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## **Contents:**

About the Journal.....	4p.
DEVELOPING INCLUSIVE LEARNING ENVIRONMENTS.....	6p.
<b>Aygul Mehmedova</b>	
WHY LEARNING A NEW LANGUAGE IS ALWAYS GOOD.....	13p.
<b>Plamen Vasilev</b>	
PECULIARITIES OF SPRING RAPE HARVESTING IN RUSSIAN NON- BLACK SOIL ZONE.....	14p.
<b>Byshov, Nikolay Vladimirovich.</b>	
<b>Vinogradov, Dmitriy Valerievich.</b>	
<b>Verteletskiy, Igor Aleksandrovich.</b>	
«Классики» аналитической философии -лингвистического поворота....	22p.
<b>Борис Николов</b>	
BUTTERFLIES.....	28p.
<b>Genadi Bakalov</b>	

## **About the Journal:**

International Student Journal (ISJICUA) is a biannually student-run publication from the International Relationships Office at Agri Ibrahim Cecen University, Turkey. ICUA has provided a forum for quality all student work in many subjects from international colleges and universities all over the world.

The purpose of the scientific journal is to be given an opportunity for students, PhD Candidates and young researchers to express themselves and to share their own scientific discoveries, attitudes or interpretations of the world around us. Manuscripts should provide good alternatives and original suggestions. Authors should discuss a topic, expressed in a simple way, with the purpose of attracting a broad interest and understanding.

As an online journal, ISJICUA is not constrained to physical printing limitations and encourages the use of technology and multi-media projects that may not be suited for traditional print materials. GIS, 3D modeling and audio/video media files are welcomed. ISJICUA will also be published as hard copy without profit.

## **The structure of the Journal**

The official languages of the journal are: Turkish, English and Russian.

The journal is published twice a year with the following capacity: up to 400 pages, A5.

Each issue of the journal contains three main sections, namely, scientific texts, essays and art texts.

Each issue has an ISBN number. Authors of accepted manuscripts will receive three copies of the issue containing their papers. The journal has an online version, as well.

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In this section, we publish student and scientific studies only, connected with their field and interests. Manuscripts should be written in a pure scientific style and they should contain a thesis, clearly formulated and supported by arguments. You could write about what you are interested in.

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## DEVELOPING INCLUSIVE LEARNING ENVIRONMENTS

*(Accommodating learners with neurological disabilities, intellectual disabilities and emotional difficulties)*

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### Introduction

Inclusivity is composed of fundamental principles of non-discrimination, acceptance and full participation evident in all learning environments. Inclusion is therefore the preferred method of placement for learners with special needs in order for such learners to receive equ

al educational opportunities in regular educational settings to the maximum extent appropriate in light of their needs (Watson, 2014). In order to establish the best inclusive practice, inclusion should aim to reject the use of special schools or classrooms that separate learners with disabilities from learners without disabilities in order to create equal exposure to shared content, teaching and learning practice and shared aims, objectives and outcomes of learning and teaching practice avoiding societal isolation and judgement of learners and their capabilities. In order to establish inclusivity, a range of learner disabilities such as neurological, intellectual and emotional difficulties must be underlined in order to seek necessary interventions for effective inclusive practice within learning contexts. Thereafter, principles of intervention for learners with the above mentioned neurological disabilities will be discussed followed by strategies of health promotion and inclusive education within the South African context. A brief conclusion will thereafter follow concluding the development of inclusive learning environments in South Africa.

### *Neurological disabilities*

#### *Cerebral palsy*

Areas of the central nervous system that control physical mobility and coordination are affected in learners diagnosed with cerebral palsy. This disability is due to permanent damage to the cerebral cortex of the brain. Body movements such as standing, walking, running and hand-eye coordination are affected in learners with this particular neurological disability. Causes of cerebral palsy include head injuries, birth complications, diseases or infections during early development (Donald, Lazarus, & Lolwana, 2010).

### *Epilepsy*

A physical condition due to an abnormal discharge of electrical signals in the brain (Donald, Lazarus, & Lolwana, 2010). Learners diagnosed with different forms of epilepsy may have associated learning or intellectual difficulties. Causes of epilepsy include damage to various areas of the brain, factors responsible for deprivation of sufficient oxygen in the brain and susceptibility to abnormal discharge of electrical energy in the brain. With appropriate medication, most forms of epilepsy can be controlled.

### *Intellectual disability*

Intellectual disability (ID), also known as mental retardation, is characterized by below-average intelligence or mental ability and lack of skills necessary for day-to-day living (Children's Health, 2014). There are varying degrees of intellectual disability, from mild to profound. Causes of intellectual disability include genetic abnormalities, specific congenital problems, birth problems, severe head injuries and infections such as encephalitis and meningitis affecting the brain after birth.

### *Emotional difficulties*

Emotional difficulties need to be understood in relation to present circumstances and interpersonal relationships in interaction with experiences and emotional patterns established during earlier stages of learners' development (Donald, Lazarus, & Lolwana, 2010). It is important to realise that all children are likely to experience emotional difficulties during their development however, emotional difficulties should be distinguished according to patterns of continuous recurrence in order to seek necessary support and treatment.

Causes of emotional difficulties range from internalizing reactions such as feelings of threat, inadequacy, loneliness, anxiety, insecurity, fear, guilt, frustration, and anger. If children do not have the adequate cognitive and emotional capacity to deal with such feelings, it is often when such emotions become continuous patterns of emotional difficulties and require adequate support and treatment. Externalizing reactions such as disobedience, attention-seeking, disruptive behaviours, under-socialised behaviours and inappropriately socialised behaviours are the remaining range of causes of emotional difficulties in learners.

### ***Principles of intervention; working with neurological disabilities, intellectual disability and emotional difficulties***

#### *Cerebral palsy*

Dealing with learners diagnosed with cerebral palsy may vary according to learners' needs and their ability to cope with everyday challenges. It is important to exercise patience with learners' movements and coordination difficulties. Schools and their classrooms should be adequately

equipped in order to accommodate learners diagnosed with cerebral palsy. Teachers must be well trained in order to assist cerebral palsy learners should they experience learning difficulties in reading, writing and speaking. Learners diagnosed with this particular neurological disorder should be treated in the same manner as the rest of the learners within the classroom environment avoiding segregation, judgement according to learner abilities and intelligence. Placing equal emphasis on respect, accommodation and understanding on all learners will enforce inclusive practice within the learning environment.

### *Epilepsy*

In order to accommodate learners with epilepsy, teachers should be aware of epilepsy as a physical problem which can, and should, be medically managed and therefore handle episodes of epileptic seizure occurrences in calm and effective ways. Should occurrences of epileptic seizures become evident within the classroom context, medical attention should be required and caregivers or parents should be notified as soon as possible. Teachers need to make sure that the learning environment does not contain any harmful objects that learners with epilepsy may encounter should they undergo an epileptic seizure.

### *Intellectual disability*

Many learners experiencing mild intellectual disability are either in regular learning environments but with their specific learning needs unrecognized, or they have dropped out through repeated failure and lack of help (Donald, Lazarus, & Lolwana, 2010). Certain guideline interventions can be placed in order to assist learners with mild intellectual disability.

One of the most crucial measures of intervention for learners with mild intellectual disability is identification. It is essential to establish whether a learner's problem is due to intellectual disability or another condition. Referring a learner with mild intellectual disability for a full psychological assessment is desirable, but may not always be available. Consulting with the learner's caregivers or parents and fellow colleagues is beneficial in order to make an adequate judgement of whether there is an existing problem in the general intellectual functioning of the learner. Observing whether patterns of slow or delayed learning across most learning areas as well as consistency in learning are of crucial importance in order for teachers to establish a plan of adequate and strategic support.

### *Emotional difficulties*

One of the most fundamental principles to keep in mind when dealing with learners who display consistent emotional difficulties is that a sense of self-esteem or positive self-worth is essential for emotional well-being (Page & Page, 2010). Teachers should therefore base their responses in a positive manner towards their learners. Apart from teachers responding to learners in a positive manner, teachers should make their learning environments accepting and positively affirming classrooms whereby they can engage learners in enjoyable and positive learning experiences and therefore encourage safety should learners seek for accommodation, safety and support. Classrooms should be welcoming by exerting a positive message for learners through colourful decor and motivational messages for success.

Educators need to practice understanding and tolerance of learners' emotional difficulties particularly with learners who display internalising reactions of emotional difficulties. Finding



ways of reducing learners' anxiety is a recommended intervention by rewarding learners' positive engagement and achievements. Consulting with caregivers or parents and colleagues is a reliable intervention that will assist by monitoring learners' well-being through academic and extramural achievements. Identification of learning gaps can be established earlier should they be a result of any emotional difficulty. Adequate strategies can therefore be put into place in order to close learning gaps, improve areas of weaknesses identified and control emotional difficulties accordingly.

Referring learners suffering from emotional difficulties for psychological or psychiatric help is an additional intervention that can be placed in order to deal with learners' emotional difficulties adequately and that further emotional difficulties that may stem from an initial emotional difficulty do not arise such as social withdrawal due to depression in learners. In cases in which children may experience grief due to death in their family context, it is of benefit to the learner that teachers lend a listening ear by empathising with their loss and assisting with the process of mourning or referring affected learners by loss or grief to counsellors and psychologists at the school or nearby learners' home environment.

Classroom routines should not be changed unless required to do so. Teachers should accustom learners to the rules and routines of the classroom and learners should therefore be given the opportunity to inform teachers regarding their individual needs and how they can be accustomed to function within the learning environment (Coetzee, van Niekerk, & Wydeman, 2008). Classroom routines should be applicable for all learners no matter the emotional challenges that may be facing. Consistent classroom routines will therefore encourage feelings of reliability, security and stability when other parts of learners' worlds may feel unstable and insecure.

When dealing with externalising reactions of emotional difficulties, family, peer school, local and wider community contexts must be taken into account in order to identify causes or influences of the externalising reactions displayed by learners with emotional difficulties. By identifying the influences of family, peer, school, local and wider community contexts, solutions that are not only focused on learners but the influential contexts for learners' externalising reactions can be resolved and improved. For an ethical and general approach, teachers should apply principles of inclusion and health promotion, facilitating resilience, both primary and secondary prevention, and curriculum development and support discussed later on.

***Accommodating learners with neurological disabilities, intellectual disability and emotional difficulties in the following personally suggested ways:***

In order for inclusive practice to be achieved, aspects such as teachers as classroom managers, parental involvement and assessment need to be modified in order to reach inclusivity by accommodating learners in the classroom, home and social environment. An inclusive classroom should allow learners to be active rather than passive in their learning and encouraged to make choices as often as possible in order to learn from the consequences of their decisions which will enforce problem-solving skills and informed decision making. Learners need to experience success by setting learning goals that need to be [specific, attainable and measurable](#) while having some challenge to them. Collaboration and communication with caregivers or parents must exist in order for teachers to understand parents' attitudes and home conditions

particularly for learners with specific disabilities in order for teachers to provide necessary information regarding the demands of learners with disabilities (Froyen, 2008).

Peers that can support learners with disabilities within and outside of the classroom; learners who are not disabled can be encouraged to assist learners with disabilities during and after school by awarding learners with merits for social responsibility, engagement and care. This will enforce sense for responsibility and citizenship within society. Access to readily available learning materials such as photocopied notes, textbooks and visual or audio materials should be made available for learners with disabilities for easy access when needed. Informing caregivers or parents regarding organizational and time management tips for disabled learners can establish management and control for completion of tasks at home and within the learning environment. For example, sticky notes can be placed on learners' desks to remind learners of how much time they have to complete tasks or verbal reminders before commencement of tasks and activities. Teachers must have an organized, clean and neat classroom environment where needed resources and materials are readily available and easily accessible. This should be encouraged to caregivers or parents as well. Usage of assistive technology for learners with disabilities is recommended in order to ease their learning experiences.

Teachers should also use gradual steps in explaining content by providing instructions or explanations gradually avoiding overloading learners with too many pieces of information at once. In order to make learning an organized experience, colour coding items will allow learners to keep organized and access learning materials or resources when needed encouraging organizational habits. Providing extra time for the processing of information and completion of tasks is of utmost importance particularly for learners with intellectual disability. Disabled learners should also have close proximity to the teacher by being placed near by the teacher in the classroom for required assistance. Study areas should be made available for learners in order to learn content and seek for required assistance at school.

Teachers need to establish collaboration with medical and learning support in order to develop educational support for learners with disabilities. Daily monitoring of progress and presence in the learning environment is of crucial importance in order to identify learning gaps and seek necessary educational strategies to overcome areas of weaknesses. Adaptations to the curriculum should be made in order to accommodate learners with learning difficulties by adjusting assessment tasks and duration for completion of tasks. A positive and motivational classroom climate should be established and maintained in order to motivate disabled learners by encouraging problem-solving and goal achievement for a realistic vision of learners' future. Active participation in activities should be encouraged in order to enforce social engagement and support during activities.

Teachers should be key role players for all learners including disabled learners in order to foster cognitive development by mediating between learners and their environment. This can be achieved through teachers creating classroom atmospheres where learners feel safe to express ideas, worldviews and opinions. Stress management techniques can be utilized for learners with disabilities in order to avoid feelings of stress, anxiety and frustration. It is also important to keep detailed anecdotal records of learners who exhibit emotional difficulties. Anecdotal records can be utilized for future referrals and monitoring of behaviour deterioration or improvement.

Apart from the classroom being an inclusive learning environment, the teacher facilitates the inclusive practice within the classroom. Therefore, the teacher facilitates the learning by encouraging, prompting, interacting, and probing with [good questioning techniques](#) in order to test whether learners have understood the relevant content. The teacher also provides various activities that address the multiple learning styles and enables learners to draw their own conclusions and make their own choices. Other techniques that teachers should use is classroom discussions or group activities regarding learning content in order to facilitate social interaction amongst learners and share ideas and opinions regarding learning content avoiding separation of learners with disabilities within society. Social interaction is not limited within the classroom but facilitates learning through social interaction through parent volunteers that assist with counting, reading, assisting with unfinished tasks, journals, reviewing basic concepts such as math facts and [sight words](#). In order to test understanding and progress of learning, teachers should target a few learning goals per day and a number of learners per day to observe for goal attainment.

Formal and informal interviews will help the assessment process by tracking progress made by learners and placing greater focus on weaker areas of learning for improvement such as focus placed on learning activities, learners' feelings and views regarding tasks and learners' thinking processes. Inclusivity may not be an easily achievable task, however minor changes can facilitate inclusivity by adapting to greater changes that will sustain inclusivity in classrooms.

### ***Developing inclusive and health-promoting learning environments***

In order to develop inclusive and health-promoting learning environments, both environment and person centered aspects of development must be addressed. It is essential that any school should foster a non-discriminatory culture. Thus, the vision, mission, policies and practices of the school need to exert commitment to well-being and inclusion as primary values (Donald, Lazarus, & Lolwana, 2010). Schools should therefore establish a flexible curriculum and comprehensive life-skills educational programme for staff members and learners. Evaluation of curriculum should therefore enforce review for effectiveness of schools' practices in promoting well-being, competence, accommodating learners with disabilities and confidence of learners despite their mental, physical and social abilities.

To develop an inclusive, health-promoting learning environment, effective governance is needed in order to organize relevant technical support, teaching and learning support, medical support, set inclusive structures and procedures and facilitation of school practices that are supportive in order to obtain inclusive practice (Donald, Lazarus, & Lolwana, 2010).

### ***Person-centered strategies for inclusive and health-promoting learning environments***

Apart from the environment centered approach needed to foster health-promoting learning environments, certain person-centered strategies are essential for achieving inclusion and well-being in whole-school development. One of two strategies of the person-centered approach includes human resource development, professional development and teacher development whereby the improvement of knowledge, skills, attitudes, understanding and performance of

teachers are crucial for inclusivity and accommodation for learners with disabilities within the learning environments.

Life-skills education relates directly to the goal of personal development through promotion of health and well-being and integral to Life Orientation in the South African curriculum (Department of Education, 2002b;2007). Life-skills therefore enforces particular attitudes, knowledge and skills which enable teachers and learners to deal effectively with the challenges that come with disabilities and challenges of everyday life promoting physical, emotional, and social well-being of learners.

### Conclusion

It can be concluded that inclusivity centers good classroom management and well known rules and procedures in order to accommodate learners with various disabilities and learning difficulties in the attempt to extinguish special education schools in South Africa that attempt to separate learners with disabilities from learners who are not disabled. Although such inclusive learning environments take time to implement, they are possible to achieve with various strategies that can be implemented within the classroom contexts as discussed above. Should the above interventions be put into place, true inclusivity would therefore exist. In order to establish and maintain inclusive practice, inclusion should aim to reject the use of special schools or classrooms that separate learners with disabilities from learners without disabilities in order to create equal exposure to curriculum, learning and teaching practice within the South African context.

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## WHY LEARNING A NEW LANGUAGE IS ALWAYS GOOD

**Plamen Vasilev**

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Ever since we were born, people communicate in one way or another. In order to communicate we need a language. That's the most common tool through which we implement the communicating channel. The use of a language is necessary because that way we are able to express what we think, how we feel or what we desire.

Sometimes we were experiencing/at least once/ a situation where the other people do not understand what are we trying to say. Using body language, gestures and/or different tone of the voice are not completely effective in order to build a strong communication bond.

It is always good if we know foreign language, Not only because it will be useful for us, but it will bring us happiness. Thus, the communication with people around the globe becomes better and easier and the level of understanding what the other says improves. Knowing and using different language also helps you. In many different ways.

First and foremost the process of acquiring new language stimulates very important centers of the brain that helps us being mentally fit. This is scientifically proven-if a man knows at least one foreign language, forgets things seldom and his/her mind remains sharp for a long time. This also applies to older people.

Knowing different languages has also another advantage. When traveling to foreign countries, if we know the language people speak there, it will be easier for us to fit in the new situation and also the local people will be glad that you speak their mother tongue and will respect you more. I can say this for sure because I personally love traveling a lot and even if I do not know

the language, I try to memorize phrases or verbs in order to improve my communication with people.

Learning new languages is like a discovery. You discover new cultures, lifestyle, traditions and habits. People who have culture are people who are knowledgeable and who knew their way around life. If you try to explore new language, simply you will become more cultured and you will know the world better.

Learning foreign language can be fun, too. Even though the process is often difficult and acquires full attention and concentration, learning foreign language has its aesthetic side. It is fun when you hear or pronounce some words in Japanese for instance. Or other exotic language.

Through my perspective I can say that the French language is sometimes funny to me because the sound of some French words coincides with words in my native language-Bulgarian but the Bulgarian words has completely different meaning than the French ones.

I know four languages. I have passion for learning new languages. I know that multiple language learning enhance my quality of life. The effort of studying foreign languages pays you off and life becomes an open door for you. That's why people should allow themselves to explore new linguistic territories.

## **PECULIARITIES OF SPRING RAPE HARVESTING IN RUSSIAN NON-BLACK SOIL ZONE**

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**Abstract.** They have proposed analysis of the ways and peculiarities of oil crucial crops harvesting in Ryazan oblast. The factual yield has been considerably lower the biological one and has not exceeded 10-12 c/ha at farms where they have not used desiccants and chemicals to preserve the pods and combines have not got some special devices before harvest time.

**Key words:** oil crops, rape, harvesting, desiccants, reaper, combine (harvester), Ryazan oblast

### **Introduction**

Oil plants in Russia nowadays experience new birth. It is no wonder as it is difficult to overestimate the economic value of this group and its products [9]. Nowadays Russia has all resources to grow oil plants to begin with rape. But agricultural commodities producers must remember rape is an intensive crop requiring great attention and technological experience of the agronomist.

In market conditions it is necessary to widen the range of growing crops paying attention to those having consumers' constant high demand in order to achieve the agricultural viability. One can mention such crops as oil cabbages (rape, mustard, false flax, winter cress, kale and others) used for food, engineering, fodder and others. Rape has a considerable share among oil plants cabbage crops in the southern part of the Non-black zone of Russia [1, 3, 5, 8].

Crop harvesting is the most important stage of rape growing. On this stage one can have great loss in a case of wrong organization.

While harvesting crucial crops it is necessary to take into account that ripe seeds easily fall out, the crop matures unequally and gets a bound vegetative cover [4, 5].

They harvest the plants by direct or swath methods having their technological and economic advantages and drawbacks. Direct combine harvesting is permissible only in segments free of weeds when even and equal stands in a case of seeds average humidity not above 15-16 %. They prefer swath harvesting in good weather conditions, on weedy segments and those with lodged seeds and in a case when the farm does not have a good grain cleaner and dryer. In a case of swath harvesting they stultify practically all drawbacks connected with maturing irregularity and cut the loss from pods cracking [6, 7].

To increase the rape direct harvesting efficiency one can dry the growing plants artificially with the help of desiccation or treatment. It is necessary to point out that in these cases the plumpness process does not stop suddenly as it happens when direct harvesting takes place and goes more or less fluently depending on the drug for their drying during which some physiological processes take place.

The signs when they start direct crucial crops harvest are as follows the stalk is yellow-green, the upper and lower branches are yellow, there are no leaves; the pods color at the upper leaves is yellow, the seeds are brown-black; the pods at the lower branches are yellow, the seeds are brown.

The signs when they start swath crucial crops harvest are as follows the lower leaves fell down, the lower pods at the main branch are lemon-yellow; about half of pods are lemon-yellow; the seeds in pods are brown or black.

The aim of our investigation has been to determine the optimum dozes of desiccation or treatment for fastening the rape ripening, give a comparative appraisal of harvest methods efficiency and harvesters design features in soil and climate conditions of Ryazan oblast.

While harvesting the crucial oil crops we have observed and investigated at the agrotechnological experimental station of RSATU, JSC "Avangard", JSC "Ekimovskoye" Ryazan district, APC "Dubasovo", JSC "ANP-Skopinskaya Niva" Skopin district, JSC "Malinishchi" Pronsk district, PF "Urozhainoye" Mikhailov district Ryazan oblast, PF "Starodubtsev V.V.", JSC "Spasskoye" Novomichurinsk district Tula oblast.

They have harvested the crop directly having 13-15 % seeds humidity. They have started swath harvesting in phase of a yellow-green pod with 28-32 % seeds humidity. The swath thrashing has started when seeds humidity equal to not more than 8-10 %. They have begun thrashing the variants with desiccation 6-8 days later spraying. They have harvested rape with high cut, 3-5 cm lower the level of pods lower layer.

## Results and Their Discussion

They use 3 basic methods of harvesting in the conditions of Russian moderate climate zone. These are swath thrashing by crop collectors; direct harvesting by a normal cutting device; direct harvesting by an elongate cutting device.

The movement of the harvester having passive outside divider causes the loss of the mess plants seeds. Equipping the harvester with an active knife divider curtails drastically the seeds loss while harvesting. But the pickup reel of harvesters with active dividers often coil stalks where reel bars are fixed. Therefore it is wise to equip the ends of reel frogs beams with 40 cm wide protective stripes of iron plate.

Rape harvest has shown it is possible to avoid the reel. And when using it, one should function carefully, immersing shallow into the mowing bulk and putting forward a small reel lever. The reel peripheral speed must correspond to the travel speed of the combine or exceed it but not more than 1.05 times.

They do the following things to cut the seeds loss:

The harvester working speed must be 4-6 km/h. The rate speed of the beater drum shaft is minimal equal to 650-800 rotations per minute. The lashes at the drum entrance are 25-35 mm and those at the exit are 6-10 mm. It is important to put the lash between the screw turns and the reaper bilge. While thrashing mid-fruitful rape the lash should be 20-25 mm and that when high yield rape equals to 30-35 mm. It is recommended to regulate the thrashing lashes and test in trial turnings.

The fan rate speed is 300-450 rotations per minute. The blind of the upper sieve should be 2/3 open whereas the sieve extension should be open practically in full. It is recommended to put the shakers extension on the upper holders and so to level up the impermeable blind behind the spiral conveyer. This will allow preventing the vegetative bulk in plenty into the spiral conveyer of the harvester and avoid blockage.

The grain loss after swath cutter should not exceed 0.5 %, whereas after direct harvesting 1.5 %, grain shattering should be not more than 1.0 %.

One can harvest the crucial crops by Russian combines “Don-1500B” but it is necessary to equip them with devices PKK-5 (for grain crops harvesting) and 54-108 A (for hayseed harvesting).

It is impossible to keep the seeds in the harvester batcher for a long time. The damp seeds coming-up shortens drastically already after 4 hours storage in unfavorable conditions. The seeds heap got from the harvester must be immediately processed and dried till 8-9 % humidity.

So following the rules of preparing the combine and choosing the optimal way of harvesting can increase the efficiency of crucial crops growing up to 30-50 %.

The analysis of technological peculiarities of oil microspermous crops harvesting at farms of different districts of Ryazan oblast has educed the absence of unique harvesting technology. Farmers choose the harvesting technology themselves. Depending on weather conditions, seeds state, crop maturing evenness and based on personal experience they have chosen the way of



harvesting. They have harvested rape at JSC “Named after Pryakhin V.G.”, Korablino district by a swath method. And in Pronsk, Skopin, Miloslavskoye and Ryazan districts they have used direct harvesting of rape. They have had drawbacks of harvesting in all cases that led to appreciable loss of seeds.

At the same time we have good examples of crucial harvesters’ correct preparation in Ryazan oblast, following high technologies of harvest and using some special engineering devices. The use of recommended desiccants and adhesives significantly decreases the small seeds loss. Vigorous ripening and drop absence let get the seed bulk more homogeneous in humidity and purity. This cuts expenses on seeds finishing at special enterprises and gives a chance to increase the storage period on the farm territory without any additional primary finishing.

The efficiency of crucial crops harvest and loss has directly depended on the technology and maintenance of the used equipment.

They have used combines “New Holland” series TS, SH, CR at APC “Dubasovo” Miloslavskoye district to harvest colza and combines “Claas” at JSC “Malinishchi”. They have regulated the combines to harvest small seeds crops according to the combines design features but have not put some special devices.

To lessen rape seeds loss while thrashing at the farm they have raised the combine reel at most so that the planks of the reel bars do not touch the pods and do not contributed to their dehiscence. Passive grain dividers have not separated confused stalks efficiently. As a result rape seeds loss has increased where dividers have gone. All combines have had high speed. The uniform motion has reduced the loss at an area of the header comb. High output of imported harvesters has allowed great qualitative thrashing without any loss.

One can mention observance of optimal engineering harvest time at a farm as a positive moment. Rape pods have had the necessary degree of ripening and have not had many cracked or under ripe pods.

They have used desiccation of crops at the farm. The harvesting output has made it possible to harvest the crop at optimal time for the shortest period. The average colza yield at the moment of observation has exceeded 20 c/ha with approximate loss behind the harvesters equal to 1.5 c/ha.

They have at once sent the yield to Efremovskiy Oil Extracting Plant, Tula oblast and Korablino elevator. The great distance from the place of the product delivery has increased its prime cost at the expense of rape seeds transportation and decreased production profitability.

The rotor combines output has allowed working at high speed (6-8 km). The high cut (20-25 cm) has reduced the amount of the vegetative mass and increased the quality of thrashing. The less contact with the vegetative mass has not allowed the seeds increasing the heap humidity. As they have sent the product directly to plants every % of humidity has decreased the cost of the yield.

On computerized diagnostics evidence the loss % at these combines has increased when lowering down the speed of harvesting and reducing the vegetative mass supply to the rotor. The optimum rotor supply has reduced the seeds loss, and increased the combine capacity and seeds heap quality.

At JSC "Skopinskaya Niva" they have harvested the winter rape by different models of New Holland. They have equipped some of them with some special devices, i.e. prolonged reapers with active dividers to harvest small seeds crops (rape tables).

The active dividers on both sides of the reaper make it possible to harvest the mixed colza parts with less loss not tearing them and breaking the pods. The two-side active dividers let the combine move in any convenient direction.

Preliminary investigations conducted by specialists of the farm together with scientists of RSATU [2, 7, 9] have shown that the rape seeds loss reduces per 50-60 % in a case the combine is equipped with «rape tables».

The repeated sampling of New Holland CS-6090 with the same adjustments on the same field have made it possible for an equipped combine spend 5-10 % less time to thrash the batcher as compared with the combine equipped with an ordinary grain reaper.

When the yield equals to 15 c/ha the combine with a rape table have thrashed the whole batcher for 40-45 minutes. The combine with an ordinary reaper has got the full batcher for 50-55 minutes. The speed, the field and operating conditions have been the same. The combine capacity with a rape table has increased 20-25 %. The loss of this type of the harvester has been less than 1.0 c/ha whereas that of the combine with an ordinary reaper has been more than 3.0 c/ha. The use of this special device has reduced rape seeds loss in more than 2 times.

Investigations have shown that the use of the rape table allows the combine in the same conditions increase the operating speed that will lead to productivity increase in the harvested area per 10-15 %.



Picture 1. Active side dividers of the «rape tables» at combine New Holland CS-6090 at JSC "ANP Skopinskaya Niva"

We believe the loss decrease has happened due to not only the active side dividers efficient work but the sump extension of the rape reaper. The depth of the rape plate has been 1 meter and the edge of the cutting segments has been considerably put forward in relation to the reel. The depth of the grain reaper has been 2.5 times less and amounted to 40 cm and been on the

same level with the reel. Because of that, some seeds getting into the reaper or touching the reel have fallen on the soil.



**a**

**b**

Picture 2. Depth of the device «rape table» (a) and reaper depth (b)

at New Holland CS-6090

While harvesting rape especially when it is very weedy crops desiccation is an efficient way out. They use “Reglon super” and “Basta”. One can use “Reglon super” in a case of both land and air spraying. The rate of the drug application is 1.5-2.0 liters per hectare, the spray material rate when land treatment is 200-300 l/ha and that is 50-100 l/ha when air treatment. They spray the crops when seeds in pods of the middle layer are brown and have 35-40 % humidity.

Investigations in 2005-2008 let us determine the influence of desiccation, treatment and ways of harvesting on spring rape productivity.

We have estimated that in the phase of a yellow-green pod the rape organs are characterized by different humidity. The stalks have got the highest humidity (up to 85 %), the pods shell (about 55 %) and the seeds (40 %). The parching effect of 20-40 % Reglon water solution and ammonium nitrate has appeared already in 3-4 days after their use. The stalks humidity has declined 5-7 % on the average when natural ripening, the pods shell's per 3-5 % and the seeds per 6-7 %, whereas in variants with Reglon per 5-11; 6-15 and 13-23 % correspondingly. In a case with ammonium nitrate the rape parching effect has been not as much. The chemical parching and acceleration rate of seeds ripening have depended on weather conditions at the ripeness stage. In dry and hot weather (2007s) the plants parched faster and in rainy and cool weather (2005, 2008) slower. On the average for the years of Reglon and ammonium nitrate

study in cases with large dose the plants have shortened the seeds ripening period per 3-5 days correspondingly and in 2008 per 9-11 days.

The spring rape parching intensity is not the only criteria to optimize the drug dose, and the basic index of efficiency is yield, Table 1.

Table 1 Desiccation Influence on Spring Rape Productivity,  
Agrotechnological Experimental Station of RSATU

Variants	Dose	Yield, c/ha	Oil Content, %	Protein, %
Reglon, l/ha	2	18.4	42.3	23.1
	3	19.1	42.9	22.1
	4	19.4	43.0	21.9
Ammonium Nitrate, kg/ha	10	18.3	41.8	23.1
	20	18.4	42.1	22.9
	30	18.8	42.2	22.9
Direct Combining	-	18.2	41.4	23.0
Swath Harvesting	-	18.0	42.1	23.3

HCP<sub>05</sub>

1.7-1.9

For the years of study the effect of ammonium nitrate and its dose on productivity in a case of direct harvesting has been on the average insignificant and swath and direct harvesting have given practically equal rape yields. The use of Reglon in high doses has increased the spring rape yield as compared with usual direct combining (per 0.09-0.11 t/ha).

On the whole the ways of harvesting under study have redounded weakly on sowing and technological properties of spring rape. Desiccation of rape crops with Reglon in an optimum dose has increased the viability per 4-6 % as compared with that of the swath harvesting without desiccation. The oil content in a case with Reglon has been 0.9-1.6 % higher than that when direct harvesting without desiccation.

Modern hybrids and breeds of rape suit well to direct harvesting. Therefore, from the point of storage, yield quality and availability of labor one should prefer direct crop combining to any other ways of harvesting [7]. The swath harvesting is feasible when much impurity and sufficiently high humidity of crops. One should understand that the optimum technologies of spring rape direct and swath harvesting can not be opposed to each other. It is necessary to combine them. This will prolong the optimum period of rape harvest time with minimal loss from 4-6 to 10-15 days and more.

Determining the optimal harvest time is the main condition to decrease the seeds loss while thrashing. In reality they often harvest rape too early. It leads to great loss while thrashing because of inability to thrash non-ripen pods. Harvesting 8 days earlier than rape optimal ripeness causes 2-5 c/ha yield loss, oil content decrease per 3-4 %, and the higher humidity of seeds will require more expenses to process. The reverse damping of seeds from non-wizened stalks while thrashing can achieve 4 %. The pods of the lower and middle layers ripe later but are more fruitful. Therefore, one can accept the phase of upper pods cracking to achieve the full ripeness of the lower layers pods.

On general recommendations it is necessary to harvest rape at high cut 2-5 cm lower than the pods' lower layer. At this cost we can decrease the loss and significantly diminish the seeds humidity and the amount of impurities in a heap. To decrease the loss where the cutting device one should support high operating speed of the combine (4-6 km/h), use the special device «rape table» with longish platform of the cutter and active side dividers.

Thus, at farms where they have used progressive methods and followed the technological requirements while harvesting small-seeded cabbage oil crops they have got stable yields like 20-30 c/ha in Ryazan oblast and the loss has become minimal. At farms where they have not used desiccants and chemical affinities to preserve the pods and have not prepared combines before harvest and have not equipped them with some special devices the factual yield has been significantly lower than the biological one and has not exceeded 10-12 c/ha.

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## «Классики» аналитической философии -

### лингвистического поворота

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**Аннотация:** Аналитический поворот в конце XIX-ого века, совпадает со временем, в которое Мур и Рассел выступили против абсолютного идеализма и противопоставили ему принципы философского реализма и анализа. Предшественники Мура и Рассла имеют роль и отношение к появлению аналитического движения и в его нынешнем понимании. Одни из этих предшественников были Фреге, Brentano и его ученики. В целом же наиболее яркими представителями «класики» аналитической философии считают: Г.Фреге, Б.Рассела, Дж. Мура, Л. Витгенштейна. С основанием можно утверждать, что без их нельзя понять сущность аналитической философии.

**Ключевые слова:** анализ, аналитический поворот, аналитическая философия, логический анализ, естественный язык, эпистемология,

#### I. Введение

Первый шаг в настоящем исследовании связан с этимологией слов:

1. Аналитическая философия(англ. Analytic philosophy) – широкое и довольно разнородное течение XX в., объединяющее различные группировки, направления и отдельных философов, которые усматривают задачу философии в анализе языка с целью прояснения содержания проблем, традиционно считавшихся философскими. Предполагается, что анализ должен заменить нечеткое выражение проблемы в языке такой формулировкой, которая демонстрировала бы действительную суть проблемы. Этот фундаментальный идеал указывает на ясность, точность и логико-методологическое мышление. Он появился ещё во время Аристотеля, который называл логику аналитикой.
2. Аналитика(др. греч. ἀναλυτικά — искусство анализа, название, данное Аристотелем технике логического анализа. В своих “х” Аристотель излагает анализ силлогизма, исследует теорию доказательства и условия получения достоверного знания.

Свидетельство о формах аналитической философии в виде логического анализа можно найти в работах Платона и „Аналитика“ Аристотеля, в области логических проблем стоиков и семантических идей софистов, также и в работах средневековых теологов. В средневековой западноевропейской философии это семантические идеи британских

схоластов Дунса Скота и У.Оккама; схоластические трактаты и диспуты — эталоны доказательности, аналитичности и концептуальной строгости (Леонидович 2006, 9). Так же и в области логических проблем рационалистов и эмпириков XVII<sup>-ого</sup> и XVIII<sup>-ого</sup> веков, британских утилитаристов и т.д. Так например, в Новое время преимущественно внимание к языковой и эпистемологической стороне философии. В критической эпистемологии Ф. Бэкона «идолы рынка (площади)», препятствующие познанию истины, возникают в результате беспорядочной речевой коммуникации. Классификация языковых знаков Т. Гоббса лежит в основе его аналитико-синтетической методологии. Дж. Локком стоит на принципе психологического атомизма. Дж. Беркли считает, что мышление предстает как комбинирование исходных элементов чувственности — «простых идей» и рассматривает все вещи и явления как комбинации идей-ощущений. Аналитический поворот в конце XIX<sup>-ого</sup> века, ещё известен под названием „начало философской переориентации“. Это аналитический поворот, совпадающий со временем, в которое Мур и Рассел выступили против абсолютного идеализма, противопоставив ему принципы философского реализма и анализа. Предшественники Мура и Рассла имеют роль и отношение к появлению аналитического движения и в его нынешнем понимании. Эти предшественники были Фреге, Brentano и его ученики. В целом же наиболее яркими представителями «классики» аналитической философии считают: Г.Фреге, Б.Рассела, Дж. Мура, Л. Витгенштейна.

## **II. Начало «лингвистического поворота»**

Фреге предвосхитил "лингвистический поворот" во всех своих вариантах. Он пробуждал интерес к обыденному языку, а также и к прагматическим аспектам языка. «Эта идея философии в качестве строгого логического анализа как общей парадигмы восходит к австрийской мысли второй половины XIX века: таким образом, не только к Готлобу Фреге, но также к Францу Brentano, Бернарудо Больцано и Рудольфу Лотце» (Леонидович 2006, 12). Можно считать, что исходные проблемы и понятия аналитической философии были достаточно понятно сформулированы в работах Фреге:

- новое понимание языка, который начинает рассматриваться как исчисление, аналогичное математическим теориям;
- отделение анализа структуры мысли, самым правильным методом для которого является анализ языка, от изучения психологического процесса мышления;
- различие - отличие между смыслом и значением языкового выражения, согласно которому всякое имя обозначает некоторый предмет (называемый значением, денотатом или референтом имени) и выражает некоторый смысл, определенным образом характеризующий значение имени;
- представление о том, что слова имеют значения лишь в составе предложений и вытекающий отсюда принцип композициональности, согласно которому значения слов заключаются в том вкладе, который они вносят в значение предложения, а значение предложения (как и любого сложного выражения) определяется значением его конститuent;

- вывод о том, что значением повествовательного предложения является его истинностное значение.

При посредстве философии Brentano континентальная культура проникла в стиль английской философии. Brentano и его ученики имели непосредственное влияние на развитие английской мысли. Это доказывает тезис об австрийском происхождении аналитической философии. «Он основан на факте, что в австрийской философии XIX века уже присутствовали все типичные темы аналитического движения, идея строгой логической философии, логического анализа, интерес к онтологической и когнитивной проблематике»(Леонидович 2006, 12-13).

### **III. Основоположники аналитической философии**

Реальное осуществление метод и концепция АФ получили в Англии (Кембридж), где Дж.Э.Мур и Б.Рассел стали их основоположниками. «Логический анализ» они называли языковым уточнением и прояснением философских понятий, суждений и проблем. Это понятие вначале относилось к методу исследований, а позднее определило название всего философского направления, потому что понятие "анализ" берется не в каком-либо специальном, а в достаточно общем значении, практически как синоним понятия "рациональное, дискурсивное рассуждение"(Грязнова 1998, 1). Поэтому можно сказать, что аналитический поворот начался с Мура, а за ним на этот путь стал Рассел – они подвергли критике позиции и аргументы неогегельянства, под сильным влиянием которых до того находились сами. Итак дело Мура и Рассела относится к аналитикам, которые дали стимул аналитическому движению в философии. Мур занимался анализом философских понятий и проблем языка и его сущностью и значением.(Характерно название знаменитой статьи Дж.Э.Мура — "Возрождение реализма и здравый смысл"), а внимание Рассела сосредоточилось на аналитических возможностях символической логики и исследовании основ математики. Логико-философские идеи Рассела находят дальнейшее развитие в работах раннего Витгенштейна, «которому принадлежит характерное аналитическое толкование философских проблем как особых, имеющих в отличие от проблем конкретных наук не предметно-содержательных, а концептуально-языковых, как связанных со сложной корреляцией вербального и реального("Логико-философский трактат")»(Грязнова 1998, 2). Рассел впервые обосновал и применил анализ как собственно философский метод. Он определял процесс анализа как переход от чего-то неясного, неопределенного, неточного к ясным, четким, определенным понятиям. Последним пределом анализа являются в этом смысле "атомы" языка (отсюда название его концепции — "логический атомизм"). Трактовка "атомов" менялась от платонизма до субъективного идеализма, вместе с тем видоизменялись и аналитические средства. Первоначально «анализ» означало анализ значений или универсалий, которые обладают идеальным объективным существованием. Трудности, с которыми столкнулся платоновский дуализм идеально существующих универсалий и материально существующего мира, побудили Рассела разработать особые аналитические методы. Цель этих методов была построение на базе "логических атомов" непротиворечивой философской и логической теории. Это демонстрируют соответствия между языком логики и языком содержательной науки или опыта. Высказывания естественного языка, Рассел принимал, как исходные единицы анализа. Он полагал вместе с тем, что форма этих высказываний скрывает их подлинное значение. Следовательно цель и задача анализа состоит в том, чтобы переформулировать их так, чтобы это значение стало



явным. Это можно осуществлять, где возможно, с помощью логических конструкций, которые основаны на известных объектах, вместо упоминания неизвестных. Само понятие «анализировать» значит переводить высказывание в более адекватное словесное выражение. Теория дескрипций Рассела является специфической формой метода конструкций в применении к общим проблемам теории познания.

#### **IV. Витгенштейн и его влияние на аналитическую философию**

«Никто не стал бы отрицать, что Витгенштейн имеет ключевое значение для развития аналитической философии — и как автор «Трактата», и как автор «Исследований». Об «Исследованиях» можно сказать, что по духу они чужды и даже враждебны типично «аналитическому» подходу. «Трактат» же, напротив, в некоторых отношениях считается образцом аналитического стиля в философии, особенно если учесть, какое воплощение этот стиль нашел у Рассела и как он был развит далее членами Венского кружка.»(Макеева 2013, 85). В «Трактате», выразившем его ранние взгляды, он дал свой вариант логического атомизма, а также очертил сферу того, что невыразимо в языке и о чем «следует молчать». Мир - это совокупность фактов. О фактах нужно говорить на языке естественных наук. Этот язык необходимо прояснять и уточнять с помощью логики, чтобы он стал точным отображением, картиной реальности, подобно тому, как географическая карта является образом поверхности Земли. «Подход Витгенштейна предполагает двухмерный анализ предложений языка. Во-первых, необходимо анализировать, раскладывая элементарные предложения на имена, соединение которых в предложении соответствует возможной конфигурации объектов в мире. Во-вторых, необходимо представлять все другие осмысленные предложения в виде функций истинности от элементарных предложений.»(Макеева 2013, 85).

Витгенштейн считал, что философы не должны выдвигать никаких учений, «философия есть не учение, а деятельность». Цель этой деятельности - прояснение мыслей. Это прояснение теснейшим образом связано с анализом языка, поскольку языком заданы как возможности мышления, так и его границы. При этом язык не только выражает, но и «переодевает мысли». Поэтому деятельность философа-аналитика Витгенштейн также сравнивал с работой врача: он лечит от «метафизических заболеваний», вызванных ловушками языка.

В поздний период Витгенштейн отказался от логического анализа и идеала точного языка как копии мира. Он сам признал, что идеал точного искусственного языка внутренне противоречив, в частности, потому, что всякий искусственный язык нуждается для своего введения в другом, уже находящемся в употреблении языке, а в конечном счете – в естественном языке. Это была одна из причин, чтобы его поздние исследования сосредоточились на описании многообразия форм употребления естественного языка. Эти формы он называл «языковыми играми», их бесконечно много. Они соответствуют многообразию форм жизни людей. Слова естественного языка не имеют однозначной связи с предметами, и их значение определяется способами их употребления в языковой игре. Описанию сложнейшего функционирования языка посвящена главная работа позднего Витгенштейна, в его произведений «Философские исследования».

## В ЗАКЛЮЧЕНИЕ

Основным философским объектом рассуждений до XX<sup>-ого</sup> века были вопросы: природа реальности, возможности и границы человеческого познания, природа добра и справедливости, смысл жизни и т.д.— из чего следует, что и задача философии заключается в опыте ответов на них; но после возникновения и „возрождения“ аналитиков и аналитической философии этот объект рассуждения изменился к анализу языковых и понятийных (рассматриваемых в конечном счёте обычно так же, как языковых) средств познания. Классическая философия связана со средствами философско-гносеологического анализа познания, характерный для проблем соотношения субъекта и объекта. В аналитической философии это изменяется как проблемы логические, логико-лингвистические, семиотические и пр. (Леонидович 2006, 20). Она противопоставляется философии и рассматривает фундаментальные мировоззренческие проблемы, „метафизика“ остаётся на заднем плане. Также она продолжает развиваться в современной философии как направление позитивизма.

Философы, которые работают в рамках аналитической традиции, отличают иное понимание задач и методов философии. Хотя их не объединяет какое-то единое «учение» и даже общая трактовка методов философского анализа, но они так или иначе разделяют такие основные установки и нормы аналитического стиля в философии:

- задача философа состоит в анализе конкретных проблем, а не в разработке мировоззрения или построении спекулятивных систем;
- ценность философской работы заключается прежде всего в убедительности и качестве рациональной аргументации, а не в достоинствах ее литературного стиля или в том эмоциональном впечатлении, которое она оставляет;
- ошибочно считать, что о философских проблемах можно говорить лишь на заумном и туманном языке, ясность и точность понятий и суждений – достоинство философского рассуждения;
- необходимо всегда уделять большое внимание языку как средству представления реальности и выражения мысли, учитывая при этом, что употребление языка может приводить к ловушкам и заблуждениям;
- где это уместно, стоит привлекать логический анализ, позволяющий уточнять смысл понятий, логическую форму суждений и умозаключений;
- философствование не должно чураться эмпирии, фактов, которые поставляет нам и наш жизненный опыт, и различные науки, - обсуждение и анализ разнообразных фактов необходим для прояснения любых философских проблем;
- нельзя недооценивать методы и результаты науки: конкретные науки дают нам наиболее обоснованное и достоверное в данный момент знание о мире, философ не может и не должен конкурировать в этом с учеными, поскольку у него нет каких-то особых (например, «диалектических» или «метафизических») средств для познания сути вещей и явлений;

- философ поэтому должен занимать иную, чем ученый позицию – рефлексивно-аналитическую: он должен сознавать существенное различие между двумя типами вопросов, первые из которых касаются природы вещей, вторые – природы понятий и других концептуальных средств, с помощью которых мы говорим о вещах и познаем их.

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## BUTTERFLIES

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Selena knew that in Moon there are many butterflies. Some of them lived nearby flowers, some of them – nearby women. Every year at 8<sup>th</sup> of March butterflies made festival on one big forest meadow. One of them talked about straightness of flowers and how they every day doing same things, another part reported about women's spontaneous. Overall, however, their conversations were full of prejudices.

- They are very stupid – said second butterfly group. – We settle on them, but they don't have pollen and worse – pushing us!

- They don't have pollen? – amazed the other part. – The flowers have, but they are very pragmatic and boring.

Meanwhile Selena plucked strawberries on the same meadow.

- Look, just another blonde – said one of butterflies.

- Yes, the blondes don't have pollen we are sure in that – said one green butterfly.

- Don't have... Don't have... Don't have – repeated all butterflies.

- But we can ask her about girls who living in different cities. Here we meet only blondes and they don't have – said the green one.

- Don't have... Don't have... Don't have.

- Let ask her!

- Let...Let...Let.

Apparently the butterflies liked repeating.

When they came nearby her and saw her red mouth became very angry:

- Why you eat our strawberries on our meadow?

- What?

- Just another blonde... This is our meadow. You understand?

- No! I come here every Friday and eat strawberries. Who are you? – said

Selena.

- We are the butterflies!

- I don't know what 'the butterflies' is!

- You don't know us!?

They became angrier and started bite her, but she begin hit them like tennis balls with her long hair. More of butterflies were smashed but one of them, the green one, entered in Selena's mouth and settle down in her stomach.

On every 8<sup>th</sup> of March the green butterfly started flying and her stomach became ill. She decided to name this day "The women's day", because wanted to have excuse to not work. But sometimes the butterfly flew in different days and times – maybe when she fell in love, maybe when she fell in tears. Despite their prejudices butterflies understood feelings.