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## **The Traditional Folk Culture of the South of the Russian Peasantry in the 1920s: a Place in the Russian Regional Studies**

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### **Abstract**

Modern trends in the world put before Russian historians new challenges in the study of the past. In terms of urbanization social space current in the historical study become the tasks of preserving knowledge about the origins of the peasant world, its Genesis under the influence of public policy. Industrialization of the twentieth century played for the peasantry not only the role of social progress in agricultural labor, but revolutionary and changed the culture of life. The everyday life of the peasant was filled with new forms of leisure, previously unknown to him, or only included in festive and everyday life. Undoubtedly, the Soviet state system played a special role in its ideology and public education. And in this historical process, a considerable place in the 1920-ies, as the transition time from the First World war that followed the 1917 revolutions, the devastating Civil war of 1918–1920-ies and to the policy of "Great turning point" of the 1930-ies, the result of these historical events changed the course of history of the Russian state was the disappearance of the traditional peasant world.

Therefore, the study of the role of the 1920-ies in the country's history has a special place in the regional aspect. Hence the South of Russia with a multi-ethnic and confessional diversity of the peasantry has importance and considerable interest to the historians-regionalists. The article is devoted to the latest trends in the study of traditional culture of the 1920-ies in the South of Russia.

**Keywords:** history; historians-regionalists; peasant; peasant community; stanitsas; traditional folk culture; leisure; everyday life.

### **Introduction**

Pre-revolutionary Russian history, followed by the Soviet, the subject of its research saw in the history of dynasties, wars, geopolitical events, and only then social history, leaving the study of the role of ethnic folk traditions culture more to ethnographers, cultural historians. But the traditional folk culture is the basis of ethnicity, its Genesis under the influence, as the internal mechanisms of self-development, and external factors from the dialogue of cultures to violent changes in wars, revolutions and various inorganic amendments. Soviet modernization, which were undertaken by the most extensive, consistent and decisive actions on a radical change of culture, of life, of the whole lifestyle of the people of the country, to create a new society and a new man had the most serious consequences for traditional folk culture.

Looking back today on the Soviet stage of the historical path of Russia, we can confidently assert that the results of government policy to transform the culture, everyday life, the consciousness of society were more than significant. However, the Soviet modernization, despite of its radicalism, was not able to change completely the culture and life (in particular, leisure). Formed in the course of this modernization, cultural and social innovations drove many, but not all of the pre-Soviet counterparts, co-existed with them and, moreover, were often found to be less viable than traditional forms of celebration of various important dates and organization of leisure.

These features allow us to pay attention to the importance of culture in historical discourse and the problem actualizes of its preservation, promotion and, therefore, scientific study.

### Materials and methods

Source base article was, above all, archival materials, collections of published documents [1-4] and periodicals of the 1920s, the work is based on documents from the funds of the Russian state archive of socio-political history (RGASPI), the Russian state archive of the economy (RGAE), State archive of contemporary history of the Stavropol territory (GANI ST), Center for documentation on contemporary history of the Rostov region (CDNI RO), the State archive of the Rostov region (GA RO). Among used periodicals should be noted very informative magazines "Communist education", "Red field", "Peasant", "New village", "North-Caucasian region", newspapers "Infidel", "Molodoy Leninet", "Hammer", "Country newspaper" and other. Analysis of these sources have provided information for historiographical analysis of the study and based on it to see the role of historians-regionalists in the study of modernization of traditional culture of South-Russian peasantry 1920-ies.

Methodological basis of the work was the method of historical comparison of the contribution of historians who study traditional folk culture, everyday life, its importance in the creation of historical paintings.



### Discussion

During the 1920s, was published a lot of works devoted to various issues of being pre-kolkhoz villages and *stanitsas* (small frontier settlements in the South, *прим. непер.*) of the Don, Kuban, Stavropol. However, in full compliance with the provisions of Marxism, acting as the theoretical Foundation of the social Sciences in the USSR, in these works analyzed the various aspects of socio-economic and socio-political processes in rural areas: rehabilitation and development of agriculture and its branches, property differentiation of the peasantry, the formation of a coalition of laborers, the poor and the middle classes under the leadership of the grassroots of the party and Soviet workers for the struggle against the "kulaks", etc. The rural everyday life, and including, for holidays and leisure activities in villages and stanitsas of the South of Russia did not attract any attention of the representatives of the regional scientific corporation and virtually didn't coverage in special works.

Typically, such questions were only addressed in published in the 1920s, studies of the General plan. For example, in the work of I.M. Kleiner on the status and activities of the Kuban farmers kept private mention of modernization and, so to speak, of "Sovietization" of peasant activities and the implementation of the Bolsheviks cultural and propaganda measures. [5] In 1925, the employees of the Don district inspection fee (Don KK) and district workers and peasants

inspection (Don RKI) who examined two of the district, – Bagaevsky and Semikarakorsk – published review of the work "the Face of the Don village". Here, in addition to the standard lighting economic development of these rural areas, social stratification in local villages and stanitsas, devices, and activities of institutions, organizations, public associations, were also dealt with the life of young people and measures, allowing to modernize the time of the peasants – *politprosvet*, (political education) the functioning of public-reading room and library. [6] In the book «How lives and what hurts the village» contained stories about these unsightly forms of leisure as binge drinking and casual sex, who were by reason of relevant diseases. [7]

Ignoring the historical everyday life, and including such aspects as leisure and holiday village was a steady trend of South-Russian (and Russian, all-Union) historiography and over the next decades, until the decline of the Soviet era. Single mention of the culture and life of the farmers of the Don, the Kuban and Stavropol in the 1920s, was kept in various monographs, dissertations, publications, [8-14] as well as in the collective works devoted to the consideration of the historical path of the population listed southern Russian regions. [15-19] Basically, the researchers drew attention to the financial situation of the peasantry, the supply of the village of newspapers and literature, expanding the network of cultural centers (public-reading rooms, libraries), etc. Attempts to create a complete picture of the historic everyday Don, Kuban, Stavropol farmers era of NEP was not attempted. Works were not observed on various aspects of the festive culture and leisure villagers and villages of the South of Russia of the 1920s.

Only in the post-Soviet period, in connection with the incident at that time, radical changes were in the methodology and significant expansion of the field of scientific research as a result of increased attention to historical anthropology, the history of everyday life and mentality. South-Russian historians, like their counterparts from other regions of Russia, have stepped up efforts to study the everyday life of the rural population in the era of NEP. Various aspects of everyday life (including festive culture and leisure) of the peasantry of the Don, Kuban, Stavropol 1920s repeatedly were reported and analysed in scoping studies [20-21]: monographs, dissertations, publications, [22-29] among them a separate group are works devoted to the description of the development of certain areas or rural settlements in the South of Russia. [30-40] Analysis of these works allows us to assert that, in contrast to trends in Soviet historiography, to the South of the Russian historians of agrarian post-Soviet period (and generally for our contemporaries-scientists who study past the Don, the Kuban and Stavropol, including the era of the new economic policy (NEP) is characterized by the desire for more detailed coverage of the historical everyday life of the peasantry, even if such stories are not directly related to the themes of their works.

Noteworthy research, dedicated to the everyday life of the population of the South of Russia (including agriculture) in the 1920s, notably Ph.D. thesis of Z.O. Abregova [41] and a joint monograph E.F., Krinko, I.G. Tajidinova, T.P. Hlinena. [42] In these works, the first of which was dedicated to understanding of the transformations of rural everyday life in the Kuban region in the end of XIX – beginning of XX centuries, and second, the analysis of the everyday life of the Soviet people in the 1920s – 1940s, reflected and some scenes of Bolshevik modernization festive culture and leisure of South of the Russian peasantry in the era of NEP.

In addition to the above works, it should be noted PhD thesis O.V. Baeva, A.S. Bochkareva, I.G. Tajidinova, S.N. Shapovalova, the study of which are different aspects of the culture of the Don and the Kuban, as well as political agitation as a kind, but an integral part of not only political, ideological, and cultural space of the Soviet Russia of the 1920s [43-46]. Taking into account our chosen topic worth mentioning is the work of S.N. Shapovalova, in which the analysis of the transformation of festive culture in the Don and Kuban in 1917 – 1991. In addition, the author has attempted to consider specific aspects of the transformations holiday rituals in the Don and Kuban villages and stanitsas. In particular, it is lawful indicates that in the 1920s, the party and the Soviet leadership in the village purposefully sought to displace religious festival not only new holidays "red" calendar, but specific agricultural celebrations like the Day of harvest.

Special attention to the history of the peasantry in the Soviet period, in general, and to those seen in the period of NEP transformations festive culture and leisure South Russian peasants take up the research works of Alexander Pavlovich Skoryk. [47-60] They laid out a systematic approach to the study of the fate of the peasantry and set new scientific challenges for Russian historians.

## Conclusion

The history of the village of the South of Russia during the Soviet period, especially in the crucial 1920-ies, opened a new phase of historical discourse: the fate of the village in the industrial society, its cultural transformation, a consequence of the revolutions and wars. These newly opened for the historical analysis problems allow us to continue the study of the Genesis of the peasantry.

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## **The Importance of Rural Tourism in the Formation of New Forms of Economic Relations in the Region**

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### **Abstract**

The article explores the role socio-cultural identity of destinations, international experience in the development of tourism destinations and individual protection mechanisms the attractive social and cultural phenomenon. The article investigates the importance of rural tourism in the formation of new forms of economic relations in the region.

**Keywords:** Rural tourism; agro-tourism; mass tourism; socio-cultural identity of destinations; protection mechanisms.

### **Introduction**

With the globalization of markets, stagnating sales services of mass tourism destinations. Firstly, there is identity crisis tourist attractors around the world. Secondly, in the international tourism loss of cultural identity leads to the fact that the tourism product becomes a kind of national character loses signs of "authenticity" - a unique tourist offer and would fail to meet tourist demand.

Without registration and protection of national, social, cultural, ethno-cultural, ethno-political and other specific distinctive components of tourism, development of tourist destinations will be incomplete without revealing the nature of the attractive social and cultural phenomenon of tourism: "identity" and "authenticity" of tourist attractors. Without proper study and protection of these components cannot be fully predict the development of rural tourism in the region, manage economic processes of resource support regional development of rural tourism. Therefore, the issues of the deforming effects of globalization on the processes of identification, preservation, revival and renewal of identity and the search for lost identity tourist attractors are especially important in the tourism sector.

### **Materials and methods**

The main source for writing this paragraph become materials, articles on rural tourism. Primary information was collected in open resources, namely on scientific websites, organizations, associations of rural tourism, journal publications.

In this article, we used a set of methods of economic and statistical analysis, methods of analysis and synthesis of economic information, as well as the method of dialectics as a general scientific method of knowledge, and a number of research methods: historical, logical, system analysis in their various combinations.

### **Discussion**

The defining feature of identity tourist attractor is its exclusivity, which in itself is a condition for the preservation of its value as a tourist attraction, generating motives and incentives tourism travel. In addition, the concept of "identity tourism attractor" is a complex tourist imperative that reflects the quality criteria of modern tourism product.

Should bring several approaches to understand "identity" in tourism:

1) Identity as "identification with a particular social position, cultural or ethnic group; concept itself, shared by a group of people "[3];

2) Identity as a representative from the point of view of the national costume and practices such as dance, food, etc., as well as the way people defend the authority of knowledge, stating their status in terms.

Destruction of local identity destination that takes tourists depends on how community members are able to consciously define the contours and features of their local identity tourist attractors in comparison with the outside contributed by a global identity and resist it [2].

Since identity is directly related to the concept of authenticity indicating a sense of truth, authenticity or originality of a tourist object (tourism products) in a historical context. The authenticity of the tourist product to create a cultural-historical condition in the destination. It reduced and even lost when the product loses communication with the cultural and natural environment. Therefore, the trend of localization, acting in opposition to globalization, leveling national, identity and other cultural specific features of destinations, on the contrary is a factor in the preservation of the local "authentic identity" tourism product.

Mass tourism generates the concept of "global village" in the eyes of the traveler, when a tourist traveling the least enter into authentic intercultural relations, retains the familiar patterns of behavior, lifestyle, nutrition, specific to its own culture. In this case, the tourist usually follows a predetermined route in the tour bus, guided by a standardized international tourism product that actually destroys the social and cultural identity of destinations.

Thus, there is a dichotomy between the formations of the tourism product: on the one hand, the trend of localization, typology of tourism product is determined by the socio-cultural identity of destinations and on the other hand, in the trend of globalization, there is hybridization, and even the "homogenization" of the tourist product for mass consumption [1].

International experience in the development of individual tourism destinations have specific protection mechanisms Attractive sociocultural phenomenon ("identity" and "authenticity" of tourist attractors), when the state in alliance with the tourism industry produces a clear algorithm for such action. Foreign tourism destinations, such as Europe, the following mechanisms for self-preservation and self-identity and the authenticity of specific tourist attractors, for example, in the segment of agro-tourism - a certificate "guarantee of origin" and "guaranteed original quality product."

Introduction Certificate "guarantee of origin" on local foods, which are tourist attractor's identity, cultural and historical traditions of the area, for the region has a positive effect on their perception of tourists as the corresponding image of tourism in the region. The local population feels exclusive suppliers "authenticity" tourist attractors that helps to revive, preserve and improve the quality of local food production and increases the additional tourist spending in the area. For example in Italy. In this country today is functioning well-developed sphere of rural tourism services. Italian gastronomy, wine and beautiful landscapes a key component of the tourism product, built on the "identity" and "authenticity", allow to flourish many rural estates and farms of Italy.

In Italy, there are a total of 176 products gastronomy, among which, for example, parmham, salami, pizza, pesto, pasta and spaghetti, Parmesan cheese (Parmigiano Reggiano), mozzarella (buffalo milk), pecorino (sheep milk) , gorgonzola (blue cheese), minestrone soup, dessert "Tiramisu" et al., which are tourist attractors of a particular region of Italy.

In world practice, such tourist attractors, protect certificate "guarantee of origin", which emphasizes the uniqueness of the product and indicates that officially use a particular name can only be the product that is produced in a region where historically its production. Therefore, in order to try this "Gorgonzola" tourists are directed to rural villa near the province of Lombardy Milan or Novara.

The tourist industry in Spain offers another important factor in protecting "authenticity" and "identity" as a tourist attractor's certificate "Guaranteed original quality product." For example, the national product "jamon" having a 2000 years history and represents a Uncooked jerked pork ham with salt, soaked in a certain temperature range (from 8 to 10 degrees Celsius) from 1 year to 2 years, and today is prepared according to old recipes throughout Spain. "Jamon" - is not just a national product, and part of the national culture and distinctive mark of quality of the Spanish way of life. In Spain, "jamon" accompanied by a certificate to "guarantee the original quality of the product", which confirms not only its origin in a particular province, but also the fact that it is

produced in compliance with the unchanging standards of "national spirit" (saved inherited centuries of tradition and technology).

Comparative analysis of European national systems for the protection of regional tourist attractors, namely, France (Appellation d'Origine contrölee (AOC)), Italy (Denominazione di Origine controllata (DOC)), Portugal (Denominate de Origem Controlada (DOC)) and Spain (Denominacion de Origen (DO)) allows for the structuring mechanisms of preservation of identity and authenticity specific (rural gastronomic) tourist attractors and identify five main Certificates - protection factors and the development of regional attractors.

PDO (Protected designation of origin) - Certificate of PDO and uniqueness of the product indicates that the official use of the name can only be the product that is produced in the region with traditional technologies to the region

DOC (Denominazione di origine controlata) - Certificate DOC determines the region of origin of the product wine and guarantees its quality (guarantee of origin). DOC-region recognize the regions in which production has historically been a product of wine.

PGS (Protected Geographical Status) - Certificate of PGS is used to protect the names of regional foods

PGI (Protected geographical indication) - Certificate of PGI means that to a certain geographical region is only some stage - the cultivation, production or processing of the product

TGS (Traditional specialty guaranteed) - Certificate of TGS means specialties, is this product and national dishes, which used only conventional components and methods of production and preparation. This group may be assigned only "traditional specialties", which "are used in the domestic market for over 50 years"

Thus, the factors in the development of tourist attractors are their "identity" and "authenticity" that define the aims of using rental tools in the rural tourist region.

In this context, the focus of further attention is the issue of authentic tourist resources exploitation is a factor income in destination (tourist rent). In addition, revenues are, in turn, a source of investment in the destination. Therefore, at the present stage actualized two directions in the management of regional tourist destinations because of socio-cultural phenomenon of Attraction:

- Rent distribution mechanism between the state, the owners, and the organizers of tourism in the destination based on the separation of ownership, disposal and use of attractive tourist resources;

- The use of rental tools for adjusting the intensity of use of authentic tourist attractors in the destination.

In both cases, the rent Tourism acts as a financial source for sustainable development based on the destinations sociocultural phenomenon of tourism attractors, attractive and sought after by tourists.

Foreign practice of regional development of rural tourism destinations in Spain, Italy, France, demonstrates the need for the protection of specific socio-cultural tourist attractors in order to maximize the value of tourist rents, is income from the destination attractors (factors of production) should go to the development of destinations and the welfare of the local community. For example, as of 2008 income from sales of products labeled PDO and PGI (the list of the EU, there are 900) amounted to 14.5 billion euros [2].

Globalization strategy as the tourism product, essentially contributes to the award of a tourist rents large international companies (international hotel and restaurant chains, tour operators) to the detriment of the social and cultural development of the local rural tourist destination.

The Russian Federation has 83 regions, each of which has a unique potential in terms of tourist attraction. However, the underestimation of the role of Russia's regional gastronomic attractors led to the fact that the majority of tourism attractors (egg, pancakes, cakes, cereals, etc.) Lose "identity" and "authenticity", but at the same time intensively exploited in Russian foreign trade and restaurant chains. Uncontrolled scope of traditional Russian gastronomic attractors, unfortunately, leads to a situation where the entire rental income is from intermediaries, to make enormous profits, while the enterprise community in the destination can generally be at a loss.

For example, gingerbread of Tula or Siberian dumplings cooked in many regions, without complying with the historical traditions of the composition, technology, or the original form of the product.

Forgotten traditions of regional cuisine in Russia, which was formed and a spirit of rivalry between Moscow and Tver, Novgorod and Pskov, Smolensk and Kaluga, Ryazan and Nizhny Novgorod, Yaroslavl and Vladimir. Their differences were due to their individual recipes; create their own appearance of the same dishes, due to what appeared authentic preparation technology cakes, soup, pancakes, cakes, and cereals.

Currently, the Russian village is experiencing perhaps the most dramatic period in its history. It dropped in its development back by decades. Compounded by the negative phenomena before perestroika period, there were new problems and progress: unemployment, mass poverty, socio-psychological stress generated by a departure from the previously captured positions and values of the rural way of life.

According to the Ministry of Agriculture of the Russian Federation, unemployment in rural areas for several years exceeds the critical 10 percent level and now it covers about 2 million villagers. At the same time 15% of the rural population lives below the poverty line. At present, the rural unemployed occupy a total number of unemployed registered with the State Employment Service. [3].

In European countries, the introduction of mechanisms to protect rural gastronomy (PDO, DOC, PGS, PG1, TGS and other certificates for food but a tourist attractors), and the introduction of rent payments for the use of tourist attractors mediators and tourism organizations contributed to the revival, preservation and improve the quality of local food production, has provided considerable support to local farmers, stimulated the development of entrepreneurship and self-employment in rural areas.

In France, many of the problems of rural areas have been addressed through the development of micro-businesses in rural gastronomy, as in the budget of rural households was very significant income in kind, mainly presented receipts of food from livestock, horticulture, wine for personal and private farms.

Moreover, today the French gastronomy is considered rural tourism attractors as a powerful means of promotion and promotion of tourist products on the international tourist market. Rich technological experience and culinary gastronomic traditions of many generations, strongly promoted in the domestic tourism market.

Rural region together with tourist organizations promoting cheeses, wines, seafood and other "edible" region symbols on the French market and beyond. French association "Tourism in Rural Areas" coordinates its interests with a variety of associations: regional producers of wine, cheese producers, associations of restaurateurs, with local company's lovers of oysters, snails, truffles, etc. Together with these organizations and societies are periodically arranged in the regions of the original festivals, fairs and ceremonies that are of considerable interest in the domestic tourism market, especially among young people. Association "Rural Tourism" specialty restaurants publishes guides to French regions, which represent only those products and professionals who have passed the appropriate certification for "identity and authenticity." There are separate directories "wine road» (Les routes des vim) - gastronomic itineraries in the rural production areas of notable wines and brandies, reference to "cheese" roads of France, etc.

Consequently, the development and systematization of protection mechanisms "identity" and "authenticity" of tourist attractors in Russia is an important and promising task. In the context of virtually uncontrolled use of specific tourist attractors, substitution of their identity and the authenticity of the need to make a domestic registry gastronomic attractors and specialists in Russian regions and to develop mechanisms for tourist rent for companies operating these resources. Income received as rent payments, will be the basis for further investment in rural areas: development of social and tourist infrastructure of the village, the introduction of cleaner technologies in the production of rural gastronomy, environmental protection and other areas.

## Results

Thus, modern tourism, characterized by significant economic turnover, ability to generate huge profits business develops in the direct clash between globalization and localization of tourist destinations. Global processes form a worldwide system of tourism because of universal tourist-industry development factors. The process of localization or regionalization reproduces the unique, national (regional, local) "painted" tourism product.

Unregulated relations between local and global processes often give rise to a conflict not only erase the "identity" of the national product, but also the social conflict, displacing communities from the process of reproduction of the tourism product in the destination.

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## Physical Activities of Female Students of the Matej Bel University During the Menstrual Cycle

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### Abstract

This paper presents the results of our research, the main objective of which was to find out the opinions of female university students of bachelor's studies at the Matej Bel University, about the importance of physical activities during the menstrual cycle, mainly in relation to medical problems as the accompanying phenomenon during the menstrual as well as premenstrual phases. The analysis of the student's responses has shown that physical activity has a positive influence on problems of female university students related to menstruation, and that menstruation is rarely the reason for not participating in physical activities.

**Keywords:** menstrual cycle; physical activities; female university students.

### Introduction

Regular and adequate physical activity is one of the simplest ways how to improve and maintain one's good health. It can prevent certain diseases, and at the same time it can help in reducing problems of e.g. cardiovascular character, diabetes, obesity or osteoporosis. By physical activity we understand each movement of our body which leads to energy expenditure (output). Where we are walking up and downstairs, playing, skating, doing housework, or dancing, we are always doing something for our health. In people's lives physical activity should be a lifelong need; the same as it is with food and sleep. Physical activity belongs to a healthy lifestyle because through its physiological and psychological effects it assists in removing mental and physical fatigue (Bendíková, 2009, Hřčka, 2000). Fatigue can be observed in the life of female university students, whose daily routine does not allow enough space for physical activity, which is often insufficient and in some cases even non-existent. This has been demonstrated by the result of researches conducted by Baisová (2009), and Palovičová (2003), in which they point out a long-term decline in interest in sports and physical activities among university students, but mainly the changes in interest and requirements for physical activities of those university students who want to do sports and for who an adequate physical activity has become an inevitable part of their healthy lifestyle.

### Problem

In a life of a woman there are days in which the physical activity is limited and sometimes even left out. It is the days of menstruation. According to Matejovičová and Tománková (2009), menstruation is considered a sign of sexual maturity of girls. The authors claim that the average age for the first menstruation (menarché) is before the 13<sup>th</sup> year of age. Menstruation is a natural part of a reproduction cycle of women, and according to Jančoková (2000) it is one of the many factors which affect the increase in their sports performance. At the same time it often influences women's interest in any kind of activity during the menstrual cycle. The menstrual cycle usually lasts 28 days on average, but it can vary depending on the woman's momentary physical or mental state. In the past, it was the mental state of a woman that was attributed to different problems related to menstruation, in both the menstrual and the premenstrual phases (7-14 days before menstruation), in which a premenstrual syndrome (PMS) occurs in the form of tension, irritability, anxiety, head and backaches, swollen or tender breasts, bloating, and swollen fingers or ankles.

([http://hotelspirit.sk/mineral/index.php?option=com\\_content&task=view&id=26&Itemid=42](http://hotelspirit.sk/mineral/index.php?option=com_content&task=view&id=26&Itemid=42)). These problems of menstrual cycle are quite frequent and they vary. They originate as a result of anovulation, organic reasons, endocrinopathies, systemic diseases, certain types of medicine, but also the mental state of a woman. They manifest at approximately 30-50% of women and usually come hand in hand with pain in the lower abdomen, which is of different intensity from slight tension to heavy cramps shooting down lower back or even legs. The difficulties start about one day before menstruation and they peak within the first 24 hours of bleeding (<http://www.bezbolestnamenstruacia.zoomshare.com/>).

Luckily, nowadays there are numerous medicaments of modern medicine to help reducing or eliminating the pain. Immediate relief can be assisted by increasing the intake of calcium, magnesium, potassium, and iron, as well as a warm bath or application of hot water bottle to lower abdomen, certain natural plants, but also adjustment of diet and regimen, and physical activity.

Within our research, which is a part of the grant of the Ministry of Education of the Slovak Republic, VEGA No. 1/0757/12, 'The reactive and adaptation indicators of changes of kinetic and psychological abilities of sportspersons related to biorhythms of different length of the period', we have observed the occurrence of medical problems of female university students during the menstrual cycle, and have tried to find out how important the physical activity is during this period of time.

### **Research objective**

The objective of our research was to find out the importance of physical activity as related to medical problems during the menstrual cycle of female students of bachelor's studies at Matej Bel University in Banská Bystrica.

### **Methodology**

The number of respondents, female students of bachelor's studies at Matej Bel University in Banská Bystrica, was 59, and the average age of our sample was  $19.5 \pm 1.3$  years of age. Our research was conducted within the PE classes in the gym at the Faculty of Economics, Matej Bel University, at the beginning of the winter semester of the 2012/2013 academic year. As the basis for obtaining the empirical data, we had created a survey of ten questions. The obtained results were evaluated by means of logical methods, analysis and synthesis, as well as mathematic and statistical methods, such as the arithmetic mean, and calculating the percentage.

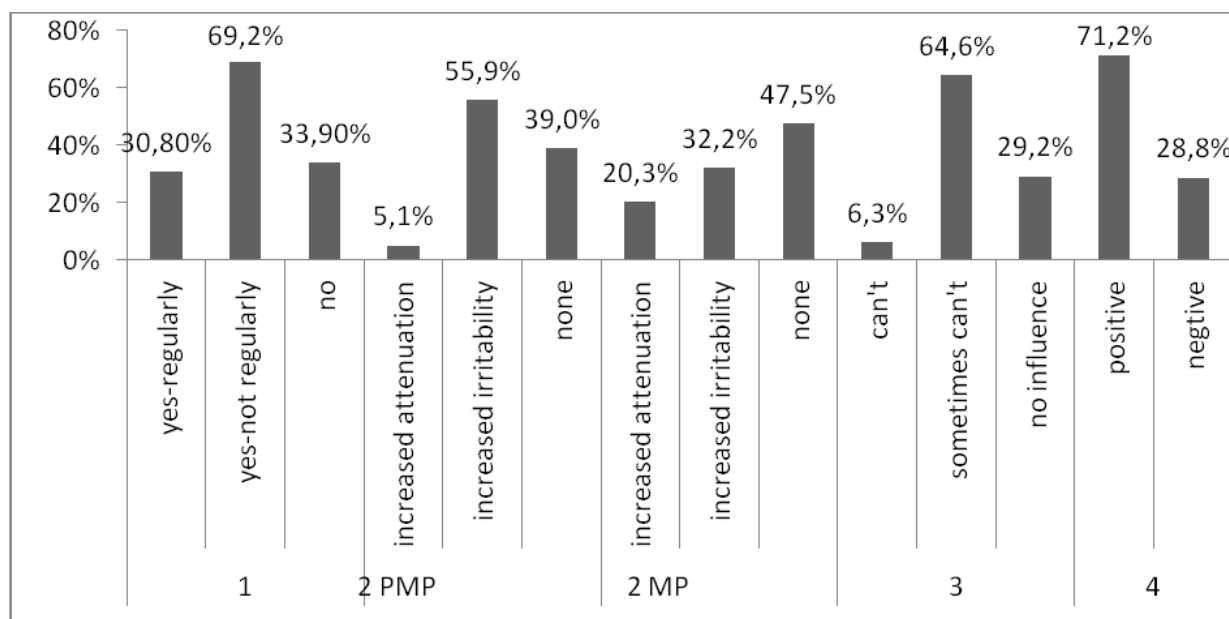
### **Results of the research**

By processing, and evaluating the responses of our respondents, female university students, to the individual questions of the survey (Appendix 1), which was anonymous and reached the 100 % return, (respondents were asked to fill it in during the PE class), we have obtained the information about the basic characteristics of the menstrual cycle, and the data concerning the attitudes of the female students to physical activity during these days, as well as the importance of physical activity in certain health problems occurring during menstruation.

The analysis of the individual responses has led us to the following conclusions: the age of the first menstruation among our respondents was 12.64 years of age, while 79.7 % stated that their menstrual cycle has been regular, and only 20.3 % claimed irregular menstrual cycle. The average length of the menstrual cycle is 29.5 days and the average length of menstruation is 5.5 days. Our respondents were asked if there are any problems that occur during their menstruation; while 66.1 % of respondents answered yes, out of which 30.8 % experience these problems on a regular basis, and 69.2 % irregularly. Only 33.9 % of female university students do not experience any problems. The most common feeling accompanying the menstrual cycle of our respondents is the increased irritability. It occurs mainly during the premenstrual phase, as stated by 55.9% respondents. This has proved the occurrence of the above mentioned PMS, which is connected mainly with hormonal and chemical processes and changes of a woman's body, among our female university students. Unlike the premenstrual phase, most respondents (47.5%) stated not to have experienced any negative feelings during menstruation, which has proved to be essential in their decisions about engaging in physical activities during these days. Only 6.25 % of all respondents claim not to be able to perform any physical activity; 64.6 % can engage in physical activities only sometimes, and 29.2 % have no restrictions. As much as 71.2 % of our respondents think, on basis



of their own experience, that physical activity has positive effects on the occurring menstrual problems, which has proved our hypothesis that physical activity is also important during the days of menstruation. (Graphical illustration of the responses of our survey is shown in Picture 1).



**Picture 1:** Responses of female university students to survey questions  
Legend: PMP – pre-menstrual phase, MP – menstrual phase

## Conclusion

Problems of menstrual cycle are an important part of the work of medical specialists and professionals, researchers in the field of natural sciences, but also professionals working in sports. All these groups can benefit from the obtained results, which can help them answer the questions related to the importance of physical activities during the menstrual cycle. Menstruation, which is an inevitable part of life of every woman, puts the mental and the physical resistance of each woman to the test by different means and ways. It is often connected with unpleasant pressure in the lower abdomen; pain accompanied by loss of appetite, throwing up, as well as other menstrual problems. One of the ways how to reduce the risk of the occurrence of these problems is regular physical activity. It is the women themselves who have recently realized the importance of physical activity and its effect on their health, and who engage in physical activities more often. This has been proved by the responses of female university students in our survey, while the majority of respondents realize the positive effects of regular physical activity on various accompanying symptoms of days of menstruation. Thus physical activity becomes an inseparable part of their healthy lifestyle during these days.

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**Online sources:**

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Menstruation – how to manage it easily? [http://hotelspirit.sk/mineral/index.php?option=com\\_content&task=view&id=26&Itemid=42](http://hotelspirit.sk/mineral/index.php?option=com_content&task=view&id=26&Itemid=42)



## Effect of Climate on the Tourism and Necessity of Research

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### Abstract

This article examines the importance of studying the impact of climate change on tourism. Examines the work, the influence of climate and the dependence of tourism in order to identify, concepts and theoretical foundations, methods that can be used in research, weather and climate are considered as factors affecting tourism.

**Keywords:** climate; tourism; climate data; factors of tourism.

### Introduction

It is generally accepted that the climate is an important part of the resource base of tourism in the region, but its role in determining the suitability of the region for tourism is often taken for granted, and therefore does not need to be expanded. Relatively little is known, except in the most general terms, about the impact of climate change on tourism and its role. And less is known about the economic impact and the importance of climate change on the commercial prospects of tourism. Criteria with which the climate, people use to make decisions about tourism and recreational options, but they are largely not been studied, though are very important. Until now, much of the research into the relationship between climate and tourism was superficial. In addition, research is largely devoid of any clearly structured conceptual framework covering the important theories, paradigms, processes and interactions. These theoretical frameworks are important because they provide a framework for creating data, test hypotheses, and further generation theory.

Without this, it is difficult to develop a coherent set of research methods, and perhaps more importantly, to develop models that make up the bridge between the practical and theoretical levels, which can help to build a consistent knowledge base to understand, explain and predict.

### Materials and methods

The main source for writing this paragraph steel materials, articles on tourism, climate change, the impact of climate change on tourism. Primary information was collected in open resources, namely on scientific websites, organizations, associations, tourism and journal publications.

In this article, we used a set of methods of economic and statistical analysis, methods of analysis and synthesis of economic information, as well as the method of dialectics as a general scientific method of knowledge, and a number of research methods: historical, logical, system analysis in their various combinations.

### Discussion of the problem

Tourism is one of the largest industries in the world. It is also a growing industry. For many regions, tourism is the most important source of income for other potential economic returns from tourism are enormous. In these regions, as a rule, it is assumed that the climate is an important part of tourism resource base in the region, but the role of climate in determining the suitability of the region for tourism and outdoor recreation is often taken for granted, and therefore does not need to study. Relatively little is known only in the most general terms, about the impact of climate

change on tourism and recreation in nature, or the role it plays. And less is known about the economic impact and the importance of climate change on the economic effects of tourism.

Studies of tourism and climate associated with the concepts of "climate" and "tourism" in the most general sense. Climate refers to the concept of "weather" in that it is defined as the accumulation of diurnal and seasonal weather for a prolonged period where the weather condition of the atmosphere is at any particular time and place. "Tourism" covers the concept of "rest" that the practice of traveling is used for recreation; where relaxation is defined as an activity in which people volunteer to do for personal satisfaction or pleasure. Thus, in the broadest sense, there are elements of the equivalence between the terms of the weather and climate, on the one hand, and tourism and recreation, on the other. They are often used as synonyms in the study of climate in tourism, which can be used in a broad sense, and as the study of the relationship of tourism and recreation of climate and weather.

Weather and climate as natural resources. Along with geography, topography, landscape, flora and fauna, weather and climate constitute natural resources for recreation and tourism. Tourism concept recognizes climate controlled resource, which, along with the weather, according to can be regarded as a recreational resource, who at various times and places, can be attributed to the favorable and unfavorable factors. Thus climate resource used in tourism, and the resource can be changed. Thus, the climate can be considered as an economic asset for tourism. Asset can be measured and evaluated. However, there are many problems.

One major problem is the choice of meteorological or climatological criteria. For example, what exactly is the criteria of ideal suitable, acceptable or unacceptable conditions? Only after appropriate climatological criteria can clearly identify the key issues. When is the best time to visit? What clothes and equipment necessary? What are the dangers of weather or climate events, their probability?

Features of weather and climate is not necessarily the determinants of tourism, but are an important factor in both economic conditions for tour operators and tourists personally. Different regions of the world have a "tourism potential" of the weather and climate. A tourist who wants to visit some places will experience discomfort (such as transport costs) or discomfort (eg, heat or cool the inconvenience). Financial losses may also be the result of weather variations and changes. Rainy summers or less snowy winters can have a significant impact on tourism.

Climate data and climate research can be used:

- 1) a travel agent;
- 2) a tour operator;
- 3) individual tourists.

For example, for skiing requires information about the length of the snow season, while the skier wants to know the probability distribution of seasonal weather, which is important for skiing, skating, snow depth will exist in a particular place and time. When planning for a tropical island or resort, it is important to know the length of the period of acceptable weather for tourists. Potential tourists should know when and where the conditions are optimal, acceptable, tolerable, or unacceptable.

Climatic data should be presented in a form that will allow answering these questions. Equal importance should be given to the nature and shape of the output data. They should be presented in a form, which can be easily interpreted and understood by the user. Often we have to rely on standard meteorological and climate data stations that cannot be representative of the recreational area - valley, the peaks, hills, coast, beach, etc. These data are not intended for a specific microclimate or location, such as at the beach, park or a ski slope.

Weather and climate factors as tourism and recreation. Given that, the rest is an activity in which people are free to engage in personal satisfaction or pleasure, relaxation is a voluntary behavior because of their own free choice. As a result, participation will occur only if the potential participant receives a climate that is suitable. Voluntary and discretionary relaxation means that the part will decrease as the increasing discomfort and dissatisfaction. Thus, to meet the influence participation.

There are two categories of methods for assembling data on human responses to climate and thus the demand for climate resources:

1) Evaluation of the conditional behavior, for example by means of questionnaires and photos [4] to determine how people may react or think that includes an assessment of the impact and the role of weather and climate forecasts;

2) Inspection and testing on site.

As people experience conditions first-hand, the latter is more reliable. Ideally, the approach should be specific activities. It is best not to combine with all kinds of tourism, and explore specific categories, either:

a) or the active

b) passive. Attractions regarded as the most common tourist activity.

Potential applications of climate research tourism varied. They depend on what is required to plan, members of the tourism industry and the tourists themselves. Climatologists need to translate the technical work of researchers (climatologists) into simple language and explain it in terms of uncomplicated to use planners, tour operators, etc. The methods used should be transparent and simple to express and explain clearly. First, tourism planners need climate data, quality-tested, easy-to-use (ie, well selected).

Proposals directly aimed at the tourist should include, among other things, the role of climate in the choice of travel destination - especially in connection with the advent of the Internet. [7]

Other applications include: providing information on the duration of the work of the recreational property; providing a standardized climate information to help with the choice of where and when to go on vacation, or a basis for choosing an alternative activity; provision of information for advertising campaigns on the state of climate tourist expectations at predetermined locations; describe changes are possible due to climate change.

Given an understanding of how weather and climate affect the place of tourism, businesses can plan and influence to meet demand activities.

Just this information can be used to predict the conditions on the ground; advisory services to inform tourists about what to expect (thermal conditions, clouds, rain, etc.); providing information climate, which can be used to influence the "climate image" areas; to help tourists connect expectations of the actual state of the climate on the spot.

All this can be sold to potential visitors and providing information about the period of the tourist season.

Approaches to tourism climatology. Most of the studies on climate tourism seems to be motivated by the potential utility of climate information in the planning of tourism and recreation. The study addresses the topic of climate tourism as a complement to the various decision-making processes, ranging from those related to such things as the development and deployment of appropriate recreation and entertainment, or determining the length of the season, during which the object will work, so specific planning for the future activities related to personal decisions, when and where to go on vacation. As there is interest in the indirect effects of climate change. For example, it is assumed that people leave pools and golf courses on rainy days and converge in the nearby towns in search of fun indoors. Thus, depending on the sensitivity of weather in recreational activities, climate information can help in planning, design and promotion of alternative internal entertainment. Also describes the use of climate information in ad campaigns for conditioning the expectations of tourist's climate in certain places. [6]

In this context, considerable effort has been directed towards the development of numerical climate indicators that summarize the importance of climate for tourism. These indexes facilitate the interpretation of the integrated effects of various atmospheric elements and permits for the area to be compared. The problem is that all of them having climatic arbitrary and are not empirically verified.

It is clear, however, that if the climate information should be useful in the decision-making process, it should be presented in an understandable form suitable for use in the issues. Tourists react to the integrated effects of the atmospheric environment, rather than on climate averages. Therefore, it is assumed that the standard meteorological data or even secondary climatic variables are not always reliable indicators of the importance of atmospheric conditions. At any given temperature, for example, relaxation heat treatment will vary depending on the relative influence of the compensating effects and often wind, humidity, solar radiation and the level of human activity. Furthermore, the particular design of the temperature evaluation circuit will depend on the intended use of the information on the nature and temperature climatic conditions in which the

circuit must be applied. For example, schemes have been developed for groups of runners, survival in extreme cold climates and for general purposes climate classification society. The importance of this was recognized in the climate and recreation studies, but until now has been little conclusive research aimed at to determine the optimal or preferred conditions for different types of outdoor recreation. In addition, it was even less sensitivity studies of tourism from the atmospheric conditions in general. Some authors have described the climate of tourism from the perspective of human response in preference traditional taxonomic methods of portraying regional climate. In some cases, simple climatic indicators were calculated from climatological data, and summarizes quantitative summation weather were used arbitrarily weighted variables. Other researchers have used more sophisticated measures of climate tourism based on heat exchange with the environment. Mieczkowski (1985) developed a general climate index for the assessment of climate in tourism. Nevertheless, the importance attached to these measures was the second time received and interpreted without fieldwork. [7]

It is from view of the foregoing, a study by sociological research in Australia. Studied methods to provide information that can be used to assess the climate of tourism in terms of sensitivity and user satisfaction. Ideally, given the complexity of the problem solving role of climate research should focus primarily on a well-defined human activity; preferably on the one that is clearly associated with the attributes of the resource and the convenience of the atmospheric environment. These requirements are met by using various types of outdoor recreation beach vacation of which seemed to be the most suitable.

There are several reasons for this.

1) Beach vacation is an activity in which the human body is usually slightly dressed and therefore not directly protected from the weather elements.

2) Users beach tend to be concentrated in a relatively small area (patrolled by lifeguards). Thus, tourists can easily observe and compact area facilitates on-site monitoring of environmental parameters of atmospheric and related environmental conditions.

3) For users of the beach, separate recreational goals are similar. From a research perspective, these characteristics offer relatively controlled situation.

4) The use of the beach is one of the most popular types of outdoor activities and in other places. Thus, greater knowledge about the impact of climate change on a beach holiday is likely to be economically important for coastal recreation industry.

There are two categories of issues around which was built by the study. Since the heat balance of the body is of fundamental importance for assessing human climate, the first category of questions includes the specification of the thermal environment:

1) Given the budgeting techniques, the body's energy and the environment, as in the outdoor thermal conditions improve quantitatively?

2) How to interpret the values of thermal index?

The second category of issues centers on assessing atmospheric resources as a whole in terms of travel:

1) What are the thermal atmospheric conditions are the most preferred for recreation?

2) To what extent are important user satisfaction influence of non-thermal atmospheric conditions?

3) What is the relationship between atmospheric conditions and the satisfaction of the participants?

Human response to climate is largely a matter of perception, with the exception of the thermal component. Thus, some physical fully climate variables (e.g., rain), some physiological (e.g., temperature), some psychological (eg, a clear blue sky), and some combination of all three. Many researchers on the topic of climate tourism emit thermal component of the climate as an essential element. However, in a wide range from moderate or "non-" extreme temperature conditions and other factors are important.

Nature of the relationship between the atmospheric environment and the pursuit of outdoor recreational activities can be considered as a function of the faces on the site atmospheric conditions.

Improved thermal characteristics terrain includes four stages.

a) integrate the physical factors that affect the body and the thermal state of the atmosphere. The methods used should include as attributes of those exposed, and functional attributes of the

environment, as well as a full range of atmospheric variables. For the atmospheric environment, they include air temperature, humidity, wind, solar and long-wave radiation and the nature of the physical environment and the body, metabolism, posture and clothing.

b) ensure the rationality of the index with sound physiological basis of adequately describe purely thermal effects on the human body.

c) to determine the relationship between the thermal state of the body and state of mind that expresses the feeling of heat.

d) determine the rating of perceived thermal sensation and the corresponding index of the combustion according to the level of satisfaction experienced.

Physical categories identified in the recognition of the existence of specific meteorological elements such as rain and strong winds, which directly or indirectly affect the satisfaction of participants, not only in the thermal sense. The emergence of a strong wind, for example, can have a direct mechanical effect on tourists, inconvenience (flyaway personal belongings) or indirect influence of such sandstorms cause irritation.

Other things that fall into the category of physical: rain (duration), rain (frequency), ice, snow, severe weather, air quality and ultraviolet radiation.

Aesthetic aspects related to climate-controlled attributes of environmental resources of rest, which is called the aesthetic component of the atmospheric environment. This category includes "weather" factors such as visibility, sunshine or clouds associated with the prevailing synoptic conditions (eg, good, clear, sunny day), the length of the day and visibility.

## Results

Little is known about the impact of climate change on human behavior, but it is clear that in some cases the behavior is a response that changes or enhances the effects of the atmosphere.

The behavior can be used as a measure of sensitivity of the human and satisfaction. The role and importance of behavior is that people can adapt. In studying the effect of climate change on tourism should not rely solely on standard climatic data, it is necessary to minimize the use of average values and maximize the use of the actual (real) observations; it is important to use as input data, all the attributes of the atmospheric environment; use a comprehensive assessment of the balance of the body and the energy of the thermal component of the atmosphere climate.

It is necessary to take into account all three attributes climate tourism: thermal, aesthetic and physical or mechanical. This will lead to better information and better decision-making.

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## **Institutional vs. Personal in Legal Discourse**

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### **Abstract**

The article deals with the characteristics of legal discourse and the linguistic status of its subject based on the texts of various legal genres. It aims at discouraging firm views on legal discourse as a purely institutional type of communication. The article suggests the term of personalized legal discourse, analyzes the characteristics typical of this form of communication. The topicality of the research is determined by the need to rethink the traditional views on legal discourse taking into account the modern achievements of Linguistics and Discourse Theory.

**Keywords:** Discourse; Legal Discourse; Institutional Form of Communication; Personalized Discourse; Subject.

### **Introduction**

The view on the legal discourse as a purely institutional form of communication is popular among the researchers and supported by many authors (V. Karasik, 2004; E. Sheigal, 2000; O. Rusakova, 2008 et al.). However, it seems to be a result of unjustified disregard of legal genres where institutionality as a prototypical feature interacts with personality due to the presence of personal manifestations of the subject of discourse.

The present article aims at proving that in legal settings there are not only institutional genres with impersonal or hidden subjects but personalized ones as well.

Our analysis is based on the provisions of anthropocentrism with its issue of the human in the language. Anthropocentrism proceeds from the assumption set up by the Russian linguist Yu. Stepanov (1975, pp. 49) according to which the language is created after the human's measure, and this measure is chased on the language structure.

According to R. Wodak (1997), institutional discourse rarely exists in its pure form. Discourse may mutate in related ones. The degree of personality may vary depending on the discourse type and communication situation. The issue of discourse purity is of undoubted interest for those researching legal communication. It is a key problem of the present paper as well where we will try to prove that in legal settings institutional and personal are in dialectical connection rather than in opposition.

### **The corpus**

The corpus I have examined is made up of the decisions of the Supreme Court of the USA and dissenting to these decisions published on the official website of the Supreme court of the USA. The reason why I chose these particular genres is that they seem to possess opposite characteristics being on two opposite poles – institutional and personal, however they take place in one setting – in a court.

### **Results**

Contrary to what many researchers categorize legal discourse as an a priori institutional one, some legal genres (complaint, dissenting opinion, last will and testament) show the characteristics of personalized discourse. It should be noted that we distinguish between personalized and personal genres: in legal settings, all discourses have an institutional format; they involve of a subject of subjects playing certain institutional roles; the theme of the communication is limited. The above-mentioned characteristics prevent the subject from entering the personality sphere.

The balance of institutional and personal in legal discourse is conditioned by several factors. They are as follows:

- subject's involvement in discourse expert community,
- culture where the discourse is being generated,
- traditions and conventions of the discourse expert community determining the degree of subject's institutionalization.

Institutional discourse is, as defined by M. Foucault (1987) put it, a form of power that circulates in the social field and can attach to strategies of domination as well as those of resistance. It is a form of control over the course of nature. Foucault (1971) says that in every society the production of discourse is at once controlled, selected, organized and redistributed according to a certain number of procedures, whose role is to avert its powers and its dangers, to cope with chance events, to evade its ponderous, awesome materiality." The subject of discourse seems to be unable to be a master of his or her own discourse. Social institutions are the source of a certain world view which is imposed on the subject, according to P. Bourdieu (2001).

S. Sarangi & C. Roberts define institutional discourse as a discourse containing "features which are attributed to institutional practice, either manifestly or covertly, by professionals", and is "characterized by rational, legitimate accounting practices which are authoritatively backed up by a set of rules and regulations governing an institution" (Sarangi & Roberts, 1999, p. 15).

The determinacy of a discourse by social institutions is emphasized by Russian linguists and philosophers of language as well (E. Sheigal, 2000; V. Dauletova, 2004; V. Karasik, 2004; O. Rusakova, 2008 et al.). O. Rusakova, for example, says that institutional discourse is a power resource influencing the process of attributing and interpreting meanings, evaluating, positioning and identifying the subjects and their relations (2008, pp. 261). She emphasizes three main characteristics of institutional discourse: firm relations with a social institution, control over subject's world view, and communication observing status-role relations.

V. Karasik (2004) defines institutional discourse as a special stereotyped form of communication of subjects who may be unacquainted with each other but have to communicate observing the rules of their community. Institutional discourse is a kind of communication in masks. V. Karasik says emphasizes such characteristics of institutional discourse as statuses and roles of subjects, a special nature, clichés, a control over subjects' behaviors.

Institutional discourse imposes on the subjects not only role characteristics and clichéd language but also communication strategies as a set of speech actions aimed at achieving certain communication purposes. The communication strategies of an institutional discourse are determined by the nature of the activities of a discourse expert community.

Thus, institutional discourse generates an institutionally determined subject that may be legitimated in discourse only as a producer of discursive practices of the expert community. Losing his personality characteristics the person, as R. Wodak (2, pp. 73) put it, feels "comfort" as he is under protection of the institution which deprives him or her personal characteristics.

Now let us emphasize the characteristics typical of institutional legal discourse. They are as follows:

- 1) stable relations of the subject with the discourse expert community that controls the hierarchy of institutional roles;
- 2) depersonalization conditioned by feeling of being deprived of his/her own thoughts, actions, ego;
- 3) normative nature of communication, controlled by the discourse expert community;
- 4) clichéd nature of communication;
- 5) imposed strategies of communication;
- 6) stereotyped communicative situation (court hearing, making of a will, etc.);
- 7) limited number of genres.

Перечисленные признаки можно проследить в следующем высказывании:

(1) *The Court considers it appropriate that the default interest should be based on the marginal lending rate of the European Central Bank, to which should be added three percentage points (Case of Chamber v. Russia).*

The statement above illustrates the stable relations of the subject with its discourse expert community. As a result of the dependence on the Other, the subject depersonalizes the statements, eliminates his/her personality, hiding his/her personal ego behind the institutional name – *the Court*. The subject produces a discourse following the rules and norms of the discourse expert community, using clichés – *considers it appropriate, based on the aforesaid, in accordance with the articles ....* The subject produces a discourse within the stereotyped communicative situation – a court hearing.

Personalized legal discourse is a result of the discursive freedom of the subject which allows him/her to create statements expressing the subjectively colored reality. Let us give an example:

(2) ***I disagree with the Court's conclusion that the matter is within the dispensation of parents alone*** (Justice Douglas' Dissenting opinion, *Wisconsin v. Yoder*). ***The Court's ruling threatens to undermine the integrity of elected institutions across the Nation*** (Justice Stevens' Dissenting).

(3) ***I doubt they need to worry, because this Court has never come close to holding that any matter of public employment affecting public spending. ... But I am sure the majority would agree that that difference does not make a difference*** (Justice Kagan's Dissenting, *Harris v. Quinn*).

The subjects of the statements above are the judges of the Supreme Court of the USA. In their utterances, they express their own points of view on the case under consideration being unable to agree with the majority opinion, with the opinion of their discourse expert community (*I disagree with the Court's conclusion; The Court's ruling threatens to undermine the integrity...*), personalizing the utterances by using the first-person singular pronouns.

Thus, personalized legal genres as hybrid forms of legal communication are characterized by the explicit evidence of the subject freed from the speech strategies and codes of the discourse expert community. Let us cite as an examples one more utterance from the dissenting opinion:

(4) ***Nobody can deny that the question of citizenship in a nation is of the most vital importance. It is a precious heritage, as well as an inestimable acquisition, and I cannot think that any safeguard surrounding it was intended to be thrown down by the amendment*** (Justice Fuller's Dissenting).

The example shows that the choice of linguistic means in a personalized discourse is based on the world view of the subject, his/her personal feelings, is considered to be individual, while in institutional genres it is prescribed by the discourse expert community. The subject of a personalized discourse uses evaluations (the most vital importance, a precious heritage, an inestimable acquisition) expressing his opinion to the issue under consideration – the citizenship. The subject speaks his mind using the personal pronoun *I* accompanied with the modal verb *cannot* and mental predicate *think*.

The inherent characteristics of the language of an institutional discourse (terms, clichés, a low contextuality, etc.) give place to individuality, expressiveness, metaphoricity of the language of a personalized discourse.

The strict opposition “personal vs. institutional” which can be presented as an antagonism “individual self-expression vs. institutional dependence” is eliminated. Instead, we see their interrelation and interdependence. The institutional subject being a tennis-ball of the Other gives place to the personality producing utterances freed from the conventions of the discourse expert community.

Thus, the category characteristic of the personalized discourse is considered to be the active role of the subject producing personal meanings. Hence, we can suggest the characteristics of the personalized discourse. They are as follows:

- 1) The dominance of the phenomenological ego;
- 2) The linguistic choice is based on the world view of the subject;
- 3) Possibility of evaluations in discourse.

However, institutional format of communication, institutional roles of the subject, and a limited number of subjects of communication do not allow the subject to leave for the personal discourses.

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## Transformations in the Deep Structures

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### Abstract

The idea of this work is to find possible ways to put the mechanisms in the process of machine translation developed on the basis of the results of research relations at the level of deep structures of sentences.

The article shows the experimental psycholinguistic researches at the level of deep and surface structures of the Georgian and Russian languages.

**Keywords:** surface; structure; level; deep; relations; universal; languages; sentence; native; form; automatically; linguistic; mantic; relations; equivalent; foreign; language.

### Introduction

Importance of the Problem, Research Novelty

As it is known to us there is only Russian Language teaching methodology for secondary schools in modern Georgian pedagogic but we have nor methodology for university students, neither exists any literature, so how can we teach Russian at the Universities? We decided to work on this problem depending on modern linguistics psycholinguistics, our own 25 years of working experience and our experiments created completely new (structurally as well as contextually) methodology for university students.

The most particular feature of our methodology is that, our one will be used not only surface structure level but also on deep structure levels as well. It has been already proved that relations in deep structure are universal for all languages. It makes possible to change the sentence uttered in native language form surface to deep structure, then automatically by the help of linguistic universals move deep semantic relations into equivalent deep structure of the foreign language and at last created adequate surface structure in foreign language. In that way it will be possible to avoid all the difficulties caused by the difference between surface structure of native and foreign languages.

Of course the perception rules of proportion or in other words the unity of syntactic, semantic and phonologic keys and semantic representation should be considered.

The main purpose of our research is to find the ways and means by help of which it will be able to move from deep structure of native language to deep structure of foreign language or in words to move from deep semantic structures of native language to deep structure of foreign language.

In modern psycholinguistic sciences these ways and means are found partially. If having solved these problems, it will be able to learn a foreign language more quickly by using modern methodology, also it will be able improve machine translations.

To solve this task we have planned very difficult and hard experimental researches, the results of analyzing them will be the basis of our new methodology.

It should be mentioned that not many scientists work on these questions in Georgia, so we have to use the foreign scientists' experience. Such as chomsky N. Deep structure, surface structure, and semantic interpretation. in: Steinberg D.D. Jakobovists, L.A (Eds) *Semantics: An Interdisciplinary Reader in philosophy, Linguistics and psychology*. Cambridge, 1971, Slobin D.I. (ED). *The ontogenesis of grammer #4 1972*), Green J.M. *the semantic function of negative and*

passives. „Brit.Jurn Psuchol, 1070 (a) 61.17-22) Slama-Cazacu T. Psycholinguistics P, 1972. Also it is known the work of T.G. Bevery's, Al. Blumental's, R. Brown's, R.B. Carol's, H.H. Klerk's, S.M. Ervin-Trip's, M. Garet's, P.N. Johnoson Leard's, V.R. Miiler's, K.E. Osgudi's, E.A. Terner's, P.S. Walson's and others.

On the theme of modern methodology of teaching Russian Language in Georgia, in 1997 it was published „Methodological Guidance” by K.Sh. Macharashvili; One of the resident of this text book is the leader of this project. It's worth to mentioned also the scientific works and textbooks of G.G. Michaelian, B.G. Lomaia, M.G. Metreveli, V.Sh. Edisherashvili. Also the book „I. Gogebashvili the establisher of methodology of Russian language teaching in Georgia” M.G. Metreveli project leader published in 1998. In this book the author values the traditional development of Russian Language teaching methodology and the achievements in this field in Georgia besides she refers the methodological directions which have been existed in Georgia since 19th century. As a result of having learn this question perfectly the main project participants decided to begin researches on forming new methodology. (see the published works list).

It is important to refer to methodology of teaching Russian, as a foreign language abroad. The works of different scientists such as I.P. Nadiojhina, V.M. Nechaeve published in 1985, also „Practical Course of Russian Language” published by E.V. Ershova in 1988.

We should also take part into consideration the methodology of teaching Russian (as a native) language. The famous scientists working in these trend are T.V. Napolnova (who works on the new methods, e.g. problematic teaching method) A.V. Tekuchov (who is the author of perfect textbooks). M.M. Razomovskaia (whose bit is enormous in the methodology of orthography). T.A. Ladihenskaia (who works in methodology of speech development). M.T. Baranov (who works in methodology of lexics). A.P. Lomizov (who works in methodology of punctuation) and etc.

### **Goals and Objectives of Research**

We have already done the primary works of this project; also we have realized the main idea, aims, tasks and importance of the project.

The subject matter of the project is the ways and means by using of which the turning will be able in deep structure levels, really exist and the task of project is to find these ways and means.

The aim of the project is to create completely new methodology of Russian language teaching, by analyzing the experimental researches.

The importance of the project is that new methodology will enable us to teach the language in little amount of time, also to improve the mechanism of machinery translation. One more important thing is that new methodology will be unique, because it will be universal for every language, as it foresees teaching by turnings in deep structure levels.

The job which is being done by us now, includes researches (experiments) on studying „thinking”.

The experiments having done before on deep as well as surface structure levels of a sentence ensured us that the „thinking” is the key, by using of which it is possible to move from deep structure of the native language to the same structure of the foreign language and then by transformations create surface structures.

We consider that the real relationship between semantic representation and deep structure has not been requested yet. We have already begun researches on that direction. First of all we should research why the semantic „thinking” is stimulated by concrete context. After it the question arises how the speaker choose the right syntactical combinations and at the same time he/she foresees relations in deep structure, connected with „thinking” as well as surface form, which coincides to the given context. The researches on that direction had been done by Osgud and Beevr, but the results remained only claiming the problem. Our researches points that „the semantically representation level of thinking” is not separated alone, it remains in deep structure levels and the operations between two (native and foreign) languages are connected not only with the translation, but also with immediate perception members of correlation, which are based on the unity of interaction syntactic, semantic and phonologic „keys”.

The tasks of realization the projects are:

1. to come to end already, begun researches, to carry the analysis of experimental results and make the suitable conclusions. Namely what place the semantic representation of „thinking” takes in relations of deep structures of two languages.



2. The further researching of universality of deep structures which has great importance, because as it seems the existent analysis of deep structure is unable to overcome the difference between languages by using semantic „thinking”. The universals which act while learning Russian language in Georgian and Russian deep structures.

3. The Georgian students should be familiar to with the researches of those transformations in order to move from deep structure of Russian into surface one. These are the operations, which transform one structure of a sentence into another one, e.g. replacement movement, transposition and etc. are linguistic universals, which are peculiar to all languages. All these need holding experimental job and its analysis.

4. To research the processes by using which surface structures become into voiced expression or in other words when a Georgian student utters a sentence in Russian. This research also foresees the experiments, which will establish further difficulties.

5. Psycholinguistic research by contrast analysis – the corporals of discovered mistakes in teaching Russian language and their hierarchy. We have been doing such kind of researches for ten years. This research has practical destination and its aim is to improve the process of foreign languages learning, of course it is not limited only by simple comparing of two interactional language systems (Russian and Georgian) is speech mechanisms of a student. Apart from the specifics of each language system, the attention is paid to subjective factors, e.g. how and in what speech the separate individual gets information, systematize it and how he/she uses native and foreign languages for this, to which psycholinguistic type she/he belongs to and what is he/she motivation, „anamnesis”. In the process of research care is taken to choosing teaching methods, teacher’s characteristics, environments in which the teaching is holding. In one word the general psychological factors attending the teaching process should be researched. It is very hard work and includes different aspects of teaching process. The basis of it is analysis correcting of the mistakes. We should foresee the peculiar features of students’ native language. The analysis of mistakes works as a parameter of interaction of two languages in the process of teaching. While researching teaching process of foreign language, its speed of progress we noticed that the mistakes are one of the trustworthy factors which helps us predict teaching. We don’t claim to deal with this question in details, we only notice that the research is being done on the types of foundations such as the corpus of linguistic facts, corpus of non-normatic linguistic factors and mistakes and their hierarchic system. The arising of speech as well as perception in a foreign language in different teaching stages is checked by using the tests. Systematization and classification of mistakes are very difficult. The results of the experiments will be important as they show the weak points peculiar to Georgian student also it will show up the several linguistic universals in learning process of foreign language. These universals will be very useful to us for created new methodology to solve the problems of applied linguistics. The results of the research will prove that the main cause pf mistakes is interaction of two languages with the more influence of a native one, or maybe the cause is the foreign language itself or the way how the information is kept in speech mechanisms of the student and etc.

6. The research to establish the model of psycholinguistic activeness. To create this kind of model, it is necessary what kind of relations exist between different types of sentences and the situations of their usage in the process of teaching. In this model not only linguistic talent, but also realization of it in real situation, is foreseen. We have done some researches on this question and the results are very interesting on the point of view of the importance of memory and context in remarking the sentence. We have tried to research what factor play an important role in perception and repetition of a sentence in the process of teaching foreign language. The results make it evidence that the meaning of a sentence is modified by its structure and not by the elements of surface structure. In deep layers of the memory it happens to separate deep structure and to interpreter semantically, but the short-term memory only gives the chance to remake surface structure of the sentence quantitatively.

7. To research the factors on which it is depended perception pace of a Russian sentence by a Georgian student. Syntactic difficulty, semantic and pragmatic factors, the context, passive, active, positive and negative sentences are discussed here. Having done the researches on those questions enables us to conclude that a sentence is not only syntactic unity, it is syntactic, semantic and pragmatic unity, which serve cognitive, affective and social functions. These questions need to be searched deeply and intensively.

8. To hold a research about keeping syntactic information and remembering the sentence in the memory. This experimental work aims to clear out how much amount of memory is necessary to remember the sentences of different difficulties in foreign language. We wonder what amount of short-term memory is necessary to remember the sentence uttered in foreign language, also the role of short-term memory and the functions of syntactic structure and the meaning of a sentence and additional information about syntactic structure.

As we have mentioned at the beginning, the whole our researches and experiments and their analysis serve to find the ways and means by helping of which a student will be able to communicate in deep structure levels of the foreign language.

Some scientists put the question like this: is there necessary information in deep structure to determine semantic similarities and differences? If is it better to introduce the third – semantic representation level? These questions have not been answered yet. The only known forms of semantic analysis for the present don't enable us to find the meaning of expressing „semantic thinking, intention”, which will overcome the existent barrier of differences among languages. We can explain why „semantic intention, thinking” is stimulated by concrete context or how the speaker choose the right combinations of words and syntactic structure and at the same time foresees the relations in deep structure which are connected with „semantic thinking”. And all these will be based on the results of the experiments.

We would like to establish how linguistic factors interact or what kind of knowledge has about native and foreign languages with cognitive and perceptual abilities, motivational conditions and contextual situation. At this point, searching process will be ended and analysis and solutions will be made.

After it the creating of new methodology will be based on received data. And to refer the structure of new methodology, we have an outline and we can describe it now.

The distinctive feature of our methodology will be the fact that its usage will be possible in surface structure and in deep structure levels as well. The main principles of this methodic can be used in teaching any language.

We will pay attention to „linguistic flair”. The already done experiments showed clearly that „linguistic flair” is one of the ways and means, which helps to move from deep structure of native language into deep structure of foreign language and then by using the transformation to create surface structure. We consider that working out the linguistic flair will be possible by using our methods (teaching with a simple sentence, comparative analysis methods) in circumstances like Russian speaking one. For this the whole, rational system of teaching should be formed in which each methods will be closed connected with each other but at the same time will determine and modify one another.

One more characteristic features of our new methodology will be method of comparative analysis, which is formed by us on the basis of the results given from experimental method, although it will be fulfilled after finishing the new methodology. It will not be only teaching methods it will be searching teaching method, as it foresees research methodology. It will be the method of analysis of results, which will be given by comparing several objective realities. This method is deeper than a usual one, as it regards the dynamism of spoken-mental process. We can use this method while analyzing one and the same theme in the process of researching teaching done on both deep and surface structure levels.

The method of teaching with a simple sentence elaborated by use is also very interesting. This method includes using simple sentences on the earlier stage of teaching. This method was also created by analyzing the results of the experiments. It appeared that the simple sentences are closer to deep structure of a sentence by their confirmation and if we begin teaching foreign language by using this type of a sentence, we will help forming deep structure in foreign languages quickly, which on its turn will be useful for basis of complex sentence.

Another peculiar features of the new methodology will be dividing it into separate parts. We consider that division will help to isolate and locate the difficulties. Linguistic process should be divided into parts in order to reach language practically. As the particular elements phonetics, lexis, grammar, orthography should be separated or united depending on the arm or concrete method of teaching, but in our mind there is always an image of the language as one of the big unity, we can't create grammar without the text, pronunciation can't be improved by drills of meaningless sounds and syllables, it is more useful to practice the sounds in the words or phrases.

Any grammatical event should be learnt from the text at first and then it reflects in writing, at the end the students can do the exercises. the perception of a foreign word should be done in a live speech, only after that it can be discussed as a separated unit. So new methodology foresees working process based on permanent material. The material at the initial stage should be formed by simple sentence and suit to the level of students and the type of their psychological perception.

Depending the new methodology, Russian language teaching should be directed in two directions. On one hand, there are three types of language knowledge by which we can give a student determined system of knowledge: pronunciation, lexis, grammar and on the other hand there are three kinds of language skills: speaking, reading and writing.

### Methods

While working on the project the following methods are used: psycholinguistic research, comparative analysis, contrasted analysis, experimental, theoretical, systematization, classification experimental method and etc.

### Discussion

#### Task 1

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Experiments on universal researches of deep structures. 2. Experiments to point out the universals which act structures based on subject matter of Russian and Georgian languages, while learning Russian languages. 3. Experiments to expose what kind of operations are being held between the deep structures of the two languages (native and foreign).	1. To find the forms of deep structures. 2. To find the transformations in which a student should be mastered to make the operations between the structures. 3. To clear out more active and fruitful usage of linguistic universals.	Publications	1. Leading Institution

#### Task 2

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. The experiments on researching the transformation. 2. The experiments to show up different transformations. 3. The experiments on replacement and transcription.	1. Establishing existed transformation level. 2. The systematization of transformation. 3. The role of replacement and transposition of teaching the second language.	Publications	1. Leading Institution

**Task 3**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Experiments on showing up the processes by which the surface structures turn into voiced expressions. 2. Experiments to point out what kind of difficulties can be met by a student in uttering of a sentence in a foreign languages. 3. Experiments on showing up the role of the context.	1. We think that the operations are connected with the equability of perceptual rules based on unity of syntactic, semantic and phonologic „keys”. 2. These difficulties should be overcome on deep structure level. 3. We think that surface form coincides the given context.	Publications	1. Leading Institution

**Task 4**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Doing/holding an experiment by contrast analysis on psycholinguistic research. 2.	1. The corpus of discovered mistakes in teaching Russian language and their hierarchy.	Researches	1. Leading Institution

**Task 5**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. To hold an experiment in order to discover and learn the corpus of linguistic facts and the corpus of non-normative facts of a language.	1. To show up linguistic universals, to find out weak points of Georgian students in learning Russian.	Researches	1. Leading Institution

**Task 6**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. To notice the hierarchic corpus of mistakes based on the experiments.	1. To predict the teaching by analysis and systemizing the mistakes.	Experiments	1. Leading Institution

**Task 7**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
To establish the interaction of two languages (native and foreign) by using experiments and reflections of this interaction on mistakes/	1. The results would show us that the main cause of mistakes in the process of teaching foreign languages may be interacting of two languages (native and foreign) with the more influence of a native one.	Experiments	1. Leading Institution

**Task 8**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. To hold experimental researches in order to establish what kind of relationship exists between different types sentences and the situations of their usage in the process of teaching.	1. To create psycho-linguistic model of activeness.	Experiments	1. Leading Institution

**Task 9**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. To show up what kind of factors play the important role in perception of a sentence in teaching foreign languages.	The results will prove the fact that the meaning of a sentence is modified by its deep structure and not by the elements of a surface structure.	Experiments	1. Leading Institution

**Task 10**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Establishing the pace of perception of a Russian sentence, by a Georgian student, based on the factors experimental research.	1. Outcome of the research will probably show us that the pace and accuracy of a sentence perception depend on the syntactic difficulty, semantic and pragmatic factors, context.	Researches Publication	1. Leading Institution

**Task 11**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Research based on establishing how much amount of members is needed to remember the sentence of different difficulties.	1. The sentence with different grammatical signs need larger amount of memory then the sentences without these grammatical signs but are identical with the other ones.	Researches publication	1. Leading Institution

**Task 12**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Establishing experimentally the role of additional information about syntactic structure in remembering the sentence.	1. It may appear that different grammatical signs of a Russian sentence (negative and passive, transformation, etc) are laid in the memory separately or in other words a person hears and remembers sentences on the basis of his/her knowledge of grammar rules.	Researches Publication	1. Leading Institution

**Task 13**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Experiments on semantic representation of „intention”/„thinking”. 2. Experiments on the relationships between	1. In our opinion, the level of semantic representation of „intention” is not separated, it should be thought in deep structural levels. 2. The students probably	Outcome of the experiments	1. Leading Institution coincides with the given context.

semantic representation of „intention:/,thinking” and deep structures. 3. An experiment to show up why a semantic „intention” is stimulated by a concrete context.	foresees the relationships between the semantic representation of „intention” and inner structure, because he/she can choose the right combinations of syntactical structures of his/her native languages and if these relationships are realizes, the student can manage it in foreign languages too. 3. Probably the student also takes into consideration the surface form which		
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**Task 14**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Holding Experimental researches to study „language flair”	1. It will probably be proved that language flair is one of the means by helping of which it is possible to move from deep structure of native language to deep structure of foreign language and then to create surface structures based on transformations.	Researches Publication, the book	1. Leading Institution

**Task 15**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. The review of methodological field of teaching Russian language.	1. Critical editing estimation.	Publications the book	1. Leading Institution

**Task 16**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Researching of the students’ knowledge and establishing the psychological type before beginning the teaching.	1. Fulfilling the preparatory works of teaching.	Publications the book	1. Leading Institution

**Task 17**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Forming new methodology of Russian language teaching principles.	1. Elaboration the new principle.	Publications the book	1. Leading Institution

**Task 18**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
Underlining the new directions of teaching process for new methodology.	1. Teaching process of Russian language should be directed in two directions: one hand there are three types of language knowledge which help us to give a student determined system of knowledge: pronunciation, lexics, grammar. On the other hand there are three language skills: speaking, reading and writing.	Publication the book	1. Leading Institution

**Task 19**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Dividing foreign language teaching process in separate parts.	1. The division of teaching process in separate parts will make it possible to isolate and locate the mistakes.	Publication, the book	1. Leading Institution

**Task 20**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Establishing methodology of lexics and grammar.	Elaborating the recent methodology of Lexics and grammar.	Publications the book	1. Leading Institution



**Task 21**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. To improve methodology of pronunciation	1. To create methodology of pronunciation which will be based on the experiments held in researching „lingual flair”.	Publications the book	1. Leading Institution

**Task 22**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. The work for improvement oral, reading and written methods..	1. The fulfilling of these methods	Publications the book	1. Leading Institution

**Task 23**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. To create the method of teaching by simple sentences.	1. We suppose that the method of teaching by simple sentences will help formation of deep structures quickly and that in its own way will be used to learn complex sentences.	Researches Publications, the book	1. Leading Institution

**Task 24**

<b>Objective Title</b>	<b>Expected Result</b>	<b>Materials Reflecting Expected Results</b>	<b>Responsible Person/Institution (Leading/Co-participant)</b>
1. Elaborate the method of comparative analysis.	1. The usage of this methods will be happened by the dates of two languages (native and foreign) in the period of analyzing, the process of researching teaching on one and the same topic on deep and surface structure levels.	Researches Publications, the book	1. Leading Institution

## **Result**

Our project refers to applied researching. As a result after finishing project we will get the modern methodology for teaching foreign languages at the universalities, namely for teaching Russian language, though our methodology will be used for teaching any language, because on the deep structure levels the relations are universal for all languages.

This methodology will be helpful not only for language faculty student, but also for non-specialists. At the end of the project a book will be published with all the results of experimental researches and with methodology in its completed way.

The profit of the project is the following. The level of gradulators in foreign language knowledge will be noticeable increased, as they will be able to speak fluently, read and write in Russian. If the amount of money spent on a student didn't give the desirable results now without this money, we can manage desirable results.

As a product of the project we will have the latest methodology in foreign languages. It can be sold as a book.

The important thing is that teaching will be realized not only surface structure level of both native and foreign languages, (as it is happening now) but on surface and deep structure levels. The project is unique, because it is universal for teaching and language.

The potential user of our project results will be university staff and students.

Telavi State University is joined in business contact systems, so material-technical base will be remained there and also it will receive the part of the profit after selling a book.

Recent scientific ideas are included in our project, but we have already published the works where all these ideas are reflected. The result of the project – new methodology of teaching foreign language is necessary for us, because there is no modern methodology of teaching foreign languages, so as it has been mentioned the project needs to publish a book to give commercial image to the project.

One of the main variant of getting project from the results is selling the

Additional licenses are not necessary

Telavi State University and the bookshops (which agree to receive our books for selling) are included in business contact system.

## **Task 1:**

Three tasks include holding experimental work for better researching the universals, which act in deep structure levels of native and foreign languages. It has an important value, because the analysis of deep structure known to us is unable to overcome the difference between languages by using semantic „thinking”. The universals, which act while learning foreign languages should be found and continued in the levels of deep structures, in order to create more effective methodology.

## **Task 2:**

We must research those transformation in which Georgian students should be mastered, to be able to move from deep structures of Russian language to surface structure. The results will play an important role in transformation one structure of a sentence into another one in a right way. These operations are linguistically universal, so researching them is very important

## **Task 3:**

It is very actual to find out how and what way the speaker choose the right combination of syntactic structure and at the same time foresees the relationship in deep structures, which are connected with „thinking” and also considers the surface form, which coincides with the given context. The solving of the task has a great importance, to create the new methodology.

## **Task 4:**

This research has practical direction and its aim is to improve the learning process of foreign languages. it doesn't limit only in simple comparing of intergrading two languages systems' specifics in speech mechanisms of a student. Apart from the specifics of a language system, in this research, care will be taken on subjective factors, For example, how the person gets the information, how he/she uses native and foreign languages, to which physiological type he/she refers to what kind motivation he/she anamnesis, what teacher's characteristics is, teaching

methods, environments and etc., in order words general physiological factors accompanied the teaching process should be researched.

**Task 5:**

In this research the speech producing and perception process in different stages of learning language are being checked. The classification and systematization of the mistakes are being made here. The results will clear out the difficulties peculiar to Georgian students. The research itself is very important as it will show up language universals while learning Russian. These universals are needed to form the new methodology and to solve the problems of applied linguistics.

**Task 6:**

Paying attention to the analysis of mistakes is important, because it is a parameter which reflects the interaction of two languages in teaching process, when we investigate the process of learning foreign languages, we notice the conditions of its going forward, the mistakes are true factors, which help us to predict teaching the research is based on the data of three types linguistic factor corpus, non-normative linguistic factual corpus and the hierarchic system of the mistakes

**Task 7:**

To clear out the peculiar features of both native and foreign languages is the basis of this research. The attention is paid to producing the speech as well as to perception in both languages. Researching all these questions will give us an opportunity to establish in what way the information is kept in student's speech mechanisms and it is influenced by interacting of native and foreign languages. All these are very important for creating the new methodology.

**Task 8:**

Quarter The model which we would like to create will be very useful while working on new methodology, because in this model not only linguistic talent should be taken into considerations, but also the realization of this talent in teaching process in real communicative situation. We have already done some of the researches on that question and the results are very interesting from memorizing and sentence remarking on the role of context.

**Task 9:**

We have done some researches on this question partially. The results cleared out that in the teaching process while perception a Russian sentence by a Georgian student in the inner layers of memory, separation of deep structure and proper semantic interpretation is happening. Short-term memory only can remake the surface structure of this sentence quantitatively. The researches need to be continued.

The results will be important in forming the new methodology, as we should know the relations between the meaning of a sentence and long and short-term memories.

**Task 10:**

The researches done on this question were like this we gave the students several Russian sentences to repeat. The sentences were: 1) positive statements; 2) negative statements, 3) true affirmatives, 4) false affirmation, 5) true negative, 6) negative; 7) affirmatives in active voice; 8) affirmation in passive voice; 9) negatives in active voice; 10) negatives in passive voice. And the conclusion is that the perception speed and accuracy are not depended only on syntactic factors, a sentence is not only a syntactic unity. It is syntactic, semantic and pragmatic unity, which function cognitively, affectively and socially.

**Task 11:**

We have done some experiments on solving this question. We gave the students the sentences of varied differences, which were right syntactically and identical contextually. They had to read, remember and repeat these sentences. The research showed syntactic structure and meaning play an active role in remembering process. We came to a solution that deep structure of a sentence is kept in the student's mind better than surface structure. This fact bears a great importance for us, as our methodology foresees teaching on deep structure level.

**Task 12:**

We have already done some experiments on this question, though we have to do a lot still. We gave the students several kinds of sentences with the same deep ideas. Each sentence had special syntactic structure; it appeared that the sentence with simple structures (though with more words) were remembered better than others. So the determining factors were the structure of a sentence. The further research of this question is very important to form one of the methods of teaching namely-teaching with simple sentence.

**Task 13:**

The three above mentioned tasks deal with the researches of studying semantic „thinking”. It is important on its own way, because the „thinking” itself is the key, by using of which it is possible to move from deep structures of the native languages to deep structures of the foreign language and then it is possible to create outer surface structures by transformation. The solving of the I, II, III tasks will show the relationships between semantic representation of „thinking” and deep structure, and also the role of semantic representation of „thinking” in the relations of deep structures of two languages

**Task 14:**

We consider that elaborate of language flair will be possible by the methods of ”reading simple sentences” created by us, in conditions which are closed to Russian speaking ones. It is useful for a student to be appeared in real spoken process. The further researches on this question should be done and their results will be used in new methodology.

**Task 15:**

Here will be discussed synthetic, analyzing, direct methods, also Berlitz’s, Aueni’s, Gogebashviuli’s Palmer’s, West’s, Slama Kazaku’s and other method

**Task 16:**

In this chapter the methodology of researching students knowledge by using the tests will be discussed. Also it will give use possibility to establish their psychological type, then forming the groups of students according to their level of knowledge and then make special curriculums and text for them. All of these should be done before starting teaching process, in order to prepare groups as equal levels as possible.

**Task 17:**

We suppose that the new methodology will be based on the following principles: teaching process should be trended on surface as well as on deep structure levels, from lingual unity to its elements, or from a sentence to a ward from a word to a sound, the movement should be from simple into difficult, from known into unknown, in the process of teaching we should pay attention to real facts of modern Russian language, teaching should carried out from semantic points of facts to their forms, from deep structure into surface structure. The line of teaching should be from speaking to writing from speaking to reading a text and its writing formation. A native language should be used as only helping mean, as the object of comparing (in both surface and deep levels) and during the teaching of the whole material as one of the form of exercising

**Task 18:**

It often happens that a person knows the grammatical system of a language, but in a live speech he/she can’t utter any sentence toxically correct, or maybe he/she is mustered in pronunciation of separate sounds, but can’t pronounce them correctly in connected speech or maybe a person knows the most part of the dictionary, but can’t manage to translate a very simple text. These resistances arise the problems themselves. We should try to find the rational ways of solving these problems. Linguistic process from methodological points of view should be divided into elements and for each elements should be created separate teaching methodology and the

whole lingual knowledge should be carried to a student by defending of unity of a language, by exact dosage of separate parts in it, by changeability of their relationships according to different teaching stages.

**Task 19:**

It often happens that a person knows the grammatical system of a language, but in a live speech he/she can't utter any sentence toxically correct, or maybe he/she is mustered in pronunciation of separate sounds, but can't pronounce them correctly in connected speech or maybe a person knows the most part of the dictionary, but can't manage to translate a very simple text. These resistances arise the problems themselves. We should try to find the rational ways of solving these problems. Linguistic process from methodological points of view should be divided into elements and for each elements should be created separate teaching methodology and the whole lingual knowledge should be carried to a student by defending of unity of a language, by exact dosage of separate parts in it, by changeability of their relationships according to different teaching stages.

**Task 20:**

This work includes working on words, rationalization of word storage, spreading the lexics according the years, the method of explaining and consolidate of the new words also methods of teaching grammar, grammatical minimum and methodology of teaching it, teaching sentences on deep structure levels by the methods which will be created by the results of our researches

**Task 21:**

This work foresees the principles of introductory course of orthoephical and elaborating them and improving pronunciation methodology.

**Task 22:**

In this chapter all existent field in teaching Russian language in Georgia will be discussed, the special attention will be paid to analyzing I. Gogebashvili unique mixed methodology.

**Task 23:**

The method of teaching by simple sentence is elaborated by us and has not been used in any methodology so after, though it needs the further improvement. The method claims usage simple sentences on the earlier stages of teaching. The results of experiments showed us that the simple sentences are closer to deep structure on the view point of their construction and teaching by them will help creating deep structure of teaching foreign languages quickly.

**Task 24:**

The method of comparative analysis is settled and elaborated by us as a result of experimental works and it has not been used in any existent methodology yet, though it will gain its complete form after having done the work on new methodology. Methodological view having been formed after analyzing of researches done on the deep and surface structure of a sentence serve as the basis of this method. It will be a researching or creative teaching method, accordingly this method is deeper than a usual one, as it foresees the dynamism of speech-mental processes in its functioning. in its functioning.

**Conclusion**

To our mind, the new methodology will be based on the following principles:

1. Teaching process should be directed on surface as well as deep structure level.
2. Teaching process should move from the whole to the elements from a sentence to a ward, from a word to a sound.
3. We should move from the simple thing to the difficult one, from the known thing to unknown one.
4. Teaching should be based on the reality of modern Russian language teaching facts.
5. Teaching should be directed from semantic facts of the language to their forms.
6. The direction of teaching should be realized from oral speech to writing, from conversation to reading a text and then to its writing formation.

7. The native language should be used as helping means of explanation, as the object of compare on deep and surface levels, as the special type of exercising during the whole process of teaching (translation from the foreign into the native language, and vice versa).

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## **Staffing and Efficiency of Medical Personnel in Rural Healthcare Institutions of Don, Kuban and Stavropol Territories in the 1930th**

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### **Abstract**

The article analyzes the peculiarities of staffing rural health facilities in the South of Russia, as well as the performance of staff in rural health facilities in the 1930-ies. Problems of staff shortages, the ways of overcoming them, examine the role of the Soviet and party organs of the country in that matter, as well as the effectiveness of the actions taken by the government.

**Keywords:** health care; health care workforce; the collectivized village; collectivization; medical institutions; the rural doctor; the paramedic.

### **Introduction**

Continuous forced collectivization in the late 1920s – the first third of the 1930s marked the beginning of a purposeful actions of the party and Soviet bodies of the South of Russia (and other regions of the Soviet Union) on the construction of a network of health-care facilities to the farmers. Made in the Soviet countryside of the 1930s, radical socio-economic transformation has allowed the government not only to establish full control over agricultural production, but rather to mobilize successfully material resources of the village (including the expense of farmers) and send them not only on industrialization, but also, in part, on the establishment and maintenance of rural medical institutions.

Extremely important towards building a network of health facilities in the collectivized village in the South of Russia was to provide its staff, as well as the performance of medical personnel in the collective farm village of the USSR and, in particular, of the South of Russia in the 1930s.

### **The purpose of the study**

The aim of this study is the analysis of the peculiarities of the staffing of health facilities and the effectiveness of the medical staff in the collectivized village in the South of Russia of the 1930s.

### **Materials and methods**

Source base article were, above all, archival materials, collections of published documents, resolutions of the Council of people's Commissars of the USSR. The work is based on documents from the collections of the State archive of contemporary history of the Stavropol territory (GANI SA), Center for documentation on contemporary history of the Rostov region (CDNI RO). Among the applied scientific publications should be mentioned the works of the famous historians of Osokina E.A., Sudavtsov N.D. and Ovanesov B.T. Analysis of these sources has provided information for the analysis of the study and based on it to see the features of staffing rural health facilities in the South of Russia in the 1930-ies.

Methodological basis of the work were the comparative-historical method, objectivity, formational and civilizational approaches that gave us the opportunity to consider diverse aspects of staffing rural health.

### **Discussion**

There were several conditions, which depended on the degree of efficiency of activity of medical personnel in the collective farm village of the USSR and, in particular, of the South of Russia in the 1930s. First of all, the number of rural physicians had to be high enough to ensure

that the network of health care institutions, considerably enlarged in comparison with the era of the NEP. Next, it was necessary to provide an acceptable level of professional training and competence on their way to work in the village doctors, paramedics, etc. and to provide them with the necessary equipment. Finally, it was necessary to create medical personnel in a normal everyday conditions, both at work and outside the scope of professional activities in everyday life: to provide housing, stable and decent salary, various allowances, etc.

From a formal point of view, village doctors, as well as other representatives of the rural intelligentsia (teachers, workers of public-reading room, agronomists, and so on) was not cause for concern, for their material support looked thoughtful and slender. The salary for medical personnel was carried out at the expense of state and local budgets. In addition, local authorities, collective farms and state farms were to provide intellectuals food, fodder and fuel. The main burden in this matter lay on the collective farms of the Don, the Kuban and Stavropol, because their number has increased steadily.

In January 1933, the government adopted a resolution according to which to perform the mandatory collective grain supply was added a special bonus in the amount of 2 %; bread collected from these 2 %, was used to generate funds for food security for the rural intelligentsia [1].

Finally, in the spring of 1934 the number of government regulations was established centralized procurement intellectuals with sugar and tea, and "other products", the authorities said "had to stand out from local funds, formed due to the decentralized, excess harvesting grain, carnage collection" [2].

Formally rural intellectuals had the opportunity to get the products in sizes that in hard times of "great leap forward" could be considered sufficient to meet the minimum vital needs.

In fact, the situation in the field of food supply of the rural intelligentsia in the period of collectivization was sad, in spite of all the good decisions. It is hardly to be expected otherwise, knowing the features of the tax and procurement policies aimed at the withdrawal of Soviet farmers the maximum possible number of their products. The farms gave the state a maximum of bread and other products and by remark of E. A. Osokina, "living in misery, refused to provide the intelligentsia", which causes the position it was "very bad" [3].

Like other members of the rural intelligentsia of South Russia in the 1930s, health-care workers in the farm villages and stanitsas experienced great difficulties when trying to get from collective farms to which they were entitled by law, food, fodder for livestock or fuel. In particular, in the summer of 1934, the party leaders of the North Caucasus region recognized that the care of rural doctors is very weak and sometimes nonexistent [4]. The doctors themselves often complained about the indifference and callousness of the local authorities, trying to find protection from superiors or even with the help of media to draw the attention of the public and officials on their problems.

Contained in the sources the examples of the difficult financial situation of rural physicians are not isolated, so it is fair to state that the indifference of the authorities to the urgent needs of the employees of health care institutions was widespread on the Don, the Kuban and Stavropol in the third decade of the twentieth century. Naturally, the complexity of everyday plan generated boorish, negligence of the party and Soviet officials to the medical staff, did not effect in the best way on employee motivation and professional activity.

Being left alone with domestic troubles, some rural physicians lowered hands and began involve heavily in the use of intoxicating drinks, others have attempted to improve the material conditions by "self-supply", [5] in documents of the observed period was understood to be the use of official position for personal gain, misappropriation of state, public or private property. "Self-supply", unscrupulous doctors demanded offerings not only from the collective farm administration (for example, to make a positive inspection report the sanitary condition of field camps, which were not actually shone with cleanliness and hygiene). Such doctors or paramedics demanded payment for their services and patients, thereby destroying in their eyes the image of Soviet medicine as the medicine free. On this occasion, the above-mentioned report on the situation in Zelinska district of Rostov region in 1937, it was noted that the Executive Committee was not concerned with issues of life and improvement district, resulting in the hospital until recently was the largest of the crime, bribery, decomposition of the medical staff" [6].

In addition to alcoholism and "self-supply", many physicians responded to heavy physical living conditions of collectivized villages and even radically. They either refused to go to work in the



village and the stanitsas and tried to find a job in the cities, or fled from the countryside after a short stay there.

The natural result of high turnover of medical staff was acute staff shortage in rural health facilities, which was particularly noticeable in the first half of the 1930s.

In particular, at the beginning of 1931 Novocherkassk Executive Committee of the North Caucasus region noted that "only through the village should be 23 doctor", but "currently empty 5 health points, including one place of school health physician [7].

The shortage of doctors due to their unwillingness to go to work in the village or flight therefrom, the moral-domestic corruption, negligence and abuse of the medical staff, – all this was not the best way affect the functioning of the rural health system in the South of Russia in the first half of the 1930s.

The authorities could not accept staff turnover and a shortage of specialists in rural health facilities, as such negative phenomena were not only threatened by the deterioration of the health of the peasantry, but also the weakening of the organizational-economic status of the collective farm system.

In the 1930s, was used a number of ways to overcome common turnover of medical personnel and to ensure the health collectivized villages (particularly in the South of Russia) by qualified experts. Primarily used as a characteristic for that time strict control over the physicians, that they went to work in the countryside and did not leave their posts. On September 15, 1933. The CEC and the Council of people's Commissars of the USSR adopted a resolution according to which medical students on graduation and diplomas must have been at least 5 years to develop them in certain authorities. In 1935, the decision was reaffirmed by the special instruction of the people's Commissariat of health [8].

In 1936 the supervision of medical staff has been strengthened. In April of this year, the Council of people's Commissars of the USSR adopted the decree on the registration of health workers, pointing out the need for introduction from 1 July "personal registration of physicians, pharmacists, physician assistants, nurses and midwives" [9].

Also, the authorities practiced widely maneuvering the staff of health workers, sending the doctors, paramedics, midwives, etc. from area to area (or from the cities to the countryside) on a temporary or a permanent job, in order to weaken the lack of specialists in different villages or stanitsas of the Don, Kuban, Stavropol.

In addition, there was patronage of urban medical institutions on agriculture, [10] when the doctors from the cities provided all possible assistance to their rural counterparts, until the arrival to the village. Of course, this practice did not solve the problem of shortage of staff, but allowed for some time to reduce the severity of the problem in some areas or rural settlements in the South of Russia.

As a rule, the transfer of doctors and other health workers from the city to the countryside was made on the Don, the Kuban and Stavropol regions before and during the most important agricultural campaigns: planting, weeding, harvesting and threshing. So, according to the head of the North-Caucasian medical department N. Ter-Vartanov, on the eve of the spring sowing campaign 1934 was selected and sent from the city to the countryside 80 doctors and 170 nurses. [11] In some cases, the mobilization of urban health workers to work in the village was used as a mean to overcome or at least to minimize the plight of health, established in certain areas due to lack of doctors and other staff.

Unlikely to cause doubt about the fact that maneuvering staff reserves of the health workers had only a temporary effect and was not able to solve the problem of shortage of staff in the collectivized village of Don, Kuban, Stavropol. On this occasion, the employees of the Azovo-Chernomorsky regional Executive Committee noticed in early 1935 that such "activities, however, are only palliatives, and the question of medical personnel in rural areas remains one of the most acute for the region" [12]. To resolve this question was only possible by significantly expanding the network and capacity of the schools and increase the production of trained professionals (taking all measures to employ those in the village and to prevent their outflow in the city).

We must say that in the first half of the 1930s, government authorities of the Soviet Union have taken a number of actions to increase the number of students in medical schools and, consequently, to expand the ranks of the medical staff, both in the city and in the rural areas.

As it was noted in one of resolutions of the Central Election Commission of the USSR, countrywide there was "the general growth of the contingents of pupils in medical higher educational institutions from 26.1 thousand people in 1928 to 48 thousand people for on January 1, 1934"; the number of medical schools increased for the same period with 25 to 49 units [13].

At the end of 1935 VCEC, approving development plans of a national economy and welfare construction of the Soviet Russia for 1936, decided to increase reception in medical institutes to 15 400 people and in medical assistants and obstetric schools. [14] Provided expansion of the contingent of pupils would allow to reduce sharpness of a problem of a staff deficit to 27 thousand people significantly.

In the South of Russia the measures have taken also to increase the number of students in midwifery schools and medical schools.

For training of staff in rural health facilities in the South of Russia measure was used that can be characterized as short-term internship in urban clinics. As a rule, physicians, nurse practitioners, midwives from rural hospitals and medical stations were engaged to work for a period of 2-3 weeks in the leading hospitals of the Don, the Kuban and Stavropol. At the same time, "that it is not suffered and the rural population was left without proper medical care, practiced replacement rural doctors wheeled on training courses, due to time travel urban doctors in the village." [15]

Finally, another measure, to overcome the shortage and turnover of medical personnel in rural areas and villages of the South of Russia, was improving the living conditions of doctors, paramedics, midwives, etc.

Decisions about improving the lives of physicians (primarily rural) have been taken as in the higher institutions, and government officials in Southern Russia in the third decade of the twentieth century. So, on March 4, 1935 the Central Committee of the CPSU(b) and the Council of people's Commissars of the USSR adopted a resolution "On raising the salaries of health workers and increase spending on health since 1935". According to the resolution, upon receipt of housing the doctors were equated to the industrial workers and, in addition, they were given the right to an additional area along with the "responsible employees" [16].

## **Results**

Of course, the above noted measures have helped to increase the number of medical staff in rural health facilities. In the Krasnodar region from 1937 to 1939, the number of doctors increased from 1295 to 1762 people. [17] In Ordzhonikidze region, the number of doctors from 1937 to 1940 also increased markedly: in cities with 358 to 497, in rural areas from 143 to 260, and the number of mid-level health workers has doubled. [18]

In addition, the result of those measures was the reduction turnover of medical personnel, improvement their material living conditions. However, there is no reason to exaggerate the positive efforts of representatives of authorities of the South of Russia on the issue of deficit reduction medical staff. Even by the end of the 1930s in rural areas of the Don, the Kuban and Stavropol was the shortage of qualified medical personnel. Not all graduates of medical institutions and schools were ready to associate professional career with the village due to poor material living conditions and activities.

## **Conclusion**

Continuous forced collectivization led to the rapid expansion and development of the health care system to the rural population. Extremely important towards building a network of health facilities in the collectivized village in the South of Russia was to provide its personnel.

The effectiveness of such measures depends on the development of the system of professional training of physicians, and the activity of the authorities in ensuring acceptable living conditions, lifestyle and activities of rural doctors, paramedics, lekpomov etc.

Throughout the 1930s everyday situation of the medical staff of health care institutions in the collective farm village in the South of Russia was far from the desired ideal, but it was particularly difficult situation in the first half of the specified decade. Physicians, especially doctors, needed housing, food, fuel, their already low salaries were often delayed. All that had led to high turnover of health workers, which exacerbated the problem of the shortage of specialists in rural health care establishments.

Problems in the field of staffing significantly decreased the efficiency of the undertaken by the party and Soviet organs measures for the formation of the collectivized village scale and an extensive network of health facilities.

In the quantitative expression of the achievements of Soviet power in the specified activity were apparent: the collectivization created conditions for the rapid creation of the health care system to the rural population, and the number of hospitals, clinics, medical items in the village of the 1930s, had grown significantly. But at the same time, many health care institutions in villages and villages of the South of Russia, as well as the quality of medical service left much to be desired.

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