, что такое семья и что у всех есть домашние

обязанности, знает кем работают его родители и проявляет интерес к их профессиональной деятельности, понимает родственные отношения (см. Рис. 1).

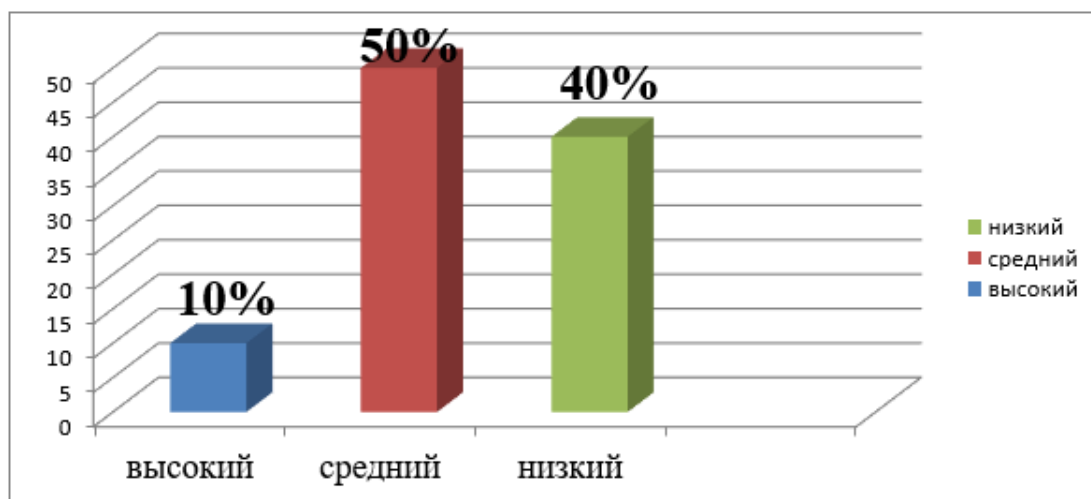


Рис. 1 – Соотношение уровней сформированности представлений и семье у детей старшего дошкольного возраста в экспериментальной группе.

Исходя из полученных в процессе эмпирического исследования результатов, мы полагаем, что для решения проблемы формирования представлений о семье у детей старшего дошкольного возраста необходимо взаимодействие семьи и детского сада, поскольку главной задачей дошкольной образовательной организации является помощь семье в социокультурном развитии детей, поддержании и направлении воспитательной деятельности родителей (законных представителей).

Мы предполагаем, что решения задачи формирования представлений о семье у детей старшего дошкольного возраста во взаимодействии с родителями (законными представителями), дошкольные образовательные организации могут применять различные формы:

1. Семейные праздники или семейные развлечения. Цель проведения – подвести родителей к пониманию того, что необходимо привлекать детей к активному участию в праздниках. Например, можно организовать развлечение «Мы с мамой друзья», «Самый лучший папа на свете», «Наши бабушки» и др., в которых дети совместно с родителями принимают участие.

2. Создание семейного альбома. В состав альбома можно включить фотографии, ответы на интервью, рисунки и др. Тематикой альбома может быть различной, например «Моя семья», «Наши братья и сестры», «История семьи» и т. д. Создавая семейный альбом вместе с детьми, родители расширяют их представлений о членах семьи, семейных традициях.

3. Совместные проекты родителей и детей. Тематика: «Моя родословная», «Я и семья». Данная форма работы позволяет расширить представления у детей о семье, родословной семьи, семейных традициях и т.д.

4. Создание картотеки для конкурса на тему «Добрые дела семьи», с целью взаимодействия детей и родителей, улучшения детско-родительских отношений.

5. Организация выставки семейных коллекций или реликвий, с целью привлечения детей к истории семьи, повышения интереса к семейным ценностям, а также проявления творческих способностей ребенка.

6. Рассказы детей о семейной истории, с целью расширения знаний об истории семьи, своих родителях, бабушках и дедушках, семейных традициях.

Подводя итог вышесказанному, отметим, что многообразие форм взаимодействия с семьей, различные методы и приемы позволят выбрать педагогу оптимальные варианты для формирования представлений о семье у дошкольников, развитию у детей чувства ответственности, взаимной заботы и помощи, а также уважения к своей семье.

Таким образом, исходя из результатов анализа литературы и проведенного эмпирического исследования можно сделать вывод, что вхождение личности в культуру, принятие и присвоение общечеловеческих ценностей, социальных норм происходит в период дошкольного детства.

Формирование и развитие социокультурных ценностей связано с условиями, в которых ребенок воспитывается и обучается, и происходит это в первую очередь в семье. В период дошкольного детства происходит формирование представлений о семье, ценностях семейных отношений, взаимной любви, привязанности и ответственности членов семьи, узнаются, чтятся и соблюдаются семейные традиции; ребенок учится оказывать посильную помощь, проявлять заботу к своим близким.

Но для правильного формирования представлений о семье у детей старшего дошкольного возраста необходимо целенаправленное взаимодействие дошкольной образовательной организации и семьи в социокультурном развитии дошкольников.

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SECTION 3. PEDAGOGY, LANGUAGE AND CULTURE IN EDUCATION

UDC 81.272

Andreev D.V., Bashmakova N.I. Language Personality of a Political Figure

Andreev Daniil Vadimovich

The 5th year student of speciality of the faculty of training of specialists for the judicial system (legal faculty) of the Federal State Budget-Funded Educational Institution of Highest Education "The Russian State University of Justice" Saint-Petersburg
Scientific adviser

Bashmakova N.I. Ph.D., Associate Professor,
Department of Humanitarian and Socio-economic Disciplines
"The Russian State University of Justice" Saint-Petersburg

***Abstract.** Terms "language personality" and "communicative tactics" are inquired. The choice of material of the research is based on the importance of the personality of M. Gandhi within the context of liberation India from Anglo-Indian headed by M. Gandhi. The research has been done on the "Nonviolent resistance speech". The first key communicative tactics are identified and researched in the article on the material of public speech.*

***Keywords:** language personality, communicative tactics, communicative strategy, political figure, nonviolent resistance tactics, "Nonviolent resistance speech" by M. Gandhi.*

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The relevance of the reference to political rhetoric as an instrument of political interaction is linked to the nature of the current period of civilization, which is called the period of globalization. The importance of the research topic is also determined by the cognitive situation that forms in the field of rhetorical knowledge.

Object of research is M. Gandhi's language personality, who was an Indian political and social figure and one of the leaders and ideologists of the independence movement of India from Great Britain.

Subject of research is textual embodiment of communicative tactics and its role in shaping the recipient's system of values.

The purpose of research is to investigate Mahatma Gandhi's language personality and the specificity of his speech from a philosophical-linguistic perspective.

Material of the research is the "Nonviolent resistance speech" by M. Gandhi. The speech appeared in the beginning of the 20th century, when M. Gandhi suggested to apply nonviolent methods in the fight against racism and when the Resolution "About progressive nonviolent noncooperation was admitted by Indian National Congress in 1920 [10]. Analysis of the speech makes it possible to state that this speech is not possible to consider and characterize from the standpoint of standard communication and pragmatic sides [2, p. 386].

On the one hand, speech is persuasive and influential.

On the other hand, it is characterized by a compositional combination of communicative strategies and tactics.

There are a number of issues that should be considered in relation to this topic.

The first of them is concretization a term “language personality”. It is “personality, expressed in language (texts) and through language, personality, reconstructed in its main features on the basis of language means” [4, p. 38].

Considering that the analysis of a particular language personality is carried out on the basis of all the texts created by it, both written and oral, the specificity of these texts allows us to judge ethical attitudes, aesthetic preferences, the dominant behaviors and interpersonal relationships of the personality. In this connection, it would be useful to research the language personality of a politician whose speech is interested from the standpoint of language.

The second issue is the analysis of communicative tactics, understood in the study as “a set of practical moves in the actual process of speech interaction” [7]. Given that a person, as a language personality, engages in an enormous number of communications throughout his or her life, it makes sense to talk about the frequent communicative tactics that determine the specifics of his or her speech. Specific ways of reintroducing the author’s design through a range of tactics are used for our article. On the one hand, it is forms of statement. On the other hand, it is ways of translating value judgment. Thus, M. Gandhi makes the choice of a model of speech influence, so that communication through communicative tactics will ensure real and effective interpersonal communication with the recipient. In order to achieve a positive result, the addresser uses multi-personal means of speech and techniques, that is, adheres to a certain com-communicative strategy.

To the present day, there are several scientific interpretations of the term. For example, M.L. Makarov, a proponent of the pragmatic approach in the study of this concept, interprets it as “the chain of decisions of the speaker, his choice of certain communicative actions and linguistic means; the implementation of a set of goals in the structure of communication” [5, p. 137-138]. The scholar also proposes to exercise speech influence on the addressee in order to transform the addressee’s behavior in the right direction. The speaker has to make a detailed communication plan in order to achieve the goals. However, M.L. Makarov pays much attention to language means, so it seems possible to equate this definition to communicative tactics, as these means implement a specific speech strategy in a particular situation [8].

According to O.S. Issers, communicative strategy is a “complex of speech actions aimed at achieving the communicative goal” [3, p. 54]. In doing so, the researcher associates himself with this concept and planning, which results in strategy, tactics, means and methods according to the purpose of communication. Such linguistic phenomenon, which determines the way to achieve the goal of the speaker, involves “planning of the process of speech communication depending on the specific conditions of communication and personalities of communicators, as well as the implementation of communication plan” [3, p. 54].

Based on the above classification, let's highlight the communicative tactics prevailing in the speech of M. Gandhi. (Table №1)

Table 1

The specificity of M. Gandhi's language personality.

Name of tactic	Authentic speech
Tactics of cooperation (appeal to the ideas and values of the addressee for use in their own interests, which contributes to the balance of the communicator-recipient; maximum effect is achieved through the creation of a trusting atmosphere).	<i>I want to welcome you all. Every one of you. We have no secrets.</i>
Tactics of cooperation (appeal to the ideas and values of the addressee for use in their own interests, which contributes to the balance of the communicator-recipient; maximum effect is achieved through the creation of a trusting atmosphere).	I praise such courage. I need such courage because in this cause <i>I, too, am prepared to die.</i>
Tactics of inducement (calling to action, to taking a certain point of view, persuading the recipient to act in a beneficial way for the communicator; it is characteristic to use the pronoun "we" to create a sense of belonging at the recipient).	<i>Whatever they do</i> to us, we will attack no one, kill no one, but we will not give our fingerprints - not one of us.
Tactics of indirect inducement (indirect call to perform or not perform a certain action; indirect persuasion of the recipient to be beneficial to the communicator).	They <i>will seize</i> our possessions, but they cannot take away our self-respect if we do not give it to them.
Tactics of inducement (calling to action, to taking a certain point of view, persuading the recipient to act in a beneficial way for the communicator; it is characteristic to use the pronoun "we" to create a sense of belonging at the recipient).	<i>I am asking you to fight!</i> To fight against their anger, not to provoke it.
Tactics of inducement (calling to action, to taking a certain point of view, persuading the recipient to act in a beneficial way for the communicator; it is characteristic to use the pronoun "we" to create a sense of belonging at the recipient).	We are Hindu and Muslim, children of God, each one of us. <i>Let us take</i> a solemn oath, in His name, that come what may we will not submit to this law.

In fact, it would be useful to complement this classification with another tactic to reveal the language personality as fully as possible: the tactic of indirectly inducing the recipient to act, implying a call to perform or not to perform a certain action.

Speech analysis allowed to highlight the most frequent communicative tactics. It is tactics of cooperation and inducement [1, p. 8; 2, p. 385]. This is mainly due to the satyagraha philosophy, which is an ethical and normative system consisting of six principles: activity, constructiveness, ahimsa (non-violence), suffering, understanding and compromise. These principles are closely related to the Gandhi faith.

The concept "language personality" are concretized and classification of communication tactics are given in the article.

Based on the ideological background, basic principles and the specificity of the organization of satyagraha campaigns for the liberation of India from the British colonizers led by M. Gandhi, the specifics of the general communicative tactics of public speaking by M. Gandhi are explored in the article. Moreover, the most frequency tactics that determine the specificity of the language personality are identified.

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SECTION 4. PSYCHOLOGY AND EDUCATION

UDC 740

Zak A. Diagnostics of cognitive actions of fifth-graders

Zak Anatoly

Leading Researcher, Psychological Institute
of the Russian Academy of Education, Moscow

***Abstract.** The article outlines the content of the study aimed at the creation and initial testing of methods for diagnosing cognitive actions in teaching children in the fifth grade. Two methods are described that are used to conduct group surveys of middle school students: the "Exchanges" method, designed to determine the formation of cognitive actions associated with the development of ways to solve search problems, and the "Inference" method, intended to determine the formation of cognitive actions associated with the construction reasoning.*

***Keywords:** diagnostics, cognitive actions, group examinations, ways of solving search problems, methods of constructing reasoning.*

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1. Introduction

The development of the skills of semantic reading of texts of different styles and genres in schoolchildren is an essential prerequisite for successful education in the middle classes, since "... the transition to the main school is associated with a significant increase in the amount of information that the student must receive and assimilate from written sources (primarily from a variety of textbooks)..." [1, p.562].

It is important to note that the degree of formation of cognitive actions, related, in particular, to the construction of reasoning and the development of ways to solve search problems, largely determines the level of development of semantic reading skills, which is characterized by a clear distinction in any text of form and content, main and secondary, completed and unfinished, authorial and borrowed, known and new.

Cognitive actions are formed in children in the course of mastering various academic disciplines both in primary and secondary schools. In assessing the formation of the noted cognitive actions, we proceeded from considering them as new formations of educational activity, which is the leading activity in primary school age.

The activity approach in assessing the formation of the noted cognitive actions suggests that schoolchildren need to be offered tasks, the condition for the successful completion of which in some cases is the child's development of ways to solve problems, in other cases, the construction of a consistent and consistent reasoning.

2. Materials and methods

2.1. Diagnostics of cognitive activity in problem solving

2.1.1. Characteristics of ways to solve problems

When diagnosing the cognitive action associated with the development of methods for solving problems of a search character, we proceeded from the fact that this development involves the formation of a mental action of analysis aimed at analyzing the conditions of the proposed problems. In some cases, such an analysis is implemented as a formal analysis that only divides the conditions of the problems into separate data - this is typical for a non-generalized, empirical method of solving problems of a search nature.

In other cases, the analysis of conditions is connected not only with the selection of data and their relationships, but also, most importantly, with the clarification of their role in a successful solution: what is essential and necessary, and what is insignificant and accidental. This is a meaningful, clarifying analysis, which acts as a condition for a generalized, theoretical method for solving search problems (see, for example, [2], [3], [4]).

The mastery of generalized methods for solving problems of an exploratory nature is characterized by the ability to carry out a meaningful analysis of their conditions, associated with the identification of significant data relationships. As a result, all the problems of the proposed class are successfully solved. The fact of unsuccessful solution of one or several problems of the proposed class indicates the absence of meaningful analysis and, therefore, the presence of a non-generalized way of solving problems.

Based on these ideas about the originality of different approaches to the analysis of the conditions of search problems related to the same class, and different ways to solve them, associated with these approaches, requirements were developed for an experimental situation designed to determine which (generalized or non-generalized) course of action occurred in relation to the proposed search problems.

First, the subject must be offered to solve not one, but several problems. Secondly, these problems must have a common principle of construction and solution. Thirdly, their conditions must differ in external, directly observable features.

In accordance with the noted requirements, the "Exchanges" technique was developed, which included 8 gradually becoming more complex spatial-combinatorial tasks, solved in a visual-figurative plan. Tasks 1 and 2 are required to be solved in two actions, tasks 3 and 4 - in three actions, tasks 5 and 6 - in four actions, tasks 7 and 8 - in five actions.

2.1.2. Organization of diagnostic methods for solving problems

A diagnostic lesson in order to determine the characteristics of the formation of cognitive meta-subject competence associated with the development of a general method for solving problems is carried out as follows.

First, the students are given blank sheets of paper to record the solution of problems placed on a special form, which is given after familiarization with the rules for solving problems.

After the children sign the blank sheets, the condition of the problem is displayed on the board:

K K _ _ _ 7 4
D D 7 4

Then the organizer of the lesson says: "The same letters must be arranged in one action so that they stand in the same places where the same numbers are. One action is a mutual exchange of places of any two letters. In this problem, the solution is to exchange the places of the letters "K" and "D".

The following is written on the board:

1) K D _ _ _ 7 4
K D 7 4

After that, the organizer of the lesson depicts on the board the conditions of the second task, where the letters must be arranged like numbers in two actions:

T T R R _ _ _ 5 1 6 8
M M N N 5 1 6 8

The solution to this problem is collectively analyzed (first the letters T and M are changed, and then R and H) and it is written on the board:

1) T M R R , 2) T M R N
T M N N T M R N

At the same time, the organizer of the lesson specifically draws the attention of the children to the fact that only two letters change places in one action, and the remaining letters are simply rewritten.

It is further explained that in the first step (and, accordingly, in the second one), the other two letters can also be interchanged, first R and N, and then P and M:

1) T T R N , 2) T M R N
M M R N T M R N

Then a form with training and basic tasks is distributed.

FORM

Training tasks

1. BB ___ 2 4 (1 action)
PP 2 4
2. RRSS ___ 6 8 3 5 (2 actions)
MMTT 6 8 3 5

Main tasks

1. MTNS ___ 7 5 5 7 (2 actions)
MTHS 6 1 1 6
2. KWRMB ___ 8 5 4 5 8 (2 actions)
KWRMB 2 3 4 3 2
3. BPRMVH ___ 2 7 1 1 7 2 (3 actions)
BPRMVH 8 4 5 5 4 8
4. VNKWXS ___ 9 5 3 8 3 5 9 (3 actions)
VNKWXS 6 2 7 4 7 2 6
5. RHNSVDPW ___ 3 2 1 5 5 1 2 3 (4 actions)
RHNSVDPW 9 8 7 6 6 7 8 9
6. BDLRWGKMT ___ 1 2 3 9 4 9 3 2 1 (4 actions)
BDLRWGKMT 4 8 6 5 7 5 6 8 4
7. LWNGPRVKSM ___ 2 1 3 5 7 7 5 3 1 2 (5 actions)
LWNGPRVKSM 8 9 6 0 4 4 0 6 9 8
8. BTFXDNVPWK ___ 0 3 2 5 9 9 5 2 3 0 (5 actions)
BTFXDNVPWK 1 7 4 8 6 6 8 4 7 1

After handing out the forms, the children are given the necessary explanations: "Look at the sheet. First (above), the conditions of the 1st and 2nd training tasks are drawn, and then the main

tasks that need to be solved in a row for a different number of actions: the 1st and 2nd tasks are solved in two actions, the 3rd and 4th - for three, 5th and 6th - for four, 7th and 8th - for five actions.

Now solve the training problems. Write the solution as we did on the board.

Remember: in one action, only two letters change places”.

Passing through the class, the class organizer checks the solution of the training problems and points out errors, if any.

After checking, the children solve the main problems. At the end of the work, students hand over forms and sheets with solutions.

2.1.3 Determining how to solve problems

The solution of the main problems is easier to check based on the principle of their construction, since in each problem there can be many specific options for the correct solution. So, in the first action, letters can be interchanged, occupying in the sequence both extreme places and middle ones.

All eight tasks of the presented series are based on the mirror ratio of numbers: the same are, in the top row and in the bottom row, the first digit on the left and the first on the right, the second on the left and the second on the right, the third on the left and the third on the right, the fourth on the left and the fourth on the right, and etc.

Thus, when solving, it is necessary to change the letters located, firstly, in different rows (upper and lower) and, secondly, mirrored. This means that you need to change the first letter of the top row and the last letter of the bottom row, or, conversely, the first letter of the bottom row and the last letter of the top row; the second letter of the top row and the penultimate one of the bottom row, or, conversely, the second letter of the bottom row and the penultimate one of the top row, etc.

As a result, with the correct solution of such problems, the same letters should be located in the same row (upper or lower), and different letters in different rows (upper and lower).

The solved problems are evaluated on the basis of the following considerations.

If all tasks are solved correctly, then this indicates the construction of a general method for solving all the proposed search problems.

If the initial tasks (in two and three actions) are solved correctly, and the remaining four are incorrect, then, then, successful actions in tasks 1 – 4 were not based on the construction of a general way to solve them.

The same conclusion (i.e., about the absence of constructing a general method for solving all the proposed problems) can be drawn even if the tasks in 4 actions (i.e., tasks 5 and 6) are successfully solved, and the tasks in five actions (problems 7 and 8) are solved incorrectly.

2.2. Diagnostics of the cognitive action on the construction of reasoning

2.2.1. Types of judgments

When diagnosing cognitive meta-subject competence associated with mastering the ability to build reasoning and draw conclusions that follow consistently from the proposed judgments, we proceeded from the fact that it is advisable to include verbal-logical tasks containing judgments of various types in the methodology.

So, in logical science (see, for example, [5]), among simple judgments, attributive (ie, judgments of properties) and relational (ie, judgments of a relation) are singled out.

Qualitatively, attributive judgments are characterized, firstly, as affirmative (if some property is attributed to the subject of the statement), for example: "... the circle is yellow ...". Secondly, attributive judgments are characterized as negative (if the subject of the utterance lacks some property), for example: "... the circle is not yellow ..."

Among the relational ones, there are judgments that reflect symmetrical and asymmetric relations. In the first case, when the members of the relation are rearranged, its character does not change (if B is equal to B, then C is equal to B), for example: "... if Vasya had the same height as Zhenya, then Zhenya had such the same height as Vasya ...".

In the second case, when the previous and subsequent members of the relation are interchanged, it changes to the opposite (if B is less than B, therefore, C is greater than B), for example: "... if Vasya is higher than Vova, then Vova is lower than Vasya ...".

Thus, when diagnosing the development of cognitive meta-subject competence associated with the development of the logical action of constructing reasoning, it is advisable to use verbal-logical tasks composed of relational judgments of both types.

2.2.2. Application of relational judgments in a diagnostic technique

When including problems with relational judgments in a diagnostic technique, a number of the following provisions should be taken into account.

First, there should be several tasks of each type - with symmetrical and asymmetric judgments.

Secondly, tasks of each type - with symmetrical and asymmetric judgments - should be of three degrees of complexity: simple (two judgments), less simple (three judgments) and complex (four judgments).

Thirdly, in problems with relational symmetric judgments, in each pair of problems of the same degree of complexity, first degree, second and third, the combination of judgments must be different.

For example, there are two options:

(1): "Grisha is as brave as Zhenya. Zhenya is as brave as Vova. Which of the schoolchildren is more courageous - Grisha or Vova?"

(2) “Grisha is as brave as Zhenya. Grisha is as brave as Vova. Which of the schoolchildren is more courageous - Grisha or Vova?”

In the first case, in both judgments of the problem, there is the second character in the order of mention in the problem, in the second case, the first one.

In a similar way, two variants of a combination of judgments are realized in problems with relational asymmetric judgments.

There are two types of problems with attributive judgments. Firstly, tasks with affirmative judgments, for example: “Dasha, Valya and Sveta sculpted from plasticine: someone - a big hare, someone a big fox, someone - a small fox. Dasha sculpted a large animal, Valya sculpted a fox. Who did Sveta sculpt?”

Secondly, tasks with negative judgments, for example: “Dasha, Valya and Sveta sculpted from plasticine: someone - a big hare, someone - a big fox, someone - a small fox. Dasha did not sculpt a large animal, Valya did not sculpt a fox. Who did Sveta sculpt?”

To control the level of complexity of tasks with positive and negative attributive judgments, the number of subjects and predicates in the conditions should be taken into account.

The first level includes tasks in which the large premise contains three subjects of judgments, for example: “Dasha, Valya and Sveta sculpted from plasticine ...”, and three predicates corresponding to them, for example: “... someone is a big hare, someone then - a big fox, someone - a small fox ... ”.

The second level includes tasks in which the large premise contains four subjects of judgments, for example: “Dasha, Valya, Nina and Sveta sculpted from plasticine ...” and four predicates corresponding to them, for example: “... someone is a big hare, who - something - a big fox, someone - a small fox, someone a medium-sized wolf ... ”.

Each of the marked levels includes tasks of three degrees of complexity, depending on the number of simple and complex judgments in the conditions of tasks in a smaller premise

2.2.3. Application of attributive judgments in a diagnostic technique

In problems with affirmative and negative attributive judgments of the first, second and third degree of complexity with three subjects and three predicates in a large premise and problems of the first, second and third degree of complexity with four subjects and four predicates in a large premise, two options for formulating the question are possible.

The first version of the wording of the question is characterized by the fact that the predicate of the judgment is the desired one, and the subject of the judgment is known, for example: “What did Dasha sculpt?”

The second version of the wording of the question is characterized by the fact that the subject of the judgment is the desired one, and the predicate of the judgment is known, for example: “Who sculpted the big hare?”.

Moreover, each version of the wording of the question can contain not only an affirmation, as in the above examples, but also a negation, for example, respectively: "What didn't Dasha sculpt?" and "Who hasn't sculpted big animals?".

2.2.4. Methodology "Inference"

On the basis of the analysis of the content of different variants of verbal-logical tasks with relational and attributive judgments, the method of "Inference" was developed for conducting group surveys of students in order to assess the formation of cognitive meta-subject competence associated with mastering the logical action of constructing reasoning.

The tasks of the "Inference" technique are given on the form to each student.

FORM

No.1. Klava walked faster than Valya. Valya walked faster than Dina. Which of the girls walked faster - Klava, Valya or Dina?

Answers: 1. Klava did not go as fast as Dina. 2. Dina did not walk as fast as Klava. 3. Klava walked as fast as Dina. 4. It is impossible to say which of the girls walked faster.

No.2. Zina, Anya and Nina lived on different floors in different houses: someone on the third floor of a tall building, someone on the third floor of a low building, someone on the fifth floor of a low building. Zina lived in a high house. Anya lived on the fifth floor. Where did Nina live?

Answers: 1. Nastya lived on the third floor of a tall building. 2. Nastya lived on the third floor of a low building. 3. It is not known where Nastya lived. 4. Nastya lived on the fifth floor of a low building. 5. Nastya lived on the fifth floor of a tall building.

No.3. Artem screamed louder than Vova. Artem shouted more quietly than Yegor. Which of the boys shouted louder, Artem or Yegor?

Answers: 1. Artem did not shout as loudly as Yegor. 2. Yegor did not shout as loudly as Artem. 3. Artem screamed as loudly as Yegor. 4. It is impossible to say which of the schoolchildren shouted louder - Artem or Yegor.

No.4. Grisha, Lena, Katya and Kolya solved problems: someone added three-digit numbers, someone added two-digit numbers, someone multiplied two-digit numbers, someone divided single-digit numbers. Grisha did not solve problems with two-digit and one-digit numbers. Lena did not solve addition and division problems. Katya did not solve addition and multiplication problems. What tasks did Kolya solve?

Answers: 1. Kolya solved problems on the multiplication of two-digit numbers. 2. Kolya solved problems for adding two-digit numbers. 3. It is not known what problems Kolya solved. 4. Kolya solved problems for dividing single-digit numbers. 5. Kolya solved problems for adding three-digit numbers. 6. Kolya solved problems on the addition of single-digit numbers. 7. Kolya solved problems on the multiplication of three-digit numbers.

No.5. Anya remembers stories more easily than Vera. Anya remembers stories more easily than Kolya. Kolya remembers stories more easily than Zhenya. Which of the guys remembers stories easier - Anya or Zhenya?

Answers: 1. Anya does not memorize stories as easily as Zhenya. 2. Zhenya does not memorize stories as easily as Anya. 3. Anya remembers stories as easily as Zhenya. 4. It is impossible to say which of the girls remembers stories more easily - Anya or Zhenya.

No.6. Nastya, Raya and Nadya were preparing pies: some with eggs and rice, some with eggs and cabbage, some with meat and cabbage. Nastya cooked pies with eggs. Raya was making rice pies. What pies did Nadia cook?

Answers: 1. Nadia cooked pies with egg and rice. 2. Nadia cooked pies with eggs and cabbage. 3. It is not known what pies Nadya cooked. 4. Nadia cooked pies with meat and cabbage. 5. Nadia cooked pies with meat and carrots.

No.7. Alik was farther from the forest than Borya. Alik was closer to the forest than Misha. Misha was closer to the forest than Sanya. Which of the boys was further from the forest, Alik or Sanya?

Answers: 1. Alik was not as far from the forest as Sanya. 2. Vanya was not as far from the forest as Alik. 3. Alik was as far from the forest as Sanya. 4. It is impossible to say which of the boys was further from the forest - Alik or Sanya.

No.8. Seva, Misha, Tolya and Vitya traveled: some went by plane to the north, some went by plane to the east, some went by train to the east, some went by helicopter to the south. Seva did not use the train or helicopter. Misha did not go east and south. Tolya did not use the plane and the train. On what and where did Vitya travel?

Answers: 1. Vitya went by plane to the north. 2. Vitya went by plane to the east. 3. It is not known on what and where Vitya went. 4. Vitya went south on a bicycle. 5. Vitya rode a bicycle to the north.

No.9. In a multi-storey building, Nina lived higher than Kolya. Kolya lived higher than Igor. Igor lived higher than Lera. Lera lived higher than Misha. Which of the guys lived higher, Nina or Misha?

Answers: 1. Nina did not live as high as Misha. 2. Misha did not live as high as Nina. 3. Nina lived as high as Misha. 4. It is impossible to say which of the guys lived higher - Nina or Misha.

No.10. Alik, Kostya and Lesha made beds for vegetables: someone made long beds for radishes, someone long beds for cabbage, someone made short beds for cabbage. Alik made long beds. Kostya made beds for cabbage. Lesha made short beds. What beds did Alik make?

Answers: 1. Alik made long beds for radishes. 2. Alik made long beds for cabbage. 3. It is not known what kind of beds Alik made. 4. Alik made short beds for cabbage. 5. Alik made short beds for radishes.

No.11. Masha is more fun than Olya. Masha is sadder than Katya. Katya is sadder than Poly. Rimma is more fun than Paul. Which of the schoolgirls is more fun - Olya or Rimma?

Answers: 1. Olya is not as cheerful as Katya. 2. Katya is not as cheerful as Olya. 3. Olya is as cheerful as Katya. 4. It is impossible to say which of the girls is more fun - Olya or Rimma.

No.12. Masha, Galya, Katya and Natasha learned to play musical instruments: someone - five years on the domra, someone - five years on the piano, someone - six years on the piano, someone - seven years on the clarinet. Masha did not study for six and seven years. Galya did not learn to play the domra and clarinet. Natasha did not study for five and seven years. Katya did not study for six and seven years. What musical instrument and for how many years did Masha study?

Answers: 1. Masha learned to play domra for five years. 2. Masha learned to play the piano for five years. 3. It is not known what musical instrument and for how many years Masha learned to play. 4. Masha learned to play the piano for six years. 5. Masha learned to play the clarinet for seven years.

3. Results

The group experiments using the "Exchanges" method involved 29 fifth grade students studying according to the standard program for secondary school, and 27 fifth grade students studying according to the program of in-depth study of mathematics.

The results of solving the problems of the "Exchanges" methodology are presented in Table 1.

Table 1

The number of fifth-graders studying according to the standard program ("standard") and in the program of in-depth study of mathematics ("mathematics"), who solved correctly all 8 problems of the "Exchanges" method (group A), 6 problems (group B) and 4 problems (group C).

Program	Problem solving		
	Student groups		
	A	B	C
"Standard"	14 (48,3%)*	11(37,9%)	4(13,8%)
"Maths"	20 (74,1%)*	7 (25,9%)	0,0%

Note: *p < 0.05.

The data presented in Table 1 indicate that among fifth-graders studying in the program of in-depth study of mathematics, there are significantly (at a statistically significant level, at p < 0.05) more students who act in solving the problems of the "Exchanges" method in a general way among fifth-graders studying according to standard curricula, respectively: 74.1% and 48.3%.

The same 5th grade students, studying according to the standard program for secondary school (29 people) and according to the program of in-depth study of mathematics (27 people), participated in group experiments using the "Inference" method.

The results of solving the problems of the "Inference" methodology are presented in Table 2.

Table 2

The number of fifth-graders studying according to the standard program ("standard") and in the program of in-depth study of mathematics ("mathematics"), who solved correctly all 12 problems of the "Inference" method (group A), 10 problems (group B) and 8 problems (group C).

Program	Problem solving		
	Student groups		
	A	B	C
"Standard"	10(34,5%)**	12(41,4%)	7(24,1%)
"Maths"	20 (74,1%)**	7(25,9%)	0,0%

Note: ** $p < 0.01$

The data presented in Table 2 indicate that among the fifth-graders studying in the program of in-depth study of mathematics, there are significantly (at a statistically significant level, at $p < 0.01$) more students who solved all the problems of the Inference method correctly than among the fifth-graders, engaged in standard curriculum, respectively: 74.1% and 34.5%.

This means that the specified part of the students in both classes has mastered the ability to build reasoning, in which the conclusion follows consistently from the proposed judgments.

4. Conclusion

So, in the present study, two methods were developed and tested for diagnosing in fifth-graders the features of the development of cognitive actions associated with mastering ways to solve problems of a search nature (the "Exchanges" method) and with mastering the ability to build reasoning and draw conclusions that consistently follow from the proposed judgments (method of "Inference").

The data obtained in a group survey of fifth-graders studying according to different curricula allow us to state that cognitive actions associated with mastering ways to solve problems of a search nature reach higher levels of development by the fifth grade than cognitive actions associated with mastering the ability to build reasoning.

This fact, we can assume, is related to the peculiarities of the formation of these cognitive actions in primary school age (see, for example, [2], [3]).

In future studies related to the study of the features of the formation of the noted cognitive actions, it is planned to more fully and more accurately determine the characteristics of their development during the period of children's education in the fifth - ninth grades of secondary school.

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SECTION 5. SOCIOLOGY

UDC 316.4

Zorin A. Contemporary Social Problems

Zorin Alexander

The Undergraduate Student of Law Faculty

The North Western branch of the Federal State Budget-Funded Educational Institution of Higher Education

“The Russian State University of Justice”

***Abstract.** The purpose of this article is to research social problems arising in modern Russia, such as the quality of education, drug addiction and alcoholism, as well as the decline in the importance of morality in society. The concept of social problems is given and causal links of some of them are identified. The significance of early solutions to the above problems is noted. Statistical, systematic and analytical method is used in the research. Consequently, the author concludes that modern Russian society should develop a comprehensive systematic approach to address all of the identified problems to ensure its further prosperity and recovery.*

***Keywords:** social problems, drug addiction, decline of morality, the quality and accessibility of education*

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1. Introduction

It is not a secret that at each stage of its development, the society has had problems in all spheres of life: political, economic, spiritual and, of course, social. If a problem happens in one of them, it will negatively affect the others. One of the most important spheres is the social one, because each of us is involved in it every day. That is why the difficulties happening in it have been disturbing people's minds for many centuries. Social problems are those related to the existence of factors of social life that directly or indirectly affect society and which require collective efforts to solve them. There are a lot of such problems today in Russia. These include the decline of morality, alcoholism and drug addiction, the quality and accessibility of education and a number of other equally important problems. In this article we are going to study some of them.

2. Material and methods

The first problem to consider is alcoholism and drug addiction. Nowadays, according to statistics of 2021, there are about 144 million people in Russia and 5 million of them use drugs systematically and 13 million do it periodically. It means that 11 per cent of all Russian population take them [1].

Definitely, it is not acceptable for a number of reasons. Firstly, drugs are very expensive and drug addicted people often do not have enough money to buy doses. Hence, they sometimes commit crimes such as: theft, robbery or even murder. For example, in 2017 in Tver, citizen Andrei Ivanov stabbed his mother to buy a new dose. He took her gold chain, her phone, and her money. Another

horrifying example occurred in 2019, when citizen Dmitry Savko killed a 92-year-old veteran and robbed his apartment to buy drugs.

Secondly, we should not forget that drug use has a serious negative effect on the reproduction of the population. In modern conditions, all European countries and Russia are experiencing a demographic crisis. This means that the mortality rate often exceeds the birth rate. People used to give birth to 3-5 children, now they do not risk to have more than 1-2 kids, because over the years, the mentality and thinking of most countries has changed towards individualism and capitalism, where family values lose their importance.

What is more, many addicts are incapable of realizing themselves and living for the good of society. Often, they are a working-age population that does not work but acts as a lever to degenerate society.

The situation with alcohol is similar. Alcoholics often engage in illegal activities, fail to work for progress and produce healthy offspring.

One of the probable approaches to decrease the amount of people using drugs in any ways is to toughen the punishment for drug crimes and delete the legal norms from the Russian Criminal code (article 82.1) which give drug addicted people the opportunity to be reprieved from punishment and even released from it later [2].

The next problem to be mentioned is the declining importance of morality in society. It is worth saying here that with the adoption of capitalism by many countries in the 19-20 centuries, the personal interests of citizens have come to dominate public interests. Emil Durkheim raised this problem in his writings, saying: "Capitalism gives you a lot but takes twice as much". Indeed, through advertising people are taught that they can achieve everything themselves and the main thing is to believe in this. However, they forget about the high level of competition, and as a result, many people are left with nothing and live in poverty. Thus, selfishness and the desire for personal gain, sometimes contradict their principles, the comfort of others, and even the safety of society. This generates aggression in society, social inequality, which in turn leads to high levels of crime and dangerous ventures.

In 2007 the Institute of Sociology of the Russian Academy of Sciences in cooperation with the Office of the Friedrich Ebert Foundation in the Russian Federation, prepared an analytical report on the theme "Youth of the new Russia: value priorities" which, among the other things, described the transformation of the moral values of Russian youth.

Thus, according to the majority of respondents, modern youth in general is characterized by "moral relativism" and even cynicism, indifference to any ideals. This view is shared by 64% of young respondents.

We should admit that modern life realities are quite harsh and put the morality of the Russians to a serious test. In the course of research, many respondents recognize that the difficulties they face in different areas of life force them to undertake a serious "inventory" of values. As a result, most

young people (55 per cent) are now forced to recognize that their success in life is largely dependent on turning a blind eye to their own principles and accepting the thesis that “the modern world is cruel, and to succeed in life, sometimes you have to go beyond moral principles and norms” [3].

Another notable contemporary problem that should be highlighted is the quality and accessibility of education. The following should be said here: the existence and development of any state directly depends on the state of the educational system. If a State wants to develop and become a leader in the world, it firstly pays attention to the level of education and literacy of the population. Thanks to an accessible and well-developed education system, it is possible to train highly qualified professionals who will be a potential for the development of society and the state as a whole.

As for our country, it is worth saying that after the collapse of the Soviet Union, the education system underwent a number of changes. It is difficult to say that these changes have had a positive impact on Russia as people were not ready for them. This is due to the fact that we adopted the European practice too quickly. For example, a new system of getting marks which kills motivation to study and complicates the evaluation of the knowledge of students appeared. A natural question arises: “Is that efficient to put marks to students just for class attendance but not for working?” It seems that such a system is not suitable for the Russian mentality.

If we consider the problem of education in more details, it is necessary to say that the Russian education system is structured in such a way that the emphasis is put on the acquisition of theoretical knowledge, while practical skills are practically not developed in a proper level. This complicates the process of employing young professionals who do not have a clear understanding of the scope of their professional activities.

The next highlighted problem is the discrepancy between the educational program of high school students and the content of the unified state examinations (USE) at the end of 11th grade. Most often, this problem is acutely felt by school graduates, who in order to successfully pass the exam and enter the university hire tutors for training which is rather expensive. Thus, the school is not able to provide the necessary level of knowledge required to enter the university. Moreover, it seems that the best solution to the problem pointed above will be the abolition of the USE at the end of the 11th grade and setting up a new oral form of the final school exam that will give the opportunity to check students' knowledge and their ability to set out the thoughts better than using tests where sometimes pupils can just guess the right answer to the question even if they do not know the subject.

Another significant problem is lack of time for teacher to prepare for classes properly because of a huge amount of sometimes useless official documents which they have to form. As a result, teachers, unfortunately, give incorrect and outdated information to students. Science and all spheres of life develop over time regardless of the majority of society, so, teachers should monitor these trends and give the younger generation relevant knowledge for full socialization.

A survey conducted by the author of this article among a small social group of students at the Russian State University of Justice showed a relatively equal result on the quality of education: about

half of the respondents believe that the level of Russian education at schools and universities is rather high while at the same time another half of the respondents believe that it is not. This shows that Russian education is not ideal and there is something to improve, but the preconditions and first steps on the way of the development are certainly made.

Conclusion

To summarize, it is worth noting that at present Russian society still has a number of problems to solve. Their solution should be a priority not only for the state, but also for most citizens, because the fate and further development of society depends on determining their activity and the quality of their decisions. We must ensure and ensure the quality of social life and security for future generations.

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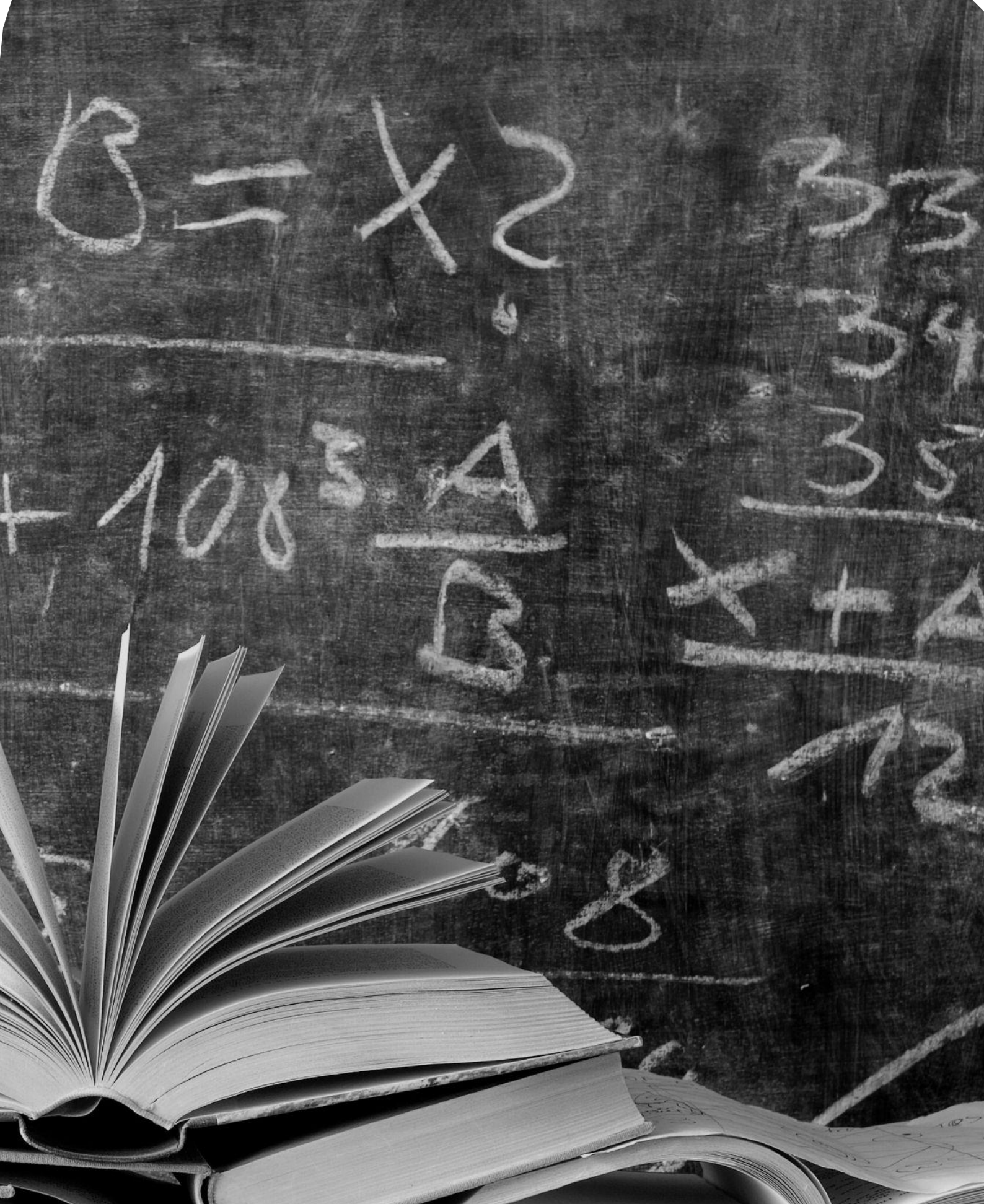
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