

contemporanea Más complicado es cuando la unidad fraseologica desde su origen vulnera el vínculo semántico

La metáfora juega un papel indispensable en la creación del léxico (tanto a nivel de nominación cognitiva como expresiva) así como en la creación de expresiones idiomáticas La fuerza que la metáfora confiere a las expresiones idiomáticas tiene un valor expresivo y afectivo que no se consigue con las expresiones libres y tienen un sentido global o unitario que no puede analizarse partiendo del significado de sus constituyentes Para que una creación metafórica persista, es necesario que la metáfora se identifique fácilmente con el resto del sistema léxico y gramatical A veces la relación metafórica que se establece entre los significados es compleja y lejana, lo que dificulta su comprensión

Una de las propiedades de este tipo de expresiones es precisamente el vehicular una metáfora, cuando se pierde el nexo con la metáfora se pierde su expresividad, por lo que corren el peligro de caer en desuso o desaparecer Sin embargo, apuntamos la idea de que el vínculo semántico que debe establecerse entre el fraseologismo y la base que lo sustenta es, a veces desde su origen muy difuso o casi inexistente, por lo que creemos que pese a su rápida difusión debida a los medios de que se disfruta hoy en día, su persistencia en la lengua es improbable.

#### LITERATURE

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### **PROBLEMS OF FORMATION OF ORGANIZATIONAL CULTURE OF HIGH SCHOOL**

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In given article the phenomenon of organizational culture of a higher educational institution as the integral resource of efficiency and corporation prosperity is considered The conducted research allows to draw conclusions and to develop offers on formation and maintenance, development and management of organizational culture of high school

Interest to studying of a phenomenon of organizational culture is connected by that the understanding of that influence which the organizational culture renders on successes and efficiency of the organization has increased Numerous researches

show that the prospering companies differ high level of culture by which it is formed as a result of the thought over efforts directed on development of spirit of corporation, for the good of all parties interested to its activity Management not only corresponds to organizational culture, strongly depends on it, but also can to influence formation and development of organizational culture, in turn The particular interest has research of organizational culture with reference to high school Value of organizational culture here is difficult for overestimating it gives the chance to employees to identify herself with establishment of the higher vocational training, successfully to adapt for system of norms and values of high school to new employees, forms standards of behavior of people and responsibility for their observance Necessity of studying of organizational culture of high school is caused as well by that the given phenomenon is real and has a great influence on the separate person, high school as the organization and a society as a whole

Studying of organizational and educational system of universities as an independent direction of researches was necessary by 60-70th years of the last century It was generated as a separate scientific direction thanks to proceedings of such scientists as M Veber, T Parsons, T Veblen, A Zlozover, etc [Udaltsova 2001 144] Studying of organizational culture from the point of view of vocational training of experts is necessary as for optimization of parameters of educational processes in high schools, and for increase of efficiency of activity of young experts at the enterprises and in the organizations Higher educational institutions are the basic carriers of educational services Today for high school development the organizational culture has paramount value Concept this many-sided enough and difficult Having analyzed set of definitions of organizational culture, we allocate more the general phenomena reflecting conceptual character The organizational culture is a system of mutual relations in a higher educational institution which allows to reach the best results of activity at optimum expenses

The organizational culture of university is an original form of ability to live of the organization, allowing to speak about university as about the self-organized system constructed on principles of self-value of knowledge, training freedom, as is concrete way of realization of the purposes of university

Important direction in formation of organizational culture is target preparation which assumes the function-oriented training allowing young experts during passage of industrial practices in a place of the future work to receive the information on technologies and the equipment of manufacture and skills of work with them Young experts can make representation about principles of work of the organization, receive experience of mutual relations in labour collective with the future fellow workers All it promotes more successful and in short terms to passage by graduates of high schools of organizational adaptation and socialization [Shatalova 2006 88]

The important factor in formation of professional culture of the future experts is also the system of vocational guidance and employment of students in HIGH SCHOOL in which frameworks look-ahead workings out of requirements for

experts of a various profile are spent, monitoring of requirements of heads to graduates that allows to correct educational programs proceeding from the changed conditions on a labor market, and to prepare competitive experts. One more necessary component in formation of professional culture is the system of continuous formation which allows experts and after the HIGH SCHOOL termination constantly to develop and be improved. This system includes postgraduate study, doctoral studies, retraining and improvement of professional skill of experts.

All listed components actively cooperate in HIGH SCHOOL and base values and samples of behavior which in turn make the base of any organizational culture are in aggregate focused on formation of system professional thinking of the experts which basis is knowledge, skills, abilities. As a result of such complex approach the graduate of HIGH SCHOOL represents the complete subject of professional work possessing not only professional knowledge, but also high professional culture that allows it to adapt successfully for conditions of any enterprise and to be competitive on a labor market.

The author of given article conducts research on the basis of National research university «Belgorod state university» in which students of a third year of five faculties (pedagogical faculty, management and business faculty, economic faculty, faculty of law, philological have taken part). The Total of respondents has made 240 persons. Research methods – questioning and poll. As, in understanding of the person, not prosecuting subjects of organizational culture, but knowing about this concept from publicistic sources, the organizational culture is represented in the form of some general values, image, behavior manners, we can tell that in investigated high school there is some corporate code of behavior, and attempts of its introduction in the basic society which students of high school (as research passed among students) are carried out. Why we speak about this code and about attempts of its introduction so vaguely? Because only 18,18 % interrogated confidently confirm about presence of corporate culture (thus the majority of them enter into student's administrative groups and directly participate in creation of corporate codes).

The majority (72,73 %) preferring the positive answer, state some uncertainty. It is characteristic in a situation of primacy of an administrative subsystem of corporate culture when the ideology is not realized by society, but certificates of its introduction are available in presence. Also the basic part of students see organizational culture of the high school as something while uncertain formations being at a stage (84,85 %). Why it occurs? We find the answer to this question in following answers of respondents (tab 1). 75,75 % of students consider that the organizational culture of high school takes root in their environment somehow, but only not by means of the accurate program.

Table 1

In your opinion, how there is a formation of organizational culture of our high school?	
The organizational culture is developed by administration of high school and takes root by means of the accurate program,	21,21
The organizational culture is developed by high school administration, and introduction goes in itself,	36,36
The organizational culture exists irrespective of administration workings out,	12,12
The organizational culture is formed among the personnel and students of university	27,27
Other answer	3,03

Moreover, 39,39 % interrogated assume existence of pseudo-democratic organizational culture that can speak about existing impression of uncontrollability, permissiveness, and the strengthened position of an intermediate link of management. I.e., it is possible to assert that students "do not see", "do not feel" presence of direct managing directors that specifies on a position of isolation, disconnexion, inaccessibility, and, during too time, "insignificance" of the top management. It would seem, such fact can't please researchers, and specifies in serious errors in formation of organizational and administrative culture. But, having paid attention to answers to the following question of the questionnaire and having carried out the correlation analysis, we have established that students consider existing position optimum and effective for introduction of organizational culture in the organization. The correlation analysis allows to confirm the following

1) the Group of respondents considering that the organizational culture in investigated high school is developed by a management and takes root by means of the accurate program, consider that it and is the unique way of formation of organizational culture to the organizations,

2) the respondents considering that introduction of organizational culture in high school should go irrespective of administration workings out, confirm, what exactly and affairs in investigated high school are,

3) the state of affairs is same and with the third group of students which are adherents of pseudo-democratic organizational culture (which is formed among the personnel and students)

The majority of respondents with this or that share of confidence confirm about unity to propagandized and introduced organizational culture of high school. The correlation analysis allows to establish following laws

1) as uniform formation the propagandized and real organizational culture is considered by students seeing mission of high school in development of the person,

2) see distinction between these corporate systems only in trifles. Students declared mission of investigated high school maintenance of traditions, increase of the status of high school and moral culture of a society

It is interesting that these students for their high school answer a question on the offer of optimum mission the following "the Orientation on students", "Unity of faculties", "Reliably and prestigiously, cheaply and effectively" Thus, it is possible to tell that group of students (30,30 %) consider optimum orientation of high school to the consumer if it is possible so to be expressed, changes of a vector of effort of organizational culture with external on the internal Probably, it assumes change of relations of subsystems of corporate culture (introduction of corporate relations focused on the consumer)

3) see essential distinctions between propagandized and real culture, but recognize unity of their direction students specified following missions of high school "Activity", "Formation", "Buy and study" The Same group, would like to expand a spectrum of values included in declared missions for example thus "Not only study, but also culture and sports", and also to enter status and functional missions "Our students and teachers – pride of the country" and "to Make the world it is kinder and better"

4) see essential distinctions between the specified systems students considering that the high school has mission of increase of prestige high schools and areas The same group of students suggests to replace it on "to Form scientific and a mental potential" and "Expansion and formation of social communications" Opinions concerning efficiency of organizational culture of high school as a whole can be divided on two big, and about equal groups

1) *the culture of investigated high school is effective enough (48,48 %)*

2) *the high school has organizational culture of low efficiency (51,51 %)*

The correlation analysis with the subsequent question (about factors reducing efficiency of organizational culture) allows to establish weight categories of the factors influencing organizational culture of high school

1) the group of respondents considering that organizational culture of investigated high school is effective enough, allocate the following factors reducing its efficiency not a readiness of substantive provisions of organizational culture and low use by administration of substantive provisions of organizational culture in weights These rather serious factors of influence on culture of the organization are taken out on a position "insignificant" not casually – such state of affairs is characteristic for the majority of the Russian organizations of any profile

2) the group of respondents considering that organizational culture of investigated high school has low efficiency, allocate the following factors reducing its efficiency the incorrect purposes and priorities, a divergence of representations about organizational culture of high school at administration and teaching structure, low motivation on realization of organizational culture at teaching structure Formation of organizational culture of a higher educational institution represents process of adaptation and some modernization of foundations already existing in the organization and norms for the most effective work of educational institution

And it assumes that creation of such culture which the existence facilitates educational institution activity, serves as the original code of laws for definition «correct and wrong» actions in reply to arising external influences [ Spivak V. A.

2001 352] Thus, it is possible to conclude that process of formation of organizational culture represents "regulation" of those foundations and customs which have already developed in high school and which are perceived by members of collective as only true at the decision of arising problems

The given process mentions not only symbolic, conscious foundations, but also unconscious base representations of the person. If the organizational culture is generated correctly – taking into account all features of the given organization then it will be the original catalyst of its effective work. Today it is necessary for higher educational institution to develop a complex of the administrative decisions directed on increase of appeal of high school for target audience that means use of various tools at formation and development of organizational culture of high school. It assumes not only creation of new departments in structure of educational institution, attraction of the new experts capable adequately to use the skills within the limits of high school business, but also to make active interrelations between departments for development of the balanced organizational culture.

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### DEVELOPMENT OF COMMUNICATIVE COMPETENCE AS AN OBJECT OF FOREIGN LANGUAGE TEACHING

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The article deals with one of the most important objects of education, that is the communicative competence development of students. This competence is essential in the process of foreign language learning. Its development is supposed to be foreign language acquisition and its using in a situation of communication.

Communication is the most important concept that describes human world. Perhaps diversity of functions and roles of communication in the people's life determines the special status of this phenomenon. Based on that communicative function of communication between people it has some specific character. We suppose communication is an intersubjectival process, that has not just a motion of information but at least its active exchange. In such process the general sense is determined and the partners can affect each other. The effectiveness of communication is measured by this influence.