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БЕЛГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ
МОЗЫРЬСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ ИМ. А.П. ШАМЯКИНА
КАРШИНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

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Section 1. ENGINEERINGSCIENCES

**MODELLIERUNG VON TOURISTISCHEN-
UND ERHOLUNGSPOTENTIAL MIT HILFE GIS – TECHNOLOGIEN**

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Die Information der Gesellschaft verlangt einen modernen Ansatz bei der Organisation der räumlichen Daten. Das betrifft auch Touristischen- und Erholungspotential. Die Ausarbeitung der regionalen GIS – Modelle von Touristischen- und Erholungspotential ist eine der aktuellen Aufgaben der Zeit. Im Artikel wird die Struktur der ausgearbeiteten Basis von Geo- Daten des Touristischen- und Erholungspotentials des Gebiets Belgorod gezeigt. Die Autoren schildern den Algorithmus der GIS-Verwendung bei der räumlichen Analyse der Touristischen- und Erholungsressourcen, der aus sechs Etappen besteht. Im Artikel werden die technischen Besonderheiten der Analyse der Touristischen- und Erholungsinformation mit Hilfe von GIS – Instrumenten beschrieben.

Key words: *Touristisches- und Erholungspotential, Tourismus, GIS – Technologien, Algorithmus der GIS-Verwendung, Geo- Modellierung, Dichte von Objekten, räumliche Analyse der Touristischen- und Erholungsressourcen*

Heute ist Tourismus und Erholung eine der dynamisch entwickelten Branchen der Weltwirtschaft. In vielen Ländern gilt diese Branche als eine Quelle des Wohlstandes. In diesem Zusammenhang wäre es für Russland sehr nützlich das einzigartige Naturpotential, reizende Landschaften, reiche Kulturlandschaften zu nutzen.

Der wichtigste Aspekt des Programms der sozialwirtschaftlichen Entwicklung des Landes sieht einen verantwortlichen Ansatz zur Entwicklung vom regionalen Tourismus vor. Dazu braucht man vorzeitige Bewertung aller Komponenten der Natur- und Kulturlandschaft vom jeden Region.

Unter dem Begriff „*Touristisches- und Erholungspotential*“ versteht man in der Fachliteratur „die Gesamtheit aller natürlichen, kulturhistorischen und sozialwirtschaftlichen Voraussetzungen für die Organisation der Freizeitaktivitäten auf dem bestimmten Territorium [Mironenko, Tverdokhlebov, 1981: 207]. So schließt Touristisches- und Erholungspotential eine ganze Reihe von Potentialen ein: das Landschafts- und Erholungspotential, Natur-Kulturhistorisches Potential, Sozialinfrastrukturelles Potential.

Ein der Vorteile von GIS ist die räumliche Darstellung der Informationen. Darunter werden auch andere Informationen gemeint, die eine Beziehung zu Objekten haben, die räumlich ausgelegt sind.

Die Methoden zur Darstellung von räumlichen Informationen sind unterschiedlich. Das sind: numerischer Wert, Tabelle aus der Datenbank über die Eigenschaften des Objekts, Foto des Objekts, echte Videoabbildung oder Tonaufnahme. So kann GIS überall verwendet werden, wo räumliche Informationen und Informationen über Objekte, die in bestimmten Orten räumlich gelegt sind, benutzt werden. GIS helfen dabei die räumlichen Abfragen auszuführen und die Analysen durchzuführen.

Bei der Analyse des Touristischen Potentials der Territorien und bei der Ausarbeitung der Entwicklungsprogramme des Tourismus in verschiedenen Regionen Russlands treffen sich die Fachleute mit einer großen Menge der Informationen einschließlich kartographischen Informationen. Ein unverzichtbares Mittel zur Verarbeitung dieser Art der Informationen sind geographische Informationssysteme (GIS) –Werkzeuge, die eine Darstellung, Analyse und Manipulation räumlicher Daten ermöglichen.

Die Struktur der Geoinformationssysteme umfasst vier erforderliche Subsysteme: Dateneingabe (Eingabe und/oder Verarbeitung von räumlichen Daten aus verschiedenen Quellen); Speicherung und Suche (die Möglichkeit die Daten für Analyse, Aktualisierung und Anpassung zu bekommen); Verarbeitung und Analyse (die Möglichkeit die Parameter zu bewerten, um Berechnungs- und Analyseaufgaben zu lösen); Darstellung (Ausgabe) von Daten in verschiedener Form (Karten, Tabellen, Blockdiagramme, digitale Modelle des Geländes).

– Wir haben in unserer Studie das GIS der Erholungsressourcen des Gebiets Belgorod entwickelt, wo jedes der Subsysteme unter Berücksichtigung der Besonderheiten der Forschung realisiert wird. GIS-Algorithmus für die räumliche Analyse von touristischen und Erholungspotential ist folgendes:

– Vektorisierung der Quelldaten (Erstellung der kartographischen Grundlage), Sammlung von Informationen im Vektor- und Rasterformat (OSM-Websites, Staatsbehörde usw.);

– Bringung verschiedener Arten von Informationen zu einem einzelnen Still, Format und Anzeigeformat;

– Analyse der erhaltenen Daten, Bearbeitung und Ergänzung der Datenbank mit Objekten des Erholungswerts;

– Entwicklung des logischen Schemas der Datenbank des Touristischen und Erholungspotentials der Region;

– Entwicklung und Bewertung von Schichten des kulturhistorischen Potenzials auf der Grundlage von Geomodellverfahren;

– Gestaltung von Karten- und Datenebenen als Geoinformationssystem.

Einheitlicher GIS-Koordinatenraum leistet eine Vielzahl von Informationen zu zuordnen und zu analysieren und neue thematische Karten zu erstellen. Das Touristische- und Erholungspotential ist in unserer Studie in vier Hauptblöcken

kartiert: das Natürliche Potenzial, das Kulturhistorische Potenzial, das Touristische- und Erholungspotential, die Straßen- und Verkehrsinfrastruktur.

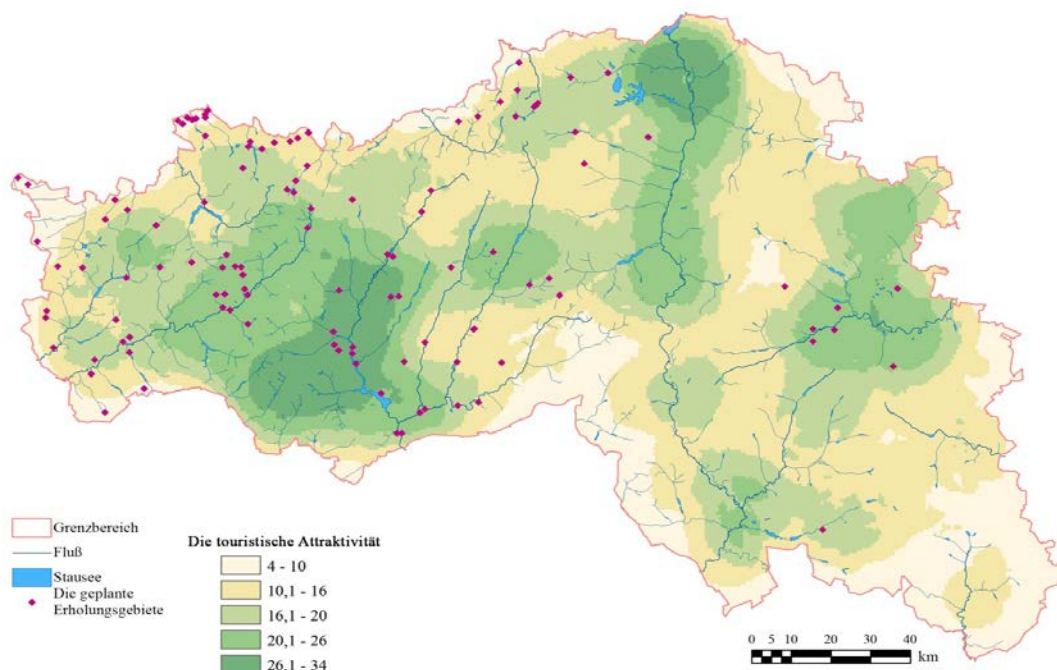
Die gesamte Menge der Information wurde in der Studie in Form der Punkt- und Linienobjekten dargestellt. Die ausgewählten Indikatoren des Touristischen- und Erholungspotentials sind als logische Schemas strukturiert. Jedem Potential wurde eine Attributtabelle zugewiesen, mit der man Abfragen zwischen den Indikatoren ausführen und Stichproben mit den erforderlichen Bedingungen erstellen kann, um die Situation darstellen.

Die erforderlichen Layer wurden im shp-Format erstellt. Mit dem Werkzeug Density des Blocks Spatial Analytics wurden die Karten der Dichte von kulturhistorischen Objekten, Erholungsgebieten und besonders geschützten Naturgebieten erstellt.

Um die Straßendichte zu analysieren, wurde in der Attributtabelle die Länge jeder Straße berechnet, bevor sie sich mit anderen Straßeninfrastrukturobjekten kreuzt. Alle Werkzeuge funktionieren ordnungsgemäß in Fall, wenn die Layer ursprünglich ein Koordinatensystem und eine Projektion verfügen. Alle Objekte der Studie sind im System WGS 84, Projektion UTM 37 Zone koordiniert. Das half uns die Dichte der Objekte des kulturhistorischen und natürlichen Potentials, der Touristischen- und Erholungsinfrastruktur und des Straßennetzes zu schaffen.

Für die integrierte Analyse der Layer-Daten wurden die Ergebnisse der Studie klassifiziert. Dazu haben wir die Methode der natürlichen Grenzen verwendet, die es uns ermöglicht hat, die Ergebnisse unter Berücksichtigung ihrer inneren Organisation und Extrema zu präsentieren.

Mit dem Werkzeug Raster-Rechner wurden die resultierenden Raster in ArcGIS gestapelt. Das kartografische Schema der touristischen Attraktivität des Territoriums ist erhalten geblieben.



Die Analyse der erhaltenen Daten hat gezeigt, dass das Erholungspotenzial auf dem Territorium des Belgoroder Gebiets ungleich verteilt wird. Drei Areale der

größten Konzentration von Touristischen– und Erholungseinrichtungen sind auf dem oberen Bild präsentiert.

Das erste Areal ist im Südwesten des Gebiets gelegt. Die große Dichte der Erholungsgebiete verursacht nicht nur das Vorhandensein des regionalen Zentrums und großen Siedlungen, sondern auch der historische Faktor der Entwicklung dieses Territoriums.

Das zweite Areal ist in der Mitte des Gebiets und im Norden von Region Belgorod. Die hohe Dichte von geschützten Naturgebieten unterscheidet es von anderen Gebieten. Aber eine große Zahl der großen Industrieunternehmen und unzureichende Umsetzung von Programmen zur Einordnung von Erholungsgebieten gibt ihm eine geringe Dichte von Freizeitaktivitäten–Einrichtungen. Viele kulturhistorische Objekte zeugen vom reichen historischen Erbe dieses Bezirks.

Das dritte Areal liegt im Osten der Region Belgorod, wo praktisch die gleiche Dichte der drei Arten von Ressourcen ist. Dieses Areal zeigt vor allem eine ziemlich hohe Dichte von Erholungszonen.

Aber man muss darauf deuten, dass der Bezirk Prokhorovka fällt aus den Arealen der großen Attraktivität des Territoriums aus, obwohl er viele Denkmäler der föderalen Bedeutung hat. Dies liegt daran, dass bei der Bewertung in großer Maße die quantitativen Eigenschaften der Objekte des Touristischen– und Erholungspotentials verwendet wurden und ihr Gewicht nach der Bedeutung nicht berücksichtigt wurde. Wir meinen, dass in den zukünftigen Studien zu diesem Thema wäre es notwendig bei der Analyse der Dichte der Objekte den Gewichtungsfaktor als entscheidenden Faktor zu betrachten.

Die Bewertung der Touristischen– und Erholungsressourcen ist eine schwierige Aufgabe und vor allem ist das so unter Berücksichtigung der unterschiedlichen zur Verfügung stehenden Informationen.

Die Schaffung eines GIS–Modells des Freizeitaktivitäten–Potentials der Region gilt als eine dringende Aufgabe im Rahmen des Konzepts der Bildung der Russischen Geoinformationsinfrastruktur als Element der nationalen Informationsressourcen.

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-ta. – 207 p.

DEVELOPMENT OF SMART CITIES AND THEIR TECHNOLOGIES

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The introduction of digital technologies has changed the thinking of society and city authorities in the direction of sequencing the introduction of digital technologies. The article outlines development of smart cities and their technologies. The authors describe research has been dedicated to the formation of smart cities. Also identified a number of main barriers to implementing smart city technologies.

Key–words: *smart cities, development, digital technologies, smart solutions, urban education, urban operating.*

The development of digital technologies has led to the formation of “smart cities”. Smart city implies that “an innovative city which uses information and communication technologies and other means for improving the quality of life and the effectiveness of urban activities, when the needs of existing and future generations correspond to economic, social, environmental and cultural development” [Y–Series Recommendation 2017: 2].

Using smart solutions is the great importance for people to be ready for new technologies. More easily to apply in the population`s daily life those solutions that allow using technology to widely demanded processes. For instance, websites or apps for tracking public transport – most of people use the board with the stop schedule, and after the transition to a digital platform, the matter of using the schedule has not changed. There's only one case that access has become easier and more convenient. That`s why apps for ordering a taxi or delivering food begin to gain popularity. Because the only difference is that you just need to make one “click”, instead of calling the operator or employee of the cafe.

Innovations where the very essence of using a particular service changes have changed the thinking of society and municipal authorities in the tendency of sequencing the integration of digital technologies. Nevertheless, the problem of typology of smart city formation projects has not yet found its scientific solution.

A significant amount of research has been dedicated to the formation of smart cities.

Above all, there is a substantial impact to introduce digital technologies. Urban education is becoming a platform for data acquisition on the activities of human society, collaboration with the environment and the variety of economic, political and social processes [Rabari 2015: 29].

Urban operating systems came earlier at defense–industrial enterprises and now it is necessary to use the principles of reengineering, mobility, modularity and

flexibility of information technologies for their successful implementation at the city level [Marvin 2017: 88].

The adoption of new technologies for a smart city should be evaluated means of their usefulness, applicability, and how digital technologies improve the physical space and natural setting of the territory. Meanwhile, the most important aspects of forming a smart city are transport systems, energy and the quality of life of the population [Branchi 2017: 5].

The formation of smart cities is based on basis of advanced digital technologies for processing big data, platform interactions, blockchain and cloud technologies, but also their usage in the form of various applications – things of the Internet and mechanisms of the shared economy: crowdsourcing, crowdfunding, crowdworking, etc. [Popov 2018: 32]. Thus, exchange services based on blockchain technology can contribute to the development of strict accounting of allocated resources [Sum 2016: 4]. Based on the example of British smart cities, we have identified a sequence of implementation of big data processing technologies, including: search for knowledge about big data, usage of knowledge data, and collaboration between organizations for processing big data, and evaluation after integration these processes [Okwechine 2018: 609].

The Internet of things has a huge potential for developing consumption possibilities. Consumers can actively interact with smart objects [Hoffman 2018: 1191]. The use of the Internet of things is the most appropriate for public health, social assistance, and well-being of the population [Laya 2018: 108].

It is worth mentioning that managing smart cities requires point differentiation of economic activity, because in this case informatization affects all links of communication with people. In this instance, for economic modeling, it is expediently to apply the theory of public choice [Paulin 2016: 334].

Smart solutions are widely used all over the world. For the population of large high-tech cities, smart city technologies have become an important aspect of everyday life. Table 1 shows data on the use of smart solutions. Shanghai is topped in the presented indicators, where the part of the population using smart solutions is more than 40%; the part of users of smart solutions of the average adult population is 52%; the adult population's awareness of smart solutions is 72%.

Table 1

Differences in the use of smart solutions in different cities in 2018

The part of the population using smart solutions	Cities	The part of users of smart solutions of the average adult population	The adult population's awareness of smart solutions	The average age of the adult population (18+)
More 40%	Shanghai	56%	72%	40
30–40%	Singapore, Dubai, Moscow, Hong Kong, Sao Paulo, Seoul, Mexico, New York	36%	61%	41
20–30%	Paris, London, Barcelona, Berlin	25%	55%	47
Less 20%	Melbourne, Tokyo	15%	36%	47

One of the most important smart solutions is online–government services (Table 2). Moscow is topped in this indicator in 2018, where 85% of the population actively uses the portal and the average monthly attendance to the site of the city administration per person is 2,9.

Table 2

Online–government services, 2018

City	Usage statistics, %	Monthly attendance to the site of the city administration per person
Moscow	65	2,9 – combined portal
Dubai	61	0,2 – combined portal
Barcelona	53	0,3 – service portal 1,3 – information portal
Hong Kong	49	0,3 – combined portal
Sao Paulo	42	0,3 – information and service portals
Melbourne	39	0,2 – combined portal
New York	38	0,7 – combined portal
Berlin	23	0,3 – service portal 2,3 – information portal

The Spanish center for globalization and strategy of the IESE business school has compiled the top “smart cities” based on nine criteria: human capital, social cohesion, economy, environment, governance, urbanism, international relations, technology, mobility and transport communication.

The structure of human capital assessment includes ten indicators:

- percentage of the population with secondary and higher education according to Euromonitor data;
- number of business schools in the Top 100 according to the Financial Times;
- international students` migration with higher education according to UNESCO data;
- number of universities in the Top 500 according to QS Top Universities;
- number of museums and art galleries according to OpenStreetMap data;
- number of public and private schools according to OpenStreetMap data;
- number of theaters according to OpenStreetMap data;
- spending for rest and recovery per capita according to Euromonitor;
- spending on leisure and rest in 2016 prices according to Euromonitor;
- education expenditures per capita according to Euromonitor.

Based on assessments of all criteria, the list of “smart cities” in 2019 according to the IESE Center was headed by London. New York and Amsterdam took second and third place. The top ten also Paris, Reykjavik, Tokyo, Singapore, Copenhagen, Berlin and Vienna are included. A total of 174 cities were considered, including Russian cities: Moscow (86th place), Saint Petersburg (121st place) and Novosibirsk (156th place) (Table 3).

Top smart cities in 2019 according to the IESE Center

No	City (country)	Score
1	London (United Kingdom)	100.00
2	New York (United States)	94.63
3	Amsterdam (Netherlands)	86.70
4	Paris (France)	86.23
5	Reykjavik (Iceland)	85.35
6	Tokyo (Japan)	84.11
7	Singapore (Singapore)	82.73
8	Copenhagen (Denmark)	81.80
9	Berlin (Germany)	80.88
10	Vienna (Austria)	78.85

Main barriers to implementing smart city technologies:

- unclear economy – there are very few well-developed business models that cover the area of smart cities and have proven effectiveness of business activity. The problem is the payback period. Business needs in market strategies that can generate profits in the next 3–5 years, and the introduction of innovations in a smart city is an investment in the long-term prospects;

- difficulties with “replication” – creating one technology in a particular city does not guarantee that a similar project can be repeated in another city – climatic, technological, social factors do not allow you to make an exact analog;

- digital security – every smart sensor or device can become a “weapon” for attackers. The software must be modified so that there are no system “gaps” in it;

- “legacy” – as in any major IT project, when building a smart city, you have to deal with infrastructure that has not yet developed its resource (i.e. there is no direct reason to replace it). And this is not only technological outdated urban systems that do not involve the installation of sensors and automation. The previously implemented “smart” infrastructure adds its contribution, which is now not integrated into complex systems or its integration is too expensive.

The scientific novelty of the proposed typology of projects for the formation of smart cities is the development of a systematic approach for economic modeling of the introduction of digital technologies in urban economy. The growth of knowledge consists in the typology of smart projects in the formation of smart cities.

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ANALYSIS OF THE ENVIRONMENTAL CONTROL SYSTEM AT THE ENTERPRISES

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The article analyzes the system of environmental control at enterprises, considers the types of control, and also examines the main legal acts in the field of environmental protection. It is necessary to understand that recently there has been a serious increase in environmental problems, which are associated not only with a huge burden on the natural environment, but also with the lack of environmental strategies for many businesses.

Key words: *state supervision, industrial environmental control, environmental legislation, enterprise, documentation, air protection, waste management, water basin protection.*

Environmental control is the most important legal measure to protect the environment from negative impacts, as well as to ensure the rational use of natural resources.

According to the law of the Russian Federation “on Environmental Protection”, control in the field of environmental protection is understood as an order of measures aimed at preventing, detecting and suppressing violations of legal norms and rules in the field of environmental protection, ensuring compliance by legal entities and individual entrepreneurs with requirements, including standards and regulations, Federal norms and rules, in the field of environmental protection [1].

State environmental supervision is the activity of authorized Executive bodies aimed at preventing, detecting and suppressing violations of environmental protection requirements.

It can be concluded that environmental control, in general, is characterized as a system of measures that ensures compliance with legal requirements in the field of environmental protection, while environmental supervision includes the activities of authorized authorities, which are aimed directly at preventing violations in the field of environmental protection. More often, these concepts are equivalent.

The function of environmental control is also performed in the implementation of other legal measures to ensure the rational use of natural resources and environmental protection – for example, in environmental regulation, environmental expertise, environmental licensing, and environmental certification. But within all these activities, environmental control, i.e. ensuring compliance with environmental and legal requirements, is carried out objectively, simultaneously, in relation to each of these activities.

The object of environmental control is, on the one hand, the environment (its components), on the other – the activities of public authorities, enterprises, organizations, officials and citizens to comply with environmental rules and regulations.

The main tasks of environmental control are [Kuznetsova 2008: 168]:

- 1) control over the implementation of legal requirements, plans and measures for the rational use of natural resources and environmental protection;
- 2) control over compliance with the norms of maximum permissible impacts on the natural environment;
- 3) control over the implementation of other legal requirements in the field of environmental protection.

Summing up, it can be concluded that when comparing these two concepts with each other, the legislator tries to establish the correspondence of these terms to each other, giving environmental control a broader meaning, while emphasizing the managerial “Supervisory” function of control over the implementation of relevant checks.

Thus, environmental control plays a huge role in the overall mechanism of environmental protection.

In accordance with Federal law No. 7 "on Environmental Protection", environmental control is divided into state environmental supervision, industrial and public control. Let's look at each of them in more detail.

State environmental supervision

Environmental supervision is carried out at the Federal and regional levels. At the Federal level, environmental supervision Federal service for supervision in the sphere of nature resources use – Rosprirodnadzor, regional Executive authorities of RF constituent entities (departments, committees, ministries, etc.). Their powers do not differ from each other, and both are endowed with exactly the same capabilities for conducting inspections and bringing to administrative responsibility.

If considered in general, environmental supervision, within its functions, controls compliance and implementation [Golichenkov 2008: 216] of the following:

- requirements of the legislation of the Russian Federation in the field of atmospheric air protection, waste management;
- requirements for the operation of enterprises, buildings, structures, structures and other objects associated with a negative impact on the atmospheric air, waste management;
- measures to reduce the negative impact on the air;
- requirements for waste disposal facilities;
- requirements and rules for the transportation of hazardous waste;
- measures to reduce the amount of waste and involve waste in economic turnover as additional sources of raw materials;
- requirements for professional training of persons responsible for decision-making in the implementation of economic and other activities that have or may have a negative impact on the environment;
- requirements specified in the conclusions of the state environmental assessment, and making proposals for its conduct;
- prompt and complete payment for negative impact on the environment.

State environmental supervision is carried out by specially authorized Executive bodies – state inspectors.

Industrial environmental control

The IEC is performed in order to ensure implementation of various activities on environmental protection, rational use and restoration of natural resources, and in order to comply with the requirements in the sphere of environmental protection approved by the legislation in the field of environmental protection.

The production control program is developed and approved by legal entities or individuals who carry out various types of activities at objects of the first, second or third hazard categories. A necessary condition is also the very conduct of industrial environmental control, i.e., taking samples, conducting appropriate analyses, checking the compliance of the results with the established standards, documenting the data obtained and bringing them into a General report of the IEC.

According to the Order of Ministry of Russia from 28.02.2018 No. 74 “On approval of requirements to the content of the program of production environmental control, the order and terms of submission of the report on the organization and on the implementation of industrial environmental control” records are filed on March, 25 each year. This requires [5]:

- developing a production control program;
- performing industrial environmental control (control of air emissions, waste disposal and disposal, control of water use and discharge to water bodies, use of land resources);
- making a report.

Information in the documentation on the results of IEC at enterprises should characterize:

- implemented processes, applied technologies, the equipment used for the production of products (goods), work performed, services rendered, used in the production of fuel, raw materials, how much waste is generated and how it is utilized;
- actual volumes of pollutants released into the air, discharges of pollutants into water bodies, levels of physical impact on the natural environment and measurement methods (methods) used.

Public environmental control

Public control in the field of environmental protection (public environmental control) is reflected in article 68 of Federal law No. 7 “on environmental protection”. However, the main law regulating public environmental control is Federal law No. 212–FZ of 21.07.2014 “on the basis of public control in the Russian Federation”. This Federal law refers to the forms in which it is implemented, the rights of public organizations and their responsibilities, their structure in the Russian Federation, and the hierarchy of all public organizations that are engaged in public control.

According to this Federal law, public control is the activity of subjects of public control, which is carried out for the purpose of monitoring the activities of state authorities (...) for the purpose of public verification, analysis and public evaluation of acts issued by them and decisions taken [2].

We know that the main law of the Russian Federation is the Constitution. It states that every citizen has the right to apply personally and to direct individual and collective data in special state bodies, and also has the right to require and request information from the data structures (article 33 of the Constitution), every citizen has the right to a healthy environment, the right to receive reliable information about the state of the environment, the right to compensation of damage to health and property by ecological violations (article 42 of the Constitution of the Russian Federation).

Thus, public environmental control is carried out in order to implement the right of everyone to a favorable environment and prevent violations of legislation in the field of environmental protection.

Any citizen, regardless of whether he is a member of public inspectors or not, can become a public inspector and individually carry out public environmental control.

At the end of our research, we can draw the main conclusions on the topic.

An important tool in the field of environmental protection is the conduct of environmental control (supervision) in general. In particular, in production, a huge role in protecting the natural environment and public health is played by conducting industrial environmental control, which is aimed at preventing, detecting and suppressing violations of environmental legislation.

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Section 2. MEDICAL SCIENCES

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Die Pharmaindustrie ist ein wesentlicher Bestandteil der Gesundheitssysteme auf der ganzen Welt, die Arzneimittel erforscht, entwickelt, herstellt und vermarktet, um die Gesundheit von Menschen und Tieren zu verbessern. Die Pharmaindustrie hat ebenso viele Umweltprobleme wie andere Industrien, insbesondere die chemische Industrie. Bei der Herstellung von Arzneimitteln werden Chemikalien verwendet, die verschiedene ätzende und reizende Bestandteile wie Säuren, Basen, Oxidations- und Reduktionsmittel, flüchtige Gifte und viele andere enthalten, die in sehr hohen Konzentrationen verwendet werden und die menschliche Gesundheit gefährden. Die führenden Pharmaunternehmen stehen vor einer schwierigen Aufgabe, und zwar: Arzneimittel innovativ herzustellen, Produktivität zu entwickeln sowie der Sicherheit ihrer Mitarbeiter Gewähr zu leisten.

Keywords: *Pharmaindustrie, Sicherheit, Arbeitsunfall, Risiken, Apotheke.*

Die Pharmaindustrie ist eines der am schnellsten wachsenden Segmente der modernen Wirtschaft. Die rasante Entwicklung der Forschung, Fortschritte in Technologie und Wissenschaft tragen zu Fortschritten in diesem Bereich bei und verbessern ständig die Qualität und Langlebigkeit der Menschen. Aber die Mitarbeiter in der Pharmaindustrie sind häufig vielen Arbeitsrisiken ausgesetzt, wenn sie mit Chemikalien, biologischen Arbeitsstoffen und Arzneimitteln in Kontakt kommen. Sie benötigen verschiedene Arten von Schutz, wie zum Beispiel Schutz vor gefährlichen und ungefährlichen Partikeln von medizinischem Staub, unter Druck verwendeten flüssigen Chemikalien, flüssigen Aerosolen usw. Die Chemikalien, mit denen sie umgehen müssen, können Phenole, metallische und flüchtige Gifte, Zytostatika, Antibiotika oder andere toxische Substanzen sein. Es

ist wichtig, die Sicherheit des pharmazeutischen Personals zu gewährleisten, als auch, die mit der Herstellung verbundenen pharmazeutischen Produkte und Verfahren vor der Exposition der gefährlichen Schadstoffen wie Chemikalien, Partikeln und Mikroorganismen zu schützen, die deren Qualität beeinträchtigen können.

Gefährliche Situationen in der Pharmaindustrie gefährden Leben, Gesundheit, Eigentum oder die Umwelt. Mangelnde Arbeitssicherheit kann zu Verletzungen oder zum Tod sowie zum Verlust von Produkten oder Eigentum führen [Das, 2014]. Die für die Herstellung von Arzneimitteln verwendeten Materialien und Substanzen sind Industrie-, Lebensmittel- und Agrarchemikalien, Pestizide, Pharmazeutika und Kosmetika, deren Anwesenheit am Arbeitsplatz möglich ist. Sie zeigen wiederum die negativen Auswirkungen auf die Gesundheit der Mitarbeiter durch direkten Kontakt. Der erste und grundlegende Schritt zur sicheren Herstellung von Arzneimitteln besteht darin, die Risiken für Gesundheit und Umwelt sowie die Verfahren ihrer Kontrolle zu kennen. Der Hauptzweck dieses Artikels ist es, einen kurzen und umfassenden Überblick über die chemischen Gefahren zu geben, denen die Pharmaindustrie ausgesetzt ist, einschließlich der Arten chemischer Gefahren und ihrer Regulierung, um die Sicherheit des menschlichen Lebens zu gewährleisten.

Die Herstellung von Arzneimitteln erfordert eine sorgfältig ausgerichtete und sterile oder aseptische Arbeitsumgebung. Die Arzneimittelherstellung kann auch die Gesundheit von Pharmaarbeitern gefährden, die sie während der Produktion einatmen oder absorbieren.

Sicherheit wird als Abwesenheit von Risiko, Verletzung oder Verlust angesehen. Arbeitssicherheit bezieht sich auf den Schutz der Arbeitnehmer vor dem Risiko von Arbeitsunfällen. Im Rahmen der Datenanalyse werden die Arten industrieller Gefahren wie folgt klassifiziert (Tabelle 1).

Art der industriellen Gefahr	Gefahren
Physikochemische	Geräusche, Vibrationen, erhöhte Temperaturen, Elektrogeräte, Feuchtigkeit, Druck, nichtionisierende Strahlung (ultraviolette, sichtbare, infrarote Strahlung) sowie brennbare / explosive Materialien, Flüssigkeiten oder Gase, Dampf, Feststoffe, Nebel oder Smog, Sensibilisierungsmittel
Biologische	Viren, Bakterien, Pilze, Protozoen, Helminthen, durch Blut übertragene pathogene Mikroorganismen, die rekombinante DNA-Moleküle der menschlichen Zellkultur
Psychosoziale	Arbeitsweise und Art der Arbeit, Risiken, mangelnde soziale Aktivität, Stress
Mechanische	Kollisionen, Stürze aus großer Höhe, Gleiten, begrenzter Raum, Verletzungen der Ausrüstung, offene spitze Gegenstände, Druckluft / Hochdruckflüssigkeiten (z. B. Schneidflüssigkeit)

In vielen Fällen muss das pharmazeutische Personal unter besonderen Bedingungen in geschlossenen Räumen, sogenannten „Reinräume“, arbeiten, um Aktivitäten durchzuführen, Prozesse zu überwachen und die Qualität zu überprüfen, um eine optimale Qualität und Reinheit der Produkte sicherzustellen. Gemäß den Regeln kann ein „Reinraum“ als ein Raum mit kontrollierten Mikroklimaindikatoren betrachtet werden, insbesondere Lufttemperatur, Luftfeuchtigkeit, Konzentration von Staubpartikeln, zulässigen und nicht akzeptablen Mikroorganismen. Beim Bau dieser Anlagen besteht der grundlegende Faktor darin, das Eindringen von Mikroorganismen zu minimieren, was durch die Installation von Zu- und Abluft und Schließern erreicht wird [Nauman, 2014]. Die Kontrolle der Umweltverschmutzung ist von großer Bedeutung in Reinräumen. Als Verunreinigungen gelten alle Auswirkungen fester, flüssiger, gasförmiger, thermischer oder elektromagnetischer Natur, die den Prozess und die Produktqualität beeinflussen können. Die anthropogene Verschmutzung von Reinräumen nimmt eine führende Position ein, da Menschen in der Lage sind, Partikel zu erzeugen, zu übertragen, zu verteilen, beispielsweise biologische Flüssigkeiten, die mit verschiedenen Oberflächen in Kontakt kommen und Verschmutzung verursachen. Solche Verunreinigungen sind oft mit bloßem Auge nicht sichtbar, aber schädigen den Medikamenten.

Ebenso wichtig ist es, das in Reinräumen arbeitende Personal zu schützen. Bei der Arbeit in einem Pharmaunternehmen steht das Personal in direktem Kontakt mit pharmazeutischen Substanzen. Die wahrscheinlichsten Wege der Exposition gegenüber Arzneimitteln sind das Einatmen von Staubpartikeln, Partikeln, die in die Gehörgänge, die Mundhöhle, den Magen–Darm–Trakt gelangen, und der Kontakt mit Haut und Schleimhäuten der Augen. Daher müssen pharmazeutische Mitarbeiter geschützt werden, um mögliche gesundheitliche Komplikationen zu vermeiden.

An allen Arbeitsplätzen müssen die Mitarbeiter in Bezug auf Gesundheit und Sicherheit vorsichtig sein. Um die Sicherheit in einem Pharmaunternehmen zu gewährleisten, müssen alle Mitarbeiter:

- alle Lecks schnell reinigen und reparieren;
- für Sauberkeit am Arbeitsplatz sorgen;
- die persönliche Hygiene beachten;
- Schutzkleidung und persönliche Schutzausrüstung (Schutzbrillen, Atemschutzmasken, Spezialschuhen und Handschuhen) tragen;
- im Raum der pharmazeutischen Produktion nicht rauchen;
- die Kennzeichnung korrekt anwenden und überwachen.
- am Arbeitsplatz nicht essen;
- die Glaswaren und die verwendeten Geräte regelmäßig auf Beschädigungen überprüfen;
- jeden Tag eine Risikobewertung durchführen.

Industrielle und technische Maßnahmen zur Gewährleistung der Sicherheit des menschlichen Lebens können die Verringerung des Risikos von Arbeitsunfällen erheblich beeinträchtigen. (Tabelle 2).

Maßnahmen zur Gewährleistung der Sicherheit des menschlichen Lebens	Eine kurze Beschreibung der Maßnahmen zur Gewährleistung der Sicherheit des menschlichen Lebens
Substitution einer Chemikalie	Ersatz ist eine der effektivsten Maßnahmen. Eine gefährliche Chemikalie wird durch eine weniger gefährliche ersetzt. Diese Methode ist vorzuziehen, wenn in der Produktion mit besonders gefährlichen Substanzen gearbeitet wird, die krebserregend wirken und die physiologischen Systeme einer Person ernsthaft beeinträchtigen.
Technische Kontrolle und Wartung.	Wenn es nicht möglich ist, den Stoff zu ersetzen, sollte das Personal vor jeglicher Exposition geschützt werden. Bei der Arbeit mit flüssigen, gasförmigen, flüchtigen Substanzen und Aerosolen sollen auch die Auswirkungen von Dampf und Gas kontrolliert und minimiert werden. Eine wirksame Maßnahme besteht darin, einen gefährlichen Prozess oder eine gefährliche Chemikalie zu isolieren. Das pharmazeutische Personal muss die Lagereinrichtungen für pharmazeutische Substanzen und Hilfsstoffe ordnungsgemäß organisieren und am Arbeitsplatz bestellen. Die verantwortlichen Fachleute verpflichten sich, die Geräte und Arbeitsräume zu kontrollieren, den technischen Zustand der Geräte zu beurteilen und zu reparieren.
Lokale Lüftungssysteme	Wenn es nicht möglich ist, Arbeit mit gefährlichen Substanzen zu isolieren, kann eine lokale Belüftung verwendet werden, um umweltschädliche Partikel aus dem Luftraum des Arbeitsbereichs zu entfernen.
Allgemeine Versorgung und Abluft	Um sicherzustellen, dass der Gehalt an gasförmigen giftigen Chemikalien, Staub und Aerosolen in Konzentrationen, die die maximal zulässige Konzentration nicht überschreiten, in der Luft der Arbeitszone aufrechterhalten wird, sollen Pharmaunternehmen die allgemeine Belüftung und Abluft organisieren. Diese Maßnahme wird angewendet, wenn die Verwendung eines lokalen Lüftungssystems unmöglich oder unzureichend ist. An Quellen gefährlicher Chemikalien, die in die Luft des Arbeitsbereichs gelangen, wird eine allgemeine Zu- und Ablüftung eingerichtet, bei der der Luftstrom über dem Abgas herrscht. Es sollte Geräte zur Versorgung mit sauberer Luft und zur Zwangsabsaugung an der erforderlichen Stelle enthalten. Es ist auch möglich, in Kombination mit anderen vorbeugenden Maßnahmen zu verwenden

Die Schlussfolgerungen sind: das Personal der Pharmaunternehmen muss Sicherheitsmaßnahmen befolgen, die von der Unternehmensleitung streng kontrolliert werden sollen. Die Kenntnis und das Verständnis des Risikos der Exposition des menschlichen Körpers gegenüber gefährlichen Substanzen ist das

Wichtigste für ein optimales Sicherheitsmanagement. Eine effektive Gefahren- und Risikobewertung ermöglicht es, einen Notfallplan zu entwickeln und Strategien und Taktiken umzusetzen. Die Gewährleistung der Sicherheit von Arbeitsplätzen ist eine große Verantwortung für die Arbeitgeber, insbesondere in gefährlichen Industrien wie die Pharmaindustrie. Die Anwendung des Risikomanagements in der pharmazeutischen Industrie sollte die Anzahl der Gefahren verringern oder ihre Auswirkungen durch den zuverlässigen Einsatz von Instrumenten, Methoden und regelmäßigen Audits minimieren.

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ERNÄHRUNG VON NEUGEBORENEN UND SÄUGLINGEN

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Im Artikel wird die Ernährung von neugeborenen Kindern erläutert. Der Schwerpunkt des Artikels liegt auf der Versorgung mit Nahrung, auf erlaubten und nicht erlaubten Lebensmitteln und dem Nahrungsaufbau von der Geburt des Kindes an. Das Hauptaugenmerk gilt dem natürlichen Nahrungsaufbau des Kindes. Im Artikel betrachten die Autoren die Meinungen der Kindernahrungsexperten. Als Forschungsmethode wurde im Artikel die literarische Vorgehensweise ausgewählt.

Key words: *Stillen von Neugeborenen, Ernährung von Neugeborenen und Säuglingen, die Nahrung der stillenden Müttern, Muttermilch, gesunde Ernährung von Babys, Folgennahrung von Babys, Spezialnahrung von Babys, Kinderernährung*

Moderne Erkenntnisse über die optimale Ernährung von Neugeborenen sind in der letzten Zeit rasant gewachsen. Der Zuwachs an Informationen in diesem Bereich machte die klinische Ernährung noch komplizierter. Man muss sagen, die Moderne Ernährung der Neugeborenen ist eine Wissenschaft für sich. Diese Wissenschaft hat das Ziel, die Bedürfnisse jedes Kindes angepasst an jeweilige Situation zu erfüllen und gezielt positive Effekten von Nährstoffen zu nutzen.

Die Versorgung des Kindes beginnt schon im Mutterleib und hat am Anfang mit der Ernährung der schwangeren Frau zu tun. Folgend beschäftigt sich diese Versorgung nach der Geburt des Kindes mit der Ernährung der stillenden Mutter, der Erstversorgung mit Nahrung und damit verbundenen Ernährung des Neugeborenen. Das Wohlergehen des Säuglings steht dabei im Mittelpunkt. Es ist besonders wichtig die notwendigen Nährstoffe zuzuführen, um das Wachstum und die Entwicklung des Neugeborenen zu fördern [Brandstätter, 2016]. Stillen von Neugeborenen ist die natürliche Sache der Welt. Nach der Geburt des Kindes wird das Kind mit der Muttermilch ernährt. Die Muttermilch ist die hochwertige und beste Nahrung für Säuglinge. Dadurch ist der Säugling optimal mit allen erforderlichen Nährstoffen versorgt.

Intensive Forschungen in neuerer Zeit verdeutlichen die Vorteile des Stillens und der Muttermilch für das Kind und die Mutter. Stillen wirkt positiv auf die Gesundheit der Mutter und des Kindes aus. Es kann das Risiko für Durchfall, Mittelohrentzündung und später das Übergewicht beim Kind senken. Bei der Mutter kann es die Uterustrückbildung nach der Geburt fördern und trägt zur Risikominderung für Brust- und Eierstockkrebs begünstigen. Auch die Emotionale Bindung der Mutter und ihres Kindes wird durch Stillen verbessert. Muttermilch enthält besondere Abwehr- und Schutzstoffe, die das Kind vor Krankheiten schützen und Allergien vorbeugen. In den ersten Lebensmonaten bekommen alle gesunde Babys Milch durch Stillen oder mit der Flasche.

Die Weltgesundheitsorganisation (WHO) empfiehlt, dass die Kinder in den ersten sechs Lebensmonaten ausschließlich gestillt werden. Nur erst danach soll die Zusatznahrung beigefüttert werden. 2016 hat die Weltgesundheitsorganisation gegen die Werbung für Zusatznahrung bei Säuglingen unter sechs Monaten und Lebensmittel für Säuglinge und Kleinkinder getreten. Die Leitlinie war – man soll dafür sorgen, dass das Stillen geschützt, Fettleibigkeit und chronische Krankheiten verhindert und gesunde Ernährung gefördert wird. Man soll auf die Qualität der Säuglingsmilch geachtet werden. Die Nahrungsmittel kann die stillende Mutter frei wählen. Ausnahmen ergeben sich im Fall, wenn bei dem Kind oder der Mutter nach gewissem Konsum der Nahrungsmittel Unwohlsein, Bauchschmerzen oder allergische Symptome auftreten. Es ist nicht vernünftig Diäten während des Stillens zu forcieren. Die Ernährung der stillenden Mütter soll abwechslungsreich und ausgewogen sein. Die Mutter soll in der Regel zweimal pro Woche eine Portion Seefisch essen, um die Versorgung des Säuglings mit Jod, Vitamin D und langkettigen Fettsäuren sicherzustellen. Fettreiche

Fische sind auch für eine ausgewogene Ernährung wichtig. Die vegane Ernährung der Mutter erfordert die zusätzliche Aufnahme von Vitamin B12. Mit dem wird das Baby vor Mangelerscheinungen und neurologischen Schäden bewahrt. Man darf auch nicht auf Milchprodukte verzichten, um den Calciumspiegel im Gleichgewicht zu halten. Die ausreichende Sonnenlichtposition verhindert den Mangel an Vitamin D [Brandstätter, 2016].

Ein wichtiges Thema bei stillenden Müttern ist Alkohol und Rauchen. Nikotin und Alkohol gehen ungehindert in die Muttermilch. Dabei ist der Alkoholgehalt der Muttermilch dem Wert der Alkoholkonzentration im Blut gleich [Jahn-Zöhrens, 2011: 116].

Aber nach einigen Monaten wird die Muttermilch durch die Gabe von Beikost reduziert [Alexy, Hilbig, 2014:82]. In dieser Zeit entwickelt sich der Verdauungsakt des Kindes weiter. Nach der reinen Muttermilch oder Muttermilchersatznahrung benötigen die Säuglinge die Nährstoffe zusätzlich, um ihren ansteigenden Bedarf zu decken. Der Säugling wächst und entwickelt sich rasch. Er braucht eine ausgewogene und nährstoffreiche Ernährung.

Die Frage, wie lange Babys ausschließlich vom Stillen leben sollten, wird in den letzten Jahren oft diskutiert. WHO rät das Baby ein halbes Jahr lang nur mit Muttermilch ernähren muss. Die Forscher um Mary Fewtrell vom University College in London stellen diese Empfehlung in Frage. Sie sagen, in den Ländern wo sauberes Wasser verfügbar ist und kaum lebensbedrohliche Magen-Darm-Infektionen auftreten, sollte ab vier Monaten zusätzlich ein Brei ab und zu gegeben werden.

Die Ernährung von Kindern differenziert sich individuell. Es gibt viel Ansätze und alternative Ernährungsformen der Säuglingsernährung. Als Säuglinge werden die Kinder im 1. Lebensjahr bezeichnet.

Steht die Muttermilch nicht in ausreichender Menge oder es gibt bestimmte Gründe für Nichtstillen des Säuglings, sind in diese Fall industriell hergestellte Säuglingsflaschennahrungen als Muttermilchersatz. Säuglingsmilchnahrungen stellen eine alternative zur Muttermilch dar. Sie passen bereits als alleinige Nahrung oder als Zufüttern. Die Säuglingsanfangsnahrungen enthalten Kohlenhydrat Laktose, das der Muttermilch am ähnlichsten ist. Die Selbstherstellung von Säuglingsnahrungen ist nicht mehr empfehlenswert. Säuglingsanfangsnahrung enthält Sojaprotein (eine Mischung aus Kuhmilch und Sojaprotein). Sie eignet sich für Kinder mit einer Laktose-Intoleranz und Galaktosämie. Folgenahrungen sind Säuglingsmilchen, die für die Ernährung von gesunden Säuglingen, die älter als 6 Monate sind. Folgenahrungen sind meistens die Ergänzung zur Beikost. Über die Notwendigkeit der Folgenahrungen sind die Experten nicht einig.

Säuglingsanfang- und Folgenahrungen sind für Säuglinge geeignet, falls Stillen nicht möglich ist oder Muttermilch nicht ausreichend für das Baby ist.

Spezialnahrungen sind nur nach den Empfehlungen des Kindesarztes zu füttern. Dazu gehören z.B. die Produkte, die Sojaprotein enthalten. Daneben gibt es noch Hypallergen-Milch (abgekürzt HA) für Babys, die allergiegefährdet sind; spezielle Säuglingsernährung für Babys, die zu Reflux neigen.

Die EU-Richtlinien über Säuglingsnahrung lauten, dass diese Säuglingsnahrung vitaminisiert und mineralisiert sein muss. So haben die Eltern,

deren Kinder nicht gestillt werden können, eine Alternative. Die Kindernahrungsexperten stützen sich auf die Erkenntnisse, die nicht auf WHO Stillempfehlungen 2001 liegen. Sie meinen, dass die Kinder keineswegs durch langes Meiden bestimmter Nahrungsmittel vor Allergien geschützt werden. So z.B. in den Ländern wie Israel, in denen Erdnüsse während der Entwöhnungsphase genutzt werden, gibt es weniger Erdnussallergien. Es gebe ein Zeitfenster, das für den ersten Kontakt mit den Allergenen meistens günstig sei könne. In dieser Zeit solle weiter gestillt werden.

Das zusätzliche Füttern von fester Nahrung, die den Namen „Beikost“ hat, führt weiterhin gestillt werden die Stoffwechselkrankheit Zöliakie zu verhindern. Der Begriff „Beikost“ gehört Adalbert Czerny. Durch Beikost sollte die Milchmenge beschränkt werden und ein Milchnährschaden verhindert werden. Die Unverträglichkeit des Klebereiweißes Gluten, das in vielen Getreidesorten vorhanden ist, wird fast um die Hälfte gesenkt, wenn Babys zwischen dem vierten und sechsten Lebensmonat Brei mit Getreide bekommen. In westlichen Ländern nehmen die Allergien zu und viele Infektionskrankheiten bedrohen das Leben von Babys extrem selten. So fällt die Güterabwägung zugunsten der frühen Beikost aus.

Bei Beikost ist es wichtig die Entwicklung des Kindes zu beobachten und die Eltern sollen feststellen, dass ihr Kind gut genug schlucken kann, um einen Löffel Brei zu probieren. Bei der selbst zubereiteten Babynahrung sollte man auf Salz, Gewürze, Aromastoffe und Zucker verzichten.

Die Ernährungscommission der deutschen Gesellschaft für Kinder- und Jugendmedizin empfiehlt folgendes: Babys sind nur vier Monate lang zu stillen. Dabei ist Schutz vor Allergien nicht das einzige Argument. Die vielseitigere Kost schützt das Baby vor Eisenmangel, der im Laufe langer Frist zu Entwicklungsproblemen führen kann.

Das Babynahrung-Sortiment bietet Säuglingsmilchnahrung, Gläschenkost und Getreidebrei. Die Kindernahrungsexperte einigen sich in der Meinung: eine frühe Ernährungsvielfalt ist besser als bestimmte Nahrungsmittel zu vermeiden. Die alte Empfehlung, dass Kinder im ersten Lebensjahr keine Eier essen sollen und bis ins dritte Lebensjahr keine Nüsse, gilt heute nicht mehr.

In der Kinderernährung ist ein neuer Trend entstanden. Der heißt „Baby-led weaning“. Das bedeutet eine Art Fingerfood für Baby. Diese neue Ernährungsmethode wurde von der britischen Hebamme und Stillberaterin Gill Rapley entwickelt und gewann rasch in England die Popularität. Bei dieser Methode der Kinderernährung steuert das Baby selbst die Zeit des Übergangs vom Stillen zur festen Ernährung. Es ist bei den Familienmahlzeiten dabei, nimmt sich angebotene kleine Stücke vom Food und füttert sich selbst. Das Baby entscheidet sich selbst, was es essen möchte.

Die obengenannte neue Form unterscheidet sich vom üblichen Ernährungsplan für das erste Lebensjahr des Forschungsinstituts für Kinderernährung. Es ist schwierig zu belegen, ob es zum besseren Ernährungsverhalten führt oder ob sich der Säugling leichter an große Vielfalt von Texturen und Geschmacksrichtungen gewöhnt oder das Übergewicht vorbeugen kann.

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ANALYSE UND SYNTHESE DER EIGENSCHAFTEN DES PEKTINGEHALTS DER VERSCHIEDENEN SORTEN VON QUITTEN UND ÄPFELN

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Im Artikel handelt es sich um die Forschung der Eigenschaften des Pektins. Es wurde festgestellt, dass die Änderungen der Konzentration des Pektins in Wasserlösung von mineralischen und organischen Säuren gleich sind, und die Konzentration von Pektinsubstanzen in derer Lösung höher ist, in der die Zitronensäure als hydrolysierendes Mittel verwendet wurde. Es wurden verschiedene Sorten der Quitten und Äpfel, die im Gebiet Belgorod angebaut werden, untersucht.

Key words: *Pektin, Zitronensäure, Pektinfasern, Pektinextrakt, Balaststoff*

An der Herstellung von Pektinen nimmt eine begrenzte Anzahl von Herstellern teil, und einige von ihnen haben Produktion in verschiedenen Ländern als auch in Russland. Diese Produktion ist arbeitsintensiv und teuer. Sie erfordert ein hohes Niveau von Technologie und Wissenschaft. Die größten Erzeuger von Pektinen sind die Länder Europas, so zum Beispiel stellt Dänemark etwa ein Drittel der gesamten Weltproduktion von Pektin her.

Im Gegensatz zu anderen natürlichen Kolloiden (Gelatine, Agar–Agar) wird Pektin nur in Verknüpfung mit Zucker und Säure oder polyvalenten Metallen in das Gel umgewandelt. Pektin ist ein Polysaccharid mit einer langen Spiralkette von sich wiederholenden Einheiten und einem hohen Molekulargewicht; ein Polysaccharid, das die Eigenschaften eines lyophilen Kolloids besitzt. Pektin, das aus Früchten ausgelöst wird, ist in getrockneter Form ein weißes bis graubraunes Pulver. Die Farbe hängt von

dem Rohstoff und der Reinigungsstufe ab. Pektin hat keinen Geruch, es schmeckt schleimig und löst sich in Wasser auf, besonders beim Heizen, wird durch Alkohol und andere organische Lösungsmitteln sedimentiert. Wenn die Temperatur über ein hundert Grad Celsius steigt, zersetzt sich Pektin. Die Chlorionen beschleunigen die Zersetzungsreaktion. Pektinlösungen sind optisch aktiv, rechtsdrehend, spezifische Drehung ist bei einem pH-Wert von etwa drei bis sechs Komma fünf konstant. Zu den wichtigsten Kennzeichen, die Pektin charakterisieren, gehören: Molekülmasse, Methoxylzahl, Acetylzahl, Wasserlöslichkeit, Solviskosität, Gelierfähigkeit.

Die Pektinfasern sind ein Mittel nicht nur zur Regulierung der Verdauung sondern auch zur Senkung des Zuckers und Cholesterins. Sie ist für die Entgiftung des Körpers und die Verbesserung der Flora vom Magen–Darm–Kanal nützlich. Dank der Pektinfasern ist die Zerspaltung der Fette in Fettsäure erleichtert ist. Außerdem verlangsamt Pektin die Aufnahme von Kohlenhydraten, also es verhindert den Diabetes. Besondere Bedeutung hat Pektin als Ballaststoff, darum es wird von den Ernährungswissenschaftlern für bestimmte Bevölkerungsgruppen empfohlen.

Als Rohstoff für die Herstellung von Pektinen gebraucht man hauptsächlich die Schale von Zitrusfrüchten – 70 Prozent Äpfeln und Quitten – 25 bis 35 Prozent. Apfel – und Quittenpektin wird hauptsächlich in Europa hergestellt, während die Produktion von Zitruspektin in Lateinamerika beliebter ist.

Es wurden die Untersuchungen durchgeführt, um Pektin aus verschiedenen Sorten von Quitten und Äpfeln auszulösen, die in Belgoroder, Kursker und anderen Gebiete Russlands angebaut sind.

Für die Erforschung wurden folgende Sorten von Quitten ausgewählt: – „UroshajnajaKubanskaja“ – eine mittelgroße Sorte; „JantarnajaKrasnodarskaja“ – eine mittelgroße Sorte; „Solotistaja“ – die Bäume dieser Quittesorte sind klein, mit einer abgerundeten Krone und herabhängenden dünnen Zweigen; Japanische Quitte – ihre Heimat ist China und Japan, im Mittelmeer kommt in der Wildform vor.

In der Erforschung wurde die Methode zur Bestimmung der Konzentration von Pektinsubstanzen im Hydrolysat – Calcium–Pektat – gewählt, das umweltfreundlich und für den menschlichen Verdauungstrakt nützlich ist. Verschiedene Sorten von Äpfeln wurden verwendet.

Anhand der Laboranalyse und Synthese wurde festgestellt, dass der Gehalt an Pektin in verschiedenen Sorten von Quitten von 3,9 bis 5,6 g pro 100 g des Rohstoffs reicht.

In der ersten Phase wurden die zerkleinerten Treber von Äpfeln mit der Größe von 4,6 bis 5 mm bei 100° Celsius im Laufe von 15 Minuten gedämpft, dann wurden sie mit Wasser bei einem Hydromodul 1:6 und der Temperatur von 50 bis 60° Celsius gewaschen. Die säurehaltig thermische Hydrolyse wurde mit einer Wasserlösung von Zitronensäure bei einem Hydromodul 1:6 und einer Temperatur von 60 bis 70° Celsius und einem pH-Wert von 2 bis 2,5 durchgeführt. Die Säuren für die hydrolysierende Mischung werden unter Berücksichtigung ihrer Austauschbarkeit, der Kombination einer Reihe von physikalisch–chemischen Eigenschaften und des Nährwerts ausgewählt. Alle 20 Minuten wurde die Konzentration von Pektinsubstanzen im Hydrolysat mit der Calcium–Pektat Methode bestimmt. Es wurde festgestellt, dass der Charakter der Konzentrationänderungen von Pektin in

Wasserlösung für mineralische und organische Säuren gleich ist, und die Konzentration von Pektinsubstanzen in derer Lösung höher ist, in der die Zitronensäure als hydrolisierendes Mittel verwendet wurde.

Die zweite Phase der Forschung bestand darin, dass das flüssige Pektin in einem Dehydrator bei einer Temperatur von 70° Celsius und 10 Stunden lang getrocknet wurde. Also, bei der Eindeichung des Extrakts von Apfelpektin auf den Gehalt an Pektin in einem Konzentrat von bis zu 3,65 Prozent wird das Molekulargewicht der Verbindungen der Pektinfraktion, abhängig von den Konzentrationsbedingungen, um 10 bis 25 Prozent reduziert. Ähnlich verändert sich die Gelierfähigkeit von Pektinen.

Die langfristige Wärmebehandlung von Pektinextrakten zerspaltet Arabinan und lässt Galactan unverändert. Bei zunehmender Wärmebehandlungszeit werden die Wasserstoffbindungen zerstört und dann auch die Bindungen zwischen Arabinan, Galacturonan und Galactan gespalten.

Der hohe Gehalt an neutralen Seitenketten im Pektinmolekül fördert das Verdrehen und die Bildung von globulären Strukturen von Pektinmolekülen durch Abschirmung von neutralen Zuckern von Karboxylgruppen. Die Viskosität solcher Lösungen nimmt ab, und damit nimmt auch das mittellviskose Molekulargewicht ab.

Die Analyse der erhaltenen Daten zeigte, dass der kleinste Gehalt an Pektinmasse in den Sorten „Granny Smith“ und „Golden Delisches“ – 2,5 bzw. 2,6 g ist. Der größte Gehalt an Pektinmasse ist in den Sorten „Melba“: 4,2 g und „Gala“ 4,8 g. Alle untersuchten Apfelsorten unterscheiden sich praktisch nicht im Gehalt an Azetylkomponente.

Der Mangel an Azetylgruppen variiert für diese Sorten innerhalb von 0,3 bis 0,61 Prozent. Der Mangel an Azetylkomponente führt zur Abnahme der Geleesfestigkeit. Im Experiment wurde Zitronensäure als Säuerungsmittel, Initiator der Aktivität von Antioxidanten, Geliermittel und Komplexbildner bei der Freisetzung von Pektin aus verschiedenen Apfelsorten verwendet.

Bei der Analyse und der Synthese wurde es festgestellt, dass der Grad der Veresterung und der Gehalt der freien Karboxylgruppen mit komplexbildender Pektinsfähigkeit verbunden sind, und dass mit zunehmendem Grad der Veresterung die Fähigkeit zur Komplexbildung von Pektinen abnimmt. Die Treiber der verschiedenen Sorten von Äpfeln und Quitten sind von Interesse für die Herstellung von Pektinextrakt, der eine erhebliche Menge an Pektin-Substanzen mit hoher Gelierfähigkeit enthält.

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Section 3. METHODS OF TEACHING

CONTINUITY IN TEACHING RUSSIAN IN 4–5 YEARS

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The article substantiates the relevance of the problem of continuity in teaching the Russian language in 4–5 Years. The author notes the fact that the changes taking place in modern education have both a positive impact and generate a number of problems. The author highlights the peculiarities of Russian teaching continuity and gives some practical recommendations how to do it at school.

Key words: *continuity, continuity in learning, continuity of teaching, Russian language, students of 4–5 Years*

At present, one of the most pressing issues is the problem of continuity, especially in education. Teachers of educational organizations are faced with the question of the content and methodological concept of continuous education. The transition of students from primary to secondary level is one of the most difficult pedagogical tasks, and the adaptation period in year 5 is the most difficult in school education.

Changes occurring in school education lead to a violation of the relationship between the primary and secondary levels of school, the continuity of curricula and textbooks, and the emergence of a variety of new programs in General education subjects. It should be noted that such changes both have a positive impact and cause a number of problems. A common phenomenon is the lack of connection between the new subjects being introduced and other courses, without considering its importance in the formation of key skills that are necessary for the student to learn. Therefore, the issue of continuity in the teaching of school subjects is important in modern reality.

Continuity in learning is the establishment of the necessary connection and the correct relationship between parts of the subject at different stages of its study [Bim–bad 2016: 135].

The main purpose of the continuity work is to unite the efforts of the teaching staff of the educational organization in order to reduce the signs of maladaptation in students, increase their emotional well–being, preserve their health and, as a result, increase the level of quality of education [Continuity in education 2011: 2].

A special place among other academic subjects is occupied by the Russian language, which is a base not only for the development of other disciplines, but also for the process of socialization of students in General.

The need for a deep study of the native language at school is related to its main functions: language serves as a means for a person to formalize and Express thoughts; a communicative tool that allows members of society to communicate with each other; a means by which a person can express feelings and mood [Ramzaeva 1979: 24].

The implementation of the principle of continuity in teaching the Russian language is one of the didactic principles consisting in:

- consistency, systematic arrangement of the material;
- based on what has been studied and on the level of language development achieved by students;
- prospects of studying the material;
- coordination of stages and stages of educational work [Kiseleva 2011: 124].

The lack of a unified approach to teaching the native language at all stages of school education leads to the following:

- the student does not have an idea of the language as a system of language units that function according to certain laws;
- the student is not armed with a scientific approach to the analysis of language reality, does not realize the common requirements for the organization of educational activities.

In this regard, one of the tasks of teaching the Russian language is to ensure the continuity of learning by the nature of the leading activity, which is determined by the psychological characteristics of this age. The implementation of the principle of continuity in training creates conditions for purposeful development of the individual on the basis of leading activities.

There are a number of common requirements for continuity in teaching Russian in grades 4–5:

- familiarization of primary school teachers with the program of the 5th grade, Russian language teachers with the basic requirements for knowledge and skills of primary school students;
- “teachers of 4 classes of the first half of the year attend lessons of Russian language teachers in 5 classes in order to study the organization of educational activities;
- visiting the second half of the year by teachers of the Russian language, taking the 5th grade, lessons of teachers of 4 classes to get acquainted with the team of students and methods of work of teachers with children of this age;
- inclusion of elements of advanced training in the thematic planning of 4 classes;
- maintaining contact with the class teacher and the teacher of the Russian language by teachers who graduated from the 4th grade in order to help them study the psychological, individual characteristics of students and the microclimate in families;

– holding the last parent–teacher meeting in the 4th grade together with the future class teacher” [Elkonin].

Maintaining continuity in teaching Russian between grades 4 and 5 should be expressed:

– in such a selection of material for study, which would take into account the General development of students, their preparedness for the subject as a whole and specific knowledge, skills and abilities on certain specific issues of the program, the availability of this material for the conscious assimilation of its students;

– in such a construction of lessons in the Russian language in a methodological sense, so that the set of forms, methods, examples, exercises, the teacher's language, and ways of explaining the new ones do not differ sharply (especially at first) from those to which primary school students are accustomed, and also ensure a gradual transition to new, more complex forms of work for schoolchildren.

E.A. Antonova notes that “the current Russian language programs, both for primary and secondary levels, define a fairly wide range of knowledge and skills in spelling. However, program requirements are not always met at the appropriate level. There are various reasons for this phenomenon, and one of them is the lack of genuine continuity in learning between primary and secondary schools, namely:

- a certain sequence and scientific nature of linguistic information;
- consolidation, expansion, complication and deepening of the knowledge, skills and abilities that formed the content of educational activities in primary school;
- such development of concepts that does not allow radical restructuring and changes of previously acquired knowledge, skills and abilities;
- activation of students' cognitive abilities by using the most effective teaching methods and techniques.

In order to implement these provisions in practice, it is necessary to observe continuity not only in the content and location of educational material, but also in the choice of ways of activity in teaching students. It is necessary to determine which methods and techniques are most effective at a particular stage of learning the Russian language, which of them are crucial for the implementation of continuity and prospects. The following factors are taken into account: age and potential opportunities of school children; requirements of modern methods; real opportunities that are related to the time factor; requirements of current programs for the implementation of developmental training” [Antonova 2014: 87].

After analyzing the Russian language programs and textbooks of the 4th and 5th grades, we offer teachers methodological recommendations on the continuity of teaching.

In the 4th grade in the study of simple sentences, the students dismantled it without any secondary members. In grade 5, teachers should keep in mind that in grade 4, the parsing of a simple sentence is carried out without the allocation of secondary members; punctuation marks for appeals in elementary school are carried out in an introductory manner.

It is recommended to work with homogeneous sentence members in class 4 when using terminology. In the 5th grade, it should be taken into account that the

study of compound and compound sentences is carried out in primary school at the level of familiarization.

In grade 4, it is necessary to familiarize students with the recording of sound–letter analysis of words, which is given in grade 5. In grade 5, the teacher should understand that in elementary school, words like “base, Fox, took, faster” are not taken to parse words by composition.

In the 4th grade, the teacher must teach students the same morphological analysis of speech parts as the secondary school. In class 5, the following scheme for parsing parts of speech is given: 1. Part of speech–meaning, questions. 2. Morphological features: initial form; permanent features: proper or common, animate or inanimate, gender, declension; non–permanent features: case, number. 3. Syntactic role.

In the 5th grade, teachers should take into account that the arthrograms are graphically represented in primary school textbooks.

Primary school teachers can be offered recommendations that reflect the implementation of the work on the continuity of teaching, including the Russian language, which will ensure success in the middle level. They include:

- teaching students to start working on the lesson on a call, quickly getting involved in the execution of tasks, not giving individual students additional time to perform control and verification work, the end of the lesson with a call;
- using forms and methods of organizing lessons that require all students to actively and consciously participate, including pair and group work;
- working with reference books and dictionaries, learning to prepare messages, stories based on additional materials;
- implementation of work on the formation of students’ skills of self–assessment and self–assessment, self–control and mutual control.

Thus, the problem of continuity in teaching in general, the Russian language in particular, is currently relevant. It is safe to say that the problem of continuity is solvable even with the objective difficulties experienced by teachers. But succession issues can only be resolved if both primary and secondary schools work on them, working closely together.

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EDUCATIONAL QUEST IN FOREIGN LANGUAGE TEACHING OF YOUNG LEARNERS

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This article is devoted to the analysis of the quest as one of the important elements of teaching a foreign language to younger students. The article discusses features of the quest, its purpose and specificity. Attention is also paid to the organization of the quest. The example is based on the English language. The focus is on the role of quest in teaching a foreign language of students.

Keywords: *quest, approach, foreign language, form of education.*

In the modern method of teaching a foreign language to younger students, various transformations and improvements are taking place.

Everyone knows how difficult it is to provoke and maintain interest in learning a foreign language. The teacher must constantly look for new approaches to teaching a foreign language, find such methods to improve the mental activity of students, make the learning process high-quality, effective, at the same time attractive and interesting.

Foreign language as a school subject offers significant potential for creating favorable conditions for the cultural and personal development of students. It is no accident that the main goal of teaching a foreign language at the present stage of teaching is the personality of a student who is able and willing to participate in cross-cultural communication and independently improve speech activity.

The school has a successful form of classes that ensure active participation in the lessons of each student, which increases the individual responsibility of students for academic work.

In order to start explaining quests, you need to give a concept for this new concept. Quest – (Quaestor) – from the Latin word quaero – looking for, searching, conducting an investigation. The “Quest Search” technology was developed by Professor Dodge Burney from the University of San Diego (USA) in 1995 for the purpose of organizing research activities in the educational process [Razmyslova 2015: 34].

Our interpretation of the concept of “educational quest” is a new form of presenting programs for students of different ages, in which you can touch on all aspects of the language and all types of speech activity (speaking, reading, writing and listening).

In recent years, the trend to use educational quest in teaching a foreign language in primary school age is gaining momentum, as children at this age are curious and love mobile activities.

From our point of view, the use of educational quest in the process of teaching a foreign language in primary school is effective, since younger students are more motivated, because they perceive the task as something «real» and «useful», which leads to an increase in the effectiveness of the cognitive process. Quest in some sense means a game, and since the form of the game promotes the development of imagination, emotional contact between children, reducing excessive psychological stress, a sense of security, mutual understanding and personal success [Rubleva2014: 124].

When considering the forms of organizing an educational quest, it should be noted that they can be performed individually, but group work is preferable, because the General activity of children allows not only to get new knowledge, but also to develop their communication skills: listen to the opinions of others, weigh and evaluate different points of view, participate in discussions and develop a common solution.

The structure of a training quest usually includes the following elements:

1) introduction (presentation of the subject, justification of the importance of the project);2) mission statement;3) distribution of roles;4) a description of the workflow;5) guide to action;6) evaluation of results;7) conclusion (recapitulation of skills with an emphasis on the possibility of their application in other areas)[Rubleva 2014: 125].

In modern methods the following types of quests are distinguished:

1. linear, when tasks are solved in a chain, one after the other; 2. assault, when participants receive a task, hints for its solution, but the solutions are chosen by themselves; 3. circular, when it is the same linear quest, but enclosed in a circle. The purpose of the quests includes adaptation of children to a new social environment; knowledge of the school; developing research skills; the development of teamwork; the use of foreign languages in the sphere of everyday communication.

The simplest tasks for quests are the questions in the notes. They are encrypted on sheets that participants must find or win at each stage of the competition. There are many options. The name of the next movement point is split into separate letters, correctly collapsed, and allows participants to know where to go. Using puzzles and charades. They can combine images, numbers, letters, and punctuation marks, which, if correctly interpreted, serve as a guide for further actions[Sadyrbayeva2014: 58].

In order for children to successfully pass all stages of the competition and get as much fun as possible, the various hints must be interesting and original.

To win at each individual stage and in the game as a whole, you need to prepare prizes. The objectives of the quests are directly dependent on the selected subjects of the competition. To organize such a competition for children of primary school age, your favorite cartoon characters are perfect.

If we talk about grammar, in our opinion, the use of quests in teaching the grammatical side of speech to grammar is a big expense in preparation. Games and quests used in lessons, at all stages of learning a foreign English language, can help solve these problems.

Next, we consider a quest game called “Heads or tails”.

The theme of the game: currency. Place of employment in the education system: extracurricular activities. Age: 3–4 grade. Form of classes: quest–game. Goal: to introduce students to the money of other countries.

Tasks: identify students' ideas about money, form the concept of currency, solve situational problems, contribute to the expansion of students' horizons and knowledge on this topic.

Planned result:

Personal: recognize the need for knowledge.

Metasubject: be able to compare and analyze information about money from different countries.

Subject: to form the ability to distinguish money from other countries.

Materials and equipment: world Map, projector (if possible), printed banknotes (dollars, euros, pounds), printed appendices 1, 2, 3, 4, 5.

The plan of the game.

The game can take part as one team, and you can divide students into teams, creating a competitive moment that will be more interesting for children. In the game, the representative, “guide” for each country is a guide. The guide can be either the teacher himself or one of the students. Also, when playing out a “Buy” situation, a stronger student can act as a seller. Participants of the game “travel” to countries, learning how to use foreign money. And change rubles to one currency or another.

There are 3 stations in the game:

“Exchange point” – participants exchange rubles for the currency they need.

“Shop” – participants buy products in dollars or pounds and compare prices for products in Russia and other countries.

“Tour” – participants choose a tour that they can afford.

The result of the quest is that children will have to attach foreign currency notes to the Board, as well as answer questions from the teacher. Then a reflection is carried out.

It is difficult to assess the effectiveness of using quest technology techniques, since the main thing here is the communicative component. However, the activity of children in the classroom is changing – they learn to agree, take into account each other's opinions and coordinate their actions when solving a learning task. All of this brings positive meta–results, and ultimately successful forms of personal and communicative skills [Spiridonova2010: 201].

A foreign language lesson is not just a game. Trust and ease of communication between the teacher and students, which arise due to the General game atmosphere and games themselves, encourage children to have serious conversations, discuss any real situations. Quest promotes the development of cognitive activity of students when learning a foreign language. It carries a

considerable moral principle, because it makes the acquisition of a foreign language joyful, creative and collective.

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“A DEBATE” AS A CONTEMPORARY TECHNIQUE IN THE LITERATURE LESSONS FOR SENIOR LEARNERS

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The article considers methodological bases of preparation and holding of a debate as a contemporary technique in the Literature lessons for senior learners. The classification of debates is presented in four main forms: dispute, discussion of a book, reading conference and debate itself.

Keywords: *debate, discussion, reading conference, dispute, technique*

Contemporary system of education is aimed at developing new methods and techniques of training in order to improve and facilitate the educational process. For the same purpose, educational institutions adopt some foreign methods, which, having undergone some changes, are quickly being introduced into the Russian educational system. One of the contemporary techniques of research and detailed analysis of literary text is a “lesson–debate”. When debating, learners can get new knowledge independently by voicing different points of view and come to the correct conclusion to the asked question or system of questions.

The purpose of the article is to study methodological bases of preparation and holding of a debate on literary topic in a Russian school for senior learners.

Before we begin to review in detail the classification of debates on a literary topic, we will give two definitions of this concept from different thick dictionaries.

“A debate – (Latin *disputo*– I argue), a public dispute on scientific and literary subjects” [Prokhorov 1993]. “Dispute is a form of organization of a prepared public speech on a given topic; in the process of which opposite points of view collide” [Oleshkov, Uvarov 2006: 30].

On the basis of all the above definitions of the concept of “dispute”, we can conclude that any dispute is a mass activity. A distinctive feature of any debate and discussion is the direct involvement of pupils in the discussion process. It is important to note that the topic chosen for the debate should be aimed at in–depth analysis of the read work, as well as it should be relevant for its participants.

The classification of debates on the literary topic was presented by L.I. Abdullina, A. J. Eisenberg, N.N. Budnikov, A.N. Vaneev, V.L. Minkin, R.S. Nemov, G.I. Poltorzhitskaya and others. Depending on the focus of the lesson and the level of training of the learners, scientists highlight some types and ways of conducting debates on the literary topics.

First of all, scientists propose to turn to the discussion of books. According to A.N. Vaneev and V.N. Minkin: “...this method is suitable for discussion of critical articles on literary topic, journal and newspaper publications devoted to literature” [Vaneev, Minkin 2000: 295]. Discussion can be held in the form of “closed talks” or “open literary living rooms” using presentations and musical accompaniment. The level of familiarization of learners with the work discussed by them depends on the ease of conversation, the atmosphere in the classroom and the involvement of learners in the learning process.

This type of work contributes to the development of learners’ skills in critical thinking, independent work with literary work, formation of aesthetic views and tastes. Learners also develop a holistic interest in literature.

In order for the discussion to be active, students need to learn the lesson topic in advance, promote the learners to study the work giving them a list of additional literature. When choosing a work, it is worth relying on the learner’s impression. It should vary as much as possible; otherwise, the event will not be successful.

After selecting the book, the teacher must draw up a detailed plan for a discussion. It is important to take into account the fact that the participation of the teacher should be minimal, unobtrusive. Researcher A.J. Eisenberg notes: “At the beginning of the event, the teacher makes an opening statement, which should be of maximum interest to the participants of the discussion. It is possible to report interesting facts about the author and the history of publication of the literary work. The final word of the teacher is necessary to summarize the results of the conversation, as well as to correct the wrong statements of the learners” [Eisenberg 1996: 39].

Another form of lesson–discussion organization is the reading conference. It is held with more participants than “a book discussion”. To organize such an event, it would be useful to combine two or more classes and organize an open lesson with the invitation of the audience.

It should be noted that such kind of technique is based on dispute and the promotion of opposite points of view. For this it can be chosen not one, but several literary works combined by one topic or written by one author, as the number of participants of the conference significantly exceeds the methodology described above.

Another type of a lesson–debate is the debate itself. In its essence, the literary debate is slightly different from the methods described above as in this case the class is divided into interest teams and it is held a public dispute between opponents. L.I. Abdullina, N.N. Budnikov and G.I. Poltorzhitskaya note: “The main task of the lesson–dispute is to resolve the conflict situation, defend and assert the truth, find objective points of view” [Abdullina, Budnikov, Poltorzhitskaya 2011: 24]. The goal is to acquire new knowledge. Scientists note: “This type of activity contributes to the enhancement of the learners’ speech culture, it develops the ability to conduct debate, select arguments and arguments to justify their point of view” [Abdullina, Budnikov, Poltorzhitskaya 2011: 25].

Scientists also highlight a form of non–standard lesson such as a discussion. R.C Nemov notes: “The methodology of a discussion lies in the dispute of like–minded people, whose points of view face in search of the most optimal ways and means of solving the problem. It is a comparison of collective opinions that is necessary to find the truth” [Nemov 1995: 30].

Before the discussion, the teacher needs to provide information about the literary work and to form the correct learners’ opinion and attitude to the problem situation. The teacher needs to create motivation and an atmosphere conducive to the learner’s interest in literary work. It is also necessary to listen in advance to the learners’ points of view in order to correct and point out mistakes, deepen knowledge about the chosen work and form the correct attitude towards it.

To sum up, each element of this classification has its own characteristics and features, allowing them to be distinguished as a separate independent kind of dispute. The choice of a technique depends on the specifics of the goals and objectives that the teacher sets for the lesson. Holding debates in literature lessons increases the interest of learners in the learning process, develops logic, analytical thinking and develops a non–standard approach to solving problematic problems. Lessons–debates contribute to improving the quality of learners’ speech and the ability to defend their point of view through competent evidence.

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EDUCATIONAL WEB-QUEST WITHIN A FOREIGN LANGUAGE TEACHING

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The article highlights the problem of educational Web-quests within a foreign language teaching at the senior stage of education. The authors define the concept of “Web quest”, point out the main characteristics and types of educational quests, and describe the stages of quest creation. Some practical recommendations how to organize English teaching with web-quest are given.

Key words: *Web quest, pedagogical technology, quest technologies.*

We live in an age of high technology, rapid change, innovation and computerization. Every day our society does not stand still, but develops in all spheres of life, in terms of methods and ways of learning. All this leads to the emergence of new and non-standard approaches to training. So, in recent years, educational Web quests that help students develop communication skills in English lessons are gaining popularity. Quests become relevant not only among younger students, but also arouse interest and motivation in high school students (grades 10–11).

The purpose of the research: to consider and study the features of using educational Web-quest in teaching a foreign language at the senior stage.

Material and methods of research: theoretical analysis of pedagogical and methodological literature on the problem under study, including text, video and other resources on the Internet, generalization, synthesis and description of the obtained material.

In the beginning, we should indicate the very concept of “quest” – “from the English quest, or adventure game (eng. adventure game), which requires the player to solve mental problems to advance through the story. The plot of the game can be predetermined or give many outcomes, the choice of which depends on the actions of the player” [Bovtenko 2005: 97].

Initially, the concept of Web quest was introduced in computer games, as one of the genres of computer games. This is an interactive story in which the main character is controlled by the player. The main elements of the quest as a genre of the game are actual storytelling and exploration of the world. The key to the game is to solve problems and puzzles that require mental effort from the player [Dodge 1995].

Over the past decade, the concept of Web quest and the very use of this type

of educational activity is beginning to be practiced in the study of educational material, including foreign languages. So today, the problem of creating, defining and using quests in the educational process is actively engaged in both foreign and domestic scientists. Among them are A.V. Fedorov, O. G. Shevtsova, N. Yu. Goncharova, M. A. Bovtenko, T. Marchem, J. Keller, B. Dodge, and many others.

Having analyzed the quest as a pedagogical technology, it is necessary to highlight the following main aspects.

Technology (translated from the Greek art, skill, skill; word, thought, meaning, concept) is a set of ways, methods and tools to achieve the desired result; a way to transform the given into the necessary [Sysoev 2010: 140].

Taking into account the definitions of the quest and educational technology, we can conclude that the quest is a game pedagogical technology, that is, a form of interaction between teachers and students, which contributes to the formation and consolidation of the necessary knowledge, skills and abilities based on the tasks of a competent choice of alternative options through the implementation of a specific action. Quest is a game technology that clearly defines the didactic tasks, game plan, must have a mentor and set clear rules.

The structure of the game (as an activity) includes: setting goals; planning; implementing goals and analyzing results. The structure of the game (as a process) defines: the roles chosen by the participants of the game; game actions as a way to implement these roles; game use of objects, substitution of real things for games; real relationships between players; plot (content) – the field of activity created in the game.

The defining characteristics of the quest as a learning game technology are: implementation of educational tasks through gaming activities, introduction of new technical training tools that promote student self-expression, purposeful motivation of the student's emotional and intellectual activity, research nature of educational activities, development of information and media literacy.

The teacher determines the educational goals of the quest, composes the action and forms the storyline. The teacher evaluates not only the final result, but the process of the student activity, organization of search and research activity of students, etc. Directly important is the process of passing the quest, as a student versed in the material, how quickly understands and performs tasks.

Analyzing the structure of the educational quest, we came to the conclusion that they can be divided into linear, assault and ring.

In a linear quest, tasks are performed in a chain. Having correctly solved the first task, students receive the next one and so on until they pass through to the end.

For assault quests, it is typical that all participants receive the main task and a list of necessary material, where you can draw hints. During the assault quest, players must take the initiative and look for ways to solve problems on their own.

Ring quests are a version of linear quests, but closed in a circle. Students either complete tasks on their own, or they are divided into teams and they begin to complete the task, but the main condition of these types of quotas is that the final decision and completion of all tasks leads to the first stage, where the start occurred.

From our point of view, the advantages of using quest technology in foreign language lessons and extracurricular activities are the ability to use all four types of

speech activity, namely reading, speaking, listening and writing. This also allows you to conduct lessons in accordance with the requirements of the new generation of GEF.

The quest also provides an opportunity to use all the students' senses.

During the quest, students have the opportunity to fully immerse themselves in the language environment, all tasks are given in English, the children interact only in English.

One of the advantages of quest technology is the maximum involvement of all students in the search process.

In the course of the entire quest, the development of communication skills is noted, since Web quests allow students to interact with each other, and not only with their classmates, but also with students from each other's school or even other countries.

Web quests have a huge educational potential, as in the process of completing the quest, students realize their communicative abilities, they have to perform not only individual work, but also work in pairs or small groups. Also, the student is aware that the success of the task depends on him and it is necessary to implement all their knowledge to get the best result [Keller 2015].

Foreign scientists consider and define this approach as “authentic learning”, which allows students to explore, discuss and consciously build new concepts and relationships in the context of real–world problems, creating projects of practical significance [Fedorov 2007: 150].

Web quest as an educational technology is based on a constructivist approach to learning. According to this approach, a constructivist teacher is primarily not a leader, but a consultant, organizer, and coordinator of problem – oriented, scientific, educational, and cognitive activities of students. This creates conditions for independent mental activity of students and strongly supports their initiative. In turn, students become full–fledged “partners” of the educational process, sharing responsibility for the educational process and results with the teacher.

In this way, the Internet makes learning authentic and breaks down the artificial “walls” that were built between real life and the classroom at school.

Оставляем Let's consider an example of an educational web quest in English for high school students “From California to New York Island”.

This web quest aims to introduce educational standards of secondary education (pupils of 10–11 classes) for English language, which correspond to the educational standard of the GEF, namely the creation of an active, independent position of students in the learning process, the development of General pedagogical skills: experimental, reflexive self–esteem, which is directly related to the experience of its application in practical activities for the development of cognitive interests of students.

The goal of this quest is to develop students' communication skills in a foreign language based on the formation of universal pedagogical multi–purpose skills.

Identify the following tasks as the main tasks that must be completed during the quest process:

- first, developing text–based speaking, listening, reading and writing skills using ICT, as well as improving phonetic skills;
- secondly, the development of logical thinking, memory, language

guesswork, attention; expanding the linguistic and cultural horizons of students by introducing them to various sources of information, as well as the development of research and creative abilities of students;

- thirdly, increase of motivation to learn a foreign language; development of communicative qualities of personality, interpersonal communication through the organization of group work in class, as well as the formation of a conscious relationship, respect, understanding and importance of culture not only other countries but also their country.

This quest is based on the following keywords: US regions, tourist attractions, places to visit, things to see

As resources for organizing and conducting this quest, you will need: Internet information resources, presentations, a map of the United States, handouts (task cards, test).

The following technical equipment is used: interactive whiteboard, multimedia projector, Microsoft Power Point, Microsoft Word.

The idea of the quest is that students should receive information from various sources offered by the teacher, including presentations, online resources and handouts. In addition, students must bring this information into a single format. A quest based on a puzzle problem requires synthesizing information from various sources and creating a puzzle that cannot be solved simply by finding the answer on a specific page on the Internet. At the end of the search, students should have a holistic view of the various States of the United States; improve their communication skills, as well as their speaking, reading and writing skills.

It should be noted what skills and abilities students will be able to acquire after completing the quest. Students will be able to apply their knowledge to create presentations, programs, and use it in their research activities. Also detect the problem and Express your point of view, arguing with specific theses.

The acquired skills will help students make detailed plans when creating written and oral messages, as well as process, analyze, contrast and draw conclusions from the information received.

As well as implement the studied vocabulary in practice, thereby developing their communication skills when working in pairs or small groups.

To date, there are also a number of Web quests in open access on the Internet and portals for creating their own quests. Each teacher can use these databases to create their own Web quests. In many ways, these portals have a certain number of templates, where the teacher needs to select the desired section and subject of the quest, specify parameters, namely: the level of language proficiency; the age of students for whom the quest is created; the goals and tasks that they pursue when creating this quest; the section and subject, and so on. Also, the teacher can take a sample of a favorite quest and use this example to create their own. These platforms include WevQuest.Org, Zunal.com, LanguageQuests, Web Quest Maker, and many others.

Thus, quest technology allows dynamic development of universal and subject-based learning activities of students, increasing their communicative abilities. The use of educational web-quest technology provides not only the

formation and development of linguistic and information competence of students, but also creates a virtual environment of the language being studied, the authenticity of the materials used, presented in the network, generates motivational reasons for students to independent cognitive activity and develops the information culture of students. Web quest allows students to make discoveries, not just learn information, increases self-confidence, arouses interest in learning the language and self-esteem of students.

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DEVELOPING PRIMARY SCHOOL STUDENTS’ ENGLISH SPEAKING SKILLS

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The article deals with the issue of teaching foreign language to primary school students. The problem of mastering foreign language at the first school stage is an urgent one. The article reveals the features of the organization of early foreign language education, considers students’ speaking skills forming.

Key words: *primary school students, speaking skills, foreign language, language skills, communication skills*

In contemporary multination Russian society the people's ability to participate in a foreign language communication is one of the main problems of the education system. That is why people got interested in learning foreign languages. Teaching foreign language for primary school students is an important aspect of the state educational policy.

Primary school age is considered as the most favorable period for mastering a foreign language. According to K.D. Ushinsky "... it's never too early to start learning foreign languages before it becomes evident that the native language has taken deep roots in the spiritual nature of the child. For one child it is good to start learning foreign language at the age of 7 or 8 (but not earlier), for another one it is useful to do it at the age of 10 or 12" [Ushinsky1974: 145].

According to Russian and foreign psychologists: (L.S. Vygotsky, S.L. Rubinshtein, J. Bruner, W. Penfield) languages can be learned and developed much easier by children aged 8–9 because it's the most favorable period for their speech development.

Early childhood foreign language education has many advantages: firstly, it contributes to the communication skills development; secondly, it involves children in the culture of other peoples; thirdly, it contributes to the socialization of individuals.

Researchers L.S. Panova, V.L. Skalkin in their scientific works highlight the stages of foreign language speech skills development:

1. Oral speech, lexical and grammar skills formation;
2. Oral speech, lexical and grammar skills improvement;
3. Spontaneous oral speech abilities development [Lukyanchikova 2001: 49].

Learning foreign language in primary school provides the development of child's memory, attention, perception, thinking, and imagination. Moreover, it helps to form the general speech abilities of primary school students and improves the quality of their cognitive activity.

It should be noted that one of the most important functions of a foreign language teacher is to develop students' communication skills. It is important to teach children to use English as a means of communication. This function should be implemented at the very starting stage of learning English. In order to develop students' general speech ability, it's necessary to teach them in grammar and vocabulary. In addition, learning foreign language students develop skills to use foreign language as a means of communication as well as to get some knowledge about national or native language. Besides, it's a period of the most successful learning activity.

When planning foreign language communication, a teacher should take into account the level of knowledge of the primary school students' native language.

Teaching foreign language to primary school students it's very difficult to master their oral speech abilities. Oral speech includes the main types of speech activity: listening, speaking, dialogical and monological communication. It is the most difficult task to teach children to express their thoughts and feelings using the language they are learning. After all, the results of speech activity make it possible to communicate successfully in a multicultural society.

It's important to point out specific goals for primary school students foreign language teaching:

- 1) to form and develop students' phonetic skills;
- 2) to develop their listening skills;
- 3) to develop their "speaking" skills (i.e. to form the idea of a foreign language as a means of intercultural communication);
- 4) and to form and enlarge their vocabulary [Khuziakhmetov 2018: 370].

When learning foreign language, children develop oral language skills. They learn to distinguish sounds, words, phrases, and sentences and try to pronounce words correctly. The amount of their vocabulary must be at least 600 lexical units. Moreover, students receive basic information about the country of the language being studied, have a chance to communicate dialogically, and learn to understand the speech of a teacher and classmates.

The educational process should include practical tasks that help children form and develop communication skills. For example, when studying vocabulary on the topics: "My favorite toys", "Sports", "Seasons", "Food", "Clothing", each memorized word should correlate to other words semantically and connect the other words of the utterance grammatically.

Listening is the most difficult activity for school students. For primary school students the material provided should be clear, short and interesting. It is important to develop listening skills simultaneously with auditory memory and auditory perception.

To form students' oral speech skills a teacher needs to create dialogical situations of the elementary level, to help students make statements about themselves and the world around them, and to teach them to express their own thoughts and feelings about the facts they see, read, and hear in their everyday life.

When preparing lexical material for children a teacher should take into account the following requirements:

- words should denote concepts that are known to the children in their native language;
- words must be constantly used in speech and exercises (for example, drawing a choice of words/pictures according to a subject or a situation and inform each other).

The process of foreign language education actually includes such aspects as:

- 1) knowledge – it is aimed to master the cultural content of a foreign culture (it includes not only the culture of the country but also language as a part of culture);
- 2) development – it refers to the psychological content of foreign culture (abilities, mental functions, etc.) mastering;
- 3) upbringing – it is aimed to master foreign culture in terms of moral and ethical aspects;
- 4) teaching – it refers to the social content of culture mastering; speaking another language speech skills are assimilated as means of communication [Khuziakhmetov 2018: 380].

At the starting level of foreign language teaching and learning, the main attention should be drawn to the development of children's skills to understand colloquial English and to pronounce words and set expressions adequately:

- children's perception should be developed through practice and frequent use of English words;
- speech clichés, frequently used phrases and idioms are learned by heart in a verse form.

Thus, primary school foreign language education is a process of development and formation of a full-fledged personality of junior schoolchildren. The content of foreign language teaching should correspond to the age characteristics of junior students; the studied material should meet the communicative and cognitive interests of the modern student and form the skills of imagination, thinking, creativity, and curiosity. Involving school students in educational activities, a teacher must integrate the types of activities (visual, musical, gaming etc.) in order to create all the necessary conditions for the development of children. In addition, it is necessary to give children the information concerning the culture of the other language communities, the peculiarities of life of their peers living in other countries, to help children learn interacting with each other in the process of communication, or performing in creative activities.

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THE PREVENTION OF THE RELIGIOUS DESTRUCTION IN THE UPBRINGING ACTIVITY IN A MODERN PRESCHOOL INSTITUTION

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The article says about the role of the preschool institution in the prevention of the religious destruction. It mentions the huge interest of the sects towards

children. At issue here is the lack of the spiritual and moral foundations of the family upbringing as well as departure from the orthodox traditions.

Key words: *The religious destruction, the preschool institution, the orthodox tradition of the children's upbringing, the sect interest towards children, the sect recruitment.*

Recently the issues of the negative influence of the religious destruction on the human personality and the society as a whole, the issues of the spiritual revival in our society and the spiritual development of our country have been raised more and more often.

Unfortunately, not in all the families the spiritual and moral foundations of the upbringing are laid, yet fewer families kept the orthodox traditions of the children's upbringing.

The leaders of the destructive religious groups are interested not only in recruiting the adults. From the sects the huge interest in the children here exists and this interest isn't hidden by these leaders.

The founder of the scientology sect Ron Hubbard calls: "Save the child and you will save the nation". Though the salvation is promised by Hubbard exclusively to the members of his religious sect.

The religious destruction influences the adults very negatively but particularly aggressive towards the children as far as it exerts influence on their mental state, morality and spiritual world. The child brought up in the religious destructive traditions, in adult life won't be able to become the citizen, who constructively acts for the good of the country. Hence, the prevention of the religious destruction in the preschoolers' upbringing is a very current problem. Not all the parents can establish the required authority with their children, transmit the children the experience of the proper behavior and the proper attitude towards the destructive religions. Thus, a not insignificant role in the prevention of the religious destruction belongs to the preschool institution.

The peculiarities of the influence of the religious destruction on the preschoolers are revealed by A.L. Dvorkin, N.N. Glubokovsky, A.A. Novopashin.

The role of the preschool institution in the prevention of the religious destruction is revealed by A.N. Yelizarov, S.A. Kozlova, L.V. Kokueva, G.V. Lunina. The concept "religious destruction" according to the definition of V.A. Ryabinin means a destruction of religion.

It's with the religious destruction that the action of the religious sects is connected. As for the definition, the religious sects represent the organizations which either do material, psychological, moral, physical harm to the society or its members or which are potentially dangerous in doing such harm. [Dvorkin2007:81]

The destructive sects contradict to the traditional religious beliefs, creeds and church.

The destructive sects extremely negatively influence the mental state of a man, their leaders become rich and conquer power due to the financial and physical exploitation of the ordinary members, using manipulations with their mind, the hypnosis, the NLP, the "blurring" of the private space borders, the suppression of the critical thinking, the group pressure etc.

The Saint Ignaty claimed that “no orthodoxy in the human teachings and reasonings. The Orthodoxy is the teaching of the Holy Spirit given by God to men for their salvation. Where there is no Orthodoxy, there is no salvation. The integrity of the God–revealed teaching is preserved inviolable solely and exclusively in the bosom of the Eastern Orthodox Church. Amen”. These words demonstrate orthodox point of view on issue of decay of world religions. [Abdulganeev2003: 40]

In the end of XX century in the country some new religious organizations spread by foreign missionaries were founded. By exercising control and “mind control” over their adherers, many of the missionaries drove people to suicide and made them kill other people.

Some of the destructive sects don't refuse Christianity; they cite the New Testament and the Old Testament, but distort their meaning under the guise of the decorous entities. Hence, one should be careful and attentive, especially regarding children, to prevent them from entering the sect, even without knowing it, under civil, externally not religious circumstances.

Nobody comes into the sect oneself. The man is drawn into sect, from which it is extremely hard to escape whereas his mind completely closes from the critical perception of the world. The destructive sects exploit their members, doing them psychological, financial and physical harm. The sect controls behavior, thoughts and emotions of their members, uses different methods to turn a man into an obedient and servile sect member. The leaders of the destructive sects have bossy character traits, tend to suppress other people's personalities, to recruit new members, to get access to the influence on the authorities. Hence, often and often they involve in their rows specialists who work with children (most often, pedagogues of educational organizations).

Thus, religious destruction is connected to the decay of different religions and the emersion of destructive religions. The religious destruction exerts the negative influence on personality, family and society.

The basics of the prevention of the religious destruction are marked by A.N.Elizarov as the thorough organization of the spiritual and moral upbringing, the arrangement of such events for the pre–schoolers which could contribute to their spiritual development [Elizarov 2003: 40].

As S.A. Kozlova mentions, the big problem in organizing the preschool institution work is the “substitution” of upbringing by teaching, the organization of the pedagogical process aimed at teaching rather than at upbringing [Kozlova 2004:123].

Therefore, the preschool staff should play a leading role in forming the basics of the spiritual orientation and the moral behavior among children. For the prevention of the religious destruction S.A. Kozlova recommends addressing the spiritual and moral values, the traditions of the domestic upbringing, the social–historical experience of the generations.

The importance of the spiritual and moral upbringing was proclaimed by Ian Amos Komensky, who called for care “about the upbringing of morality and sense of piety” to begin since early childhood. In traditions of our domestic upbringing there always existed the development of the moral and ethical foundations of the

personality, educating a child as thinking, friendly, hardworking, modest, respectful and responsible. All this is still considered crucial whereas the spiritual wealth and wellbeing of the state and society depend on the foundations that are laid into children's consciousness and heart.

The necessity of organizing the spiritual and moral upbringing can be found in the basic documents regulating work in the preschool institution. The Federal State Education Standard of preschool education states that the preschool program should be aimed at the acquisition of the norms and values, including moral ones, accepted in our society.

Counteraction to the religious destruction in preschool upbringing can be organized by means of studying the traditions of our culture, by giving children a chance to get acquainted with the cultural heritage of our ancestors. The effective means of the moral upbringing named by L.V. Kokueva is the ceremonies and celebrations [Kokueva 2005:258].

The participation of children in the folk celebrations (Christmastide, Shrovetide, Whit Sunday) permits to keep, strengthen and develop the kind folk habits, to transfer the spiritual experience accumulated by previous generations to the rising generation. A very rich source of the moral development of children named by G.V. Lunina is the folklore (fairy-tales, legends, true stories, riddles, proverbs, sayings, tongue-twisters etc.), which kept the special traits of the Russian character. The folklore works express philosophical, ethical views of people, their moral potential, all mankind values [Lunina 2005:28].

The national wealth is the folk games, and when playing them, children acquire the morals, customs, spiritual values by means of the familiar and clear material. The nursery rhymes teach children to show friendly, attentive, caring, merciful attitude towards people around as well as the game-songs of the calendar and agricultural circle teach to discover the world around, to understand reasons for the human behavior. By using the counting rhymes children learn to interact with people around in accordance with the situation of communication, to control behavior in accordance with the social norms.

One of the measures of upbringing activity of the preschool institution to prevent from the religious destruction is the acquaintance of the preschoolers with the basics of the orthodox culture. It is hard to overestimate the role of the Christian world view in upbringing the highly moral and cultural personality, in forming the cultural, spiritual and moral traditions of the Russian people as well as the civil foundations of the Russian state.

In order for an adult to resist to the religious destruction, G.I. Baturina and T.F. Kuzina consider that it is important to help him find faith, which provides the unshakeable foundation and the support of all our life [Baturina 1995:350].

Thus, the basics of the prevention of the religious destruction are the organization of the spiritual and moral upbringing based upon the traditions of the domestic education and the culture as well as the social-historical experience of the generations.

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TEACHING METHODS OF STYLISTIC ANALYSIS WHILE STUDYING I. BUNIN'S WORKS

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The article is devoted to the problem of stylistic analysis skills development, which is relevant for the methodology in teaching literature. The article considers the possibility of implementing the most effective methods of stylistic analysis in the lessons while studying prose works by I. A. Bunin in Russian secondary schools.

Keywords: *methodological techniques, stylistic analysis, Bunin*

The study of I. Bunin's poetic and prose works is difficult as the methods of stylistic analysis of his works are not sufficiently studied in the methodological literature. This is due to the fact that Bunin's stories and novellas were included in the school curriculum not long ago (the stories "Clean Monday", "Easy breath", etc.). Other works of the author, such as "the Gentleman from San Francisco" or "the Duel", were studied for the most part only from the side of social criticism. Analysis and consideration of I. Bunin's works in school should be systematic with its own specifics.

The purpose of this article is to study effective methods of stylistic analysis of I. A. Bunin's prose works that are taught in Russian schools nowadays.

The methodology of teaching literature highlights various approaches to the analysis of I. A. Bunin's works of art in literature lessons. Currently I. A. Bunin's prose texts are being analyzed by G. Maranzana, I. N. Sukhoi, T.D. Kurdumova, G. E. Golysheva and other scientists. They developed special teaching programmes for schools.

Nowadays much attention at the lessons of Literature is given to the techniques of composition analysis, there are tasks with separate episodes and a system of images, but to the analysis of the author's style is given insufficient attention as it is particularly complicated task and requires careful selection of techniques.

In modern methods of teaching literature the most effective methods of stylistic analysis of the works of I. A. Bunin are considered to be the following:

Identification of visual means of language in the text and awareness of their role in the text.

Since children themselves rarely pay attention to the author's words and expressions, it is necessary to draw attention to them with appropriate questions from children: "What expression does the author use to convey the feelings of the heroine in the story 'Cold autumn' by I. A. Bunin?"; "What words and expressions convey the author's mood?"; "Find a comparison in which the poet's attitude to the event is most clearly shown" [Sukhoi 2010: 37].

The use of "living visibility".

Z. I. Romanovskaya believes that "living visibility" is a convergence of the perception of the text with the life of the child, with his/her emotional and direct experience. Actualization of bright visual impressions of the child makes the artistic word more understandable.

When analyzing Bunin's story "Revenge", the teacher may ask such question as: "Why does the author write that "the character "grabbed" the cane not "took" it?

Children find it difficult to answer, as in their opinion, "to grab" and "take" is the same thing. Then the teacher decides to use "living visibility" and asks children to put books in front of them.

Teacher: Take your books!

(Children perform the action).

Teacher: Now grab your books!

(Children perform an action).

Teacher: Is there a difference between the words "grab and take"?

Learner 1: Yes! "To grab" is to take something very quickly.

Teacher: Why does the author use the word "grabbed" instead of "took"?

Learner 2: Because the character was in a hurry for the girl and could not lose sight of her, so he "grabs" the cane in a hurry.

Teacher: With the word "grabbed" we, the readers, understand the state of the character [Romanovskaya 2005: 176].

Comparison of the original and final versions of the same text.

This technique can be used if the teacher knows the rough versions of the work. As a result of comparison, children try to justify the changes made by the writer. "In the first edition of I. A. Bunin's story "In a certain Kingdom" there was a mention of the dream, but Bunin replaced it in a kind of epilogue, graphically separated from the main narrative. In the next edition, Bunin declined to refer to sleep.

Teacher: Why do you think the writer changed his opinion? What was the writer's idea?

Learner 1: After reading the two versions of the text, it is clear that in the final version Bunin refused to indicate a dream, because he wanted to give

allIvlev's feelings the quality of authenticity, objective conditionality to make the feelings of the character more realistic" [Alyokhina 2016: 95].

Comparison of a literary text with works of another art form.

The use of related art forms in the analysis helps to stimulate the emergence of certain ideas in the minds of learners. Thus, when working with the portrait of the character from the story "Mister from San Francisco", artistic material is involved—illustrations for the I. Bunin's story made by G. Novozhilov ("Mister from San Francisco"), and O. Korovin ("The death of Mister from San Francisco").

The teacher asks problematic questions:

(1) "How does the artist depict the gentleman from San Francisco?"

(2) "What colours does he use?"

(3) "Does the gentleman from San Francisco painted by the artist resemble Bunin's description of the character?"

According to the teacher's task, they try to find images—symbols of the sea element and the ship, depicted in the paintings and find their meaning in the dictionary of symbols. The first of them is the steamer "Atlantis", on which there is an endless celebration of luxury life, but the storm is overboard, even the ship itself shakes. It symbolizes the beginning of the twentieth century, when the whole society was boiling, experiencing a social crisis, only the indifferent bourgeois continued "to feast during the plague".

The island of Capri symbolizes real beauty: a "joyful, beautiful, sunny country filled with fabulous blue, majestic mountains", the charm of which cannot be expressed in a human language. The existence of American family and people like them is a pathetic parody of life [Golysheva 2016: 29].

In the article, we tried to unite and describe the most effective methods of stylistic analysis of I. Bunin's works and came to the conclusion that these are:

(1) heuristic discussion with the allocation of means of expression:

(2) comparison of the initial and final versions of one and the same text:

(3) comparison of a literary work with works of art:

(4) the method of "living visibility".

To realize this goal we need to use a detailed analysis of the text in order to highlight the theme, the main idea of the text, the compositional structure, motives, and peculiar features of characters. The analysis is necessary to understand literary creativity as a work of art created by the writer's talent, and to develop the activity of learners.

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*Section 4. SOCIAL SCIENCES AND PSYCHOLOGY***LEGAL CULTURE AND YOUNG CITIZENS
OF THE RUSSIAN FEDERATION**

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The article is devoted to the study of legal culture in Russia. The author distinguishes a number of problems related to the legal culture of youth and suggests some ways to deal with existing problems. The conclusion about the need to improve the level of legal culture is made.

Key words: *legal culture, legal education, self–development, human rights and obligations, young citizen.*

Legal culture issues continue to be relevant for lawyers and the public. They are especially important if we speak about the young generation. Gaps in legal awareness are noticeable in work, study, and, ultimately, in court statistics. Young citizens are characterised by conflicting assessments of the most diverse legal institutions, relations and norms. Complicating conditions of modern life and an increase in criminal threats leads to the realisation of the necessity and value of law as the main regulatory system of society. So, in order to understand and protect the rights of young people, they must have a decent level of the legal culture themselves. For this reason, the study of the legal culture of youth is considered relevant.

In Article 1 of the Russian Federation Constitution it is established that Russia is the democratic state of law. Consequently, the need to increase the level of legal culture of citizens is directly related to the construction of the rule of law. The structure of the legal culture traditionally distinguishes several parts: moral beliefs; legal activity; the system of ideas about legal phenomena [Malyshev 2007: 52]. Now we are going to analyse each component in detail.

It is considered that moral beliefs exist on a spiritual level. They reveal the nature of the individuals` attitude to the law, the ability to use their legal knowledge, i.e. look for transitions from theory to practice. They also show the level of the readiness of the person to accept and comply with legal requirements imposed on him or her by the state activities.

The next part introduces us to legal activities. It is obliged to promote the consolidation of the so–called “sense of law and legal order”. The purpose of this part is to minimize cases of non–compliance with provision of law and control over it.

The third part of the legal culture is a system of scientific knowledge about the nature and interdependence of the phenomena of law, a single device of the legal regulation, without highlighting its individual directions.

Professor F. Kh. Galiyev singled out another part of the legal culture, namely the texts of the documents which express and fix the right of the society [Galiyev 2010: 12].

Legislation must be constantly improved. Herewith, the law cannot contain conflicting components. It must be understandable to society, concise and accessible. The new law should replace the obsolete and not relevant one. But it should not contradict other applicable normative legal acts, in particular, the Constitution of the Russian Federation.

All structural components of the legal culture are interdependent and interconnected. Legal acts, when they are supported by scientific conditionality, are used in their activities by professionally trained persons [Ibraeva 2015: 77]. The lawyers` task is to bring them to the knowledge of the fundamental number of people who observe their legal obligation and apply their legal rights to protect personal interests.

The main functions of the legal culture are:

- cognitive–transformative;
- regulatory;
- communicative;
- value–normative;
- prognostic, etc. [Smolenskiy 2012: 18]

The degree of the development of the legal consciousness of citizens should be fixed in this legal activity. Lawyers have the professional legal culture, which is characterized by a significantly higher level. A lawyer should be well–versed in the system of the legal knowledge, possess the necessary skills and abilities that will allow him to solve difficult situations not only in personal terms, but also when he or she helps other people to solve legal problems.

The formation of the individuals` legal culture is a complex, multi–stage process, the leading place in which takes proper legal education, that is based on the correct perception of the legal information received from outside.

At present, the Russian society can be conditionally divided into two categories: already–formed individuals with established ideas about the proper level of legal culture, and people whose legal culture is still forming. In fact, the correct upbringing of the second category (mainly schoolchildren and students) is able to bring the level of the legal civilization of Russia to a significantly new stage of the development in 5–10 years. Such a time gap will not seem so enormous if we look back and note for how many years our country has been trying to deal with the growing level of the legal illiteracy. Looking at the problem globally, it should be noted that “upbringing” people with an already established picture of the world also makes sense, at least because they create culture, interact with other people and perform authoritative examples for younger generations at this given time and here in this place.

The gaps in legal education in the educational system are negative [Sinyukov 2009: 36]. This leads to the fact that the majority of the population of the Russian Federation is poorly informed about the rights and freedoms of the person enshrined in the Basic Law.

Consider the problem of the legal education on the example of the most active and dynamic group of the population – youth. They are able to shape a new type of the society. When it is necessary to obtain legal information, most young people inevitably turn to the Internet resources. It should be noted that such a trend is very logical in our age of technology and IT development.

However, there is still some scepticism in using this method: information has turned into a mass cheap product, which is not always distinguished by special reliability. On the other hand, even with the information received, we must be able to work, which already implies the need for a basis. In life experience, this means that a person must know his rights and be able to protect them.

Returning to the system of the educational process, we indicate that it is necessary to carry out its reform. However, the introduction of fundamentally new disciplines that are not characteristic of the current education system should not destroy the old training system.

There is also a continuous connection between the level of the legal culture and the civic position of the individual. That is, the person who has a passive civic position will have a fairly low level of the legal culture. Consequently, the manifestation of the absenteeism and other similar phenomena can naturally be correlated with the low level of legal culture of citizens. Being brought up in a society where conscious non-participation in elections is sometimes considered as an acceptable norm, a person himself inadvertently accepts such situations as normal and quite possible. In this case, it is logical to assume that measures aimed at strengthening the civic position and the development of a “sense of citizenship” can indirectly increase the level of the legal culture of citizens.

There is a fair question that arises – who should be involved in legal education? As we know, each person is an integral part of society. According to popular wisdom, the happiness of a nation begins with happiness in the family. Perhaps we have the right to interpret this statement in a slightly different way. Then it turns out that with the advent of a high level of legal culture in individual families, as “cells of society”, we will be able to bring closer and increase the citizens` level of the legal culture on a state basis.

We believe it is important to interest the young person in raising the level of his or her legal culture as well as to install in youth a desire to be engaged in self-education in the legal sphere. For example, the increasing role of youth associations in public control will contribute to a greater degree of the self-identification of the person. Securing the status of the youth organizations at the right level will impose a certain responsibility.

Of the universal methods, propaganda of the value of law through the media can be involved as well. Other examples on the way to realizing an increase in the level of the legal culture of the younger citizens include government programmes, the creation of the “interest-based” clubs, etc.

Another option is the holding of more frequent academic competitions and challenges, skills contest, case studies and various events on legal topics that can test the level of knowledge of the fundamentals of the legal system of the Russian Federation among students. To implement this method, we can attract students to the direction of “Law” of higher educational institutions. This method will also help consolidate the active citizenship of students and create strong connections between them and school students.

Legal culture really occupies a significant place both in the life of the society as a whole, and among the social culture of the particular individual. After all, it is precisely the established internal legal principles of young citizens that determine their behaviour, legal worldview and the ability to give the correct legal assessments of the actions that they carry out as well as current events. A high level of the legal culture is the starting point of the activity of any state, its foundation, on which human rights and freedoms rise as the highest value.

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PREVENTION OF RELIGIOUS DESTRUCTION IN PRIMARY SCHOOL. FEATURES AND THEORETICAL ASPECTS

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The article reveals the problem of religious destruction of Russian youth, the problems of overcoming it, as well as the necessity of extra-curricular activities in primary school to prevent the involvement of schoolchildren in religious destruction, provides methodical guidelines for holding a conversation with schoolchildren.

Keywords: *spiritual security, religious destruction, preventive measures, primary school, leaflet of the Ministry of Education of Germany.*

Recently, both in the Russian Federation and in the world community, there has been an acute problem of the spread of various types of destruction in all social strata and spheres of society.

The term “destruction” (from Latin *destruktio*) is commonly understood as the act of destroying the normal structure of something [1], in our case – religion. In addition, in religious studies there is a concept of “destructive cult”, “destructive sect” (sometimes the concept of “totalitarian” is applied to them) by which religious scholars mean a group using manipulative methods, which exploits its members. It can cause them psychological, financial and physical harm. It largely controls the behavior, thoughts and emotions of its members. It uses various methods to turn a newly recruited person into a loyal, obedient, subservient and servile member [2].

At the state level, various measures are being developed and implemented to ensure the physical and spiritual safety of citizens and society, one of the most pressing areas of which is the identification of religious destruction from information obtained during the study of the religious situation in Russian society, in particular during the study of new religious movements (including those prohibited in the Russian Federation). Under the “aim” of these religious associations were not only adults who can think critically, but also the most defenseless Russians – children of primary school age, because the younger generation is the most valuable resource of any state on whose upbringing its future depends.

In fact, in order to protect children from negative manifestations of religious destruction, it is necessary to carry out a set of regular preventive measures aimed at informing children, parents and teachers about the consequences of negative activities of destructive religious associations.

The very prevention of religious destruction in primary school should be carried out with great care, as it has its own specific characteristics – for example, the Constitution of the Russian Federation guarantees freedom of religion, but problems associated with the religious outlook of students and teachers are increasingly beginning to arise in school life.

Therefore, knowledge of the legal regulation of religious issues in education is becoming more and more relevant. The Russian Federation is a secular state, and public education in state and municipal schools in the main programs can be exclusively secular, built on the basis of common standards (Articles 19 and 28 of the Constitution of the Russian Federation [1] and Article 2 of the Law of the Russian Federation of 10.07.1992 No. 3266– 1 “On education” [2]). The Law “On Freedom of Conscience and on Religious Associations” [3] states: “It is prohibited to involve young children in religious associations, as well as to educate young

children about their religion against their will and without the consent of their parents or persons in loco parentis”, and taking into account that these activities are not included in the mandatory school curriculum, for prevention activities in secondary school, the materials of extracurricular conversation should be carefully prepared and coordinated not only with educational institutions but also with the parents of schoolchildren.

In connection with the above and the fact that, according to leading Russian religious scholars, the most appropriate material for the prevention of religious destruction at school is a leaflet recommended by the Ministry of Education of Germany for all educational institutions of the republic [4], which we used as a source material for the preventive conversation. This leaflet contains 17 signs that the schoolboy is trying to be involved in a new religious movement. During the preparation of this event, we have deliberately removed some of the theses presented in this source, as they do not correspond to the age-related psychophysiological peculiarities of children and the current Russian legislation, or have been finalized taking into account the above realities. We have also eliminated terminology that is both incomprehensible to children and undesirable in communication with them (“sect”, “faith”, “religion” and “destruction”).

The ideological load of this conversation is to make schoolchildren aware of the consequences for them and for the family of “accidental” acquaintance with adults on the street and conversations with them on religious topics, but at the same time it is necessary to observe the rule: the details of the danger must be appropriate to the age of the child.

First, a child from a very early age, as soon as he learns to talk, should be explained that it is prohibited to go anywhere with strangers and to conduct conversations with them on obscure topics, especially about God and religion. The child should not be protected from everything in the world, but deliberately, consciously taught the basics of safety. So you need to talk to the child about safety, teach him basic rules of behavior on the street, communication with strangers, but he cannot be intimidated, because the child's psyche is fragile, pliable, and stories about all kinds of horrors can lead to serious injury: a child can have nightmares, obsessive fears of any unknown adult and it can develop a wide variety of phobias. The child should be taught basic rules of conduct on the streets and communication with strangers; however, it should not be intimidated, but taught in a way that makes it interesting.

Secondly, children should thoroughly be explained in a language they understand what the process of involvement in religious destruction is. They should also receive comprehensive answers to the following questions:

- what to do if an adult wants to meet you;
- what's his goal;
- what will follow this acquaintance;
- where it will ultimately lead.

At the same time, it is necessary to accompany the answers with available examples, to include pupils in independent work with the construction of logical conclusions. It is necessary to instill in children a sense of caution when communicating with strangers and vice versa a sense of trust in parents and teachers.

As a result of such conversations, a child should not have phobias against any unknown adults. Therefore, he should be explained that all people are divided into three categories: your own people, acquaintances and strangers, and for each category there are different rules of communication. Your people are close ones. Acquaintances are those you know (but not close people). And finally, all others are strangers who you do not know. That is why we do not enter into conversations with them, we do not go anywhere with them, no matter what we promised.

During the conversation with parents and teachers, it is necessary to focus their attention on the fact that it is at this time that the teenager is concerned about the desire to find his group, the search for his own identity, which is formed by the most primitive scheme of “we” – “they”, as well as it has an unstable psyche, which is easily subjected to suggestion and manipulation. This fact is confidently used by representatives of religious destruction. It should also be noted that parents and teachers are obliged to respond promptly to sudden changes in a child's behaviour.

The most preventive conversation is best conducted in the form of a dialogue with schoolchildren and, if possible, should be accompanied by a visual presentation. The text of the presentation slides should be extremely concise. It is necessary to shift the focus to the photo material of the slides, which should visually attract the attention of the audience, complement the report, but not lead the audience away from the main topic of the conversation. There's nothing worse than putting a child in front of you and giving him a long lecture. He just won't be interested, and he'll stop absorbing the necessary information. And at an older age, pre-adolescent and teenager, the reaction can be negative: “It's nothing what you say, I'm sick of listening to it!” And of course, such preventive measures should not be too frequent and long; otherwise, they will become uninteresting to the child, which means that the child will treat security issues as something imposed.

Created on the basis of the above-mentioned methodological recommendations preventive conversation with the use of visual accompaniment (presentation) was tested at the Faculty of Theology and Social Sciences of the National Research University “BelSU” within the discipline “Spiritual Security”, where it was positively evaluated by both teachers and experts, and participants of the “Center for Prevention of Youth Extremism” of the university and was recommended for holding among the appropriate audience.

To sum up, it should be noted that the extracurricular activities aimed at preventing and combating the involvement of primary school pupils in religious destruction are very relevant and timely at the present moment. Their necessity is caused by the protection of the younger generation from negative manifestations, the upbringing of children's moral qualities of an integral personality, since they are the future of our state – the Russian Federation.

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FAMILY AND KINDERGARTEN WORK TOGETHER TO ORGANIZE A WELLNESS PROCESS WITH CHILDREN WITH SPEECH IMPEDIMENTS

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The article talks about the needs for family and kindergarten to work together. The child's health is laid at early age. Parents need to work closely with the kindergarten for child's harmonious development. A team of specialists will help parents to select tasks for the child. If a child loves movement, he will always lead a healthy lifestyle.

Keywords: *family, kindergarten, physical health, healthy lifestyle, wellness activities, organization of work with parents, teacher–speech therapist, educator, movement, development, gymnastics, sports.*

The number of children with speech impediments increases every day. Children with speech impediments are a complex group with varying degrees and mechanism of speech impairment, time of its occurrence, different levels of development. This determines the various possibilities of children in mastering the skills of speech communication. Therefore, children with speech impediments need

special correctional training and education, they need more attention from adults, as well as non-standard approaches in training and education [Baryaeva 2014: 14]. The speech therapist should help children to develop their speech and create the prerequisites for their successful school adaptation.

Educational activities with children with speech impediments are organized under the adapted basic educational program of preschool education for children with speech impediments. The program is independently developed by an organization that carries out educational activities in accordance with the Federal State Educational Standard of Preschool Education. The program promotes mutual understanding and cooperation between teachers and parents, ensures the development of the child's personality in accordance with the values accepted in the family and society.

The content section of the program includes a description of educational activities in five educational areas: social and communication development; cognitive development; speech development; art and aesthetic development; physical development.

Approaches to the educational process are justified in each educational area. However, the preschool period is characterized by the active formation of the musculoskeletal system of children. At this age, the foundation of the child's health is laid, so physical improvement in this period requires support for the child's development from the family and the preschool.

The role of preschooler's teachers and parents in the education is great. Family has a huge impact on the formation of a child's personality. However, parents often misunderstand, do not know or underestimate the importance and significance of the development of all aspects of the child's speech. The skill of correct speech, like all important skills, is initially laid down in the family environment. A lot of parents who have children with speech impediments have a lack of knowledge about the capabilities of their children, as well as the forms and methods of correctional and educational work with them. Also a lot of parents are incompetent in matters of speech development of children. When children see that the surrounding adults observe the mode of the day, play sports, they copy their behavior. A child's knowledge of a healthy lifestyle largely determines the further effectiveness in the organization of the pedagogical process. Physical development drives the development of function which have a beneficial effect on the overall development process.

Children should love movement because it will help them to get closer to the sport and take care of a healthy lifestyle all their life. After all, according to official statistical reporting in Russia, only 14% of children are considered healthy, 50% have functional abnormalities, 35–40% – chronic diseases [Aghajanyan 2014: 12]. Pre-school educational institutions organize various activities on the physical development of the child. Teachers organize holidays dedicated to a healthy lifestyle, hold special consultations for parents with professionals. Traditional and non-traditional forms are used in the planning of physical activities. Children are engaged in gymnastics after lunch sleep with great desire. With the help of a card file of various types of gymnastics, we help the child in the development of coordination, flexibility, agility. Finger games help in the speech development.

M.M. Koltsova proved the direct effect of hand movements on the maturation of the central nervous system, one of the manifestations of which is the development of speech [Arkhipova 2016: 47]. Activities which includes moving are very important for the health of children. First, they help to improve motor skills and abilities. Secondly, activities which include moving teach children to work with the team, revealing the personal abilities of the child.

Activities which include moving must be combined with other children's activities. It is one of the most popular activities for preschoolers. And it will provide a huge help in working with children. If teacher select right activities, which take into account the individuality of the child.

Activities provide an opportunity to learn with the child the most simple movements (walking, running, jumping on two legs, roll the ball, catch, and throw the ball, etc.), and gradually prepare the child for mastering more complex movements. Activities which include moving normalize the child's motor function and help to solve the number of other correctional and educational tasks: increase the activity, form game skills, improve speech components, encourage creative activity of children. Activities which include moving help the successful formation of speech. It also promotes to develop a sense of rhythm and harmony movements, have a positive influence on psychological state of children. It is necessary to take into account the nature and time of the activity to achieve its goals. These activities can develop orientation in space, attention, memory, and intelligence. It is good to switch to mental work (math classes, exercises forming grammatical structures) after movable activities. Before the teacher invites children to activities which include moving, he must introduce to children the elements of the game and exercise difficult movements.

The teacher must take part in activities and approve even the smallest children's progress. It is necessary to be patient with children who do not understand tasks and do tasks wrong. Each child should take part in activities and perform tasks that are feasible for him. Activities which include moving can be implemented during different events: children's parties, entertainment hours and walk.

All forms of work have a beneficial effect on the development of the child's body, which makes it possible to plan further corrective activities. But it will not be successful without the active help of parents. For psychological comfort, the child should be given same requirements in kindergarten and family. In the first stages of working with the family, teachers offer to fill out a questionnaire that helps to identify the individual characteristics of the child. They invent strategy to help children together. Also pedagogical work (lectures, individual work, open days) is organized for increase the level of pedagogical competence of parents. Parents attend classes, participate in pedagogical councils and assess children's activities. Parents need to participate in the competitions, because it will help them to get more knowledge about their children and get closer to them.

Once parents are aware of the importance of participation in their child's life, then the results of the wellness process improve markedly. With the coordinated activities of kindergarten and the family, the children knowledge increases, and there is also a more successful prognosis of the child's development.

We can achieve positive dynamics in the physical development of the child with speech impediments; help him to get skills and abilities that will be useful in the future only through joint efforts.

Consequently, there is an increase in the birth rate of children with speech impediments in modern society. This is due to the fact that parents are little familiar with the intricacies of organizing pedagogical activities. In such cases, family–pre–school interactions play a huge role. The team of specialists working there will definitely carry out work that will help in the education and formation of the child as a person. Organizing work on the formation of a healthy lifestyle for preschoolers should take these features: to use a variety of methodical techniques in a comprehensive way, to provide for the joint participation of children and parents in sports and recreational activities.

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CONSTITUTIONALISM: CONCEPT, FEATURES OF POLITICAL AND LEGAL CONSTITUTIONALISM

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This article provides an introduction to the definition of "constitutionalism". The task is to identify the differences between political and legal constitutionalism. The authors of the article identify the advantages and disadvantages of the classical Republican tradition and the modern Liberal tradition.

Key words: *constitutionalism, political constitutionalism, legal constitutionalism.*

According to Nicholas W. Barber, constitutionalism is seen as synonymous with the legal provision of constitutional restrictions, or perhaps as a subset of them; as a desirable, and perhaps even a necessary feature of the constitutional order [Barber 2015: 8].

This author interprets the notion of constitutionalism in General, his understanding, which is constitutionalism in negative terms, as a set of constraints on the state, arguing that this understanding of constitutionalism is unattractive because it fails to recognize the positive role that States play in communities, it has been argued that state institutions must be limited and efficient, able to contribute to the achievement of the common good. This negative understanding of constitutionalism is based on a poor understanding of the nature of the state, leading to a poor understanding of the principles of constitutionalism.

At the same time, Nicholas W. Barber, using Charles McIlwain's work on "Constitutionalism: ancient and Modern", proves the existence of an alternative, positive understanding of constitutionalism, having the opinion that the positive concept of constitutionalism is attractive because it can be derived from a richer and more attractive description of the state, generating a richer and more attractive set of constitutional principles [Barber 2015: 8].

In turn, Tim Dunkin by constitutionalism implies a General provision that the government should be limited by clearly defined principles and structures, according to which it operates, depends on the recognition of the rule of law as reflecting natural law [Dunkin 2015: 2].

Richard Bellamy leads the interpretation of the concept of constitutionalism as a doctrine that the power of government is determined by Statute or Constitution, while allowing that constitutionalism is sometimes regarded as a synonym for limited government, and more broadly, constitutionalism is the effort to prevent the tyranny of the government [Bellamy: 1].

Two traditions of constitutionalism are political constitutionalism and legal constitutionalism.

Marco Goldoni, because of the rivalry between legal and political constitutionalism, which has an almost monopolized discussion on constitutional theory, believes that political constitutionalism is regarded mainly as an alternative to legal constitutionalism. From the essence of the doctrines of political constitutionalism follow two internal criticisms, the first – political constitutionalists suggest a decrease in the value of the root causes of political equality, the second – their exclusive focus on ordinary politics as the center of

constitutional life, misleading and excluding the possibility of a correct assessment of constitutional policy [Goldoni 2012: 4].

According to Richard Bellamy, political constitutionalism (a classic Republican tradition) equates arbitrariness with the rule of the governed and rulers, seeks to avoid it by establishing a condition of political equality characterized by a balance of power between all relevant groups and parties within the state, preventing governance without consulting the interests of the governed. Legal constitutionalism (a modern liberal tradition) equates arbitrariness with interference with individual rights and seeks to protect them through the separation of powers and the adoption of a justiciable Constitution [Bellamy: 1].

In considering legal constitutionalism, Oliver Gerstenberg concludes that the purpose of the pilot judicial review is to strengthen and promote deliberative democracy. The author believes that on the one hand, the courts can help to provide in situations of deep and socially contradictory conflict argumentative environment, where all participants will speak in procedural terms as equal and must protect their interpretation of the law with reference to the reasons that can be recognized by all other participants; on the other hand, the pilot judicial review involves merging discussion and democracy: extending the discussion beyond the sanctity of the courts to a wider society; self-disclosure of the judicial justification to a wider public mind, as part of a process in which the interpretation, development, application and enforcement of and criticism of constitutional norms are carried out through a step-by-step dialogue between the affected parties and where each party has participated in each stage of the argument [Gerstenberg 2012: 3].

Analyzing the studied material, we can summarize:

- constitutionalism implies the restriction of power of state leaders, state bodies and the implementation of these restrictions using established procedures, given that the subject of political (legal) theory, this concept is associated with the concept of the state, which is primarily aimed at ensuring the welfare of society as a whole, to protect the rights of the individual and citizen;

- political constitutionalism, from ancient history to modern times, has gone from a mixed government to a representative democracy. The modern form of political constitutionalism proves its constitutionality: equal votes, majority rule and competitive party elections provide a mechanism for independent and deliberate Association of opinions of millions of citizens concerning the public good. Accountability of politicians to the electorate stimulates them to rule, supporting the rights and public interests of citizens, not their own interests; be responsible to citizens–voters;

- political constitutionalism focuses on the development and functioning of a democratic process involving the choice of an electoral system and the choice between presidential or parliamentary forms of government.

At the same time, it should be noted that it is political constitutionalists who have been experiencing tension recently with regard to the danger of adopting a

sharp form of judicial review of the protection of individual rights at the national and transnational levels.

With regard to legal constitutionalism, the judicial process can not be more reliable than the legislative in terms of getting the right answers concerning the rights of citizens. The judiciary can play a crucial role by giving those without political influence a place to make their government show that its law is constitutionally legitimate.

At the same time, it is the protection of individual rights that has gradually become the fundamental goal of all constitutional mechanisms.

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ACCOUNTSCHAMBER OF THE RUSSIAN FEDERATION: PROBLEMS OF LEGAL STATUS AND ACTIVITY

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In the article the elements of the legal status of the Accounts chamber of the Russian Federation are analyzed. The activities of this state body are described. The authors identify gaps in the field of legislative regulation of the legal status of the Accounts chamber in the system of state bodies. The research justifies the necessity to make changes to the legislative framework governing the legal status of the Accounts chamber.

Key words: *Accounts chamber of the Russian Federation, legal status of the Accounts chamber, power and authority of the Accounts chamber, independence of the Accounts chamber, mission of the Accounts chamber*

The accounting chamber is one of the bodies of the Russian Federation that implements the powers of financial control. This body has quite long history. In 1656, Tsar Alexei Mikhailovich established an Accounting order, and one of its fields of concern was to control the use of funds from the state Treasury. The numbers of reforms, including those in the sphere of financial control, are associated with the reign of Peter I: the creation of a nearby office, then its transformation into an audit Board. These bodies exercised control powers in the field of replenishment and expenditure of funds in the state budget. However, a Central control Board was created in 1918, during the establishment of Soviet power, the name of which was periodically changed, but the main goal was on the stable footing – keeping records and monitoring the revenue and expenditure parts of the country’s budget. In 1995, Federal law No. 4–FZ of 11.01.1995 “On the Accounts Chamber of the Russian Federation” established the Accounts Chamber. On the basis of Federal law No. 41–FZ of 05.04.2013 “On the accounts chamber of the Russian Federation”, which currently regulates the activities of this body, the Accounts Chamber is a permanent Supreme body of external state audit (control), formed in accordance with the procedure established by this Federal law, and accountable to the Federal Assembly [2. part 1 of article 2].

The Accounts Chamber’s performance of its supervisory powers over the years of its existence in the state mechanism of Russia has confirmed the necessity and inherency of its activities in order to maintain the stability of the state budget. Thus, the number of violations detected by the Accounts Chamber during the external audit is increasing – in 2016 this figure was 3845 cases, in 2018–9235 8 [8]. These statistic data indicate the performance efficiency of the Accounts Chamber in restraint of violations

of financial legislation. However, at present, there are controversial issues in the theory of financial law regarding the legal status of the Accounts Chamber and certain problematic aspects of its activities. We will carry out its analysis and formulate possible changes in the legislation, based on its results.

Thus, article 101 of the Constitution of the Russian Federation, which proclaims the existence of an Accounts Chamber in the state mechanism of Russia does not explicitly define its place in the system of state bodies and does not refer it to any branch of government. N. N. Solomatina place a question whether the legislator considers the Accounts Chamber to be a legislative body, establishing its accountability to the Federal Assembly, or considers it an independent body with a special legal status. From A. A. Demin point of view the Accounts Chamber is to the legislative body on the basis of its formation by the chambers of the Federal Assembly and close interaction with them in the exercise of their powers [Demin2001: 5]. V. E. Chirkin refers the Accounts Chamber to an independent control branch of government, emphasizing the implementation of external audit of the state budget by the Accounts Chamber [Chirkin 1993: 7].

It seems unreasonable to refer the Accounts Chamber to the legislative bodies, as it is not lodged with powers to adopt a legislative act that is a key feature of the legislative authority. Accounts Chamber can't be considered as an independent control branch of government, since this branch is not designated as such one by article 10 of the Constitution. At the same time, the presence of a wide range of independent control powers in this body makes it possible to consider it as independent one in the system of state authorities and not related to any of its branches.

Further, A. Z. Arslanbekova, M. T. Akhmedov pay special attention to the lack of certainty of the purpose of the Federal law of 05.04.2013 "On the Accounts Chamber of the Russian Federation" and its inconsistency with the subject of regulation of this legal act [Arslanbekova 2017: 4]. Thus, part 2 of article 1 of this law establishes that its purpose is to create a legal basis for the chambers of the Federal Assembly of the Russian Federation to exercise parliamentary control by the formation of the Accounts Chamber, created to ensure the constitutional right of citizens of the Russian Federation to participate in the management of state affairs by conducting an external state audit (control) [2; part 2 of article 1]. We suppose, that the main emphasis in determining the purpose of the Federal law, regulating the activities of the Accounts Chamber is placed on the implementation of parliamentary control by the chambers of the Federal Assembly by the creation of a specialized state body – The Accounts Chamber, while for the Accounts Chamber 's external state audit (control) over the procedure for forming, managing and disposing of funds from the Federal budget, the budget of state extra-budgetary funds, and federal ownership, as well as the tasks, functions, powers, and organization of the accounting chamber's activities, is paid inadequate attention to the formulation of the purpose of the Federal law.

An additional point is that there is some difference in the wording of the goal of creating the Accounts Chamber, established by the Constitution and the similar goal proclaimed by the Federal law. Part 5 of article 101 of the Constitution proclaims that the chambers of the Federal Assembly form the Accounts Chamber

to control the execution of the Federal budget [1; part 5 of article 105]. Part 2 of article 1 of the Federal law of 05.04.2013 "On the Accounts chamber of the Russian Federation" establishes that the State Duma and the Council of the Federation form the Accounts chamber for it to conduct parliamentary control. There can be necessity of the clarifying and precedence these statutory words.

Also, on the base of the analysis of the provisions of part 5 of article 101 of the Constitution, part 1 of article 2 of the Federal law "On the Accounts chamber", it becomes clear that the independence of the Accounts chamber is not legislated directly. Of course, there are guarantees of organizational and functional independence of this control body from the State Duma and the Federation Council, established by legal acts, but they don't specialize the Accounts chamber as an independent body directly. Thus, in accordance with part 3 of article 2 of the Federal law "On the Accounts chamber", the control activities of the Accounts chamber continue even in case of dissolution of the State Duma; in accordance with part 2 of article 41 of the same law, the activities of the Accounts chamber are financed from the Federal budget [2; part 3 of article 2]. However, in order to prevent discussions about whether the Accounts chamber has independence, we consider it appropriate to provide directly this feature of this body in its legislative definition.

Based on the provisions of Chapter 2 of the Federal law No. 41-FZ of 05.04.2013 "On the Accounts chamber of the Russian Federation", the structure of the Accounts chamber includes the Chairman, Deputy Chairman of the Accounts chamber, 12 auditors, and there is also a collegiate organ of the Accounts chamber and its apparatus consisting of departments and divisions. The Accounts chamber does not have its own divisions in the territorial entities of the Russian Federation. At the same time, in accordance with paragraphs 7,8 of part 1 of article 14 of the Federal law "On the Accounts chamber of the Russian Federation", upon requests from control and accounting bodies of Russian territorial entities and municipalities this body evaluates their activities and makes appropriate recommendations for improving their effectiveness; it interacts with them when conducting joint and parallel control and expert-analytical activities [2. p. 7, 8 part 1 of article 14]. Therefore, if the control and accounting bodies of entities and municipal formations do not request the Accounts chamber to conduct an analysis and evaluation of their activities, then this power of the Accounts chamber of Russia will not be implemented.

An additional point is that the law provides the possibility of concluding of agreements on interaction and cooperation between the Accounts chamber of the Russian Federation and the control and accounting bodies of the territorial entities. Thus, the Cooperation Agreement was signed between the Accounts chamber of the Russian Federation and the Chamber of Control and Accounts of the Moscow region on October 30, 2014 [8]. We suppose that by concluding such agreements, the Accounts chamber of Russia will implement greater interaction and give priority to the financial activities of certain entities, while at the same time paying less attention to interaction with other entities.

We believe that it is possible to create divisions of the Accounts chamber of the Russian Federation in all territorial entities of the state, which will allow it to

carry out equal and more rapid interaction with the control and accounting bodies of all entities and municipal formations.

Thus, based on the analysis of the problems that exist in the activities and consolidation of the legal status of the Accounts chamber of the Russian Federation, we propose to make the following changes to the current legislation:

1. In part 5 of article 101 of the Constitution of the Russian Federation and part 2 of article 1 of the Federal law of 05.04.2013 “On the Accounts chamber of the Russian Federation” to establish a clear wording that the State Duma and the Federation Council formed the chamber “for the implementation of parliamentary control over execution of the Federal budget”, thereby clearly specifying the scope of parliamentary control for what was created the chamber;

2. The independence of the Accounts chamber should be established directly and legislatively. Part 1 of article 2 of the Federal law of 05.04.2013 “On the Accounts chamber of the Russian Federation” should be submitted in the following wording: “the Accounts chamber is an independent permanent Supreme body of external state audit (control), formed in accordance with the procedure established by this Federal law, and accountable to the Federal Assembly”.

3. To amend Chapter 2, “Membership and structure of the Accounts chamber” of the Federal law of 05.04.2013 “On the Accounts chamber of the Russian Federation” and include in it an article that establishes the creation of territorial divisions of the Accounts chamber of the Russian Federation.

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INFLUENCE OF FAMILY EDUCATION ON PERSONALITY

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This article raises a problem of the impact of family education on the formation of a child's personality. Here are given main classifications of education styles and their features. It is noted that education style allows you to influence on child's personality development. Also, to instill in him one or another qualities, beliefs, settings. Family helps children to adapt to conditions of social environment.

Key words: *family, styles of family education, personality, features, observations, parents, development.*

From birth, a person enters society. It grows, develops and dies in it. The development of man is influenced by many different factors, both biological and social. The main social factor influencing the formation of personality is the family.

Family is the most important thing in parenting. A healthy, strong, friendly, and prosperous family is the highest value. Of course, there are kindergartens, which are educating and developing children, but still the biggest influence on child as a person has exactly the family. Every child is a person, individuum. However, all people are absolutely various. Accordingly, styles of education in every family are diverse. In the life of every person, parents play a big and responsible role. They give the child new patterns of behavior, with their help he learns the world around him; he imitates them in all his actions. Watching their parents, children learn relationships between people, they are forming views on various things, life phenomena, situations. Relationships with parents have the key value in personality making, style of education, adopted in family, has a big impact on the way it will be.

Some scientists, psychiatrists, psychologists consider (O. I. Bondarenko, M. I. Buyanova, A. Y. Varga, B. S. Volkova, N. V. Volkova, A. V. Petrovsky, A. S. Spicakovsky, E. G. Eidemiller and others) that one of the main reasons affecting

the development of a child of this age, is relationships inside the family institute, which means style (type) of family education.

Types of family education are formed under the influence of outer and inner causes. Also impacts biological, social and psychological factors, genetic properties of family members. Style of child (personality) education selection is depends on the following factors:

- From a variety of parent’s characters, their temperaments (phlegmatic person, sanguine person, melancholic, choleric) and are they compatible or not;
- From foundations, adopted in the family;
- From moral basis of the family;
- Psychological and pedagogical literature read by parents;
- Level of parental education and many other things.

There are some scientific works devoted to type’s classification of family education issues written by A. Y. Varga, Isaeva, A. I. Zaharova, N. I. Kozlova, A. E. Lichko, E. G. Eidemiller and others. The most fundamental styles/types are authoritarian (suppression style), neutral (child exists on his own), democratic (“agreement” style) and excessive custody (excessive care and attention to child). [Molchanova 2010: 84]

Authoritarian type of family education has heavy suppression on the child. Parents make very high demands on their child, which causes formation of rejection attitude.

Neutral style presumes that child lives on his own. Parents don’t restrain their child; there are no prohibitions and restrictions.

Democratic type of education lies in “agreement”. Mutual love, respect, support, taking care of each other, frequent communication, family walks/pastime and etc. are basis of this type of education. Parents are solid, fair and consistent in their demands.

Type of excessive custody is about parents who surround their child with excessive care, decide and do everything for him. Such parents completely deprive their child of independence.

In order to identify dominant styles of family education can be used “Styles of education” questionnaire (A. Y. Varga, V. V. Stolin) and method of chatting with family members. Questionnaire represents psychological and diagnostical device, which helps to reveal parental relationship in individuals, who are looking for help with children education issues. Parental attitude towards children is determined by the set of various feelings to their child, behavioral features practiced in interrelation with the child, features of perception and understanding of child’s personality character and his actions.

The questionnaire of A. Y. Varga and V.V. Stolin consists of five scales, presented below. The first scale is “Child rejection”; second one is “Social desired image”; third one is “Symbiosis with a child”; fourth one is “Authoritarian excessive socialization”; and, of course, the fifth is “Infantilization of a child”. [Varga2010: 23]

Children are growing in absolutely various conditions. Someone is brought up in full families and someone are not. Others are in the large families – family

with three or more children. And someone is growing with grandmothers, grandfathers, great-grandmothers and great-grandfathers. That's why the type of education in every family will be unique and can be absolutely different from the others. [Lopatina2015: 98] But as noted by many scientists and professors the only exclusivity is that in families who are under the research of education type determination, authoritarian excessive socialization of children by parents is dominant. The second feature is ascribing by adults their own low social viability. Pretty frequently parents feel disappointment to their children, irritation, rage, and also, they feel lack of trust to the child. Such an attitude from parent to children reveals the third uniqueness in relationships of studied families. Also, sometimes emotional rejection of the child can be occurred, which is tend to the parents, who abuse alcohol, drugs, have amoral way of life. Interaction, partnership with child is rarely seen among families under observation [Karabanova 2014: 26].

Summing up, it should be noted that every type of family education has a big impact on personality developing. But according to style of education the impact will be different. With Authoritarian style or suppression style the child will have pretty weak, insignificant life position, also the child will form the feeling of depression, anxiety, he will have a lot of complexes, aggression. And in families with neutral type of education children are constantly looking for attention with totally inadequate ways, growing up a person with no limits, rudeness and licentiousness reigns in a child. Of course, it will lead to enormous difficulties in their life. Children, raised by type of excessive custody often will be a crying person; they will have a fear of making a mistake in their choosing/deciding.

The most perfect style of family education, of course, is democratic or style of agreement. In such families children grows polite, honest, kind and responsive. They are always ready to give a helping hand and independent. But democratic relationships are rarely seen in families. [Andreeva 2016: 122]

How many families, so many parenting options. Depending on this, the formation of personality occurs. Only a person, who wants to achieve something in life, has his own goals, and stubbornly striving to achieve them can become a person. This is a person with a stable system of norms and values, having firm convictions, as well as his own opinion on each issue, able to defend his point of view.

It is very important that the little man was brought up in a friendly atmosphere, so that during the upbringing the parents did not have disagreements about the methods of his upbringing, that the child was not a witness to the conflicts. Otherwise, he can grow into an asocial personality, causing harm not only to others, but also to himself. The family is the main source of all the right actions on the life path of an individual and the eradication of mistakes in education is possible.

Thus, children, watching their parents, relationships in family, copy the style of education by which they were raised and they consider that exactly this style the most ideal. Good parents will definitely have good children. Family without a doubt is the most important link in education. It teaches every moral, ethical quality to child, teaches him democratic relations between people.

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MONASTERIES AND MONASTICISM IN RUSSIA

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This article is about history of monasteries and monasticism in Russia. It draws attention to that Russian monasticism in its formation passed several stages that were associated with major historical events of the state itself. It also pays attention missions of Russian monasticism.

Keywords: *Monasticism as a social phenomenon, monasteries, Christianity, Christianization, Kievan Rus, desertification, feat foolishness.*

Christianity, its history and the main stages of development, directly related to the history of Russian statehood and history of Russian Orthodox Church. It is from the time of the Baptism of Russia the Orthodox Church becomes, firstly, an integral part statehood and, secondly, an important component of public life of the country.

Monasteries become one of the important institutes of the church. It was the monasteries that played a significant role in the political, social and cultural life of both the church and the country. Monasteries and monasticism as a unique social phenomenon was inherited by Kievan Rus from Byzantium along with the adoption of Christianity [Kozlov 1995: 305].

Monasticism as a special form of worship of Christ in Russia very quickly acquires special significance. This was due to that it was monasticism that could bring the Russian people not only education, but also a certain church and secular culture. Therefore, many representatives of monasticism have always been in lively and almost continuous communication with the outside world. The famous Russian thinker Prince S.N. Trubetskoy, defining the importance of monasteries in the life of Russian society, said: “Monasteries are the most precious treasure of our life, our pride, no matter how arrogant contempt they treat them those who don’t know spiritual life, who don’t even want to think about for which so many people choose this sacrificial path” [Smolich 1997: 25–30].

The appearance of the first monasteries in the territory of Kievan Rus was associated with the process of Christianization during the reign Russian prince Vladimir. So, for example, the very first ancient chronicles about this period provide very specific information: near the city of Vyshgorod, the Spassky Monastery was founded in Kiev, at the Church of the Tithes, the Sophia Monastery was created, which, unfortunately burned out during a fire that occurred in 1017 year, the Desert–Nikolaev is based on Ugorsky, and Ascension the monastery is in Minsk.

Already in the XI century, after the mass baptism took place Russians, 22 monasteries were registered, of which only nine were based in Kiev, including two women’s [Nikon 1991: 25]. So thus, we see that monasticism, as well as associated with it and the emergence of monasteries on Russian lands in the X – XI centuries become mass phenomenon.

One of the most famous Russian monasteries that appeared it was almost immediately after the baptism of Rus that Kiev–Pechersky became monastery. It is about this monastery that significant number of historical sources and chronicles. On the significance of the Kiev Pechersk Monastery in life Orthodox Christians say the fact that, as many chroniclers, Grand Duke SvyatopolkVsevolodovich never did not leave Kiev without praying at the tomb of St. Theodosius and not taking blessings of the Pechersk abbot, on his return he again came to the monastery, but with thanksgiving to God.

It is from the second half – the end of the XIV century active revival of Russian monasticism. It’s made possible thanks to the activities of many Russian ascetics, including St. Alexis of Moscow, Rev. Sergius of Radonezh, St. Michael Klopsky, Procopius of Ustyug, Nicholas Novgorod and other ascetics of the Russian Church and Russian monasticism.

The XIV century is such a period in the history of Russian asceticism, when monasticism acquired certain characteristic, national–Russian features.

The first half of the 14th century was, to a greater extent, the time of the martyr princes who suffered from the Horde and the great saints whose labors revived the Russian Church after the Mongol–Tatar yoke. This era had little to do

with monastic life. The life of the monks in this period was reduced to the fact that it was necessary to restore monasteries and temples. Among the princely–boyar elite of society, the dying tonsure of monasticism has become popular. Since there was little information during this period, it can be assumed that hostile monasteries completely disappeared in Russia at that time. In the first century after Batu's invasion of Russia, particular monasteries prevailed. Most of these monasteries were urban or suburban and, moreover, were princely or boyar in nature. These monasteries were considered patrimonial necropolises and places where wealthy virgins could calmly and peacefully spend their old age, face death and in the future there will be a place of constant prayer for the dead.

In the second half of the XIV century, the location of the monasteries changed significantly. Previously, city monasteries prevailed, but from the time of St. Sergius of Radonezh, monasteries remote (sometimes quite significant) from cities began to dominate in the Russian Church. Many monasteries were usually located in hard-to-reach places: in forests, on lake or river islands, or in the middle of swamps.

In the new monastic life, a place has appeared for a prayer feat in combination with ascetic practice, which means that the monks needed solitude from worldly vanity and temptations [Znamenskiy2006:350]. It is difficult to say how many new monasteries arose in Russia after the process of the revival of monastic life, created by the Monk Sergius of Radonezh, began. Metropolitan Makarii (Bulgakov) believed that in this era 286 new monasteries were founded. Most of these monasteries were small – no more than 10 monks. To those founded in the XIV – early XV centuries. Only two monasteries belong: Troitsko–Sergievsky and Kirillovo–Belozersky. But the number of brotherhoods in them increased significantly only in the 16th century: at the beginning of the century – up to 300 monks, and at the end – up to 700.

In the history of Russian monasticism there were many great ascetics: Theodosius of the Caves, Anthony of Rome, Cyril of Turov, Varlaam of Khutynsky, Sergius of Radonezh, Cyril of Belozersky, Dimitri Prilutsky, Pafnutius of Borovsky, Savva Storozhevsky, Neil Sorsky, Joseph SolovitskyVolotsky, Volodymyr ZolotskyVolotsky etc. These and many other monks are saints. Many monks were authors of religious and philosophical works (for example, Theodosius Pechersky, Cyril Turovsky, Clement Smolyatich, Novgorod Archbishop Gennady, Neil Sorsky, Joseph Volotsky, ZinovyOtensky, Dimitry of Rostov, etc.). The monastic environment was the concentration of the spiritual and intellectual life of Russian society [Nikon 1991: 26]. The monks also took an active part in the political life of the Russian state, since they were advisers to the Russian Grand Dukes and Tsars. Usually, before making any difficult decision, Russian sovereigns came to monasteries for advice and blessing.

Monasteries are male and female. In the 14–15 centuries. In Russia there were mixed monasteries. The monastery was headed by the abbot elected by the monks, who was then approved by the bishop or metropolitan. According to custom, a monastery was established when at least 12 monks gathered in one place – the number of 12 apostles. Monasteries were important centers of spiritual enlightenment. Here, chronicles were kept, church books corresponded and

translated into Slavic. At the monasteries schools, icon-painting workshops were created [Znamenskiy 2006: 350].

Later, from the end of the 15th century, the first features of relaxation and decline began to be observed in monastic life. A decrease in the level of requirements for monks led to the fact that the number of monks in monasteries began to grow. However, their spiritual level, unfortunately, was no longer as high as in the previous era.

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COHERENT MONOLOGIC SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN WITH THE GENERAL UNDERDEVELOPMENT OF SPEECH

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This article presents the results of an experimental study of coherent monologic speech of preschool children with the general underdevelopment of speech. The peculiarities of mastering the monologic statement of children of this category.

Keywords: *speech, coherent speech, monologues, underdevelopment of speech, preschoolers*

Currently, the problem of formation of coherent speech of children attracted the attention of educators and psychologists, as preschoolers, first of all, master the conversational style of speech, characteristic of dialogical speech. A more complex

form of speech is a monologue. For its development and establishment of required total development of the child a certain level.

Based on the data of national scientists research (V.K. Vorobiev, V.P.Glukhov, R.E. Levine, T.B.Filicheva, G.V.Chirkina et al.), the monologue form of coherent speech of preschool children master to five years. During this period, the child begins to be monologue story from my own experience and describing the moments experienced by them. To successfully master this form of coherent speech, you need targeted training, the formation of certain skills of building a coherent text [Glukhov 2004: 218].

By definition A.V.Tekucheva, “under the connected speech in the broadest sense is meant any unit of speech, language constituent components of which (and remarkable function words, word combinations) are organized under the laws of logic and grammatical structure of the language integrally” [Tekuchev 1986: 462]. While monologues – a coherent sentence, occurring relatively long time and is not designed for immediate reaction of the audience. For monologue spreads the characteristic, clarity and completeness, characterized literary vocabulary deployed utterance completeness, logical completeness, syntactic design [Zotova 2018: 23].

Formation of coherent speech in children and in the absence of pathology in speech and mental development is a complex process, which in the presence of the general underdevelopment of speech is more complicated.

We carried out a survey of senior preschool children with the general underdevelopment of speech for formation of coherent monologic speech.

For the survey methodology used R.I.Lalaeva, V.K.Vorobyova, I.N.Lebedeva, V.P.Glukhov.

Using Point–tiered grading system possible to distinguish several groups of preschool children depending on the level of formation of coherent speech. Thus, the method of ascertaining experiment consisted of four series (see. Figure 1).

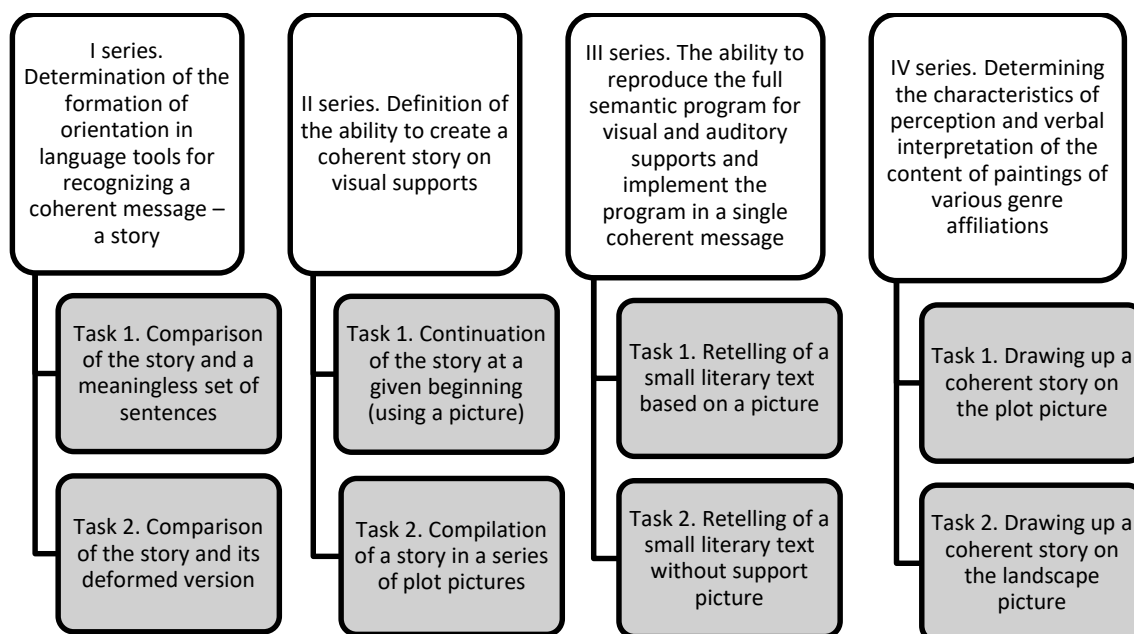


Fig. Scheme 1 examination monologue speech

After the pilot study the following results were obtained.

During the formation of the orientation of the survey in the language means recognition of a coherent message–story, results were obtained: 40% of children have a level of development of orientation in linguistic resources above average: four children have no idea of a connected voice message as a single whole. Children analyze and compare texts reveal in detail–substantial features of the story, but they cannot justify their choice. Just 40% of children have an average level of development of orientation in the language means. Four children do not form an idea about a connected voice message as a single whole. The answers are based on the intuitive identification without the support of the realization of essential features of the story. Children are not aware of the symptoms characteristic of the story and cannot justify their choice. 20% of children have a level of development of orientation in the language means below average: at the two children do not form an idea about a connected voice message as a single whole. Children have hearing only part of the text, cannot distinguish the semantic links, much distracted.

The examination duration compiling coherent story supports on visual results were as follows: 30% of children have a level of formation ability by drawing up a coherent story supports visual above average: from three children story generally corresponds to the situation depicted. There are the basic semantic units, the plot sequence is not broken; not only reflected some causal relationship, it suffers slightly semantic integrity. Just 30% of children have an average level of formation of skills of drawing up a coherent story on visual supports. In the story of three children largely corresponds to the situation depicted. However, the individual semantic links skipped (1–2). 20% of children have a level of formation of skills of drawing up a coherent story on visual supports below average: have two children, a story is only partially corresponds to the situation depicted. Not disclosed temporal and causal relationships. No semantic integrity. And 20% of children have a low level of formation of skills of drawing up a coherent story on visual supports. Instead, the story – the children only briefly respond to individual questions or reproduce 1–2 sentences.

Examination of the ability to reproduce the full semantic program for visual and auditory supports and implement a program in a coherent whole message gave the following results: 30% of children have a level of formation of skills of drawing up a coherent story on visual supports above average: in the story of three children in general corresponds to the situation depicted. There are the basic semantic units are marked with only minor gaps minor semantic units; plot sequence is not broken. 50% of children have an average level of formation of skills of drawing up a coherent story on visual supports. In the story of three children largely corresponds to the situation depicted. However, the basic semantic units are available, but broken the sequence of individual events. 20% of children have a level of formation of skills of drawing up a coherent story on visual supports below average: in the story of two children only partially corresponding to the image of the situation; There are distortions of meaning; skipped large

amount of semantic units (2–3). Not disclosed temporal and causal relationships. No semantic integrity.

Examination of the determination of features of perception and verbal interpretation of the content of pictures of different genre affiliation gave the following results: 20% of children have a level of formation of skills of drawing up a coherent story on visual supports above average: in the story of three children in general corresponds to the situation depicted. There are the basic semantic units, the plot sequence is not broken; not only reflected some causal relationship. Just 20% of children have an average level of formation of skills of drawing up a coherent story on visual supports. In the story of three children largely corresponds to the situation depicted. However, the individual semantic links (1–2) are distorted. 40% of children have a level of formation of skills of drawing up a coherent story on visual supports below average: have four children, the story is only partially corresponding to the image of the situation; There are distortions of meaning; It is missing a large number of semantic links. Not disclosed temporal and causal relationships. And 20% of children have a low level of formation of skills of drawing up a coherent story on visual supports. Instead, the story – the children only briefly respond to individual questions or reproduce 1–2 sentences.

After analyzing all survey areas, it can be concluded that the greatest difficulties children with ONR experienced in the preparation of a coherent story of the plot the film without relying on the text read. This is due to the lack of formation of components of the language system.

Based on the analysis of the study of literature and empirical research we have drawn up guidelines for the development of coherent monological speech with the use of productive activities.

Work on the development of speech should be a comprehensive teacher–speech therapist, a teacher, a teacher of graphic activity and comply with the following principles:

1) immersion in principle lexical topic (topic defines teacher therapist), i.e. All classes are held in a single lexical topic. This allows the children to focus on a particular topic, in parallel to enrich vocabulary, expand picture of ideas about the world;

2) the principle of an integrated approach – the elimination of speech disorders should be comprehensive, including joint work of all professionals – participants in the experiment;

3) systems principle is based on the idea of speech as a complex functional system, structural components which are in close cooperation, thus to digest coherent expression necessary lexical – grammatical readiness and ability to plan utterance;

4) The principle of the activity approach – taking into account ongoing activities in the organization of speech therapy work, in particular the productive activity of children;

Also, the teacher – speech therapist, educator, and teacher of graphic activity in their classes should use the general didactic principles: visibility, accessibility, awareness, personal approach.

Formation of coherent speech should be carried out in three stages:

1. Preparatory stage:

- increased knowledge on the subject;
- initial familiarity with the pictures;
- scheduling of productive activity;
- implementation of productive activity plan (drawing, modeling, applique).

2. The main stage:

- updating of the dictionary on the subject;
- Improvement of the grammatical structure of speech;
- drawing up coherent expression (paraphrase, descriptive narrative, narrative story, the story descriptive, creative story).

3. The final stage:

- strengthening skills for drafting monologue statements.

Thus, this complex work through the use of productive activities will allow children with general speech underdevelopment in a more complete form to master a coherent monological speech.

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Section 5. PHILOLOGY AND LINGUISTICS

FEATURES OF REFLECTION OF NATIONAL MENTALITY IN PROVERBS AND SAYINGS***Egorova Olga Nikolaevna****Candidate of Philology, Associate professor of the Department of Foreign Languages and Teaching Methods
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The proverbs are construed as the bearer of fundamental social values of a society, the focus of its mentality. The transfer of experience from person to person, from generation to generation, is achieved both through the reproduction of direct patterns of behavior or activity, and through the assimilation of the proverb as a verbal form of custom. In the article, an analysis of the proverbs and sayings of the French and English languages in a comparative perspective that helped to identify the national mentality of the two linguacultures.

Key words: *culture, mentality, linguaculter, proverbs and sayings, national specificity.*

The peculiarities of the people's everyday life, customs, history and culture are reflected mainly in the traditional units of the national language, which include proverbs and sayings that express the human community's mindset, the way of judging, the feature of views, beliefs and superstitions.

Proverbs and sayings most clearly illustrate the way of life, geographical location, history and traditions of a particular community united by a single culture.

A.N. Afanas'ev wrote that "proverbs in their very form are not subject to distortion and therefore are a monument of long-standing views. Proverbs are the main source of ancestral wisdom, the keepers of memory and an instrument for transmitting human experience" [Afanasev 1996: 105].

A. N. Orkina notes that the proverb is not a simple saying. "It expresses the opinion of the people. It is the people's assessment of life, the observations of the people's mind. Not every saying became a proverb, but only one that was consistent with the way of life, the thoughts of many people. Such a saying could exist for millennia, passing from century to century. Behind each proverb stands the authority of the generations who created them. Therefore, proverbs do not argue, do not prove. They simply assert or deny something in the belief that everything they say is solid truth" [Orkina 2000: 3].

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people's mind. Not every saying became a proverb, but only one that was consistent with the way of life, the thoughts of many people. Such a saying could exist for millennia, passing from century to century. Behind each proverb stands the authority of the generations who created them. Therefore, proverbs do not argue, do not prove. They simply assert or deny something in the belief that everything they say is solid truth" [Orkina 2000: 3].

The basis for the use of Proverbs is multi-functionality. The images, positions, and maxims contained in them can be applied by analogy to characterize a large number of situations and various aspects of life. This is one of the most living elements of the spiritual culture of mankind, this people, language, which plays a great role in the knowledge, communication and education of people. Proverbs do not just reflect the diversity of life, but they clearly characterize a person, the specifics of social relations, and the ideological and ideological foundations of people's activities. The person using the proverb is quite different from the person unfamiliar with this spiritual wealth of the people.

Proverbs and sayings are subtle phenomena of language. There is no doubt that proverbs appear in speech as independent judgments, while the sayings gets its final form and concrete meaning only in the context.

A. V. Kunin under the function of proverbs and sayings understands the role that this element performs in the activities of the structure of which it is a part [Kunin1996]. The researcher divides the functions of phraseological units into constant and variable ones. Constant functions are inherent in phraseological units under any conditions of their implementation, while variable functions are inherent only in certain categories of phraseological units.

From the position of cognitive approach the study of proverbs is very active in modern Western linguistics. This includes the study of the cognitive processes underlying the creation, use, and understanding of proverbs, as well as ways to categorize reality events and the pragmatic functions of parodies.

The brightness of the mentality in proverbs makes it interesting to study them in a comparative way. Taking into account the fact that mentality can be seen as the most permanent, deep-seated part of the nation's mental corpus. It has special transmission channels that allow it to be transmitted from generation to generation. The main among them are classical, sacred, folklore and other widely distributed texts, language structures, everyday objects, typical behaviors.

Most often, the mentality of one people is reconstructed by researchers by comparing it to that of another. Capturing the unconscious, the mentality expresses the life and practice of people, the enduring images of the world, the emotional preferences of the community and cultural traditions. Reflecting on the problems of mentality, M. A. Rozov notes that mentality "it is that which is not fully expressed, not understood, not formulated, but exists and defines the attitude of man to the world" [Rozov 2011: 103]. The components that make up the mentality merge into a kind of spiritual fusion that determines the propensity of the individual to think, feel and act in a certain way. In fact, mentality is the sustainable value-making core of the nation's mental arsenal.

When comparing the paremiological layers of different languages, the cross section “language – culture – ethnos” is clearly visible.

As a means of human communication and therefore social and national in nature, language is bound to bear the imprint of the world view, ethical and cultural values, as well as the norms of behaviour that characterize a given linguistic community. Each national culture is the result of the manifested activity of the national mentality, since the national culture does not exist outside of the national mentality. All this is reflected in the vocabulary of the language, which is said a lot and often.

Thus, considering the linguistic and cultural features of proverbs and sayings about the family in French and English, it can be noted that the attitude of the French and English is ambiguous. In English proverbs, we find opposite ideas about marriage and family. On the one hand, the presence of love and sympathy from the bride and groom is not necessary, everything will come in marriage (It's unlucky to marry for love; Marry first and love will follow).

On the other hand, the English believe that not all love relationships end in marriage (Where there's marriage without love, there will be love without marriage).

The French tend to view marriage as something given from above (Les mariages sont écrits le ciel; Dieu est là où habite l'amour).

In a number of English proverbs and sayings is expressed a negative attitude to marriage, the idea of the advantages of celibacy prevails (Wedlock is a padlock; a single life is best; Marriage is a romance novel in which the hero dies in the first chapter).

Although on the other hand, it is considered by the English as one of the ways to solve all problems (Marriage is honorable; Marriage is a quick solution to many problems).

These proverbs codify various results of social experience, reflect the view of marriage from different sides, but it should be noted that the most proverbs about marriage in English linguoculture are marked negatively.

In French linguoculture, the family is not always positive, there is a sufficient number of statements describing the negative side of marriage (L'amour est plaisir sans bien que sans peine; C'est plus facile d'aimer toutes les femmes que d'aimer une seule).

However, for women in these cultures, it is recognized that a married woman has a higher social status (Humble wedlock is better than proud virginity).

However, for French women, opportunities are not limited to the family. Despite her fragility and sensitivity, a woman is a strong person who cannot depend on a man and subordinate him to her, her social role becomes more important, her place in society, motherhood and family are relegated to the background (Les faiblesses des hommes font la force des femmes). All this is explained by the conditions of time and history of the country.

A large group in English and French linguocultures consists of proverbs—recommendations for choosing a life partner (In choosing a wife and buying a sword we ought not trust another; Choose your man as you choose your shoes – for

comfort and long wear; *Choisissez votre femme par l'oreille bien plus que par les yeux; Femme bonne vaut couronne*).

Quite a large number of French and English proverbs advise not to rush with the wedding (*Marry late or never; before you marry, 'tis well to tarry; Mariage prompt, regrets longs*), since it is necessary to marry once (*To marry once is a duty, twice is a folly, thrice is madness*).

The English emphasize the beauty of a pregnant woman (*A ship under sail and a big-bellied woman are the handsomest two things that can ever be seen. Comparing maternal love and the love of a spouse, preference is always given to the mother (Plenty of husbands but only one mother; Tendresse maternelle toujours se renouvelle*). The image of the mother is always evaluated positively.

According to the analysis of linguistic material, it is obvious that in units that describe the role of women in the family (except the mother image) as part of a world dominated by a negative attitude to it, although a life without feelings and unimaginable.

Since English and French proverbs and sayings were created in different socio-historical conditions, they reflect the peculiarities of the organization of the society of native speakers, the way of life, as well as customs, traditions, beliefs.

French-speaking and English-speaking proverb makers differ in spirit. The French vent their emotions out, the English are more reserved. The imaginative poetic system of thinking of the French generates a lot of proverbs. The propensity for conceptual and unambiguous definitions of the English determines the limitation of the latter.

The existence of identical proverbs in both languages attests to the homogeneity of individual forms of imaginary vision of the world, regardless of nationality. And also about the national identity in the interpretation of what is seen in the lexical organization of proverbs in the selection of specific names. And national specificity is shown in the placement of accents, that is, in what information has more communicative significance.

Summing up, I would like to say that emotions are the most multifaceted and complex phenomenon of human life. In linguistic research, the most interesting is the verbalization of emotions in language and the culturally determined reflection of the ethnic group's ideas and the mentality of the people.

The linguistics of emotions proceeds from the fact that emotions are a form of reflection of a person's evaluative attitude to the world, and thus a leading component of the so-called human factor in language. Thus, the study of emotions is the key to the analysis of the internal form of a word (language), and through it – the key to the analysis of a person and an ethnic group.

In the framework of modern cognitive research, Proverbs and sayings that affect the study of the mechanisms of processing information about the world by the human mind become an interesting object of study. They are a type of cultural statements that are similar in their cognitive status to models that structure knowledge about the world and can be considered as representatives of abstract structures of consciousness. Proverbs and sayings record the observations,

experience and knowledge of a number of generations and reflect the specifics of native speakers' knowledge, allowing us to trace the features of the mechanism for establishing associations that underlies the perception of the world of a particular ethnic group.

Thus, emotional concepts can be represented in language using Proverbs and sayings, which are the most valuable source of information about a person and his emotional world.

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“THE CHERRY GARDEN”: A COMEDY OR A DRAMA?

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The article is devoted to A.P. Chekhov's creativity in writing and his dramaturgy. The article deals with the problems of interpretation of the genre of the play “The Cherry garden” by various scientists and the author himself. It analyzes the features of drama and comedy and reveals the specifics of the genre of this play.

Keywords: *genre, play, drama, Comedy, Chekhov, “The Cherry garden”*

The genre of a literary work plays a significant role in creating a particular piece. The characteristics of the genre affect the story, the construction of the text, as well as the behavior of the characters and description of events. You need to understand to what type the work belongs. However, in Russian literature there are such situations when the reader is unable to clearly define what genre the creation

of the writer applies. One of such examples is the play of the great playwright Anton Chekhov "The Cherry garden". "The play-drama, comedy is the most difficult form of literature. The play requires that each operating unit in it, characterized both by word and deed, without tips from the author..." [Gorkiy, 1958: 322]. The playwright does not narrate the story of the life situations, the manners of his characters but shows them in action. Understanding of the drama makes it difficult to lack of the author's characteristics, a portrait and other components of the image of the character, which are peculiar to works in prose.

The relevance of the article is that the definition of the specificity of the genre of the play "The Cherry garden" by A. P. Chekhov will facilitate understanding of the identity and the identity of any dramatic productions, and will support a more intelligent perception of it.

The purpose of the article is to identify characteristics of the genre of the play "The Cherry garden" by A. P. Chekhov.

Chekhov is a special genre of shaping, which you can call dramas or comedies, only referring to their main genre focus. The genre of the play "The Cherry garden" many people define differently. A.P. Chekhov called his creation a comedy, Stanislavskiy talked about the tragedy, and modern scientists have attributed the incorruptible work for drama. A.P. Chekhov, getting to work on his last play, defined its genre as a comedy, and reported about it in a letter to his wife Knipper, the first performer of the role of Ranevskaya. For Chekhov it was very important that the actors of the theater should convey the absurdity of it all. However, after the first reading of a new play by Stanislavsky, between Director and playwright had been mired in controversy: "Is "The Cherry garden" a drama or a comedy?" The play was under Chekhov's control himself during rehearsals, he changed the play to suit the actors of the theater, and it is very frustrating for the author. Despite the success of the play, Russian writer believed that it was completely failed, as the Directors changed and mutilated idea of the whole operation and they did not understand its meaning, didn't "puzzle" characters. The main mistake of the first stage production of the play was that the main characters were Ranevskaya and Gaev, however, A. Chekhov had always said that must be Lopakhin. It was evident all had been withdrawn by their experiences due to the loss of the estate. As a matter of fact, the writer tried to explain that their experiences showed their weak characters and limpness. You mustn't deserve sympathy and pity for them. Chekhov pointed out that in the play there were watery eyes, but those tears on the faces shouldn't be at all.

Some critics asked a slightly different question: "Is "The Cherry garden" a comedy or a tragedy?" In the plays of the writer "drama is carried out in an organic mixing from the comic" [Bialyi, 1981: 11], and the comic comes in an organic intertwining with the drama. While writing the play A. P. Chekhov in the letters discussed its disposition and character as a whole: "I composed not a drama, but a comedy, in some scenes even a farce..." [Chekhov 1986: 391].

Naming the play like a comedy, Chekhov referred to the dominant comic motives in it. Drama involves the positive characters of the novel, precisely those whom the author gives his main preferences. The writer does not advocate, declares or denounces the owners of the cherry garden but demonstrates the emptiness and misery, perfect inability to serious emotions and experience to them. Funny play basis details are visible in the comic–satirical picture of all the secondary characters: Epikhodov, Pischik, Charlotte, Yasha, Dunyasha.

It is important to note that most of the characters in the novel contradict themselves. The Comedy “The Cherry garden” is predetermined to begin with the fact that her positive images such as Trophimov and Anya are seen not dramatically at all. The drama is not typical for these characters neither socially nor individually. These characters are optimistic as in its inner essence, as in the author's assessment. In his own thoughts about A. P. Chekhov, dating from about 1907, Stanislavsky defines “The Cherry garden”, as “a heavy drama of Russian life” [Stanislavsky: 1953, 147]. Speaking about his play as a comedy, Anton Chekhov insisted on the right understanding of its ideological plan. “I have written a comedy! You have turned it into a “tearful” drama?” proclaimed the writer. In the play there are lots of good–natured humor and jokes, you can often see Chekhov's remark “(everybody's laughing)”, and its end is filled with cheerfulness and faith in the new life.

According to all these, the play “The Cherry garden” is not able to be recognized as a tragicomedy. For this it is not enough tragic characters and dramatic provisions that arise all through the work, install it through action. Gaev, Ranevskaya, Pischik are not suitable in their actions for tragicomic characters.

To conclude we consider this work as a lyrical comedy. The playwright expressed his great respect for the homeland and denounced such vices in people as laziness, carelessness and one–sided behavior.

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DRAMATIC TECHNIQUES IN A SHORT STORY “THE GENTLE ONE” BY F.M. DOSTOYEVSKY

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The purpose of the article is to analyze the dramatic techniques in the novel “The Gentle One” by F.M. Dostoevsky (1876). It would seem to be a paradox: in one writer, in one work of a small format two kinds of literature are combined simultaneously. In this study, we wanted to show that F.M. Dostoevsky did not create a drama story, but depicted a “drama in a story”.

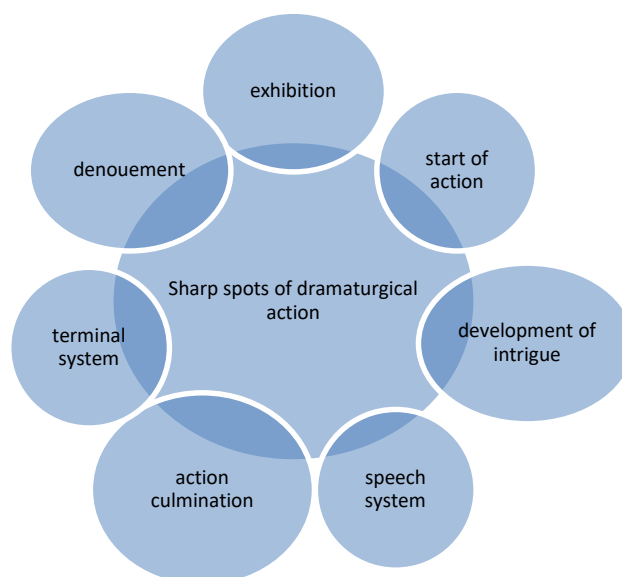
Keywords: *literature, drama, F.M. Dostoevsky, dramatic techniques*

According to V.G. Belinsky's definition, the author finds himself at the crossroads of the process of talking with a reader. Each direction corresponds to the division of fiction into three types. We will research dramatic literature in particular. The purpose of our study is the organization of dramatic techniques in the novel by F.M. Dostoevsky “The Gentle One”. It would seem to be a paradox: two kinds of literature are simultaneously combined in a small format of one work.

The theoretical bases of our research are dramatic techniques and principles of constructing a dramatic work. Drama is a textual artistic world as well as a direct link to the stage interpretation. Like the epoch, drama depicts the objective world; it also adopts lyrical subjectivity. So what are its distinctive features?

The first clue is hidden in the definition: in Greek language drama means “action”, “play on stage”. Let us note the outward sign: the play is divided into parts with a small volume (scenes, episodes, acts). An integral element of drama is space–time condensation and the presence of a pronounced conflict (external and internal). Human actions organize the conflict development. As a rule, stage effects and speed of action are assumed, but at the same time the drama gives birth to the illusion of the author's absence. The author appears in the text only through comments and lines.

All these come together in a thoughtful game of speeches and movements in a certain place and time, it creates a closed work of art. The dynamic composition is represented by the connection of all the sharp points of the dramaturgical action:



Each of these elements is realized in the work with the help of a dialogue composition – techniques for creating a dialogue in the drama. The researchers call the listed dramatic qualities the dialogic beginning in F.M. Dostoevsky's work. D. Merezhkovsky notes that the narrative part of Fyodor Mikhailovich's works is "Notes to the drama", and most importantly – in dialogues that "unleash everything and solve everything" [Merezhkovsky 2000: 159]. M. Bakhtin was especially full of the writer's prose and revealed the poetics of dramatic in the very components of the work. "Coexistence and interaction was the main category of Dostoevsky's artistic vision..." [Bakhtin 2015:187]. He dramatizes in space the internal contradictions and internal stages of development of one man, makes the heroes talk to his double, with the devil, with his alter ego, with his caricature. Dostoevsky's drama is the coexistence of opposites, the existence of an acute conflict, the duality of the heroes' thoughts and the system of their actions. This leads to an unexpected result.

The narrative side for Dostoevsky comes to the background. It's not text, it's "fine print in parentheses". It explains the time, the place of action, the situation. The author creates a platform from which the characters themselves will speak.

What is Dostoevsky's little prose addiction? (1) the transition of the narrative into a compressed remark (in terms of size and functions); (2) the development of the plot in action. The leader is a character; (3) the character is presented not in the description, but in a dialogue. An affair ceases to be an affair and becomes a drama. Dostoevsky confessed: "Every face speaks its own language and its own concepts". There is a philosophical confession and the social depth of the works. V.I. Nemirovich–Danchenko researched the poetics of the writer and made an interesting conclusion: "...the main difference between a playwright and a novelist, that the latter gives not only a drawing, but also "circles", "adaptations".

Let us analyze directly the text. The author himself defined the genre of "The Gentle One" as "a fantastic story": the text is constructed as a conditional fixation of the storyteller's inner speech; speech is like a stream of consciousness, "with interruptions and in the form of a confusing". In the foreword itself ("From the Author"), Dostoevsky (1) represents the main character of the work ("Imagine your husband... He

is a hardened hypochondriac”), (2) defines the place of action (“He walks through his rooms”), (3) decides to say the time (“the process of storytelling lasts several hours”). Here the main feature of the dramatic work is formed – the triunity: the unity of place, time and action. We see in this fragment the painted exposition: “Here is the roughness of the heart's thought, here is the deep feeling”. He gradually understands the matter and “collects thoughts to the point”.

The monologue of the main character unfolds in front of the listener. The hero returns to the past, trying to comprehend the “truth”. The story is an oral addressed story – the confession of a man shocked by tragedy. We learn about the character from his memories and assessments. It should be noted that Dostoevsky mentioned in his preface about a woman (“the wife lies on the table”), details, descriptions, and clarifications – the hero himself describes the picture (for example, “...she is kind and gentle”, “she has blue, big, thoughtful eyes”). This is the principle of building a dialogic composition (description of each other's characters “from the side”).

Where is the author's voice hiding? Quiet clarification, explanation or attribute, “voiceover”, remark: “she brought this image (she decided to bring it)”. It seems that the author has heard this story before.

The formation of interpersonal conflict goes on. Only personal pronouns (me; her) consistently point to the heroine and narrator. The absence of a name is a sign of a lyrical beginning, but at the same time a sign of generalization and confrontation between two human types: “predatory (proud)” and “meek”. The collision of opposing views refers us to a dramatic work.

The action is developing, silent characters begin to talk, the lines are intertwined, thoughts of one continue in the other, and the dialogue suddenly moved into the main monologue of the narrator: “–What's wrong with a handful? – I screamed... about wild, wild! Impossible!”

The plot develops in this collision, in this sequence of words and emotions. The characters themselves build it, interrupt or accelerate it. Word is thought, rhythm, action. We have noticed the alternation of “word deed”. This gradual disclosure of an artistic image represents an important side of an artistic work. The author encourages us to come to the necessary conclusion on our own.

To sum up, evolution in Dostoevsky's work took various forms of interaction between genre and genus. The fantastic story “The Gentle One”(1876) is a synthesis of both epic and dramatic qualities. V. Dneprov correctly noted that Fyodor Dostoevsky tried to achieve harmony between two types of narration: “explanation” and “representation”. The writer synthesized the dramatic, epic and lyrical in his novels. The writer does not create a narrative–drama, but depicts “drama in the narrative”.

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CONTEXT POLATISATION AS KNOWLEDGE FORMAT

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The article deals with the architectonics of novel "American" by H. James's in particular, the nominative field's architectonics of the literary concept "Time" as one of the basic concepts in the literary conceptsphere. The high frequency of temporal markers of contextual polarization. The synergy of two and three types of context polarization was revealed. Context polarization is interpreted as one of knowledge format's types.

Key words: *literary text, format of knowledge, contextual polarization, temporality, frequency, synergy*

One of the most relevant areas of modern linguistics is the development of text theory. The semi-centennial evolution of scientific research in this area has prepared the basis for a modern vision of the problem, in which the theory of text is developed through "integration processes with other related disciplines: textual studies, text linguistics, pragmatics, hermeneutics" [Prjuvo et al. 2018: 24], and the text itself is considered as "a format of accumulation, storage and knowledge transfer" [Ogneva 2019: 7]. The format of knowledge should be understood as "the form or way of presenting knowledge at the mental or linguistic level" [Boldyrev 2006: 5]. The knowledge format can also be considered as a "systematized semiotic projection of knowledge" [Ogneva 2019: 17].

The conducted research shows that both when considering the format of knowledge as a form of representation of knowledge, and when considering the format of knowledge as a semiotic projection of knowledge, the format as a research construct can be static or dynamic.

The study of the structure of knowledge formats in language and speech, according to N.N. Boldyrev, "is associated with the study of the main cognitive processes and therefore requires reference to modern theories of conceptualization and categorization" [Boldyrev 2009: http] as basic theories of cognitive linguistics.

It is the dyad of theories of conceptualization and categorization of the world that provides mechanisms for interpreting static-dynamic properties of the format of knowledge, including text as a projection of parameters of the individual author's conceptsphere in the form of a set of artistic images of literary works.

In modern cognitive linguistics, the text is considered as a concept sphere. The architectonics of a literary text is a unity of artistic concepts, one of which is the concept of "Time". Time has been at the epicenter of scientific research for many centuries. It has been considered as a concept only since the end of the XX century. According to N.V. Vasilkov, the concept "Time" represents "the conditionality of architectonics with the author's perception of the world" [Vasilkov 2018: 98], namely, the perception of the temporality of the existence of the real world and the world reflected on the pages of literary and artistic works,

where “physical time is realized in the form of its artistic projection<...>, is a linear, cyclic, linear temporal cognitive models” [Ogneva 2013b: 821].

Cognitive models representing cyclic time reflect the repeatability of *time* events both in the real world and in the artistic world was created by the writer as a projection of the *n-segment* of the individual author's concept sphere.

Cognitive models of linear time reflect a list of consecutive *time* events that replace each other on the time axis going from the past through the present to the future, and can be implemented both in oral and written speech, i.e. in literary works.

Cognitive models of linear time represent the personal time in which the events of a person or the hero of a work of art occur.

Various temporal text models have been created in recent years:

a) the temporal model of “Medieval England” in E. Chadwick's novels [Koptseva 2018: 60],

б) socio-cultural text model of the literary concept “Time” in the work of W. Churchill “Triumph and tragedy” [Vasilkov2018: http],

в) the model of cyclic and linear time in F.S. Fitzgerald’s novel “The Great Gatsby” [Danilenko 2015: 688].

These models, emphasize the high level of interest of scientists in the interpretation of textual representation of time both from the positions of classical linguistics and from the positions of cognitive linguistics, where time is thought as a concept, in particular, as the literary concept.

The artistic concept of “Time”, which has a nuclear-peripheral structure of the nominative field, combines various types of nominees representing three types of physical time in the form of a literary-textual projection.

A detailed examination of the nuclear-peripheral architectonics of the nominative field of the artistic concept “time” has shown that it is “a combination of the following nominees: 1) phrases whose semantics represent literary time; 2) verbs whose temporal aspect is represented in the categories of time and type; 3) chronemes” [Ogneva 2013a: http].

The frequency of these types of nominees, which we consider as temporal markers, is determined by the parameters of the temporal grid of the work, on the one hand, and on the other hand, the frequency of one or another type of temporal markers determines the properties of the architectonics of the artistic concept “Time”.

As a result of further research on the temporality of the text, the classification of cyclic stores was justified, which were divided into 4 types: “1) point, 2) extended, 3) limit, 4) generalizing” [Ogneva 2013a: http].

Danilenko offers is proposed to project the above classification of stored in linear time, i.e. there are chiseled linear chronemes, prolonged linear chronemes, limit linear chronemes and generalizing linear chronemes [Danilenko2015: 688].

It is established that in the study of point stores, extended stores, limit stores and generalizing stores in the aspect of their cyclicity or linearity, the “general dynamics of chronem in the contour of a literary text “is significant” [Buzina 2019b: 60], provided that dynamics refers to the combination of different types of stored data with their frequency at each temporal-plot segment of the narrative contour.

Along with the dynamics of stored in the contour of the artistic text, there is also a significant synergy in the semantics of stored [Koptseva 2017: 38], representing various aspects of physical time in its textual projection.

Consideration of the dynamics of stored in the contour of a literary text and the phenomenon of synergy in their semantics revealed the conditionality of these two phenomena by the structure and frequency of chronemes. The study of the structure revealed that there are single-core and multi-core chron systems.

A single-core one is defined as “a stored value equal to a single lexeme or phrase consisting of a nuclear temporal lexeme and one, or at least several, attributes” [Ogneva 2013b: 822]. A multi-core stored system is understood as “a chron with two or more cores-temporal lexemes, the presence of attributes is optional” [Ogneva 2013b: 822].

The frequency of single-core and multi-core chronemes determines the parameters of the temporal grid of the text, in which the dynamics of chronemes and their synergy are realized.

Further, the study of temporality of a literary text E.A. Murashova suggested that the term “lexical pragmatic markers temporal positioning” [Murashova 2015: 65], and E.I. Buzina introduced into scientific thesaurus new term for expressions whose semantics represent art time, namely the term “lexical timers” understood “temporal markers, the semantics of which, along with direct additional value has a temporal value” [Buzina 2019a:174].

It is obvious that the questions of interpretation of the temporal grid of the text are still not exhausted.

The purpose of this work is to interpret different types of temporal markers that represent the phenomenon of contextual polarization in the architectonics of the nominative field of the artistic concept “Time” as one of the basic artistic concepts in the concept sphere of G. James' creativity.

Materials and methods of research. The research material is the text of the novel “The American” by G. James, first published in 1877.

The method of studying temporal markers in the architectonics of the concept sphere of the studied novel is the method of cognitive-hermeneutical analysis of nominees of the nominative field of the artistic concept “Time”.

The results of the study and their discussion.

It is interesting to consider another facet of text temporality, namely, temporal contextual polarization. Context, according to T.V. Khvesko and S.Yu. Tretyakova “is one of the main categories of pragmatics” [Khvesko, Tretyakova 2019: 523].

The meaning of the context is great. Many scientists have conducted research in order to identify the specifics of building context architectonics.

A context model is seen as one of the types of models that represent and interpret intertextual relationships.

Consideration of contextual polarization as a set of different types of polarization is aimed at solving a set of problems, of which the most significant are: “identification of markers of contextual polarization; <...> formation of a typology of markers of contextual polarization” [Glamazda 2018: 318].

So, this article considers one of the types of contextual polarization, namely temporal contextual polarization, implemented in the nominative field of the artistic concept “Time”. Temporal context polarization refers to the juxtaposition of representatives of two–time parameters on a time axis or in a time cycle.

The study of this type of contextual polarization based on the material of the novel “The American” by G. James revealed a high frequency of temporal markers of polarization of the past and present time, represented in the architectonics of the studied artistic concept.

Along with the high frequency of the above–mentioned markers of temporality, a significant part of the nominees of the nominative field of the artistic concept “Time”, representing the synergy of temporal contextual polarization and other types of contextual polarization, in particular, proximal contextual polarization and anthropocentric contextual polarization, has been identified:

- 1) temporal contextual polarization of the past and present;
- 2) synergy of temporal context polarization and proximal context polarization;
- 3) synergy of temporal contextual polarization and anthropocentric contextual polarization of the worldview;
- 4) synergy of temporal contextual polarization, spatial contextual polarization, and anthropocentric contextual polarization of world perception.

The author's algorithm for identifying the temporal contextual polarization of nominees in the nominative field of the artistic concept “Time” allowed us to approach the interpretation of the features of the temporality of the artistic text from a new angle.

Consideration of temporal contextual polarization in the architectonics of G. James's novel “The American” revealed the prevalence of markers of temporal contextual polarization of the past and present, along with the synergy of temporal contextual polarization and other types of contextual polarization, in particular, proximal polarization and anthropocentric contextual polarization of world perception.

The author's proposed interpretive approach to the study of the phenomenon of temporal contextual polarization reveals new facets of temporality and its interaction with other components in the architectonics of the concept sphere of a literary text.

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FORMATION OF BRITISH CINEMATOGRAPHY

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The article under study reviews difficulties of formation and development of Great Britain cinematographic art from the very beginning up to nowadays. It draws attention to the significance of British cinematography for European culture. The author notes that the British cinematography rapidly strengthens its position in the world.

Key words: *cinematography, film, British film industry, film director, film production.*

Cinematography appeared in the 90s of the 19th century and now it is one of the most important part of social life. This is a new art form, a large–scale cultural phenomenon that is constantly under development. Cinema is not only a show which has gained a huge popularity among the entire audience but also it is a media and mass communication. Acting as a “visual literature”, “moving painting”, “colour music”, formation of cinematography was a logical step for human cultural history. Film industry is a highly–profitable branch of economy. But before recognized as an art it had overcome a long and difficult way.

The relevance of research is arisen from the fact that nowadays British cinematography is one of the fastest developing sector of film industry. The country's film market comes third only after USA and Japan. But to achieve such heights of development British cinematography has overcome a rather difficult story of its own development and has come through the chain of ups and downs.

Over fifty years film critics and historians have called British cinema “dormant”, “irresolute” [5]. There appeared a hypothesis that cinema was an art form unsuitable for expressing British temper, such a ceremonious, conservative and hasteless. Probably it was associated with mentality of British people or maybe with geographical location of the country which has honored and kept its traditions without influence of other countries. Meanwhile the steps of British cinematography were slow but firm and confident.

History of British cinematography began in 1889, when British researcher William Friese–Greene demonstrated a movie that lasted several seconds thus anticipated experiments of Charles–Émile Reynaud, Thomas Alva Edison and Lumière brothers [Komarov 1965]. In 1895 mechanical specialist from Brighton

(England) Robert William Paul decided to dip his toe into a new field – motion–picture recording and directing– and he designed the first camera which was called “bioscope” (after renamed into “animatograph”). By using this primitive projector in 1897 he displayed the first short–length films with duration of several seconds – “The Twins’ Tea Party”, “Our New General Servant”, which were well appreciated by audience. Two years later, in 1898 Paul established the first London film studio. Later on Paul’s famous “living pictures” have taken their place in history not only due to their artistic features but also due to consistent use of tricks that was difficult to do at that time – travelling shooting, application of artificial lighting and location filming which rendered the special cinematic originality” [4]. Despite their simplicity the films had a huge success as they displayed the stories well–known and clear to each viewer.

Along with William Paul, within the same time the society of cinematographers from Brighton (so–called “Brighton school”) started its development consisting of E. Collins, William Friese–Greene, J. A. Smith and J. Williamson. They have made many discoveries that facilitated progress of new art form. With such primitive equipment and technical lighting, the directors of the group had the courage to use innovations: double exposition, travelling shooting, panning, backward take, stop–frame. The most talented director of this school J. Williamson wrote the scripts himself, made films on their basis using the event photography: free movement from one place to another, outdoor shooting, etc.

Early British cinematograph was aimed to real picturing of life. Films revealed yet unknown everyday life of regular things and objects, details of people’s appearance and their surroundings. Such a groundbreaking beginning resulted in development of different genres. Classic film adaptation was side by side with detective shooting, sentimental dramas and melodramas. Historical films and tricks filming also had a great success. Comedies that showed people’s real life through the comic storyline were mostly appreciated. Nevertheless, according to critics and audience in both England and abroad the championship belonged to documentary films. They had a great influence on preferences of audience which were location shooting and chronicles.

The years of 1907 and 1908 were the most profitable time of British cinematograph existence. Such a remarkable popularity brings large incomes to filmmakers who call forth widespread construction of cinema theaters – at first they started with small and cheap building, but then they made expensive and luxuriously decorated cinemas. Within the same years the first distribution companies were opened, and publishing of magazine “Cinematography Weekly” was started.

The next step of British cinematography history was its sharp decline, which coincided with the period of World War I (1914–1918). Moving forward required significant investment expenditures. As it was noted by film historian C. Hepworth, “English producers could not get the financial support that they needed to develop the film industry. All amounts designated for film production were

invested in cinema halls...” [Sadoul 1964]. Effective measures were necessary for English people but unfortunately, they have not been taken. Film production was slowed down and gradually stopped. The Americans and the French who started construction of their own film studios in England took dominant position in film distribution. British cinema screens were completely dependent of their influence. Championship was taken by American cinematography due to high technical level; also America produced more films than any other country. Distribution of Hollywood films made up 95 % of all screenings. War-weary English audience was eager to watch dynamic American films full of sophisticated cheerfulness.

British cinematograph got the interest back again in 1926 with introduction of aspiring film-maker Alfred Hitchcock, which has become famous all over the world as master of detectives by mid-thirties. This cinematographic genre remains very popular even nowadays. According to A. Radzhabova, “Alfred was capable to surprise and mystify people, in his films he created unusual feel of mystery keeping his audience in suspense” [Radzhabova 2017: 90]. In addition, the government has passed a law (a bill) on film quotas under which minimum 20% of films should be domestically produced. However, the slight increase of production did not make the quality of films better that were still way below the level of American films. Desire of British cinematographers to create expensive films starring filmstars known worldwide foredoomed them to hopeless competition with Hollywood. The advent of sound films in the 1930-s represented a new stage in the development of world art. The first sound film “Blackmail” has brought the success to British cinematography. The leading genres of those years were farce comedy featuring popular artists of music halls and musical films reproducing theatrical “shows” and operettas. However, commercial film performances were still the greater part of the production. Film critics and filmmakers were open about their disappointment with the level of British films. None of the critics of leading newspapers included English film in the list of twelve best films of the year. An invasion of the American film industry in the British Isles took place again; leading foreign companies were massively buying up studios and cinema halls. Basically, British film art has made little progress, remaining aesthetically imitative. Many outstanding actors of that time had to choose featuring in Hollywood films, where they got international recognition. Those were the American films which showed talents of Leslie Howard, Vivien Leigh, Laurence Olivier and many other British actors.

The Second World War of 1939–1945 changed the direction and genre of British cinematography, bringing realism and, largely, documentary film directing. Most films of that period are related to war; the following fascist-propaganda films were created: “49th parallel”, “The Stars Look Down”, “Convoy”, etc. Under these conditions, despite the reduction of film release, a new heyday of British cinematography was begun. As could be expected, at that time the interest in films about counterespionage was increased. In 1942–1943, film critics specified the rise of new direction in film industry, which was called docudrama. The characteristic of this genre was a mixing of reliable documentary with selection, reflection and

generalization of life material. The best film of this genre was “In Which We Serve”; its authors were the professional playwright N. Coward and aspiring film director D. Lean, who abandoned the individual hero and gave preference to normal unremarkable people.

British film production has recovered from the post-war years with a long period of relative stability. The English classical cinema and cinema of absurd have become the main directions of cinematography. Also well-known film adaptations of detective stories from books written by Agatha Christie and film series about iconic character James Bond of Ian Fleming “Agent 007” appeared during that time. In 1970s–1980s the film industry started to get strongly influenced by television. First TV-shows appeared. The British filmmakers found themselves in creating special effects, which the cinematography could not do any longer without. Many Hollywood blockbusters such as “Star Wars” and “Superman” owe their special effects to British film studios.

Since 1990s a new rise in British cinema has begun. Many film critics have regarded the following English films as the best – “Elizabeth”, “My Name is Joe”, “Secrets and Lies”, “Shakespeare in Love”. Nowadays the British cinematography rapidly strengthens its position in the world and this is facilitated by such talented directors as Guy Ritchie, Christopher Nolan and Richard Curtis. “English films are always recognizable by their intellectual content and a bit of a strange exclusively British humour.” [6].

To conclude we would like to emphasize that the history of British cinematography is striking and significant for the world film industry. Many directors, actors, screenwriters and other film makers have made their invaluable contribution to the film industry through the hard work and diligence. As we can see, the development of British cinematography took exactly one hundred years. Within that time there were ups and downs, crises and success, but nowadays it does not stay stagnant, it keeps developing with a great speed.

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PECULIARITIES OF OFFICIAL LANGUAGES IN PERU

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There is a country on the central western coast of South America we all have heard about; a country with amazing old cities, ruins such as Machu Picchu and Nazca lines; with a delicious and extraordinary food, and so much more. This country is called “Peru” (from the word “Biru” or “Viru”, and means “river” in old indigenous languages). But what is really known about those ancient languages that are still used in little villages and cities all along the Peruvian Andes and the tropics of the Amazon river?

Key words: *Peru, Peculiarities, Official languages, Indigenous languages, Spanish, Quechua, Aymara*

Nowadays, there are forty–seven native languages in Peru, four of which are mostly spoken in the Andes region and 43 in the Amazon. [Ministry of Education of Peru 2013: 16] However, according to the Political Constitution of Peru, only three of these are considered official: Spanish, Quechua and Aymara.

Spanish is the most widely spoken language in Peru (spoken by approximately 84% of the population). [National Institute of Statistics and Informatics of Peru 2018: 197] It is the main language used by the Government, political authorities, educational system and media. [Political Constitution of Peru 1993] However, why is it the main language to a country not very near Spain? It all started in the 16th century with the Spanish conquest. Spanish conquerers came from a region called Sevilla. Back in those days, the accent and pronunciation of some letters such as “C” and “Z” of the north and south of Spain were really different. In Sevilla, those letters were pronounced in a very similar way to the letter “S”, while in the northern regions these letters had a different pronunciation, which is called “Seseo”. Then, after arriving to South America, more specifically to Peru, they tried to teach and educate ancient peruvians using this european language as the leading one. Despite the fact that they managed to learn and speak it in a properly way, many words and accents of the native languages and the new one started to mix. This happened in every single country of Central and South America, however, in each of them with their own peculiarities. In Peru, as in Ecuador, these peculiarities are quite many, but the most widely expanded ones are:

– On the coast of Peru, next to the Pacific Ocean, it is not unusual for people to omit the sound of the letter “S” when ending words (usually called “aspiration of the final S”); while, in the Andes region, it is rare.

- In the Andes and tropics of the Amazon river, it is easy to confuse the consonants “E” with “I”, and the vowels “O” with “U”. Linguists say it is due to the Quechua and Aymara influence (these languages do not have these vowels). For instance, some people who speak both languages would say “Irmanu” instead of “Hermano” (meaning “brother”).

- It is normal to hear how people confuse the gender and number of nouns. For instance: “La vidaescaro”. “Vida” (meaning “Life”) is a feminine noun; and, in this situation, “caro” (meaning “expensive”) is a masculine adjective.

- Overuse of diminutives (words that end with –ito and –ita). For instance: “Aquicito”, where the word “Aquí” means “here”.

- Use of the word “Lo” (3rd person pronoun) when not necessary. For instance: “Lo echan la agua”. “Echan” (meaning “they pour”), “agua” (meaning “water”). In this case, “lo” is misused.

- Use of possessives more than once in one simple sentence. For instance: “Su casa de Juan”. The correct use would be: “La casa de Juan” or “Su casa”.

- Misuse of the preposition “en” with locative adverbs: “Todocaeráensuencima”. Use of the word “En” (meaning “in”) when not necessary. The correct way would be: “Todocaeráencima” (meaning “It all will fall on it”).

- Overuse of “no más” (meaning “no more”) and “pues” (meaning “so” or “fine”) after verbs: “Dilenomás, pues”. These words are added in order to express a sense of exclamation or emotion.

Many experts all around the world agree on Peru having one of the most neutral and clear accents. Nevertheless, it is considered a matter of opinion, because among native Spanish speakers everyone thinks their accent is neutral, as every single person around the globe does.

The second most common language and the most widely spoken native language is Quechua. It is spoken by approximately 13% of the total population. [National Institute of Statistics and Informatics of Peru 2018: 197] It was the main language of the Inca Empire, which is why it is commonly found not only in the peruvianandes region, but in Ecuador and Bolivia. As Spanish has its own history in the country, so does Quechua. It was the spanishdominican missionary Domingo de Santo Tomás who first called it that way in 1560 and used by the Catholic Church as a way of evangelization. It is certainly unknown what it was called before 16th century; although, native speakers tend to call it “Runasimi”. Even though each country has multiple variations of vocabulary and accents depending on the location and influence, there are around 45 varieties, divided in two main groups: Central and Peripheral. Qurchuais used by the educational system in those places where it is commonly spoken. However, there are not enough material for teaching due to the fact that almost everything is printed and distributed in Spanish.

Some of the peculiarities of Quechua are mostly to be found in its grammar:

- There are only three vowels (/a/, /i/, /u/) and fourteen consonants.

- When speaking, it is not unusual to use a SOV type of sentence structure (Subject – Object – Verb), while in Spanish and English the SVO type is the proper one.

– During the conquest time in the 16th century, many missionaries and chroniclers would use the Latin alphabet to write Quechua words. There are not any written remains of this language, which is why it is assumed they did not have a way of writing communication.

– It is believed that some words and idioms of Quechua were used by the character “Greedo” in the 4th episode of Star Wars. [<https://www.mustgo.com/worldlanguages/quechua/>].

Additionally, the Quechua vocabulary is mainly influenced and filled by Spanish vocabulary and its variations depending on the country. This is why two people, who speak Quechua as their native language but come from different regions, might have difficulties speaking to each other. [<https://www.justlanded.com/english/Peru/Peru-Guide/Language/Official-languages-in-Peru>].

Some examples of the Quechua words and their equivalents in English

Hello	Napaykullayki
Please	Allichu
Thankyou	Sulpaiki
Excuse me (from Spanish “dispensa”)	Dispinsayuway
Yes	Arii
No	Mana
Man	Qari, ghari
Woman	Warmi

[<https://www.justlanded.com/english/Peru/Peru-Guide/Language/Official-languages-in-Peru>].

The third official language and the second most spoken native language in Peru (spoken by approximately 1,2% of peruvian citizens according to the Ministry of Education of Peru) is Aymara. [National Institute of Statistics and Informatics of Peru 2018: 197] The word “Aymara” is not only the name of a language, but also an ethnic group that is mostly found on the Peruvian and Bolivian Altiplano, in the central part of the Andes. It is certainly unknown where this indigenous language has its origin, but it is believed it has been spoken by native peruvians for centuries, even before the Tahuantinsuyo (Inca Empire) existed. By the end of the 16th century, the jesuit Ludovico Bertonio became the first person to phonetic transcript this language after having used the Latin alphabet. Therefore, many linguists agree on the existence of many mistakes due to the lack of phonetic correspondences with romance languages. Aymara has twenty-six consonants and, in a similar way to Quechua, only three phonemic vowels (/a/, /i/, /u/).

Some of the peculiarities of Aymara are explained by Matt Coler in his book “A Grammar of Muylaq' Aymara”. A famous quote of his: “Phonotactic vowel deletion, hiatus reduction, occurs when two vowels become adjacent as a consequence of word construction or through the process of suffixation. In such environments one of the two vowels deletes: if one of the two vowels is /u/, that vowel will be the only one that surfaces; if the vowels are /i/ and /a/, the /i/ will surface. If the sequence is composed of two identical vowels, one will delete”

[Coler 2014]. Besides, there is a great influence of Quechua and Aymara in Spanish. Some wide world known words such as “alpaca” (a famous animal all over the world), “guano” (meaning “compost”), “vicuña” (wild camelid), “choclo” (soft corn), “soroche” (altitude sickness), “yapa” (addition to something, often refers to food and grocery), come from these ancient languages [<http://acceso.ku.edu/unidad7/voces/caracteristicas.shtml>].

As we can see, some words have a similar pronunciation in Quechua and Aymara; example given: Pishqa in Quechua and Phisqa in Aymara; but each language has its own autonomy, use of words and peculiarities that make them special and unique. Moreover, all languages around the world appear to have a big influence on each other and that is what keeps their big variety in a constant change.

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SOCIAL NETWORKS AND THEIR ELEMENTS IN THE FRAMEWORK OF THE COGNITIVE–COMMUNICATIVE PARADIGM

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The article discusses the phenomena of “social network”, “internet memes” and “hashtags” in terms of the cognitive–communicative paradigm. In addition, it

provides a critical analysis of different approaches to phenomena under consideration. Affordances, communicative and linguistic features of the elements of a social network are described based on the analysis of messages on Twitter.

Key words: *social network, internet memes, hashtags, affordances, Twitter*

The third millennium is currently characterized by an increased interest of scholars in the new cognitive–communicative scientific paradigm. Within the framework of this paradigm, it is acknowledged that linguistic signs “don’t have any meaning”; meaning is not predetermined; in each given situation, the speaker guesses the meaning of linguistic structures based on the performance of a certain cognitive activity [Arkhipov 2013: 6]. The essence of communication is not about the exchange of meanings encoded in words; it’s about interpreting socially conditioned behavior and finding common ground in the relational domain. Scholars performing researches within the framework of the cognitive–communicative paradigm often use the term “affordance” to indicate the possibilities of actions offered by the environment in a single “organism–environment system”; “what it offers the animal <...> either for good or ill” [Gibson 1986: 127].

In modern science, there are currently two approaches to the concept of “social network” in relation to phenomena such as Twitter or Facebook. The first approach refers to the interpretation of the term “social network” in sociology, introduced before the advent of the Internet and implying a structure consisting of nodes (people/ organizations) connected by social relationships. So, I. G. Sidorova defines a “social network” as a “complex genre of personal internet discourse, which is a special hypertext form of interpersonal communication in a virtual space, the participants of which can be present at the moment (on–line) or in the future (off–line)” [Sidorova 2014: 144]. The second approach refers to the view of the social network as an abstract subject or participant in the process of human interaction, directly related to this interaction, but not forming unity with other participants. For example, social networks are said to be “publicly accessible meeting spaces where users present information about themselves and digest information about others” [Pike et al. 2009: 1]. The first point of view, however, places too much emphasis on the interaction of people with each other, missing the importance of the role of computer code, which has taken a very concrete form, without which such interaction would be fundamentally impossible. The second draws a clear line between this form and the living person interacting with it, although in fact it is thanks to people that the social network acquires the corresponding functions. Also currently in many studies (for example, by L. S. Patrusheva) elements of social networks, such as internet memes and hashtags, are considered to carry information for the user, which contradicts the ideas that have been widely acknowledged in the framework of cognitive–communicative paradigm that there are no “container signs” for meaning.

It is obvious that in the framework of the cognitive–communicative paradigm a rethinking of existing views on social networks and their elements is required, which we tried to offer in this article, eliminating the above

contradictions. We also conducted a small case study of 812 messages (“tweets”) published in response to the relevant statements of US politicians (M. Pence and M. McConnell), on Twitter in order to identify communicative / linguistic features of internet memes and hashtags.

The understanding of the term “social network” proposed in this paper is closely related to the concept of “affordance”. Just as the tree marking made by the addressee, falling into the focus of the recipient’s active consciousness, acquires a certain value for him within the framework of optimal interaction with the environment, the button “Like” on a social network (for example, on Twitter) “prompts” the user that by clicking on her, he will demonstrate his reaction to other users. The difference, however, is that the tree is able to grow without human intervention, and the social network is based on a program code that determines the corresponding graphic form created, modified and existing thanks to human activity, developed only within the boundaries established by humans.

There exist various observations of researchers of social networks that speak in favor of considering the social network as a single artificial organism–environment system offering a person a set of heterogeneous affordances. In particular, D. Boyd states that “the affordances of networked publics are fundamentally shaped by the properties of bits, the connections between bits, and the way that bits and networks link people in new ways”; the structure of the networked publics is determined by the respective affordances, which “do not dictate participants’ behavior, but they do configure the environment in a way that shapes participants’ engagement” [Boyd 2011: 44]. At the same time, E. A. Lavrenchuk points out that “in social networks of the Internet space the joint interest of users is confined to communication so that communication itself becomes the main latent goal” [Lavrenchuk 2009: 56]. Based on the points of view indicated in this paragraph, a social network can be defined as a single artificial organism–environment system located in the Internet space, which: 1) implies, first of all, the implementation of communicative interaction for the sake of communicative interaction; 2) is characterized by the presence of unique identifiable profiles for all users; 3) offers the organism a set of heterogeneous affordances in the framework of the formation, maintenance and use of social ties between all members of the corresponding community that actively transforms the relevant environment in the course of and in order to achieve effective social interactions. With this approach, the difference between a social network and, for example, a forum, where users communicate with each other in order to solve specific problems or form an opinion on a particular issue, becomes clear. Nevertheless, we consider it possible to define Twitter as a social network with truncated functionality. This point of view is supported by the fact that some researchers (for example, N. B. Ellison, D. Boyd) put Twitter in the same group as Facebook, given that Twitter is also about human interactions as a main goal, only in the case of Twitter we are talking about asymmetrical relationships.

Internet memes are widely used on social networks. As of today, “internet meme” can be considered as a specific verbal and/or non–verbal (even in the

format of links) indicator of sociocultural beliefs (ideas, beliefs about manner, mode of action, etc.) gaining spontaneous popularity on the Internet and consciously or unconsciously distributed by people in society via the Internet [Matusevich 2016: 126, 186]. The very process of creating and subsequent replication of an internet meme can be characterized using the oppositions “individuality/collectivity” and “content/stance”: a person takes something shared and recognizable by several people as a template that allows for self-expression of an individual within specific boundaries; the form proposed by a person, on the one hand, refers to an already existing (template) idea, and, on the other hand, demonstrates the speaker’s personal attitude to this idea [Nissenbaum et al. 2018]. Internet memes are basically about creation of emotions and emotional contagion, but, in general, they are “emotionally disruptive”: anger with their help is expressed directly, while happiness and sadness are expressed ironically [Nissenbaum et al. 2018].

On the basis of the foregoing and within the framework of the modern cognitive-communicative paradigm internet memes, in our opinion, can be considered as highly context-sensitive constructs, which implies that their appearance, changes and use are associated with the formation of certain sociocultural beliefs that are not necessarily limited by the communication within a specific web resource or a separate internet community; internet memes may be constructed on the basis of relevant events and phenomena occurring outside the Internet environment. They are not predetermined for use; offer any speaker a great range of opportunities for modification. However, the discourses of the author/recipient generated in connection with their use are always limited by the need to imitate the original meme to some extent. Affordances offered by these elements depend on specific internet memes, but on the whole, they suggest the possibility of demonstrating emotionally disruptive communicative behavior to other communicants and orienting them through appeal to the collective opinion represented by the meme, as well as through the transformation (or lack of transformation) of the beliefs demonstrated by a particular meme.

In the material we studied, internet memes were used extremely often and in the vast majority of cases suggested the implementation of the strategy of disagreement. Nevertheless, an analysis of the messages demonstrates that internet memes can also be used in the implementation of the strategy of agreement, when “emotional disruptiveness” is directed against what is criticized by the communication partner or what stands in opposition to him and his ideas. For example, in response to a statement by M. Pence about the advantages of the USMCA agreement for American citizens, a user published a tweet in which he agrees with the opinion of the Vice President, demonstrates a negative attitude towards the Democrats (a rival party) and a positive attitude towards D. Trump. After the corresponding words, there is an image representing a meme about “Do Nothing Democrats” (nickname by D. Trump). This meme demonstrates criticism of the Democrats and can be regarded as support for the Republicans.

In most of the cases we examined, the use of internet memes implied the

presence of a verbal component in the message and the use of one of two templates: 1) verbal component that is not part of the meme + image that is part of the meme + verbal component that is part of the meme; 2) image that is part of the meme + verbal component that is part of the meme. From this we can conclude that the image itself, as a rule, is not perceived by the authors as capable of adequately representing their opinion within the framework of an internet meme and requires the presence of a verbal “specifier”. Moreover, in the messages under consideration, there were cases when several different images representing one meme were included in the same text. In our opinion, such cases can be considered as a manifestation of a desire to increase the expressiveness of a responsive tweet by analogy with the way lexical reiteration is traditionally used to make a message more expressive.

Hashtags are also used extremely often on social networks. They can be defined as a word / phrase starting with the # character that allows users to combine texts into groups based on adding the same hyperlink to all elements of similar form [Matusevich 2016: 122]. The question of the communicative functions of hashtags cannot be fully resolved at this time. In particular, the authors of the article “What motivates users to hashtag on social media?” identified 10 motivations for the use of hashtags based on the surveys performed: amusing, organizing, designing, confirming, trendgaging, bonding, inspiring, reaching, summarizing, endorsing [Rauschnabel et al. 2019]. However, it is clear that hashtags can also perform conversational function, i. e. guide further development of the discussion [Matusevich 2016: 123].

Unlike internet memes, hashtags, in our opinion, can be considered moderately context-sensitive constructs, which implies that the functioning of any hashtag is usually limited by the communication within a specific web resource, although, like memes, they may also be constructed on the basis of relevant events and phenomena occurring outside the Internet environment. They are not predetermined for use. However, their functioning assumes that after the author of a hashtag at the time of creation gives this element a certain shape, all subsequent users will be severely limited in the possibilities of changing the chosen form. The affordances offered by hashtags are different; however, our analysis clearly demonstrates that the basic opportunity offered by them and constantly used by the communicants is the ability to combine individual opinion with the collective opinion represented by the entire set of user messages united by the corresponding hashtag. Our case study of messages also shows that hashtags can be used both in the implementation of the strategy of agreement and in the implementation of the strategy of disagreement. Within the framework of the message, they can be used both as conditionally isolated elements and as parts of sentences, and in the latter case, in the tweets under consideration, they were mainly used as an object or subject. For example: “#MoscowMitch undermining Democracy.” In addition, in the messages under consideration, there were often cases when the same hashtag was included in the text several times at once. In our opinion, as in the case of the previously described repetition of internet memes, such situations can be considered as a manifestation of a desire to increase the expressiveness of a responsive tweet.

To sum up, in this paper we presented an understanding of the phenomena of “social network”, “internet memes” and “hashtags” within the framework of the cognitive–communicative paradigm. It is assumed that this article will become the basis for further studies of social networks and their elements from the standpoint of the cognitive–communicative paradigm.

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LINGUISTIC AND STYLISTIC FEATURES OF MODERN ORTHODOX MEDIA

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This article is devoted to the analysis of modern Orthodox media. The uniqueness of the language of these media and the reasons for addressing certain topics. This work examines the substantive features of the confessional press and its merits.

Key words: *orthodox, christening, confessional, religion, preaching, press, publication.*

Some scholars of Orthodox media and journalists themselves call the date of the resumption of Orthodox Russian journalism after the period of “Soviet oblivion” 1988 – the jubilee year of the 1000th anniversary of the Christening of Russia, which was marked by a significant weakening of oppression against the Russian Orthodox Church (ROC) by the Soviet government, which noticeably affected the development of Orthodox periodicals. With the revival of confessional press in Russia in the 1990s, the number of such publications, television and radio programs has increased; so that Orthodox journalism is now separated from secular and represents a whole system that has its own functions and typology.

The term “Orthodox journalism” (“church journalism”) itself was voiced in 1991, after the collapse of the Soviet Union, when for the first-time attempts were made to train specialists for working in the Orthodox media.

The system of church publications that is being restored today has largely determined the growing interest in religion, in Orthodoxy, which is observed in all sectors of society [Kashevarov 2004: 162]. Currently periodically held seminars for Orthodox journalists and correspondents of secular publications, writing on religious topics that are accessed traditionally to every of the media.

Such conditions for the existence of journalism increase the number of Orthodox periodicals, Internet portals, radio and television programs, and even television channels. In addition, the development of the Orthodox media system has generated a considerable amount of research in this area of journalism. And research Orthodox press devoted student coursework and diplomatic works, which mainly examines the history of the existence of various Orthodox media.

The current Orthodox press seeks not only to satisfy the demands of the audience for which it is intended, but also often pursues peacekeeping goals, tries to engage in dialogue with atheists and representatives of other religious faiths, and find common ground on discussion issues. It is promoted and reprints from other

denominations of magazines, which are sometimes published in Orthodox publications.

Reader draws and then, that to communicate with the readership of many Orthodox publications elect not preaching – Missionary style and confessional style reflections, doubts, controversy. In an effort to express to the differences such publications views placed publication not only Church persons, but secular (e.g., known writers, commentators, scientists and directors).

The merit of the Orthodox press can also be considered that it pays great attention to stories and thoughts about Russian and world history, culture – literature, journalism, painting, and music. This determines the educational function of this type of press mentioned above (especially for magazines and Internet portals). In addition to this, many texts of Orthodox publications have a patriotic connotation, closely linking Russia with Orthodoxy. An example of this is the Russian House magazine, which positions itself as a “magazine for those who love Russia”. Accordingly, the words of *Russian, Russian* and cognate them in one of the rooms of this magazine, there are up to 600, although sometimes it looks too.

Another merit of the confessional press is turning to artistic journalistic genres, in particular to essay journalism, the percentage of which in the conditions of developing market relations in Russia and the resulting economic difficulties in the modern secular press. True, not all publications of this kind adhere to the laws of the genre; the structure and integrity of the text are violated (often because of the authors’ inability to work with such complex genres). P Appears far-fetched statement, which does not facilitate understanding of the text of the reader it. Nevertheless, the appeal to the genres of artistic journalism demonstrates the attempt of publications to use the wealth of the Russian language; not wanting to say briefly, quickly report anything, the right glorious press publishes texts rich in lexical, stylistic and grammatical.

The advantage of many Orthodox publications is that they do not impose one point of view on the reader, but urge him to think, self-development, self-criticism, self-knowledge, to seek to find his “I” (in particular, this remark applies to Orthodox magazines for young people). In other words, a greater number of texts of the Orthodox press have such a characteristic as journalism.

You can also note the activity of the audience in writing publications. As a rule, the editorial staff of Orthodox publications is small; freelance employees and other readers become the authors of a significant part of the publications [Luchenko 2002: 164]. Orthodox publications and Internet portals often place on their pages translations of the most interesting foreign publications into Russian and reprints of materials from other publications.

It should be noted and thematic variety of publications. The pages of Orthodox publications publish materials on such religious and universal concepts as responsiveness, wisdom, love in the broad sense of the word, etc. Very often, Orthodox media choose topics related to art (books, films, music (often rock), painting, creativity in general (these topics sometimes even become issues of the issue) to talk with the reader.) Also, in the publications of the Orthodox press from time to time there are materials about historical events (moreover, these are not only publications that tell about various historical phenomena, but also an attempt by the author of the publication to comprehend and realize them). However, unlike

secular media publications, Orthodox publications do not touch on political topics. The Orthodox mass media try not to make ideological comments, nor to criticize the line of behavior of this or that state.

The substantial features of the Orthodox press are as follows. Firstly, these media are called upon to inform their audience about the life of dioceses and the activities of clergy. Secondly, taking an educational and missionary position, they tell readers (viewers, listeners) about the basics of the Orthodox faith, interpret some texts of the Holy Scripture, tell about the life of saints, about monasteries, churches, holy places, pilgrimage trips. Thirdly, based on the fact that Orthodox journalism assumes a reference and consulting function, some materials from Orthodox media are advisory in nature, give advice on what to do in different situations, there are special rubrics like “Question to the priest” (which increases the percentage of interactivity). Fourth, the Orthodox press is heading for the maintenance of the ethical values of society, and the development of a humane relationship between people. Fifthly, the Orthodox media publish materials that contain peacekeeping ideas, trying to call for the hostility that continues between states in the political sphere to not go into the religious sphere (in this regard, Orthodox journalism takes a different position compared to secular). Sixth, the lexical composition of the texts of publications of the Orthodox press is characterized by the richness of the varieties of lexical units used in these texts. “The Orthodox press often uses outdated words, historicisms, archaisms in publication texts than the secular” [Kashinskaya 2007: 144]. The possibility of using almost all existing tokens in the language is due to the laws of journalistic style. Dialecticisms are used by the authors to create the effect of local color in the text, a speech portrait of a publication character (*hear, I've hammered it*). Slang vocabulary is also used: *fanatic, scum*. Infrequently, but in the texts of the Orthodox press, words borrowed (for example, *extraordinary, modality*) are present.

A special place is occupied by terminological and professional, Church Slavonic vocabulary (*troparion, kondak, ikos, akathist, zelo, during it*); as well as the use of proper names. The names of clergy, monks, and saints also suggest the use of special lexemes: *Patriarch of Moscow and All Russia Kirill, St. Nicholas the Miracle Worker*, etc. The names of church books and their parts: the *hymnal*. Names of church decoration, other items: *altar, lectern, calvary, censer, chandelier*. The name of the clothes of the clergy: *cassock, epitrichil, miter*.

However, one should not forget that confessional journalism adheres to very conservative views, using conservative rules for constructing statements and lexical means within them to express their views.

The frequency of appeals by authors of publications to one or another topic and problem depends in part on the type of Orthodox media a particular media belongs to.

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USING HISTORICAL COMMENTARY IN THE PROCESS OF STUDYING THE TOPIC “ADVERB” IN THE RUSSIAN LESSONS

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The article analyzes the possibilities of in-depth study of Russian adverbs in school by introducing elements of historical commentary on the main linguistic phenomena and processes.

Keywords: *adverb, historical commentary, historical processes of language*

Mastering such an independent part of speech as the adverb is an important stage of learning Russian at school. With the help of enriching the child's vocabulary with adverbs, he develops oral and written speech, acquires the necessary spelling skills, speech becomes livelier and more sonorous.

The morphological system of the modern Russian literary language is the result of a long historical development. It reveals a number of phenomena that can be understood and explained only if historical processes are taken into account in the development of the morphological structure of the Old Russian language. This determines the relevance of the research.

In the pedagogical literature, the studied part of speech is reflected in the works of such scientists as S. K. Aksakov, A. A. Potebnya, V. V. Vinogradov, A. A. Shakhmatov, L. V. Shcherba, A.M. Peshkovsky, N. M. Shansky, D. N. Shmelev [Laikina 1971: 210]. In this regard, the purpose of the study is to study the techniques of historical comment on adverbs.

Yu. N. Gritskevich says that “the range of adverbs in the old Russian language is limited, but in the old Russian language the word adverb is already found, and the term adverb is interesting from the point of view of its origin. Allocated before the root –rech – first had and importance, connecting him with the word a verb (cf. verb, to rant with a value of speaking) and, therefore, a literal translation of the word dialect, which functioned in the ancient language, would be the word “naglagolie” that stresses due to the historically close relationship between the two parts of speech – verb, and adverbs. This connection is also reflected in the term *adverbium*, which is often used in scientific style (the prefix ad– with the meaning “pri” and the word *verbum* with the meaning “verb”), which would be expressed in Russian as *apriglagolie* if translated literally” [Gritskevich 2016: 43].

The expansion of the adverbs is not finished and continues in the modern Russian language. Understanding the historical processes in the formation of such a part of speech as the adverb, helps students to develop skills of morphemic and word-formation analysis (from the point of view of both the Russian language and the history of the language).

We can and should refer to the history of adverbs when studying the topic “Merged and separate spelling of prefixes in adverbs formed from nouns and

quantitative numerals”. Adverbs were formed at different times, and the process of their formation is actively continuing. This circumstance complicates the structure of adverbs and at the same time their spelling. In many adverbs, students find it difficult to distinguish roots that have already disappeared from the language, while in other cases word-forming elements are not clear. The teacher can instruct students to consult the etymological dictionary and find information about the formation of adverbs such as **НЕВЗНАЧАЙ**, **НЕВДОМЁК**, **НАОБУМ**, **НАСМАРКУ**, **НЕВЗРАЧНО**, **ВРАСПЛОХ** and others. This will help student better learn the spelling of adverbs formed from nouns with a preposition, and will arouse interest in the history of the language.

In some cases, the process of *adverbialization* (i.e., switching to adverbs of words in another part of speech) is not yet complete. Therefore, it is not uncommon for the same word to act as an adverb or as a variable part of speech, and this is due to differences in spelling, for example:

(1) *снег падал на лицо* и (2) *все учащиеся налицо*;

(1) *в тайне* его не было ничего важного и (2) *нападение готовилось втайне* и т.п.

Historical commentary is also used to explain a number of spelling rules for adverbs. Many cases of merging adverbs are explained as follows:

Table 1

**Adverbs formed by combining prepositions–prefixes
with short adjectives are written together**

Russian	English	Examples
1) влево;	1) to the left;	1) The car went to the left;
2) задолго;	2) long before;	2) We were preparing for the holiday long before it came;
3) намертво	3) deadly	3) The knot was tied deadly

Table 2

**Adverbs formed by combining prepositions–prefixes
with full adjectives and pronouns are written together**

Russian	English	Examples
1) вплотную;	1) close to;	1) The wardrobe was close to the wall;
2) вслепую;	2) blindly;	2) The driver had to drive blindly;
3) вручную	3) by hand	3) She was sewing something by hand

Table 3

**Adverbs with nouns or nominal forms that are not used
in the modern literary language are written together**

Russian	English	Examples
1) вдребезги;	1) to smithereens;	1) It's hard to tell an open window from one that's been blown to smithereens;
2) взаперти;	2) locked up;	2) Well, not a fan of being locked up, I guess;
3) исподтишка	3) stealthily	3) I look at him stealthily.

After reviewing the tables, we can conclude the following:

(1) Russian and English adverbs differ in structure, number of words, etc.

(2) The reference to the etymology of adverbs, to their correlation with other parts of speech is necessary in Russian lessons. As it is the correlation with other significant parts of speech that determines the specificity of adverbs and the place of this topic in the school curriculum.

(3) The study of the Grammar topic “Adverbs” raises students' thinking to a new level – associative one.

(4) Taking into account the peculiarities of studying this topic, which completes the students’ acquaintance with significant parts of speech, contributes not only to the formation of certain skills and abilities related to the adverb, but also makes it possible to raise the overall level of knowledge in the field of Russian.

(5) Referring to the history of the language in General makes students be interested in the processes that occur in the language, it will help to learn the rules in a logical way, rather than by mechanical memorization.

(6) With the help of material from the history of the language, we form students’ ideas about the “life” of the language in time, about the processes that occur in it.

(7) When comparing modern and historical language facts, we promote the principles of scientific and historicism in Russian language lessons.

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THE ORIGIN OF INDIAN NAMES

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In this article we tried to reveal the basics of the origin and principles of the formation of names of Indians belonging to the largest group of Indian people – Hindi speakers. The main components of Indian names and the influence of caste on them are described in it.

Key words: *naming system, Hindi, caste, anthroponymy, individual name, collective name, speaking area*

Indian names are based on a variety of the naming systems that vary from region to region. Names also depend on religious and caste [Bayly 1992: 101]. The population of India speaks different languages and represents almost all the major world religions. The main languages spoken by the majority (87.13%) of the population are assami, Bengali, Gujarati, kannara, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu and Hindi. The official affiliation language of the country is Hindi. One of the main cultural and linguistic regions of India is the Hindu-speaking area – the regions of Northern India where Hindi is accepted as an official language (Uttar Pradesh, Madhya Pradesh, haryana, Bihar, Rajasthan; Himachal Pradesh and the Delhi Metropolitan area) [Sharma 2005:4–6]. Hindi is spoken by over 290 million people. Consider the anthroponymy of the Hindus. Hindus adhere to the traditional Hindu naming system. As you know, the caste hierarchy of society is inextricably linked with Hinduism. Although all the progressive, democratic forces of modern India are opposed to caste, the institution of caste shows an amazing vitality: caste continues to live in the minds and social psychology of Hindus, determining their family structure, customs, tastes, habits, preferences and morals. Caste also has a decisive influence on the anthroponymy of the Hindu population (4/5 of the country's population). An Indian name in its full form usually consists of two elements: an individual name and a collective name, for example: Banarasidas Chaturvedi, Dhanpatraji Srivastava, Krshinachandra Chopra, Ramvilas Sharma, Ramchandra Shukla, Shivprasad Singh, etc. In various reference books, it is the second element (the collective name) that is usually given as “surname” in the European sense of the term. This system of submitting an Indian name is only practiced in publications that are created in English and intended for foreign consumers. In reference books published in Indian languages, the name is given by its first element (individual name). The second element of the Indian name is nothing more than a caste “indicator”, since it serves as an indicator of a person's belonging to a certain group of Indian society – jati (JAT, caste).

Thus, such collective names as Chaturvedi (‘knowing the four Vedas’), just as Trivedi and Dwivedi (respectively ‘knowing the three Vedas’ and ‘knowing the two Vedas’), as well as Shukla (‘light’), Sharma, Varma, Upadhyaya, indicate that their carriers belong to the highest, Brahman caste; KI Singh (Singh), Arora, Chopra – indicators of their carriers’ belonging to the Kshatriya caste (warriors), etc. However, a collective name that not only identifies its bearer to a certain caste, every collective name has a kind of “regional binding”, i.e. it is distributed mainly in a certain cultural and linguistic region. So, Chaturvedi is a brahmin from Brigades (Western part of modern Uttar Pradesh), Sharma, Brahman from the Eastern region of the same state, Upadhyaya – Brahman from the Eastern regions of Uttar Pradesh or West of Bihar, Jha – Michalski Brahman (originally from Mithila – North Bihar), Ghildiyal (in the same way as other collective names on ial: Uniyal, Nautiyal, etc. the Garhwalbrahmanas (the foothills of the Himalayas,

the Northern regions of Uttar Pradesh), Bharatiya, Dalmia, Menaria (as well as many other collective names on-Iya) are characteristic of the bearer's belonging to one of the trading and usurer castes of Rajasthan, etc[Sharma2005:4–6]. We can say that there is a certain set of regionally marked collective names. So, Chaturvedi (as well as the rest-Vedi), Sharma, Shukla—evidence of belonging to the native speaker of the Hindu-speaking area; Chattopadhyaya (Chatterjee), Bandopadhyaya (Banerjee), Mukhopadhyaya (Mukherjee) – an indicator that the bearer of this collective name is a native of Bengal; Desai, Meghani, Kripalani – typical Gujarati collective names; Deshmukh, Deshpande, Kulkarni are characteristic of Marathas who come from Maharashtra; Kaul indicates that its bearer is a native of Kashmir, etc. Since marriages are usually made between members of castes of equal or similar status, the wife, entering the husband's house, takes the collective name of his family. Special mention should be made of the collective name Singh (Singh 'lion'). This collective name indicates that its bearer belongs to one of the Kshatriya castes living mainly in Rajasthan, in the Eastern part of Uttar Pradesh and neighboring Bihar. This collective name also serves as an indicator of belonging to the confessional community of Sikhs, most of which are concentrated in the state of Punjab.

An Indian individual name is usually a compound word, usually consisting of two (less often, three or more) components, raised to the corresponding lexical units usually of Sanskrit origin. As the first component of an individual name, usually, especially among the higher castes, the name of one of the most important gods of the Indian Pantheon or mythological hero, canonized by Hinduism (Rama, Krishna, Shiva) is used traditionally accepted for the deity epithet (Bhagavat 'divine' – the epithet of Shiva) or the descriptive name of a God or mythological hero (Gopal or Govind 'Keeper of cows', Mohan 'charming' – descriptive names of Krishna; Gangadhar 'holder of the Ganges', Girish 'Lord of the mountains', viswanath 'Lord of the universe' – descriptive names of Shiva; Gajanan 'elephant – faced', dhanpati, dhanpat 'master of wealth' – descriptive names of the God of wisdom and wealth Ganesha, etc.), the name of places associated with the life and activities of deities and heroes and are therefore considered sacred (Mathura, Vrindavan, Gokul – for Krishna, Kashi – for Shiva, Ayodhya–for Rama), the name of a highly revered character in Indian mythology (Arjuna, Bhima), the name of the soul quality (may 'respect', mangall 'good', kripa 'Mercy'), etc. It should be emphasized that the use of the name of a particular deity (or a place associated with it) as part of an individual name is not accidental. This depends on which deity–Rama, Krishna or Shiva is worshipped in this area

It should be emphasized that the use of the name of a particular deity (or a place associated with it) as part of an individual name is not accidental. This depends on which deity–Rama, Krishna or Shiva is worshipped in this area. As the second (syntactically leading) component of an individual name, a wide set of appellatives is used, i.e. nouns with the meaning of giving, state of mind, gratitude, exaltation, aspiration, etc. for Example–das 'servant, – Prasad 'gift', – Charan' stop', – Sharan 'protection', 'patronage', etc., for example: Shivaprasad 'gift of

Shiva', Bhavaliprasad' gift of Bhavani (Durga)' Ramvilas 'delight Frame', Krishnacandra 'Lord Krishna', Vrindavana the 'darling of Vrindavan', Bharatidasan 'fell at the feet of the divine (Durga)', Maithilisharan 'under patronage. Maithili (SITA)' etc.

The female individual name is formed accordingly by the second component—a feminine noun: – Davi, – Kumari, etc. In the Hindu-speaking area (as, indeed, in the neighboring States inhabited by Indo-Aryan peoples), there is a single model for the formation of an individual name, but its lexical content, especially the second component of the individual name, differs significantly at different ends of the area. So, East Uttar Pradesh and Bihar are typical among Kshatriya and brahmin caste is AI, the second component of which is the Prasad (the 'gift', 'gift', 'donation'), while in Rajasthan in the same position more often used –Dan – lexical item with a synonymous meaning: if in the East Uttar Pradesh and Bihar often Shivaprasad in Rajasthan – Sipadan. Consequently, the lexical content of the second AI component can also serve as a "regional marker" of its carrier to a certain extent. The second component of AI is usually Sanskrit lexemes, but this function often uses Arabic-Persian words that entered the Indian languages with the arrival of Muslim culture: Ramda and Rajgulam 'slave, servant of Rama', Ramvilas and Ramikbal 'joy of Rama'. This once again confirms that the Arabic-Persian vocabulary is firmly embedded in the Indian languages and has long been recognized as something foreign.

Indian anthroponymy develops along with the development of society, undergoing very significant changes and modifications. In recent years, among the upper castes, there has been a tendency to complicate names, manifested in the use of an additional literary name while preserving both elements of the traditional Indian name[Eichler1995: 668]. Thus, the anthroponymic model in such cases takes the form of an individual name + a collective name + an additional literary name (usually apostrophes are used for additional literary names), for example: Balkrishna Sharma "Navin" (Navin 'new', 'fresh', 'young'), Vaidyanath Mishra "Yathri" (yathri 'wanderer', 'wanderer', 'pilgrim'), SuryakantTripathi "Nirala" (nirala 'rare', 'rare', 'unusual')[Dirks 2004: 241]. Along with the Asti of society, on the contrary, there is a tendency to simplify the name, which is the leading one. The tendency to simplify the name is manifested in several forms:

1. to simplify the individual name while maintaining the collective name;
2. to transform of the name–substrate into a kind of surname, passing from generation to generation;
3. to omit the collective name and then decomposing the individual name into its component parts;
4. to omit the collective name and simplifying the second component of the individual name;
5. to use of the nickname that gradually became as if the second person's name;
6. to use as an individual name of English appellatives denoting rank or position, for example: Jarnal Singh (general), Inginer Singh (engineer)[Karve 1961: 4].

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THE MOST STRIKING NEOLOGISMS OF VOCABULARY 2020

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In this article, we tried to collect the newest words of 2020, which are actively used by native English speakers. Here you can find information about the origin of new words, the examples of usage and other useful information that can help every person learn English.

Key words:*new English words, dictionary, learn English, word formation, English dictionaries, speech, vocabulary*

Learning English from time-tested textbooks certainly has its advantages. But there are no new words in them. But life does not stand still. It is full of the events such as the industrialization, scientific and technological progress, intensive socio-political life, full of events of international significance. All the time there is a process of lexical enrichment of the language. All changes in public life are reflected in the languages of all countries. New words in the language are called neologisms, they come to the language as new objects and concepts appear.

The English language is not an exception. There are interesting neologisms in it. It is important to keep track of language innovations. This will allow you to feel comfortable in an English-speaking environment, stock mind with knowledge and enrich your vocabulary.

Where do new English words come from?

The main source of new words is the spoken language. In everyday life, people rarely follow strict literacy, often shorten words and change their usage. Many phrases born in this way are fixed in the language and become slang.

The article contains the most striking, unusual and significant words of 2020. These words can be used in speech and this information will help with understanding texts in English.

1. The Verb “to Megan Markle” is used in the sense of leaving a room/environment/environment in which you are not welcome, as you value yourself and your mental state. The origin of this verb is associated with the decision of the Duke and Duchess of Sussex to renounce the status of high-ranking members of the British Royal family and the corresponding privileges.

Example: I am thinking to Megan Markle, because I haven't been given a promotion for two years and I have more promising options.

2. The noun “covidiot” denotes a person, who buys products in excess in the store, provokes panic and deprives others of the opportunity to buy necessary things and products. The noun arose against the background of the development of the COVID-19 pandemic.

Example: He has bought 50 kilograms of buckwheat. He is a covidiot!

3. The verb “to unplug” acquired a new meaning “take a break and leave the online world/Internet and return yourself from virtual reality”. Now people spend a lot of time in front of the screens of devices, it is very important periodically “to unplug” yourself and return to real life.

Example: I have been working so much recently. I really feel I need to unplug and go to the seaside to relax.

4. We are used to using “ghosh” as a noun. There is a new colloquial usage of “ghosh”. It is a verb that means “to terminate contact suddenly, to stop answering calls, emails, and messages on social networks”. This meaning came into use due to novels and films.

Example: She has not heard from him more than a month. He has totally ghosted him.

5. The verb “to binge watch” means “to watch the series all night long, without stopping”. The verb was formed by adding two words “binge” (excess) and “watch” (watch). The new verb is very popular among film fans [<https://dictionary.cambridge.org/ru/словарь/английский/binge-watch>].

Example: When they start to binge watching nothing and no one can stop there until they are done.

6. The traditional drink of Great Britain is herbal tea, but the word “tea” has acquired an additional meaning. It is used to mean “the hottest gossip and intrigue”. If somebody wants to know about the most acute details of the latest scandal, they just ask “What’s the tea?” [<http://www.national-mentalities.ru/en/>].

7. The verb “to chillax” means “relax and relax”. It is formed by adding “chill out” and “relax”.

For example, if someone is in a state of stress and panic, you can advise them “You need to chillax”.

Another example: “I feel like I'm too stressed I need to unplug and just chillax” [<https://www.oxfordlearnersdictionaries.com/definition/english/chillax>].

8. It is common for people to make a promise to start a new life, exercise, and follow a diet. This requires effort and motivation. The noun “fitspiration” means “a motivation to work on your own body”. It is formed by adding the words “fitness” and “inspiration”. It can be a real person or a photo that serves as a motivating example and an incentive to take care of yourself [<https://www.dictionary.com/browse/fitspiration>].

Example: We were pretty impressed that our friend had stuck a photo of Martin Ford on home wall for fitspiration.

9. The verb “photobomb” means “to get into the frame”. Imagine that you have taken some great shots and are looking through the photos to choose the best one and find that your friend or stranger got into the frame and messed up the photo as a joke or by accident. A stranger will be called “photobomber” in this case [<https://dictionary.cambridge.org/dictionary/english/photobomb>].

Example: She was photobombed at her wedding ceremony.

10. The noun “stringer” means “short fragments before or after titles”. People who are not in a hurry to leave the theater after the movie ends are probably familiar with “stringers”. Movies of the Marvel universe often pamper their fans with such episodes.

Example: She likes funny stringers.

11. The noun “staycation” means “many people like traveling to distant lands, but not all of them. Some prefer to stay at home or eat out but not far away”. This type of vacation is called “staycation”.

Example: Keep calm and take a staycation.

To sum up, it should be noted that you need to look into dictionaries regularly and be familiar with new words and expressions. After all, language is a living organism that actively reacts to all events that occur in the world. Neologisms appear every day, but only time will tell which of them will really stay in it for a long time [<http://web.snauka.ru/issues/2011/10/2909>].

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BORROWINGS AS VERBALIZATIONS OF OPERATIONAL CONCEPTS IN THE LANGUAGE OF ECONOMICS

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The given research is carried out within the framework of cognitive linguistics. The authors assume cognitive approach while investigating into the nature of operational concepts. For this purpose, first, the definition of the operational concept is given. Then the operational concept is analyzed in terms of its frame structure and field model. Afterwards the authors give examples of different nominations (of the nucleus, close and far periphery) of several operational concepts, which include direct and indirect means. Then the authors focus on borrowings and calques highlighting their advantages.

Key words: *operational concept, nomination, frame structure, field model, calque, borrowing.*

Modern cognitive linguistics considers any language material as belonging to a certain discourse: political, economic, medical and others. Each discourse correlates with a certain conceptual domain, represented by a complex of concepts that reflect this domain in the mind of man. The given research focuses on the economic discourse. We assume that economic discourse is characterized by a big number of operational concepts.

Operational concepts like “planning”, “subsidizing”, “hedging”, “financial investing”, “venture investing” occupy an important position in the economic discourse. All of them represent domains inherent in economic relations. Every operational concept is verbalized by a wide range of linguistic means. The analysis of these verbalizations unveils the significance of operational concepts.

The definition of the operational concept was developed by Professor Kuznetsov, who defined it as a mentally structured complex representing accumulated knowledge of a fragment of reality by a language community. The operational concept is verbalized by linguistic means comprising the world picture. The operational concept represents a fragment of knowledge about operational action. Operational action is seen as an action that is performed by the subject over the object with a certain aim. Operational concepts are characterized by certain features that distinguish them from other types of concepts. They have a tough frame structure with obligatory slots making up a fixed proposition, and non–obligatory slots characterized by a certain degree of flexibility. Operational concepts possess important relevant features: objectiveness, flexibility, fixed

structure, recent emergence, institutionality. Operational concepts are typically verbalized by terms. As a rule, the terms are neutral and non-expressive, because it is one of the basic requirements made to the term. However, there are groups of terms that bear the expressive coloring (metaphors, acronyms).

The structure of an operational concept is a frame with obligatory and non-obligatory slots. Obligatory elements are incorporated into the proposition **subject–predicate–object** which reflects the framework of ideal situation of any operational action. Non-obligatory slots represent detailed information of the operational action and usually include the following slots: **aim, instrument, method, legislation** and some others. Operational concepts have an extensive representation in the economic discourse. Cognitive approach to economic texts helps to reveal the way of presenting information about a certain economic phenomenon relying on the nominations of operational concepts.

The field structure of the operational concept is described in terms of the nucleus, close periphery and far periphery. The nucleus of the operational concept contains a lexical unit that encompasses the whole framework of the operational action. It reflects the general idea of the operational action without highlighting any particular conceptual features. Since operational relations by virtue of their nature are verbalized by verbs and verbal nouns, the nuclear units are as a rule verbs and verbal nouns. For example, the nuclear units of the operational concept “investing” are *to invest, investing*; in the concept “subsidizing” nuclear units are *to subsidize, subsidizing*; in the concept “hedging” the nuclear units are *to hedge, hedging*.

Close periphery contains verbs and verbal nouns that verbalize operational concepts and are given in specialized dictionaries as synonyms of nuclear units. All of them have the terminological status. These units represent a narrower idea of the operational action by highlighting certain features of the action. For example, the nominations of the close periphery of the operational concept “investing” are the following: *to speculate/ speculation, to finance/ financing, to contribute/ contribution, to fund/funding*. With the concept “hedging”: *protection, compensation, covering, shield, safeguard, counterbalance, securing*. Far periphery incorporates synonyms of the nuclear units which are deprived of the terminological status. For example, the nominations of the far periphery of the operational concept “investing”: *buy into, bankroll, capitalize, credit, endow/ endowment, donate/ donation, lease/ leasing, placement*.

Besides, far periphery includes verbalizations of non-obligatory slots. Such verbalizations comprise both direct and indirect nominations, like metaphors or abbreviations. These are especially useful because they possess a set of expressive features that help to present the nominated phenomenon more prominently in the economic discourse because they help to reflect the author's pragmatic intentions. As we can see, the nominative field of operational concept is heterogenic containing both direct and indirect nominations, usual and nonce metaphors.

Besides, quite frequently operational concepts are actualized by conceptual models in the economic discourse. This can be illustrated by the example of the operational concept “hedging”. English-speaking media actualize the conceptual model: *hedging is a mystery*. The heading of the newspaper Financial Times speaks

quite explicitly about it: “*The unbearable obscurity of exotic hedge funds*”. This view is supported by the authors of other publications that strive to convey the idea of secretiveness of hedge funds, comparing them to some conspiracies through metaphors “*private club*” and “*fraternity*”: “*Hedge funds are like a private club ... The management of the fund has the right to decide who gets inside and who does not*” (“Opportunities and challenges in the global hedge fund industry” David Cox, Randy Grossman).

Most terms verbalizing operational concepts first emerged in the English language and afterwards entered the global economic theory. The economic experience was borrowed and followed by different cultures and terminology entered different languages, including the Russian language. Mostly these economic terms entered the Russian language of economics as borrowings and calques.

Borrowings penetrate a target language in three ways: by means of transcription (when the sound shape is preserved), transliteration (when the letters of the borrowing are replaced with the letters of the target language) and loan translation, or calquing (modelling words and constructions after the patterns of the donor language).

Any borrowing is prompted by the existence of lacunae in a certain linguistic environment. Due to the lack of economic experience there were no nominations for a great number of instruments and methods of operational concepts such as “financial investing”, “venture investing”, “hedging”, and others in the Russian language.

Here are examples of borrowings nominating the slot **instruments** of the operational concept “hedging”: *option, put, call, spread, futures, bid, ask*. These borrowings penetrated the Russian language as transliterations and have a similar sounding. However, though their metaphoric meaning is lost these words can be remembered by specialists and they never invoke any ambiguity.

There is another type of borrowings, that is obviously the most efficient kind given its pragmatic influence and recognizability. These are the borrowed nominations that use anthroponyms (human names). There are many of them among nominations of the slot **instrument** of the operational concept «financial investing». For example, *Bowie bonds* –asset-backed securities which used as collateral the royalty streams from future album sales and live performances by David Bowie. David Bowie was one of the most distinguished British musicians and enjoyed worldwide fame. Of course, this fact contributed to the popularity of the financial instruments bearing his name and never provoked any misunderstanding. More examples: *Clinton bonds, Rembrandt bonds, Samurai bonds, Matilda bonds, Yankee bonds, Matador bonds* and others.

Calquing has become quite popular as a means of borrowing and is extensively used in terminological practice of different countries. Some of them have become truly international.

For example, the nominations of the slot **subject** of the operational concept «venture investing»:

White knight –a friendly investor that acquires a corporation);

Black knight – a company that makes an unwelcome takeover offer for a target company;

Angel – an investor (also known as a private investor, seed investor or angel funder) is a high net worth individual who provides financial backing for small startups or entrepreneurs, typically in exchange for ownership equity in the company);

Bears, bulls, sheep, pigs, stags, wolves, lemmings, chicks, whales – different participants of the stock exchange, depending on their strategy or investing behavior (nominations of the slot **subject** of the operational concept “financial investing”).

The slot **situation** of the operational concept “financial investment” is verbalized by the metaphor *deadcat bounce*. The slot **legislation** of the operational concept “financial investment” is verbalized by the nomination *Blue Sky Laws*. Blue Sky Laws are laws related to control over capital investment, regulating the emission and sales of securities, protecting investors from fraud. The name owes its origin to a judge who said that every security is as valuable as “a patch of blue sky”. It is common knowledge that borrowings lose their inner form of the word. Whereas calques are formed by means of a word-by-word translation from the donor language into the receiving language (target language), thus preserving their inner form and semantic links between the components of the borrowing in accordance with its structure.

Thus, we can say that the obvious advantage of calqued nominations is that they preserve the motivation of their meaning as metaphors. However, this motivation becomes clear to the speakers of the target language only after they have studied the conceptual bases of these nominations, as in the case with the metaphor *dead cat bounce*. This nomination of the slot **market situation** of the operational concept “financial investing” owes its origin to Wall Street. It means a small, brief recovery in the price of a declining stock. This metaphor derived from the idea that “even a dead cat will bounce if it falls from a great height”.

In some cases, calques may cause bewilderment which comes from cultural differences. For example, the conceptual feature underlying the metaphor *pig* (a stock market speculator) is *greed*, because stock market pigs buy all kinds of securities in big amounts without thinking, as if they are eating greedily. Whereas in Russian culture pigs are never associated with greedy eating, but with untidiness.

To conclude, we can state that most borrowings and calques convey a vague idea of the economic realities. That's why we think it is crucial for Russian learners to study the conceptual bases of nomination as it will give them a better understanding of the represented economic phenomena.

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*Section 6. ECONOMIC SCIENCE***STATE SUPPORT OF INNOVATIVE ENTREPRENEURSHIP:
INTERNATIONAL EXPERIENCE AND RUSSIAN PRACTICE**

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In the current situation of the development of the scientific and technological sphere, innovations play the role of an effective tool to increase the competitiveness of the national economy on the path to product modernization. The state provides support to innovative enterprises using various financial mechanisms and tools.

The article contains an analysis of various mechanisms and tools to support innovative enterprises based on international and domestic experience.

Key words: *innovation, state support of innovation, technology, research and development, tax preferences, budget financing, entrepreneurship*

In fact, entrepreneurship always contains the innovative principle based on the search for completely new ideas of products creation and realization, ways to reduce the generation of spent resources and attracting outside funding sources. As a result, entrepreneurial activity takes the form of an innovation process with its own specifics and components.

Innovation is a process of creating, distribution and using new consumer value, which includes the life cycle of innovation from creating an idea, research and implementing results of the development in production. Innovative enterprises are market entities, which invest resources in the creation and implementation of research and development to qualitatively increase the productivity and efficiency of production systems.

The state plays one of the leading roles in the process of creating new innovative enterprises, providing resource support at the initial stages and creating the necessary infrastructure for further development. Considering the global practice of organizing the state innovation policy, it can be noted that competitive countries have already formed special mechanisms for managing innovations, which are aimed at enhancing innovation processes that lead to the strengthening of the country's position in the international market.

Leading countries are currently following the course of innovative development, which involves the creation of all conditions for interaction between the state, innovative business and society. The basis of this trajectory is a complex of effective mechanisms, which includes financial instruments aimed at increasing

the level of economic interest of innovation entities in the process of creating and introducing a new product [Pivovarova 2015: 147].

There is the following classification of methods of state support for innovation in domestic and foreign practice:

1. The method of direct state support.
2. The method of indirect state support.

Direct government support includes the following tools:

- budget financing of innovation, research and development;
- support and investment of budget funds in venture funds and other financial institutions involved in innovations;
- targeted government procurement of innovative products;
- financing the activities of innovation infrastructure entities (business incubators, technology parks, etc.);
- placement of government orders for research and development, providing demand for innovative products.

The direct support method in the form of financing the activities of innovative enterprises is widely used in international practice. The state participation in the leading countries is as follows: in Japan – 16%, in the USA – 29%, in Germany – 28%, in China – 25%, in Russia – 61%. In the USA, France and a number of other countries, direct financing reaches 50% of the costs for creating new products and technologies [6].

In parallel with direct financing, the states are implementing an indirect support policy that includes the following tools:

- tax preferences in the form of tax credits and reduced tax rates;
- granting rights to accelerated depreciation for certain types of equipment;
- exemption from payment and reduction of state duties;
- creation of production and technological infrastructure.

The most common indirect tool is tax incentives. However, states also use other forms of benefits, for example, tax research loan (USA, Canada, France, Norway), reducing the size of the tax base (Great Britain, Austria, Russia), tax reduction (Spain, Germany, Great Britain, Sweden, Italy, Russia).

In international practice, the leading states in terms of innovation development apply various mechanisms of financial support.

The priority direction of the French system of state support is to encourage small and medium-sized innovative enterprises. This function is performed by a specialized state agency engaged in financial, organizational and information support for enterprises. The Agency is based on three ministries: industry, national education, science and technology, small and medium enterprises [Hamidullaev 2012: 295].

The English model of budget financing of innovative enterprises is carried out through the work of Departments (Ministries), each of which lays in its budget funds for the development of science and specialized agencies. In parallel, there are seven research councils on priority developments in science and technology in the UK. They have their own budgets and distribute funds between scientific institutions on a competitive basis.

The German support experience is based on funding federal target programs

of the Ministry of Education, Science, Research and Technology. The advantage in support is given to long-term projects with high risk and relatively high costs (critical technology area).

Japan's economic progress is promoted by the special role of the government's innovation policy. Speaking about the innovative development of innovative enterprises in Japan, we can note a smooth transition from the predominant import of foreign technologies to the formation of a favorable climate for the creation of domestic fundamental developments. The basis of the Japanese model is the parallel implementation of state programs for the development of educational, scientific clusters and an industrial cluster [5].

Priority areas in support and development of innovations in Russia are described in federal target programs [6]:

- The federal target program “Research and development in priority areas for the development of the scientific and technological complex of Russia for 2014–2020”;
- The state program “Economic Development and Innovation Economics”.

In the framework of supporting innovative entrepreneurship, the state creates special programs (“Umnik”, “Strat”, “Razvitie”, “Internacionalizaciya”, “Kommercializaciya”, “Koooperaciya”) and implements them through the Fund for the Promotion of Small Enterprises in the Scientific and Technical Field [5]. Innovative enterprises can receive financial support in the form of grants ranging from 500 thousand rubles to 25 million rubles by participating in these programs.

In addition to the above programs, there are structural units in the country that support innovative enterprises:

- Venture innovation fund;
- Russian venture company;
- Regional venture capital companies;
- Group of companies RUSNANO.

There are a number of legal acts regulating activities in the field of innovative entrepreneurship.

The list of basic regulatory acts includes the following documents:

- The Constitution of the Russian Federation;
- Civil Code of the Russian Federation;
- Federal Law of August 23, 1996 No. 127–Ф3 “On Science and the State Scientific and Technical Policy”;
- Federal Law of July 24, 2007 No. 209–Ф3 “On the Development of Small and Medium Enterprises in the Russian Federation”;
- Federal Law of July 29, 2017 N 216–Ф3 (as amended on December 27, 2018) “On innovative scientific and technological centers and on amendments to certain legislative acts of the Russian Federation”;
- Decree of the Government of the Russian Federation of 08.12.2011, No. 2227–r “On approval of the Strategy for innovative development of the Russian Federation for the period until 2020”.

The Constitution of the Russian Federation (Article 34) guarantees freedom of business, unity of the economic space, free movement of goods, financial resources and services, and support for competition. In addition, this document

establishes the basis for the regulation of intellectual activity. The Civil Code of the Russian Federation establishes the foundations of doing business, creating and using the results of intellectual activity [Mokhnachev 2014: 41].

Summarizing all of the above, we can conclude that entrepreneurial activity in its essence is inextricably linked with innovation and innovation activity, being an integral part of the innovation process. Enterprises increase their competitive advantages and effectively allocate production resources through the creation of innovative goods and services.

Innovative entrepreneurship can be interpreted as a special innovative process, which consists in the constant search for new opportunities, focus on innovation, ability to extract and use resources to solve emerging problems from various sources.

The state is actively involved in the process of supporting innovative entrepreneurship and uses various direct and indirect financial instruments. As a result, these actions provide an increase in the economic interest of all participants in the innovation process in the development and promotion of products with new consumer properties.

Currently, Russian innovation policy is in the process of formation. At this stage, the country has certain advantages that contribute to the creation of an innovative economy. For example, highly developed fundamental science, qualified personnel, scientific and technical potential. However, on the other hand, the Russian economy, which was characterized by strict non-economic management methods, is currently under pressure from world leaders in the field of scientific and technological achievements. These factors make it difficult to enter new innovative markets.

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INDICATORS OF SOCIAL JUSTICE IN THE ECONOMIC SPHERE OF RUSSIAN SOCIETY

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Being a complex structural and multi-valued phenomenon, social justice in modern science reflects the way individuals and social groups perceive their social status and position in the social hierarchy. Social justice remains one of the bases for integrating people into the socio-economic sphere, and serves as a link for cooperation in solving economic and social problems of society. This article considers modern approaches to the study of social justice, as well as modern socio-economic problems of the Russian population in the context of social and economic stratification and polarization of incomes.

Key words: *social justice, socio-economic sphere, income, position, individual, society, indicators, wages, population.*

Social justice is determined by the ratio between the benefits and the hardships of people's lives. This relationship influences the way individuals act and contribute, and establishes a balance between the conflicting interests of society and the state [Huseynov 2001: 536–537]. The concept of justice aggregates the frameworks applying in different spheres of life and at different levels. Thus, social justice affects the standards of individual and social life in economics, politics, ethics and law. It functions at the individual, group and entire society level [Dengub 2004: 120].

In the structure of social justice, there are several key links that affect the social and material status of individuals. These are the rational use of financial resources, services and opportunities for education, entertainment, health, ensuring appropriate working conditions, family and reproduction of people. This also includes characteristics such as occupation, social functions, social roles, and social status etc. – all the factors that determine the individual or group position in a social system. The combination of these indicators defines the socio-economic status of an individual, which allows us to compare the socio-economic needs of a person with his or her life circumstances.

The main role of social justice in the economic sphere of society is:

1. In assessing the degree of accuracy of solving human social problems within the framework of existing social relations;
2. In regulating the relationship between economic necessity and social goals

of society [Knyazeva, Strakhov2004:77–78].

Using indicators of social justice, we can analyze the social nature of economic transformations in Russia and establish the relationship between the main trends and the interests of the individual and society. Justice provides material for comparing social and material situation of individuals or groups in the system of public goods distribution.

The interdependence of subjective and objective indicators serves as the basis for complex modeling within the framework of social justice.

Subjective indicators are based on state's value orientations and self-assessments in the socio-economic sphere:

1) Subjective assessment of people's degree of satisfaction with their material and social status, working conditions, housing conditions, household services; the degree of satisfaction of their needs in education, medical care, and more;

2) Comparison of a person's social and material situation and living conditions with the situation and living conditions of other people through their own perception, as well as through assessments made by others[Knyazeva, Strakhov2004:80].

Objective indicators contain a number of different statistical variables characterizing the socio-economic sphere:

1) Income as a physical source of existence, this includes the cost of living, the purchasing power of the population, the proportion of the population below the poverty threshold, and more;

2) Employment and unemployment: the share of the unemployed in the total working-age population, effective use of human resources;

3) Development of social infrastructure through access of the population to medical and household services, education, housing and other social benefits [Knyazeva, Strakhov2004:80].

Income as a material source of existence stands out among the social justice indicators because of its importance for ensuring human life and specific functions in the development of society and economy. This can be the monetary income of the population, one of the most important general indicators of the country's economic growth and well-being of the population. In Russia, the main components of income for the majority of the population remain wages and pensions. Currently, there are many burning issues in remuneration and pension accrual.

First, there are delays in paying wages (by the region and the sector of the economy). The total wage arrears for all sectors of the economy as of June 1, 2019 amounted to 2948,5 million rubles and, comparing to May 1, 2019, had increased by 47,8 million rubles (by 1,6%) [5].

As of June 1, 2019, wage arrears were owed to 45,1 thousand people, including:52% of workers in the manufacturing industry;17% in construction, 8% in transport;7% in agriculture;4% in the mining industry[5].Second, there is a significant wage gap in various economy sectors. This difference is determined by the position of the employee, professional qualifications, productivity and the form of enterprise ownership, industry affiliation and characteristics of the region itself.

The highest average monthly nominal salary per employee in 2019 was

observed in December and amounted to 62239 rubles [5].

Within reform conditions in Russia, the social sphere, while remaining mainly on state support, receives much less resources. In addition to one of the lowest levels of wages, compared with other sectors of the economy, it periodically delays payments.

Agriculture remains one of the most problematic sectors of the Russian economy in terms of workers' wages. In 2013–2019, the wages of employees in these sectors remained one of the lowest in the country. As of February 2019, the salary of agricultural workers was 26250 rubles. In recent years, compared with the National increase in real wages, which was 8,6%, real earnings of agricultural workers increased by 12,1% [5].

The third acute problem with wages is the weakness of the reproductive function. The level of cash income of employees and pensioners in modern Russia can't provide a decent life for the majority of the population, since the minimum subsistence level in Russia in 2019 was 11185 rubles for the entire population; 12130 rubles for the working age population; 9236 rubles for pensioners; 11004 rubles for children.

The growing polarization of income exacerbating the problems of poverty causes social tension, escalates the sense of social injustice of workers in economically disadvantaged industries and leads to an outflow of people from these areas [5].

Analysis of the consumer spending structure in Russia shows that in 2018, 77% of 100% of monetary income was spent on the purchase of goods and services, 12,2% – on mandatory payments and contributions, 5,6% – on savings, 3,7% – on the purchase of currency. At the same time, 35,2% of the population's purchasing expenditures are for food products, 36% – for non-food products, 1,6% – for alcoholic beverages and 27,2% – for services [5].

This fact that savings make up a very small percentage of the population's money expenditure structure – only 5,6% – attracts special attention, since they are a real indicator of the population's well-being. Their small share in the structure of population expenditures indicates the low level of material well-being of our citizens and the instability of the economy.

One of the main indicators that reflect the standard of living of the population is the share of expenditures on food in the structure of consumer spending. It is generally assumed that the higher it is, the lower the level of material well-being of households. On average in Russia the share of population's spending on food in 2019 was 35,2%.

The income of the population is closely related to the problems of employment and unemployment. In 2018, the unemployment rate was 4,8% or 3658,5 thousand people. In early 2019, the unemployment rate reached 4,9%. It is due to the fact that the efficiency of labor force has significantly decreased in recent years [5].

Among the unemployed aged 15 years and older, the share of women in December 2019 was 47,7%, share of youth under 25 years – 21,7%, share of people without work experience – 26,2%.

The analysis shows that the greatest difficulties in employment are experienced by the rural population of Russia today. Rural unemployment, in contrast to urban unemployment, is growing at a faster pace. The unemployment rate among rural residents (6,9%) exceeds the unemployment rate among urban residents (3,9%) [5].

Unemployment has led to negative socio-economic consequences, including the inability to realize the need and desire for work among the economically active population.

In Russia, unemployment has had a negative impact on a person's daily lifestyle – it has destroyed the confidence in the employability and the necessary level of social stability what leads to inactivity of population, distortion of their self-perception and self-esteem, and loss of social and moral guidelines. In turn, unemployment is accompanied by a depressed and tense mood in society [Danovsky2007:83].

The process of ongoing transformations in Russia has affected the social sphere to a negative extent. Namely, the list of free social services provided to the population has been significantly reduced. It is revealed that the reduction occurred during a period of increasing need for social protection. The Russian government has not taken any action to create an effective system of social management in market conditions, but on the contrary has retreated from the previous system of social regulation, social protection and support of citizens. Inaction is also observed on the part of legal entities – because of limited economic resources, private enterprises are not able to provide an effective social protection system to the personnel.

For most of the population, the list of offered social services and comfortable living conditions is unavailable due to low purchasing power. This makes it difficult for people to take care of their own health and favorable old age, to support their families financially, and to raise their children and provide them with proper education. Thus, the problems of social protection and support of low-income segments of the population are clearly defined.

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DIGITAL BUSINESS TRANSFORMATION

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This article considers the concepts of digital business transformation. The trends in the field of digital business transformation are highlighted. The situation in Russia on this issue is also considered and a number of problems that hinder the development of digital business in Russia are presented.

Keywords: *business, digital business, transformation, digitalization, electronic business.*

Digital transformation is the process of using digital technologies to create new – or modify existing – business processes, culture, and customer experiences to meet changing business and market requirements. This reimagining of business in the digital age is digital transformation.

It transcends traditional roles like sales, marketing, and customer service. Instead, digital transformation begins and ends with how you think about, and engage with, customers. As we move from paper to spreadsheets to smart applications for managing our business, we have the chance to reimagine how we do business – how we engage our customers – with digital technology on our side.

The leaders in this area are telecommunications and communications, IT and software development, banking and financial services. Oil and gas, industrial production, tourism and the restaurant business are still among the lagging areas of the digital transformation business.

Trends of the digital transformation of business:

1. Big data. Nowadays, Russian companies are in the process of collecting, cleaning and segmenting data. Only 6% of companies provide data as a service.

2. Focus on customer. This concept means building a business model around a client, focusing on his experience.

3. Omnichannel. This is an approach to communication with customers, in which he can contact a representative of goods or services at any time convenient for himself. This approach is implemented in 6% of Russian companies, among which the vast majority are representatives of banking and retail.

4. Innovation. Implementation of various innovative methods and inventions in the company's activities from chat bots to artificial intelligence and virtual reality.

5. People. New approaches to employee engagement and development based on a special digital culture and thinking. So, for example, the position of Chief Digital Officer appeared in companies, this person is responsible for changing the business model and business processes of the business, organizes the conversion of traditional products and services into digital form.

6. Building ecosystems. This concept means combining several business platforms with various services under a single brand.

In the process of digital transformation, the business moves into the digital business stage [Sukharevsky 2019:56].

There are two notions in this area: “electronic business” and “digital business”.

E-business (electronic business) is the conduct of business processes on the internet. These e-business processes include buying and selling goods and services, servicing customers, processing payments, managing production control, collaborating with business partners, sharing information, running automated employee services, recruiting; and more.

E-business can comprise a range of functions and services. They range from the development of intranets and extranets to the provision of e-services over the internet by application service providers.

Digital business is the development of new business models that connect the real and digital world [Roy 2016: 67].

Today, there are 4 main driving forces that are changing the modern world and are the basis for building a “digital” economy in an enterprise also they are called SMAC:

- Testing mobile;
- Testing social;
- Testing analytics or using analytics to test;
- Testing the cloud or testing in the cloud, or testing using the cloud.

In order to determine at what level is the digitalization of business in Russia, it is necessary to consider the relevant indicators. Currently, there are several indicators characterizing the level of development of business digitalization processes in Russia. The main indicator is the business digitalization index, which expresses the speed with which organizations and the business sector are adapting to digital transformation in Russia. Figure 1 shows the dynamics of the index, which was calculated by the Institute of Statistical Studies and Economics of Knowledge, HSE.

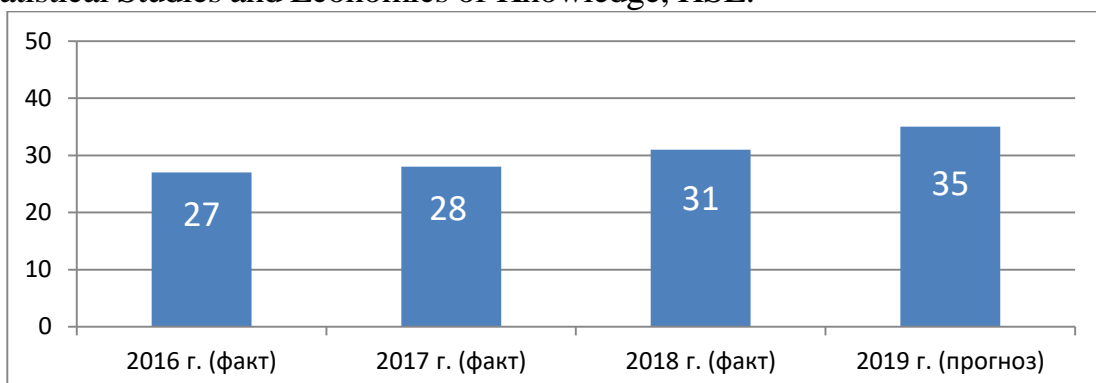


Figure. 1 Digitalization index of business in Russia

Over the period from 2016 to 2019, the index increased by 29%, which indicates a positive trend, also according to this study, Russia ranks 31st in terms of digitalization among all countries. Figure 2 shows the dynamics of the indicators that make up the digitalization index of a business.

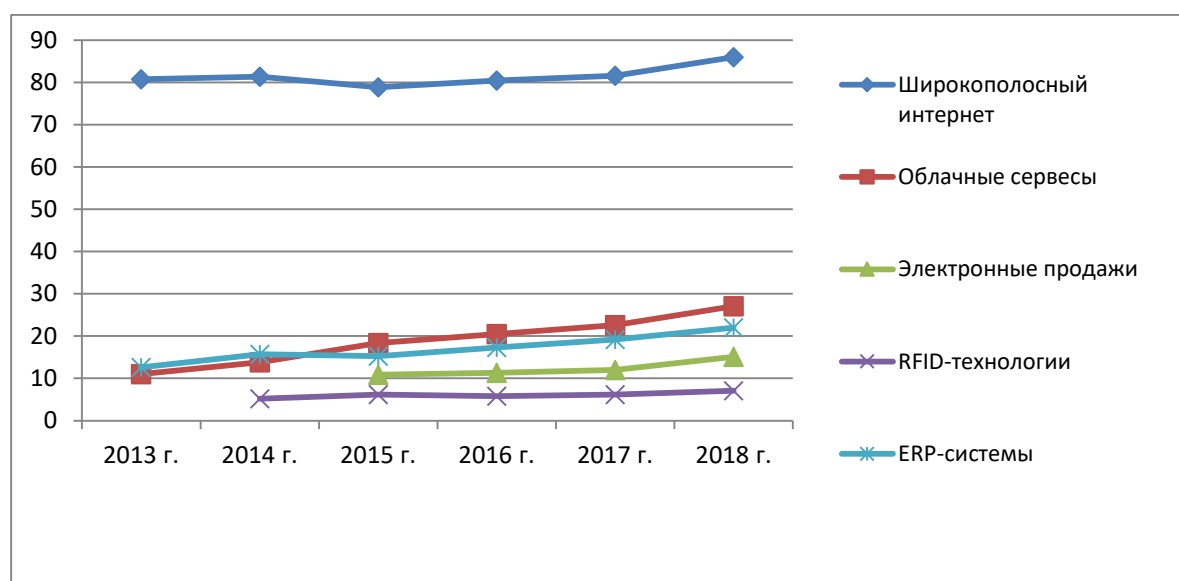


Figure 2. Dynamics of indicators of the business digitalization index

The smallest percentage is RFID technology. An RFID tag is a microchip that activates when a radio signal arrives from outside. These technologies are rarely used in business, due to the high cost. Also, the use of these technologies increases the likelihood of fraud [Sokolova 2018:24].

Also, a small percentage has ERP systems. ERP–systems are systems with which it becomes possible to plan the resources of the enterprise, automate and accelerate the processes that help to conduct business; thanks to these processes it becomes possible to reduce the negative impact of the human factor. The implementation of the system data will optimize the work of a large company with a large number of divisions, departments, employees and customers. These systems are relatively rarely used in Russian organizations due to the fact that the implementation process takes a lot of time. According to experts, no more than 20% of all projects for the implementation of ERP–solutions end at the time agreed upon by the contract and with the preservation of budgets. It is also worth noting that these systems are rarely used, because for the actual planning of all levels all the enterprise structures must be involved in the planning process, and for accurate and realistic planning for the ERP system, “tons” of detailed information are required [Plaksin 2017:58].

For most organizations, the digital transformation of a business begins precisely with the introduction of electronic document management systems. Consider the dynamics of electronic document management systems in Russia. Three quarters of companies use electronic document management, but only 12% have completely switched to it.

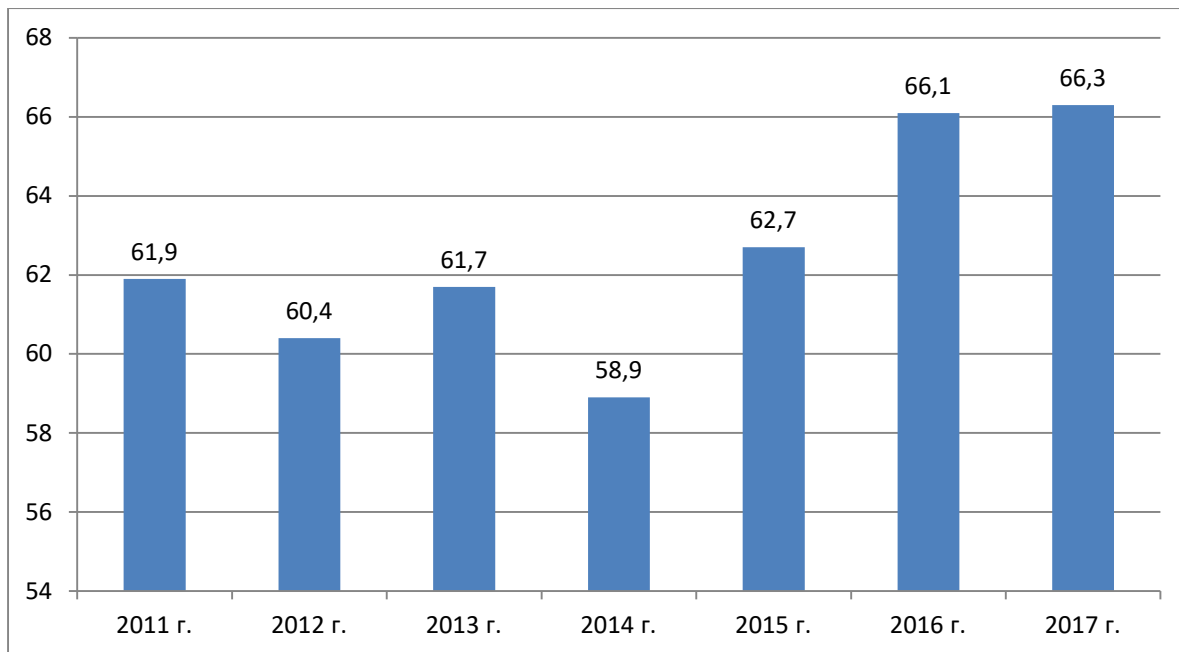


Figure. 3 Dynamics of electronic document management systems in Russia

The driving force behind the development of the market, first of all, is the need to unite the branches of geographically distributed companies into a single information environment. In Figure 3, you can see the fact that in 2014 the smallest indicator, this phenomenon can be characterized by the fact that Crimea joined Russia in 2014, the number of organizations increased, but the number of organizations that use electronic document management systems did not change.

Problems that hinder the development of digitalization of business in Russia:

- 1) Insufficient process maturity, low level of automation.
- 2) Lack of necessary competencies for the implementation of digital processes.
- 3) Lack of necessary infrastructure.
- 4) Lack of the necessary budget.

Digitalization processes are just beginning in Russia, but experts and the state understand the high level of significance and importance of these processes for the further successful development of business processes in particular and the economic situation in the country as a whole. One of the programs of integrated development in the context of digitalization is already working today, this is the program of digital transformation "Digital Economy of Russia 2024", which includes the following areas:

1. frames for the digital economy
2. information infrastructure
3. information security
4. digital technology
5. regulatory
6. digital government.

This program is aimed at preparing all subjects and objects of business processes for the upcoming global changes for the most rapid and effective transition into the era of numbers.

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GENDER DIFFERENTIATION IN THE FIELD OF LABOR ACTIVITY IN RUSSIA

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For the Russian Federation at the moment, economic and social difficulties in the labor market and employment are important, which are increasing and acquiring other nuances. In addition, at the stage of market transformations, the problem of job absence, job losses and increasing informal employment was highlighted. As a result, the gender nuance of labor relations has received scientific, for example, and practical, socio-political attention. The discrepancy between gender inequality in the economy and in employment, in particular, is manifested in situations where the female part of the population has relatively fewer financial resources for the formation of personal (family) well-being (income, property, assets, chances of self-realization) than a man. This article discusses modern approaches to the study of gender differentiation in the field of labor, as well as modern socio-economic problems among the population in Russia in the framework of gender inequality. The integrative approach to determining gender is widely used in solving problems of forensic expertise. It is possible to integrate computational linguistics methods and classical structural text analysis to identify the characteristics of male and female speech.

Key words: *gender approach, gender differences, gender (professional) differentiation, transformations, demographic, market, problems, socio-professional status, gender, male and female speech, computer linguistics.*

At the moment, in Russia, a gender approach to the analysis of economic and social policy is of particular importance. The gender approach focuses on the

interaction of the interests of women and men, the market, the family and the government. At the moment of economic growth, the situation in the labor market is not developing well; there are significant regional differences, as well as structural problems that have a neutral mechanism of formation. It should be noted that 19 years after the launch of market transformations, in the 21st century, the employment industry appeared real features of the demographic crisis of the 20th century (1990), at that time, for the first time, the death rate exceeded the birth rate. In the 21st century, at the moment, the human resource potential is characterized by negative qualitative and quantitative indicators.

In Russia, the government's employment strategy will face new challenges caused by structural unemployment, the lack of offers in the labor market for various professional specializations, a low degree of professional training of specialists, inappropriate levels of qualification of management personnel, as well as low professionalism of public servants, i.e., current problems of personnel policy. But the strategic tasks of developing the labor market are subject to intensive state actions on demographic policy and birth rate stimulation. For example, starting from 2020, a Russian citizen has the right to receive mother's capital for the birth of her first child. In other words, we can assume that there is currently a dynamic process of formation of the labor market. If you look from the gender side, it can be noted that it makes it more difficult for a woman of childbearing age to work as an employee, as the Manager begins to worry about the woman's ability to perform their new tasks [4].

In Russia, at the time of the global financial crisis, there were problems of discrimination in the formation of anti-crisis management measures. First of all, this applies to the reduction of women in the "female segments" of the market economy. In connection with these points, the gender aspect needs a new scientific understanding, improvement and regulation. Therefore, the activity of public organizations that reflect the formation of civil society is increasing. Russia ranks 75th in the ranking of gender inequality according to the WEF (all-Russian economic forum).

Let's analyze comparative gender relationships among the level of economic activity and the number of unemployed populations in the Federal districts of the Russian Federation. Based on the materials presented in rosstat, there is an assumption that with a stable trend of the dominance of the number of women in the population structure, labor activity among men and the level of registered unemployment significantly increases. As an exception, you can see that these are the Ural and Siberian Federal districts, where men are better in demand on the labor market, which is typical for industrial regions. But if we analyze data on total unemployment (according to the ILO methodology) for 2015–2019, the situation is different: in 61–85% of regions, male unemployment was higher than female unemployment, since women are less demanding about the nature of work and the level of wages, and are often ready for a lower socio-professional status [5].

At the regional level, gender differences in unemployment are usually not clearly interpreted, as they are affected by multiple factors. Here is a noticeable imbalance in favor of men remained only in 3 types of regions. The first type is

characterized as regions of new development—the oil and gas regions of the Tyumen region, a significant part of Siberia and the entire Far East (41–49% of women among the employed) with difficult working conditions and the predominance of “male” extractive industries in the structure of the economy. The second type is the regions of the agricultural South with a significantly reduced share of women among the working population due to high loads in semi-dry personal farms. The third type, in some republics of the North Caucasus, there is an overabundance of male labor, and women are displaced from the labor market [Egorenko, Bugakova 2018: 413].

Gender (professional) differentiation is a stable trend of employment of men and women within certain professions, industries (horizontal), positions (vertical). The focus of women and men in certain sectors of the labour market depends on gender differences and leads to persistent inequalities in access to basic economic resources. There is research data from which it can be concluded that horizontal (sectoral) gender segregation is manifested in the following sectors. If you look at the data for 20167, 50% of the Russian economy's branches were “female” due to the predominance of women in them: Finance, credit and insurance—70.5%, health, physical education and sports, social security—79.7%, education—81.3%, trade—63.8%, communications—62.9%, culture and art – 69.4%. The “male” sectors were forestry—86.3%, construction—79.8% and transport—78.4%. Industry, agriculture, and management were relatively gender-balanced or “mixed”, with the percentage of men in employment being more than 50%, but not more than 70%. Changes in the concentration of women in the relevant sectors of the economy, the movement of men and women by industry lead to a change in the prevalence of industries in gender categories[6].

Based on the data provided by rosstat, we can conclude that the Russian Federation actually has the lowest retirement age for women in the world, which is 60 years and 65 years for men. In Japan, the retirement age for men and women is 70/70 years, in the United States –65/65years, in Lithuania—63/62, in Kazakhstan—63/58, in Sweden—65/65 years and in France—62.5/62.5. Based on the data provided, it should also be noted that the retirement age in Russia differs slightly from other countries [5].

The issues of gender identity of speech material are solved using the methods of many scientific areas: computational linguistics, stylemetry, and corpus linguistics, cognitive and classical structural linguistics. Nevertheless, the problem of separation of male and female speech, of course, has a cognitive–social basis. Gender, on the one hand, is a product of the development of culture and society, on the other hand, the tendency toward categorization is manifested in a person from childhood, representing the essence of the process of cognitive development, and gender, of course, is one of the main criteria for categorization [Kalugina 2013: 253].

At the present stage of the development of science, female and male speech are quite successfully differentiated through the use of computer technologies and methods of stylometric analysis. Style statistics allows you to count various text lengths (sentence lengths, words), which are identification parameters for distinguishing the speech of different genders [Stepanenko 2017]. Computer

technology, however, allows one to establish material explicates of certain cognitive categories, realized in speech through vocabulary and grammar and inherent to the thesaurus of different genders. So, using automatic processing of a large amount of text data collected in the corpus, scientists were able to establish that “the indicators speak about the egocentric communication of women, as well as exclusivity, i.e. orientation in the process of communication to oneself”[Stepanenko 2017: 22]. A marker of this is the predominance of the pronouns of the “I–group” (that is, the pronouns of all possible categories of the first person singular in direct cases and their supplicative forms in indirect cases: I, me, me, etc., mine, mine, mine): in female speech there are much more such pronouns than in male[Stepanenko 2017].

The above postulates find their practical confirmation in the course of the study of texts in the framework of solving local problems of judicial authoring. So, it is the above characteristics that can have a decisive influence in the formation of a conclusion about gender in the framework of a legalized study of speech material, since they, having digital equivalents, make it possible to objectify the analysis process. Naturally, it is important to use them in conjunction with the analysis of other textual parameters, the study of which usually has a qualitative rather than a quantitative character.

So, using the methods of qualification analysis in the framework of the pre-trial autologous research, it was possible to establish that the text of the company review submitted for analysis, despite the material female authorization, probably belongs to the man. This was evidenced by a number of factors.

The first of these is the lack of direct naming of emotions and ratings related to the subject of speech. The author explicates them mainly within the framework of metaphorical structures: “The head was sent to the appropriate places, along with the Patent (!),” “This whole epic”, “but for me ... immediately goes to the black list”, “And for the inadequacy of the employee – separate huge minus”. All the main components of the text, which express its main idea related to assessing the quality of the products and services provided, are constructed using pathways (“called”, “comrades” – emotionally colored tokens with negative connotations expressing contempt) and speech patterns (“they have a Patent (!)” – an irony close to sarcasm, “ I just wanted to say: “Stop! What are you talking about?” – an imitation of dialogue, the use of a brightly colored evaluative verb as the central explicate of the author’s relationship), n in some way masking the true appraisal (sharply negative) of the author’s speech.

It is proved that the emotional degree in itself is not a sign of male or female speech: both male and female speech can be emotional. Nevertheless, emotional coloring manifests itself differently in men and women [Khvesko 2016: 696]. So, for women, the direct naming of emotions and the expression of their attitude are much more characteristic. Direct nominations of feelings in male texts are 2 times less common than among women (having fun, condolences, respect, good mood, disappointed, cheerfulness). Men prefer not to name feelings directly, a feature of the analyzed texts is the tendency to convey feelings through metaphorical expressions (he makes his way to the bones, turns his soul around, words are hooked, etc.

There is still a tendency to differentiate between “female” and “male” industries. In the context of this crisis, the end of 2008, according to our assumptions, was affected in such a way that there was a decrease in the share of women among managers and it will be possible to add to the share of women engaged in low-skilled work. In addition, the features of horizontal gender segregation potentially worsen the situation of women in employment, since the most vulnerable to crisis phenomena are “women's” industries—trade, services, Finance, as well as the commercial component of social sectors (health, education, culture, science).

Based on the above, we can conclude that harmonious cooperation between men and women in economic, social and personal life can serve as an ideal for ensuring a social standard of living. Based on the practice of market transformations, this means the formation of a more democratic and fair approach to the formation of socio-economic policy, taking into account gender equality. Gender differentiation in the sphere of labor activity in Russia can, in General, cause positive dynamics in labor activity. Since each profession has its own specifics and therefore for harmonious gender differentiation successful cooperation of men and women is necessary.

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