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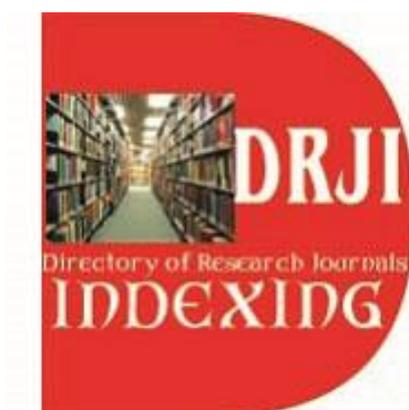
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Dominant concepts of English lullabies in the cultural linguistic aspect

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Abstract
The relevance of this work lies in the increasing interest of researchers of folklore to the genre of lullaby. The purpose of the work is to study the dominant concepts of English lullabies in the linguocultural aspect. The scientific novelty of the study is that to achieve its goal, a theoretical and contextual analysis of the dominant concepts of English lullabies, presented in authentic folklore texts, was used. The practical significance of the work lies in the fact that the basic provisions and materials can be used in lectures on comparative linguistics, cognitive linguistics and the lexicology of the English language in the preparation of translators in Russian universities and in foreign language departments. As a result of theoretical and contextual analyzes of English lullaby songs, twelve dominant concepts were examined, considered in the linguocultural aspect. The most common concept is "child". As a result, it was concluded that the concept is a conditional mental unit, which provides invaluable assistance in the integrated study of the English language, consciousness and interculture. In the linguocultural aspect, the concept is a mental projection of cultural elements in the consciousness of the individual and society and is objectified in language and speech.
Keywords: dominant concepts, English lullabies, linguocultural aspect, folklore, genre, cultural and cognitive approaches, cultural foundation of the language, structural-semantic system.

1.Introduction

In connection with the growing role of anthropocentric, cultural and cognitive approaches to the study of the English language as a source of information about the conceptual structures of consciousness of the people of the country of the target language, the number of studies devoted to concepts increases. Such studies occupy an increasingly important place in modern linguistics.
The relevance of our work is determined by the significance of the problem of the relationship between the English language and the culture of the country of the language being studied, the interests of researchers to the relationship of linguistics and interculture. English folklore does not have an extensive fund of lullaby texts. This is due, primarily, to the fact that they were not collected at one time. Now that the number of speakers of traditional English culture is decreasing every year, the possibility of collecting genuine texts seems unlikely. The more valuable for researchers to have already recorded lullabies and more important is their thorough analysis.
Concepts can receive different formal and material expression in the English and Russian languages with the help of a word, expression, text. The study of nationally determined concepts is usually carried out on the basis of words with deep semantic potential. One of the strategies for describing the basic concepts of cultural and linguistic consciousness is contained in the description of individual concepts on specifically selected language material. In our study, these are the dominant concepts of English lullabies in the linguocultural aspect, considered in the study of folklore texts.
In this regard, the cultural foundation of the English language is one of the productive sources for the study of linguocultural concepts. The study of scientific works of Russian and foreign scientists suggests that lullabies are a structurally and semantically organized system. They fix the constants of consciousness and culture that are significant for all speakers of English and Russian, define a system of assessments of the surrounding world, are the units that allow to isolate and analyze basic concepts. In the structure of the linguocultural concept, the central place is occupied by the value element serving as the determining core of

culture. They have national specificity and are a mirror reflecting the mental, legal, demographic, cultural aspects of the life of modern society.

To achieve the goal of the study in the article, we needed to solve a number of tasks: to study the theoretical foundations of the study of the dominant concepts of English lullaby songs; Conduct a contextual analysis of the dominant concepts of English lullaby songs; to denote the results of the influence of the dominant concepts of English lullabies on the linguistic culture of modern society.

As a result, the theoretical significance and necessity of research in the article consist in a definite contribution to the further development of the theory of comparative comparative linguistics and linguistics.

2. Methodology

2.1. The theoretical basis for the study of the dominant concepts of English lullabies (scientific approaches, the structure of the concept of "concept").

In addition to the various definitions of the concept of "concept" and its various classifications, there are various scientific approaches to its study. Consider the scientific approaches that are most significant for our research.

In the cognitive approach to linguistics, the semantics of the word is considered more deeply and may go beyond its immediate meaning. Concepts are expressed in language and speech in various ways: free combinations of words, phraseological units, lexemes.

The psychological approach is valuable for identifying the diversity of associations and semantic translations, as well as for determining the role of a carrier in the creation and development of a language, defines the concept as a mental education, the most important function of which is substitution.

The logical approach characterizes the "concept" as the concept of practical (everyday) philosophy, while contrasting scientific and "naive" knowledge, rather than individual and collective.

In the logical and conceptual approach, concepts serve as tools for comprehending the surrounding reality and are described by means of language in certain explanatory constructions. Here, concepts appear as mental formations that are necessary for a native speaker to explain the structure of the outside world.

Within the framework of the cultural approach, attention is focused on the connection between language and culture and strictly demarcates the "concept" and "concept". In it, the concept refers to the field of studying logic and philosophy, and the concept - to the field of mathematical linguistics, cultural studies and linguistic culturology. The concepts in cultural studies are structurally similar to those in mathematical logic, while the concept in cultural studies includes a larger number of components.

In a semantic approach, cognitive semantics is a key aspect of consideration. The collective nature of the concept is noted, which excludes their consideration in the context of the individual. The conceptual parameters of a word are amenable to study through component analysis, where the meaning of a word reveals its logical and substantive content. In a narrower interpretation, concepts are a combination of semantic formations marked by linguocultural specificity, that is, they demonstrate specific features of the carriers of ethnoculture.

The approaches described above give different definitions of the concept "concept" and explore the basis for the emergence of concepts in different ways.

The joint study of language and culture led to the emergence of the concept of "linguoculturology". Linguoculturology is usually defined as a philological discipline of a synthesizing type, which arose at the junction of linguistics and cultural studies and considers language as the embodiment of culture. Concepts are primary cultural formations that are broadcast in various spheres of human existence, in particular, in the areas of concepts (science), images (art) and activities (everyday life, world exploration).

Considering the structure of the concept, it is necessary to pay attention to the fact that in the scientific literature there are different views on this problem. So the linguocultural concept is a conditional mental unit, implying a comprehensive study of language, consciousness and cultural characteristics. The relationship of the linguocultural concept with the three aforementioned industries is characterized by the following structural components: consciousness - the area where the concept is located (the concept lies in the consciousness); culture determines the concept (ie, the concept - the mental image of the elements of culture); language and speech are areas in which the concept is objectified.

As is known, linguoculturology has the goal of studying the national cultural characteristics of linguistic units in their entirety of their content and semantic shades. Studies by Russian scientists show that the whole set of linguocultural concepts forms the concept sphere of a language that reflects a culture, a picture of the world

of a nation in a fixed form. The key points for this study are theoretical propositions about the structure and content of macro and micro concepts.

2.2. Methods of research and the specifics of describing the dominant concepts of English lullabies as a folklore text.

Having considered the concept of the concept from the standpoint of various scientific approaches, and defining its working formulation, we proceed further to the study of the research methodology and the specifics of describing the dominant concepts of English lullaby songs as a folklore text.

 Along with the existing concept of "concept" in modern linguistics, a methodology for the study of concepts, that is, conceptual analysis, was also developed. It should be noted that at the present time, the analysis of the concept is, first of all, a set of different research techniques, and not any particular kind of interpretation of concepts.

 Based on what concepts should be considered, linguistic or extra-linguistic orientation is predominant. If we are talking about concepts with certain objects of objective activity, the extra-linguistic orientation, as well as the intuition of the researcher, acquires maximum importance. In general, preference is given to the analysis of linguistic forms (words, phrases, as well as individual texts and even works), however, a combination of non-linguistic data is also used, especially if the research is associated with rather abstract concepts.

The concept is most often viewed through the semantics of various linguistic units that reveal it, their vocabulary meanings and speech contexts. As a method of theoretical research, an analysis of vocabulary interpretations of various words defining an existing culture concept is often used. In addition, there is a need to use the method of etymological analysis of the basic lexemes, which allows to detect their original form, reduced to basic characters.   An effective way is considered the study of stable units of language - phraseological units, proverbs, sayings, which form the interpretative field of the concept and which allow to form an idea of the value component of the concept.

Especially relevant for the study of the dominant concepts of English lullaby songs becomes contextual analysis. The study of fragments of folklore texts represent the value component of the concept in this study. The use of experimental psycholinguistic methods is also widespread. Their use makes it possible to establish the "hidden" signs of the concept - its associations.

One of such psycholinguistic methods is a free associative experiment. It consists in the fact that the subject is given a stimulus word and is invited to respond to it with the first associations — words or phrases. The description of the concept is a special research method of interpreting the meaning of its name and the adjacent designations: definition (definition of semantic features); contextual analysis (selection of associatively related semantic features); etymological analysis; paremiological analysis; interviewing, questioning.

 In our study, we used contextual analysis of the dominant concepts of English lullabies in the linguocultural aspect based on the study of folklore texts from the original English literature.

Next, we turn to the specifics of describing the dominant concepts of English lullaby songs as a folklore text.

A lullaby differs from other folklore genres primarily in its purpose - here along with the aesthetic and educational function there is a pragmatic one. Invariably, the lullaby of all nations does not require any instruments for its performance, only a voice is enough. Lullabies are one of the most ancient genres of folklore. It can be assumed that elements of poetics, images, certain melodic revolutions and some types of intonation of folklore works were partially borrowed and made into lullabies.

The form of the lullaby song was established at the same time, and since at that time they had not heard anything about the poetic size and styles of poetry, the songs required only a gentle sound, measured beat and rhythm. The presence of a certain schematicity of intonation speeds in it produces the so-called "pendulum effect". The purpose of lullabies is inextricably linked with aesthetic impact and does not exclude the artistic value of songs whose bright imagery is focused on children's consciousness.

2.3. Contextual analysis and classification of the dominant concepts of English lullabies in the linguocultural aspect.

To begin with, it is necessary to note the following: we believe that every lullaby belongs at the macro-conceptual level to the macro-concept of "sleep" - this is due to the specificity and purpose of the lullaby itself. In addition to macro-conceptual, lullabies in this study were considered at two levels: the level of the whole work and the level of the plot (micro level). An additional tool for describing the content of the dominant concepts are experimental techniques that reflect the information of an emotional and evaluative plan. The results of the application of techniques complement the idea of the content of the dominant concepts that has developed in the study of textual material.

The authors managed to find for contextual analysis 55 different English lullaby songs in the framework of authentic literature by well-known foreign authors. Consider the most striking examples and proceed to a detailed consideration of the classification of the dominant concepts and their content.

The concept of "animals".

So, in many lullaby songs the main character is an animal. We met lullabies in which it is told how adult animals take care of their cubs, how they shelter them and carefully guard their sleep, and how young and calm babies feel, as if setting an example to a child. In other songs, animals in the humanized image help mothers around the house, and also advise the child to sleep or promise him a gift if he falls asleep. It is noteworthy that often in the content of lullaby songs there are no cardinal differences between domestic and wild animals, that is, those and others play the same role in the plot:

What can lambkins do, all the cold night through?

Nestle by their woolly mother, the careful ewe.

What can nestlings do, in the nightly dew?

Sleep beneath their mother's wing, till day breaks a new.

If in field or tree,

There might only be,

Such a soft, warm sleeping-place,

Found for me!

The concept of "nature".

In this example, the main character is a star as part of nature:

Twinkle, twinkle, little star,

How I wonder what you are!

Up above the world so high,

Like a diamond in the sky!

When the blazing sun is gone,

When he nothing shines upon,

Then you show your little light,

Twinkle, twinkle, all the night…

The concept of "gift."

Another frequently encountered concept in English lullabies is the concept of a "gift", where you can hear the promise of a reward to a child or a gift in the morning if he falls asleep. In the following example, this immediately "all beautiful horses":

Hush-a-bye, don't you cry, go to sleep you little baby.

When you wake you shall have all the pretty little horses.

Dapples and greys, pintos and bays,

all the pretty little horses.

Way down yonder, in the meadow,

Poor little baby cryin, "mama";

Birds and the butterflies flutter round his eyes,

Poor little baby cryin' "mama"…

It should be noted that in this example the concept "gift" borders on the concept "dream", which is explained by the scale of the promise. In addition, the concepts "animals" and "nature" are found in this lullaby.

The concept of "dream".

In a number of songs, the child does not promise anything directly, but draws a picture of reality, which, according to the performer, is ideal - a noble origin, a prestigious profession or "all horses in the world."

Rock-a-bye, baby,
Thy cradle is green,
Father's a nobleman,
Mother's queen;
And Betty's a lady,
And wears a gold ring;
And Jonny's a drummer,
And drums for the king…

The concept of "call to sleep."

In a large number of lullabies there is a direct guide to action: "Sleep!" It should be noted that this is not all songs. However, given the purpose of the performance of a lullaby, such a move is quite natural. Sometimes the performer utters these words on behalf of the hero of a lullaby, as in the following song:

Come to the window,
my baby, with me,
and look at the stars
that shine on the sea!
There are two little stars
that play bo-peep,
with two little fish
far down in the deep,
and two little frogs cry,
"neap, neap, neap".
I see a dear baby
that should be asleep.

The concept of "fatigue" is interconnected with the concepts of "call to sleep" and "sleep", in connection with which, it seems appropriate to select a group of concepts of "sleep."

The concept of "angel".

Religion for a long time had a direct impact on English culture, so it is not surprising that many lullabies mention angels and God. It should be noted that in all the lullabies in question, the angels are always good beings who guard the rest of the child. The concept of "angel" was met only in conjunction with the concept of "care" (except for the cases when the word "angel" is used as an appeal to a child):

Sleep, my child and peace attend thee, all through the night.
Guardian angels God has sent thee, all through the night.
Soft the drowsy hours creeping,
Hill and dale in slumber sleeping,
I, my loving vigil keeping,
all through the night.
Sleep, my child and peace attend thee.

The concept of "mother".

Another character closely related to the concept of "care" is the mother, often depicted in a lullaby in the present tense, at the time of the song, with the child sideways:

Sleep little child, go to sleep,
Mother is here by thy bed.
Sleep little child, go to sleep,
Rest on the pillow thy head.
The world is silent and still,
The moon shines bright on the hill,
Then creeps past the window sill.
Sleep little child, go to sleep,
Oh sleep, go to sleep.

However, it should be noted that in such a plot, care and attention come from the mother, but not from the father, and the father is a kind of secondary hero of a lullaby. That is why the concepts of "father" and "parents" are not highlighted in this study.

The concept of "child".

Many lullabies directly mention their listeners - the child, often in the form of an appeal, others are entirely devoted to the description of the child. Such lullabies, in addition to their main purpose, allow the mother to tell the baby that he is surrounded by love and care, and this is a prerequisite for a happy childhood.

Here is an example of the concept of "child" in the form of appeal:

Hush-a-bye, don't you cry
Go to sleep, my little baby
When you wake, you shall have
All the pretty little horses
Dapples and grays, pintos and bays
All the pretty little horses!

So, as a result of the contextual analysis of 55 English lullaby songs, 12 dominant concepts were found, mentioned in folklore texts 158 times: "animals" (22), "nature" (18), "call to sleep" (20), "present" (10), "sleep" (10), "dreams" (6), "fatigue" (4), "dream" (4), "care" (8), "angel" (10), "mother" (12), "child" (34).

The most common concept is "baby." This is due to the fact that in a large number of lullabies there is an appeal to the listener - the child - or it is told about the interaction of the heroes of the lullaby and the child. Interestingly, the concept of "animals" is more common than the concept of "call to sleep", that is, in a large part of lullabies, a direct call to sleep does not appear, but there is a distraction of the child's attention from the fact that it lies in the cradle   attention to abstract objects - animals. The mention of the actual concept of "dream" at the story level is only 6% of the total dominant concepts.

2.4. The influence of the dominant concepts of English lullabies on the lingvoculture.

Lullabies appeared before all other genres of folklore and were passed down from generation to generation. The development of the linguoculture of the modern younger generation is a problem that requires finding the optimal and effective ways to solve it in the educational process. The task of spiritual and moral education is most effectively solved through the introduction to folklore. Folklore is an environment in which special conditions are created for the development of a child's spirituality.

Execution of lullabies has a key psychological value for the linguocultural component of the development of the younger generation and carries with it a positive emotional charge necessary for a person to adapt to the new world, to feel the surrounding space as benevolent, safe, in which he is loved. Lullaby creates a calming effect, builds confidence in the world and the mother. In addition, lullabies are the first contact of the child with the language. He develops speech skills, gets acquainted with the names of objects, the correct word order in the sentence. Due to the influence on speech, the child's thinking develops, the transition from figurative thinking to the formal, that is, what is done with the help of concepts.

There is no song in the world whose meaning can be compared with the value of lullabies. Lullabies are the first lessons of love, peace and protection in human life.

The dominant concepts of English lullabies, presented in the study, have all the necessary qualities for the development of human linguoculture:

 - preservation of historical, cultural, artistic traditions in folk art,

 -communicative;

 - the brightness and expressiveness of the language and speech of folklore text;

 -connection of folk art with the surrounding life;

 -humanity and humanity of folk art, aimed at the cultivation and development of high spiritual qualities of the individual, to the harmonization of social life.

3. Results

According to the results of theoretical research and contextual analysis of the dominant concepts of English lullabies in the linguocultural aspect, key provisions of the work were formulated.

 1. The basic definition of the concept "concept" is revealed and established as a volumetric conditional mental unit, which is a projection of cultural elements in the mind of an individual and society and is expressed in

language and speech. The concept can reflect the national picture of the world and is a valuable tool for studying culture and consciousness.

 2. In the light of the above, a key approach to the consideration of the concept of "concept" in this study is a linguocultural approach. The ideas of this approach are taken as the basis for the structural classification of the concept used in this work: the subject-shaped, conceptual and value elements of the concept are brought to the fore. In addition, this study also relies on a system of macro - and micro-concepts.

 3. In addition, various techniques used in modern linguistics to study concepts when working with native speakers of culture and with text units were considered. As a result, the following methods were applied: conceptual and contextual analyzes.

4. As part of this study, a contextual analysis and classification of the dominant concepts of 55 English lullabies in the linguistic and cultural aspect was carried out. It was found that all lullabies are connected at the macro-conceptual level with the concept of "dream". With a narrower view of English lullabies, the following conceptual composition was revealed: 26% - "care", 23% "comfort", 17% - "preparing for sleep", 17% - "world around", 11% - "dream" and 6% - "bullying".

 5. The contextual analysis of the themes of English lullaby songs revealed the following ratio of dominant concept groups: 33% - the nature group, 25% - the care group, which also included the mother and angel concepts, 20% - the sleep group ", 22% are other concepts.

 Further scientific and practice-oriented research of English lullabies can be conducted in comparison with Russians for a more detailed disclosure of the national characteristics of the conceptual spheres of the folklore of these two peoples.

4. Discussion

Modern linguistics studies not only proper linguistic forms and verbal and cogitative activities in general, but also the worldview and worldview of native speakers. For the study of English lullabies in the linguocultural aspect, the ideal tool is the concept.

 Understanding the concept as an object of linguistic and philosophical doctrine was formulated by well-known Russian philologists (Askol'dov-Alekseev, 2007; Boldyrev, 2011; Neroznak, 2008; Nikitin, 2014). They consider the concept in isolation from the individual representation, and analyze the generality of the national picture of the world reflected in it, correlate the concepts and units of the language. In their opinion, the concept corresponds to the word, which in the process of generating thought replaces an indefinite number of concepts of one kind.

 In linguistics, many scholars (Alefirenko, 2004; Babushkin, 2006; Babushkin, 2008; Mihal'chuk, 2007) agree that the "concept" is intended to denote the content side of the linguistic sign, which makes it possible to remove the functional limitations of traditional terms "meaning "and" meaning ". The concept of "concept" embodies the logicophicological and linguistic categories, thereby replacing the term "concept" adopted in logic. The application of the concept of "concept" is associated with the deepening of the subject area of linguistics and the scope of its interaction with other sciences, in particular, with philosophy and psychology. Cognitive linguistics points to the substitution function of the concept, which allows to over come the emerging differences in the understanding of words between communicants, thereby facilitating linguistic communication. The concept is a kind of reference to the previous human language experience. The most interesting for our research in the article are linguocultural and linguistic-cognitive approaches to understanding the concept. According to a number of scientists (Alekseev, 2008; Dobryakov, 1994; Propp, 1988; Slyshkin, 2010), there is an interaction between these understandings and their complementarity: concept as a unit of thinking allows you to go to the level of the concept-sphere of society and, thus, culture; concept as a cultural unit is a unit of collective experience that an individual perceives. In other words, there are two directions between culture and the individual: in the linguistic-cognitive approach, the concept is the direction from human consciousness to culture, and in the linguistic-culturological approach, from culture to individual consciousness.

The researchers note that the concepts are ethnospecific and are important when comparing cultures of different peoples to study their identity and similarities. The conceptual sphere consists of a set of concepts that have been formed into a certain structure throughout the development of the culture of the people and the nation as a whole. It is a complex formation that goes beyond the semantics of its constituent language units and is deeply embedded in the written, material and spiritual culture of the ethnos.

Thus, the analysis of the scientific works of Russian linguists in the study of the structure and content of the concept as a complex cognitive and linguistic social designer suggests that the concept does not have an unambiguous interpretation in the science of language at the present stage of its development. The lack of a common understanding in the definition of a concept as a central concept of linguistic culturology and cognitive linguistics demonstrates the difficulties of developing a new scientific paradigm, the focus of which is the person in his interaction with the surrounding world of the country of the language being studied. Therefore, research in this direction seems relevant.

5. Conclusion

The novelty of the research in the article lies in the fact that it was the first to undertake a comprehensive study of the dominant concepts of English lullabies in the linguocultural aspect, using the example of English-language folklore texts.

1. The meaningful interpretation of the concept of "concepts" is defined as a combination of semantic formations marked by linguocultural specificity, that is, demonstrating the special features of the carriers of ethnic culture.

2. Linguo-culturology is usually defined as a philological discipline of a synthesizing type, which arose at the junction of linguistics and cultural studies and considers language as the embodiment of culture.

3. The key scientific approaches important for our research are considered: cognitive, psychological, logical, logical and conceptual, cultural and semantic. Research of scientific approaches allowed to compare various definitions of the concept "concept". At the same time, a certain system was discovered in the existing definitions: a concept as an idealized education, characterized by a high degree of abstractness; being a volumetrically meaningful unit, the concept opens the veil into the linguistic and cultural picture of the world of the whole people.

4. Presents techniques for the study of the dominant concepts of English lullaby songs. Leading are conceptual and contextual analyzes. As a method of theoretical research, an analysis of vocabulary interpretations of various words defining the existing culture concept is used. Of particular relevance from a practical point of view is contextual analysis. The study of fragments of folklore texts represent the value component of the concept in this study. The use of experimental psycholinguistic methods is also widespread. One of such psycholinguistic methods is a free associative experiment.

5. The specificity of the description of the dominant concepts of English lullabies as a folklore text is the use of research methods to interpret the meaning of their name and the adjacent designations: definition (definition of semantic features); contextual analysis (selection of associatively related semantic features); etymological analysis; paremiological analysis; interviewing, questioning.

6. In the practical part of the research, contextual analysis of folklore texts from the original English literature was used.

As a result of the contextual analysis of English lullabies, 12 dominant concepts were discovered: "animals", "nature", "call to sleep", "gift", "sleep", "dream", "fatigue", "dream", "care" , "angel", "mother", "child". After systematization of the identified concepts by thematic basis, some of them were assigned to two main groups: the "nature" group and the "sleep" group. The most important for the thematic composition of lullabies was the group "nature". The most common concept is "child". These conclusions are quite natural, given the specificity of the lullaby of the song as a folklore text and its purpose.

Further research in this area can be devoted to the conceptual and practice - oriented analysis of English lullabies in comparison with Russians. This will make further contribution to the comparative linguistics, folklore and linguistics.

The study of scientific works of the above authors allowed to establish that at present the concept of "concept" is widely used in various fields of linguistics. It was included in the conceptual apparatus of cognitive science, semantics, linguoculturology. Representatives of cognitive linguistics see the concept as a unit of operational

consciousness, while the main thing in this interpretation of the concept is an indication of its integrity. The concepts reflect the content of the acquired knowledge, experience, all human activities and the results of his knowledge of the world around him in the form of certain units, "quanta" of knowledge. In cognitive linguistics, an integrated understanding of the concept and its consideration as a multidimensional culturally significant sociopsychic education in the collective consciousness, objectified in that other language form, is proposed. Analyzing research in the field of language theory, we came to the conclusion that the concept exists not for the word itself, but separately for each of its main meanings, expands this meaning and includes its culturological and emotional components.

We thank foreign scientists for the opportunity to conduct a contextual analysis of the dominant concepts of English lullabies in the linguocultural aspect on the material of original sources and folklore texts (Briggs, 1990; Briggs, 1991; Dundes, 1965; Kevin Crossley-Holland, 1988).

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On the need for the unification of legal categories of public and private law in Russia, the EU, and the US: debating points1

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Abstract
The article argues that there are significant differences between Russian, the EU, and the US terminology for a large number of issues of private and public law, which impedes the flow of capital and international cooperation required to address current global challenges. In this regard, the authors believe it is necessary to create a common legal space of the European Union and Russia. However, this does not mean that all legal procedures and the terms denoting them in the EU and Russia shall be the same. It is necessary to take into consideration the specifics of national legal systems and to preserve relevant statutory concepts. Whereas elimination of some archaic legal categories and a constructive dialogue on new environmental law terms are entirely appropriate. In turn, the EU and the US may be interested in the latest ideas of Russian scientists and experts on the differentiation between environmental terrorism, ecoterrorism, and eco-extremism, which could increase the effectiveness of fighting them.
Keywords
Unification; real rights; wilderness; ecoterrorism

Introduction
In the modern era of globalization, many pressing problems can only be solved by the joint efforts of all (or most of) the world's countries. This requires first the political will of the governments of these countries, which can often be problematic as, for example, in the field of cooperation in mitigating the effects of global climate change. However, even when the political leaders attempt to build a constructive dialogue in good faith, it is often severely hampered by the discrepancy between the terminology and legal procedures denoted by this terminology in different legal systems.

Undoubtedly, the absolute global unification of legal terminology is impossible and unnecessary. However, a range of levels lies between the two poles of absolute unification and absolute "national originality". Thus, each country needs to strike a balance between the two extremes of dissolving in international law or the law of major international organizations such as the European Union and keeping their national legal terminology. We believe that there is no need for the unification of all the terms and legal procedures, especially in private law. For example, there are no grounds to make the stages the conclusion of land lease agreement after the bidding identical in all the countries. However, in order to attract investments and increase the effectiveness of cooperation between law enforcement and at least nature protection bodies, it is essential to understand the subject of this cooperation properly. Otherwise, if the terminology and legal procedures indicated by it do not match, even if there is political will, this cooperation will be problematic.

The standardization of terminology would allow avoiding a significant number of difficulties in the international negotiations, as well as challenges for overseas companies in the sphere of protection of the rights of entrepreneurs.

Therefore, it is necessary to bring the legislation of the advanced countries "to a common denominator", adopting the best regulatory practices to the law of other countries taking into account their national mentality

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and legal culture. That is when the legal science becomes particularly important. It facilitates the preparation of drafts for public discussion that can later become the subject of parliamentary hearings and then draft statutes or alternatively provide a basis for international agreements.

We have been observing the processes of the unification of European and Russian legislation. The Russian law has been changing since the accession of the Russian Federation to the European Convention on Human Rights of 1950, to the WTO, etc. The frequent references made by the Constitutional Court of the Russian Federation to the decisions of the European Court of Human Rights is an exemplary evidence of this process,[2] not to mention the borrowing of European legal concepts lacking in the USSR, e.g. servitude (Yemelkina 2010, 30-32). This trend should persist. During this discussion, it is well to bear in mind the complexity of intercultural communication, the issue of the translation accuracy and the unification of the meaning of terms used in different countries and different legal families.

We suggest focusing on the comparative analysis of the terminology denoting the limited real rights to land within the framework of private law, as well as on the unification of terminology in the field of environmental activities (public law) exemplified by ecoterrorism and the protection of wilderness areas.

Of course, a limited number of the following examples cannot exhaust such a complex problem but we hope to continue the discussion with international legal experts and scientists and to develop a common approach to the problems of the terminology unification.

Materials And Methods

The article used the method of system analysis, comparative legal method, logical method, method of analysis and synthesis.

Results And Duscussion
Why is the unification of terminology so important?

A legal term is a verbal denotation of a concept presenting the content of a law or another normative act, a generic name for legal concepts having an exact and definite meaning characterized by semantic uniqueness and functional stability. Correct perception and understanding of the subject of law enforcement depend on the accurate use of terminology by a legislator. However, one of the problems of translating legal texts, which still has no comprehensive solution, is the choice of an appropriate counterpart for a term.

Quite often, an accurate translation is impossible since there are no equivalents in Russian or English for some categories or terms. This necessitates the unification of legal terminology, defined as "the kind of terminology work and the activities of the competent entities aimed at the standardization and uniformity of legal acts terms, and ensuring their compliance with all the requirements for the terms..." (Fomina 2006, 135). The scientific literature distinguishes between three stages of legal terminology unification: the preliminary stage, when the terms to be unified are being chosen and their meaning is being clarified; the main stage, when they are actually unified; and the control stage, when the effectiveness of unified terminology is being assessed (Kryukova 2003, 50).

This article focuses on the first stage of unification, dealing with the selection of terms requiring harmonization, and proves the immediate need for it.

The unification of terminology can be on both national and international, or interlingual, levels, that is the normalization of national and international terminology. In the scientific literature, this type of unification is sometimes referred to as harmonization. The expected increase in cooperation between Russia and the EU in the spheres of ecology and economy requires preliminary work on harmonization of terminology on the most urgent problems of private and public law. An integral part of the harmonization of the terminology should be the harmonization of the meanings of multilingual terms that are similar in form and the establishment of clear correspondence between them, as well as the selection of international terms from the synonyms list.

The implementation of the stages 1 and 2 of the harmonization of the legal terminology of Russia and the EU should consist of the following phases: systemic comparison of national terminology; compilation of a

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[2] Cf. for example, the Ruling No. 16-P of the Constitutional Court of the Russian Federation dated December 13 , 2001"on the case on the constitutionality test of the second part of Article 16 of the Law of the City of Moscow " On the fundamentals of Paid Land Use in the City of Moscow" in response to a complaint by a citizen T.V. Blizinskaia». *Corpus of legislative acts of the Russian Federation*. 2001. No. 52 (Part II). Article 5014.

classification scheme of concepts covering all the national terms of the compared terminologies; reaching an agreement on the unambiguous use of equivalent national legal terms; internationalization involving the mutual borrowing of national terms to fill existing gaps.

Thus, the harmonization of national and international categories and the terminological systems reflecting them aims at the development of a unified language in a specific area of standardization including the legal sphere. This will allow for a uniform description of the object of standardization in national and international normative documents (Pashaeva 2015, 142-143).

We should emphasize that the unification of legal terminology of different countries and different legal systems does not imply the perfect accuracy of the translation after its completion, since, as N.K. Garbovsky notes, the demand for preserving a certain "accuracy" of translation, a certain equivalence of information is questionable. This idealistic aspiration does not hold up to the ideas of asymmetry of linguistic world-images, diverse ways of articulation of reality by languages of translation, semantic and functional asymmetry, various trends in language communication showing specifically in the tendency to use more specific names where another language uses more common names, and vice versa" (Garbovsky 2010, 100).

For example, the scientific literature focused on the translation complexity of modifications of the term "ownership" (Rus. "vladenie") in the real law of Russia and European countries in connection with the ambiguity of this concept in European law and the absence of its terminological equivalents in Russian law (Vlasenko 2015, 226-230). The term "ownership", despite its external capacity, has a rather ambiguous scope, because in different legal systems it determines in either the actual dominion of a person over a thing or his/her legal title. The latter can be understood as a separate legal phenomenon (right of ownership) or as a constituent element (power) of more complex rights on a particular object (proprietary rights, the right of tenancy, etc.). This reflects, on the one hand, the classics of the philosophical approach of Roman lawyers to legal terms, which should be formulated as "leave no room between the letters but give full play to legal meanings." However, on the other hand, in the context of economic globalization, this complicates the legal provision of civil transactions due to the discrepancies in the substance of national legal concepts.

Given these and many other difficulties related to the quality of translation of legal terminology, we would like to focus on other aspects of the issue - not on the linguistic aspect, but on the meaning of legal terminology. We will address the problem of harmonization through the comparison of national terminologies and formulation of proposals on the unified system of legal concepts in the framework of several local legal terminological systems relevant to private and public international law of Russia, Europe, and the United States.

Problems of unification of the legal terminology of Russia and the EU in private law (on the example of limited real rights)

The preparation of European Civil Code (Study Group established in 1998) and the work of research groups on European private law (Acquis Group operating since 2002) set a trend for unification and harmonization of European civil law, while the remaining lack of harmony is of particular interest for researchers, because the analysis can result in hybrid legal terms linked with English legal tradition but preserving the elements native to the countries of continental law.

The developers of Draft Common Frame of Reference, Christian von Bar, Eric Clive, and Paul Varul, believe that the DCFR as mostly an academic text expresses the evolution of civil thought in Europe and throughout the world. In their opinion, the text is a good model for the improvement of national legislation in the sphere of private law, regardless of whether the state is a member of the European Union or not (Model rules of European private law 2013, 17-48).

The Model Rules of European Private Law are a new milestone in the elimination of the differences between national private law traditions enabling countries to formulate harmonious legal concepts.

In the era of globalization, a private capital enters countries with different legal systems everywhere. Of course, the legislation of such a country and the effectiveness of its judicial system are of great importance to foreign investors. Another equally important indicator of a country's attractiveness is its system of real rights to the property. The most evident example is the case of Russia.

The right of permanent (perpetual) land use and the right to heritable lifelong title to land as an illustration of great yearning for legal eccentricity in Russia

Before the Bolsheviks committed the Socialist Revolution on October 25, 1917, in the Russian Empire there was a European-type system of titles to real estate strikingly similar to German legal system (Kopylov 2000, 79-154). Having made the transition to a new tenor of life, the Soviet government announced the construction of a state of a new type -without any exploitation or private property. For that, the Decree on Land of October 26, 1917, abolished the private property and introduced the exclusive state ownership of land in the USSR that has remained dominating for years. However, the state itself represented by its officials cannot cultivate the land. In the absence of farmers and private businesses, land in the USSR has been administratively transferred to kolkhozes and sovkhozes[3] on the title unknown to the rest of the world - the right of permanent (perpetual) use, which was later classified as a real (proprietary) right.

The Land Code of the RSFSR of 1922 has already introduced detailed regulations on the land use by kolkhozes, agricultural artels (cooperatives) and communes, and partnerships for the communal cultivation of land. The right of perpetual use took its final form in the Decree of the Presidium of the Supreme Soviet of the USSR of August 26, 1948 "On the right of citizens to purchase and build private dwelling houses". The Fundamentals of Land Legislation of the USSR and the Union Republics of 1968 and the Land Code of the RSFSR of 1970 being subordinate to it has enshrined the principle of free land use by kolkhozes, sovkhozes, and other agricultural enterprises, organizations, institutions, and citizens of the USSR.

They differentiated between a perpetual (permanent) use and a temporary use (shorthold of up to three years and long-term of three to ten years). The decision of the Council of Ministers of the USSR of March 6, 1975, established a single form of a state certificate to be registered in the Registry Book for the state land use certificates[4]. Even then, the law enforcement practice consolidated the rule that the legal regime of lands granted for perpetual (permanent) use implies the lack of the right to dispose of such land plots.

The reason to establish this unconventional type of land rights was not economic, but purely political and ideological, intending to show the peoples of the whole world the "progress" in the socialist land use and the absence of "exploitation of man by man". Without deepening into political and historical details, we would like to point out that in 1991, when the USSR collapsed, and the idea of building communism disappeared by itself, the right to permanent (perpetual) land use, being an ideological kind of rights that appeared in the early years of the Soviet rule, was not abolished and it still exists.

In 1990, another land right of an ideological kind was established, this time it was generated by different political ideology, Perestroika. It was the heritable lifelong title to land. Its introduction was a compromise between the right to private property and the right of permanent (unlimited) land use. Although the transition period has long ended, this peculiar kind of real rights to land remained.

As S.G. Pevnitsky notes, nowadays there is no need in the right of heritable lifelong title to land, as the obligation rights are rising in importance. The right of heritable lifelong title to land can only exist in the "transitional" land code, and this dubious preposterous right should be abolished in the future (Pevnitskiy 2004, 23-25). S.P. Grishaev agrees with this pointing out that the heritable lifelong title to land is artificial, as it was not inherent in Soviet land law or pre-revolutionary Russian law. Nor did it solve any economic problems. Therefore, since land plots are widely granted to the citizens of the country, the necessity of this type of land rights raises doubts (Grishaev 2017).

However, other scholars have a different outlook saying that heritable permanent title to land "is one of the alternative land-use titles that can properly regulate the relevant area" (Pandakov, Chernomorets 2004, 281). The supporters of this idea often refer to the works of the pre-revolutionary Russian civilian I.A. Pokrovsky, who noted that right to property alone could be enough only for the most primitive economic life (Pokrovskiy 2003, 206).

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[3] The kolkhoz (abbreviated from "collective farm") and the state farm, or a sovkhoz (abbreviated from "Soviet farm") are the unique legal entities that existed only in the USSR. One of them (the kolkhoz) is in a way similar to the European cooperative society (ECSO) while the other (the sovkhoz) has no comparable counterparts in EU law, certainly not in the sphere of agriculture. The profound lack of freedom typical for production, labor and other types of relations in kolkhozes and sovkhozes has not been observed in European agriculture.

[4] Decision of the Council of Ministers of the USSR No. 199 from March 6, 1975 "on the issue of state certificates of land use right to land users", available at: "Garant" Legal Reference System (accessed 30.11.2017)

We will present our viewpoint on the matter. So, what makes these two sui generis limited real rights to land with no exact equivalents in any other language so peculiar? And why should Russia abandon such "legal eccentricity" and adopt the European real right standards?

In our opinion, the list of real rights established by the Civil Code of Russia is far from being complete, and that significantly hinders the turnover of property. In this list, there are no such conventional real rights recognized by developed legal systems, as building tenancy, usufruct, emphyteusis and many others. The Civil Code of the Russian Federation and the Land Code of the Russian Federation contain the following set of limited real rights to land: the right of permanent (perpetual) use for state and municipal institutions, state enterprises, centers of historical heritage of the presidents of the Russian Federation who have ceased to exercise their powers (the latter has the organizational and legal form of the fund), state and local government bodies (Article 39.9 of the Land Code of the Russian Federation); the heritable lifelong title for citizens (for the first time it is not granted); the easement.

The range of subjects of the right of permanent (perpetual) land use received a barrage of criticism, but with the reference to the aims and objectives of this article, we would like to focus attention on the following issue. The state and local government bodies as a subject of the right of permanent (perpetual) land use receive negative reviews in the scientific literature, "since no law establishes such an organizational form of a legal entity" (Kosolapov 2008, 14). The public authorities appear even stranger in the list of land users, as these entities do not directly run their own land, therefore it is impossible to allocate a specific land plot to them.

It is important to note that the subjects of the land relations stated in the Article 5 of the Land Code are the subjects of the Russian Federation and municipalities, but not their *bodies*. This leads us to two conclusions. Firstly, in different articles of the Law of the RF, the legislators adhered to different ideas of public entities as a subject of law that had long been discussed in the civil literature. Since the discussion of these theories as such goes beyond the scope of our study (Zhabreev 2001, 177; Golubtsov 2008, 34), we would only note that it centers on the subject of civil rights - whether it is a public entity itself or its bodies. In our case, the developers of the Land Code of Russia took both concepts.

Secondly, both in the Soviet Union and in modern Russia land cultivation or development functions can be performed by state or municipal enterprises and institutions stated in the Article 39.9 of the LC of the RF. Furthermore, according to its current version, it turns out that the Russian Federation, its subjects, and municipalities, being the owners of certain land plots, grant themselves the permanent (perpetual) use of these plots. The assumption that public owners grant land plots to themselves and to each other, appears equally devoid of common sense and does not arise from the Article 39.9 of the LC of the RF. Thus, it turns out that the public owner and the holder of the limited real right are the same. In the eyes of Russian civil law and from the perspective of European real right theories, such a situation is absurd.

What is the right of permanent (perpetual) land use? As its name indicates, it is the ability to use land, i.e. to benefit from the land in accordance with its designated use, without any limitation to the period of such use. This is how it differs from the temporary free use of land although perpetual use is also gratuitous, and for this reason, some academics suggested to call it the right of "permanent gratuitous use" (Khatuntsev 2006, 127). Its gratuitous nature makes it possible to distinguish it from a land lease contract. Moreover, the right of permanent (indefinite) use is exercised not on a contractual basis, unlike the leasehold. The right of permanent (perpetual) land use cannot be used as an authorized (share) capital of commercial and non-commercial organizations. Only state executive bodies or local government bodies can grant the right of permanent (perpetual) land use. While the private owner cannot transfer his/her land to another person under this right. The right of permanent (perpetual) use and the right of lifelong heritable title do not give their holders the power to dispose of the land, except for the transfer of the heritable lifelong title through inheritance. In other republics of the former USSR, the situation is somewhat different. For example, under paragraph 4 of the Article 35 of the Land Code of the Republic of Kyrgyzstan, a land plot in use can be transferred through a civil transaction. This way a land in perpetual (unlimited) use can be transferred into either perpetual use or temporary (limited) use, and a land plot in temporary use into use for the remainder of the term.

Unlike the legislators of the Republic of Kyrgyzstan, Russian lawmakers offer only one way of the limited real rights' development, it is the re-registration of title, as only a limited number of entities or people can gain the initial right of land use, and the title to land can be gained only by citizens through inheritance. And this brings up another insoluble terminological question. The European legal systems have no such terms as "grant of

land" or "re-registration of land". The only similar EU term is the privatization of land. The Russian Federation also uses the term, specifically in relation to land, and this creates even greater terminological chaos.

Thus, the existing set of limited real rights to land is obviously outdated and does not meet the needs of Russian civil turnover. It is not geared to cope with a significant number of relations connected with the use of state or municipal land for development by most entities and does not cover the relations with the private owner of the land, except for the easements that grants not the title to land, but only the right of limited use (The concept of real right legislation development 2009, 84-88).

Furthermore, the right of permanent (perpetual) use and heritable lifelong title exist only in relation to state and municipal lands, and they are very limited in the range of subjects that can have such a right in land. The majority of private owners of buildings, constructions and other real estate objects are completely deprived of the opportunity to purchase land under these limited real rights, that is not normal for a developed civil turnover.

Finally, these terms do not fit into the global civil practice, they cannot be accurately translated into most world languages (due to the absence of legal equivalents in these countries), and therefore, it is essential to abandon their use in Russia.

European types of limited real rights to land and the need for their implementation in Russia

One of the main functions of the civil law is the objective reflection and regulation of economic processes in a particular state. If a state seeks to build communism, then ideologically driven types of property rights and names of legal entities (kolkhozes) seem perfectly logical. However, if the country's constitution proclaims the development of a market economy, the types of real rights to property including land shall be different.

This very fact brings us to the conclusion that Russia and other post-Soviet countries are in need of transformation of the terminology and legal processes and procedures it describes. The experience of the EU countries, traditionally encompassing a fairly wide range of limited real rights, suits this need perfectly.

E.A. Sukhanov says that choosing the path of development of Russian civil law, its individual institutions, and sub-sectors requires knowledge and understanding of the bases of their legal registration in various legal systems, that allow drawing objective conclusions on the expediency of specific approaches. The comparative legal analysis seems necessary in the current conditions when due to various reasons the national legal system cannot develop in isolation, as it did before under the previous legal system (Sukhanov 2017, 8-14).

In many European countries, governing real rights to land are emphyteusis and superficies, but it is noteworthy that these legal categories do not always have the meaning assigned to them in ancient Rome. The legal model of superficies is relevant for much modern law and order, for example, heritable building rights in Germany (Erbaurecht), France (Droit de superficy), building right in Austria (Erbbaurecht) and Switzerland (Nutzungsrechte) (Kruglova 2012, 132). As for the legislation of the former USSR countries, the rules on the right to develop land can be found in the Civil Codes of Moldova, Ukraine, Lithuania, Georgia, Turkmenistan, and in the Law of Property Act of Estonia (Manko 2008, 154).

Emphyteusis is currently present in the legislation of France, Belgium, the Netherlands, Italy and a number of other countries. First of all, emphyteusis is a regime for agricultural land, but, for example, in Belgium, its subjects include buildings (Byshkov 2011, 90). This can create a conflict of the legal nature of emphyteusis and superficies.

The legislation of the Russian Empire recognized the right to build (superficies). It was regulated by a special law of 1912 and "chinshevoye" right, which was similar to emphyteusis. In the RSFSR the right to build was regulated by the Civil Code of 1922 (abolished in 1948). The current version of the Article 271 of the Civil Code of the RF governing the rights of owners of property located on foreign land in respect to the relevant land plot gives some reason to believe that, in certain cases, the Civil Code of the RF recognizes the right to land similar to superficies model, although it does not use this term (Inshakova 2017, 150).

The European experience of legal regulation of property rights is reflected in 5-part Conceptual Framework for Civil Law Development drawn up by the Presidential Council on codification and civil law development in accordance with the Decree No. 1108 of the President of the Russian Federation of July 18, 2008 "on the development of the Civil Code of the Russian Federation". One of its parts, the Conceptual Framework for Real Law Development (The concept of real right legislation development 2009, 84-89), contains a brief analysis of the current legislation on superficies, emphyteusis, and usufruct, as well as a number of proposals on their legislative development.

As the authors of the Conceptual Framework note, they propose not to borrow European concepts and models, but rather to use them as prototypes, since they proved viable in the regulation of land relations in a market economy. Therefore they propose to consolidate the two basic models of real rights to land and other natural objects: the right of superficiary type entitling its holder to change the properties and qualities of a land plot, especially to erect various buildings; the right of lease type that gives its possessor a wide range of possibilities of using of the properties and qualities of the plot without its development.

The first one of these limited real rights can be granted if a person plans not to use a land for agriculture or to benefit from its natural resources in any other way but to use it for the erection and the subsequent use of various buildings on it.

Emphyteusis, the permanent land use and ownership right, can be applied primarily when the land is used for cultivation or agricultural production both for commercial and non-commercial purposes. Thus, this proprietary right is introduced to allocate a land plot for activities that involve using its natural resources, including the establishment of protected areas.

According to the Conceptual Framework, superficies is a real right to use land to erect on it various buildings and objects and to use them. While working on the text of the Project on the changes to the Civil Code of the Russian Federation, the reformers abandoned the term "superficies" and used only "building rights" category. This right shall be paid, with the fee established by the agreement of the parties, and the minimum fee possibly established by law, and temporary -up to 99 years, but not less than 50 years, the period shall be set by the parties, as a general rule, is not subject to extension. This real right can be transferred by singular or universal succession, and may also be subject to a covenant (real right in land and building right, being a single right, cannot be separated for the entire duration of superficies); it arises pursuant to an agreement with the owner; the right is subject to state registration.

We positively welcome this Conceptual Framework for the development of the Law of the Russian Federation aimed the unification of the limited real right terminology, although the draft law on amendments to the Civil Code of the RF, based on it, unfortunately, has never been adopted by the State Duma of the Russian Federation. However, being supporters of such unification, we still have to state that this model requires some correction as it does not take into account the legal context (tradition) in which the proposed limited proprietary rights are to be implemented. We will give just a few examples:

1) *the Conceptual Framework indicates that superficies, the right that is temporary with the duration of up to 99 years but not less than 50 years (or 30 years as stated in one of the versions of the draft of the Civil Code of the RF).* However, in Russian mentality and legal tradition, a term exceeding the life of a person is absolute nonsense. In the same way, legal entities are to undergo at least several reorganizations during the 50-year period. Thus, this a typical perpetual limited real right, which they propose to make artificially temporary. Therefore, we propose not to fix the terms of this real right.

2) *According to the Conceptual Framework, the loss of the property built on the land plot is not the sufficient grounds for the termination of the building right, the only grounds for the termination is the expiry of its term; upon the expiry of the term the owner of a land plot retains the ownership of all the buildings and structures as well as the land without any compensation to a superficies holder.* Such an approach leaves the question of the legal fate of the built property open. It turns out that the owner of the property built and functioning for 50 years or more can be deprived of the land after the expiry of the term. Such a proposal is perceived in Russia as facilitating the exercise of arbitrary power and corruption because in most cases the land plot will be state-owned. However, the experts discussed the possibility of not applying the right of superficies to the construction of blocks of flats, so as not to jeopardize the citizens' title to their residential property after the expiration of superficies. We consider that reasonable and fair.

To put this into perspective, we shall note that the German Civil Code and the Swiss Civil Code also stipulate that with the termination of the building right all the constructions go over to the land-owner, but the usual requirement is the obligation of the land-owner to pay the developer the equitable remuneration for such constructions (Leontieva, Markus 2011, 30-61; Central civil law institutions in foreign countries 2009, 216-253).

3) *A superficies holder can erect buildings, modify, demolish them, and erect new ones. Such activities are limited only by the provisions of the agreement with the land-owner.* This will violate the requirements of the Town Planning Code of Russia, according to which the definition (change) of parameters and types of permitted construction is governed by town-planning regulations. The transfer of such functions to the landowner will paralyze the urban management system.

In conclusion, we shall note that the authors of the Conceptual Framework believe that the existing rights of heritable lifelong title and permanent (perpetual) use should be preserved for an indefinite period with no changes to their content, but they should not arise in the future. It is hard for us to agree with this point of view since legal terms and procedures of a market economy cannot coexist peacefully with the ideological constructions of the former USSR. However, the term for mandatory re-registration should not necessarily be short, so the transition period is inevitable. The measures implemented during this period should facilitate a rapid transition to new real rights.

Problems of unification of the legal terminology of Russia and the EU in public law (on the example of environmental law)

While in private law the possibilities for international cooperation are rather limited, in public law there are hundreds of international treaties on the overall strategy of human survival, including environmental issues. We should say that the situation with the terminology and legal procedures it denotes is rather ambiguous. Firstly the international community has come to a consensus on a large number of issues concerning what objects of nature should be protected and in what ways. The Ramsar Convention is a representative example of this. Similarly, parties to the Paris Climate Agreement (which entered into force on November 4, 2016) discussed practical steps aimed at keeping global average temperature rise, rather than arguing what the climate is and whether it is really changing.

Secondly, there are no agreements on numerous burning issues of environmental protection in modern international environmental law, because, besides the lack of political will, there are also no legal (terminological) prerequisites. For example, the lists of specially protected natural areas (PAs) in Russia and the EU countries differ. So, if we draw comparison between the types of PAs in Russia and the Republic of Slovakia, we find out that in Slovakia, there are ten types of PAs: a protected landscape area; a national park; a protected area; a nature reserve, a national nature reserve; a natural monument, a national natural monument; a protected landscape element; a protection area for birds; a protected site (See § 17 Law of the Republic of Slovakia No. 543/2002 Z. z. of June 25, 2002 "On nature and landscape protection). In Russia, there are seven types of PAs identified at the federal level: state nature reserves, national parks, natural parks, state nature reserves, monuments of nature, arboreta, botanical gardens (See art. 2 of the Law of the Russian Federation No. 33-FZ of March 14, 1995 (as amended on July 29, 2017) "On Specially Protected Natural Territories").

The Slovak system of PAs includes such a category as the "protection area for birds", which has no equivalents in Russia. The habitats of migratory bird species, particularly their nesting, breeding, wintering areas, as well as resting places on their migration routes and habitats of birds of European importance, can be declared protected areas in Slovakia in order to ensure their survival and reproduction. The Slovak environmental authorities develop a national list of proposed protected bird habitats, which is then approved by a decree of the Government of Slovakia. After its approval, this list of ornithological territories is sent to the European Commission.

In Russia, there are no special laws on bird protection and there is no special type of protected areas (Saltykov A.V., Gugueva 2017). The last special document on this was adopted in 1979 (Resolution of the Council of Ministers of the RSFSR No. 196 of April 11, 1979 «On the Protection of Migratory Birds and their Habitat»). However, if the political leadership of Russia and Slovakia (or Russia and the EU) decide to conclude an international treaty on the protection of migratory birds, it will be very difficult because of the inconsistent terminology and legislative design of the PAs. A better illustration of this problem is the divergence of terminology on ecoterrorism and wildlife conservation and legal procedures it denotes.

Ecoterrorism: terminological problems

Nowadays, countering terrorism is a central problem to the political agenda of the countries of the European Union, Russia, and the United States. Continuous terrorist attacks causing fatalities allow us to speak of the ineffectiveness of the existing terrorist crime prevention system, as well as of the need to find new ways to combat terrorism, extremism, and radicalism, including their new types and forms associated with the environment. The growth of cities and the sophistication of technologies in many ways simplify it for modern terrorists to commit serious and particularly serious crimes affecting natural objects, and thus there were only few successful ones (sarin gas attack by Aum Senrique in Tokyo metro) and numerous unsuccessful attempts (attack on the Baksanskaya HPP in the Republic of Kabardino-Balkaria (Russia) on July 21, 2010 g; deployment

of an explosive mine with radioactive cesium-137 by Chechen terrorists in Izmailovo Park in Moscow in 1995, etc.). Meanwhile, successful international cooperation in combating environmental terrorism is hampered not only by the lack of proper political will and regulatory framework but also by the lack of consensus on the understanding of this category.

In Russia, "ekologicheskiy terrorizm" ("environmental terrorism") means a kind of conventional terrorism associated with explosive and other devices, human losses, and property damage, aimed at intimidating the population and putting pressure on public authorities. Other countries also use the same term. Despite the fact that the majority of scientists or politicians do not doubt the existence of environmental terrorism, its concept and elements have not been clearly formulated yet. Terrorism is a well-developed and well-established notion in the international acts. There are numerous mentions of technological terrorism, biological terrorism, chemical, and nuclear terrorism there[5]. However, generic characteristics of environmental terrorism in relation to the above categories have to be derived indirectly from a number of fragmentary references.

In our opinion, environmental terrorism is one of the types of crimes of a terrorist nature aimed at intimidating the population and exerting pressure on public authorities by attacking the environment to affect its quality in order to adversely affect the life, health, and property of citizens by destroying or damaging critical infrastructure, nuclear facilities including radioactive material storage facilities, as well as hazardous chemical or biological facilities.

One of the major differences between environmental and other types of terrorism is the targeted objects. In this case, it is the environment that suffers a rapid attack, the polluted environment in turn adversely affects the life and health of the population, as well as wild and domestic flora and fauna.

Meanwhile the United States, Canada, European countries most often use the term "ecological terrorism", which refers to the actions of radical environmental groups and criminal gangs that destroy fur and leather products, uncaging experimental and farm animals, threatening "animal killers", exploding their machines, etc. In Russia this phenomenon also occurs (albeit on a smaller scale than in the United States), but it is not called "terrorism" because it does not aim to destabilize the authorities or to affect their decisions. Most often these radical actions are classified as hooliganism or as deliberate destruction or damage to someone else's property.

In this regard, we propose to discuss the theory and practice of Russian criminal law where there are several crimes referred to as "ecoterrorism" in the United States and other countries. We propose to call them "eco-radicalism". That is the negative attitude of individuals or groups to various phenomena and processes, which, in their view, are harmful to the environment. The expression of eco-radicalism is unlawful acts of violence against the culprits, including alleged ones, of environmental infringements and crimes. Representatives of eco-radicalism use extreme, drastic, and unlawful means to draw public attention to the most urgent and acute environmental problems.

The world's scientific literature has rather intensively studied both the composition of radical environmental groups and criminal associations, their ideology and the individual cases of arson, threats, destruction of or damage to other people's property, "release" of agricultural and experimental animals from cages, that is common in the EU, Russia and the United States, attacks on people wearing fur and leather, as well as other similar "acts". That would be impractical to list them in detail here since Donald Liddick has already carried out a thorough analysis of the structure, history, philosophy of environmental radicals, and a review of their environmental motivated crimes (Liddick 2006).

Eco-radicalism has a number of fundamental differences from other crimes of a terrorist nature, which allows us to assert that it is necessary to distinguish between them.

   1) environmental protection activities of the green movement do not have all the characteristic features of environmental terrorism. It is commonly known that the activities of terrorists are aimed at causing harm to life and health of an unlimited number of individuals, indiscriminately, in order to spread fear and panic among the population. By contrast, the target of the environmental radicals is always specific people or organizations in their opinion guilty of offenses against animals or other natural objects. That is why they damage not randomly picked cars or other property but only those belonging to specific persons.

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[5] See, for example, Council Framework Decision No. 2002/475 / EAP "On Combating Terrorism" (adopted in Luxembourg on June 13, 2002.) "Garant" Legal reference system (accessed 01.12.2017)

2) terrorists have taken thousands of innocent lives, they have severely harmed the health of tens of thousands of people. Environmental radicals cause considerable damage to businesses and individuals, but so far, no one has been killed or inflicted disability.

3) terrorists try not only to intimidate an indefinite range of people but also to manipulate public authorities. Environmental radicals do not attempt to exert pressure on public authorities. As a rule, they act against specific persons or particular commercial or non-profit organizations.

4) despite their unlawful methods, green activists do not attempt to destroy the environment, but, on the contrary, are struggling to preserve it.

It seems that equating eco-radicals and terrorists misleads the public, gives it a wrong object for criticism, hatred, and persecution, instead of concentrating its attention on countering real terrorism. Therefore, a state should not allocate its understandably limited resources to the prosecution of eco-radicals, whose activities pose a limited threat to the public (Fundamentals of national security theory 2012, 239-240). The fact that it became publicly acceptable to draw a comparison between the groups of animal activists and the Taliban means that the matter has gone too far (McCoy 2007, 67). Accordingly, until legal experts and academics are able to justify the need to distinguish between these two phenomena (ecological terrorism and radicalism), and are able to convince the political authorities interested in combating terrorism, the effective international cooperation will be difficult due to formal reasons not related to the lack of political will.

Wilderness as a legal category

Another illustrative example of the discrepancy in the terminology in the field of environmental protection is the "wildlife" category codified in the law of the United States and many other countries all over the world. In Russia, the term "wildlife" is used a lot only at the mundane level, with the exception to the protection of wildlife sites that is a part of international agreements.[6] For example, the subjects of wildlife smuggling are animals and plants, their parts and derivatives extracted from their natural environment illegally (poaching) for the purpose of illegal trafficking and sale. However, this raises the question if animals are *wildlife* objects, then what is the legal status of the territory where these animals live.

We have to turn to the experience of the United States to answer this question. There, in 1964, after several decades of discussions, the Congress adopted the Wilderness Act creating a National Wilderness Preservation System designating 9.1 million acres of federal land falling under the scope of the Act for Forest Service. Initially, the wilderness supporters considered it of prime importance to protect these lands from "unnecessary road construction" in order to preserve them in their natural condition. The Wilderness Act indicated that its objective is to secure for the American people of present and future generations the benefits of an enduring resource of wilderness. The law determines that only Congress may designate wilderness areas. According to this law, an area of wilderness is an area of undeveloped Federal land if it(1) generally appears to have been affected primarily by the forces of nature, with the imprint of man's work substantially unnoticeable; (2) has outstanding opportunities for solitude or a primitive and unconfined type of recreation; (3) has at least five thousand acres of land or is of sufficient size as to make practicable its preservation and use in an unimpaired condition; and (4) may also contain ecological, geological, or other features of scientific, educational, scenic, or historical value. A number of prohibitions have been imposed on the wilderness areas defined by the Congress decisions.

The law prohibits any commercial enterprises there (for example, logging), use of motor vehicles, construction of roads or other structures. Furthermore, it prohibits the use of motorized equipment (including motorboats), aircraft landing, etc (Voicu 2010, 487-497). This general rule also establishes a number of exceptions related to the actions of the authorities in emergency situations, combating diseases and pests, etc. The prospects of wildlife there are also of great interest. The scientific community of the United States has recently grown more interested in the question of what we shall do with global natural processes, such as climate change or the loss of natural habitats of animals and plants (Leshy 2014, 44). The answer is yet to be found, also by Russia if the country's legislators will adopt this legal category. In the meantime, Russian wildlife legislation does not include the wildlife or wilderness category, and therefore Russia cannot participate in bilateral or multilateral international environmental agreements on the subject. The only approximate equivalent in Russia is the

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[6] For example, the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), available at: "Garant" Legal Reference System (accessed 01.12.2017).

category "natural ecological systems". While the US Congress adopts decisions on wilderness areas, and they have relevant environmental and legal regime, a list of prohibitions and restrictions, borders, etc., in Russia it is not clear where exactly such ecosystems are located and what their boundaries are. The most logical path of terminological development for Russian environmental law offering prospects for international cooperation is the development of categories of "wilderness area" in relation to the unique island ecosystems (e.g., Volga River basin), which formally attribute to different categories of lands, but have a number of unique features that require elevated security measures.

Conclusion

The article argues that there are significant terminological differences between Russian, the EU, and the US terminology on a large number of issues of private and public law impeding the flow of capital and international cooperation required to address current global challenges. In this regard, we believe it is practical to create a common legal space of the European Union and Russia. However, this does not mean that all legal procedures and the terms denoting them in the EU and Russia shall be exactly the same. It is necessary to take into consideration the specifics of national legal systems and to preserve relevant statutory concepts. Whereas elimination of some archaic legal categories, as well as a constructive dialogue on new environmental law terms, are entirely appropriate. In turn, the EU and the US may be interested in the latest ideas of Russian scientists and experts on the differentiation between ecoterrorism and radicalism, which could increase the effectiveness of fighting them.

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Metapragmatics and Metahospitality: Their Role in the Students' Exchange Program and Sustainable Tourism

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Abstract
The purpose of the study is to explore the students exchange who stay in non commercial homestays attending the education and social culture activities within Indonesia through international organization program. The writeras the voulenteer explored the students attitudes in expressing gratititude to the host, the process of instrumental transaction into emotional transaction, and the attitude and behavior of the students.This study is phenomenology of life experiences which is adopted from Groenewald(2004) and the data was collected based on the students' comment on expressing.The data of the students' behavior and student's activity in tourism was taken by the interview. The findings revealedthat the students say 'thank you' in a good manner based on their culture, the instrumental transaction starts from simple things in the everyday life which leads to emotional transaction of host-guest students which leads to the learning and the real human relationship. There is a problem which encounters the host-guest relationship and the tourism activity behavior. The writer recommends the teachers to give more attention on attitude education by inserting 'thank you' in writing and speaking, to learn nice story, fun games and other activities which lead to emotional transaction, to understand 'the domestic rules'for comfortness, friendship, and sustainable tourism so that there will be many more people host the international students.
Key words: metapragmatics, metahospitality,host-guest, sustainable tourism,

1. Introduction

Indonesia has many cooperations with other countries concerning international exchange activities. Three of them are Friendship Force International (FF) for adults, AIESEC for university students and The American Field Service(AFS) for high school students in which I was involved. The three organizations have the same purpose : exhanging culture, friendship, learning languages andwhile having the programs at school, universities or socio cultural program which is arranged by the international organization. In between their activities they have opportunities to see and to enjoy tourism places in Indonesia.

These three organizations are considered 'senior', experienced, still exist until now and is sustainable. This is due to the benefits that the stake holders: the international organization, the students and the host family get. AFS was founded in 1914 in which in Indonesia is now developing into The Indonesian Foundation for Intercultural Learning which was founded in 1985 by Taufiq Ismail, Tanri Abeng,Irid Agoes, Kartono Mohammad and Gunawan Satari, (Bina Antar Budaya, n.d)), AIESEC was founded by Jaroslav Zich, Jean Choplin,Stanislas Callens. This was the predecessor of AIESECwhich was officially founded in 1948(AIESEC, 2016),and FF was founded in 1977 by Wayne Smith and Jimmy Carter (Friendship Force International, 2018). Since the purpose of these organizations is similar the rule is also similar which include rules of the organization rules at home and outside activities.

AIESESC and FF has the short program (1 -8 weeks) while AFS has short and long stay program, 2 weeks to one year(AIESESC Indonesia, n.d, Frienship Force Guideline, n.d, AFS host family program, n.d). During the students stay program there is an intensive relationship between family members and the students. There is a communication, discussion, sharing culture and other family activities that can make the relation closer. This behavior is the area of metalinguistic which is enclosing life history of ethnic group with a situation of learning circumstance in the people communication including changes in diverse cultures in a period of time (Bakhtin,1975).

The data of the exchange students of the three organizations specifically in Malang is is 2 students every year from the year of 2012 to 2017 is (12) for AFS(Hosting Department of AFS-Intercultural Learning, Malang, 2017).AIESEC has more students with the average number of 10 to 12 students every year (Incoming Department of AIESEC, Malang, 2017), and 6 -10 ambassadors(Frienship Force International Malang, 2017). In this study the term student is used.

In relation with metahospitality the host family provides shelter, food, family activities such as going around cities or other regions which is facilitated by the organization. This is in line with Lugosi's statement(2008) in the provision of the food, shelter and entertainment which stars with commercial transaction then develops into the social and political purpose. However for AFS, AIESEC and FF it is more on social purpose.

Most participants of the exchange program are students and based on the reserach findings of Camargo and Gretzel (2016) about sustainable tourism, out of 175 students 19.9 % stated that community is responsible for sustainable tourism and 4.7 % is the responsibility of the tourists in which in this case is the students as tourists. This means that the community in which host family is included has a role in sustainable tourism. Another reserach finding shows that the travel pattern of students in Australia of the 219 respondents, 141 (64.4 per cent) travelled within Australia during the course of their study, while 71 students did not (Michael, Armstrong & King, 2003).

Research questions:

1.How do the students write the expression of gratitude to the host family?

2. What is the process of the instrumental transaction into emotional transaction?

3.How do the students behave during their stay in the host family?

4. What are the students'impressions on the the tourism activity?

2. Literature Review
The Relation between Host and Guest in Non Commercial Homestay

Non Commercial Homestay(NHS will be used interchageably with our house) is a comfortable home-based which is different from the relation between managers and customers, and as a human phenomenon NHS plays an important role in host-guest relationship(Lashley,2000, Lashley, Lynch &Morrison, 2007). In the concept of pure hospitality there is a dimension of emotional feeling ,social feeling, subjective, and personal feeling of many delivery service aspects(Jamal and Othman, 2009). In the similar way Hemington(2007) states that there is an emotional value which concerns with monetary worth of feelings and social value which concerns with interactive experiences.

Another study found that homestay hosting is fruitful to host families as it provides social interconnection and protection of local custom, a sense of local importance, earnings work, and learning chances. However there exists culture disorientation, occasional homestay market, anxiety and postponed cost. Therefore the implications of understanding both the positive and negative aspects of hosting international has to be taken into consideration (Agyeiwaah, E, Akyeampong, O, Boakye, K, Adu, AB-Gyamfi, 2014).

In relation with guest-host relation in our house Islam encourages to receive the guest as this deed is one of the obedients to God.This relation is considered as hospitality which has the posistion of ethical value and has the strategic position in implementing the relationship of host, guest and God(Stacey, A, 2014). There are several verses in the Quran that mentions of the importance of honouring guests. The Prophet Abraham presents a fatty roasted calf to show the hospitality and generosity when there are guets who are actually angels and visit his house to inform that he was going to be a father of son (Al Qur'an 54, 24-28). The host has to welcome, gives the appropriate room and serve refreshment quickly to the guest, and has to take interest in the conversation. However when the guest is not polite the host has the right to remind and stop doing so (Al Qur'an 51:24-27).

Metapragmatics in Relation with the Attitudes and Behavior in the Social Context

Metalinguistics development has five fields , metaphonological: the mastery growth of the sounds that build words, metalexical/metasemantic: the process of mastery growth of structures and word meanings, metasyntactic: the process of mastery growth of expanding the potential to logic of having something consciously about syntax and purposely direct it, metapragmatic : the process of mastery growth of how to use the language in social context, metatextual: the process of mastery growth of comprehending of text structure including cohesion and coherence (Gombert, 1992, Gombert 2006).In this study the focus is on the metapragmatics.

Mey explains metapragmatics in this way:. . . what we are looking for in metapragmatics is, in Caffi's [1984] words, those "units of action which are constitutive of a given interaction" (p. 464). That is, the whole structure of discourse referst to both on the universal and individual level of a story, an argument, a report etc, all within the restriction of the persons who interact and the agreement in the same mind on between them

(2001).Metapragmatics has two important roles : interpreting the messages of the speaker and the performing pragmactic act of the speaker (Lee, 2007).

One of the practices of metapragmatics is pragmatics which is expressed in thanking. That 'thanking', 'positive feeling' and 'appreciation' were the most frequently used strategies. About the gender of participants 'thanking', 'positive feeling' and 'appreciation' were most frequently strategies among the male subjects and' thanking' and 'positive feeling' were the general tendency of females(Yusefi,Gowhary,Azizifar& Esmaeli, 2015).

Thanks and apologies used in numerous conditions, and serving a variety of purpose beyond outside limits of creativeness, are not stereotyped with no real message. They connect and serve debt and credit between parties which convey a sense of moral indebtednesss features of social relationships in any community(Taras,2007).Thanking which is included in corpus(Cheng, 2010)) and can also be considered as a corpus method is still new in Indonesia. The reserach methods in ESP which is mostly used are needs analysis and lingua franca (Aniroh, 2017)

Metahospitality and Sustaining Hospitality

Metahospitality starts from hospitality transactions in the form of basic physiological,economic, social or political needs and develops into hospitable interaction in the form of gratitude. From gratitude hospitality changes strangers into familiars,enemies into friends,friends into better friends, outsiders into insiders and non –relatives into relatives (Selwyn 2019).After having better relation it apperas hospitableness which is inherently emotional then it also apperas hospitability which is opennees and acceptance towards the other.Finally the last manifestation is metahospitality which is uncommon, realistic and emotional in keeping the spirit (Lugosi, 2008).

In Islam treating the guests in a good way is a part of human obedient to God and is an obligatory. Those who treat the guest well as reminded by Prophet Muhammad means believe in God and believe in the Day of Judgement as the hospitality in Islam consists of host, guest and God (Stacey, 2014).Another good deed of hospitality in Islam is building friendship and building good relationship (*silaturahmi*) as those who want to be wealthy and long life is suggested to build relationship with others(HR Bukhari, n.d).There are the advantages of *silaturrahmi* : 1) introducing our children and relatives to know each other and how to call each other based on family tree diagram, 2) avoiding unknown relatives within a big family, 3)when meeting each other they talk, have fun, memorize old fun days that can influence the body and soul health and can prolong the life, 4) opportunity in job, study and other good opportunity possibly comes due to the information from the member of other relatives (Cholik, A,2016).

Another example of sustaning hospitality is fellowship in France and Germany where young adults based on the ethnographic study' by Giada Danesiby gives examples of hospitality event of the aperitif dinatoire, brunch, picnic and barbeque as the media for coming together as a social group and food provides the excuse or apparent reason for gathering (Lashley, and Lugosi 2011)

Tourism and Sustainable Tourism

That the needs for tourism activity is for all human beings. In the Samin community in Central Java there is a philosophy that the needs start from food, clothing, housing, healthy soul, social activities, self actualization, love and affection, television, radio, communication tools and tourism activity (Sejarah dan Pengembangan Kampung Samin Klopoduwur (n.d). In order to tourism is sustainable many parties including parents, society and tourism experts have to be involved due to its long process(Aniroh, 2014). Tourists who were more motivated to visit the site for cultural/learning experiences were also ready to perceive both positive and negative tourism impacts (Prayag, Suntikul, Agyeiwaah, 2018).

One of tourism activities which is included in sustainable tourism is volunteer tourism which appears against mass tourism .The volunteers who participate are motivated by the desire of giving something different as the tourists are from developed countries to developing countries(Gilfilan 2015).Therefore the design for volunteer tourism projects is suggested to meet the four criteria: volunteers bringing useful skills; projects forming partof a larger development program; project design prioritizing benefits to the host community; and projects being community driven(Gilfilan, 2015).

Another purpose for sustainable tourism of exchange students has been determined as a part of the global student business that has remarkable development.. The results suggest that travel occasion are significant to students' option of destination and that the psychological feature of their trip is therefore, travelling and

meeting people from different cultures which are not the same as their own countries' culture (Brown and Aktas, 2012)

Method

The reseracher uses phenomenology descriptive method. The students'comment (15) 0f saying gratitude is used, and it is also used to search the information of instrumental transaction and emotional transaction. The host families are selected and to be interviewed (15) to inform the students'problem based on the Indonesian value. The students are interviwed (20) in the activity of tourism based on their points of view when they are invited at school /universities, courtesy call and when they visit tourist attraction.

Instrument of the Study

In order to meet the goals of the study the researcher adopted Groenewald study of phenomenology(2000) for taking the data of life experiences of students'exchange program on saying gratitude, instrumental transaction, and emotional transaction from the comments of the students in guest comments book.

The instrument for the attitudes and behavior of the students was the open questionnaire distributed to the host family(20), and the instrument for the tourism program was the open questionnaire distributed to the students concerning school visit, courtesy call, and nature tourism (20).

3.Procedure

The researcher implements the following steps in collecting the data:

(1). Determining the sample of the study

    a. Selecting host family who has the experience of short hosting program hosting program from the year of 2012 to 2017

    b. Selecting the students who joined the international program

    c. Using sudents' comments to classify in to the feeling of gratitude, instrumental and emotional transaction

    d. Distributing the questionnaire to the host family about the students'problem based on the Indonesian culture value

    e. Distributing the questionnaire about the students' experience in joining tourism program

(2). Adopting Groenewald study(2004) and using the phenomenology of life experiences,

(3). Analysing the students' comments

(4). Analysing the questionnaires

(5). Analyzing the results research questions of the study;

(6). Drawing conclusions and recommendations based on the results of the study.

Limitations of the Study

This study is limited to students who joined the international program at high schools and universities in Malang, Indonesia from 2012 to 2017. Therefore, the generalization of the results of the study is applicable to similar populations only.

4. Result

Table 1 :Metapragmatics of Saying Gratitude in Students' Writing Comments

No.	Gratitude Writing Expression	Country
1.	I wanted to tell you how much I appreciate everything you do. Thank you from all of us Guilford Grammar School we really enjoy our stay and have fun in Klandungan	Australia
2.	I am Naoko Sugano. I am Kanako's mother. Kanako is happy. I am indebted to your kindness. Japan is so cold. Please come to Japan	Japan
	Thank you so much for making us feel so comfortable in your home and welcome with your family and your host daughter Jeannie	Australia

3.	Met a very friendly houseowner. Thank you so much to let me styed. Hope to see you in KL.Btw I like your house so much it gives me an inspiration to buid my future house like yours.	Malaysia
5.	God Bless and I pray for this to grow. Thank you for the amazing experience and also for the volunteers for their amazing work..	Malaysia
4.	Thank you. Thank you so much. You have been a real family for thesepast months. You gave me what I needed and you made me grow as a person. You made me responsible and independent.	Italy
5.	Thank you so much for giving me so nice home for 11 months. I had a great time in this great family who become my Indonesian family. Thanks for having me here, teaching about Indonesian way of life and for giving me my mistakes which I made. You made me my time in Indonesia amazing and unforgetable.	Germany
6.	All my sentences become one as THANK YOU. You gave me the warmth of a fam here and you all help me a lot with my life, my work. I will keep contact and I will come back	Korea
7.	Thank you very much for great time in here. You and your family very amazing and special. I know more about culture of Indonesia. Thanks a lot for helping me. I hope that you and your family will be happy and success. I will miss you a lot	Vietnam
8.	I am very happy that everybody in this family is good. Everybody helps me. I like this family and hope that some day you can go to my house.	Taiwan
9.	Thank you for opening your heart to me and showing me real Indonesia. Love it here . Hope one day to get back.	Boz nia
10.	I will really miss my host family. Luckily we live in in formation age and have messenger, skype, facebook and e-mail to keep in touch with each other.	Finland
11.	Thank you for taking care me a lot. I am very happy to spend wonderful time with everyone. Though now I work in Myanmar , Indonesia is not so from Myanmar so I can visit you someday again.And please let me know if you have a chance to come to Myanmar.	Myanmar
12.	I feel like I have gained a family!Thank you for just being a host. I will never forget any of our late night talks and will never forget the lauhg we share.	United Kingdom
13.	Thank you a lot for everything:the warm welcome, the nice conversation, your help and advices and your friendliness you are a really special family, I admire a lot for what you do and how you are.	Austria
14.	Thank you for such a welcome to your family. Many children will have a bright future let us know if you decide to open foundation to others . Come and see us if you can	USA

| 15. | Thank you for the delicious food and drinks and the   China nice afternoon talking |

Table 1 shows that many nations recognize 'thank you' as the expression of something that make him or her happy, satisfied, and emotional feeling because someone else has something to do sincerely. In their expressions there is a warm feeling and would like to reply the kindness they have got from the host family from inviting to their home country, their prayer to God and inspiration they got during their stay.Thank you is not only good manners but it will also be fruitful to the self, even it can improve welfare, physical health, and can sustain social relationships, produce positive emotional states and help us solve with bad luck in our lives (Dean,2018).

The expressions in the table of shows the feeling of happiness, being friends and family, and giving prayer to God. 'Thank you for such a welcome to your family', 'Thank you a lot for everything, the warm welcome, the nice conversation', 'God Bless and I pray for this to grow. 'Thank you for the amazing experience and also for the volunteers for their amazing work'.This is in line with statement is that saying thank you is a bright way to make relationships and build your brand (Lenon,2017).Expressing gratitude to relatives, companion, and colleagues will produce aconstructive yield in all styles of manners, from a blessed life to achievement in business.The way how to do it is simple to smile, speak in clear friendly voice and to be specific. The message of thank you is comprehensible,   neglecting it is impolite, therefore how important and busy you are please say thank you no matter the small thing other people have done for you(Stern, n.d).

Table 2. The Process of InstrumentalTransaction into Emotional Transaction

No	Program Duration	Instrumental Transaction	Emotional Transaction
1.	One year program	I have great time , teach me alot about the Indonesian way of life	An offer to visit to student's country, meeting the host sister in the students' home country
2.	One year program	I have many Indonesian friends and finally I have a special Indonesian girl friend	Having job in the cooperation program between home counry and host country
3.	0ne year program	The program offered, I love my family, I love Indonesia	To study at Indonesian department in the university in the home country or the host country
4.	Three month program	Indonesian fruit party,food, nice talk, family and friends visit	Repeat visit to host country
5.	Three month program	There are many programs that I like	To participate in the festival, exhibition, courtesy call of the host country in the home country
6.	Three month program	The warm welcome, the nice conversation, your help, your advice. I admire a lot of what you do.	I 'd love to welcome you one day in my house in Austria.Keep in touch
7.	Two week visit	The farmers, the villagers and their activities	This is not my last visit
8.	Two week visit	The ideas for sharing culture	Collaboration for the next years
9..	Two week visit	I always remember the funny time when we had our discussion. I loved Ramadahan	Parents' visit to host country
10.	One week visit	Fun games and local entertainment	To host student's exchange program
11.	One week visit	We really have a great time here, traditional wedding	Helping the social organization in the future

		party, music and being together with farmers	
12.	One week visit	Villagers' activity and program	Charity program
13.	Two day visit	You arranged Mount Bromo and other places	A start to arrange collaboration
14.	Two day visit	You arranged a good program	Goodness will be back to us
15.	Two day visit	Good performance program	Collaboration

Table 2 shows that instrumental transaction which starts from the tangible things gradually changes into intangible thing. From the impression of having program of culture, village activities, fruit, food, beautiful nature goes to visit the student's country, repeat visit, charity program, collaboration, studying Indonesian language, fun games and prayers.

Why it happens is because hosts and guests have multiple roles within the two proportions: managerr--worker,house owner-visitor, host--family member. They share the rules and guidelines of the host, thus the relationships are complex and multifaceted which leads to creating closer, interpersonal relationship with various levels of relationship trust, shared and value stories, work and social exchange elements(Cronauer, 2012). A similar study shows that the host–guest companionship is an outgoing caution. The study therefore recommends in developing a thought of host–guest relationships through the hospitality social view arrangement, understanding host–guest connection as a community occurence, not just a profit –oriented (Casevic and Lynch, 2009).

Another study finds that host-guests interaction: resident and visitors frequently altered in the position of the recreation in the companionship. The residenst appear moreenergetic in the capacity movement. This is due to the potential of the locals emerges from their authority of local knowledge, hoses and business(Zhang, Xu & Xing, 2016).

Table 3 Host Family Comments on Students'Behavior and Attitudes based on Indonesian Value

No.	Respondent	Behavior Problem
1.	Host Family 1	Missunderstanding on eating habit
2.	Host Family 2	Night hours for coming home
3.	Host Family 3	Time disciplines on prayers
4.	Host Famiy 4	Time disciplines on housekeeping
5.	Host Family 5	Eating habit
6.	Host Family 6	No pay attention on the bad weather
7.	Host Family 7	Boy and girl relationship
8.	Host Family 8	No clean environment
9.	Host Famiy 9	Eating too much
10.	Host Family 10	No friends at school, feeling arrogant
11.	Host Family 11	No information about the family's condition
12.	Host Family 12	Making bed, room cleanliness and tidiness
13.	Host Family 13	Too far walking to the program site
14.	Host Family 14	Difficulties in English
15.	Host Family 15	Too much discussion with local students
16.	Host Family 16	Friends left her in camping ground in emergency situation
17.	Host Family 17	The problem to enter and see the mosque
18.	Host Family 18	The boys mischief late at night
19.	Host Family 19	Too many activities no time with host family
20.	Host Family 20	Being worried about the night club activities

Table 3 shows the problem encounters between student and the host and due to the different cultures, habit such as going to night club which is not common for most Indonesian, being friendly for Indonesian is talking much, but is not for the guest or vice versa.Another thing is that the guest has too many activities, lack of communication with the host, being too late to come home, and other problems which for the guests is not a problem but a problem for the host.

There are some tips of how to be a good host guest : communicating with your host guest, showing your host appreciation, showing thankfulness, staying self-sufficient , bring a present to show acknowledgement, be thank to host for your stay. Some examples are :be precise when coming and going, share the family house bathroom politely,offer to make donation (wikiHowStaff **(n.d.).** In turn there are also some tips for the host : make the room for their goods, make sure you have the right number of stuffs, make food & water reachable, equip a travel guide, communicate each other's hopes,
 offer to have a key, make sure you have something important (Ishak, 2016).

Table 4 Students'Comments in the Activity of School Visit, Cultural Program and Visit to Tourist Attraction
The Experience on School Visit, Family Visit, Courtesy Call, Tourist Attraction

No.	Venue	Comments
1.	School/University	a.Good program for introducing education b.Students at school asking almost the same questions about the personal data c. The host students become the focus of attention all the time c. The teachers at school are helpful d. The host school has not prepared the program well e. Host school students paid attention on the presentation f. Being late is normal
2.	Family visit and stay	a.Having no opportunity to take a rest b.Having less privacy c.Being tired d.Many unexpected programs e. Friendly family f. Much food g. Good facility h.Having opportunity to go around with family
3.	Courtesy Call	a.Good program to introduce Indonesia Government b. Good opportunity to develop the relation between community to community c. Good opportunity to develop the relation between person to person d. Opportunity to build the extensive relationship of two or more countries e.Good opportunity to introduce social culture activities
4.	Tourist Attraction	a.Good weather bGood nature c.Many kinds of tourist attraction d.Friendly people e.Indonesia is very wide f.Many local languages g.Many kinds of food

a.Indonesia is Bali
b.Indonesia is a jungle
c.Lack of sign board
d.Lack of information in the venue
e.Lack of clean rest rooms
f.Lack of promotion
g.Lack of managing tourists visit

Table 4 shows that one of the purposes of joining international exchange is they want to see tourist destination they have not seen before. The illustration in table describes the school visit, the family visit, courtesy call to authority leaders, and tourist attraction which are all have positive and negative points.Those who want to leave their country have to be ready for many things specifically for the uncomfortable ones.As what Goldberg states(2016) that being far away home means testing yourself, studying, enlarging your perspective, keeping in contact with yourself, acknowledging your life, shaping and eshtablishing ing reklationship, having an experience, geting away , resting and refreshing, and perfoming birthday, graduation or other pleasant activities.

Learning objectives, study experience, out-of-class experience are the most impactful portion of study abroad. In case of attitude exchange study develops personal growth, life skill and knowledge and being independent which has been resulted from traveling(Stone & Petrikc, 2013).These involvement can make undergraduate nursing education better by widening students' outlook on dissimilar customs, motivate attentiveness in worldwide effort and experimentation, developing expertise in a non-native language, and assisting as a connection in the middle of plan into action, although there are many challengesthat have to be faced (Wesseling, Melody,2018).One of the examples of out-of class experience is learning is in the Corporate Social Responsibilty (CSR)   and or Corporate Philantropy(CP) in the home country which will enrich the students'learning (Aniroh, 2018).

5. Conclusion

Saying is recognized by all nations all over the world. Some examples of the countries are mentioned in this study. The way how to express in writing mostly starts from representing 'I' that shows the deep feeling of warmth, friendship, love and affection.There fore it is impolite to forget to say thank you to someone who has done something good for you even it is only the smallest thing. Thank you is also said to be a prayer that influence someone's health and the success in the future. The second one is that transactional emotion starts from the simple things in everydaylife which then develops into the closeness between host and guest without seeing the border of the differences.

The third is about the problem attitude which often apperas. However from the story of the food, nice talk, games, have fun leads   into friendship, relatives, insiders which can not be compared by just economical transaction.Concerning the problem, there are many kinds of problem   between host and guest : time discipline, going to the nightclub, unexpected program, lack of communication with the guest. This is due to the culture differences, family habit, and lack of information from the host of some do's and some dont's. Concerning the activity of tourism all the students join the activity of courtesy call, school visit, family visit, nature tourism and they give the comments which are all useful for the students' exchange stakeholders as the feedback such as lack of clean restroom,lack of managing number of tourist and sign board.

I would like to suggest to specifically English teachers when teaching writing and speaking that saying thank you indeed a small thing that means a lot. There are many kinds of media in writing thank you. For the time being if the hard cards is less used it can be chaged into softcopy card which can be embodied by many kind of pictures.In speaking this can be taught not only paying attention to the verbal speech but also non verbal which make students' performance and body language look nice based on the culture's country.This is also a part of teaching hospitality.

About the instrumental transaction and emotional transaction this can be inserted in speaking which is actually activating the right brain. There are many ways to do it such having simple games, cooking together, funny stories and other activities that make host-guest closer.This has the big effect in the emotional transaction as a 'sweet memory ' which leads to the real friendship which everybody needs.

'Thank you', 'instrumental and emotional transaction' in host-guest relationship in the international program for the students has to be learned by both sides which finally support the development of tourism as the students travel to other countries will result travel experiences and has the most learning advantage in their life. In the broad sense many more people hopefully has the experience to host the internatonal students which will be of a great help to the personality growth of the students, as the media for learning for the member of the host and this will support tourism into sustainable tourism.

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Formation of the basis of professional mobility of future choreograph in university

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Abstract
The article deals with the problem of formation of professional mobility of the future choreographer in the process of professional training at the University. The essence of the concept "professional mobility" is specified, regularities and conditions of formation of professional mobility are revealed, on the basis of which psychological and pedagogical conditions of mobility of the modern specialist choreographer are defined. The essence and structure of professional mobility of the choreographer is defined. The state of formation of professional mobility of the future choreographer at the University is analyzed. It is revealed that the existing approaches to professional training of the future choreographer do not sufficiently ensure the readiness of the future specialist to professional mobility in the conditions of rapidly changing content and nature of work, social conditions of existence of professions in the era of digitalization.
The readiness of graduates of the specialty "Choreography" universities on the criteria and parameters of their readiness for professional mobility, the gaps in the traditional system of training of the future choreographer at the University in the context of the formation of the future specialist's readiness for professional mobility are identified. Based on the analysis of the modern theory and practice of training future choreographer at the University, taking into account the specifics of the mobility of specialists in the field of choreographic art, the article formulated scientifically sound conclusions on the formation of the foundations of professional mobility of the future choreographer.
Keywords: future choreographer, professional mobility, higher education institution, formation of the foundations of professional mobility, University graduate, vertical professional mobility, horizontal professional mobility.

1. Introduction

The fourth industrial revolution is increasingly making adjustments to the content and nature of human labor, but also involves fundamental changes in the professional structure of society. Digitalization is fraught with the disappearance of dozens, even hundreds of professions in the foreseeable future. Hence the problem of the need for continuous confirmation of the qualification of a specialist in any field, a radical change in the qualification requirements, respectively, the content and methods of training and retraining.

Professional flexibility and mobility of a specialist will be the most priority characteristic of a modern specialist, because most of them have to "grow up or along", keep flexibility and variability of professional competencies, be always ready and easily adapt to new conditions. If necessary, and even change the profession. Such considerations apply to people of the creative profession, such as choreographers.

At first glance, creative people, as choreographers, are professionally mobile by nature [1; 2]. Practice shows that in reality - all this is not so. In order to be professionally mobile, it's not enough to do one creative work, but it is necessary to understand, realize, apply the laws, principles and conditions for the development of professional mobility, especially to analyze, systematize your professional level, assess your current professional status and move towards a higher level of professionalism.

The category of "professional mobility" is not new, and has been used in scientific circulation and practice for decades, more precisely since the study of the impact of the scientific and technological revolution on human development. But, at the same time, the concept of "professional mobility", reflecting the dynamic professional development of a person, itself is constantly in the dynamics.

Analysis of literature on professional mobility [1;2;3;4:5:6] it allows us to conclude that the category of professional mobility is widely and comprehensively studied in the scientific literature. In pedagogy, sociology, psychology, the concept of professional mobility is considered in various contexts. For example, in modern psychological and pedagogical research "professional mobility" is characterized as:

- qualitative characteristics of professional identity that provides the ability of quick response neizmenenny in the professional field;
- dynamic characteristics of the individual, which determines the success of adaptation to changing conditions;
- the internal mechanism of human development, able to realize their need for a certain type of activity, as a willingness to professional growth and self-realization;

In sociological research mobility in terms of the processes of human movement in society and involves the ability to change occupation, profession [5].

In psychology, attention is focused on the personal component of professional mobility. Psychologists study professional mobility mainly in the context of professional and personal adaptation of the subject, the presence of personal neoplasms and the behavioral reactions caused by them [7].

The concepts of professional mobility proposed by the authors complement each other. Meanwhile, among the many definitions of the concept of" professional mobility", in our opinion, the most successful definition is Kovaleva. According to A. Kovaleva, professional mobility is "the movement of an individual or a professional group in the social and professional structure of the society with or without changing the social status." According to the author, "professional mobility is a career lift that moves both from the bottom up and from the top down, presenting many variations for self-realization." She further writes: "the most intensive professional movement of occupational groups and individuals is facilitated by various factors and channels of professional mobility» [3, c.298].

A.I. Kovaleva identifies two groups of professional mobility: group and individual. The author rightly notes that "in modern society the intensity of professional mobility increases, its individualized character increases". Among the channels of individual professional mobility the author identifies «professional education (secondary, higher, retraining, advanced training, self-education), effective use of educational results, experience and results of professional activity, personal potential, family, personal relationships." Meanwhile, "on the impact of human professionally nasty, first, the formation of his personality, development of his abilities and social qualities required in their professional activities, second, the direct training, the level of qualification" [3, pp. 298-299].

The analysis of literature on the problem of professional mobility allows determining a number of regularities and conditions of professional mobility of a modern specialist:
- the most important channel of professional mobility is education. High education strengthens the position of the employee in the labor market. The higher the educational potential, the higher the economic activity, more employment, and lower unemployment [3, p. 299].];
- compliance of professional education implemented in the company with the structure of labor market needs, as well as effective interaction of educational institutions with employers;
- flexibility in determining the content of education, taking into account external factors.
- compliance of graduates ' attitudes and expectations of employers, a clear vision of the trajectory of their professional growth and the need for professional self-realization by young specialists [4].]);
- socio-demographic conditionality of professional mobility in the field of choreographic art (age, level of education, profile education and type of choreographic art);
- the intensity and speed of professional mobility are interrelated.
Of particular interest is the study of N. D. Zakrevskaya and E.Ya. Mikhaylova, who analyzed the various socio-demographic characteristics and focus of specializations of students of retraining courses, noted the changes in professional mobility of specialists, both in horizontal and vertical directions: change in professional orientation, change in social position, and change in professional status [8].

The definition of the notion "professional mobility of choreographer "is of interest for our research. Based on the research of professional mobility of specialists in creative professions (A. I. Kovalev [3], I.A. Butova [9] and others) we have made an attempt to define the concept of "professional mobility of choreographer".

Professional mobility of the choreographer is as a complex integral characteristic of the personality, which is based on the cognitive activity Foundation of choreographic knowledge, dance and performing skills, involves emotional and artistic reactivity,social and creative adaptability, rehearsal and stage behavioral variability and provides effective implementation of multifunctional and multidisciplinary activities of the choreographer.

The structure of professional mobility of the choreographer reflects the process of moving a specialist in the socio-professional structure of society with or without changes in social status. The structure of professional mobility includes the following components:

- a motivational component (the awareness of the importance and the need for professional mobility, the relation to external and internal factors encouraging the professional growth and status, the internal pursuit of mobility in the professional aspect);
- the informative (cognitive) component reflecting knowledge, abilities and skills in the field of choreographic art, performing abilities in the field of dance, namely: to Know theoretical bases, specifics of choreographic art, laws of creative process; to Know world and domestic history of choreographic art, the direction and tendencies of its development, specifics and features of art and figurative language of dance; to apply knowledge in the field of choreographic education taking into account age and individual differences of trained, social and psychological features;

To own a dance / performing skills, musical skills layouts dance works; Possess the knowledge and skills staging and rehearsal of the work; to Use innovative pedagogical experience, possessing a high motivation to dance-pedagogical activity, aspiration to self-education and self-realization in concert performance and educational activities [10, p. 4].

- activity component (ability to organize and carry out professional and performing activities in the field of choreographic art, skills of individual and group dance and performing activities);
- emotional and value component (value attitude to the profession of choreographer and his activities, emotional and psychological mobility, the necessary personal and psychological qualities of the dancer-performer, as the speed of reaction, attention switchability, developed dance imagination, perception of music, dance operations and actions, etc.)
- social and communicative component (social and artistic orientation, dance and communicative initiative, professional and creative adaptability; role variability of behavior models in the performance of dance, readiness for a quick change of function, etc.).

We distinguish the following criteria for the formation of professional mobility of students of choreographic specialties of universities:

- level of special choreographic knowledge;
- level of dance and performing skills;
- valuing activities choreographer;
- awareness of motivation to professional mobility;
- speed and adequacy of emotional and psychological response to changes in professional activity;
- the rate of establishment of communication links;
- speed of social and creative adaptation;
- diversity and adequacy of behaviors.

Currently, there are a number of factors that affect the group professional mobility of the choreographer, namely:

- modernization of Kazakhstani society, deep transformations of the social sphere, the process of modernization of public consciousness, initiated by the program "Ruhani zanyru" of President Nursultan Nazarbayev [11]:
- the growth of public demand for the national spiritual and cultural heritage, including the national dance art of the Kazakh people and other ethnic groups of Kazakhstan;
- structural changes in the sphere of organization of culture, activity of cultural and art institutions;
- challenges of the fourth industrial revolution to the professional structure of society, the probability of "disappearance of most professions" in the foreseeable future;
- influence of information technologies, digitalization on the content of people's activities not only technical but also creative specialties;
- changes in the system of professional education of creative professionals, in particular in the field of higher professional education of future choreographers in the universities of culture and art.

Meanwhile, the modern system of professional training of future choreographers at the University is built without taking into account the formation of the quality of professional mobility of the specialist and is aimed mainly at the development of specific professional (dance and performing) knowledge, skills. Declaration of competence-based approach, its extensive rights in the educational documents of higher education institutions does not ensure their professional readiness of future choreographers to professional mobility, as evidenced by the analysis of the literature on the research problem (M. N. Yuriev, E. And Berezhnaya, A. B.Yashkov, etc.).

Training of future choreographers at the University, although it is based on active and interactive methods and technologies of training, the content and process of professional training is still not focused enough on improving the skills of professional mobility of the future specialist – motivation to advance in professional self-development, flexibility of acquired knowledge and skills, psychological adaptation to changes in professional activity, formation of communication skills, speed of creative adaptation, diversity and adequacy of behaviors in solving professional problems.

This situation significantly hampers the occurrence of a future choreographer in a professional environment and uslozhnyaetsya professionalbefore dance choreographic,theatrical and musical groups. This state narrows the range of creative possibilities of the choreographer, prevents professional flexibility and mobility in the professional environment, inhibits self-realization in the profession.

2. Material and methods

In the study of the problem of forming the foundations of professional mobility of the future choreographer in higher education, we used the methods of theoretical analysis of scientific and pedagogical literature, study and analysis of University documentation, questioning of students-choreographers and graduates of the specialty "Choreography", methods of conversation, the methods of system analysis and generalization, a comprehensive study of the state of formation of the foundations of professional mobility on the selected criteria of their formation.

Researchers consider the problem of professional mobility of the future choreographer in different contexts. So, in the dissertation work the problem of formation of professional skill of choreographers in the conditions of educational and creative process in universities and institutions of culture and art of Kazakhstan is investigated. The author notes that "the content of professional education, forms of classes and other processes aimed at training creative staff in universities and institutions of culture and arts of Kazakhstan do not fully meet the needs of society." The author is absolutely right that the Entry of the Republic of Kazakhstan into the world community as a sovereign state makes a new assessment of the quality of training in universities. Now the quality of education should be considered not only as a category of internal satisfaction of the needs of society, but also as a phenomenon of interstate format. Internationalization of education, increasing academic mobility of teachers and students are the realities of today and it is important not only to recognize this fact, but also to carry out actions aimed at further progressive development and improvement of higher education, as well as the process of training future specialists in universities of Kazakhstan" [12].

The author proposes to solve the formation of professional skills of choreographers on the basis of systematic and pragmatic approaches. At that time," the interaction of the processes of training choreographers in universities and institutions of culture and arts of Kazakhstan with their clear organization in the field are aimed at the effective formation of future specialists and the formation of choreographers " [12, c.351].

The study deals with the problem of formation of professional mobility of the future choreographer in the process of learning in the College of music. The author establishes the pedagogical conditions providing formation of professional mobility of the musician-concertmaster in the process of training in musical College as:

1) deepening the theoretical training of students through the development of new knowledge, generalizing the cognitive experience of the concertmaster in the field of choreographic, theatrical, academic and pop-jazz music;

2) expansion of performing training by including students in the rehearsal, staging, stage process of creative teams (choral, pop, dance, theater) on the basis of practical training;

3) implementation of the focus of training on the development of diverse concertmaster functions (performing, tutoring, organizational) through the use of contextual modeling, interactive teaching methods" [9,p.12].

Interesting from the point of view of the formation of professional mobility of the future choreographer is the following conclusions N.V. Romanova [13]. The author considers the influence of classical dance on modern choreography, adaptation of the educational program on classical dance in higher and secondary special educational institutions for students studying modern choreography. According to the author, "the current practice of adaptation of methods of professional training of performers and choreographers for training specialists in the field of modern dance should fully reflect the global trends in the development of dance art, not to limit the freedom of creativity necessary in modern dance." The author is convinced that "during the training of students-choreographers there is an actual pedagogical task — not just to teach professional

knowledge, skills and abilities, and to develop a model of formation of the student in the system of secondary and higher education, not only in terms of the future specifics of professional activity, but also in terms of creative development."

N.V. Romanov raises important psychological and pedagogical condition conducive to the formation of bases of professional mobility of the future choreographer at the University. She writes in particular: "in connection with the innovations of our time, it is important to raise a person who is able to reveal himself in three areas of professional skill, namely — in teaching, performing and ballet. The main purpose of professional training is the universalization of the specialist and the development of individual perception of the modern creative world. That is why it is essential to harmonize the whole process of learning, focusing not only on modern trends in choreography, but also on the fundamental disciplines, the most important of which is the classical dance" [13, p. 82].

Thus, professional mobility is an acute problem for people of creative professions, as choreographers, although it seems that the very nature of the work of people in this profession determines the mobility of a specialist. Therefore, it is necessary to search for effective ways to form the foundations of professional mobility of the future choreographer, as a factor in their preparation for a dynamic professional future.

3. Discussion

We conducted a survey of graduates of the specialty 5B040900-choreography of the M. Auezov South Kazakhstan State University (25 students who graduated from the 4th year took part in the survey). Young graduates are offered the following questions: "do you Want to work in the specialty in the next 3 years or change your profession?", "What do you do if you have to change your profession?", "How do you want to realize yourself in the profession?", "What do you expect from the upcoming professional activities?", "Note the values of the rank (degree of personal importance) that you prefer in the upcoming professional activity", "do you Consider yourself ready for professional activity?", "Is it alarming to adapt to the conditions and difficulties of the profession of choreographer?», "How will you improve your skills, expand your knowledge if necessary?», We have analyzed the content of the modular educational program for the specialty 5B0040900-Choreography for the formation of the foundations of professional mobility of the future specialist choreographer[7]. Bachelors in the specialty "Choreography"can work as teachers of dance, heads the group work in secondary schools, lyceums, gymnasiums, creative and research institutions, specialists in the departments of education, teachers of classical, folk stage, Kazakh, modern choreography and sport-ballroom dances, the performers-dancers in any creative teams, managers, managers of creative groups, to engage in entrepreneurial activities in the field of choreographic art [7, p.5].

The results of the analysis showed that the modular educational programs of this specialty focus on the formation of professional competencies in the main areas of modern choreography. Underrepresented fundamentalization of training future choreographer. More attention is paid to the development of knowledge and skills in the field of choreographic performance and ballet master. Underrepresented courses to develop pedagogical abilities of the future choreographer.

In the study we analyzed the readiness of graduates of choreographic specialties for professional mobility. The study involved graduates of the specialty "Choreography"of South Kazakhstan state University. M. Auezov (Gorozhankin, Republic of Kazakhstan). The study was conducted using psychological and pedagogical methods and techniques (questionnaires, interviews). Studied such issues:

What do graduates of the choreography?

Of all the graduates of the specialty "Choreography" over the past 5 years (50 people) 90% are engaged in educational activities, and 10% work in other areas. The survey data show that 78% of the graduates working in the specialty wanted to stay in the profession.

How and where do they grow (vertical and horizontal professional mobility?

- 16% of graduates work in senior positions. 21 % of graduates do not work in their specialty. 74% work in the specialty. There is a "horizontal" and "vertical" professional mobility of graduates. 85% working in the specialty graduates "promoted", that is the growth in occupational categories, by passing specialized courses, increasing in posts. Among the graduates there are many well-known specialists in their field. They pointed to the increase of their social status (growth of professional image (58%), wages (68%), etc.).

How do graduates understand and evaluate their professional and social training?

- Graduates of the specialty "Choreography "in the predominant part noted that" the University received good knowledge and training, which is enough for successful work " (82%). 27% noted that"in practice we have to re-learn, because there is a large gap between theory and practice." 59% of graduates note that"they face the problem of adaptation to the conditions of professional activity." 53% of respondents believe that higher education institution "gave professional training, and to a lesser extent social". 56% of graduates noted that"they are afraid of instability in the professional sphere, to lose their jobs." Only 12% of respondents said that they are "ready for changes, can be rebuilt within their profession, or even can change their profession."

- *What is their psycho-emotional state, attitudes to work in the profession?*

47% of graduates noted that the profession of choreographer is interesting, they love and are determined to work "on diploma". 24% of respondents preferred to engage in commercial activities, open their own dance group, or while employed by an employer to learn how to organize their business. 33% of respondents write that "the profession of choreographer is not durable", sooner or later they will have to change jobs. 45% wanted to " then go to teaching work."

- *What values prevail among graduates?*

- The results of the survey show that among the graduates of the specialty "Choreography" prevail such values "highly paid work", "interesting work, income is not very important", "good position", "pedagogical work", "performing activity", "work of the choreographer". 42% called "professional skills", 28% said" professional growth", for 35% professional career is not very important.

- *How do graduates Express their needs for creative self-realization?*

The majority of graduates (78%) noted that they want to realize their abilities and talents in the professional sphere of choreographer. 23% of graduates want to work in creative teams, where there are good incentives for creative self-realization (well-known dance groups, experienced mentors, financial incentives for professional growth). 43% of respondents noted high competition among dance groups, and in these conditions it is very important and necessary to realize their creative possibilities. Meanwhile, only 25% of respondents could note no more than 3-4 directions and ways of creative self-realization. Only 17% of graduates clearly present their future plans for career growth and self-realization. More than 65% of respondents are concerned about the problem of employment, and yet they do not think about creative self-realization.

What are the qualities in young graduates valued by employers? So these qualities are expressed in graduates?

The results of the survey show that employers-founders, managers and heads of organizations, creative associations and collectives, pedagogical institutions, in which the profession of choreographer is in demand, value more professional and personal qualities of a young specialist (responsibility ,diligence, ability to work in a team, creativity, communication skills, ability and need for self-improvement and self-realization, rapid adaptation to changes, etc.) than professional knowledge and skills.

- *Why employers often prefer to hire choreographers with experience than graduates?*

Employers note the weak practical preparedness of graduates (79%), difficulties in their adaptation to new conditions and requirements (85%), very weak response to innovations and lack of readiness for self-improvement, the lack of clear career plans (77%). 65% of the surveyed employers noted that they prefer to hire experienced choreographers than young graduates.

4. Result

Analysis of the problem of forming the foundations of professional mobility of the future choreographer at the University through the prism of the study and use of laws and conditions of development of professional mobile specialist, as well as taking into account the specifics of professional training of students majoring in "Choreography", we have formulated the following conclusions:

- the basics of professional mobility of the choreographer are laid in the University, in the process of professional training of the future specialist-choreographer;
- the content of the education of the future choreographer at the University should be focused on the formation of competencies that contribute to the development of professional mobility of the graduate;
- assessment of the graduate's readiness for the development of professional mobility should be included in the system of indicators of their certification at the end of University;

- it is necessary to change the principle of professional training, which will include not only training, but also additional professional programs (professional retraining programs in the field of choreographic art);
- it is necessary to provide additional professional education of future choreographers, which is aimed at satisfying educational and professional needs, professional development of a person, ensuring compliance of his / her qualification with the changing conditions of professional activity and social environment:
- use in the process of professional education of future choreographers in high school elements of "early professional retraining", providing for the formation of competencies necessary to perform a new type of professional activity, the acquisition of new qualifications;
- formation of the personality of the future choreographer, capable of professional self-realization in three areas of professional skill (teaching, performing and choreography);
- universalization of the specialist and development of individual perception of the modern creative world. Orientation of the learning process on the development of professional qualities of a mobile specialist based on modern directions of choreography in combination with fundamental training.

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