

complementary system using a variety of different approaches, each chosen for its appropriateness to the curriculum and the audience.

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NICOLAS I AND HIS INFLUENCE ON THE RUSSIAN POLITICAL SYSTEM

My dissertation topic is slavyanofilism in Russia. The dissertation is divided into three parts. In the first part I study the problems of arising of slavyanofilism in Russia. In the second part of it I research the slavyanofilism ideas about traditions and customs of Russian historical development. In the third part I will consider the Slavyanofills projects of reforms. In my work at dissertation I use a lot of historical and literary resources of Russian and foreign authors and among them is the book «Nicolas I», because in time of his reign the slavyanofilism movement was born. This research by English scientist Bruce Lincoln was published in Great Britain in 1978.

In his book the author describes Nicolas biography and how his character had influenced on the political system which he developed. Nicolas political system was the solution to many problems which Russian Empire faced in the 19th century. The main character of this system was absolute monarchy in its most extreme form. Nicolas did not trust Russian nobility or public opinion he sought to cope with all Russian problems himself.

Nicolas system was not innovation in Russia. It had been the culmination of the Empire's entire political experience since the beginning of 18th century, based on the religious precepts. All the institutional elements, which Nicolas introduced into his system, had earlier antecedents.

In his childhood Nicolas was deeply preoccupied with defense. When he was a boy Nicolas used to grow pale, when he met army officers, because they might take him prisoner. Perhaps the murder of his father by army, when he was not yet five years old had left a deeper scar than anyone suspected.

Certainly defense was a key word in many in his policies as Emperor. He sought to defend Russia from Europe, from its constitutions, its revolutions and breakdown of its ancient regimes mores. He tried to defend the state from sedition and revolution, and to shield his subject from ideas, which he regarded harmful.

Perhaps no ruler left more of impressions upon nineteenth century in Russia than the Emperor Nicolas I did. Certainly Nicolas was an imposing figure. Many Russians admired him, even venerated him; others saw him as the personification of impression. But none who lived during his thirty years reign could remain indifferent to the force of his personality and the system which he developed.

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THE PSYCHOLOGY OF LEARNING

At most times during their lives people are engaged in some learning activity or other - learning to ride a bicycle or speak a foreign language, to swim, cook or play a new card game, to handle a pneumatic drill, manage a shop or administer a government department. For each person a selection of such experiences, especially the universal one of school, goes to make up his idea of what learning involves and what sorts of questions about learning it might be interesting and useful to have answered.

It is the object of this work to present, in outline, the problems of learning from a psychological point of view, the different experimental approaches and their underlying rationale. But although the immediate purposes of the learner, the teacher and the scientist are undoubtedly different in many ways, it is also in their mutual interest that they should not lose sight of each other; accordingly space is given to the interaction between theory emerging from the laboratory, and everyday practical experiences of learning.

The psychology of learning has, until comparatively recently, been dominated by a number of general and powerful ideas that provided the driving force for much of the research during this century, but which have inevitably proved inadequate and