

урока больше внимания обращают на мальчиков, так как «они более рассеянны, не дисциплинированы и своим поведением могут сорвать урок».

Можно сделать вывод, что больше половины опрошенных учителей находятся под влиянием традиционных гендерных стереотипов и воспроизводят это в своей педагогической деятельности. Однако радует то, что молодежь, в частности молодые учителя, в основном обладает гендерным мышлением.

Итак, мы обсудили понятия «толерантность» и «гендерное мышление» – два качества, необходимые педагогу для эффективного общения и сотрудничества между учителем и учениками. Подводя итог, добавим, что содержание общения и сотрудничества «является педагогически оправданным, если оно обогащает, развивает, одухотворяет учеников, возбуждает их интересы, стимулирует их деятельность [5, с. 259].

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PROFESSIONAL AND LINGUISTIC EXPERIENCE IN THE CONTENT OF FOREIGN LANGUAGES TRAINING

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Иноязычная подготовка в сочетании с овладением профессиональным опытом стала насущной потребностью для будущих специалистов, обучающихся в российских университетах. Мы ставим своей целью рассмотреть процесс формирования профессиональной иноязычной компетентности как части специальной холистической компетентности. Исследование было проведено в Волгоградском государственном социально-педагогическом университете. Данные были получены в интервью, тестах и наблюдениях за учебным процессом на факультете экономики. Исследование рассматривает условия, технологии и ситуации успешного эффективного овладения иностранным языком через осуществление профессиональных функций в образовательной среде России. Специальное внимание было уделено структуре интегрированной профессиональной иноязычной компетентности, что в настоящий период времени считается приоритетным в профессиональной подготовке.

Ключевые слова: содержание обучения иностранным языкам, профессиональный и лингвистический опыт, система профессиональных задач, профессиональная иноязычная компетентность.

Foreign languages training and gaining professional experience at the same time have become an urgent need for future experts studying at Russian universities. This is a part of research which purpose is to explore the approach to developing professional and foreign language experience as a special holistic competence. This research has been done at Volgograd State Social-Pedagogical University. Data were collected through interviews, tests and a classroom observation of students of Department of Economics. This study examines conditions, technologies and situations that ensure the successful mastering of foreign language while performing professional functions as the basis of modern educational pattern in Russia. Also, special attention is given to the structure of integrated professional and foreign language competence which nowadays is considered to be the main aim of teaching a foreign language in professional context.

Key words: content of foreign languages training, professional and linguistic experience, system of professional tasks, professional and foreign language competence.

Introduction

The peculiar feature of modern professional world today is that the specialists of a particular area of activity and national culture are involved in international communication. They participate in the process of exchanging knowledge, experience and technologies on the international level. So there is an urgent need for highly qualified specialists who possess the skills of using foreign languages while solving professional tasks.

Teaching a foreign language as a tool of international communication in professional context is first of all teaching the strategies of such communication with representatives of different cultures working in one professional area, having imperfect knowledge of a foreign language marked by definite features of that national culture and educational area they represent.

Practical orientation of language training has recently become the reason of the growing interest to the profession-centered approach in Russian pedagogy and didactics. This approach stipulates forming the ability of communication with the help of foreign languages in particular professional, business, scientific spheres and situations taking into account special features of professional thinking. Profession-centered (professionally-oriented) approach means teaching based on the needs of learners in studying language connected with peculiarities of future profession or specialization. This approach supposes mastering the professional component in the content of education with the help of foreign language and simultaneously developing personal qualities of students, cultural awareness, special skills based on professional and linguistic experience.

Underestimation of the role of professional experience in the content of education has been the main reason of inefficiency of the existing system of languages training in higher schools of Russia in the last decades. Professional and linguistic experience doesn't have a holistic view in the content of education as a professional competence of a special type. The approaches that are used nowadays in the Russian system of professional training, very often ignore the peculiarity of that professional area where the future specialist is supposed to apply his knowledge of a foreign language, and also the peculiarity of those tasks that should be solved by an expert. What is more, analysis of these tasks has a priority as it helps to reveal the specific features of professional discourse and corresponding forms of business interaction, and also both professional and linguistic experience that should be mastered in foreign languages training.

Teaching Foreign Languages in Professional Context in Theory and Practice of Languages Training

It should be fair to mention that the history of teaching a foreign language considering specific professional activities has more than a dozen years. The leading approach to international practice of teaching foreign languages "English for Specific Purposes" (ESP) re-

flects the main trends of education development aimed at meeting the specific needs of students. The essence of this approach is in focusing on language (grammar, vocabulary, and registers), skills, discourse and genres of the specific type of professional activity. The peculiarity of this trend is a tendency to use a leading methodology and activities of the area under which the foreign language training is conducted.

Among the pioneers of ESP the most famous are T. Hutchinson, A. Waters, J. Munby. These scientists worked out the basic concepts of teaching foreign languages in professional context, revealed the causes and the need of allocation of this approach in a separate branch of theory and practice of language teaching, described the system of notions forming the core of the concept, classified ESP, suggested ESP models based on the absolute and variable characteristics, identified learning strategies due to the specific needs and interests of students.

According to this concept foreign language, considered as a means of communication, is no longer a separate subject but an aspect of other subjects, i.e. a study of a particular science is seen not as a study of the facts but as a study of how language is used to express certain causal processes, to define, classify, generalize, formulate hypothesis, draw conclusions.

Nowadays Russia is changing its approach to teaching foreign languages in higher school. Focusing on the practical application of language is reflected in the direction to the formation of ability to communicate in specific professional, business, academic areas and situations. Russian scientists formulated fundamental principles reflecting the features of learning a foreign language speech activity in a professional context, that is the principle of using a foreign language as a means of general training of a specialist, the principle of unity a common and a speech activity, principle of modeling, the principle of problem-based learning and stimulating the students' cognitive activity (I. Bim, R. Milrud, S. Ter-Minasova, A. Mirolyubov, N. Galskova and others).

Methodological issues of professionally-oriented foreign languages teaching are related to the organizing the teaching process in the context of the chosen profession including analysis, managing and modeling this process while forming professional and linguistic competence. They are also such issues as substantiation of aims, content, psychological mechanisms of mastering professional and linguistic experience, forms, technologies, methods of teaching in the process of interaction in cross-cultural communication.

Integrated professional and foreign language competence: its structure

International and domestic experience in implementing different approaches to teaching foreign languages formed the basis of defining the central category of theory and practice of foreign languages training in professional context – *integrated professional and foreign language competence* – as the main aim of foreign languages training in higher school, and its content built on the basis of integrating professional and linguistic experience.

The integrated professional and foreign language competence as the main category of professional foreign language training means reformulating the aims and the content of language training focused on building the multi-component model of professional activity with the language experience involved. This kind of professional activity includes four components: functional (professional activity as a system of tasks), competent (professional activity as a set of competences), cognitive (professional activity as an integral part of cognition), personal (professional activity as a system of motives and meanings of activity).

Such concept of professional activity allows defining the aims and the content of intercorrelated professional and linguistic training in connection with forming an integrated professional and foreign language competence. This kind of competence is being formed by integrating the linguistic and communicative experience with professional one which means possession of professional and linguistic competences as a complex and includes the personal attitude of a specialist to them and the subject of activity. To the components of integrated professional and foreign language competence we refer professional, linguistic, discourse and intercultural competences.

In our study, under *professional competence*, we understand the integral characteristic of business and personal qualities, reflecting the level of knowledge, skills, experience,

sufficient to produce a certain activity associated with decision-making and the achievement of concrete results. In other words, professional competence is professionally significant qualities necessary for carrying out professional activities within a particular competency at the level of a particular qualification, the ability to solve a significant professional task.

Linguistic competence supposes mastering a definite set of formal knowledge and skills with different aspects of a language for constructing grammar forms and syntax structures to allow realizing communicative intentions in business communication situations according to the language level.

If possessing a linguistic competence tells about the formed perception of a language and has a tendency to focus on a language out of context then a *discourse competence* reflects the ability to use a foreign language considering a professional peculiarity of a specific area. It can be described as an ability to perceive and achieve coherence of separate utterances in meaningful communication patterns in international settings. A key moment in defining a level of discourse competence is a skill of spoken and written interaction in professional context by using relevant strategies in each separate discourse in corresponding genres, styles and registers.

An integral component of a competence in foreign languages is an *intercultural competence* which is described as an ability based on knowledge, skills, attitudes and behavioral patterns to participate in intercultural communication in which one or each participant speaks a foreign language. It includes environment, behavioral models, values, age, and ethics. National culture, national identity, organizational, corporate, professional culture, stereotypes are generalizations which are often used to simplify and categorize other cultures, and by extension the people in those cultures. In the context of culture dialogues minor methodology principles make conditions for studying the culture of the countries which language is learned. The culture of the world space supports it as well as over thinking the Russian culture from of a position of a culture dialogue. Any culture is a combination of peculiarities of an interaction, unforgettable social and cultural values, it depends on the society. Only because through its traditions and forms of expression every separate social and cultural group, community or nation declares the surrounding space about themselves, join it but keep their self identity.

Intercultural competence, then, includes the ability to deal with, and be incentive to, differences in how other cultures do things. From a business point of view, the aim might even to be recognized and utilize those differences in order to create something which adds value for business or its customers [1, p. 12].

Thus, integrated professional and foreign language competence means the ability to solve professional tasks based on possessing communicative competence in situations when solving a professional task on the level of the international qualities of professional activity is impossible without using a foreign language opening the access to the international information bases. A priority is given to a professional component and all the other structural elements are directly related to professional one and determined by it. With this approach, Foreign Language ceases to be an optional subject of a curriculum but should be included in the basic part of the content of education that corresponds to the standards of professional activity in a global world.

The Content of Professionally-Oriented Foreign Languages Training

The content of education is composed of professional experience that is gained in the process of studying special disciplines and linguistic experience accumulated on the basis of interpersonal interaction in the situations of cross-cultural communication in the form of reflection, creativity and self-development. It presents the system of professional to be solved by a specialist in his professional activity that defines the choice of spheres of communication considered as an extra-linguistic phone affecting the verbal behavior and the choice of language tools. This system also defines the situations of communication which reflect the particular stereotypes of interaction, and the set of topics presenting the informative peculiarity of a subject.

The peculiarity of professional experience as a component in the content of education has both subject aspect (a particular sphere of using this experience) and out of subject as-

pect (universal strategies and kinds of communication irresistible of profession). Therefore linguistic experience can not be considered autonomous in relation to the substantive content of other disciplines. It is characterized by specific ways of development suggesting occurrence of a person into professionally-oriented situation, and supportive role in relation to professional component in the content of education.

The special conditions are being formed when the system of professional and linguistic tasks builds the system of competences, which will allow the future specialist to function effectively in his professional area by using linguistic tools. In other words the content of foreign languages training in higher school must ensure the corresponding level of professional and linguistic culture, integration of personality into international communication.

Culture is understood today as a generalized area, a product of human mind and activity. They are experience and rules determining and regulating human life, people's attitude to new ideas, systems and social forms. In the context of foreign languages training, we understand culture as a holistic professional and linguistic experience which a specialist should possess and which can be represented as a system of professional tasks that can be solved with the help of linguistic knowledge and skills.

Conditions and Technology of Forming Professional and Linguistic Competence

To form integrated professional and linguistic competence it's necessary to identify psychological and pedagogical conditions of its developing. One of such condition is actualization of psychological and educational mechanisms seen as the need in resolving conflicts between the existing linguistic experience of a learner and the necessary professional experience in making decisions in the situations the success of which is ensured by the ability to use a foreign language for professional communication.

The necessary conditions for the assimilation of language by the learners of non-linguistic areas of expertise are:

- 1) unity of language and professional activities;
- 2) presence of a single cognitive space, providing an opportunity to communicate in a mastered discourse;
- 3) taking into account the influence of professional experience in the acquisition of linguistic rules;
- 4) involvement of all groups of the mechanisms of formation of professional competence and linguistic competence;
- 5) taking into account the specific features of a foreign language in the socio-cultural environment of an expert;
- 6) availability of language skills as the basis for the assimilation of language rules in a professional context.

To achieve the goals of language education it's necessary to design all elements of didactic system of training, that is, the objectives, content, forms and technologies, on the basis of specific professional environment of a learner, and those functions that he will perform while fulfilling his professional duties.

This goal can be achieved through the introduction of measures, designed to bring the language education to the realities of today, and bind it to the labor market. To do this, we should:

- 1) build the educational process by analyzing the needs of the students, society and employers;
- 2) develop a competency model of a graduate, according to its specialization;
- 3) develop programs tailored to the area, facilities, professional activities, complex professional tasks that can and should be solved by using the foreign language competence;
- 4) develop professional competence, and not to raise the level of language proficiency;
- 5) develop the content and form of the final control in accordance with the descriptors of levels of proficiency on the CEFR;
- 6) use an approach CEFR ("can-do" statements) «I can» / Intended Learners Outcomes to assess the competency of formation.

Didactic system of forming professional and foreign language competence is determined by the logic of the formation of this type of competence, and involves the following stages:

- 1) mastering of the conceptual apparatus of the future profession and forming foreign-language patterns of the phenomena;
- 2) mastering the ways of functioning in a foreign language environment on the level of simulating the main types of professional activities;
- 3) value-semantic integration of linguistic experience in the structure of the profession.

Didactic system is implemented with the help of the course "Theory and Practice of Business Communication" designed for students of Department of Economics, presented as a logical system of interconnected modules defining technology. The course provides a phased development of a new experience integrating linguistic and professional aspect of the professional activity of an expert.

Each stage is characterized by specific objectives, their own content, activation of certain psychological mechanisms of speech activity, forms of organization of educational process, specific technologies and techniques to engage students in learning activities while simulating their professional duties, performance criteria.

The content of education is realized by the system and reflects the unity and integrity of language and professional experience, as a phenomenon that can be described as a neoplasm in the personality structure of the future expert.

The most promising technologies designed to provide a solution to the problem of forming professional and foreign language competence are supposed to be problem-solving, module and context technologies. It is these technologies that appear the most effective because text is the basis for learning foreign languages; it is *text* that immerses students in a situation that requires activation of their internal resources and engagement of available knowledge and skills. Text presents *problem*, which in its turn, creates a motive-incentive to work and the need to resolve it. With a targeted and meaningful completeness, *module* provides a framework for knowledge acquisition, forms certain skills, creates an atmosphere of professional media [2, p. 268–269].

Structural unit of learning activities is professionally-oriented situation with the included language experience as a micro model of a certain result. Under such situation we understand an economic task formulated in a foreign language giving a learner a chance to achieve a higher level of vocational and language development in the process of its resolution. It has several types: *a situation of the primary immersion into the world trade, a simulation and activity-related situation, a situation of creating a product*. The description of such situations includes:

- 1) the projected result to be achieved in the process of its resolution;
- 2) the system of economic concepts and methods of work, which has guided a learner;
- 3) awareness of the value of this situation for professional self-development.

The situation has two aspects: proper economic solution and linguistic solution to the professional task. The economic aspect is a professional task, associated with finding a rational solution to the problem. The language aspect of the problem is associated with activation of language thinking through which the problem under consideration is represented as a value, connected with the culture of professional activity. The system of situations provides a consistent mastery of a foreign language as an integrated type of experience. Implementation of the system as a didactic process involves stages of the qualitative changes in the characteristics of formation of professional and foreign language competence and the development of criteria for evaluating its effectiveness.

On the basis of the study we identified levels of formed professional and foreign language competence:

- 1) the level of formal training activities (at the stage of mastering the conceptual apparatus of the profession), prethreshold level;
- 2) the level of awareness of professional context while mastering a foreign language (stage of simulating the professional activity), threshold level;

3) formed competence in the solution of professional tasks through the use of a foreign language in their work (stage of value-semantic integration of linguistic experience in the structure of the profession), advanced level.

Results

To develop the criteria of formation of professional and foreign language competence we used the description of the professional competencies listed in the Russian standards of the higher professional education and descriptors of linguistic competence registered CEFR. As a basis for determining the degree of development of professional and foreign language competence we used the principle of "I can" underlying the CEFR levels.

Analysis of the test material designed for assessment, evaluation of creative products produced by learners, and also monitoring the extent of involvement and the outcomes of simulative professional activity allowed to assess the level of development of integrated professional and foreign language competence in accordance with the descriptors taken as a basis for evaluation.

The final analysis showed the following results. Experimental group: prethreshold level – 17 %, threshold level – 36 %, advanced level – 47 %. Control group: prethreshold level – 32 %, threshold level – 45 %, advanced level – 23 % of those who participated in the experiment.

Conclusion

Thus, the integrated professional and foreign language competence as the main objective of foreign languages training in the system of higher education in Russia and as the system model of the competence of an expert integrates vocational and language training into a new content-procedural educational environment, sets the strategy of teaching foreign languages for professional purposes, defines the common requirements for the selection and structuring of the content of language education in accordance with international standards (European classification) and standards of higher education.

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**ОТВЕТСТВЕННОСТЬ ЗА ГОСУДАРСТВЕННУЮ ИЗМЕНУ
В РОССИЙСКОЙ ИМПЕРИИ: ТЕОРЕТИЧЕСКИЕ РАЗРАБОТКИ,
ЗАКОНОДАТЕЛЬНОЕ ОФОРМЛЕНИЕ (СЕР. XIX – НАЧ. XX в.)**

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В статье рассмотрены историко-правовые аспекты регламентации ответственности за государственные преступления, в том числе государственную измену. Автор пришел к выводу, что законодатель относил государственную измену к числу наиболее тяжких преступлений против государства, теоретики права середины XIX – начала XX в. подразделяли государственную измену на три вида: военную, гражданскую, дипломатическую.

Ключевые слова: государственные преступления, государственная измена, законодательные акты, систематизация законодательства, кодификация права, свод законов, Уложение, смертная казнь.

**RESPONSIBILITY FOR HIGH TREASON IN THE RUSSIAN EMPIRE:
THEORETICAL DEVELOPMENT, LEGISLATIVE REGISTRATION
(MIDDLE XIX – EARLY XX century)**

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The article touches upon the historical and legal aspects of the legislation regulating the responsibility for state crimes including treason against the State. The author came to the conclusion that the legislator treated treason as one of the most serious crimes against the State; legal scholars of the middle XIX – early XX centuries subdivided treason into three categories: military, civilian and diplomatic.

Key words: state crimes, treason, acts of legislation, systematization of law, codification of law, code of laws, Code, capital punishment.

Законодательство, регламентирующее преступления против государства в России, имеет многовековую историю. Государственные преступления занимали и занимают в правовых кодификациях особое положение как по важности этих преступлений, так и по степени наказуемости не только совершенного преступления, но и умысла, и приготовления, и покушения [5, с. 105]. В российской юридической науке периода империи много внимания уделялось проблемам становления и развития системы государственных преступлений, ответственности за государственные преступления, в том числе ответственности за государственную измену, как теоретиками, так и законодателем. Наиболее интенсивно разработка рассматриваемых вопросов осуществлялась в середине XIX – начале XX столетий. В центре внимания правоведов находились вопросы, связанные с классификацией государственных преступлений, месте государственной измены в системе преступлений против государства, субъектах государственной измены. Л.С. Белогриц-Котляревский подразделял государственные преступления на два вида: политические преступления, посягающие на государство как на политический механизм; преступления против порядка управления, в которых выделяется относительно самостоятельная группа – преступления по службе [1, с. 240]. Государственная измена отнесена Л.С. Белогриц-Котляревским к политическим преступлениям и, в свою очередь, подразделена на следующие виды: измена