

PHILOLOGICAL ASSIGNMENTS AS A MEANS OF DEVELOPING CRITICAL THINKING AND FORMING LINGUODIDACTIC COMPETENCE OF UNIVERSITY STUDENTS IN A MODERN EDUCATIONAL ENVIRONMENT

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Abstract: the contemporary system of philological education is oriented towards the training of students able not only to command a system of linguistic knowledge but also to analyse linguistic phenomena independently, to interpret texts of varying complexity and to defend a position by reasoned argument. The aim of the research is to provide a theoretical grounding for the educational potential of the philological task as a means of forming linguistic competence and developing critical thinking. The research rests upon an analysis of Russian and international scholarly work in philology, linguodidactics, pedagogy and the theory of problem-based learning; the methods employed comprise the analysis and synthesis of the scholarly literature, the comparative method, a systems approach and the method of pedagogical interpretation. The content of the concept of the philological task is set out, its place within the system of philological education is determined, and the features distinguishing it from language exercises and from linguistic problems are identified. It is argued that a system of philological tasks integrates the linguistic, literary and cultural analysis of the text and thereby fosters analytical thinking, research culture and communicative competence. The scholarly novelty of the research consists in the treatment of the philological task as an integrative pedagogical technology uniting the resources of the philological approach, the competence-based model of education and problem-based learning. The practical significance is determined by the possibility of drawing upon the proposed methodological principles in designing courses, teaching materials and programmes for the training of future teachers of Russian language and literature.

Keywords: philological task; linguistic competence; philological education; problem-based learning; critical thinking; competence-based approach; linguodidactics; research activity; teaching of Russian

Introduction

The present stage in the development of education is characterised by a transition from a knowledge-centred model of instruction to a competence-based paradigm oriented towards the capacity to acquire knowledge independently, to appraise information critically and to apply it in varied communicative and professional situations. Under conditions of digitalisation and of a rapid increase in the volume of accessible information, the assimilation of a system of language rules and literary concepts is no longer sufficient in itself. Considerable importance now attaches to the formation of a research type of thinking, to the ability to analyse the text as a complex cultural and communicative phenomenon and to substantiate a position by reasoned argument.

In Russian pedagogy and in the methodology of teaching Russian, the formation of linguistic competence has traditionally been examined in the context of the development of speech activity, linguistic awareness and communicative culture; a substantial contribution to the elaboration of these problems has been made by S. S. Averintsev, Yu. M. Lotman, S. A. Shapoval, K. Z. Zakiryanov and E. S. Kubryakova. Notwithstanding the considerable body of research devoted to the competence-based approach, to problem-based learning and to the development of critical thinking, the

pedagogical potential of philological tasks as an independent technology for forming linguistic competence remains insufficiently elaborated. In the majority of studies such tasks are treated either as a variety of exercise in the Russian language or as a means of testing knowledge, whereas their educational possibilities are considerably broader and permit the organisation of research activity through the integration of linguistics, literary studies, cultural studies and contemporary pedagogy.

The relevance of the research thus arises from the contradiction between the need to form in students a high level of linguistic competence, research thinking and skills of critical textual analysis on the one hand, and the insufficient elaboration of methodological approaches to the use of philological tasks as a comprehensive means of addressing this need on the other.

The purpose of this study is to provide a theoretical justification for the potential of philological assignments as a means of developing students' linguodidactic competence. The following objectives were set: to outline the methodological foundations of the philological approach; to define the essence of philological assignments and the principles of their construction; to demonstrate their role in developing linguistic competence and critical thinking; and to identify the conditions and prospects for using a system of philological assignments in modern teaching practice. To do this, the following approaches must be considered:

1. The methodological foundation of the research is constituted by the tenets of the competence-based approach, the conceptions of problem-based learning, contemporary positions within linguodidactics, and fundamental works by Russian philologists and educationalists. The methods employed comprise the analysis and synthesis of the scholarly literature, the comparative method, a systems approach and the method of pedagogical interpretation. This combination has made it possible to determine the educational potential of philological tasks and to identify their role in the formation of a research culture and of professionally significant competences.

2. The formation of linguistic competence cannot be regarded solely as a process of assimilating a body of linguistic knowledge and normative rules. The contemporary educational paradigm is oriented towards the development of a person capable of analysing linguistic phenomena independently, of interpreting texts of various genres and of employing language as an instrument of cognition, communication and professional activity. Particular relevance therefore attaches to the philological approach, which permits language, literature and culture to be regarded as interconnected components of a single educational space.

Within the Russian humanistic tradition, this notion received its most profound elaboration in the works of S. S. Averintsev. Philology was understood by this scholar as a distinctive mode of scholarly knowledge of the human being by way of the text, and as an integral system of humanistic knowledge rather than a mechanical union of linguistics and literary studies. Its object is the interpretation of linguistic phenomena within their historical, cultural and ideological context, since it is in the text that linguistic regularities, features of the national culture and the individual authorial picture of the world are reflected [1]. This position retains its relevance for contemporary pedagogy, since it accords with the requirements of competence-based education, oriented as it is towards the formation of a person capable of the independent analysis of information and of the critical appraisal of differing points of view.

Contemporary research substantially extends this understanding. Whereas classical philology was oriented predominantly towards written monuments and imaginative literature, the contemporary philological approach treats any text as a complex communicative system functioning within a particular sociocultural space. Such an understanding corresponds to the anthropocentric orientation of contemporary linguistics, according to which language is studied first and foremost as a means of

human communication, as a repository of cultural memory and as a factor in the formation of the picture of the world [2].

The most important feature of the approach is its integrative character. Textual analysis presupposes simultaneous recourse to the findings of linguistics, literary studies, cultural studies, psycholinguistics, cognitive linguistics and communication theory. Linguistic phenomena are thereby considered not in isolation but within a system of interrelations determining the functioning of language in culture and society, which fosters the formation of systemic thinking and permits causal connections to be established between linguistic facts, the historical development of society and the particularities of artistic creation.

Work with the literary text plays a particular role in the implementation of the approach. Unlike informational messages, the literary text possesses a high degree of semantic ambiguity, which presupposes the existence of variant interpretations and requires recourse to the historical context, to the features of the literary process and to the system of artistic images and expressive devices [3]. Learners thereby gradually master the methods of scholarly analysis, acquire the skills of reasoned discussion and come to perceive the text as a multidimensional cultural phenomenon.

The significance of the philological approach has increased appreciably in connection with the digital transformation of education. Learners today interact daily with a large volume of textual information presented in scholarly publications, in the mass media, in social networks and in digital educational resources. Such a situation calls for skills of critical reading, of the analysis of the reliability of information, of the identification of manipulative rhetorical strategies and of the appraisal of the quality of argumentation. The approach consequently acquires importance not only for the teaching of Russian language and literature but also for the formation of functional literacy more generally.

The competence-based model requires a shift from the transmission of ready-made knowledge to the organisation of active cognitive activity. The philological approach accordingly acquires a new pedagogical content: its implementation presupposes educational situations in which the learner independently investigates a text, formulates a problem, analyses differing points of view and argues for conclusions of their own. Philological education thereby becomes a space for the formation of a research culture rather than merely for the mastery of subject knowledge, and it is on this basis that the effective use of philological tasks becomes possible.

3. Despite the growing interest of researchers in problem-based learning, the notion of the philological task has not to date received a single generally accepted interpretation. In the scholarly literature it is treated as a variety of cognitive task oriented towards the comprehensive analysis of a text and requiring the integration of knowledge drawn from linguistics, literary studies, cultural studies and communication theory [4; 5]. Unlike traditional exercises, which are directed predominantly towards the consolidation of linguistic norms or the testing of the level of assimilation of material, the philological task presupposes the creation of a problem situation whose resolution cannot be achieved through the simple reproduction of rules already studied. The learner is confronted with the necessity of analysing the text independently, of establishing causal connections, of comparing differing interpretations, of formulating hypotheses and of substantiating conclusions by reasoned argument. As S. A. Shapoval observes, a philological learning task represents not an aggregate of questions on a text but a specially organised problem situation, and it is the presence of an intellectual difficulty that becomes the point of departure for the formation of analytical thinking and of a stable cognitive motivation [4].

A distinction between philological and linguistic tasks is of considerable significance. The linguistic task is directed predominantly towards the identification of regularities in the functioning

of the language system [6], whereas the philological task presupposes a broader level of analysis, uniting linguistic, literary, historical, cultural and communicative aspects of textual enquiry. The boundary between them nevertheless remains conventional, since contemporary educational technologies are increasingly built upon the integration of various branches of philological knowledge; the experience gained in devising linguistic tasks may therefore be drawn upon in the creation of a system of philological tasks.

Such an organisation of learning activity accords with the classical conception of reflective thinking, according to which genuine thought arises from a state of doubt and difficulty and unfolds as a search for evidence capable of resolving it [7]. In psychological and pedagogical research, the cognitive task has correspondingly been regarded as a means of activating mental activity, its effectiveness being determined by the presence of a problem element, of cognitive novelty, of practical significance and of accessibility of solution [8]. These characteristics apply in full measure to philological tasks, since these are oriented not so much towards the search for a single correct answer as towards the development of a research culture and of the capacity to defend a position by reasoned argument.

One of the principal requirements placed upon the philological task is accordingly its open character: the task should admit the existence of several scholarly grounded methods of solution. Such an organisation creates conditions for the development of independence, stimulates scholarly discussion and fosters a culture of reasoned demonstration; in the process of collectively discussing various solutions, learners acquire experience of academic communication and learn to appraise alternative points of view correctly [9]. A further requirement is that of interdisciplinary integration. Contemporary philology develops at the intersection of linguistics, literary studies, cognitive linguistics, cultural studies, psychology and communication theory, and the content of philological tasks should reflect this. Their solution presupposes the use of various methods of analysis, structural and semantic, cognitive, discursive, comparative and historical, cultural and intertextual, through which learners master the contemporary methodology of philological enquiry.

A particular role is played by the elaboration of a detailed scholarly commentary on each assignment. Research shows that a well-prepared commentary performs not only a monitoring function but also an instructional one: it demonstrates the logic of scholarly reasoning, acquaints learners with the methods of philological analysis and fosters the gradual mastery of the research methods of the humanities [10]. The design of such tasks likewise requires due regard for the age characteristics of learners, for the level of their linguistic preparation and for the planned educational outcomes, and it should model the real research situations that arise in the analysis of linguistic and literary phenomena, in accordance with the principles of activity-based and contextual instruction [11].

The philological task consequently represents not a separate type of exercise but a comprehensive pedagogical technology uniting the achievements of contemporary linguodidactics, cognitive pedagogy and problem-based learning, and ensuring a transition from the reproductive assimilation of knowledge to its independent comprehension and practical application.

4. In contemporary pedagogical scholarship, linguistic competence is regarded not merely as a body of knowledge about the language system but as an ability to apply that knowledge in analysing, interpreting and producing texts of various types, with due regard for their communicative, cultural and pragmatic features [12]. As K. Z. Zakiryanov justly observes, a successful command of the Russian language is impossible without an awareness of it as a complex system possessing its own regularities of functioning; its formation presupposes not the mechanical assimilation of terminology and rules but the development of a scholarly mode of thought permitting linguistic phenomena to be

explained and interrelations between the levels of language to be established [13]. Such an understanding accords with the requirements of state educational standards, oriented as these are towards the attainment not only of subject results but also of metasubject results of instruction [14].

Philological tasks ensure precisely this transition from the reproductive assimilation of material to its investigative comprehension. Their completion presupposes the successive advancing of hypotheses, the analysis of linguistic facts, the interpretation of literary texts, the comparison of differing scholarly positions and the reasoned defence of an opinion of one's own. Unlike exercises oriented towards the consolidation of individual linguistic phenomena, such tasks permit language to be regarded as a dynamic system bound up with culture, with the history of society and with the particularities of human thought, so that learners move from the study of individual units to an understanding of the mechanisms by which the text functions as a complex communicative formation. The learner accordingly acts not as an object of the transmission of ready-made knowledge but as an active subject of cognitive activity, which accords with the principal tenets of constructivist pedagogy and of problem-based learning [15].

The development of critical thinking is regarded as one of the key objectives in the preparation of learners, occasioned not only by the growing volume of information but also by the need for its considered analysis and for the ability to take reasoned decisions under conditions of informational uncertainty. In Russian pedagogy, critical thinking is defined as the ability to analyse information independently, to identify causal connections, to compare differing points of view and to formulate well-founded conclusions on the basis of objective evidence; it develops above all in the process of posing questions, analysing arguments, testing hypotheses and independently seeking evidence [16]. The principal task of the teacher accordingly consists not in the transmission of ready-made knowledge but in organising educational activity in such a way that the learner arrives independently at an understanding of the phenomenon under study.

A particular place within this system belongs to philological tasks, since the specific character of philological knowledge presupposes the existence of multiple possible interpretations of a text. Work with a literary work is rarely reducible to the search for a single correct answer; on the contrary, textual analysis requires the comparison of differing scholarly conceptions, the identification of the authorial position, the investigation of the linguistic means by which the artistic image is created, due regard for the historical and cultural context, and the appraisal of readerly interpretations. It is this variability that renders philological tasks an effective instrument for the formation of critical thinking. A systematic review of research on critical thinking in higher education confirms that the most productive instructional strategies are those built upon problem situations, argumentation and the discussion of alternative positions rather than upon the direct transmission of criteria of correct reasoning [17]. Comparable findings have been obtained with respect to the training of philology students, where the regular use of learning tasks of a problem character proves the most effective means of developing critical thinking among future teachers of Russian [10].

Critical thinking in philological education is closely bound up with the development of meaningful reading. The reader must not only understand the literal content of a text but also identify its subtext, determine the communicative intentions of the author, analyse the features of its linguistic form and appraise the effect of the text upon its addressee. No less important is the development of argumentative culture: the solution of philological tasks presupposes the obligatory substantiation of a position by reference to linguistic facts, literary conceptions, historical evidence and scholarly literature, through which learners master the norms of academic discourse and learn to make correct use of evidence. Under conditions of digitalisation this acquires additional significance, since a considerable proportion of learners experience difficulty in determining the reliability of information,

in identifying logical errors and in appraising the quality of argumentation [18]. The use of philological tasks fosters the overcoming of these difficulties, since it requires systematic recourse to various sources, their comparison and their scholarly verification.

5. The theoretical grounding of the effectiveness of philological tasks acquires practical significance only on condition of their systematic use. Teaching practice indicates that the greatest pedagogical effect is achieved through a graduated increase in complexity. At the initial stage it is expedient to employ assignments directed towards the identification of the linguistic features of a text, the determination of its compositional structure and the analysis of its lexical and grammatical means; the tasks are then made more complex and come to require recourse to the historical and cultural context, the comparison of differing interpretations, the analysis of the authorial position and the independent construction of scholarly grounded conclusions. Comprehensive tasks uniting linguistic, literary and cultural analysis prove particularly effective: in studying a literary work, learners may be invited to determine the features of the authorial idiosyncrasy, to identify the interrelation between linguistic means and artistic design, to compare differing critical interpretations and to substantiate an appraisal of their own, with recourse to scholarly literature, dictionaries and corpus resources of the Russian language.

An important condition for successful application is a change in the role of the teacher, who acts not so much as a source of ready-made knowledge as an organiser of research activity, a scholarly consultant and a moderator of discussion. The organisation of collective work is likewise of significance: joint analysis of a text, the discussion of hypotheses and the mutual appraisal of argumentation permit learners to master the principles of scholarly communication and to participate correctly in academic debate, whereby the level of speech culture is raised and the skills of public argumentation are refined [19]. Digital educational technologies, including electronic libraries, corpora of the Russian language, digital dictionaries and specialised linguistic resources, considerably extend the informational basis of enquiry, while placing heightened demands upon the information literacy of learners.

A system of criteria for assessing solutions constitutes a no less important component. The object of assessment becomes not only the correctness of the result but also the logic of scholarly reasoning, the quality of argumentation, the use of scholarly terminology, the accuracy of textual interpretation and the capacity to draw independent conclusions. Such an approach permits an objective appraisal of the level of formation of subject, metasubject and personal competences, which corresponds to contemporary tendencies in the development of pedagogical measurement [20]. The variability of content and the possibility of choosing methods of solution moreover create conditions for the construction of individual educational trajectories, allowing learners to work at their own pace and to move gradually from standard tasks to independent research projects.

The practical significance of the research is accordingly determined by the possibility of employing the system of philological tasks developed here in the teaching of Russian, of literature and of disciplines within the philological cycle in general and higher education. The approach may be drawn upon in the design of curricula and teaching and learning complexes, in the preparation of olympiad assignments, in the organisation of project and research activity and in the delivery of elective courses of a philological orientation. Its use in the training of future teachers of Russian language and literature is of particular value, since contemporary professional activity in teaching requires a command not only of subject knowledge but also of technologies ensuring the development of pupils' critical thinking, functional literacy and research activity. A promising direction for practical application is the development of digital educational resources incorporating interactive

philological tasks, electronic banks of assignments and methodological recommendations for teachers.

7. The scholarly novelty of the approach proposed consists in the treatment of the philological task as an integrative means of forming the linguistic competence and critical thinking of learners. In contrast to the traditional understanding of philological tasks as a variety of learning exercise, they are regarded in the present research as an independent pedagogical technology uniting the methods of problem-based learning, of research activity and of the competence-based approach. Such a view permits a substantial extension of the methodological possibilities for teaching philological disciplines.

A substantial advantage of the system is its universality. The principles governing the construction of such assignments may be employed in the study of various branches of the Russian language, of literature, of speech culture, of stylistics, of the history of the language and of text theory, and individual methodological provisions may be adapted for the teaching of foreign languages, cultural studies and history, which testifies to a high degree of interdisciplinary integration.

The prospects for further development are bound up with the creation of multi-level banks of philological tasks oriented towards various categories of learners, with the design of digital educational platforms incorporating interactive research assignments, and with the refinement of methods for assessing the level of formation of critical thinking and linguistic competence. Further experimental research directed towards a quantitative appraisal of the effectiveness of philological tasks within various models of instruction, including blended and distance education, would appear expedient.

8. The research conducted permits the conclusion that philological tasks acquire a qualitatively new significance under conditions of the modernisation of education, extending beyond the bounds of a traditional didactic means of consolidating knowledge. Their use represents a pedagogical technology oriented towards the realisation of the competence-based approach, the development of critical thinking and the formation of the linguistic competence and research culture of learners.

It has been established that the methodological foundation for the design of philological tasks is provided by the philological approach, which took shape within the Russian humanities and received its fundamental grounding in the works of S. S. Averintsev, Yu. M. Lotman, S. A. Shapoval and K. Z. Zakiryanov. The positions they advanced retain their scholarly relevance, yet they call for reconsideration in the light of the competence-based model of education, of the digital transformation of the educational environment and of developments within contemporary linguodidactics. The specific character of philological knowledge, grounded as it is in the polysemy of the text, in the variability of interpretation and in the necessity of substantiating conclusions by reasoned argument, creates favourable conditions for the formation of analytical thinking, since the solution of such tasks requires not the reproduction of ready-made knowledge but the independent analysis of linguistic facts and the critical appraisal of information.

The aim of the research has thus been attained, and the propositions advanced have received theoretical grounding. The systematic use of philological tasks may be regarded as an effective means of forming linguistic competence and of developing the critical thinking and research culture of learners, although a quantitative appraisal of its effectiveness within particular models of instruction requires further experimental verification.

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