



PHILOLOGY

“Vesnik Hrodzenskaha Dziarzhaunaha Universiteta Imia Ianki Kupaly.
Seryia 3. Filalohiia. Pedahohika. Psikhalohiia”

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UDC 821.162.1(092 T. Mitsinski)

**Philosophical and aesthetic structure of space
in Tadeush Mitsinski’s drama “The Rowan night”**

[*Filosofsko-esteticheskaia struktura prostranstva
dramy Tadeusha Mitsin'skogo “Riabinovaia noch”*]

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Abstract. In the introduction the subject and the object of the study are identified. In addition to it the names of Polish literary scholars who turned to T. Mitsinski’s work and studied his plays and other similar aspects are given. It allows to determine the items that did not get into the sphere of researchers’ interest and were not considered by them. The article discusses the structure of the drama space in aesthetic aspect and as an expression of the author’s philosophical views. The aim is to reveal aesthetic and philosophical values of the structure of the drama space in Tadeush Mitsinski’s “The Rowan night”. The main part of the study contains the following research. The storylines, motives, artistic details that are the basis for the creation of artistic space drama in “The Rowan night” are considered. The oneiric nature of art space of the studied drama is showed. The mythological, mystical and philosophical roots of images created by the author, spatial objects and scenes are identified and described. The result of the research allows stating the following. The space in the drama “The Rowan night” is not only a scene of action, but also an active participant in the events, another character. T. Mitsinski creates space according to the formula of the theatre open to the world, which does not fit the boundaries of the stage. The real world becomes uncertain; it loses spatial and temporal borders. The space in the drama is constantly changing and becomes multidimensional, guided only by the laws of dream it acquires a symbolic significance. It is the confrontation of three levels: hell, heaven and earth. Aiming at religious syncretism, T. Mitsinski layers the concepts of different religions one on the other, which is reflected in the structure of space. The drama has a special geometric structure of space, which expresses the philosophical and aesthetic views of the author. The results can be used in the studies of European modernist drama, in the training of philology students.

Keywords: philosophical and aesthetic reading, structure of space, Tadeush Mitsinski’s dramas, “The Rowan night”, Polish literature, Young Poland, drama, artistic space, Tadeush Mitsinski.

Bibliography – 10 titles

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Abstract. This article is devoted to the research of imagological aspect in the works of the Polish writer Wiesław Myśliwski. In the introduction the definition of the basic concepts of the science imagology about stereotypes is given and the location of the investigated author in the literary process in Poland is showed. The purpose of the article is a comprehensive analysis of chosen works for the presence of some kind of imagological factors. In the main part the novel “The Horizon” and the play “Requiem for the hostess” are analyzed. In these works the images of representatives from different nations are explored, their stereotypical features are distinguished, sociological information is presented and the position of the writer is described regarding the depicted characters. It has been established that exactly the imagological vision of Myśliwski permit not only authentically and truthfully display of peasant environment and the historical changes that have occurred in the village, but it also serves for a deepening of the problem and thematic field of works, as well for a significant enlargement of the philosophical and allegorical subtexts. The quotations from the works assist for a more visual confirmation of the availability of the imagological aspect in the oeuvre of the author. In the conclusion the division of the described characters into types is represented. Scientific novelty lies in the fact that the article examines not only the unique and unknown to the Belarusian reader works but also a unique phenomenon, which is imagology, a young science, which was emerged not so long ago. The data from this article can be used for course of lectures on world and foreign literatures at universities.

Keywords: stereotype, imagology, Wiesław Myśliwski, “the peasant direction” in Polish literature, “The Horizon”, “Requiem for the hostess”.

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The role of daily occurrence in creation of a literary plot (on the contents of the novel “Jane Eyre” by Ch. Brontë)

[*Rol' povsednevnosti v postroenii fabuly khudozhestvennogo proizvedeniia
(na materiale romana Sh. Bronte “Dzhen Eir”)*]

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Abstract. In introduction the object of research – daily occurrence in the literary text – is defined. Scientific novelty of research consists of aspiration of giving definition to the concept “daily occurrence” and attempt to reveal its role at creation of a plot of a literary work. The structure of a plot is considered. Plot unit is an episode which consists of five “narrative offers” or motives (Ts. Todorov). It is obviously necessary to define a ratio of the concept “daily occurrence” with motives of an episode that is an objective of this research. Ch. Brontë’s novel “Jane Eyre” served as the material of research. In the main part daily occurrence is investigated in Ch. Brontë’s novel “Jane Eyre”. It is revealed that Ch. Brontë’s novel “Jane Eyre” represents a chain of the daily occurrences of a main character which are consistently replacing each other. Change of the daily occurrences coincides with change of episodes, promoting the development of plot action. Relation of the concept “daily occurrence” with the concept “chronotope” is defined – daily occurrence is formed in a certain place and space. In the conclusion a definition is given to the concept “daily occurrence” – it is the literary represented steady vital world caused by a certain set of communication practices and a system of characters’ values corresponding to the first and fifth motives of a plot episode. It is revealed that daily occurrence is estimated from various points of view: an author, a character or a group of

characters, and also a reader. Functions of daily occurrence in a literary work are defined by the system of the character's values, concluding a problem of a valuable choice, forming valuable binary oppositions. Materials of research can be used when teaching disciplines "The theory of literature" and "Foreign literature".

Keywords: literary text, daily occurrence, plot, episode, motive, valuable oppositions, chronotope.

Bibliography – 3 titles

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Structural organization of the genre of the interactive TV discussion in the media discourse (based on the TV programs in the Belarusian and English languages)

[*Strukturnaia organizatsiia zhanra interaktivnoi telebesedy
v medinom diskurse (na materiale belorusskoiazychnykh
i angloiazychnykh teleprogramm)*]

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Abstract. The approaches to the definition of such a phenomenon as genre, as well as the criteria which form it from the linguistic point of view, are discussed in the introduction. Such concepts as discourse, media discourse, the diffusion of genres in the media discourse are briefly characterized in the paper. The purpose of research is an attempt to establish similar and distinctive particularities of the structural features of the diffuse genre of interactive TV discussion based on the material of English and Belarusian TV programs. The main part is devoted to the analysis of the structural characteristics of the diffuse genre of interactive TV discussion in media discourse on the material of Belarusian-speaking and English-speaking TV programs and blogs related to them. The causes of the appearance of this diffuse genre in media discourse in two language versions are revealed. In the main part the relation with the basic elements of the genre of interactive TV discussion are established: stages of preparation for the release of the program, communication channels (blogs and television) and participants (anchorman/blogger, guest, reader-viewer and a hypothetical viewer, who doesn't read the blog). There are identified and analyzed four main stages of preparation TV discussion: starter, preparatory, primary and reaction stage. The comparative analysis of the structural organization of the genre of interactive TV discussion in Belarusian and English is made. In the conclusion we can note that the Belarusian genre of interactive discussion is slightly different from that of the English model on its organizational structure. The results of the research can be used in studies on the identification of ways of implementation of genres in the journalistic texts of media discourse, the establishment of genre boundaries, the role of the composite structure of genres in media discourse in the Belarusian and Russian languages.

Keywords: genre, discourse, media discourse, discussion, internet-blog, interactive TV discussion, compositional structure.

Images – 2. Tables – 1. Bibliography – 5 titles

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**The proverbs and phraseological units
with the lexeme “God”: semantic aspect**

[*Prykazki i frazealagizmy
z leksemai Bog: semantychny aspekt*]

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Abstract. The article deals with the proverbs and phraseological units of the Belarusian literary language having the notion “God”, which have not been studied by the linguists yet. But the expressions with the notion “God” are frequently used in our speech, as well as this notion itself. It is connected with the concept of God being the specific peculiarity of the man’s worldview. The meaning of the word “god” is determined both in free word-expressions and in proverbs, phraseological units. The elements of the semantic paradigm of lexical units with this lexeme are researched: meaning (phraseological units and proverbs express positive and negative emotions, feelings of joy, surprise, despair, etc.), synonymy (investigating units enter into synonymic relations, forming the ranges of semantic, stylistic and absolute synonyms), polysemy (there is no this phenomenon in proverbs; sometimes it occurs in phraseological units; the reasons of this phenomenon are determined as well as the ways of forming of connotations of polysemantic units), antonymy (this phenomenon is not typical for phraseological units and proverbs; there is no this phenomenon within the units with the component “God”). The attention is paid to the spelling of the lexeme “God” in set expressions, taking into consideration the book “Rules of Belarusian orthography and punctuation” (2008). The realization of the meaning of the lexeme “God” influences the spelling of the initial letter of this word (capital or small). The aim of the research is to determine the specific functioning of proverbs and phraseological units with the lexeme “God” from the semantic point of view. Scientific novelty – the main meaning of proverbs and phraseological units with the component “God” is revealed in Belarusian Linguistics. The sphere of application – teaching the Belarusian language at schools and universities; elaboration of courses in Phraseology, Paremiology, Cultural Linguistics.

Keywords: proverb, idiom, meaning, semantic paradigm, religion, God.

Bibliography – 14 titles

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**Appellatives *a meadow, a bend*
and motivated microtoponyms of Ukraine and Belarus**

[*Apelliativy lug, luka
i motivirovannye mikrotoponimy Ukrainy i Belarusi*]

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Abstract. Appellatives *a meadow, a bend* and motivated microtoponyms of Ukraine and Belarus are considered in the article. The introduction focuses on the attention to the relevance of the subject, the purpose, the scientific novelty and a range of research application, as well as a list of sources and a circle of earlier unresolved issues. It is noted that the purpose of the present article is a research of semantic features of appellatives *a meadow, a bend* and their influence on formation of the Ukrainian and Belarusian microtoponyms. Scientific novelty deals with the systemic and comprehensive research of indicated appellatives for the first time taking into account the updated

regional material. The methodology and results of the research can be applied when studying other geographical terms, geographical terms on other territories, as well as an important source for comparative-historical investigation of appellative and onim lexis of Slavic languages. Semantic features of geographical terms *a meadow, a bend* in the territory of Ukraine and Belarus are investigated in the main part; their meanings are compared with Slavic compliances; transitional extents of semantic transformations are reproduced; the initial sense of the word is specified; the analysis of their influence on formation of microtoponyms is carried out. The conclusion indicates that the abundance of appellative and onomastic material specifies its inquiry in standard and dialect lexics. Deep roots on this ancient Slavic territory convinces more of authenticity of origin from the Proto-Slavic and the Indo-European origin.

Keywords: appellative, geographical term, derivative, lexeme, seme, semantics, microtoponym.

Bibliography – 25 titles

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UDC 811.111’37(045)

The specificity of the semantic field “bakery items” in English
[*Spetsifika semanticheskogo polia “bakery items” v angliiskom iazyke*]

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Abstract. The article analyzes the semantic field of “bakery items” in the English language. The introduction provides an overview of current approaches to the semantic field. An attempt is made to explain the ambiguity of its interpretation, difficulties related to the delimitation of terms and also to provide different approaches to its establishment. The main part is the analysis of the modeled semantic field, which was allocated on the basis of semantic components and was divided into a number of semantic subgroups. The division was based on the common semantic features such as *characteristics, time, ingredients*, etc. The field structure is analyzed with clearly distinguished nuclear and peripheral areas. Multifaceted relationships linking units of the field are identified. Distinguished semantic groups are determined by the main purpose and the requirements for the dictionary definition – to reflect essential features of the described concepts. The final part contains conclusions about the specifics of the structure, created by a set of multidimensional relations, and the content of the analyzed field, determined primarily by extra-linguistic reality, represented by the nuclear components of the field. The results can be used in the further development of the theory of semantic fields, in courses on lexicology and lexicography of the English language.

Keywords: semantic field, semantic component, feature, definition, structure.

Bibliography – 13 titles

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UDC 811.133.1’37(045)

**Dynamics of the constituents of significant component
of the famous person’s name**

[*Dinamika sostavliaiushchikh signifikativnogo komponenta
imeni sobstvennogo znamenitoy lichnosti*]

A. E. Kriuchkova

Abstract. The aim of this article is to reveal a potential mobility of the significative component of culturally significant proper name of a person. In the introduction it is underlined that the meaning of this class of names cannot be defined without reference to extra-linguistic information of their possessors fixed in the encyclopedia. In the main part of the article the dynamics of the significative component of analyzed names is specified: the amount of objective descriptions (cognitive constituent) in the name meaning naturally expands during the referent's life. This process is accompanied by the release of the pragmatic constituent (subjective descriptions). The fixing of the name meaning in the encyclopedia definition represents this critical moment at which the expansion process of the cognitive constituent is replaced by the constriction one and the pragmatic constituent is dropped out. Thereby, the meaning of the historical name as the final degree of semantic mobility culturally significant proper name gets a two-component structure: the denotative component which determines the referent as a person of male or female sex, and the significative component that is presented by the cognitive constituent and excludes the pragmatic one. In the conclusion the cognitive-individualizing meaning type of analyzed names on the basis of the initial hypotheses about the proper name meaning as individualizing type is defined. The scientific novelty of the article is determined by an original approach based on the general theory of language to the analysis of historical names as a part of society's cultural memory in terms of meaning formation and its fixing. The practical value of the article is based upon the possibility of using the obtained results in the development of specific courses on theoretical grammar like as "Historical proper name and its meaning structure", as well as on regional studies with the topic "Famous names of the French linguocultural community" for the training of specialists in the field of philology and in the field of international relations.

Keywords: historical name, individualizing meaning, denotative component, significative component, cognitive constituent, pragmatic constituent, meaning structure.

Images – 3. Bibliography – 8 titles

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UDC [811.161.1:811.133.1]·25

Problem of translation reflecting adequately modal components of utterance: the translation of Russian modal subjective particle *ведь* into French

[*Problema peredachi modal'nykh komponentov vyskazyvaniia pri perevode:
perevod russkoi sub"ektivno-modal'noi chastitsy ved' na frantsuzskii iazyk*]

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Abstract. In the introduction the object of investigation is pointed – Russian modal subjective particle *ведь* and the set of linguistic means used to translate it into French. The basic notions, such as translation, modal subjective particles, equivalent, utterance are defined. The purpose of research is to investigate the degree of equivalence of linguistic means used to translate this particle. In the main part the typological characteristics of modal Russian particle *ведь* are done. Basing on the material of four plays by A. Chekhov 11 models of its translation are established both recommended by the dictionary and individual created by translators. Three types of linguistic means – morphological, syntactic and lexical – used to translate *ведь* into French are found out. It is proved that the most of them can not be considered as equivalents of particle *ведь* because they do not transmit the modal part of its significance. Modal components taking a large part of pragmatic potential of utterance, the misrepresentation of them results into important pragmatic losses in French version and finally into the distortion of Russian linguistic world image. The results we got can be applied for typological research of particles as well as for the theory and practice of translation.

Keywords: translation, Russian modal particle *ведь*, equivalent, utterance, French language.

Bibliography – 14 titles

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UDC [(811.112.2+811.161.1)'42](045)
Future tense in organizational communication
(based on the annual reports materials)
[*Budushchee vremia v organizatsionnoi kommunikatsii*
(*na primere tekstov godovykh otchetov*)]
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Abstract. The article considers the peculiarities of functioning of the future tense in German, Russian, Belarusian annual bank statements. The aim of the article is to reveal pragmatic meanings characterizing the futurum which are realized in such a modern type of communication as the organizational communication. Introduction conveys the attempt to determine the range of theoretical approaches to the study of this particular tense form. The analysis of the sources showed Futurum is considered to be a form dominated by temporal/modal components or them being interconnected, general peculiarities of both German (the realization of futurity using one form with two tense forms being actually present) and Russian tense forms (tense and type interconnection). Main body of the article discloses linguistic realization of futurity (ways: simple use of a Futurum grammatical form, the composition of a tense form and temporal localizers as well as determiners; types: indefinite/definite abstract/specified future); temporal identifiers immediately used to form the future tense. Conclusion conveys pragmatic varieties of Futurum typical of the annual reports' texts (forecasting, instability, statement of the fact, assertion, modality, accuracy, implementation reliability and effectiveness). The importance of this article consists in the fact that it is aimed at revealing the specifics of functioning of the future tense in annual statements, being a particular case of the organizational communication which is an insufficiently studied sphere of linguistics. The article may be of particular importance for the researchers dealing with the German and Russian languages who consider the grammatical aspect of the futurity as well as for those who treat the problems of pragmatic realization of the grammatical category of the future tense.

Keywords: future tense (futurum), concrete/definite future, distant/abstract future, organisational communication, temporal localisers, pragmatic meaning.

Bibliography – 16 titles



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UDC 378.4
Backgrounds and development of global academic rankings
[*Predposylki vozniknoveniia i razvitiia*
global'nykh akademicheskikh reitingov]

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Abstract. The article deals with the historical, socio-economic, cultural and political backgrounds and development of global academic rankings. It is provided an analysis of contemporary literature on the subject, revealed functions of rankings, as well as the rankings classification. The introduction indicates the subject of the research – the global academic rankings. The aim of the article is to systematize the documentary and analytical information about their backgrounds and development. The main part consists of three sections according to the identified stages of the backgrounds and development of global academic rankings. They are following: 1) university rankings in the 19th and 20th centuries; 2) the development of university rankings in the late 20th and early 21st centuries; 3) contemporary state of development of global academic rankings. At the first stage (19th and 20th centuries) the high importance is given to the search of methods for universities' comparison and to the determination of the best among them in such countries as the USA and the UK. It is highlighted the role of UNESCO in the origin and formation of the main ideas and principles of a modern knowledge society. At the second stage (the late 20th and early 21st centuries) it is emphasized the value and essence of the globalization processes, in particular the academic revolution, as well as the formation of knowledge society and knowledge economy, the liberalization of the markets for educational services in the occidental countries and their impact on the development of global academic rankings. The analysis of the contemporary state of the global academic rankings allows to analyze their impact on the formation of the development strategy of higher education institution through their revealed functions and the classification principles. The obtained results can be used for drawing up guidelines for the participation of universities to the rankings, as well as for writing educational materials and programs such as training modules and courses for specialist, master and post-graduate students in pedagogy and other specialities.

Keywords: university rankings, global academic rankings, higher education, university management.

Tables – 2. Bibliography – 11 titles

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UDC 373.1

The content of primary education as a source of cognitive sphere formation of younger schoolchildren

[*Soderzhanie nachal'nogo obrazovaniia kak istochnik formirovaniia
poznatel'noi sfery mladshikh shkol'nikov*]

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Abstract. The article is dedicated to the content of primary education as one of the components of the educational process and the source of the cognitive sphere formation of primary school-aged children. The concepts “structure of education”, “content of education”, “cognitive sphere” are analyzed. The content of education is represented by an integral process of progressive changes in the properties and qualities of the individual, a prerequisite of which is specially organized training activities. One of the most important carriers of the content of education and basic book-learning tool is a textbook which in its content and structure corresponds to the curriculum of a particular subject. The textbook is also the most important means of organization of educational process in the self-study. The main priority of the modern system of primary education is the focus on all-round development of personality of younger generation, which in turn requires the development of ways to improve cognitive processes among primary school-aged children. The purpose of this article is to examine the materials of primary school textbooks as the main sources of the cognitive processes of children of primary school age, and an attempt to trace the dynamics of their formation during this age period. As evidence there are the results of conducted qualitative and quantitative analysis of primary school textbooks by the criterion of the presence of tasks and exercises for the development of cognitive processes: perception, attention, memory, thinking, imagination, speech. The results of ascertaining experiment present the dynamics of formation on the identification level of children's of primary school age cognitive processes formation. As a scientific novelty a certain relationship between the results obtained in the analysis of school textbooks and the results of ascertaining experiment are marked. Thus, the content of modern primary education as one of the most important sources of cognitive sphere of students in forms 1–4 is examined.

Keywords: cognitive sphere, formation of cognitive sphere, content of education, content of primary education, textbook, junior schoolchild.

Images – 1. Tables – 1. Bibliography – 9 titles

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UDC 37.034

**Social-economic competence of training of specialists of education
to future professional activity**

*[Sotsial'no-ekonomicheskaiia kompetentnost'
v podgotovke spetsialistov sfery obrazovaniia
k budushchei professional'noi deiatel'nosti]*

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Abstract. The purpose of the article is updating a problem of completeness of compliance of modern state standards of pedagogical education in the Republic of Belarus to requirements of European Parliament to the content of modern higher education. In the introduction on the basis of the analysis of special literature the author's position in interpretation of essence of the concepts “competence” and “competency” which are etymologically connected among themselves is reasoned. The attention that so far the problem of the substantial filling and a ratio unambiguously not resolved is focused. In the main part the concept of social-economic competence is entered. It is understood as the integrative professional and personal characteristic of the expert of education causing it readiness and ability to project and realize effective professional and social activity in actual economic conditions. The semantic structure of this phenomenon forming a basis for drawing up the nomenclature of the corresponding competences of the specialist is presented. In the content and structure of social-economic competence such components as motivational (requirements and motives of social and labor activity), cognitive (provisions of a modern social and economic picture of the world; elements of economic thinking, ways of identification and solution of problems), activity (development of various economic roles and social functions), emotional and strong-willed (strong-willed qualities necessary for realization of successful social and labor activity, emotional processes and states), axiological (existential and ecological meanings, values) are allocated. The system of criteria and indicators of social-economic competence of the specialist of education is offered. In the conclusion it is drawn on need of inclusion in the content of modern pedagogical education a number of aspects which are connected with formation at students of social-economic competence.

Keywords: higher education, educational standard, social-economic competence, competences of specialist.

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UDC 37.035 (476)

**The formation of a positive image of Military officer
among students of general educational institution**

*[Sformirovannost' pozitivnogo imidzha ofitsera Vooruzhennykh Sil
u uchashchikhsia obshcheobrazovatel'nogo uchrezhdeniia]*

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Abstract. In the introduction the object of study – the formation of a positive image of Military officer among students is specified. The aim of the study is to identify the ways of formation of a positive image of a Military officer among the pupils of Grodno secondary schools. In the main part the results of the research are described. According to the questionnaire, 54.3 % of the respondents reveal adequately-formal level of formation of image of the officer, characterized by the absence of values related to military service, independent long-term goals, failure to adopt the requirements of military regulations, and regulatory documents. 30,6 % of the respondents are characterized by the socially-acceptable level of formation of image of the officer resulting from the adoption of the values of the “Fatherland”, “duty”, “military partnership” as a socially meaningful, positive attitude to military service, participation in productive work. 15.1 % of respondents show practical awareness of the level of formation of image of the officer, characterized by a productive assimilation of knowledge, the adoption of the values of military service as personally significant; a positive responsible and effective attitude towards military service. The profound study of the work conducted by educational institutions on formation of positive image of Military officer has been accomplished with particular attention being paid to qualitative characteristics of this work. The necessity of complex-target program aimed at formation of positive image of the Military officer for educational institutions of the Republic of Belarus has been proved. The research also reveals necessary and sufficient conditions for formation of positive image of Military officer among students. The results can be applied in didactics and educational theory for the formation of positive image of the Military officer among the students of educational institutions of the Republic of Belarus.

Keywords: positive image of Military officer, level of formation of positive image of officer, adequate formal level of formation of image of officer, socially-acceptable level of formation of image of officer, practical level of formation of image of officer.

Images – 4. Bibliography – 0 titles

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UDC 378.015.311

Improvement of the educational process based on the model of organizational and educational support for professional self-realization of cadets

*[Sovershenstvovanie obrazovatel'nogo protsessa
na osnove modeli organizatsionno-pedagogicheskogo soprovozhdeniia
professional'noi samorealizatsii kursantov]*

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Abstract. In the introduction it is stressed the necessity and urgency of understanding the problems associated with the process of professional self-realization of students, creating a favorable learning environment. The aim of the study is to develop a theoretical substantiation and experimental verification of the content and methods of organizational and pedagogical support of professional self-realization of students of military faculty. In the main part the model of organizational and pedagogical support of professional self-realization of students is covered. There are identified and disclosed approaches, which are based on modeling of organizational and pedagogical support of professional self-realization of students in the study. There are isolated and characterized the principles formed the methodological basis for modeling. There are disclosed constituents of model components: target, substantial, procedural and efficiently-correction. Model organizational and pedagogical support of professional self-realization of students of military faculty means that the very support – it is not a static formation, and a set of actions on the part of the cadet and on the part of the teachers and commanders, who through a specific set of tools are oriented towards the common goal of activity – increasing effectiveness of training of military specialists.

Application of the developed model provides a dynamic process of professional self-realization of students in a university allows timely and adequately adjust the course of the educational process of the military faculty, through the formation of the valuable relation of students to themselves, to human and professional values.

Keywords: modeling, model, organizational and pedagogical support, professional self-realization.

Bibliography – 25 titles

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UDC 373.015.31(476)

**Individually-typological features of creatively working teachers
in the aspect of personality and the productivity of professional activities**
*[Individual'no-tipologicheskie osobennosti tvorcheski rabotaiushchikh uchitelei
v aspekte ikh lichnosti i rezul'tativnosti professional'noi deiatel'nosti]*

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Abstract. In the introduction the subject of the research – a teacher’s professional activity in a comprehensive school is given. It is made some additions to the definition of “professional pedagogical creativity” on the basis of the concept. The aim of the study is to identify the nature and extent of teacher’s professional creativity and impact on the effectiveness of teaching. The main part presents the results of the comparative empirical study, in which individually-typological features of creative teachers in the aspect of their personality and performance of their professional activities have been identified. The diagnostics allows to determine how respondents define the concept of “creative teachers”, when their professional pedagogical creativity appeared, what difficulties a teacher faces, how professional pedagogical creativity of a teacher is stimulated and encouraged. Professional knowledge and creative skills of teachers are presented; the structure of the functional results of creatively working teachers is described; the levels of the formation of psychological and pedagogical skills, the levels of teaching skills developing are identified. The general and special skills and abilities of a creative teacher are characterized. The personal and ethical characteristics and professional and ethical qualities of a creative teacher are presented. The features of creativity as a form of teaching are distinguished. Personal qualities and abilities of creatively working teachers are identified. The proposed peculiarities and features more fully disclose the essential characteristics of the concept of “professional creativity of a teacher”. The list of features, of course, can be extended, as modern pedagogical realities contribute a lot to the formation of such teacher’s quality as creativity. However, it is noted that any of the signs of creativity is a part of a different content. These characteristics are interrelated and are often displayed in the activities of a teacher in an organic unity. Modern science stands for the position that creativity is the basis of pedagogical activity, a fundamental feature of the functioning and the development of education in general. The results can be applied to pedagogical science and university professors, the headmasters of educational institutions, teachers, students of pedagogical specialties in order to improve their teaching competence in a teacher’s professional creativity matters. The findings can form the basis for further study of issues related to this research topic.

Keywords: professional pedagogical creativity, creative activity, creatively working teacher, creativity attributes, components of pedagogical creativity.

Images – 26. Bibliography – 1 title



PSYCHOLOGY

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UDC 159.9

The Meaning-of-Life Crisis Questionnaire: new psychometric data
[*Oprosnik smyslozhiznennogo krizisa: novye psikhometricheskie dannye*]
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Abstract. In the article eight-year psychometric validation study of the Meaning-of-Life Crisis Questionnaire (MLSQ) – self-reporting instrument for measuring crisis phenomenology in respondent’s current experience of his own life is analyzed and resumed. Psychometric data collected in a representative sample of 13 247 subjects are discussed from the point of content, criterial and construct validity, consistency and test-retest reliability, resistibility for social desirability responding. Renewed norms for individual assessment and epidemiological research of meaning of life crisis are reported. During the completion of the research cycle it is revealed that meaning of life crisis turns to be a specific developmental status and a kind of inner experience caused by unrestricted or ultimately unsolvable contradictions in searching, preserving and fulfilling of meaning in life. For this reason the phenomena significantly correlates with multiple negative outcomes in mental health and well-being of a person.

Keywords: personality, personality development, crisis, meaning of life crisis, Meaning-of-Life Crisis Questionnaire, reliability, validity, social desirability.

Tables – 4. Bibliography – 12 titles

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UDC 159.923;37.01

**The interaction of the basic semantic units and conscious regulations
of education activity of students of different genders**
[*Vzaimovliianie smyslovykh bazovykh ustanovok i osoznannoi reguliatsii
uchebnoi deiatel'nosti u studentov raznogo pola*]
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Abstract. In the article the relations and mutual interaction of basic semantic units and processes of conscious regulations of education activity of students of different gender are described. In the introduction a theoretical position about level organization of the contour of psychical self-control of the subject of teaching is presented, the thesis of the determination by semantic units of conscious regulation of educational activity of students of the

university is proved and also the previously published results of the empirical study of the mutual interaction of psychic phenomena are demonstrated. In the main part the hypothesis about the differences in the nature of relations and mutual interaction of the basic units and a conscious regulation of educational activity of male and female students are defined. The methods for empirical data collecting and processing are presented. On the basis of empirical research analysis, which was performed on a sample of the students of university, the differences in directions, strength and breadth of the mutual interaction of the basic semantic units and regulatory process of systems of conscious regulation of the educational process of males and females are defined. It is found that expressed semantic units among the females negatively affect the process of simulation teaching, reduce the overall production of the conscious regulation of the education activity, but depend on the level of females understanding of the sense of education activity. Among the males it is found a much more strong impact of regulatory structures and process of consciousness involved in regulation of educational activity than females do on the base of semantic mindsets. It is noted that taking into account facts and tendencies identified in the empirical research special programs of correctional influence on the semantic mindsets among students males and females through the optimization of its processes of individual complexes of conscious regulation of educational activity can be developed. Such programs for girls can be developed taking into account the fact that their regulatory complex of consciousness the understanding of the sense of educational activity plays a significant role. Correctional programs for males can be developed on the base of the leading role of their individual complexes of the conscious regulation of educational activity of the goal-setting regulatory process, modeling, forecasting and control. The results of the empirical research can be useful for psychologists of social psychological service of the higher education institution to work with male and female students on the issue of the development of life and career prospects, the solution of intrapersonal conflicts and the development of psychological mechanisms of self-regulation of educational activity.

Keywords: semantic self-regulation of individual, semantic mindsets of individual, subjective-personal regulation of activity, conscious regulation of educational activity of males and females.

Tables – 1. Bibliography – 17 titles