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PREPARATION FOR THE SUBTEST "WRITING THE OTHER" AT THE LESSON OF RUSSIAN AS A FOREIGN LANGUAGE

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Abstract: the article is devoted to the problem of writing the Subpart Letter for the exam of Russian as a foreign language (RFL). The authors on the basis of their practical experience of teaching RCTS offer the best way to prepare students for this type of exam.

Keywords: subtest, Russian as a foreign language, reading, listening, speaking, writing.

Having studied Russian as a foreign language, each student to prove their knowledge and communicative abilities of language proficiency according to the state educational standard passes the certification exam. The exam takes place in the form of testing, and includes 5 subtests: reading, writing, grammar (vocabulary), listening and speaking [6,7,8]. All subtests are based on the lexical minimum, which includes levels of proficiency in Russian: basic level (including elementary level); the first certification level; second level certificate; third certificate level; fourth level certificate [2,3,4].

The preparation and processing of the subtests in the methods of teaching Russian as a foreign language engaged in such scientists as: N. P. Andryushina, V. V. Kozlov, G. A. Bitekhtina, I.e. Vladimirov, L. P. Klobukova, L. N. Noreiko, V. I. Odintsov, in their works, however there is no guidance for teachers, AR, how to prepare students for this type of exam. This problem we tried to address within our research.

The first skills section tests are carried out in a preparatory course during practical exercises. Within our articles we will touch on the preparations for the subtest - letter. The letter in this case is understood as an email message to any of the relatives or friends, but it's the rules of writing is significantly different from conventional (traditional) letters. So, in subtests the letter asks a number of questions, answering which, it turns out the full text of the letter-essay, which aims to control of knowledge acquisition during the period of training. Moreover, if in an ordinary letter may be lacking logical transitions, subtests letter it is important to follow a logical sequence of construction of the text based vocabulary and questions [2,3,4,6,7,8].

It should be borne in mind that we are talking in their native language and for us writing letters - as usual. For foreigners Russian language is not native - foreign, so the first thing students need to explain what a letter, what are the letters and how they are issued.

Therefore before the training of writing a letter, we recommend that you enter preliminary information about the letter, give its definition and describe the kinds of writing: with address and demand, and directly show the envelope with the details.

We also recommend that you talk to, about telegram, postal card, postcard, and stamp. For better understanding and memorization of the received information it is important to use visual AIDS: photographs, pictures, posters, letters and envelopes, as well as media support of the lesson [5].

After entering background information, the teacher talks about the addressee, that is, who we send emails to: friend, loved one, anyone (public), business partner, future (posterity).

Then proceed to the next stage of practicing the skill of writing letters. The teacher takes any of those passed: city, family, study, etc., and invites the students to share what they wrote to his friend, for example about the city. This assignment is aimed to teach students to verbally Express their thoughts in a foreign language, and then to use these language skills in the course of writing the letter.

Another important point when working with "Letter to a friend" is listening, we offer, educational text messages to record on the audio recording so that students in the study listened to not only voice teacher, and get used to the perception of Russian speech from different media (audio, video). After listening to the recording it is important to ask the following questions: what is referred to in the letter? What is the mood of the letter's author? How the students themselves perceive them emotionally read the letter? Like it or not?

As a final preparation for the beginning of writing "letters to the friend" we encourage you to write with the students a few letters from dictation, but if you give them independently to rewrite the text, this approach will not give the perception the student to draw an analogy (parallel) in relation to their language. Thus, trainees with initial skill of writing letters in a foreign language, and only after mastering the technique of writing letters in conjunction with word analysis vocabulary should be to give them to write their own letters.

As an example, let us examine the lesson "Letter to friend". As part of the lesson involves all of the elements of methods of teaching Russian as a foreign language is listening, reading, speaking, writing (9). Before you start to work with the theme of writing "a letter to a friend", the students ask questions: what's your name? Who Are You? How old are You? What family at You? Who are your parents? Where do You live now? You study or work? Where? What do You like doing in your spare time? [6,7,8]. This is a mandatory questions, as they are developed in accordance with GOST, the answers will lead to the understanding of the meaning of a written text.

A sample script of the lesson:

lecturer:

- Initially, the letter called handwritten text message on paper. Currently a letter is a message sent via SMS the mobile phone, image or multimedia (video and audio), as well as letters via the Internet.

lecturer:

- And now we will read the Novel a letter to Alexander.

"20.05.2014,

Hello, Alexander!

How are you doing? What do you do in your free time, how is your studies, what's new at the Institute? I'd like to know how you live? I very much miss home, family and friends.

For several months I live in Tyumen, I study Russian language, I like to live and study in this city.

Every day we teach Russian language, however, twice a week we have physical training. After her feet hurt, so as to have to run six miles.

Learning Russian language is hard, in the Russian language there are cases and many exceptions to the rule, but there are good and kind teachers who taught me and my comrades. The classes we are interesting and fun, so forget all the difficulties of the language.

On holidays and weekends we go out into the city. In Tyumen many museums, there are theaters, cinemas, but the most favorite place that we visited is a shopping center "Goodwin". Inside the Mall there are several cafes in the middle of the building stands a beautiful fountain, near which we often take pictures and of course there are a lot of small shops.

I suggest you buy a plane ticket and come to visit us over the Christmas break, and I will gladly meet you at the airport, show you the city of Tyumen and its attractions.

That's it.

Goodbye. Your friend Roman!"

lecturer: And now let's read the letter together.

After reading the letter, the teacher moves on to the topic of speaking and begins to ask questions about the text of the letter that the students were able not only to understand but also to remember the text of the letter we suggest to the teacher by posing questions to the Association. Thus, students will be mentally and visually located in the environment in question and this will help them to create a mental image of what is happening. Additionally, you have to draw the learners ' attention on where they were stored (localized) received information [1]. This approach will allow not only to assimilate the material studied, but also to memorize new words and combinations of words.

lecturer: Answer the questions:

1. This is a letter to a friend, or a love letter? Why? And you write letters (Association)? Where do you keep writing (localization)?

Answer: ...

2. What wrote the letter? What you write letters (Association)?

Answer: ...

3. This SMS from a mobile phone or an email across the Internet? You frequently send letters to family (Association)? As you correspond with them (Association)? Where do you get the paper (localization)?

Answer: ...

4. When the letter is written? And when you sent letters to his family (Association)?

Answer: ...

5. Where is your friend's novel? And where are your friends (Association)?

Answer: ...

6. Roman asked Alexander how he's doing? And you are asking how your friends (Association)?

Answer: ...

7. How long novel lives in Tyumen? And you, how many live in Tyumen (Association)?

Answer: ...

8. Roman misses home, why? And you miss home (the Association)?

Answer: ...

9. What are the subjects the novel? And you, what subjects learn (the Association)?

Answer:...

10. Easy Novel to teach Russian language? And you can easily learn Russian language (Association)? And how do you want to learn Russian language (localization)?

Answer: ...

11. As you study the Novel? And you like to teach Russian language (Association)? Where you write down new words (localization)?

Answer: ...

12. Making Roman holidays and weekends? What are you doing in the holidays and at weekends (Association)?

Answer: ...

13. In Tyumen there are museums? How much? Do you go to museums (Association)?

Answer: ...

14. Goodwin is a Museum? And you were in the "Goodwin" (Association)? You were my friend in "Goodwin?" (localization)?

Answer: ...

15. What is the fountain? Why in the Goodwin fountain? You've seen the fountain in the Goodwin (Association)?

Answer: ...

16. Roman loves to be photographed? Do you like to be photographed (Association)? Where are stored your photos (localization)?

Answer: ...

17. Call Roman Alexander for a visit? And you call friends to visit (the Association)? Where is your friend now (localization)?

Answer: ...

18. Where Roman will meet Alexander? And you'll meet his friend, if he will come to you (the Association)? If you come to the other, where you will be met (localization)?

Answer: ...

19. What sights will show the romance of Alexander, when Alexander will arrive in Tyumen (Association)? And you, what sights would show your friend (localization)?

Answer: ...

20. You like this letter? And as you chat with your friends (Association)? Where do you usually write letters (localization)?

Answer: ...

Teacher: rewrite the letter and submit it for review.

Teacher: and now you have to write a letter to a friend. Tell him about your life. The letter should contain not less than 20 sentences [7]. In a letter to report:

1. Where do you live now?

2. Where do you work or study?

3. Do You have family?

4. What you do in your spare time?

5. Do you speak Russian? With whom?

6. Invite him to visit.

7. Tell us about your plans for the future.

8. Say goodbye.

Teacher: so, today we learned that this letter, learned the types of letters, read the text of the letter.

Homework: to write letters to friends or relatives, in free form, i.e. in this case, You have the opportunity of a creative approach to the studied topic, and in the next lesson, we'll read them, I think you'll have a very interesting and fun letters. Thank You for the lesson!

As shown by our practice of preparation of writing the Subpart "the Letter" by our proposed effective scenario, at the end of the semester, we received a positive result from the work done with students. All the students coped brilliantly with the task and received high scores.

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CONTENT AND STRUCTURE OF GEOGRAPHY COURSE IN SPECIAL SCHOOLS
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Introduction. Cardinal changes in politics, economy and social sphere of Ukraine, the integration of the country into the European community conditioned the necessity to modernize the national system of education in accordance with the world standards. The main idea in the development of the educational space is the competence approach to the formation of the content of education at all the levels.

The school course of geography is the component part of the educational field "Natural History"; it is considered as the basic general education subject compulsory for studying by the pupils with particular educational needs. The important function of socialization and adaptation of the pupils with limited health possibilities in the environment and social-civic life is placed on the content of geographical education at a special school. The problem of re-interpretation of the logics in constructing the school course in geography is actualized and its content in teaching the children with the defects in their mental development on the basis of the personally-oriented approach is made concrete. Thus the succession of new tasks concerning the renewal of the content component in the school courses of geography and their further realization in the education-upbringing process at special educational institutions is put before educators.

In the above-mentioned context we think it necessary to consider the peculiarities of the content component of the geographical education of children with the defects in the intellectual development represented in the draft of a new school program.

The significant aspects of the standardization of the geographical education in the special general-education establishments for the mentally retarded children as well as the substantiation of the content component of geography as the educational subject, its aims and tasks are represented in the scientific surveys of the native scientists: S.Dubovs'kyi, M.Kuznetsova, V.Lypa, L.Odynchenko, V.Synjov, T.Skyba and others. The interest of scientists to the problem of providing the school course of geography with the education-methodical materials and modern textbooks has significantly upgraded in the last decade.

The main text. Nowadays the solving of the problem of concretization and arrangement of the content of primary general education and basic general secondary education for children with special needs in accordance with the demands of the existing state standards is rather important. Coordination of the entire work on renewing the content of special education, working-out the correction-developing and scientific-methodical accompaniment of the modern innovations is laid on the Institute of Special Pedagogy of the National Academy of Pedagogical Sciences of Ukraine. In order to fulfill the orders of the Ministry of Education and Science of Ukraine [1; 3], the scientific-pedagogical associations on the elaboration of the

programs in correction-developing work for the 1st level school (preparatory, 1ˢᵗ-4ᵗʰ forms) and 2ⁿᵈ year school (5ᵗʰ-9ᵗʰ (10ᵗʰ) forms) of special general-education institutions were established.

Thus, the educational program in geography (6ᵗʰ-9ᵗʰ forms) was worked out for special general-education establishments for the mentally retarded children on the basis of Provisions of State Standards; it will start its functioning in 2016-2017 academic year. The general purpose of the school course in geography will be realized through solving the main tasks, such as:

- formation of the general geographic knowledge and skills concerning nature, population and economy of different territories;
- the acquisition by the pupils certain geographical terminology necessary for understanding modern information and using it in one's everyday life;
- the formation of skills on putting into practice the knowledge attained and to use the sources of geographical information;
- the development of the intellectual abilities of pupils and their connected speech, emotion-volitional sphere, perceptual interest in the process of geographical observations, solving concrete practical tasks of various character, independent gaining new knowledge;
- making contribution to the national-patriotic, ecological, moral-ethical and aesthetic education.

The content of the educational program has both – linear-stepped and spiral-concentric structure. From the one side, we witness certain completeness in the educational course for each form and precedence of the physics-geographical block over the economy-geographic one; from the other side, the deepening and widening of geographical knowledge and practical skills already gained is foreseen (in various forms and volume); the revision of geographical material with the aim of systematizing and generalizing it in accordance with the age and psychological peculiarities of children with intellectual backwardness.

Courses of geography according to the academic years are portioned out with taking into consideration the peculiarities of intellectual development of pupils: 6ᵗʰ form – "Elementary Course of Physical Geography" (68 hours), 7ᵗʰ form – "General Geography" (35 hours), 8ᵗʰ form – "Geography of the World" (68 hours), 9ᵗʰ form – "Geography of Ukraine" (68 hours).

Geography for the 6ᵗʰ form is the first systematic course of a new school subject. The content of the elementary course of physical geography provides for the theoretical and cartographic preparation for the study of the next courses.

The primary course of physical geography in the 6ᵗʰ form foresees the study of such sections as: "Orientation on Locality", "Plan and Map" which is the pre-condition of the successive teaching the pupils the cartographic language and forming the elementary geographic ideas and notions with a map as a support. The formation of general knowledge on the inner structure of the Earth, the diversity of the forms of relief, ponds and lakes on its surface, vegetative and animal world also starts with the elementary course of geography. The pupils master the elementary ideas about the atmospheric processes, elemental phenomena in nature; receive information about the

population of the Earth and kinds of economic activities as well as the influence of a man on nature.

The ethnographic principle forms the foundation of studying the course of geography in the 6th form; it provides for learning the primary starting points of physical geography on the concrete life material, conscious acquisition of knowledge, skills and social experience on the level of empiric-sensitive perception. All the general geographic knowledge about the plan and the map, nature and population are made concrete in the process of learning the themes connected with the geography of locality.

In the course of *geography for the 7th form* the knowledge in geography already attained in the previous forms are systematized on the more complicated material.

The section "The Globe" is aimed at the acquaintance of pupils with the globe and the map of semi-spheres, peculiarities of graphical representation of the globe on the map, continents and oceans, as well as uncovering the regularities of the natural phenomena connected with the rotation of the globe around its axis, enlightening and heating the surface of the Earth by the Sun; the formation of knowledge about the thermal zone and the rules of their location on the Earth.

The content of the section "Natural Zones and their Location on the Surface of the Globe" gives the pupils information about the diversity of the natural conditions on the Earth, the peculiarities of natural zones. Schoolchildren study the geographical position of natural zones, peculiarities of nature: surface, climatic conditions, the originality of the vegetative and animal world, the main occupation of the population, and the changes of natural conditions under the influence of the work of people.

Geography in the 8th form is a logical continuation of the course of "General Geography" and relies mainly on its material.

In the section "General Information about the Earth, Sun, Moon" the pupils are given the elementary knowledge about the Sun as one of the stars, that the Earth and its satellite – the Moon move around the Sun. The reasons of eclipses are explained, the information about the artificial satellites of the Earth and about the cosmic flights of people is introduced.

The study of the section "Geography of Continents and Oceans" in the 8th form is aimed at the formation of the concise knowledge about the geographical position of continents and oceans on the physical map of semi- spheres, ideas about the natural conditions of the continents and oceans, their dimensional heterogeneity and the elementary notion about the political map of the world, population and different countries.

The study of the course "Geography of Ukraine" *in the 9th form* nowadays occupies one of the leading places in the formation of a personality of a citizen of Ukraine. It provides for the investigation of the native environment and contributes to the development of the ethnic, territorial and state patriotism. The educational course in question, from the one side, crowns the school education of the pupils in natural geography, from the other side it is the component part in forming the conscious wholesome geographic picture of one's own country on the basis of the analysis of its main components – nature, population, economy. These components are mutually dependent and inter-connected.

The course of geography ends in the 9th form with the section "Geography of my Region". It gives the graduates the possibility to form the more complete and differentiated ideas about the objects of nature and natural phenomena, makes easier the acquisition of geographic knowledge in the wholesome system, it also allows to connect the study of geography with everyday life and to involve the pupils into solving the problems of surroundings accessible for them, thus installing love for their own Motherland.

Conclusions. So, geography as a school subject is oriented at the formation of the wide spectrum of world-outlook knowledge of pupils with the defects in the intellectual development, influences the development of their civic consciousness, and provides for the process of socialization of a personality and preparation for independent life. The transformation of the content of the school course of geography in the practical work of special general educational establishment for the pupils with particular educational needs may be mostly effective only if the substantial improvement of the education-methodical provision of this school subject is achieved. We think that the publication of a cycle of scientific-methodical articles for special scientific editions devoted to revealing the methodical approaches to the study of separate geographical courses, sections and themes of the program are the most perspective ways of solving the task. Among other forms of work we may find carrying out seminars, methodical consultations, "round tables" at different levels for exchanging experience concerning the practical realization of the content component of the educational program, working out and constructing the education-methodical complex in geography.

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J11608-003

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FEATURES OF BEHAVIORAL
COMPONENT OF SELF-CONCEPT OF MEN WITH DIFFERENT
SEXUAL IDENTITY AND DIFFERENT HIV STATUS

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Annotation. This paper considers the relation between the behavioral component of self-concept and stigmatization of the person as separate and combined in the form (for example, stigmatized sexual identity and HIV status).

Keywords: Self-concept, stigma, stigma, behavior.

One way to explore the values of self-concept for a man is its study of people experiencing difficult life situations, such as moving to a permanent residence in another country, partial or complete loss of efficiency, there is a complicated disease, etc. In this context, the rich material may be a self-concept study in people with homosexual HIV-positive as people experiencing a certain crisis in connection with the double stigma. The experience of the complexities of the "internal" and "external" nature is often accompanied by various kinds of psychological problems associated with self-acceptance, the discrepancy between desired and actual using ineffective strategies of behavior.

The study used: method of studying the value orientations of the individual (Schwartz S.); technique to study personality traits: questionnaire "persistence-compliance" (Eysenck H., Wilson G.).

The study of value orientations were obtained the following results (Table 1).

Analysis of the rank values of value orientations allows us to draw the following conclusions: men stigmatized sexual identity with HIV-positive status are the most important values associated with independence, achievement and power. These data may indicate that men in this group is characterized by the pursuit of autonomy and independence from others in choosing courses of action; to demonstrate personal success, as well as achieving a high social status.

Table 1

The mean values and value orientations of ranks among men of different sexual identities with different HIV status

Value orientations	Men with stigmatized sexual identity and HIV-positive		Heterosexual men with HIV-positive status		Healthy men with stigmatized sexual identity	
	Av.	Rank	Av.	Rank	Av.	Rank
Conformality	2,2400	9	3,2150	7	2,3482	9
Traditions	1,9360	10	2,3520	9	2,1042	10
Generosity	3,4080	4	4,5200	2	2,5420	8
Universalism	3,1462	5	3,9015	5	3,9866	3

Independence	4,5640	1	3,9950	4	3,4640	4
Stimulation	2,5700	8	2,9399	8	4,7662	1
Hedonism	3,0866	6	3,3666	6	4, 3600	2
Achievements	3,8820	2	4,3960	3	3,1266	5
Power	3,4866	3	2,2900	10	2,6400	7
Security	2,9640	7	4,8880	1	2,8742	6

The priority of the first three value orientations, in our opinion, may be associated with the ideas of men stigmatized sexual identity with HIV-positive that by achieving independence and personal success can prove to others, and especially to ourselves that in spite of the negative attitude social context to the homosexual and dangerous carriers of the virus, they can be socially successful.

For heterosexual men with HIV-positive at the level of normative ideals of the most significant were such values, security, generosity and achievements. That there are men in this group is primarily focused on the care of the safety of loved ones, preserving their welfare, maintaining stability, and then to achieve personal success.

It may be noted the importance of this value orientation as an "achievement" for the two groups of men with HIV-positive status.

For healthy men stigmatized sexual identity are the most important values associated with stimulation, hedonism and universalism. This indicates that these valuable commitment to diversity and the search for new experiences and related emotions, pleasure and sensual pleasure. Value of universalism, in our opinion, is the desire to understand this group of men the social context, tolerance and security within it.

In general, the analysis of the importance of hierarchy and value orientations of the three groups of men indicate that men of homosexual orientation (both healthy and HIV) are more focused on themselves, whereas heterosexual men - on the other. If given the choice to analyze in terms of conformity to gender stereotypes, we can talk about at sex type against vital targets heterosexual men and more sex type men of homosexual orientation.

The least important for men stigmatized sexual identity, both healthy and HIV-positive, value orientations are related to compliance with customs and traditions, with conformism. In our opinion, the fact that these men are poorly significant observance of traditions, customs (cultural, religious), as well as the rules and regulations adopted in society, can be explained by the fact that gay men are aware that taking their homosexuality, they no longer conform to social expectations, and oppose themselves and their way of life and traditions of the majority rules. Therefore, to reduce the stress caused by possible opposition, they devalue the existing traditions and rules and consider them unimportant. In addition, the existing rules, regulations, traditions and customs are based on the heterosexual culture that can also be the reason that they are insignificant for homosexual men.

When studying individual priorities as a strategy of behavior, most often manifested in the interaction with society, we obtained the following results (Table. 2).

Table 2

The mean values and behavior strategies ranks of men of different sexual identities with different HIV status

Value orientations	Men with stigmatized sexual identity and HIV-positive		Heterosexual men with HIV-positive status		Healthy men with stigmatized sexual identity	
	Av.	Rank	Av.		Av.	Rank
Conformality	0,9950	9	1,4300	8	1,1100	9
Traditions	0,6450	10	0,9400	10	0,8999	10
Generosity	1,9600	4	2,5900	2	1,6199	7
Universalism	1,7532	5	2,2099	4	1,7650	6
Independence	2,8100	1	2,8035	1	2,8066	1
Stimulation	2,4399	2	1,9999	5	2,1040	4
Hedonism	2,3533	3	1,7532	7	1,9532	5
Achievements	1,7400	6	1,7750	6	2,5533	2
Power	1,5199	7	1,1416	9	1,4340	8
Security	1,0240	8	2,2560	3	2,3560	3

Based on the data presented in the table, we see that in concrete actions of men stigmatized sexual identity is most implemented strategy of behavior associated with the achievement of independence, the search for variety and pleasure.

It may be noted that at the level of specific actions of men of different sexual identity "achievements" are not evaluated how to implement a greater extent, but with the self-assessment of personal achievements were received average or above-average performance. Directly opposite situation in healthy men stigmatized sexual identity. We believe that it is possible to judge the inadequate self-esteem in the field of personal accomplishment in men of all three groups.

The least of men stigmatized sexual identity with HIV-positive status is implemented behavior aimed at preserving their own safety and the safety of loved ones, to meet social expectations, to comply with the cultural and religious traditions, rules, and regulations adopted in society.

In general, evaluating the significant and insignificant strategy of behavior for men in this group, it can be assumed that they may be characteristic of risky behavior.

In heterosexual men with HIV-positive people in specific actions to the greatest extent realized in the orientation of the behavior associated with the achievement of independence, as well as the orientation of the behavior aimed at achieving and maintaining safety and welfare of loved ones. The least realized orientation in

behavior related to the observance of cultural and religious traditions, to achieve and maintain power over people and means to meet social expectations.

Healthy men stigmatized sexual identity in specific actions to the greatest extent realized orientation in behavior aimed at achieving self-reliance and personal success according to social standards.

In the study of styles of behavior in men of different sexual identities with different HIV status revealed significant differences ($p < 0.01$) on the scale of "aggressiveness", "search for stimulation," "the installation of success" and "masculinity" (Figure 1).
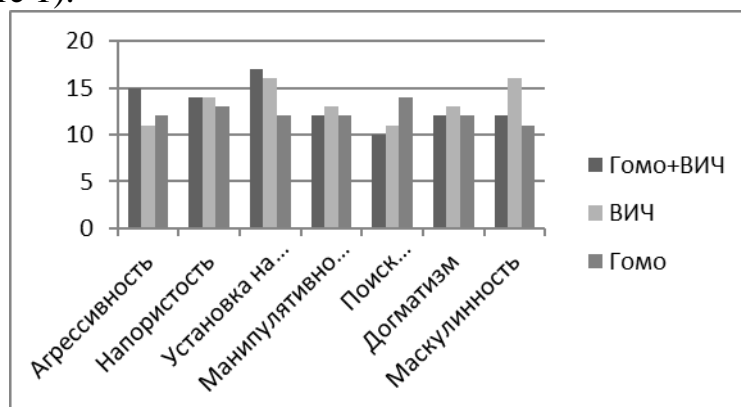

Figure 1. Mean in styles of conduct of men of different sexual identities with different HIV status.

The data may indicate the following: men stigmatized sexual identity with HIV-positive often used in the behavior of direct or indirect aggression in the conflict less likely to use behavioral styles associated with the possibility of reaching a compromise, compared with other participants in the study.

Authentically significant differences on the scale of "the search for stimulation" healthy homosexuals suggests that their behavior, compared with HIV-positive participants, often focused on a search for new experiences and different experiences.

Heterosexual men with HIV-positive, compared with women of homosexual orientation more balanced and gentle in communication, mostly prefer to avoid conflict. Their activity is less focused on finding thrills preferred safety own home.

High performance "setting success" in groups of HIV-positive men may talk about the inclusion of psychological defense mechanisms.

Lower rates on a scale of "Masculinity" homosexual men say that these men are less likely to exhibit behavior consistent with traditional notions of "manhood."

The lack of significant differences in such scales as "assertiveness", "manipulativeness," "dogmatism" can say that between the two groups of men are no significant differences in the frequency of use of styles of behavior, which demonstrates persistence in achieving goals, or passivity, prudence, practicality or credulity, stiff plants or tolerance to a lack of uniformity in opinions and attitudes.

Research polotipizirovannosti behavior.

A study of the adequacy of gender in childhood showed that among men stigmatized sexual identity 60% in childhood showed more gender adequate behavior, that is, play traditional games for boys: cars, "voynushki", sports, etc.

Showed more gender-inappropriate behavior in childhood, 40% of men of homosexual orientation, that is interested in dolls and cosmetics, we preferred the company of boys and girls society etc.

Among men, heterosexuals 90% described their behavior as the most adequate gender, undecided 10%, noting that there was to be variable behavior.

There are significant differences in the responses of men: for example, heterosexual men significantly more often chose the positive answer in relation to gender-appropriate behavior in childhood (p<0.01) and less in relation to gender-inappropriate behavior (p<0.01) compared to men of homosexual orientation.

In relations with the partners prefer to be a leader 30% of men of homosexual orientation, equal relationship - 60% to be ward - 10%, the option to be "independent" not chosen one.

Among men, heterosexual leader be 80% prefer to be independent - 20%.

In general, the results of the study the behavioral component of self-concept in men of different sexual identities with different HIV status, we can formulate the following conclusions:

• homosexual men, both healthy and HIV-positive, is dominated by values, designed to meet their own needs, heterosexual men value orientations aimed at caring for the welfare of the environment;

• behavior of homosexuals to HIV-positive status is mainly focused on the search for new experiences, diversity, new experiences. The behavior of heterosexual men is aimed at taking care of the welfare and safety of his family and loved ones. The behavior of healthy men stigmatized sexual identity is aimed at the acquisition of independence, personal success according to social standards and security relations and of itself;

• Men stigmatized sexual identity irrelevant observance of customs and traditions; we assume that this is due to opposition to the majority;

• resulting from the study data may also indicate greater sex type behavior among homosexual men. According to numerous studies [R. Burns, 1986; S. Byrne, 2001; S. Boehm, 2004, and others.] Values, designed to meet their needs, behavior, characterized by a greater orientation to themselves, rather than on interpersonal relationships, characterized by most men.

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J11608-004

Levkova E.A., Shukolovich V.V., Savin S.Z., Budnitski A.A.
PSYCHOPHYSIOLOGICAL ASPECTS OF SELF-CONCEPT FUTURE SPECIALISTS (THE CASE OF SPECIALTY EPI)
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Annotation. Research is devoted to the study of psycho-physiological characteristics of the formation of professional self-concept among students of technical specialties. The procedure for the study included the preparation stage of the study, data collection, processing of data obtained by methods of mathematical statistics, analysis and interpretation of the data.

Keywords: psychophysiology, self-concept, galvanic skin response, cognitive component, emotional and evaluative component, a behavioral component.

Actuality: The phenomenon of the "Self" in the specialized literature is studied in line with all sorts of theories of personality, i.e. general theoretical level and in a variety of copyright psychological approaches [1,2,4,6]. Despite this, the knowledge and the description of the self-concept and directly "I" of man, in scientific theory and practice, is still one of the biggest problems [5,10].

All behavioral reactions depends to some extent on the psycho-physiological component of the higher nervous activity of the individual. In accordance with the concept of Pavlov's personal behavior guidelines, a change of mental activity due to personal differences nervous activity [8]. The basis of personal differences in the activity of the nervous system seems to expression and comparison of the properties of the basic processes of the nervous system - the process of excitation and inhibition process.

To realize the full or partial compliance "of ideal-I" and "I am real" to achieve compliance with the individual professional implements certain behavioral responses as innate (temperament) and acquired (adaptation) character. The link between these components is a department of the vegetative nervous system. Playing a leading role in the maintenance of a constant internal environment of an organism and adaptive responses [3,7,11,12].

The need to approach "I am perfect" and "I-real" in the formation of the future expert in connection with the occurrence of serious intrapersonal conflicts defined not only relevant, but also scientific and practical novelty of the study [9].

Purpose of the study. The study of psycho-physiological characteristics of formation of professional self-concept among students of technical specialties.

Hypothesis of the study:

1) Hypothesis: in the self-concept of modern engineering students will be leading Conventional type (for Holland) and cognitive component.

2) Hypothesis: The main psycho-physiological patterns of the self-concept of the future professionals are stress, high motivation and performance.

Materials and methods. The procedure for the study included the preparation stage of the study, data collection, processing of data obtained by methods of mathematical statistics, analysis and interpretation of the data.

The preparation phase for the study consisted of a choice of a conceptual approach, conducted relevant research, writing a program of research and selection of methodological tools in line with the aims and objectives of the study included the following evaluation methods.

Characteristics of respondents. The contingent for the study was presented to the students of Institute of Electrical Engineering (ELEI) FESTU, 3-5 courses. The total number of students in the sample was 25 people. The age range of 19 to 23 years. The gender ratio in the sample is approximately equal: men - 52% women - 48% of respondents.

Social uniform status. Respondents were raised in two-parent families, at this stage, all of the respondents live with their parents, do not work, study at the university. Respondents have expressed psychological or neurological disorders.

Thus, as a result of frequency and factor analysis of the socio-demographic characteristics can be said that the sample is homogeneous and representative.

Methods of research.

1. Personal differential

Methods of personal differential is developed on the basis of the modern Russian language and reflects our culture formed in the understanding of the structure of personality. The aim of its development was to create a compact and valid learning tool of certain personality traits, its self-awareness, interpersonal relationships, which could be applied in the clinical and psychological and psychodiagnostic work, as well as in social and psychological practice.

2. Q-sorting by William Stefansson.

William Stefansson questionnaire Q-sort is used to study the representations of the person about himself and diagnostic trends in the behavior of the group. When using this technique the test shows your personality, i.e. real "I" and not "match-mismatch" stereotypes and the results of other people.

3. Fault self-actualization technique by A.V. Lazukina (adaptation N.F. Kalina).

The technique is aimed at studying the level of self-actualization.

4. Methods of study of the self by S.R. Panteleev.

The technique is intended to identify the structure of the self-identity and self-expression of the individual components: closed, self-confidence, self-leadership, self-reflection, self-worth, self-attachment, inner conflicts and self-blame.

5. Test the meaning of life orientation by D.A. Leontiev.

Test "Meaning of life" by D.A. Leontiev to evaluate the "source" of meaning in life, which can be found in the man or the future (goal), or in this (process) or past (result), or in all three components of life.

The test is an adapted version of the test "The purpose in life" (Purpose-in-Life Test, PIL) Crumb James and Leonard Maholik. The methodology was developed based on the theory of the desire for meaning and logotherapy of Viktor Frankl, and was aimed at the empirical validation of a number of concepts from this theory.

6. Methods for diagnostics of socio-psychological adaptation by Rogers and R. Diamond.

Technique adapted by A.K. Osnitsky in the form of a questionnaire. Table-key processed questionnaire given the established boundaries of the definition of adaptation or maladjustment, acceptance or rejection of self, others, emotional comfort or discomfort, internal or external control, domination or statements, leaving the decision of problems. The methodology is designed to study the peculiarities of social and psychological adjustment and the related personality traits.

7. Test the questionnaire "The motives of choice of profession" (by Grunshpun S.S.)

The technique allows to determine why choose this or that profession, and to anticipate how successful it will acquire optant how seriously, enthusiasm will work, how stable is the interest in the chosen activity.

8. Method for studying the motivation of university studies T.I. Ilina.

This technique is aimed at defining the leading motive of university studies. The procedure involves three scales: "The acquisition of knowledge"; "Mastering the profession"; "Graduation".

9. The questionnaire by Holland

In 1966, George Holland has developed a psychological concept that combined theory with the theory of the individual choice of profession. This concept and create on its basis the classification of professions widespread abroad. To determine personality types G. Holland developed a method of diagnosis of "personality type", which allows you to define the professional preferences and interests.

10. Diagnostic Method interpersonal relationships by Leary

The technique is designed T. Leary (T. Liar), G. Leforzhem, R. Sazekom in 1954 and is designed to study the subject of representations of themselves and ideal "I", as well as to explore the relationship in small groups. With this technique revealed the predominant type of relationship to people in self-esteem and mutual evaluation.

11. Galvanic skin response - bioelectric reaction, recorded from the surface of the skin. GSR considered as a component of the orientation reflex, defensive, emotional, and others. Reactions associated with sympathetic innervation, mobilization of resources and is the result of the activity of the sweat glands. GSR is possible to register any portion of the skin, but best of all - with the fingers and hands, soles of the feet.

Research galvanic skin response, as is known, began in the late 19th century K. Fere and I.R. Tarkhanov.

Research results

According to the results of empirical research, we can conclude that both hypotheses put forward in the study, is the assumption that: firstly, in the self-concept of modern engineering students leading to Conventional type (in Holland) in combination the cognitive component; Second, the basic patterns of psychophysiological self-concept of the future direction of technical professionals are high stress tolerance and motivation, as well as performance, fully confirmed. Indeed, future professionals (for example, students ELEI) focused on the acquisition of

knowledge, the mastery of a profession that, in turn, indicates a high motivation. But future professionals in explaining situations tend to rely on external factors to believe in the domination of external factors over internal, indicating that external locus of control. As students of the specialty ELEI have difficulty in self-determination, in connection with the future profession. Which may explain the discrepancy "I am perfect" and "I am real." However, this discrepancy bears not only negative but also positive effects, since it is the source of the desire for perfection.

The results can be used for professional selection, professional counseling, to improve the efficiency of a professional, and as a result, reduce the risk of emergency situations in the professional activity. Perform basic performance requirements - security. In addition, data will be relevant for the formation of professional competence and the actual professional satisfaction.

Just as in the selection and in counseling should be given based on the future of professional representation of his about his career and personal growth.

CONCLUSIONS

1. Investigation of theoretical approaches and trends in self-concept, revealed that they share: the ambiguity of the definition of self-concept, which are the fullness of the concept of the theoretical and research context; or in the study of its structure, or in terms of the process; determining the causes of the contents of the self-concept or just internality factors or externalities; prevalence trends of fragmentation. Overcoming these methodological difficulties when looking at possible self-concept as a special mounting model combines, cognitive, emotional as the grading system, behavioral components are compiled its different areas within the same measurement system.

2. The data of domestic and foreign literature, allow to speak out in favor of the little-studied phenomenon of psycho-physiological self-concept, in the context of professional activity and / or its future definition. The link between the constituent components of the self-concept, in our opinion, is a particular response of the individual under stress that with a high degree of reliability is reflected methods GSR.

3. In accordance with the circumstances of the individual actions, from his hobbies and passions, some features of his temperament can change their terms, which leads to the convergence or divergence, respectively, "I am perfect" and "I am real." To realize the full or partial compliance "I am perfect" and "I am real" to achieve compliance with the individual professional implements certain behavioral responses as innate (temperament) and acquired (adaptation) character. The link between these components is a department of the vegetative nervous system, which plays a leading role in maintaining constant internal environment (homeostasis) and adaptive reactions (adaptation).

4. The study showed that there is a gap between "I am real" and "I-ideal" students majoring ELEI. Respondents evaluated the discrepancy himself to his idea of the perfect personality and seek to change ourselves in accordance with these ideals. This mismatch can lead to serious intrapersonal conflict, professional deformation and fading personality. On the other hand, different "I am real" and "I-ideal" is a source of self-identity and the desire for development.

5. The research results also indicate external locus of control, exposure to believe that their fate depends on luck, chance. Respondents did not begin to feel better able to manage the events of his life, even after achieving success and tend to explain the successful outcome of luck or coincidence. The tendency to deny the self-blame in situations of conflict and domination over internal external signs.

6. Evaluation of emotional responses to questions showed that the highest emotional load associated with the self-determination of students in the profession.

The results indicate divergence "I am real" and "I-ideal" relative views on the profession and the activities associated with it.

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Budnitski A.A., Levkova E.A.

FEATURES OF EMOTIONAL-ESTIMATED COMPONENT OF SELF-CONCEPT OF MEN WITH DIFFERENT SEXUAL IDENTITY AND DIFFERENT HIV STATUS

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Annotation. This paper considers the relation between the emotional and evaluative component of self-concept and stigmatization of the person as separate and combined in the form (for example, stigmatized sexual identity and HIV status).

Keywords: Self-concept, stigma, stigma, self-attitude, self-esteem.

One way to explore the values of self-concept for a man is her study of people experiencing difficult life situations, such as moving to a permanent residence in another country, partial or complete loss of efficiency, there is a complicated disease, etc. In this context, the rich material may be a self-concept study in people with homosexual HIV-positive as people experiencing a certain crisis in connection with the double stigma. The experience of the complexities of the "internal" and "external" nature is often accompanied by various kinds of psychological problems associated with self-acceptance, the discrepancy between desired and actual using ineffective strategies of behavior.

To study the emotional and evaluative component of self-concept at the designated categories of men, we used the technique of self-study (Pantileev S.R.) and the technique of self-study (Dembo-Rubinstein, modification Parishioners A.M.).

Research emotional-estimated relation to themselves

In analyzing the results of the study of the self-identified significant differences (p <0.01) between: a group of men stigmatized sexual identity with HIV-positive status and heterosexual men with HIV-positive status on a scale of "openness", "confidence", "self-leadership", "mirror self", "self-worth", "self-attachment" and "self-incrimination"; a group of men stigmatized sexual identity with HIV-positive and healthy men stigmatized sexual identity on the scale of "openness", "confidence", "mirror self", "self-worth", "self-acceptance", "internal conflict", "self-incrimination" (Fig. 1).
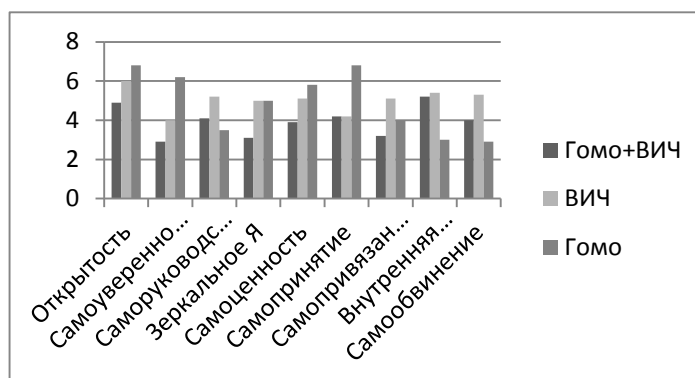

Figure 1. The average is self-men of different sexual identities with different HIV status

24

The findings suggest that men are stigmatized sexual identity have a greater awareness of the I, increased reflexivity and criticism, the ability to not hide from yourself and others, even unpleasant information, despite its importance, compared to heterosexual men with HIV-positive and healthy men stigmatized sexual identity. Large indoor, inability or unwillingness to recognize and provide meaningful information about themselves possess healthy men stigmatized sexual identity.

We can assume that there is a difference on this scale due to the greater responsibility of HIV-positive men to society, particularly in the family and intimate relationships. Openness in their disease and critical attitude to it can talk about the development of these qualities in general.

Men stigmatized sexual identity with HIV-positive status are least satisfied and believe that they can not command respect. On the contrary, the absence of tension, high self-confidence and self-esteem inherent in healthy men stigmatized sexual identity. Despite modern therapies for HIV infection, allowing the person to live with little or no significant change in their habits, however, HIV is still a certain effect on the confidence of men with the disease.

Heterosexual men with HIV-positive status is clearly experiencing their own "I" as the inner core, integrating and organizing their personality and ability to live, feel that their destiny is in their own hands; feel the validity and consistency of their internal motives and goals. Speaking of healthy men stigmatized sexual identity, we can judge the subjection to the "I" by circumstances, inability to resist fate, poor self-control, blurred focus, "Self", no search trends and causes of actions results in themselves. Higher scores on the scale of self-leadership among heterosexual men with HIV-positive, compared with homosexual men with HIV-positive status can be caused by more resistant "I" in this group of participants.

Expected attitude on the part of other people's men stigmatized sexual identity with HIV-positive status to the perception that their personality, character and activity are less able to cause other respect, sympathy, encouragement and understanding, as compared with the other two groups of men, whose expression of these ideas is at the same level.

We can assume that there is a difference on this scale have partly may be due to internalization of negative attitudes towards homosexual people orientation coupled with negative attitudes towards people with HIV.

The interest in the self, love of self, a sense of self-value and at the same time the estimated value of the self for the other characteristic of the three groups of participants, but the severity is different: the highest rate in healthy men stigmatized sexual identity, the smallest - in men stigmatized sexual identity with HIV positive status. We expect a lower figure on this scale in the gay men with HIV-positive status is associated with the influence of the double stigma from society, but this does not invalidate their identities and causes of self-hatred.

The high end of the scale "self-acceptance" corresponds to a friendly relationship to itself, with the consent of the other, the approval of the plans and desires, emotional, unconditional self-acceptance for what it is, even with some shortcomings. The trend towards high self-acceptance can be traced in all three groups, but severity varies: in HIV-positive men with different sexual identity, he is

at one level lower than the level of healthy homosexual men. This fact testifies to the impact of HIV infection on the consistency with himself and the unconditional acceptance of yourself.

Men stigmatized sexual identity with HIV-positive there is a desire to something in itself to change, meet the ideal image of himself, a dissatisfaction. In healthy heterosexual men and homosexual men on the contrary, there is some stiffness in self-concept are more pronounced among heterosexual men. We can assume that this is due to the attachment to this image, and I self-defense mechanisms.

Men stigmatized sexual identity with HIV-positive heterosexual men and HIV, we can speak of the existence of internal conflicts, doubts, does not agree with them, anxiety and depression, followed by the experience of guilt. Permanent dissatisfaction and disputes with a flow against the backdrop of inadequately low self-esteem, which leads to doubts in his ability to do something or change. Excessive introspection and reflection occur at the general negative emotional background to themselves. And conflict autocommunication not only bring relief, but, on the contrary, only exacerbates the negative emotions. Healthy men stigmatized sexual identity, we can talk about the problems of denial, secrecy, superficial complacency. We can judge that HIV disease is making far greater mismatch in structure I, rather than sexual orientation.

Regarding heterosexual men with HIV-positive, we can talk about the willingness to put himself in the guilt of their mistakes and failures, their own shortcomings. In homosexual men with HIV-positive, the willingness expressed less. Healthy gay men to take responsibility rather than ready. We believe that most sex typing heterosexual men is the cause of such readiness, which is traditionally attributed to the majority of men.

The study estimated the relationship to itself

Comparative analysis showed that the overall level of self-esteem in men with HIV-positive (p <0.01) than in healthy men stigmatized sexual identity (Figure 2).
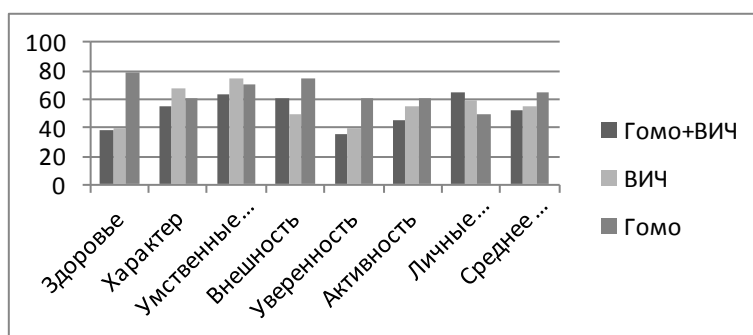

Figure 2. The average is the level of self-esteem of men of different sexual identities with different HIV status.

In general, it can be noted self realism in the three groups of men, however, for different male sexual identity with HIV-positive, more typical average self whereas for healthy male homosexuals - high. In addition, attention is drawn to the men stigmatized sexual identity with the HIV-positive rate themselves lowest (tend to overshoot) in such areas self-evaluation as "health", "confidence" and "activity" that

may indicate that it is in these areas are the most dissatisfied with themselves and their behavior.

Overall, the study estimated component emotional self-concept among men of different sexual identities with different HIV status, we can draw the following conclusions.

For men with different sexual identities with different HIV status typical positive attitude. However, the presence of men homosexual targeting HIV-positive, a lower level of self-confidence, and I mirrored at a lower level self-attachment, compared with other participants in the study, suggests that emotional value subsystem these men rather a source of his "Self", while heterosexual men with HIV-positive and healthy men stigmatized sexual identity it performs protective function.

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J11608-006

Massalova A.E.

THE VIRTUAL MUSEUM AS A MEANS OF ACCULTURATION IN LESSONS RKI

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Abstract. This paper examines the relevance of using virtual tours in a foreign audience on the lessons of Russian as a foreign language. Resources used making new forms of presentation of the material in the educational process and are an important means of acculturation. The main advantage of the new method of presenting the material - the increase of cognitive activity of students and the greater space for independent activity.

Key words: Russian as a foreign language, cultural orientation, methodological tools, virtual Museum.

With the arrival in another country the students are in the new for them cultural, linguistic and national environment where they have to adapt in the shortest possible time. Foreign students face problems of establishing social contacts, overcoming the language barrier, getting rid of stereotypical perceptions of other cultures, etc. Therefore, successful management of the educational process, providing educational materials, including cultural orientation for international students is an integral part of solving the problem of acculturation.

With the spread of Russian as a foreign language (RCTS) on the territory of Russia there appeared a need to develop teaching methods RCT aimed at improving the quality of teaching and the successful mastering of information. Every decade the technique of "undergoing" development. Especially the peak of popularity of this discipline came to be at the end of XX - beginning of XXI century. Hence, the question of the application of new information technologies in teaching the Russian language is becoming increasingly important.

The development of information technologies and their wide use in all spheres of human activity led to changes and modifications of the usual realities at their reflection in the virtual space [12]. An example of this can serve as virtual museums, which are by definition represent materials "type of web site, optimized for display of Museum materials... from a variety of fields: from art objects and historical artifacts to virtual collections, and family relics" [1]. On the Internet, for example, on the website http://www.muzei-mira.com or http://webtous.ru/ekskursii/virtualnyj-muzej-google.ru you can find a large number of electronic museums around the world and Russia in particular.

Virtual museums for the first time were applied in educational process in secondary schools of the L. V. Nurgaleeva in 2003, she prepared lessons on virtual museums, these classes were designed for the younger classes, after which it prepared and prepared classes on virtual museums for the senior classes of secondary school. The main objective of the training was to develop the pupils ' communicative skill of communication. Based on the proposed nurgaleeva L. V. the method of teaching

lessons on virtual museums in high school, we, by analogy, applied and adapted them with regard to the requirements of teaching methods RCT. Previously this method in the teaching of RCTS was not used.

The classification of virtual museums thematically similar to the real classification of museums: scientific, historical, architectural, artistic, literary, technical, theatrical, musical, etc.

Note also that this service can be used at different levels of language learning [4,5,6].

Here are a few examples of the lessons:

1) "the Tretyakov gallery". When studying this topic we are going to the Tretyakov gallery of Moscow (https://www.google.com/culturalinstitute/asset-viewer/the-state-tretyakov-gallery) and make a virtual tour of the Museum, which are accommodated in 62 rooms. The gallery is organised chronologically and includes 7 sections. Presentation of rooms and paintings are carried out in three-dimensional format. We see ancient art, presents works of painters of the XI-XVII centuries (including Theophanes the Greek, Andrei Rublev, Dionysius). In the halls of XVIII - first half of XIX century are exhibited paintings by famous Russian masters: F. S. Rokotov, D. G. Levitsky, V. L. Borovikovsky, K. P. Bryullov, A. A. Ivanov. To consider in detail all the exposure for one pair it is impossible, so the exposures should define in advance. Moving through the halls is carried out by using mouse click, without effort.

2) For the lesson "the Moscow Kremlin", you can use websites virtual museums http://tours.kremlin.ru, http://artclassic.edu.ru. Students are given the opportunity to take virtual tour along the Ivanovo area, stroll through the Secret garden, to admire the Cathedral square, a visit inside the ancient temples - the assumption, Archangel, Annunciation and even to explore the Armoury collection.

3) on the theme "Russian writers", we go to the Museum of life and creativity A. S. Pushkin, the material about his life-work is built on the site http://www.pushkinmuseum.ru. Using materials posted on the website students have the opportunity to take a virtual tour of the Memorial apartment Pushkin on Arbat. By visiting this virtual Museum students have the opportunity to see the diaries of the great poet, his interesting illustrations and sketches for his own poetry and books.

4) When studying the topic "the Great Russian generals" should refer to the website http://nov.vm.culture.ru where you can see an overview of the virtual Museum-estate of A.V. Suvorov in the village of " end " - type. Museum-estate virtual will introduce winter and summer houses of A. Suvorov, a former Church, built in 1901 and used as exhibition materials. The property includes a Park of 4 hectares with pond, Park with gazebo, walkways and oak trees suvorovskih times - all of this can be seen in three-dimensional format.

5) Materials for lesson on the theme "great Patriotic war", can be found on the website http://vtour.cmvov.ru by clicking on which we will move into the Central Museum of the great Patriotic war of 1941-1945. "The exposition of the Museum opens Hall of the Generals, which houses the gallery of the knights of the order "Victory", on the perimeter of the hall there are Bronze busts of the Soviet bearers of the order "Victory" of the work of Zurab Tsereteli, above the busts of members of the

order of "Victory" in stylized heraldic shields is a depiction of the military orders of the Russian and Soviet Armies. On the upper landing of the main staircase, in front of the Hall of Fame, is artistic and decorative composition "Shield and sword of Victory"" [1, 3]. In a lighted showcase decorative shield, sword and scabbard.

6) Studying the topic "Culture of Russia" a service like a virtual Museum would be the perfect base for exploring Russian architecture, painting. Given that many universities cannot accommodate tours on cities of Russia. The advantage of this service is that it can be visited at any time of the day or night, no queues for tickets and restrictions on your stay in the Museum to view the exhibits.

Determining what content (or thematic review) excursions are planned during the lesson, the experience of our teaching preference should be given to the thematic excursions. Because the thematic tours there is the opportunity to consider in detail the topic, for example, the biography of a writer or poet, and also reveal their literary and educational activities.

Apply review (multiple) trips we recommend in that case, when do you plan to self-selection of learners for a particular topic, but they find it difficult in their choice. In this case, the assistance may come tour. The excursion is based on the simultaneous display of different objects, they can be as artistic, architectural works and monuments of history and culture. Moreover, sightseeing tour can include different sub-topics, which is also a valuable tool for the teaching of RCTS, as in the thematic plan of the RCTS are given one common theme, which is divided into several sub-topics, for example, subject No. 8 "My country" includes 6 topics:

1). My country.

2) the Territory of my country.

3) Nature of my country.

4) the Capital of my country.

5) the Sights of my country.

6) the Cooperation of my country with Russia.

Therefore, a properly chosen virtual tours, teacher can significantly improve the quality of the educational process, and to help foreign students to learn the information and communications technology in the target language that will further help them in teaching other Russian-speaking subjects.

In addition, when conducting a virtual tour is important to always maintain the communicative ability of the learners, that is, to engage actively with their work, to give those topics cultural aspects that interest them, to help in the process of self-study to develop a preliminary itinerary. Such excursions we recommend in the form of role-playing games, for example, the creative group of four people, where everyone gets a job (role) and plays it. Thus, trainees have the opportunity to not only to consolidate the skills of language proficiency, but also a creative approach to learning process that will create positive emotions in the learning process and thus will increase the motivation further academic work

Based on the foregoing it must be concluded that the introduction in the educational process resources and tools virtual museums can significantly improve the quality of education when meeting with a new cultural environment. Besides, this *is a very interesting and creative. Thus, it should be noted that the virtual museums*

can be used as one of the methodological tools, without replacing the contact teacher and student.

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PREPARING FOREIGN STUDENTS TO STUDY AT A MASTER'S PROGRAMME

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Abstract: The paper looks into the peculiarities of language preparation of foreign students who will continue their education through a Master-level programme in Russia. The paper describes the differences in approaches to education and goal setting of such students in comparison to the students of Bachelor-level programmes. The results of a short survey demonstrate differences in the motivation as well. The paper highlights the necessity for them of simultaneous acquisition of general language skills and professional Russian.

Key words: teaching Russian as a Second Language, pre-university level, Master's programme, Master student, motivation of learning, professional Russian.

Introduction. Russian educational system has been actively integrating into international educational framework. As a part of the world-wide tendency of global education, students often select universities outside their home country. This causes growing number of international students coming to study in Russia.

Main part. Russian universities have practically finalized the process of transition to the two-level education "Bachelor level – Master level". For the majority of foreign students the education in Russia starts from a preparatory department; then they enter bachelor level programs; some of them later continuing the studies at a master level. However, recently a new category of students has emerged and is now growing – they received their bachelor degree at home and came to Russia to get a master degree.

The number of students who enroll for a preparatory course in Russian in order to further study at a PhD program in a Russian university is also growing. These new conditions require new approaches to the educational process.

For all students of preparatory programs in Russian the language becomes not only a mean of communication but also a mean of further education. However, the future students of advanced level programs have to acquire the language to the level that will enable them to function successfully not only in study activities but also in research in the Russian language. For these students Russian must become the language of their professional communication.

As mentioned, the numbers of foreign students with bachelor's diploma who are pursuing advanced degrees has grown in the recent 5-7 years. A few years ago, all students of preparatory departments were recent high-school graduates. This is not the case anymore. In the last two years, our groups included univation ersity graduates from Syria, Indonesia, Bangladesh, etc. Almost none of these students (with the exception of a few students from Vietnam) had any precious preparation in Russian.

Future undergraduate and graduate students differ significantly in their approach to studies; in goal setting, and in motivation. Let us have a look at the motivation first. In pedagogy "motivation" is defined as an integrative quality of a person having an internal hierarchy, extended in time, and conditioned by person's individual features, as well as by the educational system [1].

A motif is an intention, incentive, or a goal. When studying motivation for learning the Russian language we need to take into consideration the discrepancies in the level of language proficiency, different majors, various professional experience of the students, as well as the differences in their age and the purpose of learning the language [2].

To find out the motivation behind learning Russian among our students (the group consisted of 5 high-school graduates and 3 university graduates) we suggested them to fill out a short survey form with the question: Why do you study Russian?

The students were asked to choose four or five the most important, in their opinion, reasons sorting them from most relevant to least relevant.

The following answers were suggested:
1) because I want to study in Russia;
2) to understand people who speak Russian;
3) I am interested in Russian culture and history;
4) I like Russia;
5) I like the Russian language;
6) because this is the language I need for my future specialty;
7) because I always take my courses seriously;
8) because I am used to only having excellent grades for the courses I study;
9) I want to be a scientist and for this I need to study in Russia;
10) other answer.

Obviously, the number of participants does not make the results of the survey decisive; however they show general direction of motivation and the students' interests.

The high-school graduates preferred numbers one, two, four and six. Two students also selected number five; one – number seven; and one – number nine.

The university graduates have also preferred numbers one, five, and six. But they also included answers nine (2 people) and seven (1 answer) and nine (one answer). One of them added his own motivation: "I want to become a university professor".

As we see, the motivation to learn Russian is tightly connected with getting professional education, being able to communicate, and understand the culture.

Such motivation is important for different categories of the students; however, the future master students also prioritize such goals as personal and professional development, research, involvement with studies for the long time (life-long education), etc. These students are goal oriented achievers.

Since Russian for such students becomes a tool of their professional development, their attitude towards the language studies is very serious.

These students have an experience of writing and defending research papers – they have all prepared their bachelor's diploma projects. To some extent, they know

the methodology of research and are capable of processing scientific information. They are able to control their educational activity and sometimes they want to organize it themselves. However, despite all these abilities the students run into language difficulties. Knowledge of physics or chemistry by itself appears to be insufficient for professional communication in Russian. Besides, the general ability to successfully acquire new knowledge, for instance, in natural sciences, does not necessarily project to language abilities. The language, then, becomes extremely important. For the students pursuing advanced degree academic Russian is as (if not more) important than colloquial Russian; the two aspects of the language underlie language competence [3, 4].

Conclusion. Language preparation of foreign students applying for advanced degree programs must take into account a broad range of different factors that influence the educational process and make it successful.

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THE DIFFERENTIATED APPROACH WHEN STUDYING PROGRAMMING IN THE ENVIRONMENT OF VBA

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Abstract. In work the differentiated approach when studying programming in a school course of informatics is considered. Realization of the differentiated approach through presentation to pupils the different level of complexity of tasks and the organization of process of adaptive testing will allow to resolve a contradiction between requirements imposed to trained taking into account specific features and traditional forms of studies.

Key words: programming, VBA, different level tasks, adaptive testing.

Introduction.

The modern level of development of IT technologies, extension of the list of the professions connected with use and development of such technologies demands the qualified training of people with a high level of development of algorithmic thinking and existence of basic abilities of programming. Therefore programming – one of the most important sections of the school course "Informatics and ICT". At the main school preparation in the field of programming faces the problems connected with an insufficient level of development at most of pupils of 7-8 classes of algorithmic thinking, insufficient basic mathematical preparation, difficulties in knowledge of algorithms of work of the computer program. The solution of this problem is possible at realization of the differentiated approach to studying of the substantial line "Algorithmization and Programming".

Review of literature.

The modern structure of training in informatics at school is proved in A.A. Kuznetsov's works, T.B. Zakharova, etc. [5, 6, 8], defined by documents on modernization of Russian education in the field of informatics.

Teachers have allocated the main problems of studying of the substantial line "Algorithmization and Programming" in a school course of informatics, difficulty of pupils when studying this line [7].

The principles of differentiation of content of training in informatics are formulated; types of the differentiated tasks used at group and individual forms of work with pupils [5, 6, 8] are developed.

Main text

The VBA language (Visual Basic for Application) is a visual development environment of programs which has object approach. Teaching this language at school has the progressing character. Pupils easily master the main designs of language, quickly are guided in the environment, begin to write appendices. Training in programming at school has also professional orientation character. By means of

VBA it is possible to create office applications, games, databases which can be both simple, and very difficult, depending on an objective.

Realization of the differentiated approach when studying programming allows each pupil to work at the optimum speed, gives the chance to cope with a task, to show identity, promotes increase of informative activity, motivation.

At the initial stage of training in language it is possible to offer pupils work with a makrorekoder of language and to teach to create macros. The macros are the team containing a certain sequence of actions which registers the user by means of VBA. Macros use for automation of a large number of processes and reduction of time for data processing. By means of macros it is possible to perform a set of operations in the document (Word, Excel), for example: to carry out various operations with numerical and text data; to accelerate editing or formatting of tables; associations of several teams in one; to automate processing of difficult consecutive actions in tasks.

The teacher of informatics can differentiate tasks on degree of difficulty of the developed macro code. We will give examples of tasks of low level of complexity. For example, to create the macro allowing rearranging in places columns in the table. To create a macro which deletes the set word on the sheet Excel (to complicate a task, having asked the pupil to remove other word, having changed a code by change of value of a variable)? To create the macro giving a calendar in a cell which allows adding the chosen date to a cell at the same time guidance of the cursor of a mouse on the cells containing dates the calendar badge will be displayed. To create a macro, for data acquisition about exchange rate for the present day. To create the macro transferring a surname, a name, a middle name to a genitive case. The greatest interest causes creation of the macros attached to objects. It is possible to create such macros thus: at first in a notebook it is necessary to draw the table with an arrangement of all estimated objects and data; then to enter all data on a work sheet of Excel and to create a macro. Examples of such macros is the following: automatic calculation of monthly utility costs; the calculator of calculation of the consumed calories; calculation of quantity of expenses in a month for products; electronic notebook of fuel consumption; conclusion to the date screen, etc.

At higher level of complexity it is possible to suggest pupils to develop appendices games. For example, to create the game "Roulette". Previously in three small windows in the right part of a leaf three various pictures are output. When pressing the Bone button in each of two main windows for images there has to be one of three possible pictures which are visible on the screen. If in windows there are identical pictures, then to the player 3 points are added, and if not, then 1 point is subtracted. It is possible to create the unpretentious player in which it is possible to choose 2 - 3 melodies at choice. To create the game "Crosses — Zeroes".

Further process of an application creation in the environment of VBA which assume work with forms, modules of different levels of complexity will be offered pupils. For example, to create the application "Standard Calculator", "Sorting of the Numerical Massif", "Electronic Phonebook", "Electronic Diary of Progress", "Magazine of Progress of a Class".

Conclusion and conclusions.

Realization by students of teacher training University of the differentiated approach when studying substantial lines of a school course of informatics within research work, in the course of passing of student teaching develops methodical readiness of students [1,3], to increase efficiency of the organization of professional and methodical activity of students [2,4].

Further authors assume to develop the adaptive test which will allow revealing a level of development of theoretical knowledge and practical abilities of pupils at realization of the differentiated approach in the course of programming studying.

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Abdulveleeva R.R., Abdulveleev R. I.
VISUALIZATION OF INDICATORS OF MATHEMATICAL STATISTICS IN EXCEL FOR STUDYING OF QUALITY OF DIAGNOSTIC TASKS
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Abstract. In article application of programming in the environment of VBA for studying of quality of the developed diagnostic tasks is considered. Visualization of calculation of indicators of average value, fashion and a median in the course of approbation of the test allows to draw a conclusion on quality of the diagnostic tasks developed and shown to pupils.

Key words: diagnosing, visualization of indicators, quality of the test, automation of processing of test results.

Introduction.

Pedagogical diagnostics is intended for implementation of the analysis of educational process, definition of results of activity of pupils, the analysis of activity of the teacher of the organization of educational process. Realization of diagnostic procedures allows to establish the prerequisites to training which are available for pupils, to plan ways of correction, to define conditions of the effective organization of process of training. The large role in carrying out diagnostic actions is played by tools of diagnostics which directly depend on quality of diagnostic tasks. Therefore process of designing, approbation of diagnostic tasks demands from the teacher of serious knowledge in the field of the theory of pedagogical measurements. The developed computer programs will help to resolve a problem of quality check of the developed diagnostic tasks in a special way. A basic purpose of these programs to automate process of calculation of the main indicators of quality of the test or quality of diagnostic tasks.

Review of literature.

Methodical readiness of the teacher includes ability to carry out computer diagnostics of knowledge which allows to optimize process of expeditious definition of results of training, to reveal shortcomings of process of preparation and to react to them correction [1,5].

The modern level of development of computer technologies allows to automate process of labor-consuming mathematical calculations and calculations, to visualize the received results for their further analysis [2].

Realization by students of teacher training University of diagnostic procedures when studying a technique of teaching a school course of informatics within research work, in the course of passing of student teaching develops methodical readiness of students [1,3], allows to increase efficiency of the organization of professional and methodical activity of students [2,4].

Main text.

Procedure of diagnostics of achievements of pupils includes process of development of diagnostic tasks, diagnosing procedure, processing and interpretation of results of diagnostics.

The developed computer program is intended for measurement of mathematico-statistical characteristics and indicators at approbation of the developed test and processing of results of testing [2]. For the purpose of an assessment of quality of the developed diagnostic tasks we will study characteristics of position of lines of a number of distribution. For this purpose use three indicators: average value of a sign, fashion, median [6,7].

For determination of the most often repeating value use fashion. The median is used as a size indicator which divides a data set into two equal half, and in one half all values there is less median, and in other half – it is more.

Value of sizes of an arithmetic average of value, fashion, median and arrangement them on the relation to each other allow to reveal a look and a form of an indicator of distribution, for example: if an indicator of the center is average value, then process is steady. Such processes are characterized by symmetric distributions in which values of average value ($\overline{X}$), fashions (Mo) and medians (Me) coincide. Position of distribution center is characterized by means of fashion for unstable processes. The preferable characteristic of distribution center for asymmetric processes is the median which holds position between average arithmetic and fashion.

It is convenient to visualize mathematical indicators with use of the MS Excel program. Authors have developed the computer program for studying of characteristics of a validity and reliability of the test in the environment of VBA []. The example of visualization of calculation of indicators of average value, fashion and a median in the course of approbation of the test is shown on the histogram (figure 1). According to the histogram it is visible that calculation of indicators by results of performance of diagnostic tasks by examinees, the line of value of a median has appeared between lines of values of fashion and an arithmetic average of value, so this test is asymmetric and demands completion.
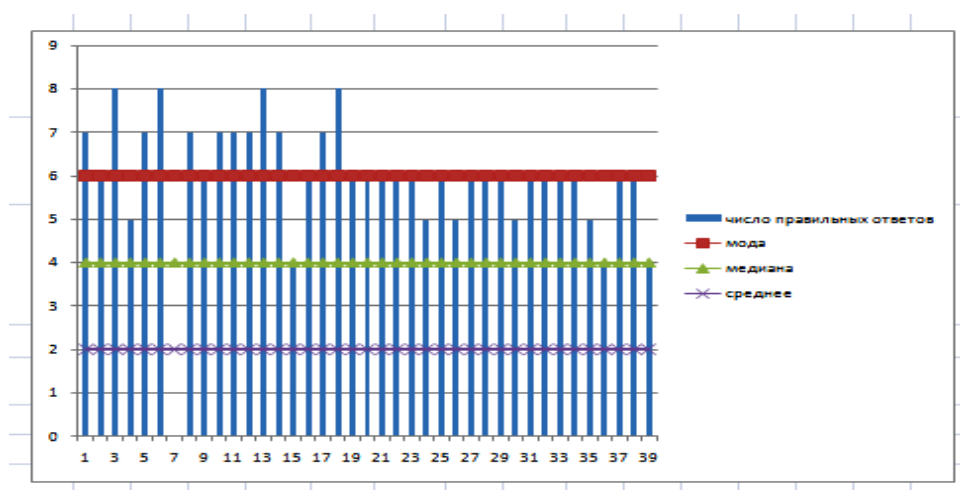

Figure 1 – Histogram of difficulty of tasks with lines of indicators of fashion, median and average value.

In the studied test we observe left-side asymmetry. In ranks with left-side asymmetry $\overline{X} < M_e < M_o$, that is the smallest is the arithmetic average value, and the greatest - fashion. If $M_o < M_e < \overline{X}$, that observe right-hand asymmetry. The view of the ground or the histogram of distribution allows to define asymmetry visually.

Thus, if values of a median, average value and fashion coincide approximately, then distribution will come nearer to normal, then it is possible to draw a conclusion that quality of diagnostic tasks good.

Conclusion and conclusions.

The computer program allows the developer of diagnostic tasks, first, to increase efficiency of process of approbation of the developed diagnostic tasks, secondly, to provide reliable definition of results of diagnostics and, thirdly, to minimize shortcomings of control of knowledge. Calculation of indicators of fashion, a median, average value of difficulty of tasks, visualization of these indicators on the histogram of the computer program will allow to reveal the level of difficulty of the test for this group of pupils and to correct to the developer the maintenance of diagnostic tasks.

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CONTENTS