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Сборник научных статей на иностранных языках охватывает широкий спектр актуальных проблем современной науки, отражает результаты теоретических и научно-практических исследований аспирантов, магистрантов, студентов и их руководителей.

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THE IMPACT OF EXPERIENCED FAMILY VIOLENCE ON THE DURATION AND QUALITY OF LIFE OF CHILDREN

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This article analyzes the relationship between domestic violence and the life expectancy of people who were victims of this phenomenon in childhood. Is there really a definite connection between these seemingly incompatible concepts? The author analyzes domestic and foreign research in this area, focusing on the statistical data of Russian and international organizations. How can family violence affect the level and quality of human life in the future, what are the consequences of this phenomenon at the present stage. You can find answers to all these questions in this article.

Key words: *life expectancy, standard of living, quality of life, social work, family violence, consequences of domestic violence, statistics of family violence.*

To determine a clear relationship between the concepts of domestic violence and life expectancy, let us turn to the data of Rosstat, which indicate that the average life expectancy for men in 2022 is 68 years, for women – 78 years. At the same time, domestic researchers in the field of family violence, such as D.N. Gridasov and N.A. Atapina note that if a person was subjected to family violence in childhood, then his life expectancy is significantly less than those who have not experienced such a phenomenon themselves.

It is noted that the physical type of aggression towards a child is comparable to the psychological (or) emotional aspect of this phenomenon. The consequences of humiliation, insults, threats will be the same as from beatings, beatings for the child in his later life, this will primarily affect a person's addiction to bad habits (tobacco smoking, alcohol, narcotic substances, substance abuse). His lifestyle in the sexual sphere is also important, as D.I. Gorbov notes. people who experienced domestic violence in childhood have promiscuous sexual contacts in adulthood, which can subsequently affect infection with diseases such as AIDS, HIV and other sexually transmitted infections.

Also, domestic violence affects the hormonal sphere of a person, as E.D. Ponomareva notes, a person who has experienced family violence is more likely to be obese, which in itself affects the quality and duration of his life. In

addition to the hormonal sphere of the body, another very important branch in the life of a survivor of domestic violence is affected – disappointment in people from childhood, which affects the complication of the process of socialization.

To confirm the above thoughts about the relationship of concepts such as domestic violence and life expectancy, we turn to the data of WHO, which has data on statistics of domestic violence and life expectancy in different countries of the world. India, Afghanistan, Syria, Somalia, Saudi Arabia, Pakistan, Yemen, Nigeria, in comparison with the countries of northwestern Europe, have extremely unsatisfactory indicators that affect the quality and standard of living of the population. This is also aggravated by gender inequality, which is transformed into the phenomenon of family violence. Life expectancy in these regions among women ranges from 30 to 60 years. As the UN Committee on Family Issues notes, violence in the above-mentioned countries is ten times higher than in European countries [O nekommercheskih organizaciyah 1996].

Thus, we see that the experience of family violence negatively affects the duration and quality of life of children in various countries of the world.

Family violence, as a phenomenon, can be found in a variety of families, regardless of the level and quality of life, religion, political, sexual orientation and other subjective indicators that can influence this process. This phenomenon is widespread in all regions of the Russian Federation, however, taking into account the cultural and living conditions and traditions of a particular region of Russia, it is possible to record the very fact of violence with varying intensity.

According to the Ministry of Internal Affairs of Russia, under Article 131 of the Criminal Code referred to as "Rape", the following number of criminal cases were opened in various regions of our country per 100 thousand people, namely.

Statistics of cases of sexual violence against women, according to which it can be concluded that most often sexual crimes occur in the Tambov region with an indicator of 1.6. The Voronezh region is in second place – 1.5. The Republic of Mordovia ranks among the outsiders on this indicator – 1.4. The Belgorod region ranks 9th in terms of the prevalence of this type violence in our country. The least crimes of this type were recorded in the Nenets Autonomous District – 0 cases per 100,000 populations, the Chechen Republic – 0.3 and the Ryazan Region – 0.7. We cannot say that sexual crimes are much less in these regions, perhaps this is due to the fact that the law enforcement system is not so willing to initiate these cases.

VTsIOM conducted a study in the Central Federal District in order to find out "Who, in your opinion, among family members shows violence to others?". The data was distributed as follows:

Who, in your opinion, most often acts as an aggressor in the family?

The data obtained during the sociological research showed that the husband, according to respondents, most often becomes the main subject of violent acts against his relatives – 67%, wife – 15%, children – 2%, found it difficult to answer – 16%.

Thus, the stereotype has become entrenched in the public consciousness that it is most often a man who becomes the aggressor in the family, although in recent

years there has been a growing trend in the number of cases when a woman increasingly becomes the subject of violent actions.

Also, data from Russian law enforcement agencies indicate that in cases of sexual violence, people in the age range from 25 to 34 years old are most often victims, with a prevalence of 38% of cases. The second age range is from 35 to 44 years with an indicator of 35% of cases. 45-54 years – 11 %, 15-24 years – 10%, 55 years and older – 6 %.

With the beginning of the COVID-19 pandemic, the growth of family violence around the world was sharply marked. The UN Commission on Family Issues provides data for 2021 on the increase in cases of domestic violence. Family violence as a phenomenon has shown an increase in different parts of the world:

1) Singapore – an increase of 36%.
2) France – an increase of 31%.
3) Cyprus – an increase of 29%.
4) Argentina – an increase of 25%.
5) Russia – an increase of 35%.

Thus, restrictive measures against the new coronavirus infection, on the one hand, contributed to reducing the spread of the pandemic worldwide, and on the other hand, sharply increased the recorded cases of domestic violence of various types: physical, psychological, sexual, economic, neglect of basic human needs.

Also, the UN Commission on Family Issues conducted a study in 2020 in more than a hundred countries of the world in order to determine the prevalence of this phenomenon worldwide.

We can see that domestic violence is present in various countries of the world, regardless of the level and quality of life, the level of well-being, and so on. We can conclude that Turkey has the largest number of victims of domestic violence – 42%, and 25% of them justify the very fact of this phenomenon. In the USA, 36% of respondents admitted to experiencing domestic violence, however, 13% of them agree with their situation and have no complaints about their abuser. In Russia, the situation is the opposite, if in our country 21% of the study participants admitted that they experience aggression from relatives, then 25% of them do not condemn the subject of violent actions in their case. That is, the number of those who agree with their position in Russia exceeds similar indicators in relation to other countries. The same situation when the number of victims of violence justifies their abuser is observed in Moldova, Ukraine, Armenia, the Republic of Belarus [Ob obshchestvennyh ob'edineniyah 1995].

However, it is worth asking why in the 21st century, in the post-industrial period of human development, there is still a similar problem? To answer this question, we analyzed the legislative framework of the countries of the former USSR for the level of protection of the population from family violence at the present stage. The data is presented in table 1.

Table 1 – Protection from family violence (+ exists, – absent)

Country name	Article of the Criminal Code for family violence	The law regulating the process of regulating the punishment for domestic violence	Protection of victims of domestic violence
Belarus	–	–	+
Armenia	+	–	–
Russia	–	–	–
Ukraine	+	+	+
Kazakhstan	+	+	+
Moldova	+	+	+
Georgia	+	+	+
Azerbaijan	–	+	+
Tadjikistan	+	+	+

The article of the Criminal Code for domestic violence should be understood as responsibility for beatings, beatings and other other indicators of physical violence. The Law on Domestic Violence is a legislative framework that prevents this phenomenon. Protection of victims of domestic violence is a kind of guarantee that prohibits the aggressor from approaching his victim (a protective order).

Thus, we can conclude that, in comparison with neighboring countries, the Russian Federation has a lot to do in the field of legislation to protect the population of domestic violence. Also, the decriminalization of family violence has aggravated the situation with this phenomenon on the territory of our country, as it has transferred beatings, beatings from the category of criminal responsibility to the sphere of administrative punishment. Consequently, the legal protection of the victim of family violence can be described as weak, on a par with Uzbekistan, Belarus and Armenia, and the leaders in this rating were countries such as Georgia, Kazakhstan, Moldova, Ukraine.

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ADULT FEATURES OF ANXIETY WITH DIFFERENT LEVELS OF NARCISSISM

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This article reveals the concepts of anxiety and narcissism as important signs of psychological distress manifestation in the individual. The nature of the relationship between personal, situational anxiety and narcissistic accentuation in adulthood is also revealed. The authors conclude that the existence of this relationship is based on the results of an empirical study conducted during the study of the problematic issue.

Key words: *anxiety, narcissism, fear, self-worth, self-esteem, personal anxiety, situational anxiety.*

The article reveals the concepts of anxiety and narcissism as important signs of the manifestation of psychological distress of the individual. The nature of the relationship between personal, situational anxiety and narcissistic accentuation in adulthood is revealed, and it is also concluded that this relationship exists based on the results of an empirical study conducted during the study of the problematic issue.

Anxiety and narcissism are important signs of the manifestation of psychological distress of the individual. According to D.M. Shvarkich, narcissism should be considered as a "city" and the personality disorders resulting from it should be considered as "quarters".

W. James claims: "Anxiety can be defined as a stable personal education that persists for a fairly long period of time. It has its own motivating force and constant forms of behavior realization with the predominance of compensatory and protective manifestations in the latter" [Pedagogika 2001: 1].

A certain level of anxiety is inherent in every person. This is a natural and obligatory component of the active activity of the individual, a kind of sense of concentration, which can develop into alertness and sometimes into a feeling of chronic fearfulness, fear and tension.

It is worth separating the concepts of situational and personal anxiety, because personal anxiety is understood as an individual stable characteristic that reflects an individual's subjective predisposition to anxiety, suggesting an individual's tendency to perceive a significant range of situations of everyday reality as threatening their own well-being, forcing them to respond to each of them with a certain reaction.

Personal anxiety is activated when an individual perceives a variety of stimuli regarded by a person as dangerous for self-worth and self-esteem.

Speaking of situational anxiety, we mean a state characterized by subjectively experienced emotions, as an example, we can single out: nervousness, tension, anxiety. This condition occurs as an emotional reaction to a stressful situation and can be varied in dynamism and intensity of its course. These definitions correlate with the statements of C.D. Spielberg regarding the problems of situational and personal anxiety.

According to many domestic and foreign scientists, the increase in anxiety occurs due to a decrease in the level of adaptation to environmental conditions. The occurrence of anxiety can be associated with both external and internal factors.

We turn to the consideration of an internal factor that can become a source of both personal and situational anxiety, namely, a well-known mental disorder - narcissism.

The author of the famous psychological dictionary Ch. Rycroft defines narcissism as a variant of solipsism – the tendency to use oneself as a reference point around which life experience is organized. According to Freud, narcissism is a mental disorder in which a person is prone to pathological adoration of himself. Such a person, as a rule, is constantly waiting for the admiration of others, while she is not able to sympathize and empathize with close people, since she lacks empathy. In this regard, it is very difficult to build a close relationship with a person who suffers from narcissism.

In 1914, Freud noted that the narcissistic state is characteristic of infants, and it is called "primary narcissism". Freud believed that "primary narcissism at the stage of infancy is normal. As the child grows, he begins to form the ability to invest his libido in others. But, according to the researcher, in addition to primary narcissism, there is secondary narcissism, and it has a pathological character. In this case, libido regresses, it departs from the outside world, and the person again, as in infancy, orients libido only to himself" [Prosveshhenie 1990: 2].

However, one should not assume that narcissistic personalities give themselves a high assessment, feel confident in themselves, that they are alien to manifestations of fear and anxiety.

A person with narcissistic accentuation often experiences feelings of guilt and fear. Narcissistic accentuation also contributes to an increase in the level of situational and personal anxiety. This is facilitated by:

Lack of support within yourself.

Eternal readiness for criticism.

Constant attempts to compare yourself with other people.

Inability to appropriate your past experience, achievements and virtues.

Constant expectation of failure.

In addition to all of the above, there are several trigger themes that can increase anxiety in people with narcissistic accentuation: the theme of death and certainty, a kind of extremity.

Death is perceived by narcissists as something beyond their control, depriving them of a wide range of opportunities that, as a rule, they never pretend to be in life,

but are cultivated in the smallest details in the imagination. In order to protect oneself from experiences, the phenomenon of death is often completely denied and rage and horror arising as a response to this stimulus are dissociated.

"Finiteness" can be called a kind of unwillingness to make decisions. When making a choice, a person becomes limited, because by choosing one thing, all other options seem to be cut off. Not being ready to limit his own "grandiosity" through choice, such a person prefers not to make it at all.

Next, it is worth paying attention to an equally important reason for the increased anxiety of narcissistic personalities, namely narcissistic traumas, the causes of which may be the following situations: the love, affection and desire of the child to contact a significant adult cease to meet a response movement; due to her mental characteristics (for example, her own narcissistic organization), the mother does not see a separate person in the child, perceiving it as your narcissistic extension; the child is perceived by the parents as a competitor, or the negative attitude of the parent towards his own personality is projected onto him. Then the child becomes the object of direct criticism and hostility; narcissistic injuries can be received at a more mature age. It is assumed that they have less impact compared to childhood traumas, since the internal mental structure has already been formed. But if the traumatic experience is long and/or strong, then its impact on self-perception should also not be ignored.

The purpose of this study was to identify the presence and nature of the relationship between anxiety and narcissism in adulthood.

The main hypothesis of the study was the following assumption: in adulthood there is a link between anxiety and narcissism. Individuals with narcissistic disorder have a higher level of situational and personal anxiety than individuals without narcissistic disorder.

The following research methods were chosen: theoretical analysis of scientific literature on the problem, terminological analysis, testing, mathematical methods in psychology.

The research work is based on the following methods: diagnostic methods "Narcissistic personality Questionnaire" and "Situational and personal anxiety Scale" by Khanin-Spielberger.

The basis of the study was: Belgorod Regional Clinical Hospital of St. Joasaph, Department of Radiation Diagnostics, medical personnel, 18 men and women (40-45 years old) were selected as a sample of the study.

The first step taken during the empirical study was the distribution of men and women who took part in the study, during which we turned to the questionnaire – "Narcissistic Personality Questionnaire".

The number of respondents with a low level of narcissism in both groups turned out to be the same. There are 40% more men with a high level of narcissism than women, and among women 60% of respondents have an average level of narcissistic accentuation. Thus, according to the results of the survey, we found out that there are more men with a high level of narcissistic accentuation than women.

These results can be explained as follows: from an early age, a child learns gender roles, perceiving adult behavior, as well as encountering certain reactions of

society in relation to their behavior, so, as an example, we can say that the manifestation of aggression and authoritarianism in women invariably cause criticism, public opinion puts pressure on the fairer sex more, than on male representatives, which results in frequent suppression of narcissistic manifestations in women.

At the second stage of the study, we divided the respondents into 2 groups – (group A - respondents with a high level of narcissistic accentuation, group B – with low and medium) in order to conduct a study of the levels of situational and personal anxiety of individuals with different levels of narcissistic accentuation.

As a result of the study, the following results were obtained: non-narcissistic individuals have 20% more respondents with a low level of situational anxiety and narcissistic individuals have 20% more respondents with an average level of formation of this motive. The number of narcissistic and non-narcissistic personalities with a high level of situational anxiety is equal. Consequently, situational anxiety is more pronounced in narcissistic personalities than in non-narcissistic personalities.

The number of narcissistic and non-narcissistic personalities with an average level of personal anxiety is equal. There are no narcissistic personalities with a low level of personal anxiety, and among non-narcissistic personalities, a low level of personal anxiety was registered in 60%. Narcissistic personalities have 60% more respondents with a high level of personal anxiety. Thus, narcissistic personalities have a higher level of personal anxiety than non-narcissistic personalities.

These results may be related to the costs of the profession, which impose on employees a high responsibility for the human lives they face on a daily basis and the lack of internal support, underestimation of their importance – can significantly increase the anxiety of medical staff.

To identify statistically significant differences between the groups "Narcissistic personalities" and "Non-Narcissistic personalities", the U-Mann-Whitney criterion was used. Statistically significant differences between the level of situational and personal anxiety were revealed in the groups of narcissistic and non-narcissistic personalities.

So, according to the results of the study, his working hypothesis about the existence of a link between anxiety and narcissism in adulthood was confirmed. Narcissistically oriented individuals have a higher level of situational and personal anxiety than non-narcissistically oriented individuals. Thus, an empirical study confirmed the working hypothesis that anxiety in adulthood has a connection with narcissism. Individuals with narcissistic accentuation are more prone to anxiety than individuals without narcissistic disorder.

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BEZIEHUNG VON INTRAPERSONALEN KONFLIKTEN UND SUIZIDALEM VERHALTEN IM JUGENDALTER

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Der Artikel widmet sich der Problematik des suizidalen Verhaltens von Jungen und Mädchen mit unterschiedlichen intrapersonalen Konfliktebenen. Der Artikel befasst sich mit den Besonderheiten von intrapersonalen Konflikten und suizidalem Verhalten. Dabei zeigten sich folgende Muster: Je höher ist der Schweregrad intrapersoneller Konflikte bei Jungen und Mädchen, desto geringer ist der Schweregrad des Antisuizidfaktors, d. h. das Suizidrisiko steigt. Am akutesten erlebt man die intrapersonalen Konflikte um mangelndes Selbstwertgefühl sowie Anpassungskonflikte.

***Schlagwörter**: suizidales Verhalten, intrapersonale Konflikte, depressive Störungen, Jugendalter, Suizid, emotionale Störungen.*

Das Problem, die Besonderheiten des Zusammenhangs zwischen intrapersonellen Konflikten und suizidalem Verhalten im Jugendalter zu untersuchen, bleibt derzeit aktuell, da es sich bei intrapersonellen Konflikten hauptsächlich um verschiedene Formen von suizidalem Verhalten handelt. Das Jugendalter ist eine schwierige Zeit bei der Berufswahl, in der Bildung und Entwicklung des Selbstbewusstseins einer Person. Die Quelle und der Vektor der Persönlichkeitsentwicklung sind Krisen, Widersprüche, die eine Person erlebt. Sie bestimmen das Verhalten eines Menschen in verschiedenen Lebenssituationen. Laut moderner psychologischer Forschung ist das Jugendalter oft durch erhöhte innere Angst, das Vorhandensein von intrapersonalen Konflikten und psychologische Fehlanpassung gekennzeichnet. In diesem Aspekt spielt das soziale Umfeld, das junge Menschen umgibt, eine große Rolle bei der persönlichen Entwicklung, bei der

Entscheidungsfindung und bei der Bildung psychologischer Neubildungen, die Flexibilität und Anpassung in der Gesellschaft fördern.

Die Erforschung des Problems des intrapersonalen Konflikts wurde Ende des 19. Jahrhunderts in erster Linie von dem österreichischen Wissenschaftler, dem Begründer der Psychoanalyse Z. Freud initiiert. Er sah die Essenz des inneren Konflikts der Persönlichkeit «in zwei grundlegenden Bestrebungen einer Person: dem Wunsch nach Leben und dem Wunsch nach Tod» [Grishina 2008: 57]. Im Zusammenhang mit dem Widerspruch, der Ambivalenz von Gefühlen, erlebt ein Mensch Spannungen und einen intrapersonalen Zerstörungsprozess, erfährt Unzufriedenheit mit sich selbst.

Eine Vielzahl grundlegender Studien im Rahmen der Problematik intrapersonaler Konflikte findet sich bei dem Vertreter der Neopsychoanalyse K. Horney [Grishina 2008: 59]. Sie unterschied zwischen «normalem Konflikt» und «neurotischem Konflikt». Ein normaler Konflikt bedutet eine Wahl zwischen verschiedenen Positionen, Überzeugungen und eine Konfliktlösung tritt auf, wenn diese Wahl von einer Person getroffen wird.

Probleme des intrapersonalen Konflikts wurden auch von F. Tyson und R. Tyson, A. Adler und anderen behandelt. In der heimischen Psychologie wird der innere Konflikt der Persönlichkeit in den Schriften, den Theorien der Persönlichkeitsentwicklung von L.S. Vygotsky, L.I. Bozovich, in der Tätigkeitstheorie von A.N. Leontiev, von V.S. Merlin, in den Theorien der wert- und semantischen Wahl von V. Stolin, F.E. Vasilyuk, beleuchtet. Die Werke von A.J. Anzupov und A.I. Shipilov enthalten «eine Klassifizierung innerer Persönlichkeitskonflikte aus der Sicht des Wert- und Motivationssektors des Individuums» [Anzupov 2000: 297].

Suizidales Verhalten, betrachtet als Folge intrapersonaler Konflikte, ist ein komplexes Phänomen mit vielen Facetten. Derzeit gibt es verschiedene Konzepte, die ihre Vorstellungen zur Bestimmung suizidalen Verhaltens vorbringen. Das soziologische Konzept (E. Durkheim, M. Gernet u.a.) sieht «wirtschaftliche, gesellschaftspolitische Faktoren, den Grad der sozialen Integration des Individuums und die Auswirkung auf seine sozialen Normen» als Ursachen für suizidales Verhalten [Mokhovikov 2013: 85]. Im Rahmen des anatomischen und anthropologischen Konzepts wird auf strukturelle, morphologische und psychophysiologische Gründe für suizidales Verhalten hingewiesen und die Bedeutung ungünstiger Vererbung betont. Das psychopathologische Konzept (I. Nagel, D. Eskirol) erklärt suizidales Verhalten als Determinante der psychischen Pathologie eines Selbstmordattentäters.

Eine große Anzahl von Forschern äußerte Vorstellungen über die Existenz einer bestimmten Beziehung zwischen den psychologischen Merkmalen einer Person und einer Neigung zu suizidalem Verhalten. Gleichzeitig ist das flexibelste und vollständigste Erklärungsmodell für suizidales Verhalten das Konzept, dass ein solches Verhalten eine Folge der Fehlanpassung des Individuums an die Bedingungen des von ihm erlebten mikrosozialen Konflikts ist. Ungelöste intrapersonale Konflikte tragen zur Entstehung psychischer Störungen, depressive Zustände bei, die die Wahrnehmung von Gegenwart und Zukunft verzerren, stören

adäquate kognitive Prozesse. Dies wiederum erhöht die Anfälligkeit des Individuums für Autoaggression und andere destruktive Prozesse. Das Selbstbewusstsein einer selbstmörderischen Person ist gekennzeichnet durch mangelnde Integrität, Ambivalenz, Eintauchen in einen depressiven Zustand. Persönlichkeit, anfällig für suizidales Verhalten, bildet Autoaggression auf der Grundlage eines Krisenzustands, der durch eine intensive Manifestation negativer Emotionen, Angst, Fehlanpassung und Frustration gekennzeichnet ist [Mokhovikov 2013: 137]. Oft gibt es eine charakteristische Übertreibung der Stärke und Tiefe der aufgetretenen Probleme, wodurch eine schwierige Lebenssituation als unerträglich und nicht lösbar empfunden wird.

Daher ist es erwähnenswert, dass ungelöste innere Konflikte dem suizidalen Verhalten einer Person zugrunde liegen können. Verhaltensmuster, Motive, Merkmale suizidalen Verhaltens variieren und hängen vom Alter, den psychologischen Eigenschaften des Individuums, der soziokulturellen Situation, dem Umfeld, das die Merkmale der Persönlichkeitsentwicklung bestimmt, dem Psychotyp ab.

Wir haben angenommen, dass zwischen der Höhe des intrapersonellen Konflikts und der Schwere des Selbstmordverhaltens im Jugendalter ein Zusammenhang besteht, nämlich: Je höher das Niveau der intrapersonellen Konflikte ist, desto höher ist das Selbstmordverhalten, das sich in einem niedrigen Niveau der antisuiziden Faktoren des Individuums ausdrückt und dadurch die Konflikte des unzureichenden Selbstwertgefühls, die Anpassungskonflikte, durch den Individuum akuter erlebt werden.

In unserer Studie stützten wir uns auf die folgenden Methoden: «Test zur Identifizierung des Ausmaßes des intrapersonalen Konflikts» (A.I. Shipilov) und «Fragebogen zum Suizidrisiko bei der Modifikation von T.N. Rasuvajeva». Die statistische Datenverarbeitung wurde unter Verwendung des Spearman-Rangkorrelationskoeffizienten sowie des nichtparametrischen Kruskal-Wallis-Tests H im SPSS-22-Programm durchgeführt. Die Studie wurde in der Belgoroder Staatlichen Nationalen Forschungsuniversität durchgeführt. An der Studie nahmen Studenten verschiedener Studienrichtungen in Höhe von 30 Personen im Alter von 16 bis 23 Jahren teil.

In Übereinstimmung mit dem Zweck und den Zielen der empirischen Studie in der Anfangsphase untersuchten wir den Schweregrad intrapersonaler Konflikte von Schülern, die durch 5 Stufen dargestellt werden: extrem niedrig, niedrig, mittel, hoch, ultrahoch.

Die größte Anzahl von jungen Männern und Mädchen, nämlich 57% (17 Personen), haben eine durchschnittliche intrapersonelle Konfliktrate. Solche jungen Männer und Mädchen sind im Allgemeinen stabil und reagieren angemessen auf plötzliche oder schwierige Lebenssituationen. Erfahrungen und Zweifel sind ihnen nicht fremd, sie zeichnen sich durch flexible, moderate Situationsangst aus.

Ein extrem niedriges Niveau intrapersoneller Konflikte ist charakteristisch für 3% (1 Person) der befragten Studenten. Solche Studenten sind in der Regel durch eisernen Willen und kalte Berechnung gekennzeichnet, Zweifel und Sorgen sind ihnen fremd. Ein höherer Prozentsatz der Befragten, nämlich 23% (7 Personen), hat

eine geringe intrapersonelle Konfliktrate. Interne Konflikte und Erfahrungen bei Vertretern dieser Gruppe treten nur gelegentlich in ernsten und sehr wichtigen Situationen auf, die im Allgemeinen ohne Komplikationen überwunden werden. Nur 17% (5 Personen) der Befragten haben ein hohes Niveau an intrapersonellen Konflikten. Diese Befragten zeichnen sich durch eine komplexe Hierarchie von Bedürfnissen und Motiven aus. Sie sind nicht entscheidungsfreudig, sondern zeichnen sich durch Engagement und Verantwortung aus. Sie sind auch durch emotionale Reaktionen auf Lebenskonflikte, durch erhöhte Angst und soziale Einstellungen gekennzeichnet.

Als nächstes untersuchten wir die Anfälligkeit von Studenten für Suizidrisiken und zeigten den Grad der Bildung ihrer Suizidabsichten gemäß den entsprechenden Skalen der Methodik.

Die erhaltenen Daten zeigen, dass die Mehrheit der Schüler, nämlich 70 % (21 Personen), einen hohen Grad an Anti-Suizid-Faktor haben, was auf das Fehlen eines Suizidrisikos für diese Gruppe hinweist. Diese Befragten zeichnen sich durch ein tiefes Verständnis für Verantwortungsbewusstsein, Pflichtbewusstsein und den Wert des Lebens aus. Die wenigsten Befragten, nämlich 10 % (3 Personen), haben einen niedrigen Anti-Suizid-Faktor. Diese Studenten können einem Suizidrisiko ausgesetzt sein, das durch den Grad der Bildung ihrer Suizidabsichten gemäß den entsprechenden Skalen der Methodik bestimmt wird.

Es wurde festgestellt, dass 40 % (12 Personen), 20 % (6 Personen) bzw. 37 % (11 Personen) der Studierenden sich durch hohe Anteile suizidalen Verhaltens auf den Skalen «Sozialpessimismus», «Insolvenz», «Affektivität» aus zeichnen. Befragte mit einem hohen Wert auf der Skala «Sozialpessimismus» zeichnen sich durch ein negatives Weltbild aus, das als feindselig empfunden wird und nicht den Vorstellungen und Erwartungen des Einzelnen entspricht. Ein hoher Wert auf der Skala «Insolvenz» weist auf ein negatives Bild der eigenen Persönlichkeit hin. Es gibt eine Vorstellung von verschiedenen Formen der eigenen Es gibt eine Vorstellung von verschiedenen Formen seiner Insolvenz, Inkompetenz, Unnötigkeit, «abgeschaltet» von der Welt. Befragte mit einem hohen Wert auf der Skala «Affektivität» zeichnen sich durch die Dominanz der Emotionen gegenüber der intellektuellen Kontrolle bei der Beurteilung der Situation aus, sowie der Bereitschaft, direkt emotional auf eine traumatische Situation zu reagieren.

Für 93 % (28 Personen) bzw. 87 % (26 Personen) der Befragten sind geringe suizidale Verhaltenskomponenten auf den Skalen «Kulturelle Barrieren», «Demonstrationsfähigkeit» charakteristisch. Die meisten Studenten zeichnen sich nicht dadurch aus, dass suizidales Verhalten zu einem Kult konstruiert wird, die Suche nach kulturellen Werten und Standards, die suizidales Verhalten rechtfertigen. Die Befragten haben keinen Wunsch, andere auf ihr Unglück aufmerksam zu machen, Sympathie und Verständnis zu erlangen, sie zeichnen sich nicht durch demonstratives suizidales Verhalten aus.

Die vergleichende Analyse der erhaltenen Ergebnisse zeigte, dass die Studenten mit einer hohen Bildung von Suizidabsichten durch höhere Raten für die Schwere intrapersonaler Konflikte gekennzeichnet sind. Diese Befragten sind durch das Vorhandensein der folgenden Arten von intrapersonalen Konflikten

gekennzeichnet: unzureichendes Selbstwertgefühl, unerfüllter Wunsch, Anpassungskonflikt. Der Konflikt des unzureichenden Selbstwertgefühls dieser Schüler überwiegt bei anderen (Mittelwert = 13,6). Es ist gekennzeichnet durch die Divergenz der Vorstellungen des Befragten, wenn er seine tatsächlichen Leistungen mit seinen Behauptungen vergleicht. Der Anpassungskonflikt bei Studierenden mit hohem Suizidrisiko ist einer der führenden (Mittelwert = 12,5). Für Studenten entsteht dieser Konflikt durch ein Ungleichgewicht zwischen ihrer eigenen Persönlichkeit und der umgebenden Realität, es gibt eine Verletzung des Prozesses der sozialen oder beruflichen Anpassung.

Als Ergebnis der Korrelationsanalyse wurden direkte Verbindungen zwischen suizidalen Verhaltensweisen und intrapersonellen Konflikten festgestellt (r = 0,378 bei p < 0,05). Je höher die intrapersonellen Konflikte bei den Befragten sind, desto mehr wird suizidales Verhalten bei Mädchen und jungen Männern ausgedrückt. Es wurden auch direkte Verbindungen zwischen Indikatoren für suizidales Verhalten und Konflikten von unerfülltem Verlangen (r = 0,453 bei p < 0,05), unzureichendem Selbstwertgefühl (r = 0,613 bei p < 0,01) und Anpassungskonflikten (r = 0,427 bei p < 0,05) aufgedeckt. Je ausgeprägter daher jeder der vorgestellten Konflikte ist, desto eigenartiger ist das Selbstmordverhalten der Befragten.

Um die Signifikanz von Unterschieden in Bezug auf intrapersonelle Konflikte in Gruppen mit unterschiedlich ausgeprägtem Suizidverhalten zu bestimmen, wurde der nichtparametrische statistische Test von N-Kruskal-Wallis verwendet. Als Ergebnis fanden wir, dass es signifikante Unterschiede zwischen den Gruppen in Bezug auf intrapersonale Konflikte gibt (Asymp. Wert = 0,120 < 0,05).

Die Ergebnisse unserer Studie und die Verwendung statistischer Datenverarbeitung ermöglichten es uns, die Hypothese auf einem signifikanten Niveau statistischer Signifikanz zu bestätigen. Es besteht ein Zusammenhang zwischen dem Ausmaß intrapersoneller Konflikte und dem Schweregrad suizidalen Verhaltens, nämlich: Je höher das Ausmaß intrapersoneller Konflikte, desto höher das Ausmaß suizidalen Verhaltens und desto akuter erlebt die Person Konflikte wegen unzureichenden Selbstwertgefühls, Anpassungskonflikte. Suizidverhalten kann insbesondere im Jugendalter mit einer Krise der persönlichen Identität einhergehen. Dem Suizid kann ein depressiver Zustand des Individuums vorausgehen. Um dieses Problem zu lösen, sollte der Wiederherstellung der Integrität des «Ich» sowie der Entwicklung neuer Formen der psychologischen Existenz im Raum des Individuums viel Aufmerksamkeit geschenkt werden.

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SOZIOMETRISCHER STATUS VON SCHULKINDERN MIT UNTERSCHIEDLICHEM SELBSTWERTGEFÜHL

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Dieser Artikel befasst sich mit dem Problem des soziometrischen Status von Grundschülern mit unterschiedlichem Selbstwertgefühl. Die Kriterien für die Selbsteinschätzung und die Charakterisierung des soziometrischen Status werden entsprechend den Besonderheiten des Grundschulalters beschrieben. Es wurde eine Studie durchgeführt, die darauf abzielt, die Abhängigkeit von Selbstwertgefühl und soziometrischem Status zu untersuchen. Die Ergebnisse dieser Studie zeigten eine Abhängigkeit zwischen Soziometrie und Selbstwertgefühl im Grundschulalter.

Schlagwörter: *Selbsteinschätzung, Selbstwertgefühl, soziometrischer Status, Soziometrie, Schulkind, Psychologie, psychologische Forschung.*

Das Selbstwertgefühl ist das wichtigste und in der Psychologie am meisten untersuchte Kriterium des Selbstbewusstseins, es bezieht sich auf die grundlegenden Teilkomponenten der Persönlichkeitsentwicklung.

L.V. Borozdina glaubt, dass Selbstwertgefühl «das Vorhandensein einer kritischen Position des Individuums gegenüber dem, was er besitzt, eine Bewertung aus der Sicht eines bestimmten Wertesystems ist» [Borozdina 2012: 99].

Laut G.M. Andreeva ist das Selbstwertgefühl ein Bestandteil des Ich-Konzepts: «Das Ich-Konzept ist die Gesamtheit aller Vorstellungen eines Individuums über sich selbst, verbunden mit ihrer Bewertung. Die beschreibende Komponente des Ich-Konzepts werden oft als «Ich-Gestalt» oder «Ich-Bild» bezeichnet. Die Komponente, die mit der Einstellung zu seinen eigenen oder zu ihren eigenen Eigenschaften verbunden sind, wird Selbstwertgefühl oder Selbstakzeptanz von sich selbst genannt» [Andreeva 2011: 54].

So spiegelt das Selbstwertgefühl den Entwicklungsgrad des Selbstwertgefühls einer Person wider, ein Gefühl für ihre eigene Einschätzung und eine positive Einstellung zu allem, was in den Bereich seines Selbst fällt. Daher deutet ein geringes Selbstwertgefühl auf Selbstablehnung, Selbstzweifel, eine negative Einstellung zu sich selbst hin.

Eine Person kann sich selbst und ihre Erfolge adäquat und inadäquat bewerten, d.h. das Selbstwertgefühl kann hoch und niedrig sein. Es kann nach dem Grad der Stabilität, Selbständigkeit, Selbstkritik variieren. Ein sicheres Selbstwertgefühl gibt dem Individuum moralische Befriedigung und unterstützt seine Menschenwürde.

Die Bildung des Selbstwertgefühls erfolgt im Laufe des Lebens des Individuums. Gleichzeitig erfüllt das Selbstwertgefühl eine wichtige Funktion in der Persönlichkeitsentwicklung und fungiert als Regulator verschiedener Aktivitäten und Verhaltensweisen. Durch die Einbeziehung des Selbstwertgefühls in die Motivationsstruktur der Aktivität bezieht die Persönlichkeit allmählich ihre Fähigkeiten, mentalen Ressourcen auf die Ziele und Mittel der Aktivität. Das Selbstwertgefühl einer Person in Bezug und die Wahrnehmung von sich selbst bestimmt weitgehend sein Verhalten, seine Handlungen und Reaktionen auf die Umwelt. Es beinhaltet, dass eine Person ihre eigenen Fähigkeiten und Handlungen, Eigenschaften, Motive und Ziele ihres Verhaltens hervorhebt, ihr Bewusstsein und ihre wertschätzende Einstellung zu ihnen erkennt. Abhängig von seiner Form (ausreichend, reduziert, überhöht) kann sie die Aktivität einer Person stimulieren oder umgekehrt unterdrücken.

Es sei betont, dass die Schulkinder in diesem Alter verschiedene Arten von Selbstwertgefühl haben können: adäquat, überhöht und vermindert. Jede dieser Arten von Selbstwertgefühl kann konstant oder flexibel sein.

Daher ist die Bewertung durch eine Person von sich selbst ein Schlüsselparameter in der Struktur der Verhaltensregulation. Die Persönlichkeit ist sich ihrer Anwesenheit bei der Selbsteinschätzung nicht immer bewusst, aber sie basiert auf dem Selbstwertgefühl, sich selbst und sein Potenzial mit jenen Ansprüchen und Aufgaben zu vergleichen, die bestimmte Bedingungen sozialer Interaktion vor eine Person stellen. Das Ergebnis des Selbstregulierungsprozesses ist direkt mit der Adäquatheit, Stabilität und Tiefe des Selbstwertgefühls korreliert. Das hohe Niveau dieser Eigenschaft und ihre Integration verwirklichen auch das geeignete Maß an Selbstregulierung, seine Adäquatheit. Das Selbstwertgefühl in jedem einzelnen Schritt des Lebens spiegelt das Niveau der Bildung von Selbsterkenntnis und einer emotionalen Einstellung zu sich selbst wider und stellt eine bedeutende innere Bedingung für ihr Wachstum und ihre Entwicklung. Bei Kindern im Grundschulalter hat die Bewertung der schulischen Leistung einen großen Einfluss auf die Entwicklung des Selbstwertgefühls eines Kindes. Die Kinder, die sich auf die Bewertung des Lehrers konzentrieren, teilen sich selbst und ihre Altersgenossen in Gruppen von Ausgezeichneten, Zweijährigen auf und verleihen jedem Menschen bestimmte Eigenschaften, die dieser Gruppe entsprechen.

Die Beziehungen zwischen den Schülern im Klassenzimmer sind keine Beziehungen, die während ihrer gemeinsamen Aktivitäten entstehen. Die Tätigkeit des Schülers besteht aus Lernen und anderen Sachen – Arbeit, Gesellschaft, Haushalt. Persönliche Beziehungen sind die Grundlage für enge Gruppen, die auch im jüngeren Schulalter als kleine Gruppen bezeichnet werden.

Der Begriff «soziometrischer Status» wurde von J.J. Moreno eingeführt. Der Wissenschaftler verstand unter ihm die Position einer Person in einer sozialen

Gruppe und hob das System der zwischenmenschlichen Beziehungen von den emotionalen, geschäftlichen und intellektuellen Verbindungen der Mitglieder dieser Gruppe hervor. Moreno schrieb: «Die Soziometrie hat drei Aspekte: <...> die Menschen um sie herum, die Dimension und die Handlung. Das Ergebnis sind drei Bereiche der Studie: Gruppenstudie, metrische Untersuchung und Aktionsstudie. <...> Durch die Soziometrie wurde die Verbindung von Gruppenforschung und Handlung. hervorgehoben» [Zolotovickij 2007: 276].

Alle Individuen in jeder Gruppe haben ihren eigenen soziometrischen Status, der durch die Analyse der Summe der Präferenzen und Ablehnungen von anderen Mitgliedern bestimmt wird. Der soziometrische Status kann höher oder niedriger sein, je nachdem, welche Emotionen andere Mitglieder der Gruppe gegenüber einem bestimmten Subjekt empfinden – positiv oder negativ. Laut M.R. Bitjanova, «wenn man alle Status der Gruppenmitglieder in einer einzigen Hierarchie darstellt, erhält man die soziometrische Struktur der Gruppe» [Bitjanova 2015: 11].

Die Bedeutung des soziometrischen Status für eine Person ist groß, daher kann die Bedeutung der Erforschung dieses Phänomens nicht überschätzt werden. Die Vorstellung der Person von sich selbst wird besonders durch die Reaktionen von den Menschen unterstützt, die er persönlich kennt. Jedes menschliche Gefühl ist in gewisser Weise mit anderen verbunden, und sein Ich-Konzept beeinflusst die Beziehungen.

Wenn man über Schulkinder spricht, wird ihre Kommunikation nach Interessen gebildet, und je höher der soziometrische Status einer Person ist, desto mehr um sie herum diejenigen sind, die allen Wünschen bedingungslos folgen. Eine solche Kommunikation wirkt sich selten günstig auf jene Kinder aus, die keine Anführer in der Gruppe sind. Aber wenn sie sich von den allgemein anerkannten Normen zurückziehen, läuft das Kind Gefahr, von der Gruppe «ausgeschlossen» bestenfalls zu werden, im schlimmsten Fall erniedrigt zu werden.

Die Soziometrie ist eine der effektivsten Möglichkeiten, emotionale Beziehungen innerhalb einer kleinen Gruppe zu untersuchen. Es ist eine Methode, die zwischenmenschlichen Beziehungen in einer Gruppe zu quantifizieren, «schwache», ausgestoßene und abgelehnte Persönlichkeiten zu identifizieren und sie weiter zu korrigieren, um das Selbstwertgefühl des Kindes zu verbessern, um eine würdige Position in der Gesellschaft zu erreichen.

Somit ist der soziometrische Status eines Schülers einer der wichtigsten Mechanismen für die Persönlichkeitsentwicklung eines Kindes. Es spiegelt das Ausmaß der Attraktivität oder umgekehrt die Ablehnung einer bestimmten Person in einer bestimmten sozialen Gruppe wider. Die Wahrnehmung ihres soziometrischen Status durch eine Person ist in den meisten Fällen emotional gefärbt und erfolgt in Form eines Erlebnisses. Es ist wichtig zu beachten, dass der soziometrische Status eines Schulkindes sehr eng mit dem Niveau seines Selbstwertgefühls verbunden ist.

Wir haben eine Studie mit den Schülern der Klasse 4 «B» des Gymnasiums Nr. 2, Belgorod durchgeführt. Daran nahmen 29 Schüler (15 Mädchen und 14 Jungen) im Alter von 9-10 Jahren teil. Die Stichprobe war repräsentativ und zufällig.

Das Kruskal-Wallis-Kriterium H wurde in IBM SPSS Statistics 25 verwendet, um statistisch gültige Unterschiede zu finden.

Die Methode «Soziometrie» von Moreno wurde für Bestimmung der soziometrischen Status von Schulkindern verwendet. Man könnte die Teilnehmer innerhalb eines Teams untersuchen, indem sie Sympathien und Abneigungen, informelle Anführer, Ausgestoßene und andere aufdecken.

Mit dieser Methode wurde festgestellt, dass bei Kindern im Grundschulalter in einer Gruppe ein durchschnittliches Selbstwertgefühl herrscht (18 Personen – 67 %), das auf ein adäquaten Selbstwertgefühl und eine Kenntnis der Schwächen und Stärken ihrer Persönlichkeit hindeutet. Als nächstes kommt ein hoher Wert (6 Personen – 22 %), solche Kinder bringen sich selbst in eine Position der Überlegenheit, sind sich ihrer eigenen Richtigkeit sicher und ignorieren oft den Standpunkt anderer Schüler. 7 % der Schüler haben ein geringes und sehr hohes Selbstwertgefühl (jeweils 2 Personen). Nur bei einem Kind ist das Niveau sehr niedrig (4 %). Dies könnte sich in einer Neigung zu «Selbsternährung», Misstrauen, schwacher Motivation und Angstzuständen ausdrücken.

Daher haben die meisten Kinder in der Klasse ein adäquates Selbstwertgefühl, so dass sie perfekt auf das Schulleben und die Beziehungen zu Gleichaltrigen und Lehrern abgestimmt sind. Diejenigen mit niedrigen Noten sind weniger an die Schule angepasst, sind ängstlicher und neigen dazu, in allen Situationen unüberwindbare Hindernisse zu sehen.

Es wurde auch in unserer Studie die Methode «Wer bin ich?» von R.S. Nemov verwendet, um das Selbstwertgefühl zu bestimmen. Das Hauptziel war es, die persönlichen Eigenschaften eines Schulerkindes, einschließlich der Bewertung von sich selbst festzustellen. Dies ist notwendig, um Probleme im Bereich des Werdens des «Ich-Bildes» frühzeitig zu erkennen.

Es sei erwähnt, dass die meisten Schüler einen soziometrischen Status «bevorzugten» haben. 22 Personen (76 %) sind die Kinder, mit denen die meisten am liebsten kommunizieren und Zeit verbringen möchten. Die Gruppe hat auch 4 Personen (14 %) mit dem Status «Anführer». Diese Kinder bevorzugen das Spielen und die Kommunikation mit einem ständigen begrenzten Freundeskreis (oder einem ständigen Freund), in dem sie Autorität genießen. Es gibt auch 3 Personen (10 %), die in dieser Klasse «abgelehnt» sind. Das sind die Kinder, die von Gleichaltrigen abgelehnt werden, oft äußerlich weniger attraktiv sind oder offensichtliche körperliche Mängel haben. Sie sind nervös, zu viel konfliktfähig, gegenüber anderen Kindern negativ eingestellt. Die meisten von ihnen haben daher einen günstigen sozialen Status.

Es gibt auch Kinder mit negativen Indikatoren in dieser Gruppe. Für sie ist das sozialpsychologische Klima kalt und sogar feindlich. Dies könnte Misstrauen, Unsicherheit, Angst vor Fehlern und einem schlechten Eindruck sowie andere negative Auswirkungen auf die Persönlichkeitsentwicklung eines Schulkindes hervorrufen.

In unserer Studie wurde nachgewiesen, dass bei den Schulkindern eine Abhängigkeit des Selbstwertgefühls vom soziometrischen Status vorhanden ist. Daraus lässt sich die Schlussfolgerung ziehen, dass die Kinder mit hohem

Selbstwertgefühl eine hohe Statusposition in der Gruppe zeigen und die Kinder mit niedrigem Status einen ziemlich niedrigen sozialen Status haben.

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THE LAWS OF MEMORY AND THEIR USE IN CHILD DEVELOPMENT

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This article discusses the features of the memory laws, the role of memory in the life of a person and a child. Various types of memory and their development in preschoolers are also considered. It tells at what age stage one or another memory develops better.

Key words: memory, involuntary memory, direct memory, logical memory, arbitrary memorization

A.V. Petrovskij believes that «memory plays a crucial role in human life. Our psyche not only receives direct information about the world around us with the help of the senses and through thinking, but also stores and accumulates it. Throughout our lives, we learn something new and accumulate information with the help of memory. S.L. Rubinshtein pointed out that without memory a person would be «the creation of the moment», and, according to I.M. Sechenov, he would constantly be in the position of a newborn. Memory connects the past of the subject with his present and future and is the most important cognitive process» [Petrovskij 2016: 491].

He also says that: «It cannot be argued that all the information that a person encounters in his life is stored in the psyche for a long time. Human memory is selective and works according to its own laws. On the one hand, information that is significant for the life of an individual is stored in the psyche, and on the other hand, a person «gets rid» of «extra» information. If all non-essential information were stored, then the neural networks would be so overloaded that the brain would eventually no longer be able to separate the main from the secondary, and its activity would be completely paralyzed. This allows us to assert that memory is the ability not only to remember, but also to forget. Memory is a mental cognitive process that consists in the capture, storage and subsequent reproduction of information (about what a person thought, did, experienced), which allows it to be reused in activities or returned to the sphere of consciousness. The process of forgetting also applies to memory» [Petrovskij 2016: 498].

In a similar way, memories are considered to be an important factor in the psychological existence of a person. This guarantees the integrity and unity of the human person.

In the smaller school year, memories, as well as all other psychological movements without exception, undergo significant changes. As well as previously described, their essence lies in this, that the memories of children over time acquire the features of arbitrariness, becoming consciously controlled and also mediated.

The transformation of the mnemonic function is determined by a significant increase in the conditions for its performance, a large degree of which requires the presence of the performance of various mnemonic questions that are formed in the process of training work. Now the preschooler is obliged to keep almost everything in his memory: to fix the material used in the literal sense of the word, to have the ability to present it next to the word or in his own texts, and, in addition, not to forget in this case what someone has studied, and also to have the ability to recreate given according to the expiration of an extended period. The inability of children to fix affects his training work and, ultimately, his approach to teaching and school [SHapovalenko 2015: 349].

First graders (as well as preschoolers) have a well-formed involuntary memory, which reinforces rich, sensually vivid data regarding the child and the actions of his existence [Kulagina 2016: 376].

By the end of the lesser school year, 3 highly diverse figures of involuntary memory are formed. Only one of them guarantees a conscious and regular assimilation of the training material used. 2 others, which are expressed more than with 80 % of adolescents, provide a weak mnemonic result, which largely depends on the data of the material used or on standard methods of influence, and not on the real issues of the work.

But not all without exception, what a first-grader has to learn at school, for the purpose of him, is curious and also interesting. Thus, there was little immediate memory here [Volkov 2018: 343].

B. S. Volkov says: «There is no hesitation in this, that the interest of children in school affairs, his intense point of view, and significant cognitive motivation is considered necessary criteria for the formation of memory. This is an undeniable

fact. But it is debatable to state that not only but also not so specialized lessons in assimilation can be useful in order to form the memory of children, how much in order to develop interest in knowledge, in individual training disciplines and also form a positive relationship to them. Practical activity demonstrates that the first interest in learning is not enough for the purpose of forming a free memory, as well as the highest psychological function» [Volkov 2018: 362].

The improvement of memory in the smaller school year is carried out in the first place due to the result of obtaining in the process of training work different ways and strategies of memorization, combined together with the system and processing of the acquired material used. But in the absence of a special activity focused on the development of such methods, they form suddenly and also often become ineffective.

The ability of a child of a lesser school year to memorize fluctuates throughout the entire primary secondary educational institutions and also differs significantly for students of grades I-II and III-IV. Thus, for the purpose of a child of 7-8 years old, "conditions are typical, if it is much easier to fix in the absence of the use of any money, than to teach, comprehending and also systematizing the material used. The test subjects of this year corresponded to the problem: "How did you understand? As to what we expected, if remembered?" - most often they answer: "Just memorized, and that's it." This is displayed in the effective side of memory. It is easier for students of less than a year to carry out the "remember" exercise than the support for something [Smirnov 2016: 221].

On the verge of increasing the difficulty of training tasks, the "just remember" montage ceases to protect itself, and this also forces children to find ways to keep memory company. Often, in general, repeated repetition is considered to be a similar method – a multifunctional method that guarantees automatic assimilation.

In smaller classes, in which the student needs only the usual re-creation of a small amount of the material used, this method of memorization makes it possible to cope with the training load. However, often it is she who remains the same with the goal of adolescents during the entire time of teaching at school. First of all, in general, this is coupled with the fact that in the shorter school year the preschooler did not master the methods of connotational memorization, his regular memories remained poorly developed.

The basis of natural memory is the use of mental actions in the property of support, memory resources. Such a memory is formed in the representation [Rogov 2018: 448].

In the property of mental methods of memorization, the following have every chance to be applied: semantic interdependence, systematization, choice of connotational supports, project formation.

Specialized studies aimed at studying the developmental abilities of these modes with younger adolescents demonstrate that the preparation of a mnemonic technical, based on intellectual influence, must contain 2 stages:

a) development of the most intellectual impact;

b) its application in the property of the mnemonic device, i.e. memory resources. In a similar way, rather than using, for example, the technique of

systematization in order to remember the material used, systematization should be mastered as well as an independent intellectual process.

The procedure for the formation of regular memory in younger adolescents must be deliberately sanctioned, since the majority of the child of a given year does not independently apply the methods of semantic processing of the material used independently (in the absence of special training) and also, in order to keep in memory, they resort to a tried and tested tool - renewal. However, including having successfully mastered the methods of semantic consideration and memorization during the teaching period, the guys do not instantly arrive at their use in training work. This will require special motivation from the edge of the mature.

At different stages of the smaller school year, the macrodynamics of the relationship of those trained to the methods of connotational memorization they have mastered is indicated: if second-graders, as mentioned above, have nothing to use them on their own, because at last the children of the original school activate themselves to use new methods of memorization when working with educational material [Maklakov 2017: 592].

In the development of casual memory of younger adolescents, an additional aspect must be distributed, combined with the mastery here and there of small memory medicines, primarily writing and drawing. According to studying with a writing tongue (to grade III), children also master mediated memorization, using such a toast as a small tool. However, this move in younger adolescents happens spontaneously, uncontrollably, as if once at that decisive stage, the mechanisms of random configurations of memorization and recall are sometimes determined.

Establishing written language is fruitful in different situations, sometimes it is not a simple reconstruction of the text that is asked, but the construction of the context. Therefore, in order to master writing speech, one should not retell texts, but compose, while the creation of fairy tales seems to be the most appropriate option for word creation for the sake of children.

The shorter school year is sentimental towards the formation of the longest configurations of random memorization, which is why purposeful developing plowing to master mnemonic efficiency is predominantly effective during this period. His important convention appears to be a protocol for the personal extraordinaryness of a child's memory; its volume, modality (visual, auditory, motor), etc. [Ust'yanceva 209: 268].

Therefore, memory is the memorization, retention and further re-creation of what we previously perceived, experienced or did. Or, memory is a reflection of the uncle's experiment of remembering well, saving and recreating it. What we feel and perceive does not disappear without a trace, it is always remembered, to one degree or another.

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SECTION 2. RELIGION. THEOLOGY

UDC 271.9

THE MISSON OF THE RUSSIAN ORTHODOX CHURCH

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The given article analyzes the missionary activity of the Russian Orthodox Church in general, as well as during difficult times such as the pandemic and the Special Military Operation. The main conclusions include the importance of the mission in the modern world and in the spiritual development of Russia.

Key words: Orthodox Church, mission, priesthood, Orthodox tradition, pandemic.

In the modern world, the Russian Orthodox Church, like any sphere of human activity such as the state, education, medicine, social work, economy, etc., faces extremely challenging conditions.

After the coronavirus pandemic, which began in 2019 and lasted for two years, the Church lost a large number of parishioners and clergy who were at risk of infection.

In response to the coronavirus crisis, the Russian Orthodox Church demonstrated its ambivalence or even contradiction regarding the disease and human suffering. On the one hand, the values of love, mercy, and compassion, as well as the desire to help and comfort the sick, including with the support of medical knowledge, always remain part of the Church's social service based on Christian principles. On the other hand, the pandemic revealed cases of indifference to the suffering of the sick people, justified by certain «spiritual» goals.

In some cases, representatives of the clergy and monasticism have shown distrust of scientific information about the causes of the epidemic, a contemptuous attitude towards sanitary norms, and an attempt to replace them with "miraculous" rituals. Speaking at the Diocesan Assembly of Moscow, Patriarch Kirill of Moscow and All Russia reported that since the beginning of the coronavirus epidemic, 350 orthodox priests and 720 residents of monasteries had been infected. It was about those who had recovered or were sick at that moment. In 2020, for the first time in many years, the number of Moscow clergy decreased and was around 1817 people. According to official information, the number of priests who died from coronavirus

infection in the period from 2020 to the beginning of 2021 approached 147 in Russia [Vsledstvie koronavirusa].

In the Belgorod region, the most well-known case of a priest's death due to the coronavirus is the death of 34-year-old rector of the Holy Trinity Cathedral in Rovenki, Archpriest Dmitry Gotovkin. The priest died on the eve of his name day (7th of November 2020). A little earlier, due to the coronavirus, the rector of the Alexander Nevsky Cathedral in Stary Oskol, Archpriest Alexey Zorin, died. He was 59 years old.

The number of deaths among parishioners was even bigger. Church traditions that have been around for centuries sometimes contributed to the spread of infection: close contact during confession, communion with one spoon, kissing icons, crowding during services, and so on. That's why the Patriarchate immediately developed recommendations for congregations during the COVID-19 pandemic. These recommendations included limiting visits to churches, changing the method of communion and include disinfection, wearing masks, and other necessary methods of protection. The most important Orthodox holiday – Bright Resurrection of Christ, Easter 2020 - took place in practically empty churches. It is important to note that these restrictions caused a serious resonance within the Church and society. There were different opinions. Some people fully supported the recommendations and followed them, while others deliberately violated them, seeing them as sin and signs of betrayal of God and the coming of the Antichrist. And it was precisely because of the non-compliance with the requirements that a large number of congregations and monasteries suffered particularly badly from the pandemic.

As soon as the Church recovered from the coronavirus restrictions and people began to return to churches, a special military operation began in Ukraine on the 24the of February 2022. And despite the fact that in all times the shepherds of the Church called for peace and reconciliation, there were periods when the Church supported the liberation battles of princes and kings. Thus, the most famous case in history is the blessing given by Sergius of Radonezh to Dmitry Donskoy before the Battle of Kulikovo [Efimov 2007: 268]. Archbishop Spiridon blessed Alexander Nevsky for the battle, and during the Great Patriotic War, priests prayed for the victory of the Soviet people over the fascists. Today, the Church also prays for the well-being of Russia, for its protection and victories, blessing every soldier and praying for his fate and the fate of peaceful people, understanding the necessity of the state's actions aimed at the destruction of Nazism in the liberated territories. The heart of the Russian Orthodox Church especially aches for the Church in Ukraine, which has been subjected to persecutions and schisms more than once. One of the most terrifying events of recent times is the expulsion of monks and residents from the Kiev-Pechersk Lavra, their persecution by the Armed Forces of Ukraine and the Security Service of Ukraine. As well as the arrests of priests of the Ukrainian Orthodox Church (Moscow Patriarchate).

Taking everything into account we can understand the Russian Orthodox Church is in difficult conditions nowadays, especially in terms of missionary work. However, the tasks set earlier continue to be fulfilled. Missionary work continues in the Far North, where many people do not have knowledge of Christ and the Gospel.

The priests of the Russian Orthodox Church carry out missionary activities in the Far East, risking their lives alongside Russian soldiers who defend the Motherland. The pastors help the soldiers to strengthen themselves spiritually in the Faith, and to believe in God. «There are no non-believers in war», as the popular wisdom says.

Modern missionary work refers to religious freedom as an opportunity for people to turn to Christ through their education, instruction, and church formation. The Synodal Missionary Department, established in 1995 with the Blessing of His Holiness Patriarch Alexy II and the decision of the Holy Synod, has been headed since then by Metropolitan Ioan (Popov) of Belgorod and Stary Oskol. In 1996, the Belgorod Orthodox Spiritual Seminary was created to train missionary personnel, which, along with the Missionary Faculty of the Orthodox St. Tikhon's Humanitarian University, is the largest center of missionary education in the Russian Orthodox Church. The activity of the Synodal Missionary Department is an example of the development of modern missionary work based on its historical traditions [Koncepciya missionerskoj deyatel'nosti Russkoj Pravoslavnoj Cerkvi 2014: 382].

The Patriarch of Moscow and All Russia Kirill is an example of an Orthodox missionary for the modern Church. An example of this is the many years of conducting the «Shepherd's Word» program, and the Synodal decisions of His Holiness Patriarch Kirill define mission as the main work of the Church.

A significant leap in spreading the mission of the Orthodox Church occurred after the decision was made to teach the fundamentals of Orthodox culture in schools and introduce theological specialties into higher education. Thanks to this factor, there is an increasing number of sensitive people in society who understand the fundamental evangelical truths However, it cannot be ignored that there is strong opposition from the scientific atheist community on this issue. Now, well-known evolutionary scientists such as Stanislav Drobyshevsky and Alexander Panchin hold an anti-church and anti-clerical position [Uchenye protiv mifov]. The position of these people is built on a fairly superficial knowledge of religion and the Church, which relates not true Christianity, but myths invented around it. Also, after the introduction of Orthodox culture in schools and theology in universities, there was a scandalous "Letter of Ten Academics", in which they addressed the President of the Russian Federation, expressing their disagreement with the fact of the penetration of the Church into the secular education system [Bezotvetstvennoe priglashenie k ser'eznomu razgovoru]. However, it should not be forgotten that historically, theology has always been a part of universities. European universities, for instance, started with theology.

Therefore, it can be said that the mission of the Orthodox Church today is going in two directions: purposeful one, controlled by the Synodal Department of the ROC for missionary activities, and the unconscious mission, which is free and built by priests and parishioners, secular and church officials, ordinary people who sincerely believe in God. More active and educated clergy are emerging, spreading their preaching not only to their narrow circle of parishioners but also beyond its borders. Blogs and video channels have appeared where priests communicate the most complex Christian truths in an interesting and understandable form, such as the

«Holy Truth» by Archpriest Andrey Tkachev, the official channel of Archpriest Oleg Stenyayev, and the TV channels «Soyuz» and «Spas» by Boris Korchnevnikov. Lectures by famous scientists about God: Professor Alexey Illich Osipov of the Moscow Theological Academy, John Lennox, Victor Legi, and others are also gaining popularity.

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UDC 253

METROPOLITAN ALEXY. BIOGRAPHY AND ICONOGRAPHY OF THE SAINT

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The article deals with the biography of the Russian Metropolitan and St. Alexis. The process of his formation in the position of metropolitan is revealed, his goals of foreign policy and their results are studied. The iconography of the saint is

briefly considered. At the end, a conclusion is made about his activities as a metropolitan and politician in the matter of uniting the scattered Russian principalities.

Key words*: Metropolitan Alexy, Metropolia of Kyiv, Golden Horde, Tatar-Mongol yoke, Prince Olgerd, Moscow, Prince Dmitry Donskoy, Russian Orthodox Church, iconography.*

Saint Alexy (c. 1292-1378) was an important political and spiritual figure during the period of the Tatar-Mongol yoke in Rus'. Many historians and researchers agree that his work as a metropolitan played one of the key roles in uniting the Russian lands around Moscow, which ultimately laid the foundation for the future victory of the Russian people over the Tatar-Mongol yoke. To understand why the activity of St. Alexis is so important for the Kyiv Metropolia, one needs to consider his biography, as well as iconography.

Information about the childhood of the future metropolitan has several contradictory spots. On the one hand, it is known that he was born in a noble family, his father boyar Fyodor Byakonta was able to achieve a high position under Prince Simeon Proud by his own work, founding several noble families. However, at the same time, the exact date of birth of Alexy himself is still being questioned. According to the Code of 1409, the date of his birth should be considered 1392, but a number of researchers question this number. But for the most part, church historians agree that the approximate time of his birth is in the period of the end of the XIV – beginning of the XV century.

The same applies to his name given to him in baptism. In various sources, the future Saint Alexy is recorded under two different names – Eleutherius or Simeon. According to some assumptions, one of these names may well be given to him at birth, and the second is exactly what he received in baptism. However, in order to avoid such confusion in the future in some official church sources, these two names are combined and he is recorded as Simeon-Eleutheria.

Little is known about the life of the saint before his tonsure in the monastery. However, it is undoubted that in his youth he received a good education and was familiar with the letter, which is not surprising for one of the heirs of a noble family.

It is interesting that there is a legend about his life in the early period of his youth, telling why he decided to leave the worldly life and go to the monastery. According to this legend, one day, the future saint was catching birds in a net, and tired, he dozed off a little. In a dream, a voice appeared to him, which predicted that in the future he would catch not birds, but people, and not in ordinary, but in "spiritual nets". This prophecy, apparently, greatly influenced the young man, because already at the age of fifteen he decided to leave his ordinary life and go to the monastery.

According to church sources, in 1320 he was tonsured with the name Alexy in the Epiphany Monastery, which was located in Moscow. Those who lived in the monastery described Alexy as a wise and obedient monk, exhausting his body with various fasts and nightly vigils. Alexy completely abandoned worldly concerns, striving to achieve spiritual perfection. His mentor, the elder Gerontius, spoke extremely positively about him. In the end, the industrious and worthy young man

was noticed by Metropolitan Theognost, who saw in the monk the beginnings of a great mind, which is why from time to time he invited him to his place for spiritual conversations and lessons. In general, Alexei spent about twenty years in the monastery.

According to one of the chronicles of 1344, Prince Simeon the Proud ordered Metropolitan Theognost to appoint Alexy as his governor, which he gladly did. As a governor, Alexy, in addition to all other activities, learned the Greek language. Alexy worked as a vicar of the metropolitan for twelve years. After that, Theognost in 1354 put him on the episcopal chair in Vladimir, thereby restoring the Vladimir diocese, albeit for a short time, since after Alexy became metropolitan, it was again closed.

Considering the wisdom and diligence of Alexy, as well as the fact that Metropolitan Theognost especially singled out his activities, it is not surprising that after his death, it was Alexy who most of all claimed the role of the future metropolitan. But there was a problem – Alexy was Russian, and not a Greek like Theognost, so he had to leave for Constantinople in order to enlist the support of the Patriarchate of Constantinople. Perhaps Metropolitan Theognost guessed about the future fate of Alexis, and therefore pushed him to learn the Greek language.

The embassy of Alexy in Constantinople was called upon to solve not only the task of appointing the metropolis of Alexy, but also had the political goals of Prince Simeon Ioannovich under it. The fact was that the territory of the Kyiv Metropolis, in addition to the plots of the Russian princes, was partially under the control of the Polish Catholic kings, and at the same time, part of the metropolis was under the rule of the Lithuanian princes. Due to such a difficult foreign policy situation, these lands often began to have their own metropolises, such as the Galician metropolis or the Lithuanian metropolis. Especially the danger of this situation increased under the rule of the Lithuanian prince Olgerd, who led successful conquests. As the statesman and historian of the Russian Church A.V. Kartashev: «... it was difficult to destroy the inevitable impending division of a single Russian metropolis, as a result of the collapse of the historical life of Russian tribes into several political centers» [Kartashev 1993: 307]. The task of Alexy, as a Russian metropolitan, was not only the spiritual nourishment of the novices on these lands, but also keeping them in the bosom of the common Kyiv Metropolis.

Alexy stayed in Constantinople for a year, observing the work of Greek church leaders and simultaneously studying church science. Exactly one year later, Alexy returned to Moscow already in the position of the Kyiv Metropolitan, to which he was elevated for his labors in Constantinople. Prince Olgerd tried to prevent this, as the theologian John Meyendorff notes: «Olgerd pressed the Greeks through all diplomatic channels, resisting the advancement of Alexy» [Mejendorf 2000: 449], but in the end nothing came of it. Upon his return, Metropolitan Alexy immediately took up church activities – he appointed new bishops in Rostov, Ryazan, Smolensk and the capital of the Horde – Saray. In all, he ordained twenty-one bishops in his lifetime.

Another church tradition about Metropolitan Alexy is also connected with the Horde. Even when he was just heading to Constantinople, the Russian embassy,

along with him, lingered for some time in Saray, where the future saint made a great impression on the wife of Khan Uzbek, Taidula. She gave Alexy a "traveling letter" protecting his embassy from attacks by other Horde residents.

After returning back to Moscow, Metropolitan Alexy again received a message from Taidula, in which she urged him to come to Saray to be cured of a serious illness. The Khan's wife heard that Alexy had already performed miracles several times in his life (this is also mentioned in the annals), so she asked her husband to send an embassy to the Russian prince. Khan threatened with reprisals against the Russian lands if the metropolitan did not obey his order. Alexy in 1357 had to depart again for Sarai.

Already at the time of Alexy's return from Constantinople to Moscow, Taidula was blind due to illness, moreover, she was getting worse every day. Metropolitan Alexei was able to heal her with the help of the word of God, which struck Khan Uzbek, who still did not fully believe that Alexy could at least do something. This church tradition was especially fond of depicting secular artists in their works, the most famous of which is the picture of the portrait painter and genre painter Yakov Fedorovich Kapkov «Healing by Metropolitan Alexei Taidula», written by him in 1830 and now stored in the Tretyakov Gallery.

Alexy's work as a metropolitan was difficult, but he, by virtue of his character and wisdom, continued to stubbornly solve the complex ecclesiastical and secular problems that arose during this period. In addition to caring for the flock and appointing metropolitans, in 1365 he founded the Chudov Monastery, in addition, it is known that he also founded several other women's monasteries. So, for example, according to the theologian V. Rozhdestvensky: «... in 1360 – 1362. he founded the Vvedensky Vladychny Monastery in Serpukhov» [Rozhdestvenskij 1886: 116].

And after the death in 1359 of Prince John Ioannovich, the task of the metropolitan also included taking care of his nine-year-old son, Prince Dimitri (later Donskoy). It was Metropolitan Alexy who was able to train and educate the future hero, whose merit for the entire Russian people, in particular the victory in the Battle of Kulikovo, cannot be overestimated. For the period of growing up Dmitry, Alexy becomes his regent, and the practical ruler

In addition, the Lithuanian prince Olgerd continued to bear the danger for the Kyiv Metropolis. His confrontation with Metropolitan Alexy boiled down to the fact that he constantly tried to independently create his own metropolises on the territory of the Kyiv Metropolis, which aggravated the situation between Moscow and Lithuania. Alexy, being a talented diplomat, understood that in order to repel such threats, Moscow needed not only the support of other Russian princes, but their unification, therefore, obeying the Horde Khan, he was engaged in creating an alliance between the Russian princes. His success in political activity is already evidenced by the fact that it was under him that the tradition of affixing interstate agreements between princes with the metropolitan seal arose. An example is the agreement between Moscow and Novgorod with the defeated Tver.

Until the very end of his life, Metropolitan Alexy continued to take care of the Russian Church. He wanted to make Sergei of Radonezh the next metropolitan after himself, but he, unfortunately, refused. Therefore, Alexy had to appoint

Metropolitan Michael, a confessor close to Prince Dimitri, but his very opinion of Michael can hardly be called positive.

Metropolitan Alexy died in 1378, and was buried behind the altar of the cathedral in the Miracle Monastery. And after 50 years he was canonized as a saint, and his relics were found in 1431 in the Miracle Monastery.

As for the icon-paintings and paintings on the walls of churches and monasteries, depicting Metropolitan Alexei, there are quite a few. At the same time, as noted in the Orthodox Encyclopedia: «Alexy is often represented on icons next to Metropolitan Peter» [Turilov 2000: 637].

Most often, St. Alexis is depicted in hierarchal robes to emphasize the special status of the metropolitan. In icon-paintings, the elements of his attire are klobuk, sakkos and omophorion.

The most famous icon-painting image of Metropolitan Alexei belongs to the famous Moscow icon painter Dionysius (c. 1440 – 1502).

The icon is called «Metropolitan Alexei with Life». Art critics and researchers date the creation of the icon closer to the end of the 15th – the beginning of the 16th centuries. Presumably, the interest of Dionysius in the creation of this icon could be associated with the restructuring of the Chudov Monastery in 1501-1503. Metropolitan Alexei was a rather illustrious metropolitan, and the reconstruction of the monastery could attract the attention of an icon painter.

As for the icon itself, it has a standard style for those centuries. The background of the icon has a greenish-bluish tint, typical for the works of Dionysius. In the center is the image of the figure of Metropolitan Alexei himself, and around him there are twenty hallmarks, which are plots of his life. The hands of the saint are outstretched – with his right hand, he blesses, and in his left hand he holds a bow on which the Gospel stands, symbolizing his teaching personality as a saint. The top row of hallmarks contains the life story of St. Alexei – his birth, youth, tonsure as a monk and ordination to the metropolitan rank. The bottom row depicts scenes of miracles that take place after the death of the metropolitan, at his tomb. So, one of the lower hallmarks contains the following plot: «Aleksy is preparing a tomb for himself in the Miracle Monastery. Standing in front of the Cathedral of the Miracle in Khonekh with the Annunciation aisle on the right…» [Romanov 1995: 12-13].

This icon-painting work of Dionysius, however, like many others, is highly appreciated by art historians and church researchers. To date, this icon is in the Tretyakov Gallery in Moscow.

In conclusion, we can say with confidence that it was precisely the foreign policy activities of Metropolitan Alexy that laid one of the main foundations for the future unification of the Russian lands in the struggle against the Lithuanian state, but also the Horde yoke.

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THE ROLE OF RELIGION AND CANONAL LAW IN MODERN PROCESSES OF GLOBALIZATION

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The article considers such concepts as religion, the definition of religion, globalization and what it is, canon law, its definition, the place of religion and canon law in the context of modern globalization, various branches (directions) of religion, including canonical law. It also touches upon issues such as the importance of religion and canon law as an integral part of religion for the Orthodox Church and for the state and society, regulation of the canon (church) law of the Orthodox Church.

Key words: *Canon, Church, Law, Globalization, Religion.*

Before starting to talk about the place that religion, and in particular the Orthodox one, occupies in the conditions of modern globalization, one should start with what religion is and what globalization is.

Religion is a peculiar form of interaction between people and God. Orthodoxy is considered the true religion. The Orthodox religion includes the following sciences: dogmatic theology, moral theology, basic theology, pastoral theology, liturgical theology, liturgy, the New Testament and the Old Testament, the history of the Russian Orthodox Church and the history of the Universal Church, canonical (church) law and other theological sciences. The Lord God arranged every person in such a way that he cannot but believe in anyone at all, that is, if a person ceases to

believe in God, then another faith settles in him, namely demonic, that is, faith in all sorts of heresies, false teachings and etc.

Further, what is globalization is a process of relationship and integration taking place among society, between governments and certain companies. Globalization is associated with the development of technological, political, economic, social, agrarian and other processes.

Religion is in an absolutely unique relationship with globalization. That is, it interacts to a certain extent with the state, with any specific organizations. It resists the standard impact of certain global processes more than any other segment of the world of our time. The fact is that you can change something in the economy, in politics, in any technology, but in the Church you can't change anything, that is, modernize, since, for example, the rules for the celebration of worship are written by the fathers of the Church and nothing needs to be changed and besides, it would be a sin. Globalization brings everything to uniformity, including the same number of people. As a result, the so-called globalism and (Orthodox) religion are, from themselves, the so-called two, both worldview and ideological structures, which, in turn.

As mentioned above, religion consists of different areas, including canon law. What place religion occupies in modern globalization is best illustrated by the example of such a branch of religion as canon law. In order to more clearly explain the place of canon law, for example, of the Russian Orthodox Church in the context of globalization, for example in Russia, it is good to consider for this the relationship between the Church and Russia.

A fairly large number of Church historians, canonists, professors in the field of theology have written a huge number of books and works about canon (church) law and its place in the conditions of modern globalization, one of such prominent people is Vladislav Aleksandrovich Tsypin, who, in turn, is a clergyman of the Russian Orthodox Church, a famous canonist, a doctor of both theology and the history of the Church, who, in turn, wrote a huge number of works in the field of general history, the history of the Ancient Church, the history of the Russian Orthodox Church, and quite a few works he wrote in the field of canon (ecclesiastical) law. His works include: the most outstanding edition of V. Tsypin is the edition called: «Canonical Law» [Cypin 2009: 864], in which Tsypin gives all the comprehensive information about canon (church) law, he writes about the history of the emergence of canon law, about the relationship between the Church and law, about various sources of canon law, about canon law as a science. V. Tsypin attaches a certain property to law when he writes the following about him, he writes that: «Law has a predominantly social character ...» [Cypin 2009: 12]. No less important may be the works of such scholars in the field of church law as Mikhail Andreevich Ostroumov and Alexei Stepanovich Pavlov «Review of Philosophical Doctrines» [Ostroumov 1880: 220], «Course of Church Law» [Pavlov 1902: 552].

The state, which understands the limits of its own competence, makes no pretense of expounding an authoritative opinion on things of doctrine or on the images of Divine veneration, namely, on worship; equally, it is not the business of the Orthodox Church to have judgments about the forms of the structure of the state,

about government measures from the point of view of their expediency in the field of politics. The State and the Orthodox Church have their own specific spheres of functioning, their own peculiar means, and, by and large, are independent of each other.

The Russian Orthodox Church from the time of its existence lives and is regulated by canon (church) law, which, in turn, is supplemented by the Councils of the Russian Orthodox Church, at one of these Councils the Fundamentals of the social concept of the Russian Orthodox Church were adopted, in which the following provision is found: If state power forces believers of the Orthodox faith to apostatize from Jesus Christ and His Orthodox Church, as well as to acts that are sinful and harmful to the soul, the Church is obliged to refuse submission to the state. A Christian, proceeding from the dictates of his conscience, has the right not to fulfill the command of the state authorities, which pushes him to a serious sin, this is one example of the place that canon law occupies in the context of globalization.

Since the Russian Orthodox Church has been separated from the state since 1917, canon (church) law cannot be part of state law in any way. Is it good or bad that the Church has been separated from the state since 1917, on the one hand, it's good, since canon law would be part of state (secular) law, and accordingly it would be strictly enforced, since not only would the Church already monitor the implementation of the rules of canonical rights, but also the state, but if some dictator came to power, he would, with a flagrant offense, begin to abuse the implementation of the rules of canon law.

Still, it's better when the Church is separated from the state, secular officials should go about their secular affairs, and the Church should be managed by people specially appointed for this – the clergy. It is necessary that the Church, not under compulsion, not being under pressure from the state, could calmly convene Councils and take the necessary decisions and resolutions at them, so it will still be right. In many branches of canonical (church) law, additions and adjustments are being made, for example, theological schools of various levels in Russia began to receive state accreditation, but earlier the program of secular disciplines had already been introduced into the educational programs of theological schools - and this is also a manifestation of the decisions and resolutions adopted Cathedrals of the Russian Orthodox Church.

One can talk a lot about the rather high significance of canon law for the Russian Orthodox Church, and indeed for the entire Ecumenical Orthodox Church, while studying it, one can more than once be convinced of its necessity. If, for example, we take canon law out of the application of the Russian Orthodox Church even for one day, what will happen? What will happen? How will services be celebrated on this day? What guides the various departments of the Russian Orthodox Church in the functioning of these departments? Already one day without canon law - this will be an incommensurably huge loss for the Russian Orthodox Church and for the entire Ecumenical Orthodox Church!

Moreover, in our modern age, when there are so many sects, false teachings, how many wars and diseases are going on in the world, such as Covid 19 and many other sorrows, the role of canonical (church) law in relation to the regulation of the

functions of the Russian Orthodox Church and the entire Ecumenical Orthodox Church – as relevant as ever. And not only has canon law, but also any theological areas, educational and applied disciplined, such as: the Old and New Testament, Patrology, Moral theology, Religious philosophy, Missiology. At least take, for example, missiology, the task of which is to spread the Orthodox Christian faith and, moreover, not just to spread, but to do it skillfully, competently, the education system, methods, forms of teaching should be improved, training of scientific and pedagogical personnel should be carried out. And the good news is that recent years show that the education system in terms of teaching theological disciplines and the educational system are going up, Orthodox educational institutions receive state accreditation, theological disciplines are introduced as educational and applied disciplines in secular universities.

In conclusion, we can say the following, the place of religion in the context of globalization on the example of Russia, and then, considering only one of the areas of religion is canon law, it is quite invaluable, but I am sure, if we consider other areas of religion, for example, the place of dogmatic theology, New and Old Testament, Patrology and so on, then we will surely find both an invaluable benefit and a place in the context of globalization in Russia. Therefore, in general, we can conclude that the place of religion in the conditions of modern globalization is quite significant and large.

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SECTION 3. EDUCATION

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METHODS OF STIMULATING THE EDUCATIONAL AND COGNITIVE ACTIVITY OF SENIOR SCHOOLCHILDREN IN FOREIGN LANGUAGE LESSONS

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The article is devoted to the problem of stimulating the interest and motivation of high school students to study, as well as increasing their activity and productivity in foreign language education. The author analyzes the problems that high school students face in the process of learning a foreign language, describes methods that can be used by teachers to stimulate students' interest and increase motivation to study, as well as to increase their activity and productivity in the educational process. Special attention is paid to the concept of incentive and activation of students' learning activities in foreign language lessons.

Key words: *high school age, educational activity, stimulation, stimulation methods, foreign language education.*

High school students face many challenges in the learning process, such as strong pressure in the social environment and the complexity of the study material. In this regard, stimulating the educational and cognitive activity of high school students becomes an important task for teachers. This paper will consider methods that can be used to stimulate the interest and motivation of students to study, as well as to increase their activity and productivity in the educational process.

Most researchers define the concept of «stimulus» as an external incentive to active cognitive actions. R.S. Nemov calls the stimulus a "teasing" effect on the senses, and A.V. Petrovsky defines it as an external or internal effect that causes the excitation of the process in the receptor. According to S.I. Ravkin, an incentive is a means that stimulates enhanced human activity and can be used as an external influence on the educational and cognitive activity of students and on their motivational sphere [cit. according to Tkachenko 2007: 136].

These definitions of the stimulus are based on principles including irreversibility, direction, regularity and the process of development, which should lead to a new qualitative state of the object. If we consider the cognitive potential of high school students in this perspective, then such a new state of the object can manifest itself in personal qualities important for productive cognitive activity, such

as ambition, independence, curiosity, as well as in the development of cognitive strategies of students, sustained cognitive interest, the formation of motives for cognitive activity and other aspects. That is, the cognitive potential of high school students should be considered as a developing and self-managed system of internal resources, capabilities and reserves of the individual, which ensure the activation of productive cognitive activity, mobilization of operational functions aimed at intensive cognition of the surrounding world, personality formation, implementation of plans and strategies for professional self-determination [Hadjiev 2011: 185].

The development of cognitive potential is determined by the effectiveness of the created conditions that serve as driving forces. Important factors in this case are: 1) stimulating the cognitive interest of students by diversifying the educational environment of the school; 2) expanding the cognitive strategies of students through the formation of an individual cognitive style, enriching the arsenal of intellectual operations and increasing behavioral flexibility; 3) the development of higher mental functions of students in elective classes, during which a "success situation" is created and the motivation for achievement increases [Hadjiev 2011: 186].

The semantics of the word «stimulus» is associated with the verbs «to interest», «to activate», «to give an incentive to something» [Shcherbina 2016: 11]. The entire success of the pedagogical process very often depends on the effectiveness of stimulation. The direct and immediate purpose of incentives is to accelerate or, conversely, slow down certain actions. To stimulate means to encourage, to give a push, an impulse to thought, feeling and action [Sorokin 2013].

Students' interest in learning activities can be stimulated in various ways. One of these ways is to create a comfortable atmosphere in the classroom and in the school as a whole. If students feel good and comfortable at school, if they have friends among classmates and respect from teachers, then they will be more interested in learning activities. In addition, interest in learning can be increased by using various teaching methods and technologies that actively involve schoolchildren in the learning process and stimulate their cognitive activity [Radzikhovskaya 2017: 2016].

Diversification is becoming relevant in modern education, which is considered as the principle of innovative structuring of the education system, providing the possibility of variability of educational services and programs, types, types and forms of educational organizations. This type of work is quite difficult for a teacher in the environment of general school education. Given the number of children per teacher, such a large-scale operation is simply too much for an ordinary person. However, it is worth noting the availability of Internet resources that facilitate the work of the teacher.

Methods of stimulating the educational and cognitive activity of senior schoolchildren may include:

- the use of interesting and practical tasks and examples that arouse curiosity and motivate students to study the subject;

- creating a competitive atmosphere in the classroom where students can compete with each other in solving problems and answering questions;

- the use of interactive technologies and modern teaching methods, such as games and simulations, which students can use to study the material;
- organization of extracurricular activities such as excursions, practical classes and trips to conferences and competitions that can contribute to the development of students;
- encouraging students for academic achievements, such as awards and commendations, which can increase their motivation and interest in studying the subject.

Teaching a foreign language is based not only on stimulating cognitive interest, but also on a number of other motives, among which the motives of duty and responsibility of schoolchildren in teaching are especially significant. The motives of duty and responsibility are formed on the basis of the application of a whole group of methods and techniques:
- explaining to schoolchildren the social and personal significance of the teaching;
- the presentation of requirements, compliance with which means that they fulfill their civil, moral, filial (daughter) duty;
- training to meet the requirements;
- encouragement for successful, conscientious performance of their duties;
- operational control of compliance with requirements and, if necessary, indications of deficiencies.

To identify the main motives for learning a foreign language, we conducted a survey and testing of high school students. The study was conducted on the basis of the municipal budgetary educational institution «School No. 35» in Belgorod. The study involved 11th grade students. The testing took place in groups with different levels of English and the number of people was 21. The survey was conducted on the basis of the «Methodology for the diagnosis of motivation for learning and emotional attitude to learning» (test by C.D. Spielberg, modification by A.D. Andreeva) [Metodika diagnostiki motivacii uchenia i emocional'nogo otnoshenia k ucheniyu Spilberg-Andreeva 1987].

The results of the survey showed that the largest group among the respondents is students with increased (32 %) and average levels of motivation (35 %). The smallest group among the respondents was high school students who have reduced motivation (23 %) and sharply negative (10 %).

Most students have productive motivation and a positive emotional attitude to learning a foreign language. However, among the respondents there are students with reduced cognitive motivation for whom a foreign language is boring. Some of the students have a sharply negative attitude to the teaching.

This study has shown that at each lesson of a foreign language, a teacher should pay attention not only to the formation of communicative skills, but also to the formation of motivation for learning, preservation and development of cognitive interest. It is also important to form the motives of duty and responsibility of schoolchildren in teaching. Various methods and techniques are used for this. Teachers should also pay attention to creating a comfortable educational environment, expanding cognitive strategies and developing higher mental functions

of students in order to increase their motivation and achievements in learning a foreign language.

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THE USE OF VIRTUAL TOURS IN FOREIGN LANGUAGE LESSONS

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This article is devoted to the study of the features of the organization of the educational process in the subject area "English" with the involvement of authentic audiovisual teaching aids. The purpose of the study is to study the effectiveness of

using this didactic tool in the process of improving the language skills of students. The article substantiates the relevance of using VR in foreign language lessons, considers the main classifications, provides requirements for the selection of educational material, characterizes the features of work in accordance with a certain level of education, analyzes the pedagogical value of this teaching tool, and describes the experiment.

Key words: *English language, audiovisual teaching aids, foreign language teaching methods, VR, information and communication technologies, modern teaching methods.*

In recent years, society has been actively globalizing. These changes affected not only the political and social spheres of people's lives, but also the field of education. There is an active standardization and informatization of education, the development of methods to increase its effectiveness, financing the acquisition of new information and communication technologies by teachers, the creation of new methods of educational activities using these technologies.

Foreign language teaching has three main goals (practical, educational and developmental), which, according to the analysis, ultimately form the communicative competencies necessary in the context of modern integration and international relations.

Modern information technologies permeate all spheres of human life today. The educational environment is no exception. Federal State Educational Standards (FSES) call for informatization of teacher and student activities [Gartsov 2007].

The immersion method is gaining momentum and is already popular not only abroad, but also in Russia, and the active use of modern information technologies at foreign language lessons helps in its implementation.

Distance and practical classes using information technology allow not only to deepen knowledge in the field of foreign languages, but also to actively interact, both during lessons and after school hours. Today, this is very relevant, especially in the Belgorod region, since the yellow level of terrorist threat has been introduced, as a result of which students and teachers are on distance learning.

The use of a virtual language environment at foreign language lessons is an urgent problem in modern teaching methods. Without the use of computer technology, it is already impossible to imagine the modern educational process. ICT tools have significantly strengthened and expanded the possibilities of teaching a foreign language.

The virtual environment allowed the teacher to diversify his lesson, thereby increasing the motivation to study the subject and the growth of students' interest in the lesson. Modern means and opportunities allow us to practically implement all the tasks that are in the modern education system. Both the student and the teacher, using various forms, enrich themselves and learn something new daily. The opportunity to see the country, albeit virtually, to hear native speakers, to feel the splendor and richness of a foreign culture, to see the traditions and customs of the people raise the language level. Communication with native speakers on the World Wide Web breaks down the barriers of students and improves their speech apparatus, phonetic and grammatical skills.

Virtual tours are a way of presenting the environment using ICT tools [Warschauer 2010]. This is one of the most effective ways of presenting information, as it helps the viewer to make various excursions and creates the illusion that the viewer is fully present in this place. Unlike video or photography, virtual tours are interactive. This is due to the fact that it allows you to look at an object from all sides, zoom in and out, look around, study details in detail, look up and down, approach or move away from a selected point, move from one view to another using special active points, individual rooms, streets, etc. This way we can go anywhere in the world without leaving the classroom.

Modern educational standards and informatization of society require new approaches to teaching a foreign language. That is why it was decided to develop an application compatible with the «LONDON Virtual Tour» and actively use it in lessons in grades 5-7 of secondary school № 29 named after D.B. Murachev, Belgorod.

This application allows you to simulate various communicative situations while traveling through the streets of London. The code for this software was written in the Python programming language. Python is a very powerful language that allows you to create both simple console programs and large programs that use artificial intelligence and can perform amazing functions, which is why we chose this language. So, the program was written to simulate communicative situations during the journey of students.

The students were offered a virtual tour, which included getting to know the culture and life of Great Britain in general and London in particular, as well as practical communication in the process of virtual travel. The experiment was conducted.

The duration of the experiment was several lessons. The virtual tour was held during lessons focused on getting to know the culture, life and traditions of the people of Great Britain, and the students «visited» several sights and interesting places presented in the «LONDON Virtual Tour» program.

As work with the material, both individual and group forms of work were chosen. The teacher was asked to take turns immersing themselves in the excursions, and as each student immersed, the others were asked to observe the student on a projector and record the highlights. In the process of deepening into this excursion, the teacher gave out cards with tasks to the rest of the students, and they were also involved into the work.

At the beginning of the lesson, the teacher invited the children to get acquainted with the program, offered to visit any attraction and read with information about it. And then, as planned during the implementation of the second stage of work with the «LONDON Virtual Tour» and «Let's communicate» programs, as well as virtual reality glasses, the students went on an exciting journey, during which they tried to solve the task (for example, to get to London-eye).

After the experiment, the students were asked to take a test to assimilate the acquired knowledge, as well as write an essay in a foreign language about the lesson in which the virtual tour was used, describe their feelings. It should be noted that the children, after the experiment, significantly increased their academic performance.

Thus, we can conclude that the inclusion of virtual excursions in the educational process can attract not only the brightest students, but also vulnerable children. Another advantage of this format is the intensity of the emotional involvement of students and the stimulation of language activity. And the most important indicator is relevance and problematic, that is, children are allowed to use the phone, virtual reality glasses and headphones in the lesson and get into modern simulated communicative situations.

When we use virtual excursions in the classroom, an atmosphere of joint cognitive activity is born, as well as the development of attention and memory. The intensity of such development has a great influence on the process of memorizing the material provided in the excursion. So we can conclude that this form of work with students creates favorable conditions for the formation of communicative competence, the possession of which is required from students by modern society in the context of globalization.

With the advent and development of the Internet, it became possible to travel anywhere in the world without leaving your room or office. This is what distinguishes virtual tours from real ones. It can be used in the classroom for educational purposes, when visiting countries, cities or specific cultural sites. Virtual tours can be used both in parts and in a series of lessons on a specific topic. Instead of reading about a cultural asset or place of interest, students want to see it first hand, even if they don't know what it is. Various sound files can also be added to this virtual journey. Students are interested in visualization. This is the main advantage of using virtual tours. This form also contributes to the development of cognitive activity and aesthetic feelings of students.

Modern means and opportunities make it possible to practically implement all the tasks that stand in the modern education system. Both the student and the teacher, using various forms, enrich themselves and learn something new daily. The opportunity to see the country, albeit virtually, to hear native speakers, to feel the splendor and richness of a foreign culture, to see the traditions and customs of the people raise the language level. Communication with native speakers on the World Wide Web breaks down the barriers of students and improves their speech apparatus, phonetic and grammatical skills.

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THE PLACE AND IMPORTANCE OF FINE ARTS IN SECONDARY SCHOOLS

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In this article reflects on the role and importance of students the formation of a worldview in the subject of Fine Arts in secondary schools.

Key words: *applied Science, figurative art, colorology, composition, perspective.*

The subject of study of Fine Arts provides elementary knowledge and skills regarding the artistic culture necessary for each person. Because no matter what area each student will work in in the future, he will have to rest in his extracurricular time, relax, and restore the energy spent during his work. It is achieved by familiarizing with works of Art worked at a high artistic level in museums, exhibitions and other places, perceiving them, enjoying them. Students will have to do a certain amount of painting work in their future lives.

The purpose of the educational subject of Fine Arts in general secondary schools is aimed at the formation of a harmonious, perfect person of his artistic culture.

They can be conditionally divided into two parts when it comes to the tasks of fine arts training at school.

1. Additional tasks of Fine Arts classes, they are; assistance in the knowledge of being, life; implementation of the ideology of national pride and national independence; moral (patriotic, international) to children; implementation of Labor, physical education; orientation of children to various professions and professions.

2. The specific, special tasks of Fine Arts classes are considered: to teach to see, perceive, understand and appreciate beauties in existence and art; to cultivate aesthetic and artistic taste; to expand the range of children's artistic thought; to develop artistic creative abilities and fantasy; to introduce the theoretical foundations of Fine Arts (light, shade, colorology, perspective, compositional); to work painting, sculpt, build-make-up development of thinking; teaching visual, practical architecture to be able to read works of art with understanding; developing an interest in art to teach him to appreciate, love.

When talking about the purpose and tasks of the subject of study, it should be noted again that it is associated with almost all educational subjects taught at school and has an effective effect on the assimilation of materials from them. It is of particular importance in reading, literature, geography, natural science, biology,

history, mathematics, labor lessons. Fine art is useful even for physical education, chemistry, music lessons. It should also be noted that while Fine Art is aimed at the implementation of aesthetic education, it also serves to increase the effectiveness of moral, labor, environmental, physical education classes.

Visual arts at school are considered the main subject of study, which is guided by the implementation of aesthetic education, and it is carried out in the following directions:

- teaching students to perceive nature, art and beauties in life;
- the ability to educate the aesthetic taste of students, to assess beauty, to teach true beauty to be able to distinguish it from ugly events and things;
- to be able to show oneself in the pictorial and creative activity of a person, to support his actions and to cultivate the skills to bring beauty to life;
- expanding the range of children's artistic thought, etc.

One of the important tasks of the object of Fine Arts discharge is to cultivate observability in children, to be able to see being, and, moreover, to rivize memory through it. It is known that human beings receive more than 90% of the information they receive from the environment through the eyes, while the remaining 10% are ear, nose, mouth v.b. appropriates through members. It can be seen from this that the development of eyes and memory in the activities of people is extremely important. These qualities are of particular importance in the training of the perception of being by children, as well as in the training of the basics of natural imaging, art studies. In such lessons, students observe the structure, shape, color, measurements, spatial location, beauty of movement of objects and phenomena and try to preserve them in their memories.

The essence of observability is that in this, children will have a broad and deep idea of things and phenomena. For example, those who are underdeveloped in their observation of a flower will take a superficial approach to it, that is, they will pay their attention to the flower band, flower, petals, and flower color.

Those with advanced observability will remember at one glance the measurements of the flower band, flowers, petals, etc., the proportions of the measurements, the color of each part, the location of the petals and petals. The observant and meticulous nature of children affects the good retention of information about things in their place in memory. That is why it becomes clear how significant the Visual Arts Educational subject is in the development of memory, especially eye memory.

One of the most important tasks of Fine Arts classes is to teach the reading of works of fine, applied and Architectural Arts. Works of fine art reflect certain content, such as a fairy tale, a story, a saga, a novel. However, it cannot flow as if you were reading a book. Fine art works have their own language. Only those who know them can read them.

In particular, artists reveal the content of the work using expressive means such as lines, colors, measures, compactness, proportion, rhythm, symmetry form.

The educational subject of Fine Arts is not only significant in the aesthetic education of young people, but also occupies a significant place in moral education. Especially fine arts classes have great power in the formation of the ideology of national independence in young people, in patriotic and international education, in

the organization of ideas of friendship and mutual assistance. Looking at the school's fine arts program, we will witness the Great past of our Motherland, the struggle of our compatriots for independence, the breathtaking nature of Uzbekistan, plundering with works of Fine Arts expressing the ideas of friendship of peoples.

There are works of fine art depicting the lives and images of our great compatriots, such as Amir Temur, Jaloliddin Manguberdi, Spitamen, Muqanna, beautiful landscapes of rango-rang of Uzbekistan, peaceful work of the Uzbek people with other nationalities living in our Republic. In the process of studying them, children get acquainted with the laws and rules of art, work Pictures in the content noted above.

In place of the conclusion, it can be said that the scale of the necessary knowledge for a person cannot be limited to mastering the sum of certain facts in an ever-expanding current context. Therefore, it is necessary to teach students to independently saturate and enrich their knowledge, to focus their attention on the most important of scientific and political information. This task entails the expansion and development of the lessons of Fine Arts of students in close connection with the educational process

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MULTIMEDIA TEACHING IN THE ENGLISH LANGUAGE LESSON

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The main task of multimedia is to improve the learning process, make it more interesting, attractive, effective and diverse. Multimedia learning contributes to the development of students' interest, readiness for creativity, the need for new knowledge and a sense of independence. Such training forms the media culture of the individual. The use of multimedia teaching tools in foreign language lessons is an actual direction in the methodology.

Key words: *Internet, multimedia learning, multimedia learning tools, foreign language, presentation.*

Society has always evolved. Now we live in an information society where work is of secondary importance among social relations. A person no longer lives only with material values, he is self-actualizing in all spheres of human life, and his needs are growing exponentially. Scientific and technological progress has contributed to the satisfaction of human needs through the implementation of the achievements of natural sciences and technology. The number of service areas is growing every day. Now knowledge acts as the main factor of production, its computerization is taking place. The importance in the constant acquisition of knowledge has made the learning process continuous. And the advent of multimedia technologies has made this process more efficient, visual and attractive. Today it is increasingly difficult to imagine a modern society without information technology, because technology has become an integral part of it. Computer technologies have penetrated into the spheres of human life. Every day the role of the computer in education increases. The use of multimedia teaching tools in the classroom has a number of positive aspects, for example, the quality and methodology of teaching is improving, the practical part of the lesson is expanding, there is an active influence on the cognitive activity of students. In addition, the role of foreign languages is increasing in the information society, since their possession makes it possible not only to join the world culture, increase attention, develop creativity, but also to use the potential of the vast resources of the global Internet in their activities. Thus, there is a need to develop a methodology for using multimedia teaching in an English lesson.

Referring to the term «multimedia», we can say that the term is considered Latinism, for the first time its mention was noticed in English-language sources. Later, the term can be found in use in various languages of the world with the preservation of its original transcription. This term consists of a combination of two English words, which indicates its origin. «Multimedia» – «multy», «multiple» (multiple or consisting of a large number of parts) and «media» (medium, medium) [Shlykova 2004: 8].

There are a large number of multimedia tools with which you can learn foreign languages. Researchers of this problem A. N. Nekrasova and N. M. Semchuk divided multimedia learning tools into types. The first type of multimedia is a means for recording and reproducing sound. Examples of audio recording and playback tools: electrophones, tape recorders, CD players. The second type is the means of optical and projection cinema or photographic equipment. Examples of optical and projection film and photo equipment: television and radio receivers, DVD players, cameras, movie cameras, slide projectors, film projectors. The third type of

multimedia tools that A. N. Nekrasova and N. M. Semchuk allocated are those related to telephone, telegraph and radio communications. Examples of means of telephone, telegraph and radio communication: telephones, radio communication systems. The fourth type of multimedia can be attributed to a technique with which you can document something or create copies of documents that already know how. Examples of equipment intended for documenting and reproducing information: copiers, computers, printers, scanners. The latter type of multimedia means includes virtual reality means. The virtual reality world was created thanks to technical means. This reality allows students to immerse themselves in a virtual world with the help of a special device, which will strongly resemble the real one in terms of visual perception. Examples of virtual reality are: interactive whiteboards and various virtual objects [Nekrasova 2012: 100]. For more information about these types of multimedia tools, see Table 1.

Table 1 – Classification of multimedia by A. N. Nekrasova and N. M.Semchuk

Multimedia learning tools				
Tools for recording and reproducing sound	Optical and projection film and photographic equipment	Means of telephone, telegraph and radio communication	A technique designed to document and reproduce information	Virtual reality facilities (a world created by technical means)
Examples of audio recording and playback tools: electrophones, tape recorders, CD players	Examples of optical and projection film and photographic equipment: television and radio receivers, DVD players, cameras, movie cameras, slide projectors, film projectors	Examples of means of telephone, telegraph and radio communication: telephones, radio communication systems	Examples of equipment designed to document and reproduce information: photocopiers, computers, printers, scanners	Examples of virtual reality tools: interactive whiteboards and various virtual objects

Having studied the works of the above-mentioned scientists, E. D. Burmistrova proposed her classification of modern multimedia tools that have found wide application in modern education. Burmistrova reduced the number of types of multimedia and identified two main types. The first type is technical means. The second type is software and electronic educational resources. Examples related to technical means: computer, interactive whiteboard, multimedia projector, mobile

devices, audio and video recorders, Internet. The second type may include: electronic training programs, electronic textbooks, simulators, encyclopedias and reference books [Burmistrova 2021: 56]. To study this classification of the main types of multimedia learning tools, see Table 2.

Table 2 – Classification of the main types of multimedia teaching tools E.D. Burmistrova

Multimedia learning tools	
Technical means	Software and electronic educational resources
Examples of technical means: computer, interactive whiteboard, multimedia projector, mobile devices, audio and video recorders, Internet	Examples of software and electronic educational resources: electronic training programs, electronic textbooks, simulators, encyclopedias and reference books

The use of any multimedia tool in a foreign language lesson increases the visibility of the material. Since multimedia is a novelty for students, it causes them great interest not only in multimedia, but also directly in the educational process. Thanks to multimedia, students' abilities to communicate with their peers develop, as well as personal qualities develop. Multimedia means are all kinds of devices that have a lot of information, so they serve as a source of information extraction, thereby expanding the horizons of students. Multimedia is a catalyst for the active activity of students in the educational process. The use of multimedia tools in the learning process has a number of tasks:
- motivating students to perceive and process information,
- stimulation of cognitive activity,
- a variety of forms of training organization,
- increasing the number of sources of information for training,
- making information available to everyone,
- providing all the necessary amenities for students to receive the necessary information,
- develop group work skills,
- to improve the general cultural level of students, contributing to their aesthetic education.

The use of multimedia tools in a foreign language lesson is an urgent direction in the methodology that requires new approaches and non-standard solutions.

Teaching a foreign language sets itself the goal of achieving communicative competence, that is, the ability to use language tools in accordance with the purpose and conditions of communication. Thanks to multimedia tools, a teacher can easily recreate an English-speaking environment in the learning process. One of the main tasks of multimedia tools is to make the material provided more visual. The presentation can contain not only photos and pictures, the teacher can provide the document with animation, audio material that is indispensable in a foreign language

lesson, as well as video material that will immerse students in another language reality. So, the probability of students to remember the theoretical part increases. Students understand all the difficulties of foreign language speech and practice their speaking skills in a foreign language. The use of such presentations in the process of teaching a foreign language develops visual memorization of information and perception of foreign language speech by ear. Presentation slides should not be reloaded, this may lead to a worse perception of the information by students. The learning process should be diverse, one activity should be replaced by another so that students do not get tired.

Presentation is one of the types of multimedia learning tools. This type of multimedia can be used by the teacher at all stages of training. It is more interesting to study new material visually or by ear, so the interest of students increases, and they want to learn something new. The presentation can be an assistant to the teacher in consolidating previously studied material. The slides can display any information to test students' knowledge. The stage of setting lesson goals is important in the learning process, the use of such a multimedia teaching tool as a presentation can push students to form the goals and objectives of the lesson. Phonetic exercises in a foreign language lesson play an important role. Therefore, in order for charging to be effective, you can turn to using a presentation in the lesson. Thus, the process of mastering speech and writing skills becomes fast and effective. One of the types of homework for students can be the creation of their own thematic multimedia presentation. To prepare a multimedia presentation, the student must work with a large number of information sources, then find and organize important information. In the search for the necessary information, there is an acquaintance with the culture of the country being studied. Such work on the presentation develops the skill of independent work, supports interest in learning a foreign language. When creating a multimedia presentation, some requirements should be observed: first, it is motivation, which is an integral part of learning. Motivation should be maintained throughout the learning process (lesson). An important role is played by a clearly set goal for students. When the student's level of preparation does not coincide with the level of the goals set for him, but the motivation decreases. Secondly, it is the setting of an educational goal. From the beginning of the lesson, the student must clearly understand what his goal is for this period of time. The learning objectives should be clearly and clearly formulated during the lesson. Thirdly, the creation of prerequisites for the perception of educational material. To create prerequisites for the perception of educational material, auxiliary materials included in the textbook set or prepared by the teacher himself may be useful. Fourth, the presentation of educational material. The options for presenting the material depend on the tasks set in the lesson. The problem may arise in the design of the slides. It is necessary to take into account all the features of the students; the slides should be readable. Fifth, the assessment. During the course of the work and upon its completion, the student must understand how he copes with the set goal, tasks and educational material. It is important to organize communication between the student and the teacher [Zakieva 2015: 72].

Using multimedia technical means, new sources of information appeared in the lesson, such as electronic textbooks, encyclopedias, dictionaries, and so on. Not only the teacher can use such types of multimedia in a foreign language lesson, but the student can also study them independently when preparing homework. One of the effective forms of using information and communication technologies in English lessons, characterized by its multidirectional nature, is the use of interactive games, for example: «Battleship», «Who wants to be a millionaire», «Agent 007», «Jeopardy game», «Bingo», «Crocodile» and others. Another equally effective opportunity is the use of multimedia tools to improve the quality of learning English — this is listening, learning and performing songs in English. Students perceive this type of activity as a rest that helps them relax and engage in creativity. With this activity, not only memory develops and the vocabulary of students of the educational process expands, but also pronunciation is honed.

Multimedia has such qualities as flexibility, interactivity, integration of various types of multimedia educational information. That is why we can say that multimedia is quite a useful and productive educational technology [Egorova 1999: 170].

Multimedia teaching in a foreign language lesson has a number of advantages over a traditional English lesson. Firstly, it is an opportunity to use presentations in the lesson, which may contain color graphics, animation, audio and video materials. Secondly, these are constant updates of information. Thirdly, it is an opportunity to use interactive web elements in the learning process, such as tests or workbooks and textbooks.

Summing up all of the above, we can conclude that multimedia is an interactive product that includes a set of all types of information and several ways of presenting it. The main goal of multimedia is to make the learning process more interesting and diverse. Multimedia learning – describes the cognitive theory of multimedia learning, includes several principles of learning with or through multimedia, promotes the development of students' interest, readiness for creativity, the need to acquire new knowledge and a sense of independence. Such training forms the media culture of the individual.

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METHODS OF USING DRAMOGERMENEUTICS IN TEACHING FOREIGN LANGUAGES

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This article focuses on the methods of using dramogermeneutics in teaching foreign languages, what they are and what is the effectiveness of this technique. It also discusses how dramogermeneutics contributes to the development of communication abilities.

Key words: *communicative methodology, teaching method, dramogermeneutics, communicative skill.*

Dramaturgy is the art of creating, writing and staging plays and scenarios that are used in theater, cinema and television. Dramaturgy can also be used as a method of teaching foreign languages, known as «dramogermeneutics». According to V.M. Bukatov, «dramogermeneutics is the interaction of three components: hermeneutics, pedagogy and theater» [Bukatov 1998: 328].

Dramogermeneutics can be an effective method of teaching a foreign language, as it gives students the opportunity to practice the language in the context of real life situations. Students can learn new words, phrases and grammar by playing the roles of different characters and performing different scenarios. This allows students to learn the language in a more natural way, which helps them to memorize the material better and use it easier in real situations.

Moreover, dramogermeneutics can help students to develop listening, reading and speaking skills. During the process of working on scenarios, students will be forced to read and understand complex texts, listen and understand the pronunciation and intonation of native speakers, as well as speak and write in the language. These skills will be strengthened and improved in the process of working on scenarios.

Dramogermeneutics can also be an excellent way of motivating students, especially for those who are prone to more creative approaches to learning. It allows students to feel more confident in using a foreign language in real life, and also helps

them strengthen the connection between language and culture, which can lead to a deeper understanding of the language and its use.

Finally, dramogermeneutics can be used as part of the communicative methodology of teaching a foreign language [Lapteva 2016: 187]. It helps students develop communication and interaction skills in language, which is important for the successful use of language in real life.

In this article we will consider several methods of applying dramogermeneutics in teaching a foreign language.

The «My Life» method.

This method, also known as the «life stories» method, is one of the most effective ways of teaching language, which allows students not only to learn grammar and vocabulary, but also to apply them in practice.

The main idea of the method is to create scenarios in which students describe their lives in a foreign language. With this approach, students can use their language skills in practice, improving their level of language proficiency.

In addition, this method also helps to develop students' communication skills, as they work in groups, exchange information and interact with each other. As a result, students can learn to work in a team and solve problems together, which is an important skill in any field of activity.

2. The method of «Improvisation Theater».

The «Improvisation Theater» method is an effective approach to teaching foreign languages, which helps students develop speaking skills in the chosen language, as well as promotes the development of spontaneity and creative thinking.

The main idea of the method is to play roles in various scenarios without pre-written texts. This approach allows students to use their knowledge of the language to create dialogues and scripts on the go. Thus, students learn to apply their language skills in real situations, which helps them to better understand a foreign language and use it in everyday life.

In addition, the method of «Improvisation Theater» also contributes to the development of students' communication skills. In the process of playing in various roles, students are forced to interact with each other, exchange information and solve problems together. This helps them develop teamwork and communication skills, which are important in any field of activity.

3. The «Debate» method.

This method is designed to develop students' ability to argumentation and discussion in a foreign language. Students organize themselves into groups and choose a topic for discussion. After that, each group gets time to prepare their arguments and counterarguments on the chosen topic. During the preparation process, students use their language skills to compose arguments and counterarguments in a foreign language.

After that, each group performs in front of the whole group, presenting its argument in a foreign language. During the presentation, students use correct grammatical constructions, vocabulary and pronunciation for convincing and effective argumentation. According to A.V. Lapshova, «this technique helps students develop argumentation skills, understanding of complex topics and

confidence in using a foreign language». It also promotes the development of critical thinking and the ability to conduct discussions in a foreign language [Lapshova 2020: 51].

4. Method of «Creating multimedia projects».

This method allows students to apply their language skills in a real situation, creating multimedia projects that require a combination of different types of information and ways of presenting it. Teamwork also helps to develop cooperation and problem solving skills, as well as contributes to the development of leadership skills and the ability to communicate effectively with colleagues.

In addition, the creation of multimedia projects can help students develop their creativity and the ability to express their thoughts and ideas in a visual form, which can be useful not only in the context of language learning, but also in future professional activities.

5. Method «The role of the cashier and the buyer».

«The role of cashier and buyer» allows students to practice communication skills in the store or at the post office. During the game, students act as a cashier and a buyer, ask each other questions about goods, prices, form orders and make payments. This approach to learning allows students to practice speaking in a foreign language in a real life situation, which makes the learning process more effective.

6. The «Model UN» method.

The Model UN methodology is an effective tool for developing communication and debating skills in a foreign language. Within the framework of this methodology, students act as representatives of various countries and organizations in the Ministry of Education and Science, discuss important international issues and problems, and work to find compromise solutions.

Students actively participate in the discussion process, using their language skills to exchange opinions and discussions. They study different points of view and learn to find arguments to support their positions in a foreign language. This helps students not only develop communication skills in a foreign language, but also expand their horizons and understanding of complex international problems.

7. Method «The role of culture».

The «Role of culture» method is an effective tool for the development of intercultural competence and language skills of students. It is based on a game approach and allows students to reproduce realistic scenarios of cultural interaction in a foreign language.

Within the framework of the methodology, students play the roles of representatives of different cultures and interact with each other using the language and cultural norms of their characters. This helps students to learn and understand various features of cultural interaction and use language for effective communication.

Thus, the «Role of Culture» methodology contributes to the development of intercultural communication skills, improving the language training of students, as well as increasing cultural awareness and respect for different cultures.

In conclusion, dramogermeneutics provides students with a unique opportunity to put language skills into practice, communicate and work in a team, develop creative thinking and confidence in using a foreign language.

Each method has its advantages and can be adapted to the needs of a certain group of students. Various methods of applying dramogermeneutics can be used to intensify foreign language teaching and improve the quality of students' language training.

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HOW THE ENGLISH LANGUAGE CONTRIBUTES TO THE DEVELOPMENT OF CREATIVE ABILITIES IN PRIMARY SCHOOL LEARNERS

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This article examines the role of the English language in the development of creative abilities in primary school children. It explores the various definitions of creative abilities, highlighting the psychological characteristics of an individual that contribute to creativity. The article highlights the importance of English language learning as a means of enhancing cognitive skills and linguistic competence,

promoting communication and cultural awareness, and fostering creativity in the classroom. The findings suggest that learning English can have a positive impact on the development of creative abilities in young learners and can contribute to their overall academic and personal growth.

Key words: *English language, creative abilities, primary school learners.*

In the modern world, English has become an integral part of society, playing a crucial role as a means of international communication, and its knowledge can significantly help young people build careers in business, science, and other fields. Therefore, learning English has long been a necessary skill that not only contributes to the improvement of communication skills but also is an important factor in the development of creative abilities in primary school children. Learning English helps children broaden their horizons, enrich their vocabulary, improve memory, and stimulates cognitive processes and imagination.

The development of creative potential is one of the goals of the Federal State Educational Standards (FSES). The systemic-activity approach of the standard implies a variety of organizational forms of teaching aimed at developing the creative potential of students, while the development of the student's personality based on the acquisition of universal educational actions, cognition, and mastering of the world is the goal and main result of education [Prikaz Minobrnauki Rossii]. Consequently, the very concept of creative abilities is one of the most important topics in studying the creative development of personality. In simple terms, creative abilities are a person's special abilities to create something new, original, unusual, and innovative. Such abilities develop because of a combination of innate aspects of personality and experience gained by a person in the course of life activities.

There is a variety of approaches to the definition of "creative abilities" in the scientific literature.

The starting point is the definition from the Big Psychological Dictionary by B.G. Meshcheryakov and V.P. Zinchenko. The authors define «creativity» as «the creative possibilities (abilities) of a person, which can manifest themselves in thinking, feelings, communication, individual types of activity, characterize the personality as a whole and/or its individual aspects, products of activity, the process of their creation. Creativity is considered as the most important and relatively independent factor of giftedness, which is rarely reflected in intelligence tests and academic achievements. On the contrary, creativity is determined not so much by a critical attitude towards the new from the point of view of the existing experience, as by receptivity to new ideas» [Meshcheryakov 2002: 222].

S.L. Rubinstein defines creative abilities as «the ability to transform, change reality; he learns to act in a team and to submit his actions to some volitional control» [Rubinshtejn: 196].

S. Herbert, on the other hand, does not separate creative abilities from other cognitive processes, considering them not unique [Kondrat'eva 2015: 4].

A.N. Leontiev believes that creative abilities are the result of a person's mastery of knowledge, skills, and abilities necessary for various types of creativity (artistic, musical, technical, etc.) [Kondrat'eva 2015: 4].

From the analysis of some definitions, we can draw a conclusion. Despite the diversity of opinions and interpretations among scientists, it can be confidently stated that creative abilities are related to unique psychological characteristics of an individual that are independent of their intellectual abilities, and are manifested in their ability to fantasize, imagine, and have a special perception of the world, and a point of view on the surrounding reality.

It's worth noting that these unique psychological characteristics that contribute to creative abilities can be nurtured and developed in primary school children through various activities and practices. The elementary school age is a period of intensive psychological development, which makes it particularly favorable for the formation of the foundations of creative abilities. The development of creative potential at this age can contribute to the formation of motives, needs, moral norms, and self-esteem, which can further increase the creative potential of an adult.

Theoretical research and pedagogical practice indicate that every healthy person can learn to be creative, especially if this work begins in childhood. And English language lessons offer students a variety of activities that can contribute to the development of creativity.

First, the main activity during an English lesson is the use of language. Using language itself is a creative act, as it involves creating something new (text, speech, etc.). Children transform their thoughts and feelings into words and symbols that can be seen and heard. They construct new sentences each time from existing words, using phrases in new ways, adding new meanings and shades of meaning.

Also, an important component of learning English is increasing one's vocabulary in order to diversify the student's speech and improve their level of language proficiency. Words are the building blocks of language, and the more words a person knows, the more diverse and rich their speech becomes. In addition, a rich vocabulary allows for the use of synonyms and antonyms, which provides more opportunities for precise and expressive expression of one's thoughts and ideas.

The creative process is often associated with the use of unusual and original words and expressions, which allows one to express their individuality and originality of thought. A rich vocabulary helps to find new and unexpected ways to express one's thoughts and ideas, which contributes to creative development and intellectual growth.

In addition, knowledge of new words and their meanings allows for better understanding of the world around us and enriching one's inner world. Knowledge of various terms and concepts also contributes to the development of critical thinking and analytical abilities.

Reading during English language classes promotes not only vocabulary expansion, pronunciation skills development, etc., but also the development of creative abilities. When reading, students imagine images and situations described in the text and can use these images to create their own ideas and stories. In the future, when children become proficient in reading English texts, they may develop a desire to study foreign literature. English literature is rich in interesting plots and characters, and the introduction of children to literary works can stimulate their own

creative abilities. They can learn to appreciate different genres of literature and use them as a source of inspiration for their own creative projects.

During classes, children are often asked about their favorite books and why they like it. Discussing literary texts develops critical thinking and the ability to independently analyze and interpret the content of the work. This can contribute to the formation of their own critical approach to the text and to the world as a whole, which in turn can become the basis for their creative endeavors. Thus, studying English and reading literature in this language can significantly enhance the creative abilities of students.

It is important to mention that during English language classes, children communicate with each other and the teacher. During the lesson, they are asked to talk about themselves, their families, their hobbies, and other things. A good teacher tries to create a comfortable atmosphere in the classroom where children can express their thoughts, ideas, and opinions. The teacher is always interested in how the children are feeling and their mood. Thus, children feel comfortable, their opinion is taken into account and it begins to matter, unlike in stricter disciplines where communication is not an important part of the lesson. This fact creates a feeling of psychological safety for children, where their thoughts and ideas are treated with respect. In favorable conditions, children find it much easier to open up and express their creative potential. Therefore, during English lessons, children who are engaged in the process always want to show themselves, to talk about what they know and can do.

The content of English language textbooks for elementary school students also contributes to the development of creativity in and of itself. Firstly, textbooks have a large number of bright and unusual illustrations to keep children's attention. Secondly, the authors come up with interesting «childish» tasks to complete, such as memorizing a poem, singing a song, repeating an action from the textbook, etc. For example, in the SPOTLIGHT textbook for second grade, you can find the task «Let's make a card!» [Bykova 2013: 55]. Children always strive to stand out and do better than everyone else, so this task is an excellent way to develop both language skills and a child's creative abilities, as it allows children to use their imagination and creativity to create a unique card. In general, unlike adults, children are much more willing to use their imagination in the process of activity, learning, and life in general. Therefore, tasks that involve «coming up with», «drawing», «singing», «acting out», etc. are ideal for children.

In addition, children can learn English through interactive games, and storytelling, which can make the learning process fun and enjoyable. This approach can help children to develop a positive attitude towards learning, which can lead to lifelong learning and a love of creativity.

In conclusion, learning English has become an essential skill in the modern world, playing a crucial role in international communication and career building. Besides improving communication skills, learning English can contribute significantly to the development of creative abilities in primary school children. Creative abilities refer to a person's special ability to create something new, original, unusual, and innovative, and can be developed through various activities and

practices in childhood. The development of creative potential during elementary school age can lead to the formation of motives, needs, moral norms, and self-esteem, which can further increase the creative potential of an adult. English language lessons offer various activities that can contribute to the development of creativity, such as language use, vocabulary expansion, reading, and exposure to foreign literature. Overall, the acquisition of the English language can not only improve communication skills but also broaden horizons, enrich vocabulary, improve memory, and stimulate cognitive processes and imagination, thus contributing to the overall development of the student's personality.

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WAYS TO BOOST THE MOTIVATION OF STUDENTS TO MASTER A FOREIGN LANGUAGE

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Modern psychologists and teachers agree that the quality activity and its results depend on the motivation and needs of the individual. It is motivation that causes purposeful activity, which in turn determines the choice of means and

techniques, their ordering to achieve goals, i.e. motivation designates a system of factors that determine human behavior.

Key words: *motivation, foreign language, productivity, teacher, student, lesson.*

Motivation (from Lat. Movere "to move") is an incentive to action; a psychophysiological process that controls a person's behavior, setting his orientation, organization, activity and stability; the ability of a person to actively satisfy his needs.

Motive (from the French Motif – motive, reason) – motivation for activity related to the satisfaction of human needs; a set of external and internal conditions that cause the activity of the subject and determine its direction.

Motives can appear in the form of material objects that directly satisfy the material needs of a person. They can also be ideal objects that exist, for example, in the form of activity goals («motives – goals»). The activity carried out by a person is usually motivated by several reasons, one of which is the main one, and the others are additional, secondary [Buharkina 2017: 30].

Psychologists divide the motives that encourage schoolchildren to study into two groups – external and internal. Internal motives are connected with the content of the teaching, with the direct product of the educational activity of the trainees. The learning process itself arouses such interest among students that it encourages them to actively work intensively to acquire knowledge, skills and abilities. At the heart of this is the thirst for knowledge, curiosity. Internal motives are sometimes called educational and cognitive. External motives lie outside the educational activities of schoolchildren.

The main goal of teaching foreign languages at school is the development of student's personality capable of intercultural communication. But one of the most important things about teaching is motivation. It is motivation that determines purposeful activity, determines the choice of means and methods, their ordering to achieve the goal. Success in mastering English language depends on the teaching methodology of the teacher and his ability to use modern techniques in the process of solving educational tasks [Warschauer 1995: 100].

Nowadays teachers have to search for new, more effective teaching methods and techniques that allow giving more information in a specified unit of study time. These techniques and teaching methods should make the lesson accessible, emotional, vivid, so that the information is better absorbed and remembered by students.

One of the most effective ways to motivate students in foreign language lessons are:

1) «Work in pairs» or «group work»;

Group work improves lots of soft skills such as team work, critical thinking, logic, ability to express opinion and many others. Using methodological knowledge teachers can boost student's motivation. The language is learned better through close cooperation and communication between students, than individual work. In fact, students can help each other working on different types of tasks, such as building

dialogues, making interviews, drawing pictures and commenting on them, inventing role-playing games and etc.

A study of second language acquisition has shown that students acquire many soft skills in different ways. Here some of them:

Critical thinking. Students find it much more comfortable to learn certain language rules from their classmates than from their teacher;

Getting rid of shyness. A person opens up from a psychological point of view while working in pairs or in groups. He may want to become better than others, so his motivation will increase.

Thus, language learning requires a sense of community and mutual trust, which can be provided by «pair work» or «group work».

2) Role-playing game;

This is another of the most effective ways to increase students' interest in the lesson. Teachers are encouraged to use role-playing to help passive students participate in the lesson as they overcome their stiffness and anxiety in the game. In addition, role-playing games are included in all textbooks and manuals on language learning. Examples: a game of hide-and-seek or «riddles», reconstruction of a conversation between a seller and a buyer, a conversation between a doctor and a patient, etc. The importance of «role-playing games» in teaching students is huge, because such tasks pull the students out of their comfort zone and make them think. And when the students see the result of such tasks – active participation in the dialogue – their motivation will increase.

3) Error correction;

Checking and correcting students mistakes are still popular topic for discussion. Some scientists believe, that there is no need to do it at the moment of speech, while others think, that it's necessary to correct mistakes right in the middle of a conversation. Nevertheless, the fact is – when the teacher points out every mistake, students become too afraid of making mistakes. That is why teachers should be careful while choosing the right method. Among these methods can be distinguished: self-correction, correction by other students and correction of the teacher. There must be an understanding what kind of activity the student carried out and what skill is developed. All this will help to correct mistakes painlessly.

4) *Students change places*;

The way children sit in class often determines the dynamics of the lesson. Indeed, a simple rearrangement of chairs can have a huge impact on group cohesion, and in many cases seating is a key element. But in some cases, the seating that you use may not be completely under your control. Each teacher has their own seating preferences. One of the best options for large classes is to arrange U-shaped desks.

However, the classroom will be as comfortable as possible if the following principles are followed: a) maximum eye contact. If the responding student does not look into the eyes of others, attention to his work is likely to drop; b) suitable distance. The teacher must make sure that there is not a single student left.

5) Use of audiovisual things.

Modern schools are equipped with various audiovisual equipment, such as computers, iPods, projectors, interactive whiteboards and etc. The use of all these

means significantly increases the interest of students in the lesson, and also contributes to the direct maintenance of interest in the subject being studied [Afonina 2016: 26].

Motivation is the main incentive to start learning a foreign language, and subsequently the determination to endure and tedious long hours of a complex learning process. Without sufficient motivation, even the best students cannot always achieve long-term goals. Motivating students to learn a foreign language is a difficult task that requires a lot of effort from the student and creativity from the teacher.

The fact is – a student may be unmotivated for many reasons: he may think that the subject does not interest him and will not be needed in the future. To some, the teacher's methods may seem uninteresting or distracted by external factors. Some students may simply have learning difficulties and require special attention [Zaharova 2013: 34].

While motivating students can be a difficult task, it can make the learning process much more efficient. Motivated students enjoy learning and participating in school life. Some students are self-motivated, with their own love of learning.

Scientists still debates about the role of motivation in language learning and, consequently, the use of motivation in language learning and language teaching is the subject of numerous discussions among experts. But scientists have agreed that motivation is very important for language learning.

Summing up, I'd like to say, that it is necessary to take into account factors coming from who we teach, how we teach and what we teach, while forming a positive attitude of children to the subject. Motivation – is a key point in leaning languages. That is why teachers should know ways to boost it. And it's important to mention, that teachers nowadays not only improve English, but also develop and motivate their students in all ways.

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THE ROLE OF MULTIMEDIA TECHNOLOGIES IN A FOREIGN LANGUAGE CLASS

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The article examines the importance of multimedia technologies while teaching foreign languages. The article reveals the content of the concept «multimedia technologies». The features of multimedia technologies are considered in the article. The paper discusses the strength and limitations of using multimedia technologies in a foreign language class.

Key words: *multimedia technologies, education, computer technologies, informatization.*

Currently, when there is a significant rearrangement of priorities in the education system in the world, information technologies are coming to the fore, allowing the use of continuing education, a competence-based approach, as well as distance forms. It is these changes that set a goal for educational institutions today: to teach a student how to solve problems and tasks in all spheres of life. Turning to the Federal Strategy for the Modernization of Education, we state that among the key competencies, the priority belongs to educational and cognitive competence, which in turn is based on obtaining knowledge from various sources of information. It should be noted that this competence is the leading one in terms of personal development, as it allows a person to be introduced to the diverse world of cultural and life values. Today, when there is a significant rearrangement of priorities in the education system in the world, information technologies are coming to the fore, allowing the use of continuing education, a competence-based approach, as well as distance forms. It is these changes that set a goal for educational institutions today: to teach a student how to solve problems and tasks in all spheres of life. Turning to the Federal Strategy for the Modernization of Education, we note that among the key competencies, the priority belongs to educational and cognitive competence, which in turn is based on obtaining knowledge from various sources of information. It should be noted that this competence is the leading one in terms of personal development, as it allows a person to be introduced to the diverse world of cultural and life values.

Since ancient times, people have used auxiliary means to teach children. At first it was pebbles, animal bones, then toys, and educational cards. Now in our world

there is a rapid development of computer technologies and, of course, we also try to use them in the process of teaching learners. Computerization has affected all aspects of our lives and it just could not ignore education. The changes affected the methodology, technology of the learning process and the structure of the education system. Currently, a variety of technological tools, both stationary (such as a computer or interactive whiteboard) and mobile (such as tablets and smartphones), are utilized in the practice of teaching foreign languages. These tools are collectively referred to as "digital technologies". The manner in which information is presented have also been impacted by the development of these technology tools. The most common way knowledge is delivered to students nowadays is in a multimedia format in several forms at once: text, visual, video, audio, and interactive. The use of multimedia on the lessons is a necessity of today, on the one hand, and a huge help in the teacher's work, on the other.

So, let's begin with, it's necessary figuring out what multimedia technologies are in general. According to Zaitsev V.S., «multimedia technology is a special type of computer technology that combines both traditional static visual information (text, graphics) and dynamic – speech, music, video clips, animation, etc.» [Zaitsev 2018: 5].

Nowadays, there are many opinions about whether it is worth using multimedia technologies while teaching a foreign language. Some researchers actively support the introduction of multimedia in foreign language lessons, while others believe that a computer should not replace a teacher. In order to understand this problem, let's look at the advantages and disadvantages of multimedia technologies in teaching children a foreign language.

Some scientists believe that one of the essential advantages of multimedia technologies to display any information on the screen and at any scale: diagrams, diagrams, master classes, instructions, technological maps, physical training minutes can be displayed both on a large screen and on personal monitors [Zueva, Nazarova, Perekrestova 2019: 364].

The following features of multimedia technologies can be distinguished:
- combining different types of information (text, sound, graphics, video) in one view;
- reliable and long-lasting storage of a large amount of information;
- speed of updating materials;
- use of interactive web elements.

The main purpose of language is communication, so the teacher must first teach students to use the language in various situations. Immersion of a student in a language environment is one of the effective methods of language teaching. During immersion, he develops the skills and abilities to perceive foreign speech, fixes lexical and grammatical material and overcomes the language barrier. One of the key features of multimedia technologies in teaching a foreign language is the ability to create artificial language situations as close as possible to real ones.

It is known that for effective training it is necessary to take into account the individual psychological characteristics of each student. Using multimedia teaching tools, each student can learn a language taking into account the peculiarities of his

mental activity, the pace and quality of information assimilation. With this approach, the maximum activity of the student will be maintained throughout the lesson. Also, from a mental point of view, this approach doesn't create stressful situations for the student.

«From a didactic point of view, audiovisual and computer technologies of teaching a foreign language optimize the mental load of students, activate cognitive activity, direct and control the process of both formation and development of speech skills and abilities when mastering foreign language and speech activity»[Starodubtseva2009:3].Multimedia allows students to simultaneously interact with still images, dynamic images (videos, animated graphic images), text and sound. Synchronous impact on human hearing and vision increases the volume and degree of assimilation of information.

The use of multimedia technologies allows students to train different types of speech activity and combine them in different combinations, understand linguistic phenomena, develop linguistic abilities, create communicative situations, automate language and speech actions, and also ensure that an individual approach is implemented and that students' independent work is intensified. Using original resources when studying a foreign language is an excellent way to learn about the culture of the country where the language is being studied. This method also raises students' interest in the subject matter and encourages all kinds of speech activity. Without integrating multimedia technology in the classroom, it would be nearly difficult for students to understand the rhythm, pace, and overall dynamics of foreign language speech. Multimedia technologies also enable the use of a significant amount of real information.

One must admit that multimedia technologies have some drawbacks. Firstly, multimedia technologies depend on the technical support and quality of the Internet connection. Poor video and sound quality, long loading of programs reduce the motivation of students. Secondly, students may lose their attention due to complex ways of presenting information. And of course, live communication in the classroom becomes minimal, since mostly students interact with the computer.

But despite these shortcomings, the following groups of reasons for the active use of multimedia in foreign language lessons can be distinguished:
- students' motivation increases;
- imagination and creative activity are stimulate;
- critical thinking develops.
- there is an opportunity to hear authentic speech and imitate its samples;
- the main types of speech activity are developing (reading, writing, listening, speaking).

Multimedia technologies do not eliminate the teacher from the learning process, but allows him to focus on the most problematic moments, making the independent work of students on the studied material saturated and effective.

There are several options for using multimedia technologies in the lesson:

1. Using multimedia presentations. This is one of the ways to explain new material to students. The material studied in this way remains in the students'

memory as a vivid image and helps the teacher to stimulate the cognitive activity of the student.

2. Using electronic textbooks. Their main advantages are mobility and the presence of built-in audio and video materials.

3. Using an interactive whiteboard. On the interactive whiteboard, the teacher can explain new material or consolidate already studied material.

4. Using Power Point presentations or online presentations, for example, Genially. This option is suitable for students to protect their projects or conduct control work. The teacher can test the students' knowledge by inviting them to complete a quest in a presentation. Such control work will not be perceived by students as a stressful situation.

To conclude we can say that multimedia learning tools include all the positive qualities of verbal, audio and visual learning tools, they can be recognized as a universal and effective way of teaching foreign languages to children, which raises the learning process to a qualitatively new level. The use of multimedia makes it possible for students to learn a foreign language in an exciting way using interactive games and authentic materials, which certainly affects the motivation of students. Students become active participants in the educational process, as they "immerse themselves" in a language environment as close as possible to natural conditions. They also have the opportunity to use multimedia technologies in their own style and pace. We can say that multimedia technologies play an important role in teaching students English. By incorporating multimedia tools, lessons can become richness, excitement, and relevance by reflecting real-world situations and letting teacher choose an individual approach to each student.

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THEORETISCHE GRUNDLAGEN DER VERWENDUNG VON PÄDAGOGISCHER KOMMUNIKATION IM BILDUNGSPROZESS

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Der Artikel untersucht das Wesen der pädagogischen Kommunikation als Hauptfaktor für die Entwicklung der Kommunikationsbeziehungen zwischen dem Lehrer und den Schülern. Die Bedeutung dieser Methode wird festgestellt und die Bedeutung dieser Methode wird ebenfalls begründet. Die Struktur der pädagogischen Kommunikation wird unter Berücksichtigung ihrer Ziele, Funktionen, Stile und anderer Aspekte aufgezeigt. Abschließend werden alle gegebenen Informationen zusammengefasst.

Schlagwörter: *pädagogik, pädagogische Kommunikation, Methode, Funktionen, Ziele, Stil, Konflikt.*

Das Problem der pädagogischen Kommunikation begann sich in den Werken von L.S. Vygotsky zu entwickeln, er schaffte es, die Aufgaben und Funktionen des betrachteten Phänomens klar zu identifizieren. Dieses Thema wurde jedoch in den Schriften von V.A Kan-Kalik einer ausführlicheren Untersuchung unterzogen. Er, wie L.S. Vygotsky, weist auf die Bedeutung der pädagogischen Kommunikation hin und begründet dies wie folgt: Oft interpretieren die Schüler ihre Einstellung zum Lehrer in dem Fach, das der Lehrer unterrichtet, und die Einstellung zum Lehrer wird durch die Kommunikation mit ihm geformt, daher spielt die pädagogische Kommunikation die größte, primäre Rolle im Bildungsprozess [Korotaeva 2020: 10].

Die vom Lehrer gelehrte Wissenschaft hat viele Aspekte, das Studium dieses Materials erfordert Denkprozesse. Der Lehrer muss diese Denkprozesse und geistigen Aktivitäten im Kontext des Lernens aktivieren, und er kann dies nur durch Kommunikation realisieren [Leont'ev 1996: 12]. Aber die Frage bleibt offen, weil

es unmöglich ist, den Schlüssel für jedes Kind nach einem Schema abzuholen. Das heißt, der Aufbau einer Kommunikation mit Kindern wird durch die spezifischen Merkmale jedes Kindes erschwert.

Pädagogische Kommunikation ist somit ein zielgerichteter Interaktionsprozess zwischen Lehrer und Schüler, dessen Aufgaben der Informationsaustausch, erfolgreiche Ausbildung und Erziehung, die Schaffung eines günstigen psychologischen Klimas und emotionaler Kontakt sind; ein Prozess, der mit Hilfe verschiedener Kommunikationsmittel realisiert wird [Maksimova 2012: 34].

Wie es bereits verstanden wurde, erreicht man durch Kommunikation bestimmte Ziele. Wenn man von pädagogischer Kommunikation spricht, dann kann sie nach den Zielen in biologische und soziale Kommunikation unterteilt werden:

Biologische Kommunikation ist für die Erhaltung und Entwicklung des Körpers notwendig und mit der Befriedigung organischer Grundbedürfnisse verbunden.

Soziale Kommunikation befriedigt das Bedürfnis einer Person, Kontakt und Beziehungen zu anderen Menschen aufzubauen.

In Übereinstimmung mit den Hauptzielen erfüllt die pädagogische Kommunikation bestimmte Funktionen. Die anfängliche Funktion ist die «Öffnung» des Schülers für die Kommunikation. «Entdeckung» ist genau die erste Phase des Beginns der Kommunikation, wenn es für den Lehrer wichtig ist, die Klammern des Schülers zu lösen, zu versuchen, Kontakt herzustellen, eine günstige Atmosphäre zu schaffen und, was noch interessanter ist, zu verstehen, wie sich das Kind fühlt. Es ist nicht nur auf der Ebene von Gefühlen und Emotionen, es ist wichtig, dass es in einer «sprachlichen» Form mitgeteilt wird, d.h. durch Kommunikation. Tatsächlich ist dies der wichtigste Moment der Kommunikation, da eine «Entdeckung» stattfinden kann oder nicht, dann wird es sehr schwierig sein, eine Kommunikation aufzubauen.

Es gibt noch einen weiteren Aspekt, der großen Einfluss auf den Prozess der pädagogischen Kommunikation hat. Der Kommunikationsstil ist ein individuell einzigartiges System psychologischer Mittel, auf das ein Mensch bewusst oder spontan zurückgreift, um seine Handlungen und Beziehungen mit äußeren Bedingungen und anderen Menschen in Einklang zu bringen [Elagina 2012: 60].

Der Kommunikationsstil des Lehrers als reiferer, weiserer, professionellerer Person bestimmt oft den emotionalen Hintergrund aller Kommunikation. Die Art und Weise, wie sich ein Lehrer verhält und präsentiert, wird von vielen Faktoren beeinflusst: den individuellen psychophysiologischen Merkmalen des Lehrers, der beruflichen Ausbildung, dem Grad der Einbindung in den Beruf usw.

Es gibt drei allgemein akzeptierte Kommunikationsstile:

Autoritärer Kommunikationsstil. In diesem Fall verhindert der Lehrer den Ausbau der Kontakte zwischen den Mitgliedern des Kollektivs, schließt die zwischenmenschlichen Beziehungen hauptsächlich an sich selbst ab, provoziert das Auftreten eines «Ausgestoßenen» in der Gruppe (Klasse), diktiert und weist darauf hin.

Ein liberaler Kommunikationsstil zeichnet sich durch die gleichgültige Einstellung des Lehrers zu den Angelegenheiten und Problemen aus, die zwischen den Mitgliedern des Kollektivs entstehen. Er steht wie am Rande und möchte sich nicht die Mühe machen, kreative Angelegenheiten gemeinsam mit Kindern zu planen, zu organisieren und zu lösen.

Demokratischer Kommunikationsstil. Im demokratischen Stil der pädagogischen Kommunikation werden im Gegenteil Kontakte, Kreativität und Initiative gefördert, Verantwortlichkeiten und Aufgaben verteilt, Wünsche werden erhört. Der Erzieher kann aber auch Nachteile in Form von Schlichtung, fruchtlosen Auseinandersetzungen und Bevorzugung der Meinung der Mehrheit zeigen, auch wenn die Minderheit vernünftigere Ideen anbietet.

Es ist wichtig zu verstehen, dass es keine Lehrer gibt, die einen bestimmten Stil in seiner reinsten Form «anwenden», immer im Verhalten des Lehrers lassen sich Kombinationen mehrerer Kommunikationsformen nachvollziehen. Eine interessante Klassifikation von Kommunikationsstilen gibt M. Talen. Die Besonderheit liegt darin, dass Stile auf der Grundlage der Bedürfnisse des Lehrers und nicht des Schülers gebildet werden [Maksimova 2012: 54]:

Das erste Modell ist «Sokrates». Es gibt Lehrer, die Streit, Diskussionen lieben, sie können sie sogar selbst provozieren. Dieser Ansatz ist absolut nicht systematisch und führt zu schlechtem Lernen.

Das zweite Modell ist der «Gruppendiskussionsleiter». Als Hauptsache im Bildungsprozess betrachtet der Lehrer das Erreichen einer Einigung und den Aufbau einer Zusammenarbeit zwischen den Schülern, indem er sich selbst die Rolle eines Vermittlers zuweist, für den die Suche nach demokratischer Einigung wichtiger ist als das Ergebnis der Diskussion.

Das dritte Modell ist der «Master». Der Lehrer positioniert sich als sachkundiger Mensch und versteht sich als absolutes Vorbild, nicht nur beruflich, sondern auch im Alltag.

Das vierte Modell ist der «General». Er ist sehr anspruchsvoll, grausam, hält sich in allem für richtig, erreicht tadellosen Gehorsam. Und die Schüler sind für ihn Soldaten, die seinen Anweisungen bedingungslos folgen müssen. Dies ist der häufigste Kommunikationsstil.

Das fünfte Modell ist «Manager». Dieser Kommunikationsstil ist typisch für Schulen mit radikal orientierter Ausrichtung. Der Lehrer versucht, mit jedem Schüler die Bedeutung des zu lösenden Problems, die Qualitätskontrolle und die Bewertung des Endergebnisses zu besprechen.

Das sechste Modell ist «Coach». Im Klassenzimmer eines solchen Lehrers herrscht die Atmosphäre des Unternehmens. Eine Einzelperson ist nicht wichtig, Teamarbeit und ein gutes Ergebnis sind wichtig

Das siebte Modell ist «Guide». Ein solcher Lehrer ist prägnant, schlau, kann Antworten auf alle Fragen geben, aber aufgrund eines guten Verständnisses des Geschehens scheint er sich sehr zu langweilen, daher kann er auch für Kinder langweilig sein.

Unabhängig davon, welchen Kommunikationsstil der Pädagoge in seiner beruflichen Tätigkeit verwenden wird, wird er früher oder später auf eine der

offensichtlichen Seiten der Kommunikation stoßen – einen Konflikt. Ein Konflikt ist ein besonderer Zustand von Beziehungssubjekten in verschiedenen Lebens- und Tätigkeitsbereichen, die auf Interessenkonflikten beruhen, begleitet von Spannungen in den Beziehungen zwischen ihnen und der Notwendigkeit, Widersprüche zu lösen, um sie zu harmonisieren [Maksimova 2012: 80].

In der pädagogischen Tätigkeit werden die Schwierigkeiten bei der Interaktion zwischen Lehrer und Schülern intensiv genug untersucht, um die Ursachen zu bestimmen, die sie verursachen. Wir haben bereits erwähnt, wie wichtig Kompetenz in der Kommunikation ist, und dieser Punkt ist auch in Konfliktsituationen wichtig. Die allgemeinste Form der Konfliktkompetenz ist definiert als die Fähigkeit, Widersprüche in einer produktiven Konfliktform zu halten, die zu ihrer Auflösung beiträgt. Sie betont vor allem die Komponenten, die mit der Identifizierung und Auflösung von Widersprüchen verbunden sind: die Fähigkeit, Widersprüche im Material zu erkennen; die Bereitschaft, es zuzulassen, und der Besitz von Möglichkeiten, die Interaktion zu regulieren, um es zuzulassen. Konfliktkompetentes Verhalten zielt darauf ab, Konflikte von einem potenziell destruktiven Phänomen in ein produktives umzuwandeln, und die höchste Ebene ist mit der Beherrschung des Konflikts als Werkzeug für die Entwicklung von Beziehungen und Aktivitäten verbunden. Unter Produktivität wird dabei im Allgemeinen Sinne verstanden, die Konfliktzusammenarbeit vor dem Erwerb einer solchen Qualität durch die Situation zu halten, die der Anforderung der Beseitigung des ursprünglichen Widerspruchs entsprechen würde [Skutina 2012: 21].

Konflikte sind daher ein wesentlicher Bestandteil der Kommunikation. Die Entstehung eines Konflikts weist auf Widersprüche hin, dass eine Person ihre eigene Meinung hat, und die Konfliktlösung entwickelt intrapersonelle, interpersonelle und intergruppenbezogene Beziehungen. Konfliktkompetentes Verhalten zielt darauf ab, Konflikte von einem potenziell destruktiven Phänomen in ein produktives zu verwandeln.

Nachdem man die Merkmale der Kommunikation studiert hat, kann man einen interessanten Verlauf der Entwicklung der pädagogischen Kommunikation erkennen. Zuerst ist das Kind dem Lehrer gegenüber misstrauisch, aber ihre Kommunikation wird bestenfalls vertrauensvoll und freundlich; in der Mittelschule entfernen sich Teenager dagegen von den Lehrern und sehen keine Autoritäten in ihnen, was die Kommunikation beeinträchtigt. In den oberen Klassen beginnen die Kinder allmählich, das Vertrauen in die Lehrer zurückzugewinnen und suchen bei ihnen Unterstützung. Diese Kommunikation ist für sie etwas Motivierendes, weil sie in einem Lehrer sowohl einen guten Fachmann als auch einen guten Menschen sehen.

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THE ROLE OF MASS MEDIA IN TEACHING ENGLISH SPEAKING SKILLS

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This article discusses the use of media in teaching oral communication in English classes. The importance of authentic materials, as well as audio and video materials in teaching children to speak is emphasized. The importance of information technologies in speaking lessons is revealed.

Key words: *mass media, oral speech, speaking, authentic materials, internet, media materials.*

When considering the issue of teaching speaking, it is necessary to keep in mind that speaking is a complex, interactive process, consisting of the ability to speak in English and understand the speech of others, which is closely related to the development and improvement of vocabulary and grammatical skills and the ability to develop unprepared speech [Sineva 2015: 245].

Teaching speaking is one of the most challenging tasks in language teaching, and speaking is a broad concept that includes the main types of speaking activities: reading, listening, speaking, interactive speaking and monologue speaking. The importance of the problem of oral language development lies in the objectives faced by modern schools, namely the development of a multicultural personality of learners with a system of English language skills not only at the level of comprehension but also at the level of free communication. Consequently, there is a constant improvement of the already known and search one of the qualitative methods of oral speech development.

When teaching speech, it is very important to make lessons and materials more accessible and interesting by following a few basic principles. First, depending on your goal, focus on fluidity and accuracy. Second, use methods that motivate learning. Third, encourage the use of authentic language in meaningful contexts. Fourth, provide appropriate feedback and correction. Sixth, provide opportunities for learners to engage in oral communication. Seventh, encourage the development of speaking strategies.

Today, people are constantly learning new information. This is a consequence of living in the information age. Every day people receive new information about what is happening around them. This can be written or oral information, but the main sources of information are radio, television, newspapers and the internet, all of which can be summed up in one word: «media».

«Media» is short for «mass media». The term «mass media» is an abbreviation of «media of mass communication». Mass media refers to organizational and technical complexes that ensure the rapid transmission and mass replication of all types of information. They are characterized by such signs as: mass character, periodicity, the presence of a large number of recipients. Information technology can be used in different types and areas of activity.

The mass media are divided into printed and electronic. Printed mass media include newspapers, almanacs, magazines, and electronic media include radio, Internet, and television [Markov 2014: 49].

The use of mass media in English lessons is very relevant today, since this material is modern, authentic, informative, and for many teachers of domestic schools it serves as an additional source of immersion of students in the language atmosphere. Information technology allows teachers to use a variety of means to enrich the language environment, speed up the teaching process, facilitate learning and stimulate interest in the subject matter. Mass media offer language learners a unique opportunity to use «authentic media» (listening to native speakers and communicating with native speakers).

In the course of historical development, it turned out that the predominant amount of information on the Internet is posted in English. Learning to communicate orally in a foreign language is impossible without effective, technological, accessible and visual learning tools. Today, such a tool is «mass media». The media create a global communication space in the world and deliver information to multilingual audiences without intermediaries, overcoming borders and distances.

«Authentic material» is material produced by native speakers for native speakers for non-academic purposes. The specific role of «authentic topics» in teaching methods is to bring students as close as possible to real sources of information and to immerse them in today's world. «Authentic materials» are those that contribute to the development of communicative competence.

For most of the last century, authentic material consisted mainly of newspaper and magazine articles. In recent years, print material has been supplemented by television and radio programmes and texts imported from the Internet. The media can be broadly divided into visual, audio and audiovisual media:

visual media include magazines and newspapers, audio media include radio, and audiovisual media include television and documentaries.

The media in the modern world provide a huge amount of material both in print and in digital form, which allows you to create a more suitable atmosphere and environment for learning. Familiarity with life in English-speaking countries is mainly through the text and illustrations to it. The visual representation of the life, traditions and linguistic reality of the English-speaking world is also important. A teacher can easily prepare an interesting and entertaining foreign language lesson with the help of information technology. This allows you to provide children with visual material for learning English. Thanks to such modern technology, it is much easier and easier for the teacher to attract the attention of the student. These usually help students to learn the foreign language freely and competently.

It is worth noting that not only the use of authentic materials, but also video and audio materials, helps to diversify the lesson. These types of materials give the child the opportunity to learn to understand English by ear, especially to feel the difference in dialects of the language, to increase vocabulary. This not only motivates children, but also encourages them to take the initiative to learn a foreign language [Dobrosklonskaya 2005: 288].

Involving the media in language teaching, especially in the upper grades, can have a positive impact. In today's educational environment, the media provide an excellent opportunity for learners to acquire information independently of sources, without intermediaries, which in turn increases their interest in language learning. Learners can use the internet to listen to songs and watch films in English with native speakers. The media is an authentic learning tool that not only presents learning material, but also includes a context for practical use, to simulate an authentic language environment in a practical way.

The teacher's role in English classes is to motivate students. They improve speaking skills, teach them not to be afraid, and give them the opportunity to choose a topic to study. Texts in English from newspapers with a wide range of information help them in this. With the help of new educational technology, each learner can choose what they want to learn and, most importantly, what will help them develop their speaking skills: a learner who wants to go to medical school can choose a text about medicine, a learner studying history can choose a text about medicine, and so on. They can rely on specific exercises.

Teaching speaking aims to give learners the opportunity to practise and become proficient in speaking, but for most learners, speaking is a complex skill because it involves many aspects of language. Speech has mechanisms (pronunciation, grammar, vocabulary), functions (transaction, interaction), social and cultural rules and norms (the order and rhythm of speech, the length of pauses between speakers, the relative roles of participants). Teachers need to be more creative in designing learning activities that enable learners to actively participate and achieve their learning goals. Visual aids in speech teaching can create more interesting and varied learning activities. Using visual media allows learners to observe, demonstrate and listen to the teacher, thus meeting the needs of learners with different needs and backgrounds.

Thus, we can see how much advantage foreign language teaching has with the use of mass media. Using the media to develop oral expression skills is very effective.It should be noted that the benefits of such training are visible to both students and teachers: facilitating the presentation of information, makes it possible to make the lesson more informative and interesting; helps to keep up with the development of the studied country, gives the opportunity to understand the course of thought of native speakers. It should be added, however, that information from media sources must be linked to curricular learning.

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MODERN APPROACHES TO ASSESSING THE KNOWLEDGE OF STUDENTS

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In this article, the essence and content of modern approaches to the assessment of student's knowledge, as well as the main differences in the formative and summative evaluation, are described.

Key words: *formative evaluation, tests, quizzes, oral questions, diagnostic evaluation, summative evaluation.*

Introduction

Today there are changes in all areas of our society, rapid developments to meet world standards. Including in the education system two historical decisions were signed by the head of state on December 24, 2021 to grant independence in financial, academic and organizational management to oily educational institutions,

which would lead to radical positive changes in the oily education system. This, in turn, requires a new system-based approach to the management of oily educational institutions.

Assessment is an important part of the education process. It is main to introduce important innovations into the education process to constantly monitor the quality of education and the levels of knowledge of learners. Today, on the basis of the new system, various forms of assessment are developed and presented to the training process. One of these is formative evaluation.

Formative assessment attempts to provide both teachers and learners with full-to-full and comprehensive feedback on the activities and training of the learner. This is a continuous process that monitors the needs and progress of the learners in the learning process [Baydjanov 2021: 172].

The main task of formative assessment is to determine whether the goals set for the year of study have been met or not. Therefore, teachers should also know exactly the goals that learners want to achieve during the growing year.

Learning goals are reflected in changing work plans in a formal form. Or the teacher will be able to identify joint goals with readers in an informal form. Formative assessment begins with the idea that learners should play an active role in the education process.

In formative assessment, the steps (mechanisms) required to achieve the goal of learning are clearly defined. However, to achieve this, the assessment must be well developed. The process focuses on self-assessment and collaboration among learners and is encouraged [Yushova 2021: 764].

One of the most useful parts of formative assessment is that there is no single method of formative assessment. Instead there are hundreds of different evaluation methods available. Each teacher can develop an in-depth repertoire of potential formative assessments. In addition, teachers can adapt and change the formative assessment to the needs of their students. This is important because the discrepancy helps to attract learners and ensures that the learner matches the correct assessment of the concepts being studied. Having options also helps learners see the types of assessments that naturally correspond to their personal preferences or strengths and weaknesses throughout the year.

The best formative assessment is to engage, adapt to the strengths of the learners, and identify areas that need more training or support. Formative assessment is a proven reading tool that is of much importance to teachers and learners. Teachers can develop and use formative assessment to guide future lessons, develop individual learning goals for learners, and obtain valuable information at the very end of the quality of the lessons offered to learners.

Learners who use regular, continuous formative assessment in their classes will find that the activity and growth of the learners are increasing. Teachers can use the data from the formative assessment to change their studies for both the whole group and the individual lessons. In a formative assessment, learners are useful in that they always know where they are and become increasingly aware of the strengths and weaknesses of themselves. Formative assessments are easy to construct, easy to obtain, easy to complete, and easy to use results. In addition, they

take a limited time to complete. Formative assessment helps learners set individual goals and tracks progress each day.

There are different mechanisms of formative assessment that can be used in any class. Some of the more popular ones are:

1. Tasks to ask directly or given home,

2. Response logs in the winter process or assignments given during class,

3. Control work carried out during the lesson,

4. Graphic organization or monitoring the activity of learners in the classroom,

5. Implementation of reversible communication,

6. Self-assessment,

7. The possibility of making changes to the education process based on the result [Maksudov 2020: 395].

A common form of formative assessment is diagnostic assessment. Diagnostic evaluation measures the current knowledge and skills of the student in order to determine the appropriate program of the study. Self-assessment is a form of diagnostic evaluation that involves evaluating the self of the tumor.

Teachers need to create and use formative assessment types that are most useful for learners and necessary for educational activities. Formative evaluations do not affect final evaluations, and this allows the removal of support from errors that are inevitable in the initial assimilation of material in adolescents. An important condition: in order for the assessment to be truly formative, its results must be used by the teacher to complete the measurement. They should be delivered to the reader and used for planning. Not only the teacher, but also the child should imagine what he needs to work on in the near future.

Formative assessment focuses on determining whether learners understand the indications before performing a summative assessment. A summative and formative assessment is often referred to in the context of the study as assessment of learning and assessment for learning.

Summative Assessment refers to the assessment of learners; it focuses on the outcome. This is part of an assessment process that participants are given from time to time, usually at the end of a course, term, or section. The goal is to test the knowledge of the learners, i.e. to see to what extent they have studied the material they have learned. Summative assessment seeks to assess the effectiveness of a lesson or program, examine the learning process and hokozo. Scores, scores or percentages obtained as indicators that show the quality of the curriculum and provide a basis for ranking in schools.

At the same time we will consider the different sides of the formative and summative assessment.

The main differences between formative and summative assessment:

1. Provide the information required in the formative assessment learning process refers to a variety of assessment procedures that adjust the performance. Summative assessment is defined as the standard for assessing the knowledge of learners.

2. Formative assessment is diagnostic in nature, while summative assessment is the assessor.

3. Formative assessment is an assessment for learning; summative assessment is assessment of Education.

4. Formative assessment is carried out on a monthly or quarterly basis. On the other hand, summative assessment is known only after the completion of the course is performed in between.

5. Formative assessment is conducted to improve the knowledge of the learners. Rather Summative assessment is conducted to assess the performance of learners.

6. Formative assessment is taken to control learners' knowledge made. To assess the knowledge of learners as opposed to summative assessment directed.

7. Formative valuation estimates are less than summative valuation, as obtained in the FA SA's assessment of whether the assessment is understandable to the reader is that of the readers defines whether to be raised or not.

Conclusion. The main difference between these two assessment procedures is that if a formative assessment is a type of learning process, a summative assessment is an assessment process. A balanced assessment is based on both, which provides the necessary information at the top of the next stages of training and the measurement of the learners ' knowledge of the content standard.

If you look at the education system of developed countries for example in the UK there is an education, assessment and quality assurance (Horseshoe) award for helping employees (teachers) learn and develop good practices in relation to the assessment of education in the conditions of education and training by adults (leaders). This means that assessment is the main process for the development of Education. Particularly formative assessment provides clear information about the quality of the education.

In summary, formative assessment should be a regular component of any grade assessment.

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INCREASING THE DIGITAL LITERACY LEVEL IN THE PROCESS OF DEVELOPING FOREIGH LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS OF SECONDARY SCHOOL

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The article touches upon the urgent problem of education – increasing the level of digital literacy of students in the process of teaching a foreign language. Some views of well-known methodists are observed. It is emphasizes that network literacy implies the need to teach students effectively use of social, educational and professional networks in order to gain information, cooperation, communication, and reputation development.

Key words: digital literacy, foreign language, communicative competence, secondary school education, language skills, digital technologies, teaching process.

The possession of only language knowledge, knowledge of language material without its active practice seems insufficient to effectively use the language for the purpose of intercultural communication at a sufficiently high level.

The high rate of knowledge renewal, the development of the Internet and means of communication are expanding the information field, so the school is no longer the only resource for obtaining knowledge. In addition, a modern person can be successful if he is ready to learn new things and the ability to quickly adapt in a dynamically developing society.

One of the most significant requirements for students of secondary schools in modern conditions of increasing integration of Russian higher education into the world educational space is the knowledge of a foreign language, which ensures successful professional interaction in the modern world. According to the requirements of Federal State Educational Standards, a student must possess professional competencies to be able to use a foreign language, both in interpersonal communication and in professional activities. It follows from this that currently one of the important competencies is foreign language communicative competence.

«The communicative competence of students is purposefully formed in the classroom through a variety of forms, methods and techniques of work. New tasks in teaching English involve changes in the requirements for the level of language proficiency, content and organization of the material, the use of adequate forms and types of control in different ways of studying it. In his work, the teacher relies on an integrated approach to teaching English, especially in the field of speech culture

development, i.e. the development of such competencies as communicative-strategic, discursive, socio-cultural, etc.» [Lebedeva 2011].

V.V. Safonova considers there are the following components in foreign language communicative competence:

1. Linguistic subcompetence is «the ability to create grammatically correct forms and syntactic constructions, as well as the ability to perceive and understand by ear and visually semantic segments of speech that correspond to the norms of the foreign language being studied, as well as to be able to use them in the meaning in which they are used by native speakers in an isolated position» [Safonova 1996: 57].

2. Speech subcompetence is the improvement of communicative skills in four types of speech activity, as well as the capability to plan speech and non-speech behavior. Students should speak fluently and dynamically, understand foreign speech.

3. Socio-cultural subcompetence is one of the main components of a linguistic personality, which implies the ability of a student to use various communicative categories with national characteristics and interact in various socio-cultural forms [Safonova 1996].

Teachers use communicative method which includes five principles: a) of speech and thought activity, b) of functionality, c) of individualization with the leading role of the personal aspect, d) of situationality, e) of novelty. These principles fully reflect the patterns of communicative learning of speech activity.

However, in the last decade, the level of automation and computerization of all spheres of human activity has not just increased, but has moved to a new qualitative level. Now it is impossible to find at least some significant area of human activity that is not affected by digital technologies.

There is a clear and widespread opinion among the public and teachers that all students should be experienced computer users or have digital literacy for the successful development of foreign language communicative competence. So communicative competence includes information and digital literacy.

Students of secondary school age master individual skills and abilities, so they lack an understanding of how to combine them with each other to solve various tasks in the educational process. The skills of working with digital technologies acquire a new meaning when they are integrated into the process of solving information problems; thereby students in the process of learning a foreign language really apply the acquired skills in the field of information technology.

M. Pegrum offers a set of digital competencies consisting of four overlapping skills corresponding to four main areas, which, as the author emphasizes, are all interconnected and smoothly transition into one another:

1) language;
2) information;
3) connections;
4) (re)design [Pegrum 2010].

When developing foreign language communicative competence, students first of all must master language competence, that is, the ability to perceive and understand by ear and visually foreign language speech. Therefore, M. Pegrum

identifies language as a communication tool as the basis for the first set of competencies. He considers «traditional literacy (print literacy) to be the basis for the formation of all subsequent competencies. By this term, the author means the traditional skills to understand and create written texts, possess the necessary grammatical and lexical skills, discursive skills, and, consequently, various types of reading and writing» [Pegrum 2010: 347].

Students use various types of reading: searching reading, critical reading to evaluate and analyse news notes or articles on various topics, thereby developing linguistic communicative competence.

M. Pegrum also talks about text literacy (literacy when sending text messages) how about the ability to read and create abbreviated forms used when exchanging text messages or when participating in real-time conversations in a text chat. Another aspect is hypertext literacy (hypertext literacy), namely the ability to navigate and read online texts containing hyperlinks. Students should master the ability to work with hyperlinks.

In this classification «the second group of digital competencies is combined on the basis of the phenomenon of information» [Pegrum 2010: 348]. Such group includes search literacy – the ability to search for information in the Internet quickly.

Summarizing, systematizing and conducting final control the teacher can give students to complete an Internet project. According to P.V. Sysoev, when performing this task, students master not only the skills of working in pairs / groups, planning their work, analyzing and evaluating their own work and the work of other students, but also the skills of working with information online, increasing their level of digital literacy. The results of work on an Internet project can be presented in the form of an article, report, research work, abstract, video, advertising, wall presentation, newspaper, publication (including in the Internet), discussion in a teleconference [Sysoev 2008].

The goal of the communicative approach, according to E.I. Passov, «is to engage students in learning a foreign language through the accumulation and expansion of their knowledge and experience» [Passov 1991: 79]. The communicative approach to teaching foreign languages involves teaching communication in the foreign language being studied, where the form of communication is a dialogue between two or more speakers.

Thus, the basis for the allocation of the third group, which combines several competencies, is «communications». M. Pegrum justifies such a «classification by the fact that a large proportion of communication and information exchange occurs through various digital networks (including social ones)» [Pegrum 2010: 348]. An important component of digital literacy is the ability to use these networks. This group assumes knowledge of how to manage digital identity or identity on the Internet. It includes network literacy (network literacy), cultural/intercultural literacy (cultural/intercultural literacy). Network literacy implies the need to teach students effectively use of social, educational and professional networks in order to obtain information, cooperation, communication, and reputation development. Cultural/intercultural literacy involves working with international virtual teams to share experiences. The main task of the teacher is to prepare students for intercultural

communication in such a way as to avoid possible misunderstandings between communication participants.

According to M. Pegrum, with the help of digital technologies, teaching a foreign language provides more opportunities for students. In order not to limit students in meeting their current and future needs, teachers should not only introduce digital technologies, but also increase their level of digital literacy, which is important in the development of foreign language communicative competence [Pegrum 2010].

To improve language literacy, one needs the practice of communication and reading books, and then the development of digital literacy requires the practice of cultural use of technical means, opportunities and communications of the digital environment. Knowing the modern language of communication is also necessary in order to transfer your knowledge to students. Otherwise, digital illiteracy will become a barrier between generations. Digital literacy is the ability to use the opportunities offered by modern society with all its technologies, the ability to communicate with people in a new social format and be ethical and considerate to each other. Digital literacy covers a wide range of skills, from assessing the credibility of websites to creating and sharing media content. There is a digitalization of the education system, which is not limited to creating a digital copy of familiar textbooks, digitizing workflow and providing all schools with access to high-speed Internet. The approach itself is changing, what and how to teach. This is an integrated approach that sets new goals, changes the structure and content of the educational process.

So, teachers should pay much attention to the increasing digital literacy level of students in secondary school in the process of developing foreign language communicative competence.

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CARACTÉRISTIQUES STYLISTIQUES D'UN TEXTE LÉGISLATIF

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L'article expose les problèmes liés à la création des textes législatifs, qui sont influencés par divers facteurs linguistiques et extra-linguistiques : caractéristiques stylistiques, systèmes juridiques des États, normes de communication législative, environnement culturel et historique. L'auteur examine les principales caractéristiques et les spécificités du discours d'affaires.

Mots clés: *le style fonctionnel, le style officiel des affaires, le texte législatif, les caractéristiques stylistiques, le destinateur, le destinataire.*

Les textes législatifs de tout pays contiennent une mine d'informations sur la conscience nationale, sur la culture nationale, sur le système de valeurs nationales constantes et évolutives incarnées dans la langue et ses formes. Ce n'est pas un hasard si ces textes attirent de plus en plus l'attention des linguistes qui étudient les textes législatifs du point de vue de leur style.

Il existe de nombreuses définitions du style linguistique dans la linguistique moderne. Elles dépendent de l'étendue de l'objet de la stylistique elle-même. Pour la plupart des chercheurs, il s'agit d'une sphère de variation linguistique liée au contexte. Cette approche permet de couvrir au maximum la variation linguistique dans les diverses manifestations fonctionnelles de la langue [Naer 1986: 87].

L'approche du style en tant que forme d'un système de variation linguistique implique l'identification du potentiel stylistique des unités linguistiques qui appartiennent à certains styles fonctionnels (variantes de l'utilisation de la langue dans diverses situations extra-linguistiques spécifiées) [Naer 1986: 40].

La notion de «style» ne peut être définie de manière exhaustive sans prendre en compte l'aspect social, ce qui implique la prise en compte des points suivants :

1) la fonction historiquement formée que le style remplit dans les activités sociales et dans la conscience publique ;

2) les moyens linguistiques utilisés pour réaliser cette fonction dans le discours, leur sélection et leur organisation, qui ont un caractère normatif [Mattila 2021: 1145; Rouvière 2018: 271].

Le style fonctionnel n'est pas seulement un ensemble d'unités linguistiques stylistiquement colorées, c'est aussi une organisation du discours, dont les éléments

sont fonctionnellement liés en un seul ensemble sur la base de leur réalisation d'une fonction unique ; tous, comme l'ensemble, visent à utiliser une tâche communicative spécifique.

Les textes législatifs appartiennent au style officiel de la langue des affaires qui, comme les autres styles, se caractérise par un ensemble unique de traits qui lui confèrent une originalité et une définition qualitative.

Le style officiel des affaires sert une sphère purement officielle et extrêmement importante des relations juridiques, économiques et diplomatiques.

Les textes juridico-administratifs peuvent être divisés en trois groupes en fonction du destinataire d'un texte particulier. Ainsi, les textes législatifs sont des textes normatifs créés par le législateur (constitutions, codes, lois (ordinaires et organiques), décrets, arrêtés (ministériels), résolutions, arrêtés ; les textes procéduraux sont le résultat du pouvoir judiciaire (appels, demandes, jugements, etc.); les textes administratifs sont créés par l'Administration ou par les citoyens eux-mêmes (acte notarié, contrat, testament, etc.).

Parmi les textes législatifs, une place particulière est occupée par la Constitution, loi fondamentale de l'État (loi des lois), dont découlent d'autres documents de nature législative, développant dans leur contenu les dispositions qui sont énoncées de manière générale dans le texte de la Constitution de manière plus détaillée.

La fonction générale des textes du style officiel des affaires est la communication officielle dans le but de parvenir à un accord commercial et formel entre deux ou plusieurs parties. La forme de communication est principalement écrite et les conditions orales de la communication sont l'existence d'une relation officielle entre les communicants.

Examinons les caractéristiques stylistiques qui influencent la création d'un texte législatif.

V.M. Boguslavsky distingue la précision, le laconisme, la logique, la clarté, la normativité, l'absence d'expressivité et d'émotivité [Boguslavsky 1968: 30].

I. Gryazin, résumant ce qui précède, note que le texte des documents juridiques diffère des autres textes par les caractéristiques stylistiques suivantes:

1) l'absence d'expressivité, ce que l'on appelle le "style zéro", la neutralité et la froideur dans la présentation des normes juridiques, ce qui est important du point de vue de l'efficacité de la réglementation juridique;

2) la cohérence et l'homogénéité, l'équilibre et la construction d'une «chaîne» rigide d'énoncés;

3) la précision et la clarté, où le critère pratique prévaut sur les normes littéraires générales;

4) la simplicité de l'exposé;

5) la concision et la compacité, le législateur appliquant le principe de minimalité [Gryazin 1983: 54].

L'une des caractéristiques les plus importantes – la précision, la brièveté et l'uniformité de la présentation - est étroitement liée aux fonctions de base de la langue [Bogolyubov 1973: 20].

Selon N.A. Vlasenko, la localité, la clarté et la structure de la loi sont en grande partie obtenues grâce à la normalisation graphique ; il est difficile d'imaginer une loi sans cette dernière [Vlasenko 1997: 13]. Par conséquent, «toutes les propriétés énumérées forment l'orientation pragmatique d'un document législatif et son orientation vers le destinataire – une loi devient une loi en possédant ces propriétés, elle est conçue pour ne pas inclure des propriétés d'émotivité ou d'expressivité qui pourraient nuire aux caractéristiques susmentionnées» [Teleshev 2004: 28].

Le texte de loi est caractérisé par le «domaine du propre» qu'il incarne, créant «une sorte de monde conceptuel spécial» [Gryazin 1983: 107].

Le texte législatif, selon A.A. Teleshev, est «modélisé, sa construction s'effectue selon les contraintes et les techniques choisies par le législateur, ce qui forme sa spécificité. Il porte dans sa structure les empreintes de la fonction législative de l'Etat : normativité et distance» [Teleshev 2004: 28].

Le texte de loi est toujours normatif car la loi est inséparable de la notion de «règles de droit». Ceci est lié, en premier lieu, à la souveraineté du législateur qui se manifeste par le fait que le texte législatif est construit et créé pour que ses destinataires reconnaissent le monopole du législateur pour légiférer et le caractère contraignant des dispositions de la loi. Deuxièmement, il s'agit du caractère universel de la norme législative, de son extension à tous les sujets de droit. En troisième lieu, elle se traduit par la certitude du discours législatif, où chaque norme est une réponse à une question: elle est la règle dans ce qu'elle définit elle-même; elle a pour objet de rendre la décision applicable.

On sait que la distance du texte de loi consiste dans le fait que le destinateur et le destinataire du message linguistique respectif sont séparés par une distance considérable, ce qui se manifeste par le fait que, dans ce type de documents législatifs, seul le législateur «parle», bien que son monologue ne soit pas prononcé à haute voix. Le message du législateur est écrit et envoyé aux destinataires, ce qui n'exige pas de ces derniers qu'ils connaissent les textes législatifs. Cela manifeste la distance dans les relations entre les participants à la communication.

Le style législatif est explicatif parce que les normes de droit sont expliquées à travers les dispositions des textes législatifs [Cornu 2000: 291]. Il ne dépend pas du système de droit utilisé par l'État, mais de la langue du droit [Snow 1999: 91]. Dans le discours législatif, comme dans toute autre activité, il y a deux communicateurs, un destinateur et un destinataire, mais leur communication est spécifique. En effet, le destinataire d'une information législative ne s'adresse pas à une personne, mais à un nombre inconnu de personnes, un interlocuteur abstrait, qui peut et doit être n'importe quel citoyen d'un pays donné. Il existe un lien entre le destinateur et le destinataire sous la forme d'un document législatif écrit.

Le destinataire d'un texte préparé, par opposition à une communication non préparée, utilise l'effet de la représentation des communicants dans le texte dans différentes gammes, en fonction de l'objectif de la communication, d'une manière délibérée lors de la création du texte. Contrairement au destinataire d'une communication spontanée, il lui est plus facile, d'une part, de construire le texte à l'avance et de varier les moyens linguistiques sans compromettre la perception et,

d'autre part, plus difficile, car le destinataire d'une communication directe voit le destinataire en face de lui, observe ses réactions et peut modifier et affiner les techniques d'influence au cours de la communication.

Dans la jurisprudence, la politique et d'autres sphères sociales de la communication, V.B. Kashkin souligne qu'un expéditeur collégial ou institutionnalisé est souvent reconnu comme l'expéditeur responsable [Kashkin 2022: 129].

Les décisions d'adoption d'une loi sont prises à la majorité ordinaire et non qualifiée du Parlement. Cependant, cette décision collégiale correspond toujours à une déclaration écrite unique. En ce qui concerne la nature de la communication législative, il s'agit d'une forme monologique. Il s'agit d'un acte de langage à sens unique, bien que tout discours soit dialogique puisqu'il a toujours un destinataire (lointain ou proche). Le législateur parle sans interlocuteurs, mais il s'agit néanmoins d'une communication.

Cependant, quelle que soit la clarté, l'objectivité et la compréhension avec lesquelles le destinataire exprime sa pensée, la communication n'aura pas lieu si le destinataire ne dispose pas d'un certain code, d'un présupposé, de l'information nécessaire pour interpréter correctement le contenu du droit exposé dans le texte.

Comme nous l'avons déjà noté, les textes législatifs existent principalement sous forme écrite. En termes de caractéristiques et de fonctions, un texte écrit a un potentiel social important, sa manifestation matérielle prévoit un destinataire social, tandis qu'une déclaration orale distincte, non documentée par écrit, "existe" tant qu'elle est perçue par un destinataire spécifique. Son existence est limitée dans le temps. Le texte écrit, en revanche, est conçu pour fonctionner dans l'environnement social du destinataire, pour l'influencer, pour entrer dans son "potentiel" culturel et historique ; il reflète et documente des formes de communication socialement fixées. En outre, le message écrit, comparé au message oral, a un statut plus élevé, est caractérisé par l'autorité, le prestige et, de ce fait, a un impact sur les processus sociaux.

Le style officiel des affaires appartient au style livresque et fonctionne sous la forme d'un discours écrit. Comme les autres styles, il se caractérise par la particularité et la certitude qualitative de ses traits. Il s'agit notamment du champ d'application étroit, de la standardisation, du manque d'expressivité et d'imagerie, de la concision et de la compacité, de la cohérence et de l'informité, de l'impersonnalité et de l'objectivité.

Le discours d'affaires se distingue par la complexité de la construction syntaxique due à des facteurs logiques; il est caractérisé par le conservatisme et l'archaïsme. Les textes législatifs ont un statut plus élevé, sont caractérisés par l'autorité et le prestige.

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BILDUNG EINES GESUNDEN LEBENSSTILS IM GESCHICHTSUNTERRICHT

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Der Artikel widmet sich dem Thema, Schüler im Geschichtsunterricht an eine gesunde Lebensweise heranzuführen. Der Autor stellt fest, dass die Einführung in einen gesunden Lebensstil eines der Hauptziele der modernen Bildung ist. Der Artikel stellt verschiedene Methoden vor, Kinder und Jugendliche mit einer gesunden Lebensweise vertraut zu machen, die im Geschichtsunterricht umgesetzt

werden können. Der Artikel kommt zu dem Schluss, dass es möglich ist, eine gesunde Lebensweise in allen Unterrichtsstunden in der Schule umzusetzen.

Schlagwörter: *Geschichtsunterricht, Methoden, gesunde Lebensweise, Schulkinder, Einführung in eine gesunde Lebensweise.*

Gesundheit ist einer der wichtigsten menschlichen Werte im Leben. Leider verstehen die Menschen diese einfache Wahrheit nicht sofort. Es sei darauf hingewiesen, dass der Staat versucht, Kinder an einen gesunden Lebensstil heranzuführen. Zu diesen Zwecken werden beispielsweise Sport- und Spielplätze gebaut, viele verschiedene Sportsektionen und Zirkel eröffnet, Sportwettkämpfe veranstaltet und so weiter. Die meisten dieser Aktivitäten finden jedoch außerhalb der Schulzeit statt, und schließlich verbringen Kinder die meiste Zeit in der Schule. Daher ist es sehr wichtig, dass die Schulen die Kinder und die Jugendliche an einen gesunden Lebensstil heranführten, damit das schulische Umfeld zur Verbesserung der Gesundheit beitragen würde und nicht umgekehrt.

Die Bildung eines gesunden Lebensstils ist eines der grundlegenden Ziele moderner Bildung. Ein moderner Lehrer muss dem Kind nicht nur Wissen zum bestimmten Thema vermitteln, sondern auch die Grundlagen eines gesunden Lebens erklären. Dazu gehört die Erhaltung und Stärkung der Gesundheit von Schulkindern, die Auswahl altersgerechter Bildungsformen, die die Überlastung und Ermüdung vorbeugen, sowie die Bildung einer wertvollen Vorstellung von dem Leben und der Gesundheit, einer gesunden Lebensweise.

Es ist notwendig, im Unterricht aller Fächer, einschließlich des Geschichtsunterrichts, eine gesunde Lebensweise unter den Schülern zu formen. Der Lehrer muss selbst bestimmen, mit welchen Methoden er seine Schüler an einen gesunden Lebensstil heranführt.

Das Einfachste, was ein Lehrer im Rahmen der Förderung eines gesunden Lebensstils tun kann, ist die Organisation von körperlicher Aktivität im Klassenzimmer, beispielsweise in Form von Bewegungspausen. Der Lehrer muss in der Lage sein, diese Bewegungspausen mit dem Unterrichtsthema abzustimmen [CHerlik-Ool 2020:118].

Wenn das Thema einer Geschichtsstunde beispielsweise verschiedene Gesellschaftsschichten betrifft, dann könnte man eine Liste mit Übungen erstellen, die die Aktivitäten von Vertretern verschiedener Gesellschaftsschichten veranschaulichen. Man kann auch eine Bewegungspause in einer Geschichtsstunde machen, die den Olympischen Spielen gewidmet ist. Die Schüler können eingeladen werden, verschiedene Wettkampfübungen zu simulieren, bei denen sie sich ihre Schultern, Arme, Kopf, Rumpf und Beine aufwärmen können.

Eine weitere Möglichkeit, eine gesunde Lebensweise in den Geschichtsunterricht einzuführen, können thematische Rollenspiele sein. Mit ihrer Umsetzung werden einige historische Themen illustriert, beispielsweise die Olympischen Spiele oder der Wettkampf russischer Helden.

Die effektivste Methode, um Schüler im Rahmen des Geschichtsunterrichts mit einer gesunden Lebensweise vertraut zu machen, wird ein historischer Exkurs sein. Durch seine Umsetzung erwerben die Schüler Kenntnisse über die Einstellung zur Gesundheit in der Geschichte Russlands, lernen den Einfluss von

Suchterkrankungen sowie berühmte Persönlichkeiten kennen, die ihr Leben dem Sport gewidmet haben und eine gute Gesundheit hatten.

Beim Lernen der Kultur der alten Rus ist es notwendig, die Aufmerksamkeit der Schulkinder auf die Tatsache zu lenken, dass eines der großen Themen der russischen Folklore das Thema Gesundheit war. Dies wird durch zahlreiche vom Volk erfundene Sprichwörter und Redewendungen bestätigt. Man könnte den Kindern folgende Sprichwörter sagen: «Nicht glücklich mit einem kranken und goldenen Bett», «Gesundheit ist teurer als Reichtum». Der Lehrer kann den Schülern vorschlagen, die Bedeutung dieser Sprüche zu diskutieren und daraus die Schlussfolgerung ziehen, dass die Gesundheit das Kostbarste ist, was ein Mensch hat [Lokteva 2013:20].

Ein weiterer Gewähr für die Gesundheit der alten Slawen waren ihre guten Gewohnheiten – sie bewegten sich viel, härteten den Körper ab und besuchten Banja. Letzteres ist besonders hervorzuheben, da Hygiene eine der Grundlagen eines gesunden Lebensstils ist [CHarlton 1997: 5]. Dank der Tatsache, dass unsere Vorfahren auf Hygiene achteten, sich regelmäßig wuschen und ihre Sachen sauber und ordentlich hielten, gelang es unserem Staat, Pestepidemien und Cholera-Epidemien zu vermeiden.

Es ist möglich, den Einfluss von gesunden und schlechten Gewohnheiten auf das Leben eines Menschen am Beispiel bestimmter berühmter Persönlichkeiten aus der Geschichte Russlands zu veranschaulichen. Ivan Poddubny ist ein russischer und sowjetischer Berufskämpfer. Er wurde mit einem starken Körperbau und einer starken Gesundheit geboren, aber was die Natur gegeben hat, kann nicht lebenslang aufbewahrt werden, wenn man nicht auf sich selbst aufpasst. Daher engagierte sich Ivan Poddubny schon in jungen Jahren im Training, entwickelte seine Stärke sowie moralische und willentliche Eigenschaften. Er hatte auch keine schlechten Angewohnheiten. Dies half ihm, ein weltberühmter Kämpfer zu werden, ganz zu schweigen von der Verbesserung seiner Gesundheit. Dank seines gesunden Lebensstils lebte Ivan Poddubny ein langes Leben.

Peter der II. kann als negatives Beispiel einer Lebensweise angeführt werden. Schon in jungen Jahren liebte er Alkohol, aß viel ungesundes Essen – gebratenes und geräuchertes. Auch sein Tagesablauf war nicht so gut – er war nachts wach, besuchte oft Bälle und Maskeraden. Er hatte auch keine guten Gewohnheiten – lange Spaziergänge, Verhärtung. Das Ergebnis war ein schwacher Körper, der die Krankheit nicht ertragen konnte, und Peter der II. starb im Alter von 14 Jahren [Marchenko 2015: 832].

Nach einer solchen vergleichenden Analyse des Lebensstils berühmter Persönlichkeiten kann der Lehrer die Aufmerksamkeit der Schüler auf die Bedeutung einer gesunden Ernährung und eines angemessenen Tagesablaufs lenken, da dies der Schlüssel zu einem gesunden Lebensstil ist, der ermöglicht, ein langes und glückliches Leben zu haben.

Eine andere Methode zur Gestaltung eines gesunden Lebensstils bei Schulkindern im Rahmen des Geschichtsunterrichts können außerschulische historische Aktivitäten sein, z.B. Exkursionen. Dies könnten die Fahrten zu

Schlachtfeldern, Besuche historischer Rekonstruktionen sowie historischer Museen sein [Muhametzhanova 2011: 30].

Darüber hinaus könnte man kulturelle Aktivitäten mit Kindern organisieren – Ausflüge ins Theater. Der Zweck dieses Zeitvertreibs ist es, Schulkindern die Idee zu vermitteln, dass das Leben schön ist und sie ein langes und glückliches Leben führen können, wenn sie sich an die Grundlagen eines gesunden Lebensstils halten werden.

Eine weitere Möglichkeit, Schüler im Rahmen des Fachs Geschichte an eine gesunde Lebensweise heranzuführen, ist die Organisation von thematischen Gesprächsrunden. Hier könnten die Schüler eingeladen werden, in verschiedene Epochen verschiedener Länder einzutauchen und nachzuvollziehen, welche Einstellung die Menschen zur Gesundheit hatten, welchen Lebensstil sie verfolgten und wozu sie führten.

So ist es im Geschichtsunterricht möglich, die Bildung eines gesunden Lebensstils bei den Schülern durch mehrere Methoden umzusetzen. Darunter: thematische Bewegungspausen, thematische Rollenspiele, Exkursionen, Museumsbesuche. Als Teil des Stofflernens zum Unterrichtsthema muss der Lehrer in der Lage sein, die Aufmerksamkeit der Schüler auf das Thema Gesundheit zu lenken. Der Lehrer kann zeigen, wie Gesundheit und gesunde Lebensweise zu verschiedenen Zeiten behandelt wurden und welche Folgen dies hatte. Der Lehrer muss die Grundlagen eines gesunden Lebensstils fördern und auf die eigene Gesundheit achten.

Mit solchen Methoden im Geschichtsunterricht kann der Lehrer das Interesse der Schüler wecken und sie motivieren, auf ihre Gesundheit zu achten und sich an die Grundlagen eines gesunden Lebensstils zu halten.

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THE ROLE MODERN TEACHER IN THE FORMATION THE SPIRITUAL IDENTITY MODERN YOUTH OF RUSSIA

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This article is intended draw attention to the role a modern teacher in the education of spiritual and moral values and in the formation the spiritual identity of modern Russian youth and, especially, the future preservation the spiritual and cultural code of our people. The methodological basis this research is mainly made up general scientific research methods: comparison, analysis, synthesis, induction and deduction. In addition, the research used methods of generalization and theoretical analysis of information on the established topic our research. The article gives brief characteristics the definitions «identity» and «spiritual identity», and analyzes the main points in the contribution of the teacher to the spiritual and moral development the future citizen the country.

Key words: *Teacher, modern Russian youth, education, moral, spiritual identity, spiritual and moral education.*

Currently, in the process of socialization an individual into a full-fledged personality, much attention is paid to spiritual and moral education and the formation of religious or spiritual identity, since it is this kind of education and this type of identity, in our opinion, that is the «foundation» of our national spirit and statehood. A huge role in the development and preservation of spiritual identity lies with traditional social institutions. First, it is family, which is the main traditional social institution of human upbringing. It is in the family that children begin to learn the most important spiritual and moral values necessary for their full development as a person. However, a great contribution is made by modern teachers who help the emerging personality to learn spiritual and moral values, necessary not only for the future the person himself, but also for the successful development of our state, the preservation of traditional spiritual and moral values of the Russian people.

To begin with, it is worth noting that identity is a necessary and irreplaceable quality of a person formed in the process of socialization. Having an identity, people can identify themselves both with themselves or with a certain group, ethnos, nation, state, and with the entire human society. Such a person or group will be able to boldly and accurately answer the main question in their life, «Who am I? », «Who are we?», regardless of many internal and external problems. He or they are able to solve their moral problems that may arise throughout their lives. Researchers distinguish the following types of identities: age, personal, social, national, state and spiritual.

The American psychologist E. Erickson, thanks to whom the term «identity» became widespread in modern science in XX century, emphasized: «The concept of identity denotes a firmly assimilated and personally accepted self-image in all the

richness of the individual's relationship the world around him, a sense of adequacy and stable ownership of the individual's own «I» regardless of changes in the «I» and the situation. Identity is primarily an indicator of a mature personality» [Erickson 1996: 12].

The modern Russian philosopher V.N. Badmaev pointed out that both individual individuals who were in the process of socialization and certain large or small social groups can have an identity. «At the same time, they have multiple identities (territorial, national, cultural, religious), some aspects of which complement each other. The choice of identities should lead not to their «clash», and not to a «clash of civilizations», but to the interaction of various national identities based on the recognition of the cultural diversity of a global and interdependent world in which people, nations feel part not only of their local societies, but also of all mankind» [Badmaev 2005: 15].

Analyzing spiritual identity directly, it is necessary to say that spiritual or religious identity, according to the dissertation research of the modern philosopher V.I. Ivleva, «is the result of the process of an individual's awareness of himself as a carrier of a certain religious consciousness, the degree of identification with a certain religious group and at the same time isolation from representatives of other religions. Religious identity is constructed by religious consciousness and is further reflected in the religious behavior of the individual. For example, rejection of certain religious rules and norms leads to a conflict in the consciousness and behavior of a believer, which provokes an identity crisis. This, in turn, becomes a trigger mechanism for the individual to develop new values, and, consequently, the formation of a false religious identity» [Ivleva 2017: 27].

Modern Russian philosopher A.S. Yanenko, also analyzing the definition of «religious identity» in his work, writes: «the religious identity of Russia is an integral part of its socio-cultural and historical development and is a symbolic expression of the orderliness and integrity of Russian society. It acts as a way of organizing individuals, social groups and society based on ideas about their purpose, nature of existence, place and role in social development and at the same time actively influences all members of society in order to introduce them to the deep spiritual meanings of Russian civilization» [Yanenko 2009: 14].

Currently, in our opinion, this type of identity is still the most common way of identifying oneself with oneself and with social groups or with the whole society, using the religious norms of the denomination or denomination to which he belongs. Throughout world history, religion has fruitfully influenced and continues to successfully influence the formation an individual into a full-fledged spiritual and moral personality capable of separating well from bad. In addition, today, religion, despite many difficulties, has great authority in the education the younger generation. For Russia, spiritual identity, despite various historical vicissitudes, is still the first and irreplaceable form of national identity of the Russian people.

That is why the education of spiritual and moral values and the formation of spiritual identity remains the main task for the education of a full-fledged personality who remember their spiritual roots, their history and their ancestors, traditional

norms of morality and spiritual morality. It follows from this that a huge role in all of the above processes lies with modern teachers.

Nowadays, many well-known domestic and foreign researchers of politicians (for example, Otto von Bismarck or Winston Churchill) have spoken about the role of the teacher in the education of the individual. In 2021, at a meeting with the laureates and finalists of the Teacher of the Year of Russia competition, the President of the Russian Federation V.V. Putin pointed out the following about the role of the teacher: «Teachers not only pass on knowledge to students, but also form their worldview, value system, literally establish a connection between generations, arouse children's interest in national history, in our great culture, help them understand the complexities of the modern world, understand themselves, feel what the soul is for, determine their abilities and talents. All this is extremely important for every child, teenager, especially for high school students who choose their life path. And the fate of our children is the fate of Russia, its future» [2023-j budet Godom uchitelya i pedagoga].

It is worth saying that at this meeting it was decided to make 2023 the year of the teacher and teacher, in connection with the 200th anniversary of the birth of Konstantin Dmitrievich Ushinsky, the founder of scientific pedagogy in Russia, who himself in his numerous works highlighted the importance of pedagogical (educational) craft in the spiritual, moral and folk education of students. In his opinion, «in education, everything should be based on the personality of the educator, because the educational power pours out only from the living source of the human personality. No statutes and programs, no artificial organism of the institution, no matter how cunningly it was invented, cannot replace the individual in the matter of education <…> Without the personal direct influence of the educator on the pupil, true education, penetrating into the character, is impossible. Only personality can act on the development and definition of personality, only character can form a character. The reasons for such moral magnetization are hidden deep in human nature» [Ushinsky 1948: 63-64].

Modern domestic and foreign researchers emphasize the great role of the teacher in spiritual and moral education and the formation of the identity of young people. For example, in his work K.E. Gagarina asserts not only the importance of a teacher for the spiritual formation of a future citizen, but also the need for a teacher to have spiritual and moral qualities and follow moral laws in his life: «The morality of a teacher, the moral norms that guide him in his professional activity and life, his attitude to his pedagogical work, to students, colleagues – everything this is of paramount importance for the spiritual and moral development and upbringing of the younger generation. No educational programs will be effective if the teacher is not always the main example of moral and civic personal behavior for students» [Gagarina 2011: 114].

Therefore, we can confidently say that from time immemorial and up to our time, the backbreaking work of spiritual and moral education and training of modern youth has been on the shoulders of modern teachers, since it is on the quality education they have received and on the spiritual identity they have formed that not only the future of the person himself, as a developed spiritual and moral personality,

but also the successful future of the country, the further preservation of the culture and traditions of the Russian people, the spiritual values of religion and historical memory. However, the education of spiritual and moral values and the formation of spiritual identity, based on the opinion of the above researchers, occurs only when the teacher has a strong character, tries to follow spiritual and moral qualities in his life, loves his Homeland and respects his people. By personal example, he will be able fully educate an educated person from an individual with a formed spiritual and national identity.

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USING ELECTRONIC RESOURCES TO CREATE INTERACTIVE TASKS

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This article examines the issue of interactive tasks, how computers and other information and computer technologies can play a decisive and integral role in ensuring long-needed changes in education systems. In the latest methods, the basis of the cognitive process is the creation of interactive learning through electronic platforms. Thanks to innovative methods, all members of the group are involved in the learning process. That's how they work together. This ensures full mutual understanding and interaction between the trainees and the trainers.

Key words: *interactive tasks, teaching methods, didactics, information technology, online learning.*

The priority direction of the state policy in the field of education is the development of the system of education of the younger generation. According to the State Program of Education Development of the Russian Federation for 2017-2023, outdated methodology and principles of selection of educational content are negative factors of secondary education. Information overload leads to a decrease in learning motivation and deterioration of students' health. The training is focused on obtaining formal results, and not on personal development.

From the above, it can be concluded that at the moment the concept of education is directed towards subject-subject relations. Also, the education development system is focused on deepening the practical activities of students.

All these nuances are reflected in interactive teaching methods. And that is why the use of interactive teaching methods seems to be an ideal solution to achieve the goals set by the State Program for the Development of Education. Interactive methods are based on «teacher=student» interaction schemes. Thus, not only the teacher attracts students to the learning process, but also the students themselves, interacting with each other, affect motivation [Makotrova 2021: 60].

The well-known Russian scientist N.A. Volgin, who was engaged in research in the field of interactive learning, in his work "The History of interactive Technologies" noted that interactive education is based on feedback and is implemented on the basis of fixing a positive skill or recommending changes in a positive constructive way through a cumulative interim assessment of learning outcomes, emphasizing its compliance with e-learning.

In addition to N.A. Volgin, such Russian scientists as I.G. Abramov, N.P. Anikeev, B.Ts. Badmaev, I.V. Balitskaya, N.V. Borisova, A.A. Verbitsky made a significant contribution to the study and development of interactive teaching methods.

Interactive tasks (from engl. «inter», «act») – this is a prescribed work in which all students interact with each other, exchange information, jointly model situations, evaluate the actions of others and their own behavior, immerse themselves in a real atmosphere of cooperation for the organization of cognitive activity. It implies quite specific and predictable goals. One of these goals is to create comfortable learning conditions, such, in which the student feels his success, his mental independence, what makes the learning process itself effective. A significant feature of interactive tasks is a high level of mutually directed initiative of the subjects of interaction, emotional, internal unity of the participants. The student becomes a qualified participant in the educational process, whose experience serves

as a key source of academic cognition. In the interactive learning model, the work of the teacher becomes more complicated, i.e. he acts not in the sense of a «translator» of knowledge, but in the role of a «mediator».

There are varieties of interactive teaching methods:

- Debates are an organized and clearly structured public exchange of opinions on a specific topic.

- Business game (serious play) – modeling of real conditions of professional activity and imitation of human relations and social interaction in the working environment. Each participant of the game is assigned a specific role and function within the framework of the work task.

- Discussion is a versatile group discussion of a controversial issue aimed at obtaining a solution that suits all members of the group.

- Simulation games (microworlds) – exercises for modeling long-term (several months, years) situations for evaluating long-term results.

Interactive lecture is a teacher's speech to a large audience, including discussions, the use of presentations or video materials, brainstorming, motivational speech.

Interview – a conversation on a given topic.

Round table is a group discussion of several problematic issues, the participants of which express their own opinions on an equal basis.

Lecture-provocation is a lecture with prepared mistakes in the presentation of the material. At the end, the analysis of solutions and analysis of errors is carried out.

A master class is a way to convey new ideas and concepts. The masterclass should demonstrate original theories, techniques, and technologies. It may also include practical tasks to consolidate the acquired knowledge and skills.

The case study method is an analysis of a fictional or real situation to identify problems, effective solutions and the possibility of practical application of the knowledge gained.

The portfolio-based learning method is an assessment of learning outcomes and professional experience over a certain period of time. The results are of a material nature and are collected in one place of storage.

The project-based learning method is work on an individual or group project on a given topic, during which students independently collect data, learn how to use them, develop research skills and systems thinking.

Brainstorming is a process of joint generation of ideas and exchange of opinions, in which participants express the maximum number of proposals for solving the problem in a short period of time. Based on the results, a critical assessment of the solutions obtained is carried out and the most applicable in practice are selected.

Online seminar is an online meeting or presentation on the Internet in real time.

Viewing and discussion of educational videos (film-based learning) is carried out to reflect on problematic issues that are voiced before the start of the film.

Public presentation is the presentation of training materials in a structured, graphical and easy–to-learn form. The presentation can serve as an additional illustration of the educational material and display its key points [Blinov 2019: 27-32].

The COVID-19 pandemic tested the education system and its ability to adapt to a situation where the use of distance education was required and when, in most cases, electronic platforms were very necessary to provide interactive education at home. To achieve this, what could be better than using advanced foreign electronic platforms that allow you to create interesting and original interactive learning tasks.

The concept of e-learning has spread since the use of electronic means for conducting lessons in traditional classrooms and the use of multimedia in the processes of education and quarterly self-education, the creation of intellectual schools and virtual classrooms that allow students to attend, interact with lectures and seminars held in other countries using the Internet and interactive technologies, where the mathematical revolution has progressed rapidly and it became necessary to find out what it would benefit from this modern technology, It has entered into all spheres of everyday life and has actually become one of the greatest areas of application of this mathematical revolution.

The introduction of electronic media, such as computers and networks, to deliver information to the recipient allows them to interact with this content, as well as with the teacher and his peers, so that this learning can be managed using these media.

E-learning is based on the following goals set by Fawzi Fayez Ishtaiwa-Dweikat:

1. Reduction of operating expenses

Distance education does not require renting premises and hiring additional staff. The choice of teachers is not limited by geography – the organizer can invite specialists from any city or country. At the same time, you do not have to pay for travel and accommodation. The teachers themselves also save money on the way to the classroom.

2. Attracting more students

In full-time classes, the number of participants is limited by the capacity of the audience, and thousands of people can be invited to the online school at the same time.

3. Automation of the curriculum

Another advantage of learning can be considered a reduction in routine. Platforms reduce the burden on the teacher by automating the template work. For example, they automatically generate attendance and progress reports, check tests, and send notifications about the next lesson.

4. Monitoring of academic performance and attendance

In online education, students' knowledge can be tested using tests, interactive simulators, an oral exam via video link, practical tasks on an interactive whiteboard. Some services also allow you to track the activity of participants, view statistics of visits for the entire group and individual people.

5. A large selection of teaching tools

Distance education does not limit the teacher in the choice of tools. You can also upload presentations and documents, share your screen image, chat, moderate users. All this makes the lessons more diverse and helps to convey the material convincingly [Ishtaiwa 2014: 5-15].

The study continued from the experimental stage. Of the numerous methods that have been created by many scientists and researchers, we have settled on a technique based on the experience of Edgar Dale.

We asked 20 people, both students of educational schools and Internet users, what they tend to remember 2 weeks after classes.

Practice proves that the use of interactive methods helps to achieve the results of modern education. The figure below clearly shows that a student can remember only 30% of the material, while interactive learning allows us to remember 90% of the information received (Figure 1).
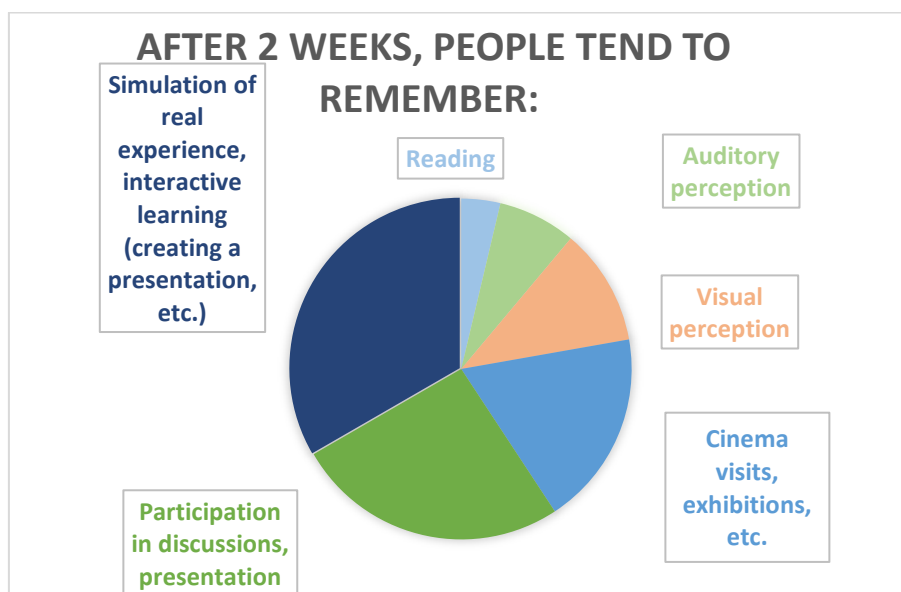
Figure 1 – Interactive learning pattern
(Interpretation of the experience cone Edgar Dale)

It helps to conduct the educational process in such a way that all students are equally involved in the cognitive process, each person contributes to teaching, students exchange information and ideas. These relationships allow students not only to acquire knowledge, but also to develop communication skills: the ability to communicate with others, have different points of view, participate in discussions, make joint decisions, develop tolerance, etc. Recent studies show that interactive learning helps students not only easily assimilate new material, but also memorize it for a longer period of time.

Thus, an interactive approach is a form of interaction between a teacher and a student, in which both parties equally participate. In this form of education, students are not passive listeners, but active participants in the learning process. Because of these advantages, many teachers choose to create interactive assignments rather than any other.

As a result of the research, we examined the essence and content of research activities, analyzed the methods of pedagogical activity. The purpose of our research was a theoretical justification, description of interactive technologies in the educational process. The conditions described above make it possible to determine the effective action of interactive tasks for students, as well as to create them on electronic platforms. It is established that modern technologies, management systems and foreign electronic services are necessary for training and management of various types of activities in the field of education. This was tested in an experimental study using the Edgar Dale methodology, where the main goal was to determine the significance of interactive tasks.

We also found out where it is possible to implement an interesting creation of interactive exercises. Such opportunities are provided, among other things, by online learning platforms, which are Internet portals based on a data bank and equipped with colorful interfaces of electronic learning tools and forums giving feedback. With the help of these electronic services, the content of the subject of didactics is also expanded.

Thus, the tasks set at the beginning of the work were solved and the purpose of the study was achieved.

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IMPLEMENTING A PERSONALITY-BASED APPROACH IN THE EDUCATION OF SCHOOL CHILDREN

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The article deals with the peculiarities of the implementation of person-centered learning in the educational process of elementary school. The effectiveness of the use of personally-oriented learning is disclosed in the formation of cognitive interest of students. An important feature of the personally-oriented lesson is the interaction of the teacher and students at the lesson.

Key words: *interest, junior schoolchild, child's personality, interaction, learning process, individuality, primary school, self-actualization, primary school.*

All schools in Russia recognize the priority of the personality-oriented direction in the new educational concept, and at the same time, only a few educational institutions fully implement the ideas of this approach in teaching in practice. Studies by many teachers and psychologists demonstrate that the starting point in a person's awareness of his personality is primary school age. At this age, one's own position in learning and in other areas of life is established. It is important to provide the child with support in the formation and formation of his personality, because without the help of others it is difficult for him to overcome this kind of problem. Scientists are convinced that the implementation of this support is possible precisely in the conditions of personality-oriented learning.

The personality-oriented approach is a methodological orientation in pedagogical work that allows, by relying on a system of interdependent definitions, thoughts and ways of action, to guarantee and assist the movement of self-knowledge, as well as the self-realization of the personality of children, the formation of its unique features.

In the modern sense, according to researchers, learning is characterized by an orderly interaction of the teacher and students aimed at achieving the goal.

S.V. Kulnevich believes that «this is a two-way process of their joint specially organized cognitive activity, during which students develop scientific knowledge, necessary methods of activity, emotional-value and creative attitude to the surrounding reality». The development of the child is carried out in education. The main structural elements of learning as a system, according to scientists, are: «goals; principles; content; methods; organizational forms; results» [Kul'nevich 2001: 33].

The essence of the pedagogical system lies in the teacher's desire to create from each student as a person, «the highest creation of nature, with a «passion» for development, maturation and freedom». The scientist's opinion: «A person is born in a struggle with himself, in the process of self-knowledge and self-determination; education and training should be aimed at guiding the child on this path of his formation and helping him to win in this difficult struggle» [Amonashvili 1988: 128].

Among the main conditions for the implementation of personality-oriented learning are: «Self-realization, life creation, cultural identification, individualization, personal and semantic orientation, cultural content of education and upbringing, dialogic and creative nature of educational activities. This type of training reflects the natural characteristics of a person (the ability to think, feel, act), his properties as a subject of culture. The development of these properties in unity is the result of personality-oriented learning» [Bondarevskaya 2002: 246].

V.V. Serikov based the personality-oriented approach to learning on the theory of personality, according to which the essence of personality is manifested in its ability to take a certain position. The scientist says: «Personality-oriented learning achieves its goal only when it creates conditions for the full manifestation and development of the personal functions of the subjects of learning. The main condition for the manifestation of personal abilities is the creation of a personality-oriented situation (educational, cognitive, living) in which the manifestation of personal functions of students is required» [Serikov 1994: 75].

It can be noted that this system is clearly different from the traditional model of teaching and upbringing of children that was previously available in the Soviet school and therefore requires special attention, these are progressive changes, and they are useful. Firstly, personality-oriented education is aimed at meeting the needs and interests of the child himself, rather than the state and public institutions interacting with him, these institutions should occupy a supporting role, and the child's personality should be dominant. Secondly, when applying this training, the teacher gives priority to the formation of unique personal qualities in each child, and not for the purpose of developing socially standard properties in children. Thirdly, during the use of this training in the educational process, the subject powers are redistributed, promote the subject-subject relationship between the teacher and their students.

Scientists claim that the main key components of building personality-oriented learning include the following:

- individuality is a unique identity of a person or group, a unique combination of individual, specific and common features that distinguishes them from other people and human societies;

- personality is a constantly changing systemic quality that manifests itself as a stable set of individual properties and characterizes the social essence of a person;

- a self-actualized personality is a person who consciously and actively realizes the desire to become himself, to fully reveal his abilities and abilities;

- self-expression is the process and result of the development and manifestation of the inherent qualities and abilities of a person;
- a subject is a person or group with conscious and creative activity and freedom in cognition and transformation of oneself and the surrounding reality;
- subjectivity is the quality of an individual or group reflecting the ability to be an individual or collective subject and as a measure of activity and freedom of choice and performance of actions [Kul'nevich 2001: 59].

At the heart of the construction of personality-oriented learning there are certain principles: the principle of self-actualization, the principle of individuality, the principle of subjectivity, the principle of choice, the principle of creativity and success, the principle of trust and support.

In the absence of reliance on previously formed knowledge, skills and abilities of students, in the absence of their own individual qualities, it is difficult to imagine a personality-oriented occupation for themselves.

In the traditional approach to the organization of the lesson, the passive role of the student is highlighted, the attitude towards him as an object to which pedagogical influences are directed. I.S. Yakimanskaya says: «At each stage, the teacher uses sources of knowledge that correspond to the goals, methods, techniques, textbooks, as well as forms of educational work. The basis of a personality-oriented lesson (unlike a traditional one) can be considered not a stage, but an educational situation. It should be clearly understood that such an educational situation cannot be intentionally introduced in accordance with the lesson plan. It does not have a predetermined material and is not suitable for the whole class at the same time» [Yakimanskaya 1996: 58].

An important feature of a personality-oriented lesson is the interaction of the teacher and students.

Thus, the opening of the student's personality occurs, first of all, in his main activity – teaching and the lesson is the main form of its organization. The aim of the personality-oriented lesson is to create conditions for the opening of the student's personality. In a personality-oriented lesson, the cooperation between the teacher and the student is based on support and trust. When building the educational process, the ideas of humanistic pedagogy and psychology can serve as fundamental ones at the lesson, they are based on the abilities of each child, on the recognition of the uniqueness and uniqueness of each student.

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SOME FEATURES OF CORPORATE EDUCATION OF FOREIGN LANGUAGES

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The article deals with some features of corporate education foreign languages. Some definitions of the concept of corporate training are analyzed. It is emphasizes that the implementation of corporate training, carried out with the help of digital tools, helps the process of understanding the content components of the educational program and leads to a quick understanding and orientation in the subject activity.

Key words: *corporate education, individual development, foreign languages, educational program, educational activities of students, educational process.*

The very concept of "corporate education" in modern discourse still does not have a clear definition, due to the constant changes in the modern business environment. However, several basic definitions can be distinguished. For example, V.V. Kuznetsov interprets corporate education as «the process and result of the development of the life experience of employees of a corporation studying in its educational structures» [Kuznecov 2017: 51], while emphasizing its complex architectonics of corporate education and emphasizing the importance of purposefulness in the formation of individual development and training of employees. R. A. Dolzhenko reveals his understanding of corporate education as «a set of measures to develop the skills, abilities and knowledge of personnel, aimed at the optimal use of the company's human resources in terms of the strategy adopted by it» [Dolzhenko 2017: 6]. M.N. Pevsner defines corporate education as «directly oriented towards the maintenance of the company's production process. Equally important from the point of view of the corporation, the individual and groups of employees is corporate education, which allows employees to familiarize

themselves with the values of the organization, with the symbols and traditions associated with its corporate culture» [Pevzner 2020: 8]. A feature of corporate education as an alternative system is its ability to adequately, timely and fully respond to the changing requirements of the industry and the company, changing production realities, the introduction of the latest scientific and technological achievements, and the modernization of technological processes. One of the most common examples of the definition of corporate education is «the acquisition of new skills and abilities by employees of one company in order to improve the performance of each employee individually and the entire company as a whole» [Rodin 2016]. Currently, in foreign sources, the principle of corporate training, supported by the works of recognized foreign authors, is an independent direction of the management concept, supported by the personnel and management system of companies, to a lesser extent related to the pedagogical sphere, which takes into account the individual characteristics of employees and their fields of activity.

Thus, the understanding of the integrated essence of corporate education can include the formation of a corporate vector of employee behavior, as well as the generation of individual development of personnel through corporate training, where the goals of the organization are dictated by the requirements for timely response to changes and the needs of the business environment. It should be noted that corporate education, to a large extent, differs from traditional attitudes in the pedagogical direction, aimed at educating and shaping the personal qualities of the individual. Whereas corporate education is aimed precisely at developing the personal qualities of the student and expanding his professional skills, by retraining human capital, improving his individual qualifications and a radical change in activities in a rapidly changing international situation, which is the most important goal for the efficiency of companies. However, today we can observe a trend in the field of teaching foreign languages, when corporate clients are offered an education program, taking into account only the language level of the employee, without taking into account the individual characteristics of the company and personnel, without taking into account their field of activity, development vector and the needs of each employee and the organization as a whole. This approach does not ensure the involvement of employees in the learning process, which in turn leads to low rates of personnel development and to the minimum productivity of the company. Based on this, the problem of individualization of teaching English in a corporate environment arises.

For the first time the concept of «individualization» was introduced by K.G. Jung, which means the process of becoming a personality, where the development of higher intellectual activity reveals the individual characteristics of the individual, his inclinations and aspirations, and as a result, forms an individual set of personality traits and characteristics. I. E. Unt cites his concept of individualization of learning as «taking into account in the learning process the individual characteristics of students in all its forms and methods, regardless of what features and to what extent are taken into account» [Unt 1990: 8]. Based on the works of A.A. Budarny, individualization is a means of increasing the effectiveness of the learning process, where the characteristic ability to learn and taking into account the personality of the student (emotional and psychological characteristics,

attitude to learning, interests, values, life experience) are the basis for defining the concept of «individualization». G.K. Selevko, believes that individualization in learning is «the organization of the educational process, in which the choice of methods, techniques, pace of learning is determined by the individual characteristics of students» [Selevko 1998: 92].

Thus, we can single out the main goals of individualization in corporate education:

– building the educational process, taking into account the individual characteristics of students;

– selection of individual methods and methods of teaching, helping to improve the knowledge and skills of students;

– maintenance and promotion of the learning process through the training programs of each student separately;

– assistance in the implementation of the knowledge and skills of the individual in the labor activity;

– increasing the professional knowledge of employees and expanding their competencies, based on requests from management, as well as taking into account the interests and abilities of students;

– placing a person at the center of the educational process, aimed at meeting the needs and developing the abilities of students.

One of the most universal approaches to the implementation of individualization in education is the personal-activity approach proposed by I.A. Zimnyaya, where this paradigm assumes «the organization of the learning process itself as the organization (and management) of the educational activities of students, means the reorientation of this process towards setting and solving specific learning tasks (cognitive, research, transformative, projective)» [Zimnyaya 2001: 244] In this approach, the personality is the key goal of development in training, where the application of the basic provisions of this approach involves considering employees as subjects of educational activities and the life of the organization as a whole. Consequently, individualization in corporate training is the process of forming new knowledge and skills, as well as developing the employee's existing abilities, as a way to implement key professional activities by revealing the subjective experience of the individual, taking into account his professional skills, psychological properties and social orientation of the individual, where the means of individualization of the educational process, take into account the subjective values of the employee, as well as the preferences of the management regarding the ways of organizing educational work, for the highest efficiency of the company's result.

This path will help in ensuring the involvement of employees in the educational process, where digital technologies can be used to create an individual approach to continuous learning throughout the entire working life of employees. Digital technologies meet the company's key needs for on-the-job training and with a minimum amount of time allocated to educational programs, but with high efficiency. The implementation of corporate training, carried out with the help of digital tools, helps the process of understanding the content components of the

educational program and leads to a quick understanding and orientation in the subject activity. Thus, corporate education is largely an individual «product», customizable to specific requirements and tasks. And it is hardly possible at all to transfer one system of corporate education to another organization. However, it is generally recognized that the cost of training employees is one of the most profitable investments that provide long-term profits and economic efficiency of companies, because a high level of education of the adult population is the main factor in growth in labor productivity, the formation of positive motivations, the growth of civic consciousness, morality and the general culture of society.

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CHURCH AND EDUCATION: A BRIEF HISTORICAL OVERVIEW

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The given article deals with the problem of religious education. The authors have made an attempt to review its historical development and formation.

Key words*: education, church, religious education, Orthodox church, Christianity.*

In today's rapidly changing world, religion continues to play an important role in society and the state. After nearly a century of persecution, the Russian Orthodox Church has regained its status and rights as one of the most important social institutions. On the ashes of centuries-old history, a new religious reality began to be built anew, practically from scratch. Temples, monasteries, and church educational institutions were reborn.

The relevance of the study of the traditions and practices of religious education in Russia, due to the fact that for more than two thousand years of existence, the Orthodox Church has collected in its treasury a wealth of practical experience of translation of spiritual and moral values and moral paradigms. It is therefore quite obvious that the need for cooperation between the state and the Church in matters of upbringing and education today is obvious. But productive cooperation, based on the principles of freedom and scientific expediency, requires clear methodological guidelines and criteria for joint activities, delimiting the area of responsibility of each individual direction.

The issues of religious education and the interaction of secular education with Church institutions have been discussed many times in scholarly works and studies from different historical periods. To begin with the fact that even V.V. Zenkovsky, the Russian religious philosopher, theologian and educator, one of the brightest representatives of the Russian intelligentsia in exile, wrote many works on Orthodox pedagogy and religious education, namely: «Problems of Education in the Light of Christian Anthropology», «Principles of Orthodox Anthropology», «Russian Pedagogy in the Twentieth Century», «Pedagogy», and «Church and School». In each of his works V.V. Zenkovsky points to the need for active interaction between school and Church as well as the intrinsic influence of spiritual values on school education. The philosopher believes that the separation of the school from the Church, which occurred as a result of the revolution, caused serious damage to the entire educational system as a whole.

The history of religious education in Russia was examined in the works by such famous Church historians as Metropolitan Macarius of Moscow and Kolomna (Bulgakov), Metropolitan Evgeny (Bolkhovitinov) of Kiev and Galicia, Soviet historian and social activist B.D. Grekov, Soviet historian-slavicist M.N. Tikhomirov, Archpriest P.V. Znamensky, theologian and educator of the Russian Orthodox Church, Archpriest Vladislav Tsipin, specialist in church law and church history, Soviet historian and archaeologist V.L. Yanin, and I.K. Smolich, author of the most comprehensive work on the history of Russian monasticism, which played almost the main role in the development of education in ancient Russia.

Some issues of cooperation between the Church and state are revealed in the works of such researchers and church figures as: Hegumen George (Shestun) – the author of a huge number of works related to religious education and pedagogy:

«Education and Civilization», «Ontological foundations of pedagogy in the Orthodox tradition», «The Orthodox school», «Orthodox traditions and the modern Russian school», «Orthodox pedagogy» and others, Russian educator and publicist F.N. Kozyrev, who wrote a lot of works on religious education and With all the richness and variety of research on the topic of religious education, the topic has not ceased to lose its importance and relevance in the modern scientific and educational space. There are still many issues and problems in this area that require study and research.

For example, one of the most important problems of modern education system is not only its bureaucratization, but also internal problems that lie in a significant decrease of motivation of schoolchildren and students to learn, and in general to work, live communication, etc. This has been facilitated by the development of the latest technologies, the dominance of the Internet and gadgets. The young generation increasingly prefers the virtual world to the real world, which leads not only to social problems, but also to a decrease in physical health and a loss of psychological well-being.

So, let us return to the history of the origin and development of religious education in our homeland. Let us begin with the fact that school education itself as a system did not arise immediately in ancient Russia, but with the appearance of Christianity and the creation of the Slavic alphabet. Christianity played a leading role in the spread of literacy in the Russian lands, and monasteries and temples gradually became centers of educational activity. Already under the rule of Prince Vladimir there are examples of systematic teaching of literacy: «began to learn from the children (i.e., from the best people) and to give the beginning to the learning of the book» [Milov 2008: 45]. Prince Vladimir, we can say, carried out the first steps in preparing the ground for the organization of public education, and already under the rule of Yaroslav the Wise education spread to all segments of the population, regardless of their wealth, but only on the desire to comprehend science.

Education at that time was directly related to religiosity. Education was based on the Holy Scriptures and the Law of God was the main subject, and only gradually secular subjects, primarily mathematics, began to be added to these subjects. The development of literacy contributed to the fact that as early as the 11th century, and «the Tale of Bygone Years» even earlier, monuments of ancient Russian literature and writing appeared.

The development of systematic education and literacy in Russia proceeded quite rapidly, but was suspended due to the invasion of the Tatar-Mongol yoke in the 13th century. The period of dependence of Russian principalities on the Mongol empire lasted until the end of the 15th century. At this time all education in Russia was transferred to the monastic walls, which were not touched by the Tatars in their raids, showing their religious tolerance. Monasteries historically became the only place where it was possible to continue the traditions of systematic education of literacy in ancient Russia.

After the overthrow of the Tatar-Mongol yoke, education and enlightenment continued quite rapidly not only in monasteries, but also outside them, without interrupting the connection with the Church. Proof of this is the fact of the opening

of the printing press in 1551 under Ivan the Terrible. Originally only ecclesiastical books were printed, to promote religious literacy and the dissemination of the Holy Scriptures. For centuries, the Orthodox Church was the foundation of education, even though the periods of interaction between the state and the Church were very uneven, from complete sympathy to violent confrontation. Thus until the seventeenth century, all the tsars respected the Church hierarchy, submitting to the Church in matters of spiritual benefit to the state. With the coming to power of Peter the Great the process of secularization of the Church began in the country. Peter pursued a rather harsh policy and showed a negative attitude to everything that was associated with church customs and the authority of the Church hierarchy. I.K. Smolich in his work on the History of monasticism writes: «The tsar's power connected with the people and the traditional power of the patriarch created until the 18th century concrete preconditions for diarchy, which on condition of recognition of the church authority in all fields of social life was transformed into a symphony. Without idealizing this symphony, one must nevertheless admit that before Peter introduced state ecclesiasticism, the Church had never degraded to the level of a state institution» [Smolich 1996: 21]. Attempts to turn the Church into part of the state apparatus were made throughout the entire Synodal period (1700-1917). At the same time due to the fact that at that time the system of church education was actively developing, spiritual seminaries and academies were opened, the so-called scholarly priesthood appeared, thanks to which theological science reached a completely different level. That is, despite the subordination of the Church to the state, religious education not only continued to exist, but also developed, acquiring new forms and structure. But with secular education and its connection to Orthodoxy, it gradually became more and more difficult. The Church withdrew from influencing social secular institutions, and by the 20th century its role in education had diminished to that of an outside observer.

We can say that the process of the secularization of the Church, the loss of her faith in God, and the emergence of the scholarly priesthood went almost in parallel. But the confrontation between Church and state increased and reached its end by 1917, when the terrible bloody revolution took place, practically destroying thousands of years of Christian culture in our state. The first step toward the complete exclusion of the Church from the educational system was the decree of the Sovnarkom «On Separation of the Church from the State and of the School from the Church». «The teaching of religious doctrines in all state and public as well as private educational institutions, where general educational subjects are taught, is not allowed» [Cypin 1997]. At the level of state power, everything connected with religion was gradually eradicated. The propaganda of communist atheistic views supplanted faith more and more, although it was not possible to eradicate it completely because the people's consciousness preserved it regardless of the prohibitions. This is confirmed by the 1937 census, which reported that 42 percent of those surveyed identified themselves as Orthodox [Vsesoyuznaya perepis' naseleniya 193: 1991]. V.N. Trukhin criticizes this information in his article about religiosity in the USSR: «This information must be subjected to critical analysis. The census took place in 1937, a year of terror, when people were arrested for

keeping Bibles in their homes. Apparently, the number of Orthodox Christians was no less than 50%; many were just too scared to declare openly their religious affiliation» [Truhin]. So while not officially religious, there was nevertheless religion and religious instruction in the family. The predominant amount of religiosity was in remote parts of our homeland in villages and hamlets.

This was practically the case until the early 1990s, when the Soviet Union finally collapsed and the Church gradually began to regain its right to a place in public consciousness and space. Then the Local Council of the Russian Orthodox Church expressed its readiness to cooperate with the state in reviving spiritual and moral values and educating the younger generation: «Throughout its thousand-year history, the Russian Orthodox Church has educated believers in the spirit of patriotism and peacemaking. Patriotism is manifested in a careful attitude to the historical heritage of the Fatherland, in active citizenship, including participation in the joys and trials of his people, in zealous and conscientious work, in the care of the moral state of society, in concern for the preservation of nature» [Osnovy social'noj koncepcii Russkoj Pravoslavnoj Cerkvi 2001: 22]. Ten years later, in 2000, at the Jubilee Council of Bishops, the document «Fundamentals of the social concept of the Russian Orthodox Church» was adopted, where a separate chapter is «Secular science, culture, education». This part prescribes the basic principles of interaction between the Church and the state in this matter.

Now we can observe a completely new stage in the development of religious and secular education. The separation of the Church from the state allowed Church schools and theological seminaries to exist quite independently and autonomously. But gradually the process of their accreditation and bringing them into compliance with state educational standards began in spiritual institutions as well. How this affected the quality of education, we will know in a little while, having gained experience of such work.

In addition to the existence of religious education within the Church, since the new millennium, people have begun to think more and more about the presence of subjects related to the history of religion in secular schools, and about introducing children and adolescents to the traditions and values that the Christian Church has preserved for more than 2000 years. That's how the idea of an experimental course on the 'Fundamentals of Orthodox Culture,' followed by the widespread introduction of the ORKSE course, came about.

The legal basis for the state-religious relations as well as the private issue of these relations - the study of religion and religious culture in secular schools - is provided by international legal acts signed by our state. These include the United Nations Convention on the Rights of the Child, which states that «children have the right to speak their language, practice their religion, and enjoy their culture» [Mezhdunarodnye akty o pravah cheloveka 2000: 17].

The existing experience of interaction between the state and the Church on issues of upbringing and education yields very positive results, even though there are still many unresolved issues. The goals of the state and the Church to date coincide. The vector of the development of the secular and religious sphere moves toward the creation of a harmonious society, built on the principles of mutual

respect, honesty and moral and spiritual purity. And in this the Russian Orthodox Church has a huge baggage, accumulated over many years of religious upbringing and education.

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GAMING TECHNOLOGIES AT THE SCHOOL ENGLISH LESSON

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This article considers the issue of gaming technologies use within English lessons in elementary school. The topic of the research is relevant because at the initial stage of teaching a foreign language, it is important for a teacher to instill interest in the subject, to make it more interesting. Particular attention is paid to the use of role-playing games which is an important method in stimulating the motivation of the student's educational and cognitive activity. The methodological features of the structure of the role-playing game are also considered.

Key words: *gaming technologies, pedagogy, teaching methods, role-playing game.*

Russian society, within the framework of constant and continuous changes in the social environment, requires consideration of the problems of intercultural communication in psychological and pedagogical research. The Russian Federation is home to a large number of people of different nationalities, ethnic groups, religions, traditions and customs. Because of this, the issue of intercultural communication of people, both on the basis of school institutions and in everyday life, becomes relevant. The sphere of education aims to cultivate interest among schoolchildren of any age in the study of foreign languages, the foundations of the teaching of intercultural communication must be laid down at school age.

At present, the role of a foreign language in education is very high. A teacher at a school in disciplines that include a foreign language should set himself the task of shaping the personality of schoolchildren who, in everyday life, will be able to take part in intercultural communication. Also, the teacher should prepare the child for interaction with others, self-development and try to interest students in the search for new knowledge. From early school age, it is necessary to start solving the tasks [Gladun 2015: 128]. The choice of an effective methodology depends on the teacher himself. Methods that include the active participation of each child in the lesson are considered the most suitable for teaching, which increases the authority of knowledge and increases the final result of educational activities.

Every child knows what a game is and the use of gaming technologies in the classroom instills interest in the subject, because it affects the emotional state, relaxes the psyche, and creates a creative atmosphere. Methodists respond well and strongly recommend the use of gaming technologies in English lessons at school. Gaming technologies are good not only because they dilute the learning process, but also because they are innovative. in the field of education, i.e. they correspond to new standards and modern processes of the information society. Unfortunately, a small number of publications reveal this problem, so we can say that the problem of considering the introduction of gaming technologies in English classes at school requires special consideration [Babenko 2016: 27].

The game is an activity inherent in every child, a humane and natural form of learning. This method of teaching is most convenient for children, teaching by the game method, the teacher gives information not in the way that is convenient for him, but in the way that is most understandable and convenient for the child to perceive it. The game, in its essence, is a unique phenomenon, and it was a humane decision to use it for pedagogical purposes.

It is important to remember that the game methods used at school are not entertaining, the game, in this case, acts as an assistant for orientation in real life situations. Games relieve fatigue, reduce psychological tension, develop an active attitude towards the world around us and life in general [Perkas 2010: 35]. Through the game, the teacher teaches the student to be aware of the motives of his teaching, to form goals that will eventually lead to a certain result.

There are two main types of games:
- competitive;

–   cooperative.

The former, in turn, are based on the competition, each player of the team sets himself the goal of winning. The second type is more banal, all players go to a common goal, there is no competitive spirit.

The well-known communicative games should be used only when the students are fully prepared, on the material worked out in advance and brought to automatism. Just, if we take elementary school as an example, then this condition is mandatory, otherwise there will be no proper result and the game will become meaningless.

The game is a diagnostic for the teacher, when using game technologies in foreign language lessons, the teacher can evaluate the result of the work, see the gaps, determine the most difficult moments and the possibility of eliminating them. The role of the teacher is high in this type of activity. Communication games help to better memorize the material and apply it in practice [Wright 1984: 154].

Let's also consider a role-playing game. All well-known exercises such as "read by roles" or "make up a dialogue" occupy a strong place in teaching methods, through these exercises, students not only remember the material better, but also acquire a more complete understanding of the meaning of the text. The "role theory" developed by sociologists is that a person, entering into contact with the environment, performs different roles [Anikeeva 2014: 185]. For example, at home, the role of a parent, outside the home, the role of a teacher or a doctor, a policeman, etc. On the example of such role-playing games, the student learns and educates himself, determines the speech behavior of certain groups of people in society. It is important that the English lesson is interesting, because the progress of students depends on it. The teacher must choose the right material, take into account the age characteristics of children, because starting to learn a foreign language, children at primary school age immediately imagine how they will speak it freely. But oral work in the classroom for 45 minutes is very tiring for students, then the use of gaming technologies in the classroom helps to distract from the usual work and the children focus better on the subject, better remember the material. Games are very effective in learning, have a wide range of learning opportunities [Apetyan 2014: 258]. The success of the game itself depends on the atmosphere in the lesson, on the professionalism of the teacher and the mood of the students.

Analyzing the role-playing game as a methodological technique, we can say that in the educational environment there are two natural social roles: Student-teacher. Therefore, using a role-playing game in English lessons, secondary socialization is more often used when situations from the world of society are created and social roles are artificial, i.e. a student can be in the role of a seller, buyer, manager, etc. A convention may contain not only a number of professions or positions, but also take the role of a character from literature, a cartoon or a fairy tale, a film. The role-playing game causes the need for communication and performs a motivational and incentive function. Such a game also educates the student, develops discipline, independence, willingness to engage in various activities and try on various social roles [Rixon 1981: 156]. The opportunity to see yourself from the position of a partner, to play the role of another person is very interesting for students. The role play also provides an educational and orientation function. By

playing the role of another person, children learn to evaluate behavior, evaluate the actions of others and, through this, control their behavior. Role-playing game is the most accurate model of communication, as it almost exactly reflects reality.

D.B. Elkonin proposed the structure of a role-playing game:

1) the roles that children take on

2) game actions and actions that children take over

3) game use of objects

4) real relationship between children

Often, focusing only on the pleasure that role-playing brings, children do not realize educational goals, although due to the introduction of non-game goals into this type of game, the effectiveness of the role-playing aspect used in English lessons in elementary grades is very high [Stronin 2015: 78].

Benefits of using a role play:

1) student activity (each child is involved in the lesson, takes part in the game, children interact with each other, this contributes to a favorable environment in the classroom)

2) speech partners can be determined not only by the teacher, but also by the students themselves

3) children can change roles, this helps to better learn the material, using a larger amount of vocabulary

4) good discipline and well-coordinated work in the lesson, children are involved in the work and enjoy it

Flaws:

1) there are still no developed sets of exercises

2) the game is mainly used as an entertainment moment in the lesson

All of the above suggests that the problem at the moment is really relevant and very complex.

In conclusion, we can say that the use of gaming technologies in foreign language lessons at school, in particular the use of role-playing games, form a number of mental neoplasms in a child. The child forms his character, can evaluate the behavior of other people, taking on other social roles. On the basis of all this, he develops the skills of cultural behavior, which allows him to effectively engage in collective and individual activities.

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SECTION 4. THE ARTS. RECREATION. ENTERTAINMENT. SPORT

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SOME FEATURES OF THE ORGANIZATION OF SPORTS ACTIVITIES OF ADOLESCENTS WITH DISABILITIES

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When preparing young wrestlers with special needs, many principles are used, but the main ones are learning and improving exercises from simple to complex with constant repetition. The need to involve physically healthy children in the training process in order to optimize the technical training of children with disabilities has been identified. Features of the organization of training sessions for children with disabilities (autism spectrum disorders).

Key words: *adaptive sports, disorders, hearing, vision, autism spectrum disorders, inclusive education,* technical training.

According to the World Health Organization, each of the ten inhabitants of the Earth has a disability in cases of various diseases1. Sport and natural education is a necessary tool that allows not only to have the features of a healthy lifestyle, but also to adapt in society, which very important1 for people with limited preferences and6 is taking into account the characteristics of the disease, in particular, those with ASD. Various legal documents and legislative acts of the Russian Federation5 provide high rights and opportunities for children and adolescents with disabilities (HIA) with their normally developing peers – education is limited [Evseev 2015: 7].

Adolescents with disabilities belonging to a certain group of disorders face various problems in the general educational space of integrated education, since adolescence itself is dangerous. These difficulties negatively affect the process of learning and socialization in general and, accordingly, lead to the need for corrective

work to improve the cognitive, physical and emotional development of adolescents with disabilities.

In this regard, in a significant world, attention has increased to people with disabilities for their concern in sports. Already, various levels of international trust and lines of action for responding to sport have been identified. Adaptive sports have been developed and improved to achieve increased mindfulness with disabilities3 and disabilities [Hurtik 2012].

With many ailments and types of disabilities, adaptive sports are almost the only way to satisfy the need for self-realization. The basis of adaptive sports is competitive activity and orderly preparation for it, the achievement of maximum capabilities at an accessible biological level. Preparation for competitions is considered as a medical and pedagogical process, in which therapeutic and pedagogical means are involved in a certain ratio, ensuring the realization of the physical, intellectual, emotional and mental potential of a teenager with disabilities, satisfying aesthetic, ethical, spiritual needs, the desire for physical improvement [Saratova 2014: 61].

In connection with the increasing importance of physical activity, the participation of athletes with hearing and vision impairments in competitions at various levels, the urgency of the problem of improving the system of sports training with children and adolescents with disabilities has significantly increased. Let us consider in more detail the features of organizing wrestling classes for adolescents with disabilities (in particular, with ASD, hearing impairment, vision impairment).

When organizing training sessions, it is necessary to take into account that adolescents with disabilities are characterized by certain disorders in the motor sphere [Kruhmalev 2012: 74]:
- poor coordination and lack of confidence in movement;
- slowness in movements and assimilation of motor skills;
- difficulty in dynamic and static balance;
- poorly developed orientation in space (due to the peculiarities of disabilities);
- low level of development of motor qualities: forc, dexterity, endurance;
- the speed of the reverse reaction is noticeably reduced;
- fuzzy removal of the inhibitory influence of the cerebral cortex.

The psychological preparation of a wrestler is important:
- organization of motivation for wrestling;
- development of personal qualities that help progress and self-control;
- development of attention (intensity, stability, switching), imagination, memory, thinking, which will contribute to the rapid perception of information and its processing, decision-making;
- development of special feelings – "feeling of a partner", "feeling of the rhythm of movements", "feeling of the moment of attack";
- formation of interpersonal relations in a sports team.

A trainer working with young fighters with disabilities needs all the available means and methods of psychological influence, which are necessary for the formation of a comprehensively developed personality – a balanced one. It is worth

paying attention to the fact that in the distribution of means and methods of psychological preparation there is often a high degree of risk from the fate of the characteristics of young wrestlers, as well as from the tasks and orientation of training sessions [Shakhmuradov 2011].

In the process of teaching children with visual impairments, a special place is placed on the possibility of learning.

1. Verbal method. The coach who gives the command during training must skillfully use his voice. Teams must be calm, confident, clear. Sound signals are widely used in training.

2. Visualization is carried out through touch: identification, palmar and hand methods.

3. Demonstration method - it is necessary to take the hands of a young athlete and combine mixed movements.

4. Method of musculoskeletal palpation. The trainer needs to pay special attention to the sensations that arise in the focus during training (muscles, joints, ligaments).

5. Sound demonstration - the student's attention is focused on the feeling of an emphasized sound (slowness or explosive power when performing exercises).

6. Stimulation of motor activity. If possible, the coach needs to encourage pupils more often, give them a sense of the joy of movement, get rid of feelings of fear of space, etc.For children with hearing impairment, a demonstration of techniques is necessary, which is complemented by the display of visual aids (posters, films, diagrams, etc.). It is also possible to imitate and test attempts of students to perform techniques [Shahmuradov 2011: 112]. For visually impaired children, an additional story, a tactile demonstration is needed.

Wrestling combines elements of algorithmization, predictability, and communication tasks that are important for children with ASD, associated with physical interaction with other people. For many children with ASD, wrestling is a great way to build self-esteem and simply become physically stronger.

Effective joint training sessions in wrestling. They are available in three ways:

1. Classes organized jointly – healthy wrestlers and young athletes with disabilities. It must be taken into account that with such types of training, disabled athletes get tired faster and do not recover.

2. The presence of ongoing classes, but divided into groups: physically healthy wrestlers and disabled. With such an organization of the process, the load on athletes with disabilities is reduced. Young athletes with limited preferences observe and evaluate indicators of the adequacy of the physical health of wrestlers, assess the speed and technique of throws, and also increase self-assessment of fatigue. Also, disabled athletes correspond to the physical and technical-tactical readiness of physically healthy wrestlers.

3. Training sessions for young disabled athletes according to a special program with the participation of physically healthy wrestlers. This preparation process is the most effective, the program is provided taking into account the physical, acquired and mental characteristics of children.

When implementing the correctional and health-improving orientation of classes with children with disabilities, it is necessary to be guided by the recommendations [Krukhmalev 2012: 74].

1. Individualization in the methodology and dosage of motor exercises, depending on the state of health and developmental features.

2. The totality of the impact with the provision of a certain individual selection of IP addresses and, upon request, their use.

3. Regularity.

4. Duration of application and persistent repetition.

5. Gradual increase in physical activity during the school year.

6. Variety and novelty (10-15% of turnovers are updated, and 85-90% are repeated to consolidate previously received income).

7. Cyclicity - alternating exercise with rest is necessary to prevent overwork, as children with visual impairment become fatigued faster than children with good control.

8. Complex impact.

For young wrestlers with hearing impairments, it is necessary to increase the level of gradualness and consistency, increase the number of repetitions of the same technique.

Individual work with each athlete is the main thing for the successful development of an athlete. During individual work, he refers to his psychological, physical condition, sports specialization is also performed.

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THE USE OF MODERN FORMS, MEANS AND METHODS OF PHYSICAL CULTURE DURING THE DAY AND IN THE FAMILY TO STIMULATE THE MOTOR ACTIVITY OF PRESCHOOL CHILDREN

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The article reveals the methodology of using modern forms, means and methods of physical culture during the day and in the family to stimulate the motor activity of preschool children. Experimental data are presented. The main components of each type of play activity of preschool children are revealed.

Key words: *physical qualities, form, means, methods, physical exercises, control, preschool children.*

An urgent task of physical development of preschool children is to find effective means of improving and developing their motor sphere based on the formation of their need for movement. The need for movement is one of the general biological features of the body, which plays an important role in its vital activity. Currently, motor activity is a necessary condition for the harmonious development of a child's personality.

Preschool education is designed to ensure not only the preparation of the child for school, but also to create the most favorable conditions for health promotion. It is proved that the low motor activity of children, especially during the period of active growth, when the intensive development of the skeleton and muscle mass is not supported by proper training of the circulatory and respiratory systems, is one of the reasons for the deterioration of health [Anisimova 2020; Bekina 2003].

The main component of each type of children's activity (play, theater, music, constructive, educational, etc.) are movements, therefore it is necessary to study in

depth the motor activity of the child in unity with his activity and close relationship with various aspects of his development [Holodov 2001; Voloshina 2020].

Observing, in the process of work for pupils, parents and teachers, we came to the conclusion that there is a contradiction between the need to stimulate organized and independent motor activity of children in the day mode of a preschool educational institution and in the family, on the one hand, and the lack of elaboration of this issue in modern forms of methods, on the other hand.

The purpose of our research is to consider and apply the most effective modern forms, means and methods of physical culture during the day and in the family to stimulate the motor activity of preschool children.

Having set a goal and objectives for ourselves, we conducted a pedagogical experiment on the basis of MBDOU No. 28 in Belgorod, where control and experimental groups of 12 people each were allocated. The pedagogical experiment was conducted jointly with all participants in the pedagogical relations of a preschool educational institution (educators, specialists, parents) [Ermak 2008].

In any kind of activity, monotony does not bring positive results, it only depresses the child. In order to diversify the physical culture and recreation activities of children in kindergarten, we try to apply modern forms, means and methods of conducting all physical education activities. There are several ways to conduct morning gymnastics: this is an outdoor game, an obstacle course, ORU with and without objects, rhythmoplasty, aerobics, mime gymnastics or running training at a slow pace [Holodov 2001; Ermak 2008].

At physical education events, we use exercises on step platforms, exercises with elastic bands, on fitballs, simulators, with stuffed balls, kinesiological exercises. We use mobile, educational games Wei Toy, Froebel's Gifts. Classes with VAY TOY games affect all educational areas and contribute to the comprehensive development of children based on health-saving technology of learning in a mobile form.

Logic, memory, attention, spatial thinking, speech development in toddlers are important results of communication with this game, children satisfy the natural need for movement and improve the emotional sphere. The main message of the educational game VAY TOY is that the training should take place in a fun, active form.

We also use methods and forms of conducting classes with balls from the game set of Frebel's gifts, soft balls with tails differ in color, what is needed to study and fix the color, they can be swung by the tail, explaining where the left and right are, also balls can be thrown to each other through the net, thrown into the basket, thrown at the target and etc., as well as come up with a lot of interesting outdoor games. Application of kinesiological exercises in juggling.

Corrective gymnastics with the use of non-standard equipment for the prevention of flat feet and the formation of correct posture (walking on corrective paths, massage mats, sticks, hemispheres, exercises with massage rollers, balls, sudoku balls, lids, handkerchiefs, sticks and other objects children carry with their toes). Running workouts are an excellent means of preventing psychoemotional stress in children. But practice has shown that during non-weather conditions,

running workouts are not so effective and we decided to introduce elements of Scandinavian walking [Bekina 2003; Ermak 2008].

Using the methodology of the author K.K. Utrobina «Entertaining physical education in kindergarten», we conduct a fun training with elements of acrobatics, yoga, which allows children to develop flexibility, coordination, strengthen muscles and understand how they control their body in a playful way.

At all physical education events, children are barefoot (except for the quarantine period) and these events end with an emotional discharge, which allows children to relieve accumulated physical and mental stress.

Relaxation will allow you to restore the body and return the heart rate to its original state, and these activities end with water procedures. Children wipe themselves with wet wipes, pour over the upper parts of the limbs, since with active movements a large amount of harmful substances is thrown out through the skin pores and after a few minutes reverse absorption begins, bringing only harm to the body.

An integral part of the work is close cooperation with parents, who are offered questionnaires, consultations, sets of exercises with children, master classes at parent meetings, joint sports holidays, entertainment, quest games. The effectiveness of solving the problems of directed use of physical culture in preschool age depends on the organization of an appropriate motor regime.

To determine the density and level of motor activity of children, various types and forms of classes were conducted. The assessment of motor activity is calculated by the amount of work performed, daily energy consumption, time on the clock affected by organized forms of active motor activity, the ratio of the static component of muscle activity during the day and dynamic work, heart rate readings [Bekina 2003; Ermak 2008].

At the end of the pedagogical experiment, the children who belonged to the experimental group had an increase in the level of physical fitness, which was considered reliable according to the student's t-criterion ($p < 0.05$).

With a 9-hour stay in a preschool educational institution, on average, three-year-olds had 9.0-9.5 thousand steps, four years – 10-10,5 thousand steps, five years - 11-12 thousand steps and six years –13-13,5 thousand steps.

During the conducted pedagogical experiment, it was found that the indicators of physical fitness of children aged 3-6 years showed a positive result, the incidence decreased: in the 2017-2018 academic year, the incidence was 9.4 % for MBDOU No. 28, in the 2019-2020 academic year, the incidence was 7.5 % for MBDOU No. 28.

The conducted experiment on the problem of stimulating the motor activity of children allowed us to establish the presence of a sufficiently large number of forms, means and methods for improving physical education and education of preschool children. It was found out that a systematic approach to the choice of modern forms, means and methods of physical culture during the day and in the family to stimulate the motor activity of preschool children, taking into account the level of motor activity of preschool children, is effective.

Thus, it can be concluded that the modern forms, means and methods of physical culture selected by us and used in the pedagogical experiment during the day and in the family to stimulate the motor activity of preschool children are effective.

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DEVELOPMENT OF STRENGTH ABILITIES IN YOUNG MEN BY MEANS OF ATHLETIC GYMNASTICS

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The article reveals the methodology of the development of strength abilities in young men of high school age. The means of athletic gymnastics are considered as the most effective for the development of strength. The method of using athletic gymnastics at physical education lessons is described.

Young men of high school age are in a sensitive period of development of strength abilities, and it is at this age that they show interest in athletic gymnastics exercises. Young men of high school age have various motives for athletic pursuits, the most common of them are to become stronger, gain a prominent physique, be better than their peers, strengthen their health, please the opposite sex, etc.

Strength, as a physical quality, manifests itself in a person's ability to overcome external resistance or resist it due to their muscular tensions.

Athletic gymnastics is considered an effective system of using various physical exercises that allow the harmonious development of human muscle groups, and also has a wellness orientation and combines strength training with versatile physical training, harmonious development and strengthening of health in general [Arefev 2011; Bartosh 2009].

The use of athletic gymnastics with young men aged 15-16 years, studying in the 10th grade, showed effectiveness in the development of strength abilities. At physical education lessons, young men performed athletic gymnastics exercises in combination with exercises for the development of other physical qualities, which contributed to the harmonious development of high school age boys.

In the preparatory part of the lesson, drill exercises, general development exercises in motion and on the spot were used mainly by the flow method. These exercises and the methods of their implementation make effective preparation of the functional systems of the body and the musculoskeletal system for the upcoming work in the next (main) part of the lesson.

In the main part of the lesson, educational tasks were solved, which were aimed at teaching, consolidating and improving various knowledge, motor skills and skills, as well as the process of developing physical qualities, in particular strength abilities, using athletic gymnastics.

The experimental technique was carried out for four months. In the first month, at the beginning of the main part of the lesson, exercises were used in an experimental group with young men aged 15-16 to develop speed and speed-strength abilities. This combination helped to increase the speed of performing exercises with overcoming resistance.

For example, such exercises as running 30m, 60m, 100m, group jumps, elevation jumps, double jumping rope were used to develop speed. For the development of speed and strength abilities, the exercise was used to lift the trunk from the position, lying on the back with the hands behind the head in the lock for a minute, a long jump, climbing a rope with the legs for a while, lifting the legs in a hanging on the gymnastic ladder for a while. At the end of the main part of the lesson, the developed first set of strength exercises from athletic gymnastics was performed by the repeated method [Horunzhij 2008; Mambetov 2010].

In the second month, at the beginning of the main part of the lesson, exercises were used to develop dexterity. For example, shuttle running 5x6m, 3x10m, running with a change of direction of movement on a signal. At the end of the main part of the lesson, the developed second set of strength exercises from athletic gymnastics

was performed by the circular training method, and after it the boys performed a 5-minute run to develop endurance. The young men of the experimental group performed a set of athletic gymnastics exercises at stations, the execution time was 40 seconds, and the rest between stations was 30 seconds.

In the third month, at the beginning of the main part of the lesson, exercises were used to develop speed and speed-strength abilities. The complex included running 30m, 60m, 100m, jumping in a group, jumping on an elevation, sitting at an angle for a while, clapping your hands in a stop lying down for a while, climbing a rope without the help of your legs for a while. At the end of the main part of the lesson, the developed third set of strength exercises from athletic gymnastics was performed by a repeated method throughout the entire month of classes.

In the fourth month, at the beginning of the main part of the lesson, exercises were used to develop dexterity. At the end of the main part of the lesson, the developed second set of strength exercises from athletic gymnastics was performed using the circular training method. The exercise time at the stations increased to 50 seconds, and the rest between the exercises also remained 30 seconds. After a set of athletic gymnastics exercises, the boys ran to develop endurance, which increased to 7 minutes [Kulikova 2009; Holodov 2008].

During the pedagogical experiment, preliminary and control testing was conducted to determine the level of development of strength abilities in young men of the experimental group.

The average test scores were compared with the levels of development of strength abilities. It was found out that at the beginning of the pedagogical experiment, the young men in the control exercises «Pulling up on the crossbar», «Flexion and extension of the arms, lying down» and «Jerk weights» have a low level, and in the control exercises «Lifting the trunk from the position, lying on the back of the hands behind the head for 1 minute» and «Long jump from a place» – average.

According to the results of the control testing, it was found out that the results in all control exercises increased and began to correspond to a high level of development of strength abilities. The detected increase in average values at the end of the pedagogical experiment was compared with the initial levels to determine the degree of reliability of the quantitative data obtained. It was found that all indicators improved with a confidence value of $p < 0.05$.

The greatest increase was obtained in the control exercises «Pull-up in the hang on the crossbar», «Flexion and extension of the arms, lying down» and «Jerk kettlebell». This can be explained by the fact that the level of strength manifestation in these control exercises was initially low, and using the means of athletic gymnastics, which mainly develop proper strength abilities, contributed to their more successful development [Komkov 2002].

The boys of the experimental group in the control exercise «Pulling up in the hang on the crossbar» increased the average result by 6.1 times. The average result in the control exercise «Lifting the trunk from the position, lying on the back with the hands behind the head in 1 minute» was increased by 13.2 times. In the control exercise «Long jump from a place», the boys improved the average result by 8.2 cm. The average result of the boys of the experimental group in the control exercise

«Flexion and extension of the arms, lying down» improved by 16.4 times, and in the control exercise «Jerk of the kettlebell» the boys of the experimental group improved the average result by 13.5 times.

The experimental data obtained prove that athletic gymnastics is a scientifically based system of special strength exercises that are performed with various weights, contributing to the development of comprehensive physical fitness and health promotion. The use of athletic gymnastics in the process of physical education of senior schoolchildren allows massively effectively and harmoniously develop the body of adolescents and improve health. The variety of means of athletic gymnastics allows the teacher to organize the process of physical education with various students, taking into account their age, gender, level of physical fitness, interests and individual characteristics. The teacher must have a good command of the methods of developing strength abilities and be able to successfully combine them with the methods of developing other physical qualities.

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FEATURES OF THE DEVELOPMENT OF SPECIAL ENDURANCE IN ATHLETES

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The article examines the variety of athletics disciplines, which include walking, running, jumping, throwing and all-around. Historical data indicate that for more than a century of the history of athletics, the level of athletic performance in it has increased significantly, although people have practically not changed in their anthropometric indicators. This is due to the fact that the growth of records occurred mainly due to the improvement of the technique of performing athletics exercises, improving the training system and upgrading sports equipment. It is emphasized that one of the most important physical qualities of a track and field athlete is considered to be special endurance, which allows an athlete to withstand a certain load in this discipline.

Key words: *special endurance, athletics, physical training, means and methods of special endurance developing, exercises.*

Endurance is the most important physical quality that manifests itself in professional, sports and in people's daily lives. It reflects the overall level of performance not only in physical activity, but also in any kind of mental activity. The peculiarity of endurance is that it is an indicator of health, as it is determined by the functional capabilities of the body (cardiovascular, respiratory systems). So, we can say endurance is the ability to perform work of a given nature for a long time, the ability to deal with fatigue. The deterioration of the performance of the nervous apparatus is the main link in the chain of processes that characterize the development of fatigue.

Endurance is like a habit – the habit of the body to a certain amount of exercise. The dependence of endurance naturally depends on the age of a person, that is, it changes with age; there is a moment when endurance increases, and then goes down. There are methods and programs for developing endurance. These are different workouts with their own characteristics. Naturally, a poorly trained person cannot withstand large loads of training, so the methods are used different, sometimes individual.

For an athlete, «special endurance is a structurally complex motor quality that consists of individual components and the ratio of these components is specific in various sports disciplines. Therefore, the special endurance of a track and field athlete will be an opportunity to counteract fatigue in conditions of specific competitive activity with maximum mobilization of functional capabilities to achieve results in the chosen athletics form» [Moiseeva 2019: 231]. This quality in

cyclic sports depends on the duration of the distance, which is determined by the correlation of aerobic and anaerobic energy supply.

Special endurance is the ability to ensure the duration of effective performance of specific work over time, in a particular sport.

Special endurance is divided into types: complexly coordinated, power, speed-power and glycolic anaerobic work; static endurance associated with a long stay in a forced position in «conditions of low mobility or limited space; endurance to long-term work of moderate and low power; endurance to long work of variable power; endurance to work in conditions of hypoxia (lack of oxygen); sensory endurance – the ability to quickly and accurately respond to external environmental influences without reducing the effectiveness of professional actions in conditions of physical overload or fatigue of the body's sensory systems» [Nikokaeva 2017: 34].

For the education of special endurance athletes, such basic means are used as: special preparatory exercises, training forms of competitive exercises and actual competitive exercises. It is necessary to regulate the activity of performing athletics exercises in such a way that it is interconnected with competitive activity. It is customary in a broad aspect to use high-speed segments with activity exceeding the competitive by several indicators [Arefev 2011].

The intervals of rest between the exercises performed directly depend on the intensity and duration with which the exercises are performed directly. If the duration of the exercises performed varies in the time interval up to 2 minutes, then the intervals for rest between repetitions of these exercises can be reduced. The breaks should be arranged in such a way that during the rest periods it is possible to perform a subsequent exercise, which would not reflect fatigue from the previous exercise.

Exercises that take longer (from 3-4 minutes or more) require a longer restorative rest between exercises, since in this case the effect of training is caused by shifts occurring during the execution of each individual exercise, and not as a result of the cumulative effect of the entire set of exercises. If the pauses among the exercises are short (for example, incomplete and /or abbreviated), they do not need to be filled with motor work, rest should be inactive. In a more complete or extended time allotted for rest, less active work should be done, and restorative, relaxing procedures should be carried out. For the development of special endurance, it is necessary to arrange competitive activities to one degree or another, adhering to the following instructions: the intervals between repetitions should be small, the total time of the series should be close to that occupied by the competitive distance, and the speed should be competitive or even exceed it.

In order to increase the aerobic capabilities that are necessary for cyclical sports related to long distances, continuous and interval methods are used, where training work can be performed at a uniform or variable speed [Zhilkin 2004].

Most types of special endurance are largely due to the level of development of the anaerobic capabilities of the body, for which they «use any exercises that include the functioning of a large group of muscles and allow them to perform work with maximum and near maximum intensity. An effective means of developing

special endurance are specially preparatory exercises that are as close as possible to competitive in form, structure and features of the impact on the functional systems of the body, specific competitive exercises» [Holodov 2008: 143].

Selected competitive exercises are integral motor actions (or a set of motor actions), which are a means of conducting wrestling and are performed, if possible, in accordance with the rules of athletics competitions. The specific weight of the selected competitive exercises is small, since they impose very high requirements on the athlete's body. Especially preparatory exercises include elements of competitive actions, their connections and variations, as well as movements and actions that are substantially similar to them in form or nature of the abilities displayed. For example, among the especially preparatory exercises of a runner is running along the segments of the selected distance. Among the especially preparatory ones are, in certain cases, exercises from related, related sports aimed at improving the specific qualities necessary in the discipline of specialization and manifested in the appropriate modes of work [Holodov 2008]. To increase the anaerobic capabilities of the body , the following exercises are used: exercises that mainly contribute to the increase of alactate anaerobic abilities (the duration of work is 10-15 seconds, the intensity is maximum, the exercises are used in repeated execution mode, in series); exercises that allow you to simultaneously improve alactate and lactate anaerobic abilities (duration of work 15-30 seconds, intensity 90-100 % of the maximum available); exercises that increase lactate anaerobic capabilities (duration of work 30-60 seconds, intensity 85-90 % of the maximum available); exercises that allow you to simultaneously improve alactate anaerobic and aerobic capabilities (duration of work 1-5 minutes, intensity 85-90 % of the maximum available) [Chernyaev 1996].

When performing most physical exercises, their total load on the body is sufficiently fully characterized by the following components: intensity of exercise; duration of exercise; number of repetitions; duration of rest intervals; nature of rest.

«The intensity of the exercise in cyclic exercises is characterized by the speed of movement, and in acyclic exercises – by the number of motor actions per unit of time. Changing the intensity of the exercise directly affects the functioning of the functional systems of the body and the nature of the energy supply of motor activity» [Holodov 2008: 146]. The duration of the exercise has an inverse relationship with respect to the intensity of its performance. With an increase in the duration of the exercise from 20-25 seconds to 4-5 minutes, its intensity decreases especially sharply. A further increase in the duration of the exercise leads to a less pronounced, but constant decrease in its intensity. The type of energy supply depends on the duration of the exercise. The number of repetitions of exercises determines the degree of their impact on the body. When working in aerobic conditions, an increase in the number of repetitions makes it necessary to maintain a high level of respiratory and circulatory activity for a long time. In the anaerobic regime, an increase in the number of repetitions leads to the exhaustion of oxygen-free mechanisms or to their blocking of the central nervous system. «The duration of rest intervals is of great importance for determining both the magnitude and especially the nature of the body's responses to the training load. The duration of rest intervals should be

planned depending on the tasks and the training method used. For example, in interval training aimed at primarily increasing the level of aerobic performance, it is necessary to focus on rest intervals at which the heart rate decreases to 120-130 beats / min. This makes it possible to cause shifts in the activity of the circulatory and respiratory systems, which most contribute to increasing the functionality of the heart muscle. Planning of rest pauses, based on the subjective feelings of the student, his readiness for the effective performance of the next exercise, is the basis of a variant of the interval method, called repeated» [Chesnokova 2010: 72].

Cultivating special endurance in work of submaximal and high intensity, in addition to long-term work, repeated overcoming of segments that are greatly shortened compared to the selected competitive distance is widely used. The choice of relatively short segments is due to the desire to accustom the student to long-term movement at higher speeds than he is able to do at first at a distance in general. Since a single passage of a short distance will have too little effect on the body, it is repeated in each individual lesson, achieving a greater training effect. In some cases, it is also essential to improve the mechanisms of local endurance of muscle groups bearing the main load, and a number of other aspects.

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METHODS OF DEVELOPING SPECIAL ENDURANCE IN STUDENTS GOING INFOR KETTLEBELL LIFTING

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This article reveals the main ideas on the methodology for the development of special endurance in student-age kettlebell lifting. Special attention is paid to exercises for the development of both general and special endurance in kettlebell lifting. The object of the study was athletes of student age.

Key words: *endurance, students, sports, methodology, regime, recovery, exercises, number of repetitions, discipline.*

Sport has a rich history. Sports are popularized both in England and in Russia. This branch of human life has touched the entire globe. onsidering that strength abilities, and in particular special endurance, are among the most necessary physical qualities of a kettlebell, it is necessary to pay special attention to the development of these qualities at all stages of kettlebell lifting. It is necessary to develop these qualities from the very beginning and throughout the training.

Many experts say that the best indicators of strength abilities develop precisely at the initial stage of training. At the same time, the load at this stage is recommended to be almost maximum [Verhoshanskij 2013]. Student age for many is the beginning of a sporting path, and for some it is already a stage of higher achievements. This fact allows us in any case to effectively conduct training with an emphasis on special endurance, even without maximum effort.

The human body has different anatomical and physiological capabilities depending on age. It has already been mentioned that kettlebell lifting, according to the federal standard, you can do kettlebell lifting from the age of 10. But for many, the beginning of the sports path falls precisely at the student age. To such a decision, already being relatively adults, boys and girls are led by a variety of factors. Someone pursues the goal of becoming more physically developed, someone dreams

of obtaining sports titles and titles. In the history of kettlebell lifting, there are many examples when the beginning of classes at the student age led to high achievements and results.

In this section we will analyze the main methods of developing special endurance. These methods are often recommended by well-known coaches, as well as used in other sports. We will try to determine the development methods that are best used at the student age for athletes who are just starting their first classes and for athletes who have not a little experience in kettlebell lifting.

The identification of a large number of power abilities has given no fewer methods of their development. Many literary authors, depending on the signs of strength training, classify various methods of their improvement. The opinion of the authors on the same method of development may differ. We will take the methods of V.N. Platonov as a basis. According to many authoritative opinions, his view is the most acceptable and specific for our study [Platonov 2021].

Isometric method. The main difference of this method is the stationary position of the joint and muscle tension, without changing the length. Using this method, the increase in strength occurs only in relation to the trajectory that is involved in the exercise being performed. The strength that is acquired as a result of strength training using the isometric method weakly extends to the dynamic work of the muscles. It requires a special period of strength training, which will be aimed at ensuring the reproduction of strength qualities in dynamic movements. Muscle tension should be increased gradually, to the desired level and hold it for a while, starting from a few seconds.

It is necessary to apply the isometric method alternating with work based on high-speed abilities. The thing is that when training in this mode, an increase in the strength characteristics of an athlete is accompanied by a decrease in his speed qualities. Such a negative effect can be observed after a couple of weeks of training.

The use of the isometric method in training makes it an indisputable advantage in the ability to locally and intensively affect individual muscle groups. Along with an increase in strength qualities, this method allows you to improve certain parameters of the athlete's technique. This is because local static loads give more accurate kinetic sensations of individual elements of the equipment.

When using the isometric method, the following rules must be taken into account:

- it is contraindicated to use isometric exercises for children and persons with poor physical development and children;

- for novice athletes, isometric exercises should be local in nature and affect individual muscle groups;

- for experienced and well-trained athletes, the number of exercises per training session should not exceed 8-10, and the duration of one exercise should not exceed 10-12 seconds; rest between sets – up to 90 seconds [Platonov 2021].

When working on strength abilities, the method involves the use of absolutely different isometric exercises in magnitude. It all depends on the tasks set. If the goal is to develop maximum muscle strength, use a voltage of 80-90 % of the maximum for a duration of 4 to 6 seconds or use 100 % tension, but no more than 2 seconds.

In the case when the task is to develop the overall strength in an isometric exercise, a load of 60-80 % is given with a duration of 10-12 seconds in one repetition [Fomin 1986].

From all of the above, certain conclusions can be drawn. Firstly, the strength indicators will increase significantly in those positions in which the training process takes place. Secondly, it is relevant and allowed to be used by athletes of student age. Thirdly, using the isometric method, it is possible to develop not only maximum strength, but also static endurance. The concentric method is based on performing physical actions, emphasizing the overcoming nature of the work. To be more precise, it combines the simultaneous contraction of muscles with their tension. The speed of the exercise with the concentric method varies greatly depending on the nature and goals of the training and competitive process. Most often, for this method, the speed at which the movement is carried out is close to the speed of a competitive exercise [Platonov 2021].

In kettlebell lifting, giving the projectile an initial acceleration – the tension approaches the maximum, then the projectile goes by inertia, which it receives during movement and muscle tension decreases. We know that when performing an exercise slowly, the muscle tension is almost the same throughout the entire process. During fast execution, on the contrary, the voltage is not constant and varies depending on the phases of movement. A large number of studies show that the most effective speed of the overcoming phase during training is the one that is equal in speed to the burdened movement with the competitive one [Verhoshanskij 2013].

It is important not to rush to switch to large weights using this method. It is necessary to increase the weights of the projectiles only when the athlete has fixed the correct technique of performing the exercise. Therefore, at the initial stage of preparation, it is advisable to use a slight burden. After all, one of the features of the concentric method is the parallel development and consolidation of the qualities of technology. For students who are starting to engage in kettlebell lifting, competitive exercises with lightweight kettlebells should be performed until the correct technique is fixed. In order for this method to show a good developmental effect with a small weight of shells, it is necessary to increase the number of repetitions. As the athlete's technical base strengthens and his strength qualities develop, it is recommended to increase the weight of weights.

The uniform continuous method is aimed at developing strength endurance. To date, the overwhelming number of trainers and specialists express their opinion about the high effectiveness of this method. This method develops the aerobic abilities of an athlete in cyclic sports, where they perform single-uniform exercises. The load is given low or moderate power. The duration of the time is from 10-15 minutes to several hours. If the athlete has good physical fitness, then throughout the entire distance of the uniform continuous method, the pulse will not exceed 160 beats per minute. A classic example of this method is running at a constant speed. Cardio simulators such as ellipse, rowing, cycling, etc. are also used. It should be noted that this method is suitable for both novice athletes and experienced ones. The load is easily adjusted by the pace or time of the exercise. The uniform continuous method

is relevant at all stages of training and allows you to achieve great results with little effort compared to other training modes [Platonov 2021].

The uniform continuous method helps to quickly increase the indicators of strength endurance. Aerobic exercise improves the functioning of the heart and blood vessels. It is recommended to perform it at the end of the workout to enrich the muscles with oxygen and increase blood flow throughout the body, for better recovery after exertion. The best mode of using exercises of the uniform continuous method is considered to be a half-hour workout at a medium-fast pace at the end of the workout. Running, cycling, the concept of rowing and other ways of performing a uniform continuous method are dynamic exercises. Surveys and studies show that dynamic exercises are much more popular than static ones. At the same time, the training turns out to be longer in time, unlike training using static [Platonov 2021].

If we consider kettlebell lifting, then there is nothing better than using a uniform continuous method. To successfully perform a competitive exercise, a kettlebell needs a well-trained respiratory system, the ability of muscles to perform dynamic work at the same pace for 10 minutes while keeping the pulse at the same level. A big plus is the low probability of injury. Even if the athlete has not recovered well, you can reduce the pace, and therefore the load right during the exercise.

A high-level athlete in kettlebell lifting needs to have developed strength in all its directions. The competitive exercise is performed for a duration of 10 minutes. This suggests that strength alone is not enough, it is necessary to have good endurance. As observations of competitive activity show, having great strength or a good reserve of endurance is not enough to achieve a good result. The technique of performing the exercise plays a huge role. If a weightlifter has the right and honed technique, then he knows how to relax in difficult moments, save and properly distribute his strength, use all his strengths on the platform. That is why it is necessary to pay great attention to the formulation of the correct technique at all stages of the athlete's development. The opinions of experts mostly agree that static strength and general special endurance are the leading physical qualities for a kettlebell. Static force allows the athlete to perform a clear fixation of weights on his head and hold them in their original position on his chest. Special endurance allows you to work for all 10 minutes of a competitive exercise at a given pace.

Most often in kettlebell lifting, a repeated method is used to develop the athlete's strength abilities. For strength endurance, such methods as uniform, interval and repeated are used. Trainers and specialists give great importance to the development of special endurance, because a common problem of kettlebell lifting is that they cannot defend all 10 minutes of a competitive exercise. This problem is solved by a uniformly continuous method of developing special endurance.

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FUNCTIONAL MULTIATHLON IN THE PHYSICAL TRAINING OF INTERNAL AFFAIRS OFFICERS

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This article reveals the need to use physical exercises that effectively increase the level of performance in general, and in order to improve the level of physical fitness of internal affairs officers. It is necessary to use multi-joint exercises and their inclusion in the programme of in-class and out-of-class exercises as an innovative method of functional multiathlon in order to increase the level of physical training. This should be taken into account when organising physical training sessions as part of in-service training and self-study.

Key words: *functional multiathlon, internal affairs officers, physical training, exercises, sports activities.*

Physical training is a process of physical education, which has a pronounced applied orientation in relation to certain types of activities that are coming in life practice. Physical training, as a specialized pedagogical system, performs the following main functions: educational, developing, upbringing.

The educational function provides for the formation of the necessary knowledge, skills and abilities among employees. First of all, this is the training of employees in various movements, fighting techniques, ways to overcome natural and artificial obstacles, as well as the formation of integral practical actions for the lawful use of coercive measures to protect law and order and ensure public safety.

The developing function provides for the formation of a high psychophysical potential and a high level of working capacity among employees by means of physical training, ensuring readiness for law enforcement activities and the success

of its implementation. Usually this function correlates with the development and improvement of the basic physical qualities of a person: speed, strength, coordination, endurance and flexibility. However, it must be remembered that in the course of performing physical exercises, the entire human body, including its psyche, is affected.

The upbringing function provides for the formation of positive moral qualities of a person by means of physical training among employees. Physical training as an integral part of physical culture and sports is a special kind of educational influence, «as it covers all levels of a human being – consciousness, psyche, body. Therefore, it must be remembered that the process of physical training should be regulated not only by physiological laws, but also by the ideological and social context of education in general» [Smolyaninova 2015: 227].

Educational, developmental and upbringing functions cannot be considered in isolation from each other, they are interconnected, as they are integral parts of a single process of influencing a person as a whole.

The role of physical training in police work is very important. This is primarily due to the fact that the day-to-day activities of police officers are inextricably linked to a high strain on the body when on duty. Therefore, in order to maintain their professional skills, as well as to maintain their physical and mental performance and health, law enforcement officers must regularly engage in physical training.

At the present stage, quite high demands are placed on the professional physical training of officers of the Ministry of Internal Affairs of the Russian Federation. A high level of professionalism plays an important role not only in ensuring law and order and combating crime, but also in preserving life and health, above all that of the officers themselves and citizens.

Let us refer to the concept of functional multiathlon, which is understood as a sport that uses functional movements with own body weight, free weights and cyclic movements, which are combined into specially composed sets of exercises and performed continuously for time. Its difference is in the use of multi-joint and energy-intensive movements, combined into a continuous set of exercises. At the same time, the exercises are very diverse, and the training is very intensive. But by varying the load, intensity and weighting, you can adapt the training program for almost any person. Functional multiathlon develops physical strength, endurance and concentration; strengthens the musculoskeletal system, moral-volitional and tactical training.

The main means of physical training of employees of the internal affairs bodies (IAB) are physical exercises performed taking into account age characteristics, in compliance with hygienic requirements and safety measures.

Among the physical exercises as a means of physical training, there are: speed exercises, strength exercises, speed-strength exercises, endurance exercises, exercises that require the manifestation of coordination abilities, exercises that require a one-time complex manifestation of various physical qualities in conditions of a variable mode of activity. So, all exercises are divided into three main groups: 1. exercises with weights (barbells, kettlebells, dumbbells, etc.); 2. exercises with own weight (without shells and on gymnastic apparatus); 3. cyclic exercises

(running, rowing, etc.) As a criterion for the intensity of exercises, weights, the time of work, as well as the amount of work performed per unit of time are used. As a criterion for the intensity of exercises, weights, the time of work, as well as the amount of work performed per unit of time are used.

The use of functional multiathlon in training is based on and within the framework of the traditional theory of sports training, and before introducing functional multiathlon into the training process, athletes are recommended to ensure: 1) compliance with the changed complexes with the requirements of the competitive exercise; 2) the possibility of solving problems to improve the preparedness of trainees from various sides; 3) controllability of the training process of trainees when using high-intensity exercises; 4) the place of these exercises in the general system of training; 5) positive skill transfer to the competitive exercise; 6) understanding the place of high-intensity training in the system of long-term training.

«Underdeveloped physical qualities lead to low performance of officers, who are not able to properly perform their operational and service and combat tasks. At the same time, the quality of formation of professional-applied physical abilities and skills, such as overcoming artificial and natural obstacles, use of combat fighting techniques in various situations of service activity, directly depends on the level of physical preparedness of employees. It follows that without an appropriate level of physical condition development, professional-applied physical preparedness will be at a low level. In order to ensure that physical training is not monotonous, the training process for internal affairs officers has recently begun to include methods borrowed from Functional Multiathlon and Plyometrics» [Kulinichev 2016: 148].

The use of functional multiathlon techniques in physical training classes shows the interest of IAB officers in developing their physical abilities. This can be explained by the fact that everyone is interested in trying something new to develop their own bodies. This can be explained by the fact that everyone is interested in trying something new to develop his or her own body.

The methodology combines motor activities into «several complexes, using exercises involving own weight, free weights and cyclic work, then this allows for the greatest interest among IAB officers in physical training activities. In addition, the officers are so enthusiastic about a variety of complexes that they can even organise team competitions» [Smolyaninova 2015: 226]. For example, on March 14, 2021 the second stage of the K-9 KROSS open international tournament dedicated to service and functional multiathlon among law enforcement agencies was held in Moscow region. The strongest officers from all the law enforcement agencies of Russia, as well as international teams, took part. The senior operatives of the Grom special forces detachment of the Voronezh Regional police department took first place in the team event. The participants performed several tasks, including: unsteady bench press, pull-up with waistcoat, squats with ball throw up, air bike, rowing, burpees with hurdle crossing and others.

«At present, a Federation of functional multiathletes has been established in Russia. The activity of this organisation is aimed at achieving the main goal – to create a functional body ready to cope with different life situations. Functional multiathlon events help to improve your physical fitness in the long term, enhance

your cardiovascular and respiratory systems, increase muscular strength, strengthen your joints, optimise your weight, improve your flexibility and acquire an athletic figure. Functional multiathlon includes in its content multi-format training, functional gymnastics, balance training, various cyclic exercises» [Galimova 2016: 73].

Therefore, training is aimed at making an IAB officer more versatile and adapted to real life conditions [Romanenko 2016: 162]. Due to the diversified workloads, an IAB officer becomes both strong and enduring, and since most of the exercises are performed at an explosive pace, he/she is quick and sharp. Functional multiathlon gives a full and uniform physical development.

«One of the important tasks of training in educational organisations of the Russian Ministry of Internal Affairs, along with equipping them with special knowledge and skills and the formation of professional skills, is the psychological training of cadets to deal with operational and service tasks. Police officers, as well as cadets of educational organizations and law enforcement agencies, are involved in solving problems in emergency situations involving severe life-threatening extreme factors, high nervous and emotional stress, stress, as well as proximity and contact with criminals. In this regard, during functional multiathlon classes, cadets should be provided with conditions for the development of body functioning systems that have been scientifically confirmed by pedagogy, psychology and physiology» [Galimova 2016: 74].

Thus, based on the above, since functional multiathlon is a sport that uses multi-joint, energy-consuming movements that are combined into a continuous set of exercises, the introduction of its methodology into the physical training process is most appropriate.

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UDK 94

DIE BESONDERHEITEN DER REZEPTION DER ANTIKE WÄHREND DER ITALIENISCHEN RENAISSANCE DES XVI. JAHRHUNDERTS

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Der Artikel befasst sich mit den Besonderheiten der italienischen Malerei während der Renaissance des XVI. Jahrhunderts. In der vorliegenden Arbeit liegt der Fokus auf einem so wichtigen historischen Phänomen wie die Rezeption. Es wird eine historische Analyse der Kunstwerke durchgeführt, um die Ausleihe von antiken Themen und Motiven zu identifizieren.

Schlagwörter: *Malerei, Geschichte, Rezeption, Antike, antike Kunst, Italien, Renaissance, Anthropozentrismus.*

Die italienische Renaissance des XVI. Jahrhunderts ist die Zeit der höchsten Blütezeit und des allmählichen Niedergangs von Kultur und Kunst. In diesem Jahrhundert erlebte die Renaissance zwei Phasen: im ersten Drittel des Jahrhunderts eine Hochrenaissance und bis zum Anfang des XVII. Jahrhunderts eine Spätrenaissance.

Als erstes sollte erwähnt werden, dass ganz Italien zu Beginn des XVI. Jahrhunderts ein feudal-zersplittertes Land ist. Die unterschiedlichen politischen Interessen unabhängiger Staaten verhinderten die Vereinigung Italiens. Die Außenfaktoren verursachten auch die Unmöglichkeit einer vollständigen Vereinigung des Landes: die Bemühungen der Herrscher Europas, in Italien einzudringen, geografische Entdeckungen und die Politik des Osmanischen Reiches

[Alpatov 1976: 20]. All dies führte schließlich zu einer Reihe von militärischen Konflikten, die in der Geschichte als «Italienische Kriege» bezeichnet wurden.

Anschließend sollte gesagt werden, dass Italien zum Zeitpunkt des Beginns der Hochrenaissance bereits im Einklang mit dem Einfluss der Renaissance stand. Und dies wiederum beeinflusste die Tatsache, dass die gesammelten kulturellen Erfahrungen die Gestaltung der Besonderheiten der Kultur des XVI. Jahrhunderts beeinflussten.

Die Charakterisierung der italienischen Renaissance des XVI. Jahrhunderts ist bemerkenswert für sein Hauptmerkmal: Neben der Bewertung und Neuinterpretation der antiken Kultur begann das Verständnis der nationalen Kultur [Stepanov 2007: 78]. Das bedeutet, dass es jetzt in der Kultur eine Synthese von beidem gibt – es erscheint ein Blick auf die Antike durch ein mittelalterliches Prisma. All dies spiegelt sich in verschiedenen Tätigkeitsbereichen wider: Malerei, Architektur und Literatur.

Im Gegensatz zur Frührenaissance, in der die Anthropozentrismus in geringerem Maße ausgeprägt war, wird diese Kategorie während der Hochrenaissance vollständig offenbart: Der Mensch wird zum zentralen Gegenstand der Darstellung und Reflexion [Burkkhardt 1996: 203]. Auch das Erbe der Antike mit dem damit verbundenen Humanismus und der Anthropozentrismus wird zu einem absoluten Thema der Kultur. Der Mensch erscheint in der Kultur absolut «menschlich», d.h. mit allen Eigenschaften, die dem «echten lebendigen» Menschen entsprechen.

Mit dem Beginn der nächsten Etappe von Renaissance setzen die alten Traditionen der Kunst ihre Entwicklung fort, aber in einer anderen historischen Art und Weise. Der Niedergang der Hochrenaissance tritt vor dem Hintergrund der Reformation bzw. der Gegenreformation auf. Die ganze Kunst wurde von ideologisch-politischen Auseinandersetzungen zwischen Katholiken und Protestanten und gleichzeitig zwischen sich entwickelnden Nationen verschlungen [Bragina 2002: 297]. Es konnte nicht anders, als den Fortschritt der Kunstentwicklung zu beeinflussen.

Die ganze Kultur beginnt sich einem Phänomen wie Manierismus zu unterwerfen – einer Strömung, die durch Spannung, Werfen und Zerbrechlichkeit der Figuren gekennzeichnet ist. Angesichts der Tatsache, dass es insbesondere in Europa und Italien verschiedene Arten von Kollisionen gab und dass die Kunst eine Krise humanistischer Ideale und gleichzeitig eine Enttäuschung über sie erlebte, begannen in den Werken vieler Kunstschaffender dramatische Züge zu verfolgen.

In den meisten Fällen steht immer noch eine Person im Vordergrund. Viele Künstler setzten ihre Tätigkeit fort, aber unter Berücksichtigung der Überarbeitung von Werten und Ideen, zum Beispiel der früher genannte Michelangelo Buanarotti. In dieser für die Kunst schwierigen Zeit «öffneten sich» die Maler: Tizian, Veronese, Correggio und andere. Die meisten ihrer Werke bleiben auf biblische Geschichten geschaffen, aber gleichzeitig nehmen die Geschichten der Antike immer mehr Platz ein.

Dies kann vor allem auf die gesellschaftspolitischen Ereignisse dieser Zeit zurückzuführen sein. In einer schwierigen Zeit, in der die Künstler verfolgt wurden,

die mit dem Verdacht auf Andersdenken verbunden waren, entstand natürlich die Notwendigkeit, die mittelalterliche Gesellschaft zum aktiven Humanismus zu rufen. Es gab nur einen Ausweg – ein Rückgriff auf die Antike und die Popularisierung ihrer Ideale und Werte.

Dank dieser Merkmale wurde die antike Kultur sowohl in der gesamten Weltkultur als auch in der italienischen Kultur empfunden. Dieser Prozess erfolgte auf zwei Arten: passiv und aktiv.

Die passive Rezeption fand meistens direkt in Bezug auf Kunst- und Architekturwerke statt, die in diesem Fall eine rein ästhetische Befriedigung trugen. Auch passive Rezeption wurde indirekt angewendet: Dieser Ansatz wurde üblicherweise für Literatur und Linguistik verwendet. In diesem Fall geschah die gleiche ästhetische Befriedigung, aber durch eine andere Quelle – Text oder Übersetzung.

Die aktive Rezeption wurde in der italienischen Renaissance stärker verbreitet als die passive. Dieser Weg basierte auf der vollständigen Annahme von Idealen, Werten und Kultur der Antike, aber mit einem Blick auf das Mittelalter. Es begannen Kunstwerke zu erscheinen, die eine direkte Nachahmung oder Umarbeitung der antiken Kunst waren. Gerade in diesem Ansatz beginnt und entwickelt sich die mit antiken Mythen und Legenden verbundene Malerei und Architektur, die die architektonischen Antikstile nachahmt.

Es sei hervorgehoben, dass der Humanismus in dieser Zeit ein Produkt des rein städtischen Lebens ist und auch das Ergebnis individualistischer Bestrebungen der Neuen Zeit ist, die ihre Wurzeln in der Antike haben. «Der humanistische Individualismus zeichnet sich erstens durch das Interesse des Menschen an sich selbst, an seiner inneren Welt aus, zweitens durch das Interesse an der Außenwelt hauptsächlich an einer anderen Person, drittens durch den Glauben an die hohe Würde der menschlichen Natur im Allgemeinen und durch unabdingbares Recht des Menschen, seine Fähigkeiten zu entwickeln und seine Bedürfnisse zu befriedigen; viertens, Interesse an der umgebenden Realität, da sie einen Einfluss auf den Menschen hat» [Dzhivelegov 1998: 67].

Daraus lässt sich schließen, dass die italienische Renaissance des XVI. Jahrhunderts mit folgenden Merkmalen zu betrachten ist. Erstens wurde die Renaissance des XVI. Jahrhunderts auf der Grundlage der Erfahrungen der vorherigen Phase gebildet. Aber hier entstand unter dem Einfluss innerer und äußerer Faktoren eine nationale Kultur, die unter dem Einfluss des Erbes der Antike gebildet wurde. Zweitens blieb der Mensch das Zentrum der gesamten Renaissance. Am Anfang wurde ihm eine zentrale Stelle zugewiesen, er hatte «echte Eigenshaften»; Später änderte sich die Richtung, die Rolle des Menschen zu verstehen, etwas in Richtung Dramatik.

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THE IMPORTANCE OF PHYSICAL QUALITIES FOR BOXERS AGED 12-14

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This article discusses the physical training and physical qualities of boxers, as well as the influence of other sports and their combination with boxing. Physical training as the basis of sports training is examined. This process is necessary for playing sports (boxing), as it contributes to the development of physical abilities.

Key words: physical qualities, boxing, motor abilities, physical training, exercises, physical development, sports activity.

Physical culture plays an important role in educating a physically strong young generation with a harmonious development of physical and spiritual strength. The level of sportsmanship in any kind of sports activity, in particular boxing, is associated with the level of development of motor abilities (strength, speed, endurance) and efficiency of their interaction [Vajcekhovskij 1971].

General physical training (GP) is a «process of improving motor physical qualities aimed at the comprehensive and harmonious physical development of a person» [Zhelyazkov 1997].

Physical training is closely related to such components as:
- an increase in the overall level of functional capabilities of the body;
- versatile physical development;
- health promotion.

The level of physical development, which was obtained as a result of skiing, sports games, running, as well as playing sports at a professional level, serve as a prerequisite for choosing a sports specialization.

Concepts such as boxing and good physical fitness are inextricably linked. Professional boxers very often take part in two tournaments that follow each other, the break between tournaments can be about three weeks, so they spend about eight intense fights. «If the coach in this case of a boxer pays little attention to physical training, then one-sided development will occur, the result of this will be variable results of fights (either victory or loss), thus, over time, sports growth may stop» [Romanenko 1978: 76].

Physical training includes exercises with variable intensity, with large power loads, this contributes to the formation of endurance. Applicable are speed-strength exercises and exercises that have a beneficial effect on such qualities as speed and dexterity of a motor reaction. Under the influence of general training, the human body improves. General training contributes to the improvement of the health of the athlete. This causes the body to get used to the loads and thanks to this the body reacts calmly to the loads. Volitional and moral-volitional qualities are formed during physical training.

«General exercises are divided into exercises of direct and indirect influence. Indirect exercises affect the athlete:
- these exercises prepare the athlete for a special training,
- develop general agility and flexibility, strength and speed» [Romanenko, 1978: 78].

Direct action exercises are also called specialized. Indirect exercises are jumping, rowing, swimming, skiing, etc.

Direct exercises include sports games, throwing, running, shot put, exercises with both stuffed and tennis balls, etc.

Special physical training includes exercises with equipment (for example, with a punching bag, a ball with an elastic band, and so on). This can also include an exercise – shadow boxing, game tasks with various movements, exercises related to coordination of movements during defense and strikes.

Special physical training is divided into two parts – basic and preliminary.

First, let's look at basic physical training. General physical training must be present in the training process, but more time should be devoted to specific physical training. When moving to the highest level of special physical training, general physical training and special must be maintained at the achieved level.

Preliminary physical training is aimed at creating a special foundation, the purpose of which is the formation of motor qualities that meet the requirements of boxing. The level of the stages will be constant until a new stage needs to increase the level.

Analyzing the above, we can make the following conclusion: the training process of boxers should include all types of training and be year-round.

The formation of such a quality as coordination depends on the speed of execution; this requires a certain power impulse or a sufficient force of muscle contraction. If in the training process the pauses between exercises are reduced, which determines the pace of the fight and speed endurance, then this contributes to the speedy execution of actions.

Boxing requires the active use of speed-strength exercises, during which the force reaches its maximum value with high acceleration. Various muscle groups take an active part in each shock and defensive movement, maneuver, starting from the muscles of the legs, torso and ending with a powerful group of muscles of the shoulder girdle and arms. It is necessary to practically separate the means and methods for developing speed-strength qualities for different muscle groups: arms, shoulder girdle, torso, legs. For the development of muscle groups of the shoulder girdle and arms when performing exercises with dumbbells, it is necessary to perform not general developmental gymnastic exercises, but special shock-type exercises. In this case, the hand, free from the shock movement, is in the position of a defensive position and without a dumbbell. Performing special exercises with a medicine ball of different weights will be very useful in preparation, such exercises should be included in each training session, as well as exercises with a pneumatic bag, paws, jump ropes, dumbbells, lightweight barbells, kettlebells, etc.

In the exercises that we have listed above, it is necessary to adhere to the method of facilitating the same exercises. For example, after exercises with weights, move on to the same exercises without weights with the highest possible speed of movement, using the effect of force aftereffect, or using blocks with weights, expanders and rubber bands (attached to a wall, tree, pole). In this case, the thrust force of these projectiles must be used in the opposite direction (in the direction of impact). To do this, you need to stand facing the place where the projectile is attached; after using "heavy" gloves, use light ones; after heavy projectiles (bag, wall cushion) move on to lighter ones (bag, pneumatic bag), and then to shadow boxing, etc.

The flow of such processes as a change in strength, speed, agility and endurance during the development of the organism will not occur in parallel. Especially in childhood and adolescence, such a physical quality as speed develops, and endurance and strength develop already in adulthood.

Endurance is the ability to perform work of a given nature for as long as possible. Gradually and not evenly there is an increase in speed. In the interval from eight to nine years, the increase in speed is very slow, in the next age interval from ten to twelve years, its increase is already more intense, and let's consider another interval from thirteen to fourteen years, at this stage there is again a slowdown.

The greatest increase in speed occurs in the interval of fifteen to sixteen years and the maximum is reached by twenty to twenty-five years. Speed training is performed by an athlete when he has reached a good level of general physical fitness. Systematic training allows you to increase the speed by about 30-60 % and in some cases – by 100 %.

The effect of exercise on endurance has a different effect on the adult body and on the body of a teenager. An adult body more calmly affects these exercises.

The development of the physical qualities of a boxer must be at a high level. Athletes of cyclic sports can usually have one important quality, for example, have predominantly such a physical quality as endurance.

In adolescence, those components of the child's physical potential develop most successfully, which provide an increase in the level of speed and speed-strength abilities. The basic element of the whole complex of physical qualities is speed. It is in adolescence that speed and fast develop. At this physiological age, it is advisable to pay attention to the training of speed qualities at the beginning and middle of adolescence, and the training of speed-strength qualities – at the end of this period.

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SOME FEATURES OF PHYSICAL DEVELOPMENT OF CHILDREN WITH DOWN SYNDROME IN RHYTHMIC GYMNASTICS

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The article gives analysis some features of physical development of children with Down syndrome. It also examines the benefits of gymnastics exercises for

children with Down syndrome. The process of increasing the physical development of children with Down syndrome in rhythmic gymnastics is observed.

Key words: *physical development, children with Down syndrome, rhythmic gymnastics, strength and coordination exercises, adaptation in the society of athletes.*

Sport is the most important component of the harmonious development of children with Down syndrome. Physical exercise lays the foundation for good health from childhood. They strengthen the immune system, train the cardiovascular and respiratory systems, help in the development and improvement of basic motor skills.

But the uniqueness of sport is that it affects not only physical development, but also mental development. Participation in sports programs improves the cognitive activity of a child with Down syndrome, develops speech, has a positive impact on his social life, emotional state and, as a result, psychological development and character development. Any achievement makes him more self-confident, cheers up, invigorates, motivates him to be active and achieve new successes.

In addition, regular exercise from childhood can become a good hobby for a child, which will bring pleasure, contribute to a sense of well-being, self-sufficiency and will be useful in the future, for example, when choosing a profession.

Consequently, there is a contradiction between the need to increase physical development in children with Down syndrome and insufficient work on this problem by means of adaptive physical culture. And also the methodological conditions for increasing the physical development of children with Down syndrome in rhythmic gymnastics are not sufficiently defined.

This contradiction made it possible to form a scientific problem, which is the need to create an experimental methodology for increasing the physical development of children with Down syndrome in rhythmic gymnastics.

Children with Down syndrome were not previously considered as gymnasts due to psychological and physical characteristics. In children with this diagnosis, the tone of the legs is reduced. Jumping in rhythmic gymnastics is one of the essential elements, at first it will be difficult for them to even jump slightly. And then you also need to be able to keep your balance perfectly, the child just stands on one leg with difficulty, not to mention the elements and turns.

Children with Down syndrome still have intellectual developmental disabilities. At the beginning, it will be difficult for them to remember the sequence of elements, but after that it will be easy for them to complete all the tasks, not only parents, but also the athletes themselves will be convinced of this.

Weak muscle tone due to rhythmic gymnastics can be overcome quickly enough. Athletes who exercise with Down syndrome become taut like a spring. They form a good muscular corset, which helps to keep the legs in good strong tone. Even those features that orthopedists voice: hypermobility of the joints, weak ligaments, etc., thanks to the muscular corset, will no longer bother children. If not for this sport, children with Down syndrome would be weak, not coordinated and not musical. At the same time, a fairly common problem is that in sunny children, joints often fly out. Due to the physical development of rhythmic gymnastics, children manage to keep these features under control.

Children who study also improve visual memory, children memorize the program well and it even becomes easier for them to study at school [Zhiyanova 2015].

Children with Down syndrome have certain features of the structure and perception of information that adversely affect the timing of the manifestation of motor skills and their quality. Structural features include: reduced muscle tone; excessive joint mobility associated with ligament weakness; insufficiency of equilibrium reactions; violation of sensory perception, proprioceptive, kinesthetic, vestibular sensitivity, responsible for motor skills and body definition in space. The peculiarities of perception of information include: rapid loss of interest, concentration and motivation [Winders 2011].

When teaching children with Down syndrome, it is recommended to use an audiovisual method that affects several senses, because they do not perceive information well by ear. During training, many athletes with Down syndrome need to be active. Given these features, gymnastics is an appropriate sport for children with Down syndrome.

Benefits of developing gymnastics:
- classes can be started from the first confident steps, from infancy;
- a variety of exercises for any physical fitness;
- development of coordination, vestibular apparatus, coordination of movements;
- strengthening the muscles and reducing the increased mobility of the joints;
- endurance training;
- correction of orthopedic and neurological disorders;
- development of the nervous system and sensory perception;
- formation of gross and fine motor skills;
- strengthening of immunity;
- development of logic and thinking;
- development of musicality and listening comprehension;
- development of emotions and motivation;
- social adaptation.

Rhythmic gymnastics has a number of advantages:
- easy adaptation to physical activity;
- fascinating format of classes;
- various equipment;
- lesson with gymnastic objects (balls, hoops, ropes, maces, ribbon) [Pole 2022].

Fine motor skills are the end result of long training that takes place in the muscles and nervous system of a child with Down syndrome. They are formed in the integral development of the child, including mobility, emotional, cognitive, social spheres.

The process of learning fine motor skills begins in infancy and ends in adolescence. These movements are possible with good development of the following components: body stability (the ability to maintain balance), bilateral coordination (simultaneous performance of different movements with both hands), sensory.

Fine motor skills include touch, sensory, which allows you to understand where the fingers, hands and hands are, how they move, without constant control over them. For example, this is the ability to catch the ball with your hands, rotate the maces in different directions [Pole 2013].

Therapeutic properties of gymnastic exercises:

All gymnastic exercises have a complex effect on physical development. In addition to training strength and endurance, they prevent and correct orthopedic disorders (flat feet, poor posture), develop the nervous system and sensory perception, which is very important for children with Down syndrome.

In the gym, the child has the opportunity to receive more information about the world around him from the senses. This improves coordination, balance, orientation in space. These abilities are necessary for mastering the skills of large and fine motor skills, gaining self-confidence.

The benefits of each gymnastic exercise are:

On the obstacle course, the child learns various ways to overcome gymnastic modules, at this time he develops coordination, balance, strength, endurance, quick wits. The obstacle course is at the same time a good means for a comprehensive workout, a break from strength training and an exciting activity. Overcoming an obstacle course, children retain interest and motivation for a long time, they do not feel the load.

Strength exercises on the carpet like OFP or Swedish wall, all muscle groups are strengthened, but first of all, the back, abs, chest, arms, hands. They eliminate muscle hypertonicity, excessive joint mobility. This reduces the risk of injury in children with Down syndrome. Strong muscles allow you to firmly hold the gymnastic object.

Acrobatic elements (somersaults, bridge, handstand, birch, wheel, boat, box, rocking chair) – these exercises are performed with rotations and upside down. They train the sensory system, and in particular the coordination and vestibular sensitivities, which are responsible for the coordination of movements, the vestibular apparatus, and orientation in space.

Exercises with gymnastic apparatus are games with balls, hoops, ropes, maces and ribbons. Due to reduced muscle tone and increased mobility in the joints, children with Down syndrome have difficulty grasping and holding objects. But a variety of gymnastic exercises will help strengthen muscles and joints, develop bilateral coordination of hands and fingers. In addition to exercises on the Swedish wall and floor, tasks with gymnastic objects will be useful.

They can be simple, for example: throw the ball against the wall and catch it back; throw the ball into the basket; roll the ball across the floor. More complex exercises include: walking, running, jumping with objects, for example: jumping rope, running with the ball and bouncing, jumping into a hoop and much more.

These exercises develop sensory skills, movement accuracy, teach children to hold, throw, catch, as well as concentrate and respond quickly.

The organization of behavior is the most important aspect of the upbringing of any child. In gymnastics classes, children learn discipline, concentration, diligence.

Social adaptation – classes are held in a group with peers. For children with Down syndrome, communication with peers and joint tasks in the form of a game is a good motivation for learning [Lauteslager 2014].

It should be borne in mind that before doing gymnastics for children with Down syndrome, it is necessary to do an x-ray examination of the cervical spine in order to exclude possible atlanto-axial instability. If it is found, then you need to consult a doctor about acceptable exercises, since a strong load on the neck and head can lead to back injury.

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FEATURES OF THE ORGANIZATION OF SPORTS BALLROOM DANCING CLASSES

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The article reveals the features of the organization of the training process in sports ballroom dancing. Various main types of sports training are considered: technical training, physical training, choreographic training, psychological training, musical training. The structure of the training session is described, which corresponds to the scheduled form and has preparatory, main and final parts.

Key words: *sports ballroom dancing, latin american program, sports training, technical training, physical training, musical training.*

As in many sports, the organization of sports ballroom dancing classes is based on the structure of the process of long-term training. The objectives of training those engaged in sports ballroom dancing are to improve the health of dancers, increase their level of physical development and physical fitness, achieve athletic results and form motivation for a healthy lifestyle.

A teacher of sports ballroom dancing, when organizing the process of training dancers, must take into account the general laws of training and education, as well as be guided by general pedagogical and specific principles – comprehensiveness, consciousness and activity, gradualness, systematicity, clarity and individualization.

The structure of classes consists of the preparatory, main and final parts, the ratio of which corresponds to the schedule form.

In the preparatory part (10-15 % of the total duration of the lesson), various general developmental exercises are used, which contribute to the better development of the dancers' body.

In the main part (60-80 % of the total duration of the lesson), summing and special exercises are used, dance techniques are studied, various technical elements and compositions are unlearned.

In the final part (5-10 % of the total duration of the lesson), various exercises are used to restore the dancers' body after performing the main exercises [Arefev 2011].

The training process in sports ballroom dancing includes the following types of training – physical, choreographic, technical, psychological and musical.

Physical training solves the tasks of developing the physical qualities of dancers, which will contribute to the growth of general and special physical fitness, which in turn will have a positive impact on the development of the Latin American program.

Complexes of physical training exercises are used by teachers of sports ballroom dancing in different ways. Someone uses them at the beginning of the lesson, someone at the end, and some teachers apply them throughout the lesson, alternating them with improving the technique of dancing. However, there are many controversial issues about this, therefore, it is worth building the process of physical training of dancers based on their individual characteristics.

To improve the technique of dance, students must have a sufficient level of physical fitness, therefore, sets of exercises for the development of physical qualities should be applied at each lesson [Bekina 1984; Belgorodsky 2003; Voronin 2007].

Choreographic training in sports ballroom dancing solves the problems of forming correct posture and improving the accuracy and clarity of movements, as well as increasing their amplitude. Dancers master elementary movements in all joints, practice setting arcs of arm, leg and body movements, various circular movements, as well as flexion and extension.

All choreographic training exercises are performed with musical accompaniment, which allows you to cultivate a culture of movements, aesthetic and expressive performance. Thanks to choreography classes, dancers develop flexibility, improve musical and rhythmic coordination of movements, and also strengthen the musculoskeletal system.

Technical training of dancers solves the tasks of teaching and improving dance techniques. Repeated repetition of technical exercises and ligaments leads to the fact that all these movements become a skill that is brought to automatism. However, it is necessary to gradually increase the load when learning and improving the dance due to the duration of performance or amplitude in order to increase the level of skill. Important in a pair of dancers is the ability to work, maintain stable friendly and respectful relationships, psychologically withstand the competition of other dancers [Bekina 2013; Belgorodsky 2003; Voronin 2007; Holodov 2008].

One of the most important in the technique of dance is the training and improvement of dancers' ability to maintain balance in static positions and in the movement itself – for example, these are turns and balances.

Psychological training in sports ballroom dancing is also of great importance and includes the education of moral, volitional and intellectual qualities that contribute to a more successful mastery of the dance program and effective performance at competitions.

Unlike many pair and individual sports, in sports ballroom dancing, athletes dance the program simultaneously on the court with their rivals. Therefore, it is necessary to be able to feel and concentrate on your program, and to be in contact only in your pair, without being distracted by rivals. Thus, in competitive activity, there is a huge pressure on the psyche of dancers, so it is necessary to learn how to relax muscles during rest and switch thoughts to something that inspires and does not relate to sports, for example, to observe nature, listen to relaxing music, go to the sauna, etc.

Musical training of dancers is a separate type of training, which is very important in sports ballroom dancing.

In the program of sports ballroom dancing, the most diverse music can be used, which will be rhythmic and emotional. At competitions, dancers show their program to the music that the organizers will put on, so athletes should be able to adjust their performance in such a way as to maximize the emotionality and consistency of their elements with the proposed music.

Suitable music is chosen for each dance, teachers of sports ballroom dancing try to change compositions regularly, thereby teaching dancers to feel and move to the beat of musical accompaniment.

The difficulty of perceiving the rhythm and performing the dance lies in the fact that the couple first hears the beat of the rhythm of the music, analyzes it and only after that begins to move the body. In this case, dancers are always late from the musical rhythm, so it is necessary to train the ability to anticipate the next beat of the rhythm and already prepare in advance to make a movement in such a way that balance, pause or getting up on the foot had exactly the rhythmic beat.

From all of the above, the following conclusion can be drawn. The process of organizing sports ballroom dancing classes is subordinated to the general pedagogical laws of teaching and upbringing, and the process of teaching ballroom choreography dancers is represented by physical, choreographic, technical, psychological and musical training.

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OUTDOOR GAMES AS A MEANS OF IMPROVING THE TECHNICAL TRAINING OF YOUNG FOOTBALL PLAYERS

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The article considers the game as a means of self-knowledge, entertainment, recreation, a means of physical and general social education, a means of sports. Game activity is revealed as a way of forming a personality, improving the experience gained, knowledge. Outdoor games as a means of training young football players have a number of features. The most characteristic of them consist of the activity and independence of the players, the collectivity of actions and the continuity of changes in the conditions of activity.

Key words: *football, outdoor games, development, sports, rules of the game, means, technical training, sports training.*

The popularity of football makes it possible to use the possibilities of its game as a means of physical development and education of the younger generation. At the moment, the main directions in which it is progressing have been identified. The main directions are to expand the areas of action of all field players, increase the collective speed of movement and thinking, increase the variability of tactics and strategy based on the universal skill of football players. All this dictates the principles of preparation and selection of players. The core, the essence of these principles is the satisfaction of the requirement for reliability as a guarantee that the level of technical and tactical actions of the team will be at a high level.

The training of athletes in football, as in many team sports, is a long and laborious journey, consisting of four main sections of training: physical training, technical training, tactical training, and psychological training. Throughout the training and development of an athlete, all types of training develop unevenly, taking into account age and physiological characteristics, for each stage of training. Each of these sections, at separate stages of preparation, is somewhere more, and somewhere less priority. Technical training has priority at the initial stage of training, and plays a leading role. At this stage, this is a process in which certain techniques are studied and, most importantly, their effective application in game situations.

Mastering the technique of football, children improve their motor abilities in games. Under these conditions, outdoor games act as an auxiliary, additional method. Game activity is characterized by complexity and variety of movements. As a rule, all muscle groups can be involved in them. This contributes to the harmonious development of the musculoskeletal system. The sequence of application of games in training should be planned in advance.

Outdoor games will have a dominant role in the development of individual organs and systems that they affect. The value of outdoor games in physical development is the following:

1. Development of physical qualities. The most important principle of using outdoor games in football is the principle of harmonious development of the body. The selection of exercises should be appropriate for the age of the students. You

should involve as many muscle groups as possible in the work. Particular attention should be paid to the position of the body in trainees; correct posture contributes to the beneficial development and functioning of internal organs.

2. Improved health status. An important point in outdoor games is that they contribute to raising the level of health, affecting mainly in the following areas: prevention, correction of existing flaws in posture and compensation for various types of shortcomings and injuries. Through the game, we can greatly contribute to the improvement of the nervous system. Ease of exercise and fresh air are the easiest way to relieve nervous tension. Other advantage of outdoor games is a beneficial effect on the vital activity of the cardiovascular system, respiration, metabolism and the work of other organs.

3. Development of general readiness. Using an appropriate set of outdoor games, we can easily develop the following qualities in students: speed, agility, endurance, strength and flexibility. A high level of general preparedness will help students overcome various life situations, improve their health status, prepare them for their future profession, and the like. In the process of preparing football players, coaches, instructors and football leaders must use unified and reliable knowledge based on external systems, goals and conditions of the training and game being carried out, specific to individual stages of football training. Football is an important means of physical education. It has been proven that the use of outdoor games and relay races in football classes increases interest in physical culture and sports, improves sportsmanship, health and physical condition [Arefev 2011].

Each game chosen for the purpose of physical education must necessarily provide a solution to the maximum possible number of educational, educational and recreational tasks. The special value of outdoor games lies in the possibility of simultaneous impact on the motor and mental spheres of the personality of those involved. The high emotionality of gaming activity allows you to cultivate the ability to control your behavior, contributes to the emergence of such character traits as activity, perseverance, determination, collectivism. Games also contribute to moral education. Respect for an opponent, a sense of camaraderie, honesty in wrestling, striving for improvement – all these qualities can be successfully formed under the influence of outdoor games. Ball games, given the richness of versatile forms of movement and the heterogeneity of changing situations, are, first of all, a source of positive emotions, and also involve them in vigorous activity.

Participation in the game reveals personality traits (for example, dominance or submission, activity or passivity). The obligation to follow the rules makes it possible to form desirable traits of individuality. The player can learn their own value through the role they play in achieving a common goal and the ability to cooperate with others [Grindler 1976].

Outdoor games as a means of training football players have a number of features. «The most characteristic of them consist of the activity and independence of the players, the collective action and the continuity of changes in the conditions of activity» [Jarman 1982: 32]. Since in order to achieve high sports results in football, in addition to general physical training, special training is required, which involves the development of motor qualities specific to a football player. When

educating, for example, speed, it must be taken into account that we are talking not only about the speed of movement on the football field, but also about the speed of the visual-motor reaction to the changing environment of the game, the speed of starting from a wide variety of positions, the ability to develop maximum speed in short stretches, speed response action, the speed of performing techniques, switching from one action to another.

In addition, a football player must be able to quickly change the speed of his movement in a short period of time. The most rational means of developing strength and speed are various jumping exercises. When educating endurance, it should be borne in mind that the game of football is acyclic. Also, for a football player, the ability to control their movements is of great importance.

Relay races are also actively used in the preparation of football players. This is one of the varieties of outdoor team games with rules. Relay races, depending on the formation of the players, can be linear (competitors stand in parallel columns), oncoming (each team is located in two columns that line up against each other behind opposite lines of the site).

Trainings, including outdoor games, should improve gaming motor skills, as well as gradually work out elements of tactics and technology. Therefore, during outdoor games, new techniques are not learned, but only fixed (after their complete assimilation). When conducting a mobile game, the following factors should be taken into account:

- a group of trainees: age, gender, level of physical and mental fitness. When choosing games, one should also take into account not only the calendar age, but also physiological, that is, real development. If there are more poorly prepared students in the group, then frequent short breaks can be applied for them or the playing time can be reduced;

- place of employment: outdoor games can be implemented almost anywhere [Lyukshinov 2006; Holodov 2008].

It is important to ensure that the game proceeds correctly and to prevent the manifestation of excessive excitement.

«All the exercises for teaching motor skills that the coach offers to young football players can be used to develop motor qualities. This confirms the idea that when teaching motor skills, the method of conjugate learning can be used: you can simultaneously teach motor skills and develop certain physical qualities. It all depends on the number of repetitions and the use of the training method» [Zheleznyak 2004: 86]. Undoubtedly, outdoor games are used more at the initial stage of football players' training.

Outdoor games are aimed at developing speed, agility, general and speed endurance, spatial orientation; on the formation of skills in collective action, the cultivation of perseverance, determination, initiative and resourcefulness; maintaining mental and physical performance; removal of emotional voltage.

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ATHLETIC GYMNASTICS AS AN EFFECTIVE SYSTEM FOR THE DEVELOPMENT OF STRENGTH ABILITIES

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The article considers athletic gymnastics as a scientifically based system of special strength exercises. Strength exercises are varied and performed with various weights. Athletic gymnastics exercises allow you to comprehensively and harmoniously develop the physical qualities of a person. Athletic gymnastics is considered as one of the health-improving types of gymnastics, which represents a system of gymnastic exercises of a strength nature aimed at harmonious physical development of a person and solving specific tasks of strength training. The use of athletic gymnastics in the process of physical education of schoolchildren allows massively effective and harmonious development of the child's body and improves health.

Key words: athletic gymnastics, strength, strength exercises, health promotion, muscles, additional strength exercises.

An important characteristic of the functional state of the human musculoskeletal system is muscle strength.

Strength is the ability of a person to overcome external resistance or to resist it due to muscular efforts (tensions) [Komkov 2002; Mambetov 2010].

Numerous studies have proved that the greatest increase in strength and its abilities occurs at the age of 14-17 years.

The means of developing strength are physical exercises with weights, which purposefully stimulates an increase in the degree of muscle tension. Conditionally, strength exercises are divided into basic and additional.

The main strength exercises are exercises with the weight of external objects (barbell, dumbbells, kettlebells, stuffed balls, partner's weight, etc.), with the weight of one's own body (pull-ups in the vise, push-ups in the stop, balance in the stop, in the vise), using general-type training devices (for example, power bench, power station), jerk-braking exercises, isometric exercises (stops, holds, support, counteraction, etc.) [Bartosh 2009; Kulikova 2009].

Additional strength exercises include:

- exercises using the external environment (running and jumping on loose sand, running and jumping uphill, running against the wind, etc.);
- exercises using expanders, rubber harnesses, elastic balls, etc.);
- exercises with partner resistance.

Athletic gymnastics is a scientifically based system of special strength exercises that are performed with various weights, contributing to the development of comprehensive physical fitness and health promotion [Kholodov 2008; Arefev 2011].

Athletic exercises can be performed with the weight of your own body, dumbbells, barbells, kettlebells, various shock absorbers and simulators.

It is also necessary to consider such a definition of the concept of athletic gymnastics, in which it is defined as one of the health-improving types of gymnastics, which is a system of gymnastic exercises of a strength nature aimed at harmonious physical development of a person and solving specific tasks of strength training.

The uses of athletic gymnastics in the process of physical education of schoolchildren allow massively effectively and harmoniously develop the child's body and improve health [Khorunzhiy 2008].

A wide variety of means of athletic gymnastics allows them to be used in the preparatory and main part of the lesson with children of different ages and levels of physical fitness.

The teacher needs to know the tasks that athletic gymnastics solves in order to effectively use the means of athletic gymnastics in the system of physical education of schoolchildren.

Tasks of athletic gymnastics:

1. Athletic gymnastics helps to achieve a high level of comprehensive and harmonious physical development of schoolchildren, thereby strengthening their health.

2. The functional work of the nervous and muscular systems improves, their reliability increases, and correct posture is formed.

3. Athletic gymnastics classes help to locally put a load on individual muscle groups that are lagging in development, which in turn allows you to correct or eliminate body defects.

4. The functional work of the respiratory and cardiovascular systems improves, and the metabolic process in the body also improves.

5. Athletic gymnastics classes contribute to the education of a steady interest in systematic physical culture and sports, develop such strong-willed qualities as perseverance, striving for better results, the ability to take risks, which help to overcome the load and improve performance [Bartosh 2009, Kulikova 2009].

In athletic gymnastics, there are six main groups of means (exercises):

The first group includes strength exercises that are performed with the weight of your own body without any weights and objects.

The second group includes strength exercises that are performed on mass projectiles (crossbar, parallel bars, rope, etc.).

The third group includes strength exercises that are performed with gymnastic objects as weights (stuffed balls, shock absorbers, etc.).

The fourth group includes strength exercises that are performed with standard weights (dumbbells, kettlebells, and barbell).

The fifth group includes strength exercises that are performed with a partner, where the resistance or weight of the partner serves as a burden (can be performed in pairs or threes).

The sixth group includes strength exercises that are performed on simulators and special block devices [Khorunzhiy 2008].

Also in athletic gymnastics classes, a group of auxiliary exercises is used, which includes ORU, walking, running, jumping, flexibility and relaxation exercises.

From all of the above, the following conclusion can be drawn. Athletic gymnastics, being a health-improving and scientifically-based system of special strength exercises, allows you to comprehensively develop and strengthen the health of those involved.

The variety of means of athletic gymnastics allows the teacher to organize the process of physical education with various students, taking into account their age, gender, level of physical fitness, interests and individual characteristics.

The teacher must have a good command of the methods of developing strength abilities and be able to successfully combine them with the methods of developing other physical qualities.

To sum up, we can say that athletic gymnastics exercises allow you to comprehensively and harmoniously develop the physical qualities of a person. Athletic gymnastics is considered as one of the health-improving types of gymnastics, which represents a system of gymnastic exercises of a strength nature aimed at harmonious physical development of a person and solving specific tasks of strength training.

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MEANS AND METHODS OF DEVELOPING SPEED AND STRENGTH ABILITIES IN FOOTBALL CLASSES

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The article discusses various means and methods of developing speed and strength abilities of football players. The necessity of using means of developing speed and strength in the methodology of developing speed and strength abilities is

revealed. Various groups of means that effectively influence the development of speed and strength abilities of football players are described in detail.

Key words: *football, sports training, physical training, speed and strength abilities, means, methods, exercises.*

The development of speed and strength abilities can begin with a variety of exercises that will affect the loaded muscles. It is also useful to use complexes of physical exercises with weights performed at maximum speed.

Strength exercises increase speed and strength abilities by increasing the ability of muscle tension. The main means can be the following exercises:

1 – exercises with external weights (barbells, dumbbells, kettlebells, weights, etc.).

2 – exercises with the weight of your own body (exercises on bars, on the crossbar and bench, etc.).

3 – exercises on simulators.

4 – jerk-braking exercises.

5 – static exercises in isometric mode [Arefev 2011, Blokhin 1984].

Additional means for training strength abilities include:

- First of all, exercises in nature, using the environment (running on sand, climbing uphill).

- In the second place, work with elastic accessories (rubber, balls, etc.)

- In the third place, physical activity obtained through interaction with another person.

Exercises for the development of strength, performed with maximum speed, are the means of developing speed.

There are several types of loads:

The first type is physical activity aimed at influencing a specific speed characteristic: reaction speed, speed of execution of specific movements, etc.

The second type is exercises that develop the full range of speed characteristics of an athlete, for example, competitions and relay races.

The third type is a combined type of physical activity, not only for the development of speed, but also for the development of speed and strength, speed and coordination, speed and endurance [Grindler 1976; Jarman 1982; Zheleznyak 2004].

To improve the speed of execution of various movements, physical loads similar to those for working on explosive force are used, but without the use of amplifiers and weights, or weights that do not affect speed. Exercises performed at top speed with rapid braking are also used.

To develop all speed characteristics in a complex, you can apply different types of exercises:

- The first type of exercises are aimed at developing reaction speed.

- The second type is exercises that develop speed in certain movements or short stretches.

- The third type is exercises that develop the explosive power of a teenager.

The development of speed-strength abilities of football players has not yet been sufficiently studied; there are no technologies to improve speed-strength

indicators. Therefore, the search for the best methods and forms of development of speed and strength abilities of football players is relevant.

Developing specific speed-strength abilities, it is necessary to pay attention to exercises performed with resistance, which allow you to load the muscles involved in football motor activity, but practically not used in everyday life.

For the development of speed and strength abilities, it is important to perform exercises at a pace close to the limit. At the same time, it does not matter whether weights are used or not, constant weights or changing ones. Many exercises combine transitions from maximum to minimum loads [Zheleznyak 2004; Lyukshinov 2006; Holodov 2008].

There are several fundamental methods of speed education:

1) classical and specialized exercises – repeated exercises performed at a speed close to the limit; exercises in which different execution speeds alternate, acceleration is replaced by braking, motor activity is performed according to a special program.

2) competitions, relay races;

3) games [Holodov 2008].

Developing speed through competition is one of the most effective methods. Various competitions, competitions and relay races allow athletes to evaluate their own training in comparison with other participants in the fight.

Competitions in football give a significant impetus to the development of speed and strength qualities, because only in a state of struggle for victory with an external enemy can you develop the best abilities. Teenagers have a passion for the game, everyone strives to become a better player, while remaining part of the team.

The development of speed and strength abilities during the game is also the most suitable method for football. In the process of outdoor games, teenagers develop high speeds while not experiencing much stress. This method allows young athletes to show their best speed characteristics, while not limiting the choice of possible options for motor activity.

For the development of speed and strength abilities in football players, a simple reaction is of great importance, since if an athlete has a reaction to certain signals in one situation, then in another situation he will react to the same signals as well.

Complex motor reactions do not occur on a single signal, but on a constantly changing signal, so the athlete is in constant motion under constantly changing conditions.

The speed of reaction to a moving object depends primarily on the speed of recognition of the ball in the athlete's field of view. The ball usually appears in front of the athlete suddenly and continues its rapid movement, the football player needs to fix the ball, follow it.

A temporary increase in speed can be obtained after performing exercises with weighting. This effect works due to the residual action of the previously excited nerve centers, which shorten the time of performing movements, the acceleration and tension of the work performed increases.

It can be concluded that the process of developing speed and strength abilities in football players is still insufficiently studied even at the present time, which is why the issue of finding effective means and methods for their development is urgent.

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STRENGTH TRAINING FOR INTERNAL AFFAIRS OFFICERS

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This article discusses the main directions of development and improvement of strength training of law enforcement officers. While on duty, law enforcement officers perform a variety of motor activities related to movement, including walking

and running, overcoming obstacles, carrying out forceful actions to apprehend offenders and others. All of these should be taken into account when organizing physical training as part of in-service and independent training.

Key words: *strength training, internal affairs officer, detention, strength abilities, training.*

Most often, strength, or anaerobic, refers to training with its own weight and weights, aimed at increasing muscle strength. At the same time, energy consumption is anaerobic – due to muscle glycogen, without the participation of oxygen. Weight training or strength training is a type of exercise that uses opposing force to strengthen muscles. Weight training must be done at least twice a week, making sure to include it in weekly physical activity. Special services (armed forces, police, Ministry of Emergency Situations) also use strength training in training programs.

At the present stage, quite high demands are placed on the professional physical training of the officers of the Ministry of Internal Affairs of the Russian Federation. A high level of professionalism «plays an important role not only in ensuring law and order and combating crime, but also in preserving life and health, above all that of the officers themselves and citizens. Undoubtedly, of particular importance in overcoming resistance and apprehending offenders is the level of development of officers' strength abilities. The formation of a high level of sportsmanship in internal affairs officers is associated with the improvement of motor abilities (strength, speed and coordination), as well as with the effectiveness of their interaction» [Yaroslavsky 2017: 185].

A.V. Aldoshin considers «the improvement of strength training, which depends on a rational combination of aerobic and anaerobic loading, plays an important role in this process. The mechanisms of life support are largely determined by the choice of exercises of general and special physical orientation. The choice of an optimal combination of these exercises and training methods is not an easy task, which proves the relevance of the chosen topic» [Aldoshin 2016: 11].

In order to improve special strength training, it is necessary to develop the ability to perform any activity for a long time without reducing its efficiency, i.e. to resist fatigue. The professional activities of IAB officers are carried out to protect the life, health, rights and freedoms of the civilian population, to counteract crime, to protect public order, property and to ensure public safety. There are requirements to improve physical training, which is an integral part of professional training and education of IAB personnel.

Strength training is the development of strength qualities: maximum and speed strength, strength endurance. Maximum strength is understood as the highest capabilities that an athlete is able to show with the maximum production of muscle contractions. Also, the maximum force is defined as the highest force that the neuromuscular system is capable of developing with an arbitrary maximum muscle contraction. It determines achievements in sports in which significant resistance has to be overcome. A large proportion of maximum strength, combined with a high speed of muscle contraction or endurance. The value of maximum strength for sports achievement is the less, the less resistance is overcome and the more the speed of muscle contractions or endurance dominates, especially during work of medium and

long duration. Thus, maximum strength has a much greater influence on performance in track and field sprinting than in sprinting. Speed strength is the ability of the neuromuscular system to overcome resistance with a high speed of muscle contraction. Speed strength is critical to performance in many acyclic and mixed movements. Strength endurance is characterised by the ability to perform strength work for long periods. Strength endurance and strength agility belong to specific categories of strength abilities. Strength endurance is the body's ability to withstand environmental factors due to muscle contraction over a long period of time. Regarding the type of muscle work, static and dynamic strength endurance can be distinguished. Dynamic strength endurance is directly related to the manifestation of any motor action in dynamics, and static endurance is aimed at long-term retention of weights in any position. For example, when hanging on the bar, when the arms are bent at an angle of 90°, static endurance will develop, and dynamic endurance plays a role when the motor action is performed at a fast pace and with high intensity, for example, when bending and unbending the arms in a lying position. Strength agility is manifested where cardinal changes in power activity are necessary, there are unpredictable conditions and turns of certain events.

«In the theory and methodology of physical education there is a concept that strength training develops only when a certain degree of fatigue is overcome during exercise. In this case, the body adapts to functional shifts, which is externally expressed as an improvement in strength mobility. When dosing loads for IAB officers, it is necessary to take into account the regime of the day, self-exercised physical load and emotional state. Special strength training is developed in the process of training in selected exercises – at first by gradually increasing the volume of training load, and then its intensity. And in order to achieve a sufficient degree of fatigue in exercises of cyclic nature, it is necessary to train for 2-3 hours» [Meshev 2018: 91].

Aerobic capacity is enhanced by uniform, continuous, repetitive and alternating exercise methods that ensure oxygen uptake is most effective when said exercise is prolonged on the body. The use of these tools to improve the strength and endurance capabilities of law enforcement officers represents a definite reserve to effectively address the physical training needs of law enforcement officers. The use of such tools to improve the strength capabilities represents a definite reserve for more effective solutions to the physical training needs of IAB officers.

«Physical exercise affects all muscle groups, joints and ligaments, which become stronger, muscle volume, elasticity, strength and speed of contraction increase. Increased muscular activity forces the heart, lungs and other organs and systems of the body to work with additional load, thereby increasing the functional capabilities of a person» [Hazhirokov 2018: 30], his/her resistance to adverse environmental influences.

In training aimed at developing strength, it is important: variations in the number of repetitions of exercises and approaches; the pace of the exercises; manipulation of the weight that creates the workload; a training plan tailored to the goal of the trainee. During strength training, only those muscles that you load work, develop, grow. To pay attention to all major muscle groups, a plan is needed.

Between workouts for the same muscles, there must be a recovery break (one to two days). If during the training a man performs a full range of exercises for all muscle groups, then he can't train every day. If in one day someone train only the upper or lower body, then he can do it every day – subject to alternating workouts.

In order for muscles to work, they need to be tensed. Additional equipment helps to create the necessary tension during anaerobic exercise: weight shells such as dumbbells or barbells, exercise equipment, expanders. Some exercises are performed with resistance to the weight of your own body, such as push-ups or pull-ups. With strength training, muscles must be loaded in the truest sense of the word. By increasing the working weights, you stimulate the muscles to work in an enhanced mode, they have no time to get used to or relax. It is necessary that in each approach a training person can repeat the movement 12-15 times, and then, gradually increasing the working weight, reduce the number of repetitions to 6-8. It is important that the last repetitions are given with effort, they are a task to overcome. The need to adapt to the increasing load makes the muscles grow. After intense training, the muscles get microtrauma, and the body restores them "with a margin". The increase in muscle fibers is called hypertrophy. Suitable for different purposes of the trainee (weight loss, development of strength, endurance, bodybuilding). By acting on certain muscle groups, they help to correct the figure. Strengthen not only muscles, but also tendons, ligaments, bones. This helps everyone move properly, avoid injuries, and reduces the risk of joint diseases.

Consequently, strength training entails the body overcoming external resistance. A strength exercise is a repetitive performance of a monotonous motor activity at a relatively low tempo and with significant external resistance (more than 30% of the maximum effort). The current Manual on Organising Physical Training in the Internal Affairs Bodies [Prikaz 2017] identifies several strength exercises that are used as control exercises during crediting. For men, these exercises include: 1) pulling up on a gymnastic bar; 2) arm flexion and extension in a lying position; 3) 24 kg kettlebell press. For women the used exercises are: 1) arm flexion and extension in a lying position; 2) forward bending from a supine position for 1 minute.

«The most progressive method of improving strength training is circuit training, which provides an opportunity to independently acquire knowledge, develop physical qualities, improve individual skills and abilities, at the same time allowing to achieve high work capacity. The circular training method trains internal affairs officers to think independently, develop their physical abilities, and develop algorithms of motor actions that are close to their operational and official activities» [Meshev 2018: 90]. «Analysis of law enforcement agencies shows that the outcome of any operation to suppress criminal acts depends in large part on basic physical qualities, confident use of hand-to-hand combat and special motor skills and abilities» [Afov 2016: 83], not only on the ability to wield a service weapon. An internal affairs officer must have a high level of performance, the ability to resist overwork and recover in a short time.

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TECHNICAL TRAINING OF SWIMMERS 13-15 YEARS OLD SPECIALIZING IN COMPLEX SWIMMING

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This article reveals the concepts of swimming techniques, gives a classification of all types of swimming. Special attention is paid to the basics of studying and distinguishing features of technical elements in swimming. It is also emphasizes that the main means of technical training of swimmers are exercises for studying the technique of sports swimming and improving in it.

Key words: *swimming technique, training, sport swimming, freestyle, butterfly, breaststroke, backstroke.*

Work on the technical fitness of the swimmer should be carried out at the beginning of training. When you get tired, mistakes begin to appear in a poorly mastered movement. In this case, it is necessary to stop performing the exercise not to form the wrong skills.

«The improvement of the technique of sports swimming methods is carried out in the following main directions:

1. Improving the streamlined body position that reduces water resistance.

2. Setting up effective rowing movements that provide powerful traction efforts and good progress of the swimmer.

3. The statement of breathing with a short and energetic inhalation, strictly subordinated to the rhythm of swimming movements.

4. Improving the overall coordination of movements.

5. Elimination of excessive muscle tension and stiffness of movements, increasing the efficiency of the technique» [Vajcekhovskij 1971: 112].

It should be noted «the basis for a good technique is the ability to: maintain a streamlined, balanced body position with an optimal angle of attack and effective foot movements; perform a rational hand stroke in coordination with breathing and general coordination of movements. A powerful and effective stroke is provided by a rational trajectory of movements» [Gorbunov 2020: 54]. This trajectory depends on joint mobility and muscle strength.

As already mentioned, during the technical training of swimmers, the following are used: the method of verbal influence (reporting on the technique of movements, errors, evaluation of individual parameters of the technique by the coach), the method of visual impact (showing the technique of movements by a qualified swimmer, movement diagrams, videos), practical methods.

«To improve the technique of swimming, special sets of exercises are used. Most often they are compiled on the basis of a single method of swimming and include swimming by elements, with bundles of elements and in full coordination. Usually these are a series of repetitions of short segments» [Ashmarin 1990: 89]. Special attention should be paid to the development of specialized perceptions of swimmers – «water sense», «sense of time», «sense of pace». To do this, they use swimming a series of segments of 25-50 m:

-    with a gradual decrease in the number of strokes;

-    with a constant reduction in the swimming time of the segment by 0.5-1 s;
-    with increasing tempo;
-    with the transition from the maximum tempo to the optimal one [Vajcekhovskij 1976: 72].

It is necessary to combine these techniques in one exercise (for example, 25 m at the maximum pace + 25 m at the optimal pace with an increased step).

Technical training of complex swimming swimmers is aimed at continuous improvement of the swimmer's movements during various modes of operation, which vary depending on the development of motor and volitional qualities, functional fitness of the athlete. The ultimate goal of this training is the formation and improvement of the swimmer's style.

The main tasks of technical training of a swimmer are:
-    development of motor orientation in the water and the ability to control their movements;
-    identification and correction of errors;
-    formation and improvement of the swimmer's style [Vikulov 2004].

The means of developing motor orientation can be any swimming movements of a cyclic type. These movements are best represented in complex swimming: the swimmer lies in the water on his chest and on his back, the movements of the limbs are performed simultaneously and alternately, the movement of the head to inhale occurs in different directions.

After acquiring the skill of orientation in various positions of the main body parts (head, trunk, arms and legs), a swimmer must acquire these skills to determine the various positions of the hands, feet, shins, forearms and other body parts during swimming.

In parallel with the development of motor orientation, a swimmer learns to control his movements in the water. This process is more complex: to control your movements correctly means to be able to coordinate them subtly, i.e. to accurately fill the space allotted for the movement of each part of the body in the full cycle of movements, to determine the shape, character (effort and speed) of each movement and the time relations of movements (rhythm) [Ashmarin 1990].

If, when forming a swimmer's style, his individual characteristics were sufficiently taken into account, then in the process of his further training, the improvement of the technique will be successful and carried out mainly by achieving higher indicators in the development of motor qualities. If the swimmer's style is formed unsuccessfully, it is necessary to stop improving it and start training in another way, weaken the skill of the main method, and then begin forming a new style.

«Currently, the following methods are used in sports swimming: chest crawl, back crawl, breaststroke and butterfly. These methods are conditionally divided into two groups: methods with alternating movements of the arms and legs (crawl on the chest and crawl on the back) and with simultaneous movements of the arms and legs (breaststroke and butterfly dolphin). The method on the side, which has lost its sporting significance, is used during initial training. It is also successfully used in

applied swimming, in the game of water polo and when passing the standards of the TRP complex» [Fedosova 2019: 113].

The technique of freestyle swimming is as follows: the swimmer performs all movements in the «chest» position, the arms move parallel to the body in alternating mode, the legs work like scissors in a vertical plane, the face is in the water during exhalation, the inhale is done under the «back» arm by turning the head sideways.

On the one hand, the technique of crawling on the chest is quite simple and intuitive. The more speed and efficiency you try to achieve, the more nuances appear, and everything turns out to be not so simple.

There are a lot of footwork schemes, various options for movements when rowing with your hand, and you can even breathe through a different number of strokes on one or two sides. All these nuances depend on the tasks facing the swimmer. Individual technique is always developed for professional athletes [Bulgakova 1974].

As the name implies, this type of swimming involves a position on the back. The arms make alternating circular movements along the trunk. And the legs work the same way as in the chest crawl, adjusted for the fact that your body is face up. The main rule of swimming on your back is that your body should be as straight as possible. You need to literally «pull yourself up to the string».

Do not allow the pelvis to «sag» (semi-sitting position). This will not only slow down the movement, but also create an unnecessary unnecessary load on the spine.

In breaststroke, both hands simultaneously perform semicircular movements in front of the swimmer. When the arms are stretched forward, the head is immersed in the water and exhalation is made, at the same time a jolting movement similar to a frog jump is performed. When I make a stroke with my hands, the head rises above the water – a breath is taken, and at this time the legs are pulled up to the body for a subsequent push. In breaststroke, the unity and consistency of all movements are very important.

In a dolphin, the stroke occurs simultaneously with both hands along the trunk, while the whole body makes a wave-like movement similar to the movements of dolphins. The inhale is done when the hands are behind, and the exhale when the hands are stretched forward. At the same time, the legs must always be together.

The complex is very demanding to the physical training of a swimmer and assumes a good command of all four styles of swimming.

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METHOLOGY FOR THE DEVELOPMENT OF STRENGTH ABILITIES IN SCHOOLCHILDREN

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Within the framework of this article, the dynamics of the manifestation of strength abilities in schoolchildren is revealed. The data obtained indicate that the natural growth of indicators of strength abilities in males occurs up to 16 years, and in female representatives up to 14 years. It is emphasized that strength ability is developed with the help of physical exercises by different methods.

Key words: *strength, technique, endurance, agility, speed, schoolchildren, physical qualities.*

Power loads have a versatile effect on the body of those involved, therefore they are a powerful incentive to increase the overall level of physical development of the young organism. A high level of development of power qualities largely determines the effectiveness of mastering the majority of motor actions. Strength abilities are one of the most important physical qualities. Strength abilities in life and when passing control standards, as a rule, are manifestedin conjunction with

endurance, speed abilities, therefore they are a kind of foundation that requires special attention in their development.

«One of the main tasks solved in the process of physical education is to ensure the optimal development of physical qualities inherent in a person. Physical qualities are called congenital (genetically inherited) morphofunctional qualities, thanks to which physical (materially expressed) human activity is possible, which receives its full manifestation in expedient motor activity» [Bogen 2013: 45].

In modern literature, the terms «physical qualities» and «physical (motor) abilities» are used. However, they are not identical [Zaciorskij 2009].

Any motor activity of a person, one way or another, is associated with the manifestation of strength abilities. Strength abilities are extremely necessary, in almost all sports, they are involved in many life processes, they are necessary to keep the body in good shape.

The strength abilities of a person depend on a number of factors, these include the thickness of the physiological diameter of the muscles, the composition of muscle fibers, the elasticity of ligaments and tendons, the chemical composition of muscle fibers, the regulation of muscle tension by the central nervous system, the so-called intra- and intermuscular coordination, etc. The biomechanical arrangement of body parts in space has a rather strong influence on the manifestation of power abilities, as well as the strength of the musculoskeletal system, the value of its own mass being moved, etc. Other factors may be biochemical (hormonal) and physiological features of the functioning of the peripheral and central circulation, respiration, and other factors, since the rate of metabolic processes both in different organisms and in one organism at different times of the day or season may differ depending on other factors. All these indicators can be leveled if a strict training regimen is observed, subject to periodization. The development of strength abilities in the process of physical exercises is carried out in

The most favorable age period for the development of strength abilities is considered to be senior school age, as at this age, the musculoskeletal system is already sufficiently formed, muscles are developed, anabolic reactions take place in an accelerated mode, growth dynamics is noticeable in general, and a serious secretion of hormones occurs.

But in order to most effectively conduct strength training at senior school age, it is necessary to prepare young men at middle school age. It is at the age of 14-15 years that serious strength training of young men should begin. At this age, young men go through puberty and experience serious endocrine changes, which also result in external physiological changes. At this age, young men have accelerated growth, body parts are not proportional to each other. Young men are experiencing serious mental disorders, get psychological trauma. Based on this, you need to understand that each strength exercise should be selected taking into account the individual characteristics of schoolchildren, it is necessary to take into account the fact that their psyche is not yet completely stable. It is advisable to achieve returns from the child. But the main thing is not to harm health, but to enrich it.

The development of strength physical qualities, or simply the development of strength, is understood in the scientific and methodological literature as overcoming

external resistance due to muscle efforts. In the development of strength abilities, several methods of work are distinguished. The three most basic of them and academic ones are the development of strength abilities to overcome dynamic loads. The second is to overcome the static-dynamic load. The third one is for static load resistance. It is customary to distinguish several modes of muscle work: 1) with lengthening of muscle fibers (inferior, plyometric mode); 2) with a decrease in length (overcoming, myometric mode); 3) without changing its length (static, isometric mode); 4) with a change in both the length and tension of the muscles (mixed, auxotonic mode). In overcoming and yielding modes of operation, «dynamic work» is performed, static and mixed modes of operation are more related to «static work». As a rule, human muscles are able to develop the greatest strength abilities in a yielding mode, this must be used in the training process if the goal is to develop maximum strength abilities. When training in isometric modes, power abilities develop to a greater extent in those working angles at which external resistance or the weight of one's own body is maintained.

Means of development of power abilities can be conditionally divided into three groups.

Exercises with external resistance: exercises with free weights – kettlebells, dumbbells, barbells, etc.; exercises with rubber shock absorbers – harnesses, expanders, etc.; exercises with overcoming the resistance of the external environment – running on sand or uphill, etc.

Exercises with overcoming the weight of your own body: gymnastic exercises – flexion and extension of the arms in emphasis, pull-ups, etc.; exercises from the arsenal of jump training – multiple jumps, jumps, etc.; overcoming obstacle courses.

Isometric exercises: exercise with passive muscle tension – holding the load; an exercise with active muscle tension – an attempt to perform a movement with a weight exceeding the strength capabilities, an emphasis on stationary objects. When developing strength abilities, the method chosen for training is of great importance.

Depending on the sport, various strength manifestations are required, these can be strength or speed-strength abilities, or strength endurance. Strength abilities tend to be observed when performed slowly, but with high external resistance.

1. Development of proper strength abilities with the use of non-limited loads. To train true strength «skills and at the same time to increase the muscle mass, the exercises are performed at an average and variable pace. Each exercise is performed until clearly expressed fatigue.

For beginners, the weight load is taken in the range of for beginners, the value of the load is taken within 40-60 % of the maximum, for more highly trained athletes 70-80 %, or 10-12 PM.

The weight must be increased when the number of repetitions in one starts to exceed the preset one, i.e. it is necessary to keep maximum loads within the limits of 10-12. In this variant this technique can be applied in work with both adults as well as with young and beginning athletes» [Verhoshanskij 2021: 72].

For more advanced athletes in process of power development the weight are gradually increased up to 5-6 PM (approximately up to 80% of the maximum).

For representatives of «non-strength» sports the number of exercises per week is 2 or 3. «The number of exercises for the development of different groups of muscles must not exceed 2-3 for beginners and 4-7 for more prepared athletes» [Verhoshanskij 2021: 74].

2. Development of power and speed abilities with the use of unlimited loads. When developing fast power the mode of muscle work in while developing fast power the mode of muscles work must correspond to the peculiarities of a competition exercise.

3. Development of power endurance with the use of non-limit loads. «The essence of this method consists in multiple repetition of exercises with small weights (from 30 to 60% of the maximum) with the number of repetitions ranging from 20 to 70. Where the specialized exercise involves a prolonged moderate effort, it is reasonable to work with light weights in repeated exercises and up to failure (30-40 % of the maximum) is reasonable» [Verhoshanskij 2021: 75].

But it should be noted that to train general and local strength endurance method of circular training with the total number of stations from 5 to 15-20 and with a load of 40-50 % of the maximum. Exercises are often performed up to failure. The number of series and rest time between series and after each exercise may be different, depending on the objectives to be solved in the training objectives.

4. The program alternates exercises for leg and arm muscles. This allows the leg and arm muscles to recover for about 1 minute. The heart rate is maintained at approximately 140 bpm.

The training of actual strength ability with use of near-limit and limit loads. The essence of this technique consists in application of exercises performed with: 1) in the overcoming mode of muscular work; 2) inferior mode of muscular work.

Training of proper strength skills in training exercises performed in a caving muscles operating mode provides for this presupposes the use of loads close to the limit that are equal to 2 to 3 PM (90-95 % of the maximum).

The traditional «sedentary» rhythm of life of today's schoolchildren is characterized by reduced physical activity (hypodynamia), so forming an attitude toward physical education is an important aspect of educating students. «Strength is a person's ability to overcome resistance or counteract it with the help of muscular tension. There are two types of force: static and dynamic, which results in two modes of muscle activity: yielding and overcoming. To assess the strength capabilities, a distinction is made between absolute and relative strength» [Zaciorskij 2009: 76]. Strength ability is developed with the help of physical exercises by different methods, such as the method of maximum effort, the method of repeated effort, the «shock» method, isometric method.

The teacher and the coach must take into account the genetically individual level of development of the trainees and the requirements provided for by the physical culture programs and the nature of the competitive activity. This is a very creative process that requires the maximum individual approach to each student. To develop muscle strength, it is necessary to perform special strength exercises, special exercises are performed by a repeated method and alternate with exercises for relaxation and increased breathing. The use of special exercises in school practice is

limited, as there is no equipment and there is not enough time. Therefore, such exercises are best included in sectional physical training classes or specialized classes in athletic gymnastics, weightlifting, powerlifting and other strength sports.

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SOME METHODS OF SPECIAL PHYSICAL TRAINING OF WEIGHTLIFTERS 14-15 YEARS OLD

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This article reveals the main ideas on the methodology of special physical training of weightlifters aged 14-15 years. This age is especially important in the development of every teenager. It is during this period that the basic physical qualities of a person are formed. The physical training of kettlebell weights should be especially well developed and performed at a high level.

Key words: *methodology, training, sports, development, endurance, strength, agility, speed, healthy lifestyle.*

Special physical training (SFP) is a process that is conditioned by the development of physical qualities and the improvement of motor abilities and skills that are specific only for some sports or some professions, provides selective development of individual muscle groups that bear the main load when performing

special exercises. The main means of the athlete's SFP are competitive and specially preparatory exercises. Thanks to special exercises, an athlete is more likely to show a successful result in his sport. SFP can be of two types, which include preliminary special physical training and basic special physical training [Ahundov 2001].

In any sport, specialized exercises will not give a positive result to an athlete if he uses only general physical exercises. The ratio of percentages of general and special physical training, in many respects, depends on a number of factors of preparation of the athlete. It already takes into account his planned goals and objectives, the experience of sports, the frequency of training and the individual characteristics of the kettlebell. Unity, as a principle, is based on the fact that the body's habitual reactions to loads are of a specific nature and cannot ensure the development of all the necessary qualities for high achievements in sports. Any physical quality, depending on the biological structure of the movements performed and on the intensity of the training load, develops specifically. Deviation in one direction or the other when using specific means or general developmental exercises does not give the desired effect. Another important factor is that in absolutely any sport there are different degrees of improvement of physical fitness [Vinogradov 2009].

Based on all this, we understand that the combination of OFP and SFP should be correct and timely absolutely at all stages of training, so as not to harm the athlete. In each sport, general physical exercises are selected so that they are compatible with the chosen sport. I strongly advise against using a large number of special exercises, and even more so if they are of the same type. This is bad because the athlete's body gets used to them, and the effectiveness of training decreases. Now we understand that special exercises are based on general exercises, but they are interconnected.

Special physical training in kettlebell lifting is necessary for the development of physical qualities, hardening of human organs and systems, the growth of their capabilities, improving the endurance of the whole organism. It is connected with the process of training and preparation for competitive performances. The means of special training in kettlebell lifting are classical exercises and their elements, as well as special auxiliary exercises [Ahundov 2001].

Quite a strong motivation for the physical training of any athlete, regardless of the type of sport, are competitions. Therefore, I recommend adding different competitive components to the training process. For example – «estimates». At the same time, it is necessary to understand that these elements must correspond to the tasks set during the training. This gives the athlete of a particular sport to improve his psychological training and strengthen his moral and volitional qualities. These improvements allow the kettlebell to prepare for any competition. Many weightlifters prefer different training methods. They depend on the goals and objectives of the training, as well as on the capabilities of the person. According to the definition of the theory of physical education, the main methods of strength education are: the method of maximum effort; the method of repeated efforts; isometric stress method.

Specialized physical training differs from the general one in that it uses a large number of exercises for the development of all muscle groups, and in the first case,

exercises are selected in which the structure is similar to the exercise performed at competitions. Also, for general physical training, the training time and its volume are very important, and for special physical training, the right combination of volume and intensity is a significant advantage. This can be proved by the following example: at the initial stage of the development of special endurance, a kettlebell can be jerked with a light weight for five or ten minutes, and at the same time changing hands. At the second stage, it is permissible to increase the weight of the kettlebell, which means an increase in the intensity of training. During the continuation of classes, the kettlebell, increasing his training experience, does not cease to maintain the intensity of training. After some time, when the desired level is reached, he has a decline in this level, and the intensity, on the contrary, increases. The change in the ratio of volume and intensity leads to the habituation of the body to loads and contributes to an increase in the level of special endurance [Gorbov 2005].

As they say in the scientific and methodological literature: if you strengthen the muscle fibers of the back and abdominal muscles so well in advance, then training will not have a bad effect on the process of development and formation of the skeletal skeleton of a teenager. At the initial stage of training, there should be no heavy loads: the weight of the projectile and the time of performing exercises are strictly minimal. At the same time, at the time of performing these actions, athletes should do exercises that do not load the spine and give it a rest. The same non-tricky system should be used for the lower extremities. Alternatively, after heavy exercises in an upright position, you can proceed to performing exercises lying down – bench press, from the chest or from behind the head, there is no big difference in this plan. Such moments can be done between sets when the athlete is resting and it is desirable to do so at the end of training. When an athlete makes jerky swings with different amplitude and intensity for a long time, he strengthens the muscles of the back and arms. Such exercises have a good effect on the development of the cardiovascular and respiratory systems. Running is very similar in type of load to jerk exercises. It is necessary to run at an average pace of about half an hour. A directly diverse and long load with a low intensity is considered the most effective and used for the adequate development of organs and systems of a young adolescent's body [Zheleznyak 2008].

Many treat early-stage flat feet and other ailments using a kettlebell as a projectile. This exercise is done as follows – a person takes a kettlebell, since it is more convenient to hold it than a barbell disc and stands on his toes, then falls back on his foot. When an athlete pushes two kettlebells and holds them at the top for fixation, his breathing becomes difficult, intra-abdominal and intra-thoracic pressure increases for quite a long time. To make it easier to bear such loads, it is necessary to strengthen the respiratory system and the muscles of the press. To strengthen the whole thing, exercises such as: lifting the legs up from the prone position, vertical lifting of the legs in the hang on the crossbar, and so on are used. If the abdominal muscles are well developed, then the probability of a hernia is significantly reduced and the organs are located correctly, and this is very important for their work and development. Age-related periodization also occurs in the cardiovascular system. When examined by a

sports doctor, adolescents often find heart murmurs or increased blood pressure. Not in all cases, this is the result of sports. Most often, such deviations in adolescents are the result of a transitional age, because as we know, organs develop and grow faster than the human body. I believe that in such a period it is not necessary to quit sports or physical education, but to reduce the level of load. I believe that long-term training with a low load will only benefit in terms of the development and strengthening of the body and all its systems [Vinogradov 2009].

The nervous system in adolescence increases with increased excitability. This type of reaction unpredictably can either increase the performance of a young athlete or vice versa decrease. The peak of hormonal activity in the adolescent body leads to a greater expenditure of energy and a greater flexibility of the nervous system. The flexible nervous system promotes rapid memorization of new types of exercises. All these points should be taken into account when building training sessions. It happens that certain muscles develop unevenly in the undergrowth. One muscle group may be characterized by increased strength, and the other, on the contrary, by weakness. In this case, it is worth aligning the muscle groups with exercises. A young athlete should not often do exercises on the same muscle group. This can lead to overstrain of immature tissues of the body, micro-injuries appear, which may not lead to the most pleasant outcome of events – it may even be a violation in the musculoskeletal system. Therefore, a teenager needs a variety of exercises, and the types of loads, with their own weight or with weights, alternate with each other [Kurys' 2004].

Puberty is a very important moment for both the teenager and his coach. During this period, there is a strong restructuring of the body, which consumes a lot of energy. To all this are added classes at school, questions of self-expression and one's own place in society. All this puts pressure on the young athlete. It is a difficult task for the coach, because in this case the load should be selected strictly individually for each teenager. In my opinion, the optimal training plan is a long and varied session with moderate weights and intensity.

There are cases of premature puberty. This process leads to accelerated development. Rapid athletic growth in a child during this period is absolutely normal. I personally recommend not to force the load. Unfortunately, it often happens that after a rapid increase in the result of such adolescents, progress stops at some point. Such moments should be taken into account when building a one-year training plan, at all its stages. If a long stagnation of the result is detected, the training structure will have to be changed almost completely. Versatile physical development, compliance with the principles and methods of physical qualities education, strict consideration of age and individual characteristics of young men, compliance with loads, proper nutrition and rest – all this is a very important condition for physical improvement and strengthening the health of a young athlete, achieving high sports results.

After rereading a large amount of literature on the topic of sports development, I have identified the following: kettlebells are a fairly common equipment for training not only kettlebells, but also a large number of other athletes. You can practice kettlebell lifting almost everywhere: at home, in the gym, on the

street. To train, you need to have sports clothes, a little space and the projectile itself. Kettlebells are sold in almost all sports stores, they can be ordered online. Both in the first case and in the second, kettlebells are sold in different weights from 4 to 40 kilograms. Kettlebell lifting develops physical strength and endurance well, as well as helps to get rid of excess weight. The popularity of this sport is growing every year. Children, adults, the elderly – there is no age limit for kettlebells. There are no restrictions on gender as well – boys and girls can freely do kettlebell lifting. It is possible to distinguish the main features of training with a kettlebell: 1. Loads the muscles, the heart, all this happens at the same time. 2. Combines cardio and strength work. 3. Increases endurance durability. 4. Uniformly forms all the muscles of a person, that is, it does not lead to any pronounced muscle mass in certain parts of the body. 5. Helps to increase results in running. 6. Allows you to remove tightness in the hip joints, makes overall mobility better. 7. Suitable for the development of general physical fitness for other sports.

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SPECIAL PHYSICAL TRAINING OF KICKBOXERS

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The article emphasizes that kickboxing is considered as a type of motor activity and a means of improving a variety of physical qualities of a person: speed, strength, endurance, flexibility, coordination abilities. Kickboxing is an extremely spectacular sport. Movements in kickboxing are performed with variable intensity, are of a speed-force nature. The specific features of kickboxing – contact with a partner through shock movements – contribute to the improvement of a number of physical and mental qualities of an athlete. With properly constructed classes, all physical qualities, hard work and determination develop, self-confidence increases and, in general, kickboxing gives a significant healing effect.

Key words: *kickboxing, physical qualities, physical training, general physical training, special physical training.*

Kickboxing is one of the directions of development of percussive martial arts. It arose as an attempt to compare the level of achievements of representatives of various styles of karate, classical boxing, taekwondo, wushu, Thai boxing, etc. within the framework of the new rules characterizing this martial art.

Modern kickboxing is a highly technical form of martial arts, which harmoniously combines such physical qualities as dexterity, strength, flexibility, speed, endurance, as they develop, which the kickboxer learns to deliver powerful, crushing blows, as well as defend against them. Kickboxing is becoming an ever faster sport. In our country, kickboxing is developing along the path of improving effective technical actions, the comprehensive development of skillful outplaying tactics and versatile physical training. Therefore, versatile physical training, carried out taking into account the characteristics of those involved, is the basis in the process of sports improvement of kickboxers of any level and is of equal importance with technical and tactical training.

The direction of special physical training in the practice of kickboxing is closely related to the technical and tactical variety of combat techniques performed with different amplitude, different speed and strength, from the most unusual positions. In this regard, special physical training solves the problems of development in the widest range of those physical qualities that contribute to the most successful conduct of competitive fights. The material given below must be included in the classes of groups of all levels of training and throughout all years of training, dosing, however, the volume and intensity of the exercises used, depending on the state of fitness and the level of technical and tactical preparedness of the trainees.

Strength exercises. The use of exercises for the development of the kickboxer's special strength should be subject to the general principles of its development, which provide for long-term work with a small load, work to fatigue with loads of medium size, and short-term work with submaximal and maximum weights.

«Exercises for the development of speed. The given exercises contribute not only to the development of a special speed of strikes and movements, but also solve the problem of combating the possible formation of a speed barrier in those involved» [Nikiforov 1987: 53]. Short distance running. Long jump from a place, from a run.

«Exercises for the development of endurance. The development of special endurance of kickboxers is based on general physical training exercises. The most effective movements are sports that are similar in structure to kickboxing.

Athletics: throwing, pushing, various types of running; weightlifting, swimming, cycling.

Among sports games, the most acceptable are basketball, rugby, and the directed development of endurance provides for bringing the game time to 1.5 hours or more» [Nikiforov 1987: 54].

Performing stay-steps; performing defensive movements are exercises with a partner.

Exercises for the development of dexterity. The development of agility in kickboxers can go both when working on special equipment, and when working in tandem with a partner.

Flexibility exercises. The development of special flexibility of kickboxers is facilitated by both general and special training exercises. Their use is designed to ensure the mobility of the spinal column, the joint while strengthening the muscular-ligamentous apparatus. This is facilitated by the performance of movements with a large amplitude and the use of additional loads and resistances from the means of general physical training. The main means of developing special flexibility are exercises in inclinations, deviations, slopes, "dives", performed both single and series of blows.

The successful solution of the tasks of kickboxers' sports training involves competent planning of training work based on regulatory and methodological requirements and patterns of formation of athletes' sportsmanship.

Physical training is a pedagogical «process aimed at the education of physical qualities and the development of functional capabilities that create favorable conditions for the improvement of all aspects of training» [Arefev 2011: 34]. It is divided into general and special.

The general physical training of kickboxing students should be aimed at achieving good health, harmonious development, and is the basis for successful mastering of training materials. This also determines the features of general physical fitness. One of them is the use of a wide variety of motor activity options: general developmental exercises, sports games, gymnastics and acrobatics, swimming, outdoor games, skiing, etc. It is a variety of motor activity that gives harmonious development, strengthens health, creates prerequisites for high results in the future. This diversity should not be neglected in any case [Arefev 2011, Volkov 2008].

It is very important for novice kickboxers to compete in other sports. Accordingly, they become quite sophisticated in the trials. At the same time, it is necessary, and this is a very favorable moment, to perceive the attitude to actively overcome difficulties in various kinds of obstacles.

Special physical training in kickboxing training should be aimed at fostering physical qualities specific to kickboxing. Here we mean exercises that, by the nature of neuromuscular efforts and coordination, correspond to the basic fighting actions of a kickboxer. These exercises are used in parallel with mastering the technique and tactics of this sport. A special place among them is occupied by swing movements with legs, exercises on shells, with stuffed and tennis balls, with a rope. The main task here is to give students as much complete material as possible related to the use of special exercises for training in kickboxing, to educate them in this sense and create conditions for independent and creative work in this direction [Volkov 2008, Nikiforov 1987].

«Special physical training includes exercises in coordination of movements during strikes and defenses, in movement, game exercises, shadow fighting, exercises on special kickboxing shells (bag, pears, rubber ball, paws, etc.) and special exercises with a partner. In the year-round training of a kickboxer, the types of physical training should be combined with each other in such a way that when special physical training is included, general physical training remains (to a lesser extent)» [Holodov 2008: 76].

«There are almost none exercises among the specially preparatory exercises in kickboxing, that would have only one purpose: each exercise has a main focus, but at the same time contributes to the development of a number of other qualities» [Filimonov 2000: 56]. For example, exercises in hitting the bag develop the speed and force of impact, while prolonged and frequent striking contributes to the development of special endurance. The other exercise is throwing a stuffed ball at a certain pace develops not only coordination and accuracy, but also muscle feeling in throws over a certain distance, endurance, etc.

Exercises of a specially preparatory nature may occupy part of the lesson, but sometimes they are given the whole lesson. When using the means of general and special physical training, you should not give heavy loads, hurry to copy the mode of operation of champions. It must be remembered that at the initial stages of preparation, an increase in the level of development of the qualities of an athlete can be achieved through a wide variety of means, methods, forms of training, loads. Previously, the use of strict training regimes may lead to a narrowing of the possibilities of educating these qualities in the future, limiting the growth of sports achievements.

When carrying out general and special physical training in this period, exercises with a pronounced focus on endurance, strength, etc., i.e. of a selective nature, should not be given.

In the first part of the lesson, exercises are given to develop coordination abilities, speed and flexibility. In the second half of the lesson – exercises on shells, special exercises for the development of strength capabilities, mobile and sports games, smooth running. Various kinds of standards can serve as a guideline when conducting classes on general and special physical training.

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PSYCHOPHYSIOLOGICAL FEATURES AFFECTING THE IMPROVEMENT OF THE PHYSICAL QUALITIES OF HIGHLY QUALIFIED ATHLETES ENGAGED IN HAND FIGHTING

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This article determines the degree of influence of volitional processes on the improvement of physical qualities. Also, the predisposition of the characters of the subjects to successful participation in competitive activities is revealed. The substantiation of the importance of educating moral-volitional and special mental properties in the preparation of students involved in hand-to-hand combat at all stages of their improvement is given.

The specificity of the training process of athletes involved in hand-to-hand combat, as well as martial arts in general, is closely related to maintaining a high level of physical fitness. The coaching staff pays great attention to the complex improvement of the physical qualities of highly qualified athletes, since success or failure in competitive activity largely depends on them. In order to use all the resources that affect this process, it is necessary to take into account the smallest details in the preparation methodology. In this regard, we will try to determine the degree of influence of moral and volitional processes on the improvement of the physical qualities of the contingent in question. Let's consider the process of educating moral-volitional and special mental properties in the preparation of students involved in hand-to-hand combat at all stages of their improvement.

The main starting point is characterized by the task of determining the level of formation of the volitional process and its relationship with the improvement of physical qualities, in addition, there is the question of identifying the characteristics of the nature of the study participants that affect successful participation in competitions. In this regard, the study was conducted in comparison with students who have a clear predisposition to engage in martial arts, who have a high sports qualification.

This study involved an experimental group of students (25 people) and a group of athletes involved in hand-to-hand combat with high qualifications (14 people).

Organization of a study aimed at the volitional qualities of highly qualified students and athletes for comparative characteristics and analysis of the data obtained, various methods were used, such as: the Cattell test, the Minnesota Multilateral Personality Test (MMPI), the self-relationship research method (MIS), the short orientation test (COT) and etc. The personality of a hand-to-hand athlete, who shows high results, is characterized by the ability to adapt to any situation, including the maximum physical load.

In order to make an analytical comparison of the typology of the nervous system of students and athletes, let's turn to Table No. 1, which examines the typological features of athletes with different fighting styles. (Table 1 is compiled according to individual questionnaires for identifying physical and volitional qualities that determine the preference for the style of conducting a sports duel).

Table 1 – Typological features (number of persons in%) with different fighting styles

Typological features	Fighting style	
	attacking	counterattacking
The strength of the nervous system to excite: high average low	32,1 - 67,9	- 27,3 72,7

External balance: excitation equilibrium braking	- 32,1 67,9	13,3 58,1 27,6
Internal balance: excitation equilibrium braking	32,1 67,9 -	12,2 43,9 43,9
excitation mobility	50	84,7
Excitation inertia	50	15,3
Mobility deceleration	100	84,7
Braking inertia	0	15,3

It should be noted that the division of athletes by fighting style (attacking and counterattacking) is very conditional, since everything depends not only on their preferences, but also on the enemy, his physical, technical, tactical readiness. We must not forget about the anthropometric indicators of the opponents, which can significantly affect the choice of tactics of the fight. Also, experienced athletes can often change the style of fighting during one sparring. However, in this sense, there are certain preferences, which are more realized in fights, which we tried to take into account. So, highly qualified athletes were divided into approximately two equal parts according to their preferences in fighting styles.

The attacking style is characterized by high (32.1 %) and low (67.9 %) strength of the nervous system in terms of excitation; inhibition (67.9 %) and balance (32.1 %) predominate in the external balance of the emotional-motivational level. The internal balance of nervous processes is characterized by balance (67.9 %), excitation – the rest (32.1 %).

The counterattacking style is characterized by low (72.7 %) and medium (27.3 %) strength of the nervous system in terms of excitation, the external balance of the emotional-motivational level includes poise (58.1 %), inhibition (27.6 %), excitation (13.3 %). Balance (43.9 %) and inhibition (43.9%) prevail in the internal balance of nervous processes, the rest (12.2 %) – excitation.

Despite a detailed consideration of the features of the nervous system in the context of stylistic differences in the conduct of a duel among highly qualified athletes, for a more general picture of the comparative characteristics of the students of the experimental group and athletes, we had to combine the athletes into a common group.

Volitional processes of the nervous system can influence such a diverse and specific physical quality as speed, which is important for many athletes. Thus, the time has come to consider one more comparative characteristic related to the psychophysiological features of the volitional qualities of students and hand-to-hand athletes. Its content is based on individual indicators of the tenning test, which characterizes the strength and maximum frequency of the nervous system (maximum frequency of movements in 30 seconds). These individual data formed the basis of the summary table 2.

Table 2 – Pivot table maximum frequency and strength of the nervous system in students and highly skilled athletes

Indicators Group surveyed	30 c.	5 c.	Curve type			Strength of the nervous system			The degree of strength of the nervous system
			+	=	-	+	=	-	
Surveyed students	185,8	30,96	8,3	37,5	54,1	8,3	37,5	54,1	-6,96
Athletes of high qualification	199,3	33,21	15,3	15,3	69,4	15,3	15,9	69,4	-9,13

Comparing the obtained data on the degree of strength of the nervous system, and it was 6.96 units for the examined students, 9.13 units for highly qualified athletes, we can say that the improvement of all kinds of qualities of a strong-willed character depends not only on certain physical data, but and the type of temperament inherent genetically in every person. And here it is necessary to compare the surveyed students and athletes based on the analysis of individual maps that determine the relationship between temperament and volitional characteristics. After processing these maps, we compiled a summary table 3, which reflects in % the types of temperament among students in the group and highly qualified athletes.

Table 3 – Experimental group and a group of highly qualified athletes examined by temperament types

Temperament type	Number of persons	Control group	Number of persons	Highly qualified athletes, %
Choleric	3	12,5	4	23,1
Sanguine	17	66,7	9	69,3
Phlegmatic person	3	12,5	1	7,69
Melancholic	2	8,3	-	-

Based on the analysis of the data in Table 3, we conclude that it is possible to conduct fights in combat mode in groups (choleric, sanguine), as well as phlegmatic: 12.5 % – students and 7.69 % – athletes predisposed to hand-to-hand combat, but showing volitional qualities to a small extent.

There were no melancholics among the athletes, although 8.3 % of the students represented this contingent, which is the group undisposed to hand-to-hand combat.

It is also impossible not to mention a very informative comparative characteristic – reactions to a moving object (RDO), which were obtained in the course of the study (Table 4).

Table 4 – Comparative characteristics of indicators of quality and accuracy of RDO among highly qualified athletes and students

Показатель		RDO accuracy			RDO quality (%)								
Group examined		300 ms	500 ms	800 ms	300 ms			500 ms			800 ms		
	n				+	=	-	+	=	-	+	=	-
Students	24	57,45	78,2	100,35	24,9	7,82	67,2	50,3	2,4	46,1	51,5	2,4	46
Highly qualified athletes	13	66,4	67	74	20,6	3,7	75,3	35,6	6,8	57,5	30,7	5,3	62

Working with students of the experimental group and having reliable characteristics of the qualities of the psyche, physiological characteristics, however, we encountered difficulties and mistakes in the learning process, which gave impetus to the development of an arsenal of techniques and means to overcome them.

Based on the worked out and analyzed material, practical recommendations were formulated to overcome the difficulties that arose in the process of teaching the studied student population (Table 5).

Table 5 – Practical recommendations

Description of the error and difficulty	Ways to overcome
Indecisiveness when performing technical actions	Implementation of control (insurance during the development of complex elements), assistance, use of auxiliary equipment (protective equipment)
Stiffness of movements	Reducing the complexity of the task, changing the overall target orientation on the quality of its implementation
Low emotional tone, apathy	Increasing the variability of training sessions, working out various situations
Lack of effective self-control	Specification of goals and objectives in the process of performing motor actions
Reluctance to exercise	Organization of clarification, suggestion, persuasion, influence by example, showing, clarifying the idea of movement, self-hypnosis, tuning techniques, autogenic training: psychoregulatory training, methods of psychohygiene

The key to the successful improvement of physical qualities in the training process is not only the accurate perception of objects, but also operational-thinking activity, which provides an analysis of the situation, the choice and implementation of the necessary solution: response, probable forecasting, observation and attention.

Thus, the data obtained as a result of the study confirm the need to focus the training process not only on improving physical qualities, but also on the moral and psychological practice of sports activities.

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SOME CHANGES IN THE PHYSICAL FITNESS OF ATHLETES IN IMPACT MARTIAL ARTS

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The article reveals the main theoretical and methodological foundations for increasing the effectiveness of physical training in hand-to-hand combat. The study of self-defense techniques is available to everyone, regardless of age and level of

physical fitness. The specificity of the speed-strength training of athletes is described.

Key words: *hand-to-hand combat, young athletes, physical training, physical qualities, self-defense techniques, physical training of athletes.*

In modern society, doing any kind of sport, especially martial arts, forms not only physical qualities, but also skills that can bring success in hand-to-hand combat, the ability to navigate in a difficult environment and make an instant decision. Life has proven that anyone can master the techniques of self-defense, but this requires certain conditions, desire and understanding that it is impossible to do this in one day, month or even a year.

Thus, the study of self-defense techniques is available to everyone, regardless of age and level of physical fitness. These classes allow trainees to be in good physical shape at any age, as well as improve their skills.

G.A. Burtsev emphasizes that: «hand-to-hand combat exists as long as humanity exists. Sources that have come down to us testify to the existence of separate methods of defense and attack in the distant past. Drawings depicting wrestling were found on one ancient Egyptian pyramid, and in ancient Greece, pankration, which is a combination of fisticuffs and wrestling, was introduced into the program of the Olympic Games» [Burtsev 1994: 3].

As rightly pointed out by V.I. Filimonov, R.A. Nigmedzyanov, modern hand-to-hand combat performs «the following main tasks: it improves health, promotes physical development, serves as an effective means of self-defense, and, if desired, can contribute to sports improvement» [Filimonov 1999: 17].

S.M. Choi points out that: «the process of training in martial arts is a complex multifactorial system of using a variety of means and methods aimed at developing a fighter in order to prepare him for action in a duel with one or more opponents» [Choi 2003: 4].

At the same time, in the hand-to-hand combat literature analyzed by us, there are no studies that study the features of the development of physical fitness in fighters engaged in hand-to-hand combat. But at the present stage of development of hand-to-hand combat, this problem is significant and relevant.

The purpose of the work was to improve the efficiency of physical training of athletes aged 30-35, engaged in hand-to-hand combat in the club «C-4».

Object of study: The process of physical training of athletes involved in hand-to-hand combat.

The subject of the study was the method of physical fitness of hand-to-hand fighters aged 30-35, who are engaged in the club «C-4» in Petrovavlovsk-Kamchatsky.

The study of changes in the indicators of physical fitness of hand-to-hand fighters involved in the club «C-4» was like several interrelated stages:

The first stage (January 2019 – August 2019) recruitment of a group in the city of Petropavlovsk-Kamchatsky (Kamchatsky Territory) and organization of the educational and training process on the basis of MBOU Secondary School No. 34 in Petropavlovsk Kamchatsky, Kamchatsky Territory.

The second stage (September 2019 – May 2020) is the first organization of experimental work and a training process with a group of hand-to-hand fighters aged 30-35 years in the amount of 16 people involved in the club «C-4». At the beginning (09.02.2019) and at the end (05.20.2020) of the training process, the initial and control testing of athletes was carried out.

The third stage (June 2020 – August 2020) of the training process was carried out, but its visits by hand-to-hand fighters in the club «C-4» were not obligatory due to the different duration of holidays for students.

The fourth stage (September 2020 – May 2021) the second organization of experimental work and the training process with a group of melee 30-35 years old in the amount of 16 people involved in the club «C-4». At the beginning (04.09.2020) and at the end (29.05.2021) of the training process, control and final testing of hand-to-hand athletes was carried out.

The fifth stage (June 2021 – February 2022) processing the indicators of hand-to-hand athletes involved in the club «C-4» in Petropavlovk-Kamchatsky, obtained during the experimental work from 09/02/2019 to 05/29/2021 Preparation of the text two articles on the problem of research, design and defense of the work on the topic: «Methods of physical training of hand-to-hand fighters 30-35 years old (on the example of the club «C-4», Petropalovk-Kamchatsky)».

A feature of the organization of the training process in the group was:

1. Use of a system of preparatory and general developmental exercises, sufficient warming up of the body of an athlete engaged in hand-to-hand combat.

2. Mandatory preservation of the order and stages of mastering new techniques of hand-to-hand combat – from simple strikes of blocks or defenses – to complex reactions of choice and counterattacks.

3. An important feature of the organization of a rational training process is the optimal calculation of the duration of the training process, in which both muscular and mental overwork of athletes who are engaged in hand-to-hand combat should not appear.

4. Accurate accounting of the technical, physical and tactical capabilities and abilities of hand-to-hand athletes, in order to develop an individual methodology for working with successful athletes.

5. A significant component of the training process is its maximum diversity based on the fulfillment of the main goals and objectives, in order to eliminate overtraining of hand-to-hand fighters, eliminate monotony, boredom and fatigue.

6. In effective training, the intensity of training should be constantly in dynamics and its maximum values should be constantly interspersed with rest breaks sufficient to restore the functional performance of those involved in hand-to-hand combat.

7. As a leading factor in the organization of the training process in hand-to-hand combat is the regularity and consistency of training, as well as the use of weights and the method of complicated conditions to improve technical and tactical readiness.

The results of the pedagogical experiment (09.02.2019 – 05.29.2021), conducted on melee 30-35 years old club "C-4" (Petropavlovsk-Kamchatsky), are presented in the table 1.

Table 1 – Changes in indicators of physical readiness of hand-to-hand fighters aged 30-35, involved in the club «C-4» in the course of a pedagogical experiment

№		The results of testing the melee club «C-4»			
		02.09.2019	30.05.2020	04.09.2020	29.05.2021
1.	Running 100 m	13,22	13,10	13,18	13,02
2.	Pulling up	15,8	16,6	16,1	17,9
3.	Bringing the legs to the crossbar	16,8	17,4	17,2	19,4
4.	Bench press with own weight	10,9	11,8	11,5	14,1
5.	Pushing up	46,8	47,9	47,6	50,5

From the data obtained in the course of the pedagogical experiment from 09/02/2019 to 05/29/2021, with hand-to-hand fighters aged 30-35, engaged in the club «C-4» in Petropavlovsk-Kamchatsky, presented in Figure 3.1. It follows that by the end of the experiment, the average performance at a distance of 100 m improved by 0.20 seconds, the average performance of pull-ups improved by 2.1 times, the performance of bringing the legs to the crossbar increased by 2.8 lifts, the performance of the bench press with its own weight improved by 3.2 reps, and the number of flexion and extension of the arms in the prone position from the floor increased by 3.7 push-ups.

Processing the results of the study using the methods of mathematical statistics showed that the largest increase was detected in the test «bench press with its own weight».

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SOME METHODS OF PREPARATION OF STUDENT TEAMS IN BEACH VOLLEYBALL

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This article reveals the main ideas about the methods of training student teams in beach volleyball. Special attention is paid to the technical training of beach volleyball players. The object of the study were college-age athletes.

Key words: training process, sport, methodology, beach volleyball, exercises, volleyball-players, competitions.

Beach volleyball was included among the Olympic sports at the 1996 Olympic Summer Games in Atlanta. In our country, beach volleyball as an independent sport began to develop several years ago. Since 1993, Russian championships, regional championships, and tournaments have been held regularly. The strongest Russian beach volleyball masters regularly participate in international competitions and have achieved some success: in 1996 and 1998, three teams (two men's and one women's) made their way to the final part of the European Championships, in 1997. boys and girls won the European Junior Championship, men won the Challenger tournament, at some stages of the world series our volleyball players took 5-7 places out of 60-70 participating teams, and in 2021 they became Olympic silver medalists [Kostyukov 2005].

Having studied the scientific and methodological literature on this problem, we found that volleyball players «participating in various competitions in classical volleyball, such as (the championship of Russia, the Central Federal District, the championship and cup of the city and region, university, etc.), take part in beach volleyball competitions» [Ajrapetyanc 1991: 28]. The preparation for beach volleyball can be carried out only during the transition period. It should be noted that in Russia, the bulk of qualified volleyball players participating in the stages of the national series and regional beach volleyball tournaments belong to this category.

The training sessions of the national team of the National Research University «BelSU» were held 4 times a week for 2 hours. The developed technique was

introduced into the training process of the experimental group 3 times a week. The duration of the experiment was 4 months.

The main purpose of the used technique is to increase the effectiveness of the training of beach volleyball players. The technique involves a set of special exercises that can be used during the competitive period in classical volleyball. This will have a positive effect not only on the result of competitive activity, but also will bring variety to the training process. Exercises can be included both in the main part of the workout and in the final part.

The developed method is designed for 4 months. The developed methodology includes a set of special exercises: to improve the physical qualities and techniques of volleyball.

Exercises aimed at developing physical qualities are:

1. The exercise is performed for 5 minutes without stopping. The first player from his toss performs an attack (roll) into a partner (the second player) handles the ball in defense and performs a pass for a kick; after the attack, the first player pulls away from the net and completes the attacking action.

2. Within 3 minutes, the defender performs finishing from the attacking player, who is on the opposite side of the court and performs an attack through the net from the bench (5 minutes and there is a change of players).

3. The exercise is performed for 5 minutes without stopping. The first player passes to the partner and moves towards the partner; the second player passes forward from himself by 1.5 meters, moves and takes the starting position of the first; the first knocks the ball over himself, turns 180 degrees, passes the second forward from himself, takes the starting position of the second.

4. «The first player throws a stuffed ball (2kg) through the net by imitating an offensive strike to the second player, the second player catches the ball in a defensive stance and returns the ball to his partner» [Ajrapetyanc 1991: 34].

5. Then the first player performs an imitation of the block, after landing makes acceleration into the defense zone, the second player performs an attacking action through the net into the first player.

6. The second and third players perform an attack on each other after passing the first player; the first player performs a transfer to strike partners.

7. One player hits the ball with the ball to the second player, the first must have time to throw the ball into the hands of the second until the batted ball reaches the first player.

8. Three players participate in the exercise. The first and second players perform transfers only to the central player – the third; the third performs a transfer for the head, turns 180 degrees and again performs a transfer for the head.

9. After completing the transfer to one of the partners, it is necessary to have time to swap places with the player to whom this transfer was not addressed.

10. The first player, having completed the transfer to the second player, moves and performs the transfer to the third player and then returns to the starting position opposite the second player; the second and third players perform the transfer to the first player and, having received the ball from him, perform the transfer over themselves [Belyaev 2007].

Exercises aimed at improving attacking actions in beach volleyball are:

1. The player performs an attack through the net from his transfer to the zone of the defender on the opposite side. The attacking player moves to the open area of the court and chooses a place to play defense.

2. The first player performs an attack through the net from his throw into the zone of the defender (the second player), who is on the opposite side. After the attack, the first takes a place on the side of the second. The second player handles the kick in defense and moves to the net to complete the attacking actions. The first player provides the second player with a pass to strike. The second player completes the attack.

3. The first player directs the ball to the partner at the net; the player (second) at the net, he performs an attack on his partner and turns 360 degrees; after hitting the ball, the first one turns 360 degrees, chooses a place to attack and attacks.

4. The players alternately perform the ball over themselves with a subsequent attack on the partner.

5. The players alternately attack each other; after the attack, the player must have time to move and take the starting position to handle the ball in defense.

Exercises aimed at improving defensive actions in beach volleyball

1. The first player throws balls alternately to the left and to the right from his partner; the second gets the balls in the fall.

2. The first player strikes at the partner; at the moment of the ball's approach after playing in the defense of the second player, the first player throws the second ball to the second player and catches the first ball; the first performs an attack on the partner with the ball that was hit by the second player; the second player defends, moves and knocks the ball to the partner and then returns to his original position.

3. The first and second players knock each other two balls at the same time.

4. The first player performs an attack on the second player and then performs a transfer to the third player; also the third player; the second player defends himself alternately from the first and second player, after each defensive action he turns 180 degrees.

5. The first player performs defensive actions in the field; the second player passes a shot through the net to the third player; the third performs a shot at the first player.

Exercises aimed at improving the pitch in beach volleyball are:

1. The first player serves, enters the field to play defense; the second player performs a submission reception convenient for attacking his partner; the first player goes to the net to make a pass and at the last moment performs a shot at the third player.

2. Two players alternately serve to the third player after performing a push-up and a back somersault.

3. A series of feeds to a given zone.

4. Working out of serves (planning submission, submission in a jump).

Exercises aimed at improving the reception of submission are:

1. Receiving a pitch - a kick - a throw for a rebound from a block - a kick from the other half of your court.

2. The first player performs a close serve, the second player on the opposite side from the front line handles the ball in reception.

3. The same thing, only the first player delivers a pitch to the ninth meter, and the second player is at the net.

4. The mesh is covered with fabric. The receiving player must handle the ball in reception without seeing the serving player.

Exercises aimed at improving blocking are:

1. The first player performs a jump on the block; after the first player lands, the second player performs an attack on the partner; the first knocks the ball over himself and performs a pass on the kick; the second completes the attack.

2. The first player performs an attack on the second player, then moves to the side of the second player, performs a kick pass to the second player, and returns to his side to play defense against the second player; the third player performs a pass to the first player, moves to the attack zone of the second player and performs a jump on the block; the second player handles the ball in defense and attacks the third player.

3. The partner performs 10 attacking strikes from his own throw. At the same time, each time he tells the blocking player the direction of his strike. The blocker begins his actions at a distance of 1 m from the grid.

4. The same thing, but the attacking player does not report the direction of the blow, but performs it strictly in the course of his run-up.

All exercises should be used in complex to get better results.

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UDC 81-11

ARTISTIC TEXTS STUDIED IN SECONDARY SCHOOL AS A SOURCE OF CULTURAL MATERIAL

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In this article, the author reveals the concept of the cultural approach, describes specifics and importance of its application in school educational process. The cultural material found in literary texts is considered. The analysis of some works studied in the 5th grade in literature lessons is given.

Key words: *literary text, 5th grade, literature, cultural approach, cultural material.*

The rapid changes taking place in the linguistic space of society cause the strengthening of the dominance of new approaches in the language education of schoolchildren. The increased impact of foreign languages on the Russian language is the cause of the problem of mastering one's own language. Thus, in linguodidactics, the cultural question arises acutely, according to which the assimilation of the cultural values available in the language is one of the main directions of the teacher's work at school.

As L.A. Khodyakova notes, the cultural approach should be considered «the assimilation of students in the process of learning the language of life, the experience of the people, their culture and the spiritual and aesthetic impact on the thoughts, feelings, behavior, actions of students» [Khodyakova 2012: 164].

The cultural approach determines the accumulation of students' concepts of native culture reflected in the language. The subsequent comprehension of the acquired knowledge allows you to get into the culture, the peculiarities of the language, to determine how the language reflects the value-semantic orientations and professional living conditions of people. As Yu.A. Belchikov notes, the cultural approach in teaching helps the student's personality to understand his place in culture, to make an independent analysis of cultural components in the language, to compare different cultures [Belchikov 2012: 115].

The implementation of the cultural approach in the educational process is carried out on the basis of:

- purposeful formation of schoolchildren's ideas about their native language as the spiritual value of the people;

-    the use of the whole variety of linguistic material reflecting the historical stages of the development of the people;

-    expansion of a certain cultural background through the use in the work of material about folk crafts of various regions of the country, local and large-scale historical events, and so on;

-    organization of a certain cultural work based on the materials of fiction from educational books [Voiteleva 2007: 64].

Thus, cultural material is most fully revealed in the process of language education. This, according to T.V. Yakovleva and V.V. Demicheva, is due to the fact that language is a certain form of social memory [Yakovleva 2004: 112]. Cultural material is concentrated mainly in literary texts studied by schoolchildren in a literature lesson.

Let's consider the cultural material found in literary texts. As a rule, works for each age of students are selected based on the principle of accessibility, that is, students can master the reading and understanding of the work itself and the cultural studies material contained in it. The main carriers of culture are outdated words that call body parts (*ochi 'eyes', usta 'mouth', perst 'finger'*), houses and household items (*khoromy 'mansion', terem 'tower house, kaftan 'a kind of male dress'*).

Special attention should be paid to phraseological units, proverbs, sayings [Klyueva 2009: 26]. So, this cultural material is studied by schoolchildren in order to reveal the inner form of phraseology. The study of such stable expressions as *bit' baklushi* – 'do nothing', *ne bylo ni grosha, da vdrug altyn (literally: there was not a single grosh (a small coin), but suddenly altyn came, i.e. threefold more)* – 'about sudden gift, income or raise', *sjest' pud soli (literally: to eat 16 kg of salt)* – 'to know each other very well' etc. allow us to determine which historical period this expression belongs to, which professions were common at that time, which monetary relations were habitual, which values were important to people.

Proverbs and sayings contribute to the study by pupils of a certain lexical stock, including historicisms, lexical archaisms and dialectisms. In proverbs and sayings there are various groups of historicisms, names of ancient measurements of weight and length (*funt 'pound', zolotnik 'a golden coin'*), names of historical events (*zemshchina 'a part of state in Ivan IV's time'*). The proverbs and sayings contain extensive material with archaisms denoting the old names of Cyrillic letters *(az, buki, vedi)*, abstract concepts *(likho 'trouble')*. Archaic verbs (*vzirat 'to gaze'*) are frequent in the composition of proverbs. In addition to historicisms and lexical archaisms, the meaning of proverbs is often "obscured" by dialectisms included in their composition *(kukan –* 'captivity', *kut –* 'corner', *yushka –* 'soupr').

Cultural significance is also the description in folk and author's works of traditions and rituals inherent in a particular people. Fairy tales, ballads, short stories and other works describe traditions and rituals in order to convey to the reader concepts about the value attitude of people to higher powers (epiphany divination), the peculiarities of religion, the specifics and conditions of work and life (rituals for a good harvest, wedding ceremonies).

In V.Ya. Korovina's textbook on literature for the 5th grade, both folk works and works with authors are studied [Korovina 2005: 60]. Analyzing the work of

I.A. Krylov, we note that the fable «Wolf in the kennel» presented in the textbook contains such outdated words: the names of rooms for animals *(ovcharnya 'sheepfold', psarnya 'kennel', khlev 'cowshed')*; professions *(psar 'dogman'* – a person who serves dogs in the kennel; *lovchiy 'hunter'* – a senior dogman); verbs *(raschestsya 'to be punished'; pochuyat 'to smell')*, household items *(dubye* – 'sticks, clubs'). In this fable there is a phrase *to take off the skin*, which means 'to kill'. The fable uses the allegorical expression *sed* (literally: grey) – 'old, smart, experienced', *wolf nature* – 'about someone secretive and deceitful'. The study of this fable will allow pupils to learn the living conditions of people, the peculiarities of the maintenance and purpose of animals for people in the past. Also, in this work, students can understand the specifics of the activities of some professions, as well as the attitude towards people (respect for those who are «*grey*», and therefore to the older generation).

The study of V.A. Zhukovsky's creativity in the 5th grade begins with the work «The Sleeping Princess». The author uses a large number of outdated words, proverbs, sayings in order to convey the atmosphere of the described time. So, such proverbs and sayings are used: *What can I say in a fairy tale, Or describe with a pen*; *A noble feast is given for the whole world*; *Spindle, do not be lazy, thin yarn, do not tear*; *A bird will not fly there, an animal will not run close.* In the text there are outdated words: denoting body parts (*lanity* – 'cheeks'), professional activity *(vityaz* – 'a knight', *vereteno* – 'a spindle, a device for making yarn'), time intervals (*dotole* – 'still'), room (*gornitsa* – 'a room'), etc. The work contains a description of the royal court, the way of life of the princess and ordinary workers, conveys the specifics of communication, the use of various words that are now considered obsolete.

In A.S. Pushkin's poem «At the Lukomorye...», which is an excerpt from the poem «Ruslan and Lyudmila», the following outdated words are presented: representing part of the terrain, relief (*lukomorye* – 'specifically curved seashore', *breg* – 'coast', *dol* – 'valley'), reflecting the peculiarities of military affairs (*vityaz* – 'knight', *plenyayet* – 'captivates', *temnitsa* – 'dungeon'), describing the beliefs of the people (*leshiy* – 'a forest creature', *videniye* – 'a ghost'), the attitude to greed (chakhnut *'to wither'* – in this context, to worry about their accumulations of gold).

In the fairy tale «About the Dead Princess and the Seven Bogatyrs», students get an idea of wedding customs, the custom of giving bread to wanderers, etc. In the fairy tale, archaisms are used (*velichat* – 'to praise', *zelenyya* – 'green', *lomlivaya* – 'stubborn', *molva* – 'rumors', *perst* – 'finger', *ochi* – 'eyes', *tuzhit* – 'to grieve', *chernitsa* – 'a maid doing dirty work') and historisms (*gornitsa* – 'upper room', *sennaya devushka* – 'a female servant', *polati* – 'a couch between the wall and the Russian stove, *terem* – 'a princely house'). Fairy tales of A.S. Pushkin, studied in the 5th grade, contain a large lexical layer that allows you to study and get the most complete concept of the culture of the people.

The work «Borodino» by M.Y. Lermontov allows getting an idea of the military affairs of the past. Thus, the analysis of the work made it possible to identify such historisms (professionalisms): *mundir* – 'upper military clothing'; *shtyk* – 'piercing weapon', *reduit* – 'field fortification'; *kartech* – 'buckshot'; *dragoon* – 'a soldier of a cavalry unit'; *lafet* – 'gun carriage'; *bivouac* – 'a rest camp for troops';

kiver – 'a shako'; *ulan* – 'a type of light cavalry'; *bulat* – 'steel of special strength'. The poem also contains outdated words: *plemya* – 'people'; *bogatyri* – 'heroes'; *dolya* – 'fate'; *khvat* – 'to grab'. This work describes with the help of outdated words the peculiarities of everyday life of the beginning of the XIX century, military equipment, the specifics of the relationship between people of that time.

Thus, the implementation of the cultural approach in education involves relying on the cultural material of the works of art presented in the course of «Literature». In addition to folk works, which are a reflection of the life of the people, many author's works also contain a wide cultural layer. So, in the works, archaisms, professionalism, proverbs, sayings are most often found.

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SOURCES OF PENETRATION OF PHRASEOLOGICAL UNITS IN MODERN ENGLISH MEDIA

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This article analyzes phraseological units in the texts of selected articles of modern English-language mass media: the definition of the chosen phraseological

unit is given, the context of the article in which this phraseological unit is used is explained, if necessary, a brief retelling of the content of the article is given, the exact or approximate origin of the considered idiomatic unit is established, the role that this idiomatic unit plays in the selected article is indicated based on the classification, it is indicated whether this expression has the character of a media virus.

Key words: *phraseological units, word usage, sphere of language, newsbreak, media virus.*

Recently, the leading position of fiction in creating the norms of word usage has been shifted by the media and, in particular, by the journalistic style. On the example of phraseology, the changes associated with such a change of poles are clearly visible, since it is evidence of the colorfulness and expressiveness of the language. Phraseology in modern mass media occupies a very important place due to the tendencies towards the destruction of the «bookishness» of the presentation and the desire to give a colloquial character in journalism. At the moment, phraseology in the media is mobile: it does not stand still and is constantly evolving. The globalization of all vital spheres of society has also affected the sphere of language, thereby contributing to the emergence of new phraseological units in the texts of the mass media. These units get there from all spheres of human activity, reflecting the picture of modern society, which contributes to the emergence of scientific interest in studying the sources in which the process of formation of these units took place, and ways, the so-called. newsbreaks that provoke their appearance in the media.

As a first example, let's take an idiomatic expression related to sports discourse. The well-known British commentator Andy Gray in 2010 during one of the broadcasts questioned the goalscoring qualities of one of the best football players in the world Lionel Messi, asking this later famous rhetorical question: «Will Lionel Messi struggle in a cold, wet, windy night at Stoke?» [Patnaik]. This phrase acquired the character of a media virus in English football discourse, and subsequently acquired an international character. For example, an article on the Russian news portal about English football Mu Today.ru: «A gloomy windy evening in Stoke. Stoke vs Man United. The main informational occasions that serve to use this phrase in the correct context will be: the matches of the English club Stoke City, the personality of Lionel Messi, or an ironic expression of doubt about the goalscoring qualities of a football player. The idiom itself is popular in sports journalism, as well as among English football fans and is used as a media virus (meme), being embodied for the most part in the Internet media. This phraseological unit fits into the category of allusive ones, because there is a nominal component and a reference to a particular event (in this case, an English football club).

Article of the London newspaper The Times dated January 27, 2018: «Buyers put boot in over Hunter failings» [The Times]. The Urban Dictionary gives us the following definition of phraseology to put (the) boot in: kicking somebody when they're down. The expression has a rather rude connotation and is used to emphasize the degree of dissatisfaction of buyers with a new batch of shoes from one of the oldest English shoe brands Hunter, linking this with the relocation of production to

Asia. Along with its expressiveness, this phraseological unit is also euphemistic in nature, avoiding harsher synonyms for the factory. This idiomatic unit does not have the character of a media virus, since this phraseological unit is not used by a wide audience of the Internet and other mass media.

Phraseologism on the subject of cinema. An article from the English newspaper The Guardian dated March 9, 2013: «Oz The Great And Powerful: Sam Raimi's not in Kansas anymore» [Patterson]. This article tells about the filming of the film adaptation of the famous fairy tale by Frank Baum «The Wizard of Oz». The film is directed by American Sam Raimi, who previously made films that are far from children's fairy tales in their content (horror films, thrillers and superhero films). With the phrase «not in Kansas anymore», the author of the article indicates that for Raimi this work will not be quite familiar to what he is used to doing. Not to be in Kansas anymore – no longer in surroundings that are quiet and comfortable. This idiom is also an allusion to the film itself, because this phrase acquired the status of a catchphrase just after the release of the classic adaptation of the fairy tale, which means that this phraseological unit plays an allusive role. The main reason for using this idiomatic unit in mass media texts can be an indication that a person is in an unfamiliar environment.

Newstatsman.com article dated January 11, 2009: «The Specter at the Feast: Capitalist Crisis and the Politics of Recession» [Marquand]. The expression Specter at the feast (or ghost at the feast) was originally an occasional by William Shakespeare. The electronic dictionary Wiktionary gives us the following definition of this idiom: «A presence that mars one's enjoyment by causing guilt or reviving unwelcome memories». It also gives details of the origin of the idiom: «After Banquo in Shakespeare's Macbeth (1606); Macbeth murders Banquo, whose mutilated body subsequently appears at a feast as a ghost, unseen by all but Macbeth». In the era of the mass media, it has become widespread in the field of coverage of political topics in the sense of a reminder of events that can tarnish the reputation of a particular politician. Therefore, this idiom can be classified as euphemistic.

BBC News article on 23/04/2018: «What does a Trump-Macron bromance mean for the world?» [Williamson]. This article focuses on the forging of relations between the United States and France during the official meeting between US President Donald Trump and French President Emmanuel Macron. Their friendly behavior, close to fraternization in public, was dubbed by journalists as bromance. The word itself, by its very nature, is a contamination of the words brotherhood and romance. The Merriam –Webster Dictionary gives the following definition to this expression: «a close nonsexual friendship between men». The expression originally had an occasional character; it was coined in the early 1990s by Dave Carney, editor of the popular skateboarding magazine Big Brother, and originally referred to male skateboarders who spend a lot of time with each other and/or share a room with each other in road competitions. Depending on the context of use, phraseologism can play the role of both euphemistic and economy of language means. In some cases, as, for example, in this article, a phraseological unit performs both roles at the same time. Since today the idiom is very popular in political discourse (for example, «Trump

and Putin's bromance could change the world» – GQ, «Theresa May made to wait as bromance blossoms between Donald Trump and Emmanuel Macron» – The Times) is the main newsbreak for its use in media texts there will be public friendly relations between two or more politicians.

New York Times article dated 12/4/15: «The Senate Goes Gaga on Guns» [Collins]. This article tells about the friction in the US Senate on the issue of limiting the free sale of weapons in the country. The debate was so fierce and its participants were so absorbed in the topic under discussion that the author used the idiom «to go gaga» in the title of the article. The American Heritage Dictionary of the English Language defines gaga as follows: «Silly; crazy; 2. Completely absorbed, infatuated, or excited; 3. Senile; doddering». He also points out that the word was borrowed from French, where it was translated as «old fool». Phraseologism is clearly euphemistic in nature, softening the message in the newspaper headline. This phraseological unit does not have the character of a media virus, since it is of a universal nature of use and has no connection with any socio-cultural event. Also, due to its universality, the range of information reasons for the use of this idiomatic unit is very wide.

Consider the example of an article published in The Washington Post on May 11, 2008: This Mob Is Big in Japan [Adelstein]. The article tells about the increased activity of the Japanese mafia (yakuza) in the United States and the decline in attention to it in Japan itself. Dictionary of modern slang and phraseological units Urban Dictionary gives the following definition of phraseological unit to be big in japan: to say/pretend you are someone of stature somewhere else, meaningless and not verifiable where you currently are. It was originally used in the US music industry to refer to bands and artists who are no longer popular in America but are still popular in Japan. Given the context of the article, we can also conclude that this phraseological unit was used to create a pun. Phraseologism is euphemistic in nature, avoiding an explicit message that the subject matter of the article is no longer popular in their homeland. The main informational reason for the use of this idiomatic unit in the texts of the mass media will be appropriate.

Some modern phraseological units, which can often be found in the texts of modern media, become such, ironically playing around with words from the everyday vocabulary of the English language. Let's consider a similar case on the example of the article of the popular American Internet publication The Huffington Post dated 01/11/14: «Volunteer or Voluntold?» [Barnes]. Collins Online Dictionary gives the following definition to the idiom to be voluntold: the exact opposite of volunteering. Always used in reference to an unpleasant task to which you have been assigned by your boss. This article is about soldiers of the American army who allegedly volunteered to go to Africa to help fight the epidemic of the deadly Ebola virus. In fact, they were sent there as part of their military contracts. This phraseologism was formed by replacing the part-teer in the verb to volunteer with told, which creates paronymy between words. This phraseological unit saves language space, saving the speaker from a long description of the situation. Phraseologism has an equivalent in Russian – to do something voluntarily-compulsorily (or in a voluntary-compulsory manner). This phraseological unit,

depending on the topic considered in the article, can be classified as both euphemistic and saving language space. The main reason for using this expression in mass media texts will be an event, as a result of which certain persons committed certain actions voluntarily de jure, but under duress de facto.

Thus, summing up the study, the following patterns can be identified: the source of most of the analyzed phraseological units is post-folklore, one of the aspects of which is popular culture (for example, not to be in Kansas anymore, to be big in Japan); occasionalisms, which subsequently acquired a conventional character, can also be considered part of modern urban folklore, especially given the author's statements replicated in the fan environment, some of the phraseological units in question came to the media from street slang, and there are also several word chaining results (bromance, voluntold). The main newsbreaks (or the ways in which the units we study are replicated in the texts of modern English-language media) can be grouped according to the topics of the analyzed texts: political (here a large number of newsbreaks are associated with the name of Donald Trump), cultural and entertainment (related to cinema and show business), sports and social.

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THE NOMINATIVE FIELD OF THE LITERARY SUBCONCEPT WOMAN IN THOMAS KENEALLY'S NOVEL «THE DAUGHTERS OF MARS»

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The author of the article considers the nominative field of the literary subconcept WOMAN, mainly the nominees that make the close nuclear zone. By the means of cognitive hermeneutic analysis the most frequent nominees are reviled. The most frequent nominees shift the meaning of the literary concept in comparison to the correspondent cognitive concept.

Key words: *literary text, nominative field, literary subconcept, the core of a literary concept, close nuclear zone.*

At the moment, it is customary in cognitive linguistics to distinguish cognitive concepts and literary concepts. Cognitive concepts are semantic elements of language and culture. Literary concepts are «semantic elements of the text» [Tuguz 2022: 129].

We consider a literary concept as a mental unit created by one or more authors of literary texts on the basis of one or more cognitive concepts fixed in one or more literary texts.

The complexity of the study of cognitive concepts consists in the impossibility of constructing a complete model of it, since the cognitive concept has a «dynamic basis, functions, is actualized in different components and aspects» [Yusupova 2021: 255]. The literary concept is fixed in the literary text and is not subject to change.

According to the theory proposed by Z.D. Popova and I.A. Sternin, the structure of the nominative field of the concept can be represented as a field one [Popova 2001]. The nominative field is divided into the core of the concept, which is also the name of the concept, the prenuclear zone – lexical units that reflect the meaning of the concept to the greatest extent, the close periphery and the distant periphery – lexical units that reflect the meaning of the concept to the least extent.

When creating a literary concept, the author is based on his knowledge of the surrounding world. One or several cognitive concepts known to the author can be taken as a basis. In the process of working on a literary text, the author adds, removes or replaces lexical units included in the nominative field of the cognitive concept.

In our study, we consider the literary subconcept of WOMAN, created by Thomas Keneally in the fiction novel «The Daughters of Mars» in order to identify the features of the representation of his prenuclear zone.

The core of a subconcept is an unchangeable part of it. The prenuclear zone is the most resistant to changes segment of the nominative field in relation to others. The distant periphery is the most unstable segment of the nominative field, because it consists of evaluative vocabulary and vocabulary «characterized by the presence of emotional meaning» [Trofimova 2021: 285].

We assume that certain «conceptual features of the concept» [Yurchenko 2021: 496] are updated depending on the nominees included in the prenuclear zone.

After studying the text of the novel «The Daughters of Mars», we came to the conclusion that the dominant concept of the novel is the literary concept of WAR. A dominant concept is a literary concept that plays «the main role in a particular work of fiction» [Ogneva 2019: 55]. The novel tells the story of two sisters from Australia – Sally and Naomi, who volunteered for the Red Cross during the First World War and went to the front.

The nominative field of the literary concept dominant WAR is represented by the largest number of lexical units, in addition, its nominative field includes the largest number of literary subconcepts. By a literary subconcept we mean a concept realized in a work of literary, the nominative field of which forms part of the nominative field of the dominant concept.

In the nominative field of the dominant literary concept in the novel «The Daughters of Mars» we have identified the following subconcepts:

WOMAN, HOSPITAL, DESEASE, WOUND, DEATH, ANZAC, SOLDIER, ENEMY, SHELLING, AIR RAID.

Among all the literary subconcepts of the novel, the WOMAN subconcept is realized to the greatest extent: its nominative field is represented by the largest number of nominees.

With the help of cognitive-hermeneutic analysis, we were able to identify the following lexical units that make up the prenuclear zone of the literary subconcept of WOMAN: Nurse, Sister, Girl, Mother, Daughter, Wife, Victim, Girlfriend, Beloved.

The results of the quantitative analysis are presented in Figure 1.

The most frequent lexical unit forming the nuclear zone of the literary subconcept WOMAN within the framework of the considered literary text is the noun nurse (484 times). This indicates that according to the author's plan, in the novel «The Daughters of Mars» women act primarily as military nurses. The author wrote a work about women in the war, and there they are, first of all, nurses, and only then women.

The nominee representing the nuclear of the literary subconcept WOMAN – the noun woman, occurring 153 times, shows that the difference is two and a half times, compared with the nominee from the nurse prenuclear zone, emphasizes that a woman in war is perceived primarily as a performer of her duties.
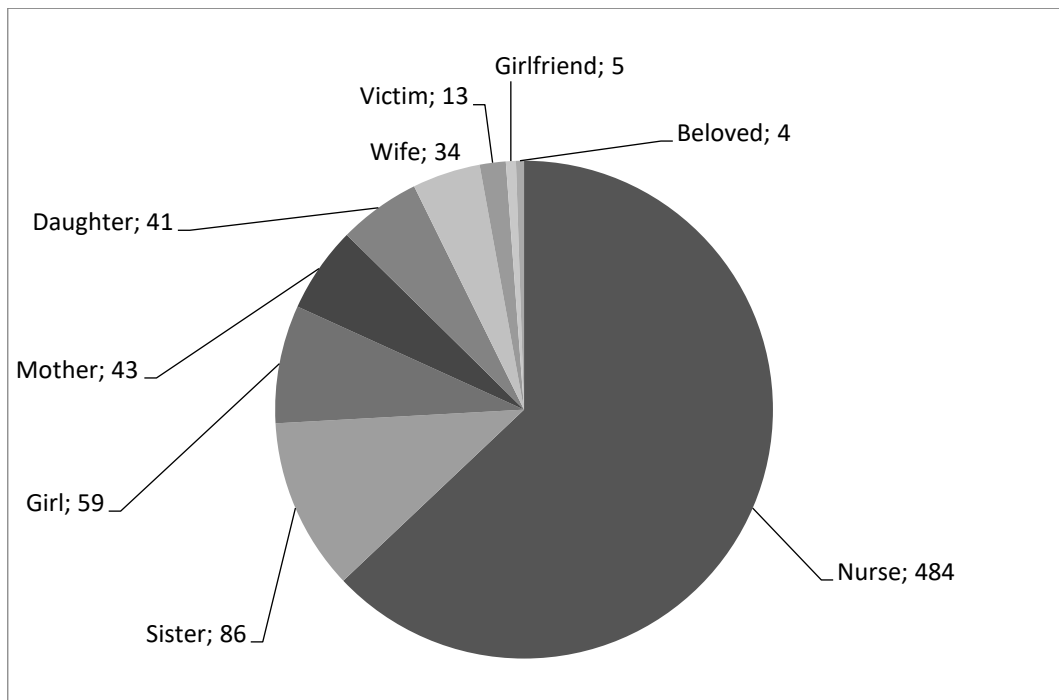
Figure 1– The prenuclear zone of the literary subconcept WOMAN

Other nominees forming the prenuclear zone of the literary subconcept WOMAN are used to a much lesser extent in relation to the nominee nurse.

Quite often, in relation to other nominees, the use of the noun sister is due to the plot of the novel: Sally and Naomi, the main characters of the novel are sisters, which explains such frequent use of this lexical unit.

The choice of the noun nurse as a representative dominating in the prenuclear zone of the literary subconcept WOMAN shifts the emphasis in the meaning of the concept from neutral to the meaning based on a certain female profession. This value shift is also evident in other segments of the nominative field.

Some of the main meanings of the cognitive subconcept of WOMAN, such as wife or mother, are realized within the framework of the novel in question to a much lesser extent. The nouns mother or wife, identified in the prenuclear zone of the nominative field, occur 41 and 34 times in the text of the novel, respectively.

Within the framework of the literary text under study, the literary subconcept of WOMAN is implemented as part of the dominant concept of WAR, which is manifested in the lexical composition of the nominative field.

In the prenuclear zone of the literary subconcept WOMAN, the nominee nurse is most often found. The choice of such a lexical unit, as a consequence, entails changes in the composition of the remaining segments of the nominative field. Closer to the nuclear are lexical units that characterize a woman as a representative of a certain profession – a military nurse. Nominees who characterize a woman as a representative of the weaker sex, as a wife or mother, move to the periphery or are not included at all in the nominative field of the literary subconcept under study.

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PECULARITIES IN EVOLUTION OF THE TEMPORALLY ACTUALIZED CONCEPT KRIEG/WAR

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The article considers the cognitive concept KRIEG/WAR as a temporally actualized concept. The concept KRIEG/WAR becomes relevant during periods of hostilities. In the interwar periods the concept loses its relevance and practically does not undergo any changes. The concept under study undergoes changes concerning its nominative field accepting brand new lexical units and giving new meaning to the old ones.

One of the basic notions of cognitive linguistics is a concept. According to the established tradition concepts are divided into cognitive and literary. Cognitive concepts or concepts of a language and culture are mental units reflecting the result of cognition of the surrounding world. They are the property of all speakers of the same language and culture. Literary concepts created by one or more writers within the framework of literary texts exist only with the background of a literary text. In our research we study cognitive concepts.

When studying a cognitive concept it is necessary to indicate the historical period within which it is being studied since the cognitive concept has a «dynamic basis, functions, and is actualized in different components and aspects» [Yusupova 2021: 255] within different periods of its existence.

We consider the structure of a concept as a field one. Following the views of Z. D. Popova and I. A. Sternin, we consider the nominative field of a concept as consisting of the core (the name of the concept), the closenuclear zone (lexical units that reflect the meaning of the concept the most), the near periphery (lexical units with connotative meaning) and the far periphery (lexical units bearing emotional evaluation).

In our opinion it seems interesting to study the cognitive concept KRIEG/WAR. In a language different concepts «appear when there is a social need to isolate and comprehend a particular fragment of reality and go away when such a need disappears» [Karasik 2018: 51]. However, the cognitive concept KRIEG/WAR never goes out of use completely and disappears. This cognitive concept becomes relevant in certain historical periods and the nominative field undergoes active changes during these periods. During peace periods, the nominative field of the cognitive concept KRIEG/WAR remains unchanged. This concept is temporally actualized. A temporally actualized cognitive concept is a concept of a language that becomes relevant in certain historical periods.

In our study, we consider the period of 1914 year, when the First World War had just began. Many countries were immediately involved in the First World War, but no one realized then the scale of the conflict that was about to break out: neither temporary nor territorial. «Germany was the first to call the escalating armed confrontation a «world war» – «Weltkrieg» without limiting it in its consciousness to the European framework» [Hastings 2021: 105]. Later this nominee became a proper name and entered the nominative field of the cognitive concept KRIEG/WAR to the closenuclear zone. It was enrichment in the nominative field due to the creating of a new nominee simultaneously with the beginning of the war.

With the outbreak of military actions most of the news in the newspapers was about the war. Mass communication media have a huge potential for the formation of nominative fields of concepts. The newspaper «Neue Preussiche Zeitung» was the first to use the term «Burgerfrieden» (civil peace) which now meant a truce between different political parties. This lexical unit was previously

included in the nominative field of the concept KRIEG/WAR but in a different meaning. «In the Middle Ages, this word meant the custom of ending civil strife within the walls of a besieged castle and at the time of the First World war it has regained popularity» [Hastings 2021: 131] but with slight alterations in meaning: with amendment to modern state of affairs.

August 1914 in Germany millions of Germans began collecting the so–called «Lebensgaben» (gifts of life) – parcels with food, alcohol, tobacco and clothing for soldiers. It became so popular that newspapers regularly wrote about people who donated significant sums to the front using for that the nominee «Lebensgaben». Later this word began to be used not only meaning any kind of financial assistance or assistance with goods but also to describe the phenomenon of helping the front. For example a lot was told about soldiers' children from poor families who were invited to dinner parties to rich houses [Norddeutsche Allgemeine Zeitung 22.08.14] calling it «Lebensgaben» too. Thus, the nominee «Lebesgaben» entered the nominative field of the cognitive concept KRIEG/WAR denoting any volunteer assistance to the front.

During the campaign in Serbia in August 1914 when the Austrian troops met fierce resistance from the partisans it was decided to suppress the resistance with the harshest measures – «Kriegsnotwerrecht» (the right of military self-defense) [Kisch 1930: 46]. The Austrian troops suffered significant losses from the activity of the Serbian partisans. In their powerlessness to resist such an enemy the Austrians showed excessive cruelty to the local population suspected of conducting a guerrilla struggle. Later this practice was borrowed to the Kaiser's army. The ubiquity of the guerrilla struggle caused the widespread use of the new term.

The nature of the military actions in Serbia and France where German and Austrian troops faced strong partisan resistance gave rise to the notion of «Kriegsnotwerrecht» – (the right of military self-defense) which has firmly entered the nominative field of the concept of KRIEG/WAR and has not yet lost its relevance.

Lexical units denoting partisans deserve special attention. Those times in the German language partisans of different countries were called differently. For example, the French writer Jacques Riviere, having been captured by the Germans on August 24, 1914 remembered the words of a German soldier who was assuring that the imprisoned soldiers were not in danger because all soldiers were brothers to each other adding, therefore, that this did not include the «frantirers» [Riviere 1974: 35]. «Frans-tireurs» was the name given to French partisans during the Franco-Prussian War of 1870-1871 in the French language. In 1914 this lexical unit borrowed to the German language to denote namely the French partisans.

The same phenomenon of borrowing a word from a foreign language can be observed in relation to Serbian partisans. The Austrians, constantly encountering partisans during the Serbian campaign, always call them «Komitadji». According to the Austrian officer Erwin Kish as writes in his diary, complaining about the heavy losses among the officers: the Austrians suffered heavy losses, especially

among the officers who, waving their sabers flew out in front of the formation on their steeds, «as if deliberately exposing themselves to the bullets of the «komitadzhi» [Kisch 1930: 41].

This Turkish word meaning «a member of a committee» referred to the rebel gangs in the Balkans who fought against the Turkish authorities. During the First World War, the Italian word «partigiano» was not yet widely used in the German language, still being there. Only during the Second World War when the cognitive concept KRIEG/WAR becomes relevant again, changes began again in its nominative field and the nominee «partisan» firmly entered the nuclear zone, replacing all other nominees. Since 2022 in modern German, the nominee «Widerstandskämpfer» – a resistance fighter has entered the nominative field of the cognitive concept KRIEG/WAR. This word exists along with the already established one of «Partisan».

The cognitive concept KRIEG/WAR is a temporally actualized concept. A temporally actualized cognitive concept becomes relevant in a certain language during certain historical periods. During the periods of being actualized the nominative field of the cognitive concept is undergoing significant changes both in quantitative and qualitative aspects. During periods of concept's relevance declining its nominative field is least vulnerable to change.

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ENGLISH ECONOMIC TERMS IN STRUCTURAL ASPECTS

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The article is devoted to the study of terms and terminological phrases in the economic sphere. The paper deals with the structure of terms and terminological phrases, the peculiarities of their formation in the English language. Particular attention is paid to morphological and syntactic ways of term formation of English economic terms.

Key words: *economic term, term formation, form of the term, lexeme.*

Economic terminology is a problematic issue in a wide range of communicative situations. The relevance of the study is due to the fact that the terminological system of this field of knowledge continues to develop rapidly. The reason is the rapidly changing global trends. Economic terminology is increasingly penetrating into the commonly used vocabulary, becoming not only a part of global processes, but also a part of the life of ordinary people. Therefore, the development of the economy as a subject area of science and the emergence of new terms becomes an urgent problem.

In modern linguistics, a «term» is understood as «a word or phrase adopted for the exact expression of a special concept or designation of a special subject in a particular field of knowledge» [Nelyubin 2016: 108]. According to A.A. Girutsky, «a term is a word with a strictly defined, most often one meaning» [Girutsky 2001: 41].

Thus, the terms have information saturation. They are not only part of the language, but also part of the system of concepts of scientific fields, including economic.

The following methods of term formation are distinguished in terminology:

- syntactic – the emergence of new terms as a result of the fusion of two or more lexical units (*industrial relations, share premium account*);

- morphological – formation of new words by joining the generating base of morphemes (due to prefix: *co-owner*, suffixation: *collinearity*);

- morphological-syntactic – term formation using the transition of a word from one part of speech to another (*tax – to tax, import – to import*);

- semantic (the economic term «stock», depending on the context, can take on such meanings as: share capital, working capital, inventory, warehouse, reserve,

cash fund, working capital of a trading company, unfinished finished products, assets) [Grinev-Grinevich 2008: 123].

Paying special attention to the syntactic and morphological methods, we conducted a structural analysis of economic terms. The terms presented in the Dictionary of Economics (2006) were used as the material for the study.

From the point of view of form, we have identified the following groups of economic terms:
- one-word terms;
- phrases.

Among the one-word terms, the following structural types are distinguished:
- simple (*agent, skill, cash, bank*);
- affixal (*collinearity, inconsistency, utility, transnational*);
- complex (*side-payment, set-aside, banknote, eurocurrency*).

Among the wordy terms, stand out:
- two-component (*arithmetic progression, transitional unemployment, structural unemployment, production function*);
- three-component (*multiple correlation coefficient, new neoclassical synthesis, occupational pension scheme, variable factor proportions*);
- four-component (*ability to pay theory, ways and means advances, transactions demand for money, subsistence theory of wages*);
- five-component (*negotiable order of withdrawal account, equilibrium level of national income, separation of ownership from control, behavioural theory of the firm*);
- six-component (*profit on ordinary activities before tax, balances with the Bank of England, City Panel on Takeovers and Mergers, European Bank for Reconstruction and Development*);
- seven-component (*National Institute of Economic and Social Research, United Nations Conference on Trade and Development, Financial Intermediaries, Managers and Brokers Regulatory Association*);
- eight-component (*electronic funds transfer at a point of sale, National Association of Securities Dealers Automated Quotations system*).

We also classified wordy terms based on the distribution of their components by parts of speech.

For two-component terms, the following models are most characteristic:
- adjective + noun (*incomplete contract, independent variable, reciprocal demand, simultaneous equations*);
- noun + noun (*bank advance, market concentration, repurchase agreement, probability distribution*);
- participle + noun (*guaranteed wage, indicative planning, induced consumption, accelerated depreciation*).

As part of the three-component terms, the following models are more common than others:
- adjective + adjective + noun (*contractionary fiscal policy, disembodied technical progress, foreign direct investment, gross trading profit*);

- adjective + noun + noun (*aggregate demand curve, competitive equilibrium price, critical path analysis, domestic credit expansion*);
- noun + preposition + noun (*balance of payments, barrier to entry, certificate of incorporation, channel of distribution*).

Terms consisting of four or more components do not have pronounced models. Therefore, for their adequate analysis, it is necessary to divide into two or more phrases.

It is worth noting that special terms also tend to reduce the length of the term. So, we can distinguish the following ways of term formation of English lexemes based on the addition of words with simultaneous reduction:
- truncation of the base (*co – company, enc – enclosure, dept – department, MDSE – merchandise*);
- letter or sound abbreviation, acronym (*ACAS – Advisory, Conciliation and Arbitration Service, TESSA – tax-exempt special savings account, EBRD – European Bank for Reconstruction and Development, T-bill – Treasury bill*).

Among the English economic terms, combinations of abbreviations with words are also productive (*CPP accounting – current purchasing power accounting, real GDP – real gross domestic product, P/E ratio – price/earnings ratio, NOW account – negotiable order of withdrawal account*).

Thus, the structural analysis of economic terminology allows us to formulate the following conclusions:

1. English economic terms can be one-word or have the form of a phrase. In particular, simple, complex, and affixal terms are distinguished among one-word terms. Wordy terms most often have a two- and three-component structure. However, they may consist of more components. In the dictionary under study, eight-component terms have the maximum number of elements.

2. Analyzing verbose terms based on the distribution of their components by parts of speech, it was found that two-component terms more often have models: adjective + noun, noun + noun, participle + noun. For three-component terms, the most characteristic structures are: adjective + adjective + noun, adjective + noun + noun, noun + preposition + noun.

3. The tendency of special economic terms to abbreviation was revealed. Abbreviations of terms can take the form of truncation of the base, letter or sound abbreviations, acronyms. We also came to the conclusion that combinations of abbreviations with words are quite common among economic terms.

Thus, the study of the structure is a necessary stage for an adequate understanding of English economic terms. Modern trends give rise to the need for such an interpretation, since the special terminology has a complex and multifaceted character. Terms serve as keys defining, structuring and coordinating special information.

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CHARACTERISTIC FEATURES OF THE TRANSLATION OF TOURIST ADVERTISING TEXTS TAKING INTO ACCOUNT THE SPECIFICS OF THEIR CULTURAL CONTEXT

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This article is devoted to the study of the peculiarities of the translation of tourist advertising texts taking into account the cultural context of the recipient countries. Specialized translation techniques and methods are considered, such as localization, as well as taking into account cultural norms and traditions when creating advertising for different regions of the world. Particular attention is paid to the problems associated with the translation of texts for the countries of the Middle East, where it is necessary to take into account religious and cultural peculiarities. As a result, the authors come to the conclusion that the translation of tourist advertising texts is a complex process that requires a high level of professionalism and understanding of the cultural characteristics of the target audience.

Key words: *translation, tourism, text translation, tourist advertising, cultural context.*

In the modern world, tourism is one of the fastest growing sectors of the economy. In this regard, it is important to attract tourists from different countries and cultural environments with the help of advertising materials, which should not only be informative, but also attractive to the target audience.

One of the key aspects affecting the effectiveness of tourism advertising is the translation of texts into the languages of potential tourists. However, the translation of tourist advertising texts requires special attention to the specifics of the cultural context in which they will be used [Herbst 2013: 241-252].

The problem of translating tourist advertising texts taking into account the specifics of the cultural context can be caused by various factors, such as the difference in culture, language and customs between languages and cultures.

One of the main aspects that should be taken into account when translating texts of tourist advertising is the target audience for which it is intended. For example, advertising for tourists from one country may not be suitable for tourists from another country, because they may have different expectations and preferences regarding tourist services.

It is also important to take into account cultural specifics and context when translating tourist texts. For example, some expressions used in one culture may have no analogues in another culture. In addition, some symbols and images may have different meanings and connotations in different cultures, which may lead to a misunderstanding of the message.

To solve the problem of translation of tourist advertising texts taking into account the specifics of the cultural context, the following factors should be taken into account:

Analyze the cultural context and the audience for which the text is intended to understand their preferences, expectations and needs.

Use local equivalents and synonyms of terms and phrases to make the translation more accessible to the target audience.

Make sure that the translation does not contain any incorrect or offensive expressions that may be unacceptable to the target audience.

Collaborate with local translators and native speakers to get more information about cultural nuances and context.

To test the translation on the local audience to make sure that the message is correctly understood and does not cause any misunderstandings.

The peculiarities of translation of tourist advertising texts are related to the fact that they must be attractive to potential tourists, take into account their cultural characteristics and comply with local cultural norms and stereotypes. The translator should be able to convey not only information, but also the emotional coloring of the text, which contributes to the formation of a positive impression about the tourist destination.

In addition, the translator must take into account the specifics of the cultural context in which the translated text will be used. For example, in some countries, the use of too bright and straightforward advertising images can cause a negative reaction from potential tourists. Also, different countries may have different preferences and requirements for recreation, which should also be taken into account in the text of the advertisement.

The specificity of the cultural context in the translation of tourist advertising texts is due to the fact that these texts must be adapted to different cultural contexts and target audiences. This means that the translator must take into account cultural differences in all aspects of the text, from the choice of words and phrases to the tone and style of the text [Huertas Barros 2008: 227-242].

One of the main tasks of translating tourist advertising is to convey the image of the destination, which can be associated with a variety of cultural associations and

symbols. For example, the culture of one country may be associated with solitude and tranquility, while in another country it may be associated with liveliness and entertainment. The translator must take these differences into account and choose the words and phrases that most accurately convey the image of the place and its cultural specifics.

Another important aspect in the translation of tourist advertising is the consideration of cultural norms and traditions related to travel and recreation. For example, in some cultures people may prefer more active recreation, while in other cultures passive recreation on the beach is more popular. The translator should take these differences into account and choose the words and phrases that most accurately convey these cultural nuances [Cho 2013: 345-372].

In addition, the translator must also take into account cultural differences in the field of advertising and marketing. For example, in some cultures a more direct approach in advertising is welcomed, while in other cultures a more indirect and subtle approach is appreciated. The translator must take these differences into account and adapt the advertising text accordingly so that it meets the cultural expectations and norms of the target audience as much as possible.

An important aspect of the translation of tourist advertising texts is the use of local terms denoting the features of the area and tourist sites. When translating such terms, it is necessary to take into account that they may have different meanings in different cultural contexts and choose the most appropriate equivalent [Al-Harahsheh 2016: 96-109].

It is also important to take into account differences in language structures and grammatical constructions that can lead to a change in the meaning of the text when translating. For example, in some languages it is necessary to specify the gender in the description of tourist sites, which may not matter to the audience in another language.

An important aspect of the translation of tourist texts is the use of figurative language and metaphors, which may not have exact equivalents in other languages. The translator must be able to convey not only information, but also the emotional coloring of the text, which may be associated with local traditions, customs and cultural characteristics.

Thus, the translation of tourist advertising texts is a complex process that requires not only knowledge of languages, but also an understanding of the cultural characteristics of potential tourist countries. When translating, it is necessary to take into account the specifics of the cultural context, the use of local terms and figurative language, as well as grammatical features of the language. Only such an approach will make it possible to create effective tourist advertising that will be attractive to the target audience and comply with local cultural norms and stereotypes [Agarwal 2010: 254-261].

To achieve high quality translation of tourist texts, it is necessary to use specialized translation techniques and methods. For example, one of these techniques is localization, which involves not only the translation of the text, but also its adaptation to local conditions and the characteristics of the audience. This

may include changing colors, images, as well as replacing some terms with local equivalents.

Another important aspect of the translation of tourist texts is taking into account the peculiarities of the cultural context of the recipient countries. For example, when translating advertising texts for the countries of the Middle East, it is necessary to take into account religious and cultural norms, as well as refer to local traditions and customs.

In conclusion, we can say that the translation of tourist advertising texts is a complex and responsible process that requires not only a high level of language knowledge, but also an understanding of the cultural characteristics of the target audience. Only this approach will make it possible to create effective advertising that will attract foreign tourists and take into account their needs and expectations.

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UDK 81`1

L'INNOVATION DE MARCEL PROUST DANS LE CYCLE DES ROMANS "À LA RECHERCHE DU TEMPS PERDU"

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Cet article a pour objet l'étude de la structure narrative du cycle des romans de Marcel Proust "A la recherche du temps perdu" et de ses caractéristiques

distinctives. L'auteur accorde une grande attention à l'analyse des composantes symboliques de l'œuvre: le temps, la nature, l'âme de l'homme – tout cela trouve son expression particulière dans le cycle des romans de l'écrivain français. Tout au long de l'article, ses conclusions et ses inférences sont illustrées par des exemples pertinents du texte de l'œuvre, qui permettent de ressentir le plus pleinement l'art de Marcel Proust en tant que narrateur original.

Mots clés: *littérature française, souvenir, temps, conscience.*

Marcel Proust est un excellent exemple de l'écrivain d'un livre qui ne manque rien. Il a commencé à écrire et à publier très tôt, mais la renommée mondiale lui est venue pour l'œuvre "*A la recherche du temps perdu*". C'est une série de sept livres qui sont difficiles à percevoir séparément les uns des autres. L'intrigue du roman est un flux continu et spontané de souvenirs qui traverse la conscience de Marcel, le héros principal.

"*À la recherche du temps perdu*" est une énorme œuvre d'art contenant environ 3 200 pages sur lesquelles apparaissent plus de 2 000 personnages. Dans le même temps, les personnages non moins importants de son roman ne sont pas des gens, mais des choses. Ces choses deviennent des vrais personnages tissées dans l'œuvre – *le gâteau de Madeleine, le goût du thé de tilleul, la serviette amidonnée, la voix de Berma, les cloches de martenville, les pierres de la chaussée, l'arc-en-fontaine, etc.*

Les choses lient littéralement le monde du personnage principal avec des liens symboliques invisibles. Et pour cela, l'auteur utilise toutes les beautés connues du style. En un sens, en lisant Proust, vous ne lisez pas un seul auteur et pas une seule œuvre, vous rencontrez toute la tradition littéraire précédente. Au minimum, les meilleurs exemples de la littérature française.

Dans le dernier livre du cycle ("*Le temps retrouvé*"), Proust propose une image beaucoup plus complexe de la relation entre le temps et la conscience humaine. Comme le note le critique littéraire Lev Pumpyansky, à la fin du roman "*le héros commence à comprendre que la vie n'est pas une ligne qui avance, mais une pyramide croissante d'années empilées*" [Pumpyanskij 2000: 128], et il, tremblant, se tient au sommet de cette pyramide colossale.

"*À la recherche du temps perdu*" est un exemple du sacrifice accompli par l'artiste pour son dessein. Et c'est en même temps un exemple frappant de paradoxe dans la relation entre l'auteur et son travail. Pour écrire son œuvre, Proust devient volontairement un reclus: il s'installera littéralement dans une pièce recouverte de chêne-liège et consacrera entièrement les dix dernières années de sa vie à l'écriture du roman. Pour donner vie au personnage principal, Proust a presque complètement abandonné la sienne.

Dans le même temps, l'auteur savait bien que son livre serait initialement mal accueilli – trop différent de la lecture habituelle. Son premier roman a été considéré comme un roman autobiographique malheureux et déroutant. Cependant, avec chaque nouveau livre du cycle, le nombre de lecteurs qui ressentaient son unicité devenait de plus en plus grand.

L'œuvre de Proust est multidimensionnelle, volumineuse et complexe, comme la cathédrale gothique. Pour cette raison, de nombreux critiques sont trop pressés de comprendre l'idée générale et manquent de conclusions.

À première vue Proust décrit allégoriquement sa vie. Derrière cela se trouve une conception véritablement humaniste: *la vie de chacun est intéressante et il n'y a pas de petites choses*. Proust refuse non seulement l'intrigue, mais en général la sélection du matériel, comme si tout ce qui se trouve dans la mémoire méritait l'attention de l'auteur (et de son lecteur).

Mais c'est une mauvaise perspective: il y a une intrigue dans le roman, et la sélection de Proust sera colossale (le compte des modifications, des révisions, des heures de travail va à des milliers). Chaque épisode auquel Marcel revient à plusieurs reprises n'est pas aléatoire – il est sélectionné par la conscience.

"*À la recherche du temps perdu*" est peut-être le plus grand roman du XXe siècle; ce sont des réflexions sur la nature du temps, la mémoire, le sens de l'existence humaine. Tout le tableau déployé dans le roman est lié au développement du héros, donné à travers sa perception. Et cette perception change continuellement au fil des ans.

Le psychologisme de Proust se fonde précisément sur les souvenirs, réflexions sur la nature du temps et de la mémoire. Cependant, en même temps, l'écrivain ne veut pas, en recourant à la mémoire comme fournisseur de matière, reconstruire la réalité antérieure, mais, au contraire, il veut, par tous les moyens imaginables – observations du présent, réflexions, calculs psychologiques – pouvoir recréer les souvenirs réels. Ainsi, non pas des choses dont on se souvient, mais des souvenirs de choses, tel est le thème principal de Proust. Pour la première fois, la mémoire, de fournisseur de matériel par lequel une autre chose est décrite, devient elle-même la chose qui est décrite. Par conséquent, l'auteur n'ajoute généralement pas à ce dont il se souvient ce qui lui manque, il laisse la mémoire telle qu'elle est, objectivement incomplète et alors les malheureux estropiés mutilés par le temps apparaissent dans une distance fantomatique.

Le style de Proust, loué pour le détail et la précision, a été comparé à la difficulté d'un scientifique qui étudie la vie au microscope, il a toujours été indigné. Plus tard, il écrira qu'il n'a pas utilisé un « microscope » dans son travail, mais plutôt un "telescope": "*afin de détecter des choses vraiment petites, mais seulement parce qu'elles sont situées à une grande distance, et qui représentent tout le monde*".

Les images naturelles repoussent les limites du récit, y compris les pensées de Marcel dans un contexte plus large que le milieu social auquel il est associé. D'une part, ils soulignent le caractère destructeur du temps et, d'autre part, les propriétés de la mémoire préservante; ils animent et poétisent la perception, les représentations, la mémoire, la réalité du monde extérieur, l'espace et le temps:

"*Je regardais les trois arbres, je les voyais bien, mais mon esprit sentait qu'ils recouvraient quelque chose sur quoi il n'avait pas prise, comme sur ces objets placés trop loin dont nos doigts, allongés au bout de notre bras tendu, effleurent seulement par instant l'enveloppe sans arriver à rien saisir. Alors on se repose un moment pour jeter le bras en avant d'un élan plus fort et tâcher d'atteindre plus loin. Mais pour que mon esprit pût ainsi se rassembler, prendre son élan, il m'eût fallu être seul*".

Le roman de Proust est un voyage en profondeur, dans les palais des souvenirs, à travers lesquels les caractéristiques de l'époque s'ouvrent. Ou, en parlant d'un style un peu plus réduit: c'est un roman-autoportrait.

On dit qu' "*À la recherche du temps perdu*" est une lecture super lente. Il est logique que cela découle de l'orientation même de la réflexion: la prose de l'auteur ne se concentre pas sur les événements qui se produisent, mais sur la manière d'observer ces événements. Pour le lecteur moderne, si souvent habitué à l'action, au changement d'événements, aux intrigues, à la tension constante et à l'attente provoquées par le texte, la lecture de Proust sera même une torture [Bardykova 2010, Sedyh 2017].

Le style de cette œuvre, ainsi que son contenu principal, évoquent un sentiment de "*conspiration de la réalité*". Ce style qui coule dans les détails et évite donc le mouvement vers le cœur des ténèbres risque de décevoir très fortement l'homme moderne :

"*Le seul véritable voyage, le seul bain de jouvence, ce ne serait pas d'aller vers de nouveaux paysages, mais d'avoir d'autres yeux*";

"*C'était tout un état d'âme, tout un avenir d'existence qui avait pris devant moi la forme allégorique et fatale d'une jeune fille*";

"*Gilberte était comme ces pays avec qui on n'ose pas faire d'alliance parce qu'ils changent trop souvent de gouvernement*".

Après tout, l'art moderne est presque toujours un mouvement vers le réel, vers la composante traumatisante de l'expérience, qui ne sera pas définitivement maîtrisée et apprivoisée. Marcel Proust se déplace dans la direction opposée, ce qui peut donner son effet thérapeutique à l'auteur, mais pas au lecteur.

L'ambiguïté des personnages dépend de la propre contradiction de chaque personne, de la situation et du point de vue de l'observateur. Mais, malgré le nombre incalculable d'apparences d'un personnage, et peut-être juste à cause de cette multiplicité, le roman de Proust semble être une vaste étude de la psychologie humaine.

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MODELING OF TEXT SENSEMES IN JOAN HARRIS' «CHOCOLAT»

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The article deals with markers of non-verbal communication, namely sensemes. The author points out that among all the variety of sensemes there are taste sensemes – language units that describe the feelings evoked by eating or drinking. The author proves that taste sensemes can be expressed both by adjectives, describing the feeling of taste, and by adjectives, describing color or absence of an ingredient. Also, sensemes can form sensemes-takemes and sensemes-chronemes units.

Key words: *Literary text, markers of non-verbal communication, sensemas, chronemes, takemes.*

Linguistic analysis of the text of the novels by J. Harris allows us to conclude that a characteristic feature of the individual style of narration and plot development in the works of the writer is uniqueness in terms of the description of aroma, taste, color.

The emotive themes in the novels of J. Harris are quite diverse: admiration, joy, happiness, pleasure, doubt, peace, harmony, regret; the themes of friendship and love prevail.

The individuality of the author's style is manifested in the widespread use of so-called, extremely emotive vocabulary, denoting a high intensity of feeling (adore, admire, astonish, yummy, fantastic, shocking, bad, cold, crazy), exclamation sentences, parallel constructions, appeals to God.

Thanks to the use of, for example, author's epithets, the reader has the opportunity to «see» the author's attitude to a particular character: the writer is constantly with his heroes, directs the reader, focusing his attention on specific, at first glance, insignificant details:

There was no disapproval in her voice as she spoke, but a half laughing fatalism [Harris 2000: 43].

Using the epithet a half laughing fatalism, Joan Harris shows the empathy, pain and compassion of the characters for each other.

One of the branches of modern linguistics is cognitive linguistics. It sets herself the task of understanding and interpreting literary texts. Exploring the literary text and its conceptual sphere, cognitive linguistics simultaneously explores the individual author's conceptual sphere of the writer. «Literary speech, like language as a whole, cannot be characterized outside of its connection with a person» [Ogneva 2013: 13].

The individual author's conceptual sphere is formed in the language environment in which the author himself is located. Thus, whatever is the object of

a separate cognitive study, whether it is an artistic text or an artistic concept, language as a whole is ultimately investigated, since «... the natural language ability of a person turns out to be alpha and omega in the sense that without referring to language it is impossible to understand the essence of other cognitive abilities» [Kravchenko 2001: 3].

One of the ways to study a literary text is its modeling. The modeling process is a working tool for studying «the essence of the phenomenon under consideration in its systemic and functional relationships with phenomena of a more general order and related phenomena» [Karasik 2012: 43]. From the point of view of cognitive linguistics, modeling answers the question «what is it and what language tools did the author use to actualize it?». In relation to our research, we identify lexical units using modeling, which verbalize the sensory component of nonverbal communication.

Describing the real world, the author describes the communication that takes place between the characters. As you know, verbal communication is always complemented by non-verbal, for example, facial expressions, poses, gestures. The nonverbal component is not opposed to the verbal one.

She emphasizes verbal speech, forms it. At the same time, «the unambiguity of nonverbal components of communication is established through the interaction of verbal and nonverbal means. The verbal part of the message can in some cases be interpreted in completely different ways, including with a refuting result» [Butyrina 2017: 109].

Verbal communication is always intentional and controlled by the speaker, and nonverbal communication can transmit information hidden in speech. «The potential of nonverbal communication lies in the transmission of internal experiences and emotions of the individual» [Trofimova 2020: 60].

All the variety of nonverbal communication can be conveyed in the text using verbal means. Such verbal means are called markers of the nonverbal code of communication. As a rule, markers of nonverbal communication code are used by the author to: 1) manifestation of the features of the culture represented in the text, to which the heroes and characters of the artwork belong; 2) reflection of age, gender and other characteristics of communicants of the artistic world; 3) the transmission of emotions, signals of excitement and anxiety of communicants of the artistic world; 4) expression of subordination of communicants of the artistic world [Ogneva 2008: 20].

Sensemes, in turn, are divided into types, relative to the sense organs that are involved in obtaining information: visual, auditory, gustatory, olfactory and tactile sensemes. We consider sensory text models using the example of Joan Harris' novel «Chocolate». This novel is notable for the fact that it contains a large number of descriptions of food and the sensations from it. The object of our research was gustatory and olfactory sensory text models.

Let's turn to the examples of sensational patterns identified in Joan Harris' novel «Chocolate»:

«She took a sip of the tea and grimaced. `Camomile,' she said without enthusiasm. `Supposed to eliminate toxins. Tastes like cat's piss» [Harris 2000: 20]

– she took a sip of tea and grimaced – «Chamomile» – she said without any enthusiasm – «It is assumed that it removes toxins. It tastes like cat urine" (translated by the author). In the considered context, the senseme tastes expressed by the verb in the present tense is revealed. In addition to the senseme itself, a glutonyme was identified in the context: a sip of the tea. Glutonymes are lexical units describing food and eating.

In the considered example, one taste senseme was identified, which, paired with a glutonyme, forms a single context describing a person's attitude to the food consumed – chamomile tea.

It is interesting to note the nominees black and sugarless. «Black» means without milk, which implicitly means a certain taste of the drink: without the bite of cream, fat-free. Sugarless means, rather, a certain taste of the drink, the absence of sugar is secondary. Hence, we conclude that the adjectives black and sugarless are also taste-sensitive nominees. «I kissed him. The smelt of paint and soap and chocolate. I tasted chocolate in his mouth» [Harris 2000: 26].

In the above example, several representatives of the nonverbal communication code were identified at once: the kissed takeme expressed by the verb in the past tense, the olfactory smelt senseme expressed by the verb in the past tense and the tasted taste senseme expressed by the verb in the past tense.

All identified sensemes describe the feeling of the heroine from a kiss. The kissed subsystem only describes the touch, but does not convey sensations, the smelt and tasted sensors, on the contrary, convey only sensations, without describing the action itself. He «smelled», but there is no verb to smell, she felt the taste, but there is no verb to «taste». The role of these verbs is assumed by the so-called kissed. Thus, the identified takeme and sensemes complement each other, forming, under the influence of context, a takeme-senseme node, thereby achieving a synergy effect.

Summing up our research, let's say that the sensational text models identified in Joan Harris' novel are diverse in their structure.

Taste sensory markers of the nonverbal communication code can be used independently, transmitting direct taste sensations from food or drinks, or they can, together with glutonymes and other markers of the nonverbal communication code, form more complex models.

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UDC 81'25

SOME FEATURES OF DECOMPRESSION IN TRANSLATION

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The article deals with the problem of decompression in translation. It is shown that decompression occurs as a result of a wide variety of translation transformations, motivated by various objective reasons that do not depend on the will of the translator. The phenomenon of decompression in translation has not yet been clearly defined in translation theory, despite its widespread use in translation practice.

Key words: *decompression, transformations, translation, the expansion of the text, the translated text, replacements.*

Language is the most important and most complex sign system, and text is a secondary sign system compared to language. As a whole, it becomes a new sign, as a result of which natural language signs acquire a new secondary meaning (or meaning), which is "diffuse" and does not coincide with any of the meanings of individual words and constructions. Text is not just a collection of individual characters. The sign acquires meaning, and the language becomes an interpreted "actual" language that has a connection with the situation, with living reality.

The phenomenon of increasing the volume of the translated text has been known for a long time. As early as the 14th century, the expansion of the translation text by means of additional lexical means to reveal the meanings of foreign words (explanation, interpretation) was used quite widely. Translators entered not only individual words, but even entire sentences. Such an expansion of the text of the translation was considered a forced necessity.

L.S. Barkhudarov speaks about the formal non-expression of the semantic components of the source language – as a reason that causes the need for lexical additions in the translated text, about descriptive ("explanatory") translation with the help of expanded phrases that reveal the essential features of the phenomenon

denoted by this lexical unit, that is, in fact, with the help of its definition [Barhudarov 1975].

A.V. Fedorov points out that the expansion of the text occurs when translating words denoting national-specific realities, that in the absence of exact and constant lexical correspondences to a particular term, an expansion-descriptive translation is also needed. The author argues that the expansion of the translated text depends not only on the knowledge of the facts behind it, not only on the compatibility of certain words in themselves, but also on the grammatical categories inherent in them, on the syntactic functions that they perform [Fedorov 1983].

L.K. Latyshev sees the lengthening of the text of the translation in comparison with its original in the fact that the translator is not able to change the situational context. In order to maintain the relationship between the situational context and content, the translator is forced to purposefully modify the latter, in particular, to introduce into it all sorts of clarifying and complementary elements that compensate for the lack of understanding by the speaker of the target language of the "meaning" of the situational context [Latyshev 1981: 86].

In recent years, the object of research has been translation inconsistencies, divided into three types: increments (the appearance in the translation of a lexical unit that does not match in the original), omissions (lack of correspondence in the translation of the lexical unit of the original), replacement (replacement in the translation of the original lexical unit by such one, which is not one of the regular correspondences of the source unit of the original. Translation discrepancies are considered not only as a loss, but also as regular transformations of the transmitted information.

The theory of translation discrepancies, in our opinion, is closely related to the problem of decompression in the translated text. Researchers note an increase in the lexical volume (number of words) in the translated text simultaneously with an increase or slight decrease in the sign volume (the total volume of the text).

"In fact, decompression covers all translation problems. Decompression manifests itself at all levels: morpheme, word, phrase, sentence, phrase, paragraph. The ratio of the surface and deep structure of the sentence represents a holistic concept of content and form, content and methods of its presentation" [Bondarko 1978: 24].

Decompression can be observed when adding (strengthening) and replacing. The following types of reinforcement are distinguished:

1) clarification – the transfer of implicit elements of the content of the original;

2) structural expansion – the expression of the content plan of the original language unit by two or more translation units, depending on the stylistic features of the original;

3) logical expansion – the expression of the meaning of one lexical unit of the original by two or more units of translation in accordance with the structure of the translated text;

4) intensification – the addition of a lexical unit that enhances the contextual meaning of a text element;

5) transformational increment as a result of the application of translation transformations;

6) rhythmic increment – the addition of lexical units for the harmonious sound of a phrase in the target language;

7) forced repetition – repetition due to differences in the control models of the source and target languages.

Replacements include the following:

1) transformational replacements – replacements that occurred as a result of translational transformations;

2) situational substitutions – replacement of lexical elements in order to solve a specific task of the translator in a given fragment of the text.

All of the above indicates that many researchers in their works on translation studies addressed the problem of decompression of the translated text.

Decompression is a natural linear expansion of the text of the translation, due to linguistic and extralinguistic factors. The term decompression denotes the result of translation transformations carried out in order to achieve maximum communicative and functional equivalence of source language texts.

"Language units are not just labels used to refer to the corresponding objects. Each linguistic sign has a stable, inherent meaning to it alone, and these meanings for units of different languages, as a rule, do not coincide. Therefore, translation is never reduced to a simple replacement of one form by another, and the translator has to constantly decide which units of the target language are the most consistent with the content of the original" [Komissarov 2000: 19-20].

Let us consider the classifications of the causes of interlingual transformations presented in works on translation studies.

G.M. Strelkovskiy identifies the following factors that determine the choice of one or another transformation:

1. Discrepancy between the volumes of concepts in different languages.

2. The need to comply with the norms of the target language, including stylistic ones.

3. Mismatch of word combination rules in the original and target languages.

4. Usage (the established language tradition or the accepted use of the word) [Strelkovskij 1979: 223].

Decompression occurs through translational transformations (lat. transformatio – transformation). Translation transformation is understood as the transfer by one means or another of a given language of such content that was originally expressed by other means. Transformation is the modification of the language, theme, style of the original in terms of the creation of the translation. The transformations carried out during translation convey not only the informative, but also the communicative predetermination of the original into the translated text, regardless of the nature of the relationship between the original and the transformed structures.

The concept of "transformation" is given by linguists a broader meaning than "transformation", despite the literal translation of the latter as a transformation. A transformation is a type of transformation performed on the target text.

There are four main types of translation transformations, one way or another related to decompression:

1) grammatical form, when not only the form of the utterance changes, but also the set of features that make up the sentence;

2) morphological appearance. Transformations occur at the level of morphemes;

3) syntactic form, affecting the structural characteristics of the sentence;

4) lexical view, which affects the semantic changes of the sentence.

The last type of transformation refers to the semantic decompression factor, and the first three – to the structural ones.

Decompression can be the result of additions, substitutions, antonymic translation. Decompression is a consequence of concretization in the translation of lexical units of the foreign language. The concretization is explained by the described situation, the functional features of speech. Decompression as a result of antonymic translation may be associated with the peculiarities of artistic speech. Decompression leads to an increase in the number of full-valued lexemes in the target text.

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THE SPECIFICS OF THE LINGUISTIC AND CULTURAL CONCEPT DRUID IN THE LITERATURE OF THE XIX AND XX CENTURIES

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The specifics of the DRUID concept in the literature of the XIX and XX centuries was considered. The authors worldview and characteristic features of the concept in each works were analyzed. Also were analyzed some interesting features in the literature.

Key words: *concept, worldview, druid, discourse, text.*

Introduction

One of the most important subjects in modern linguistics is the study of discourse and concepts. Analyzing these phenomena allows for a detailed examination of any works, including historical and artistic ones, taking into account various narrative characteristics that undoubtedly strongly influence the understanding of the text. This research is highly relevant, as the popularity of the concept of DRUIDS is increasing not only in literature and history but also in cinema. Analyzing this phenomenon is essential for understanding the evolution, specificity, and characteristic features of the concept.

E.A. Ogneva wrote that the modern paradigm of linguocognitive studies of language and speech is a multidimensional synergetic interweaving of classical methods, techniques, innovative approaches to solving scientific problems left over from the previous period of the development of linguistics, and the tasks of a new stage of evolving linguistic thought.

In recent decades, significant results have been achieved in the field of literary text research, contributing to the emergence of this area of linguistics to a higher level of development.

The dynamic development of the theoretical and methodological base of modern linguistics is based on the construction of research algorithms other than in previous years to solve linguistic problems of modern times. One of such algorithms is the cognitive hermeneutical analysis of the text as a research field of activity, which, despite comprehensive study in previous decades, still remains in the focus of modern linguistic scientific research [Ogneva 2019: 5].

In this article, a crucial term for understanding the entire work is the worldview. Z.D. Popova and I.A. Sternin believed that a worldview is an ordered system of knowledge about the real world [Popova, Sternin 2007: 212]. M.V. Pimenova, in her research "Typology of Structural Elements of Concepts in the Inner World," defined a worldview as a set of knowledge about the real world and reality, which is reflected in linguistic values and symbols [Pimenova 2004: 85]. Being one of the forms of projection of knowledge, the text appears as "a complex device storing diverse codes capable of transforming the received messages and generating new ones, as an information generator with the features of an intellectual personality. The textual form of knowledge representation synergizes various patterns of thought construction [Ogneva 2019: 9].

As many linguists have noted, the problem of the relationship between discourse and text is extremely important in linguistics. Therefore, it is necessary to determine how these concepts differ. N.D. Arutyunova understood discourse as speech that fundamentally influences reality and life [Arutyunova 1990: 136-137]. Dake, in turn, believed that discourse should be closely related to speech, and the text should be surrounded by linguistic signs and systems [Dake 1989: 25].

Next, it is important to turn to the concept, which is a crucial term for this article. Many linguists have paid attention to this phenomenon, providing various definitions. For example, G.G. Slyshkin defined the concept as a unit of the cultural area of society that brings together all scientific and other statements and judgments [Slyshkin 2000: 139]. S.A. Askoldov believed that the concept is a mental formation that can replace a whole group of similar objects in the mental process [Askoldov 1997: 104]. Modeling of artistic concepts, in particular the dominant artistic concepts that make up the conceptual sphere of the text, allows us to determine the parameters of an individual author's projection of the world as the basis for the formation of textual worlds [Ogneva 2019: 6].

To further understand the concept of DRUID, it is necessary to refer to this term and define what is meant by it. The Efron and Brockhaus Encyclopedic Dictionary provides the following definition: Druid – a priest or magician for the ancient Celts, who performed ritual cults and ceremonies [Encyclopedic Dictionary 1907: 163].

The article analyzed eight historiographic studies, in which one of the main topics was druidism, and all the works included the concept of DRUIDS.

The first work that was analyzed was called "Mythology and Rituals of British Druids, Priests" by E. Davis. In this book, the concept of DRUIDS is reflected with religious specificity, and the fact that the author was a priest and a Christian preacher strongly influenced the reflection of the concept in the work.

Davis analyzed the Druids based on his religious knowledge and looked at the object of study through the prism of Christianity. For example, Edward compared floods in Celtic legends with the great flood described in the Bible [Davis 1809: 121].

The second study we conducted, in which we analyzed the concept of DRUIDS, was D.V. Nash's "Taliesin or the Bards...yu." In this book, the concept we studied is not related to the mythological aspect, but to the historical aspect, as it contains a large number of historically confirmed facts recognized by the scientific community. Additionally, an interesting fact is that the concept is presented in the form of poems and verses [Nash 1853: 9].

The third work was D.E. Jackson's "Topographical Collection of John O'Brien." It is extremely interesting from an analytical point of view, as it is based on a whole series of ideas and concepts layered on top of each other. The concept of John O'Brien is incorporated into Jackson's concept, as Jackson wrote about the Druids based on O'Brien's book. Initially, John conducted a small analysis of O'Brien's collected facts, but then the research became emotional, and the author admired the Druids and how they managed to build exceptional cultural monuments [Jackson 1862: 103].

The fourth study was Edmund Goldsmith's book "The Druids." In this dissertation, Edmund analyzes Celtic priests from a historical perspective, without drawing parallels with the mythological component. The author refers to a large number of sources that confirm his statements. As a result, his dissertation collects the entire set of modern ideas about the Druids at that time [Goldsmith 1886: 9].

Next, we analyzed the works of 20th-century authors, and we were able to draw some interesting conclusions. For example, John MacCulloch's "The Religion of the Ancient Celts" reflects the concept of DRUIDS, which differs from similar works in the 19th century. MacCulloch's book contains many more elements of the mythological and fantasy genres, adding an emotional background to the work. Additionally, while in the 19th century, the study of Druids was considered only a part of the historical process, in the 20th century, and specifically in this work, Druidism is associated with something mystical and mythological [MacCulloch 1911: 11].

The sixth study we conducted, in which we analyzed the specifics of the concept of DRUIDS, was Edward Snyder's "Celtic Revival in English Literature." In this work, the concept is observed in poetry, verses, correspondence, ballads, so we did not consider it entirely as a historical study. As a result, starting from this research, there is a transition from historicizing the concept of DRUIDS to mythologizing it [Snyder 1923: 3].

The seventh work was Thomas Kendrick's book "The Druids." This work is very interesting because it is contradictory. On the one hand, the author repeatedly noted that he would like to get rid of emotional coloring in studies of druidism and study only from the perspective of historicity. However, Thomas himself resorted to describing his personal views on the Druids [Kendrick 1927: 7]. A literary text as a format of the real or fictional world in the interpretative field of the researcher can be presented in the form of a knowledge format, which is understood as a cognitive plot matrix, which is a conglomerate of deep ethnic meanings of the people in the refracted projection of the writer's worldview.

And the eighth and final work was the book "The Heritage of the Celts" by the Rice brothers, Elvin and Brinley. The authors included both historical and scientific literature, historical sources, and myths and legends in their study. In this work, the concept of DRUIDS has a mythical character, and the Druids appear in it more as the hosts and helpers of kings and main characters, but not as participants in cults and rituals [Rice brothers 1999: 158].

Conclusion

As a result, it can be noted that the 19th-century literature devoted to Druids acted as popular science, as there were relatively few elements and characteristics of scientific works, as historical science continued to develop. Moreover, an important fact is that the concept of DRUIDS, its significance, and popularity begin to grow in society.

Furthermore, it is worth noting that the concept of DRUIDS and its reflection in 20th-century literature begins to change and transform. Mythological and historical features are increasingly intertwined in studies, and subjectivity increases. Thus, the concept transitions from stages of historicity to mythology and fantasy, which are reflected in the representation of Druidism in artistic works.

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COMPARATIVE ASPECTS OF THE SEMANTICS OF POSITIONAL VERBS IN RUSSIAN AND ENGLISH. LINGUISTIC AND CULTURAL FEATURES

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In this article, the spatial picture of the world visualized by us is characterized as a set of ideas about everything that surrounds us, as a way of ordering external perceptions and internal experiences. Its mention in this context is by no means meaningless, since by the example of numerous studies of domestic and foreign linguists, one can make sure that in fact spatial representations are reflected in all classes of linguistic phenomena, at all its levels.

Key words: *linguoculturology, semantics, positional verbs, comparison, analysis, features of semantics.*

For all linguocultures, the spatial category is universal, however, despite its universality, the category of space also has its own individual characteristics that characterize its comprehension in the person of representatives of a particular culture. This is due to the different directions of cognitive study of spatial parameters on the part of peoples and cultures.

How does it happen, you ask: after all, as mentioned earlier, this category is universal, then what are the individual characteristics allocated for? Answer is absolutely simple: if there were no such signs at all, then it would not make sense that the very concept of "language", in its verbal understanding, is one of the most significant and determining factors of different cultures – namely, their dialogues, which, as everyone knows, are the main way of speech communication.

Speaking about the concept of "cultural space", we can note that its primary task is to implement the process of "introducing the vertical dimension into the horizontal world", which will allow filling our world with a variety of concepts and images, gradually expanding it [Vorob'yova 2007: 29]. Within the framework of semantics and cognitive direction, the issues of linguistic representation of a spatial category are considered in the works of Yu.D. Apresyan, P.M. Frumkina, E.S. Kubryakova, E.V. Rakhilina, A.V. Kravchenko, E.S. Yakovleva, I.M. Kobozeva.

As a result of the interaction of different cultures with each other, there is a process of their self-identity – that is, the definition of their main differences from each other, the identification of their individual characteristics and features, as well as subsequent analysis and deeper research and their practical application in scientific fields. It should also be noted that the main task of the cultural space is to introduce a vertical dimension into the horizontal world, which, in turn, due to the specifics of the language space, will allow it to be filled with diversity.

Thus, we get to know the "worlds" of other countries through their historical and cultural values and customs, including through their culture of speech, communication styles and the expression of their thoughts using their native language and all kinds of linguistic techniques.

Positional verbs (they are also verbs of position in space) form a lexico-semantic group, which in turn is part of the micropole of finding the functional-semantic field of locativity [Bondarko 1998: 15]. This functional-semantic category includes such a concept as "location", which is one of the syntactic units opposed to displacement.

In our case, a group of positional verbs is of particular interest to this kind of representations, since thanks to them the verbalization of the category of space is carried out, both in Russian and in English.

In the detailed description of the semantics of the verbs of the position, the following constituent elements play an important role: the so-called "background", which represents various kinds of figures and objects combined into one single space, as well as a specific "subject" or "subjects" located relative to this "background". It is also worth adding that one of the founders of cognitive linguistics is a professor in the field of linguistics and philosophy, Leonard Talmy.

In his scientific works, he considers positional verbs in the key of "motion" ("motion", "situation"). However, in contrast to his judgments, we can argue that his version is not accurate enough, since if in our case we take the parameter and data of the "subject" – a particular figure and its state in relation to the "background", then in the case of verbs of dynamics, the meaning of "move" is meant – "to move", which means, accordingly, the verbs of location correspond to "be" – "to be" (to be located, localized somewhere) [Talmy 1985: 61].

Considering Russian positional verbs as an example, let's take such as "stand", "sit", "lie down", since they are the most common representatives of this category – position verbs. Using a visual example of each of these verbs, you and I can notice that their verb root contains information about the way they are located in space, and also transmits it to us [Kravchenko, 1998: 67].

In this case, we are shown the so-called type of lexicalization, which is due to the fact that a certain "route component" is laid in the root of the verb. However, if the above-mentioned component does not correspond to another component of this root, this is not a critical problem for the root of the position itself, that is, there is no violation of its formation as such. That is why such verbs usually lack a clear line between different types of lexicalization – the ways they are used and the subject to which their action is directed – since in the verbs of the position, the character of the subject is mainly significant for determining which position is most suitable for him.

Giving examples from the English literature, the group of positional verbs we are considering, for the most part, is called "postural verbs", "posture verbs", or simply "postural". Literally, the above-mentioned names of verb groups mean verbs of location in space, poses. In more rare cases, such terms as "positional verbs", that is, positional verbs, as they are, as well as "stance verbs" – verbs of being at rest, "orienational verbs" – orientation verbs, etc., are also found and used in English practice.

In English, the roots of verbs, as a rule, have one specific meaning, while the rest of its possible and existing meanings are transmitted using separate lexemes or inflectional or derivational indicators. It is also important to point out that in the synthetic forms of the past and present tense, the verbs of the position of the English language are combined with both dynamic and static interpretations.

In the case of the Russian language, directly to each meaning of the root correspond synchronously unrelated verbs – that is, those that are not word forms of the same lexeme.

Focusing on time as a grammatical category of comparative analysis, its meaning in Russian and English is similar in many aspects. In both languages, this category acts as a three-term opposition of the forms of the past, present and future tenses – the forms of the future tense in them are later, created on the basis of modal phrases, formations (shall / will – Inf.), or the forms of the present tense (run – run). The future tense of Russian verbs, depending on the aspectual meaning of the verb, is characterized by two forms: analytical and syntactic.

It is also worth noting the important fact that a significant difference between the Russian and English languages is as follows: in English there is such a concept as the opposition of relative tenses and Absolute Tenses (Absolute and Relative Tenses). That is, in this case, the systems of so-called "time forms" are used only in cases when the action correlates with a specific moment that occurred in the past, taken as the starting point of reference, for example:

He said he was mistaken;

He said he had been mistaken;

He said he would be mistaken soon.

At the same time, the presence of a binary system of time forms, namely relative and absolute, and the rule of tenses based on this has no analogy in our language, and therefore requires more attention and practical application when teaching English [Karasik 2002: 451].

In conclusion, summing up the above, I would like to draw conclusions that the verbs of position belong to the most frequent sources of grammaticalization in the languages of the world. Their use as grammatical indicators is characterized in many specific language descriptions, which in turn makes this category of verbs an indispensable part not only of the predominantly Russian and English languages considered by the example in this article, but also of all languages of the world.

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SUBSTANTIVE METAPHOR IN SPOKEN LANGUGE
(ON THE MATERIAL GERMAN LANGUAGE)

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The article deals with the use of substantive metaphors in colloquial speech in modern German. The authors analyze substantive metaphors in colloquial speech, as well as reveal the relevance use based on modern German language. The main meta-phors, their meaning, adaptive translation, as well as similarities with existing Russian metaphors are highlighted according to the research work.

Key words: *substantive metaphor, nominative metaphor, metaphor, everyday language, German language.*

The substantive metaphor is a rhetorical technique that uses images of material objects and processes to convey abstract concepts or ideas. This means that instead of referring directly to something abstract, a visual image is used to make the concept more concrete and accessible.

Substantive metaphors are used to create images and transform meaning which helps people to understand better and remember information perfectly. Since substantive metaphors are based on explicit or implicit analogies with real objects, the linguistic units are convenient for use in different situations, including communicating with friends, colleagues or in scientific, political or social discussions.

Examples of substantive metaphors may be units such as "daily bread" used to describe basic human needs; "the roots of evil", the meaning of which is to point to a particular cause of the problem; "The way to the top" is the unit used to indicate the way to achieve the goal and the goal.

Substantive metaphors can be used in different contexts, scientific, literary, philosophical, political and religious. In literature, for example, they function to create visual images and allegories that can be used to convey deep meaning. Conversely, scientific texts can be used to simplify complex topics and concepts.

It is worth noting that the metaphor process is not simple enough and obvious. According to L.V. Balashova, "the use of metaphor is complex, at least because there is no explanation from the creator of the metaphor, as well as on the basis of what at-tributes the metaphor was used in".

L.V. Balashova in her work "Russian metaphor. Past, present, future" describes peculiarities of metaphor usage, for example:

"Carrot Girl" – a girl who sits at home and does not go outside (synonymously with the child's riddle "Sits a girl in a dungeon and a spit on the street") [Balashova 2012: 14].

"Star" – can be used both "bright star on the skyscraper" and "world stars have come to the film festival" [ibid. 2012: 20].

The perception and metaphorization is influences by philosophical perception of the world: "the tail" can be the end of the rope, and "the head" – the beginning of the train [ibid. 2012: 26].

Substantive metaphors are often applied in everyday language, including spoken language which helps people to understand and remember certain concepts and ideas better.

In the dictionary of word-forming metaphors by the Russian author S.B. Kosinets, you can find the following nominative metaphors:

"Heartbreaker": understood as 'torment' and heart 'this organ as a symbol of love feelings, love attachment, inclination' [Kosinec 2011:21].

"Shkoroder": grind the skin 'mercilessly, brutally exploit'. 1. About a squeamish merchant, speculator. 2. About a cruel, unreasonably demanding boss, owner, etc. 3. The thing that can change the essence of something [ibid. 2011: 21].

"Brainless": (the brain 'central section of the human nervous system'). "extremely stupid" [ibid. 2011: 33].

Special attention is paid to comparison of body parts with car parts: "headlamps-eyes", "pedals or wheels-legs", "heart-motor" [Balashova 2014: 27].

"The book-eater" is a person who reads many books" [Kosinec 2011: 110].

"Lobotryas" – a man-slacker [ibid. 2011: 122].

However, it is important to remember that substantive metaphors can have dif-ferent interpretations and can be used to convey different concepts. Negative connotations of some metaphors are also possible, so care should be taken when using such expressions in communication.

Special attention should be paid to the German speaking proverbs and sayings.

German language has its own characteristics. Unlike written German, where strictness and formality prevail, German speaking language is more flexible, with many slang expressions, informal words, phrases and grammatical constructions that are more difficult to find in written language. This is due to the fact that spoken language reflects the needs of people in everyday communication, as opposed to written speech which is addressed to an official and universal audience.

Metaphors in German spoken language are present in large numbers. They are used to convey complex concepts and ideas, as well as to express an emotional mood. In spoken language, metaphors help to achieve a more vivid description of a situation or phenomenon.

One of the main features of the metaphor in German colloquial speech is their severity and clarity. Many of them have vivid and visible images and are good examples of using a substantive metaphor.

Since German speaking is aimed at communicating at the level of everyday phenomena and experiences, metaphors help to make communication more accessible and easier to understand. They enrich language and allow emotional nuances to be conveyed which is an important aspect of communication with native speakers in everyday life. But, as in any other language or culture, it is important to understand how to use metaphors in the right context, taking into account cultural differences and traditions.

In the work "Metaphor dictionary of German spoken language" N.M. Kiseleva uses the following directions of metaphorisation which are highlighted: "From concrete to concrete; from specific to abstract; from abstract to concrete".

Few examples of substantive metaphors in spoken German are:

"Badewanne" – has the value of "bath", but in the familiar form in the form of a metaphor can be used in the meaning of "motorcycle stroller" or "trough", as old or bad mode of transport [Kiselyova 2015: 29].

"Ente" – has the meaning of "duck", but, as in the Russian language can be used in the meaning of "false rumor, lies" [ibid. 2015: 41].

"Federvieh" – in colloquial speech is translated as "poultry" and can have the value of "bureaucrats" [ibid. 2015: 43].

"Flamme" – has the meaning of "flame", but in remote parts of Germany old-timers are used in the meaning of "object of passion" or "girlfriend" [ibid. 2015: 45].

"Gemüse" – this word is commonly translated as "vegetables", but in jocular form as a metaphor it can mean "flowers": "Nanu, so feierlich? Du kommst heute mit dem Gemüse!" [ibid. 2015: 49].

"Käfer" – used in the meaning of "beetle", in the form of a metaphor can have the value of "girl" [ibid. 2015: 60].

"Kamel" – has a direct translation of "Camel", but in a disapproving idea has a metaphorical meaning "fool" or "donkey" (as an insult) [ibid. 2015: 61].

"Klare" – in colloquial speech can have the meaning "vodka" and in a metaphorical sense "apples white filling" (apple variety) [ibid. 2015: 64].

"Pfeife" – translated as a pipe or whistle, but in relation to a person can be used as a metaphor with the meaning "coward, fool" [ibid. 2015: 79].

In conclusion, having analyzed the material of Russian-German dictionaries, it can be argued that the use of metaphors in German spoken language is an integral part of the communication of people. The use of substantive metaphors in spoken German helps to create images and give expression to statements. The article provides practical examples of the use of metaphor in everyday German speech, making it understandable and accessible to readers.

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UDC 81-23

RUSSIAN AND GERMAN PAREMIOLOGY:
LANGUAGE AND CULTURE SYSTEM OF VALUE

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This article deals with the language and cultural analysis dealing with value-oriented parameters of world perception in German and Russian paremiology systems. The research work provides the analysis of proverbs and sayings based not only on ethnography and folkloristics position, but also with the help of the linguocultural approach. The phenomena of paremia being analyzed as a country's identity transmit similar model situations typical for many cultures, it has a similar logical content, differentiating only in the representation ways (details, realities) by which the logical content of the language unit is transmitted.

Key words: *paremia, proverbs, sayings, culture, German language and culture.*

Paremiology as a linguistic discipline dates back to the XIX th century. As O.B. Abakumova notes, "the use of proverbs in speech is the implementation of language savings principle, as it summarizes and evaluates the situation of reality..." [Abakumova 2012: 281-282].

According to N.F. Alefirenko, "if in the last century the main purpose of the proverbs and sayings research work was in analyzing the spirit of the people, with the strengthening of phraseology as a linguistic discipline, today we are interested in purely linguistic features of phraseological units and paremias, their use in the artistic speech, interaction with folklore fund of other peoples, as well as problems of translation into other languages are hot to discuss" [Alefirenko 2009: 392].

The paremiology research in Russia was carried out by well-known scientists and historians: V.P. Anikin, A.N. Afanasyev, S.G. Berezhan, M.A. Vavilova, V.I. Dal, G.L. Permyakov, V.P. Zhukov, V.M. Mokienko, Y.E. Prokhorov, M.Y. Kotova etc.

B.I. Dal considers a proverb to be a product of exclusively national communication environment unit: "for proverbs and sayings it is necessary to pay attention to people's thoughts analysis, as proverbs do exist and function with the social development. The high society does not accept proverbs as grammatically true constructions because they are the alien way of life, and also not its language

representation idea; as Russians say, proverb beat not in an eyebrow, but directly in an eye" [Dal 2000: 16].

Also, the Russian historian, folklorist, censor of the Moscow Censorship Committee – Snegirev I.M. considers proverbs, sayings to be the part of holidays and to present its unique features has become the aim and meaning of Snegirev's works in Russia. His significant work was the collection "The Russians in their proverbs. A Discourse and Study on Russian Proverbs and Proverbs".

F.I. Buslaev was another Russian researcher and follower of I.M. Snegirev in terms of paremy analysis, who linked mythology with the history of the Russian language. Buslaev's research works were greatly influenced by the study of the works of German philosophers, due to which he wrote his book "Experience of Historical Grammar of the Russian language". F.I. Buslaev made an inexhaustible contribution to the development of Russian linguistics development.

Germany is one of the first countries to emphasize the importance of analysing proverbs, proverbs and folk omens, long before the term "paremiology" was used in Linguistics.

In Germany, the first work of paremiology dates back to 1505 and is reflected in the book "Wetterbüchlein" by L. Reinmann. The book reflects German national signs collection; the 1508 the edition continued this tradition in the collection work "Bauernpraktik".

German theologian Friedrich Seiler also contributed to the development of phraseology and paremiology. He found sources of proverbs and saymngs in German. The main work of F. Seiler is "Deutsche Sprichwörterkunde", where he highlights the following elements of phraseology: Proverbs (Sprichwörter) and sayings (Die sprichwörtlichen Redensarten).

According to A.V. Lediyeva, "proverbs play a big role in the creation of a linguistic world picture. They reinforce the experience of knowing the world of the nation. The mental nature of the proverbs and sayings is connected with the extra linguistic knowledge of the native speakers with their practical experience, with the cultural and historical traditions of the people speaking the language. Proverbs and sayings create a cultural and national picture of the world, which reflects people's way of life, customs and behaviour, their attitude towards the world and towards each other. The paremia act as an interpretative field of cultural concepts" [Ledieva 2015: 7].

The sayings and proverbs of German and Russian are very similar in style, meaning and cultural concept realization. Over the years, thematic groups of paremias in Russia and Germany (work, home, money, friendship, relations) have been analyzed and described.

Let's analyze each thematic group on paremias examples in Russian and German. Both countries have many proverbs and sayings that represent the culture of nations.

1. Comparative characteristics of the paremia "Work" on the examples of Russian and German:

Work for Russia and Germany is an integral part of human life.

The important quality of work is valued as hard work and skill in Russian culture. For example "Nedarom govoritsya, chto delo mastera boitsya" (It is not without reason that the work of a master), "Master na vse ruki" (A jack of all trades), "Masterskie ruki ot dobroj nauki" (Masterful hands from good science) etc. [Mokienko 2010:251].

In Germany, as well as in Russia, work is a priority for the individual. Germans are diligent people who love labor and they pass on their attitude to work in proverbs and sayings. For example "Arbeit bringt Brot, Faulenzen Hungersnot" (Work feeds a man, but laziness spoils him), "Wer etwas erlangen will, muss die Mühe nicht scheuen" (Who wants to achieve something, should not be afraid to make an effort). [Petlevannyj 1980: 6].

Based on the comparative characteristic of the paremies "Work" of Russian and German, it should be noted that despite the different mentality of countries, regardless of their cultural values, different language and cultural aspects there is every reason to assert, that both nations are respectful and responsible to work.

2. Comparative characteristics of the paremia "House" on the examples of Russian and German:

The house is a place that has a significant place in the life of every person. Home is where a person feels safe and secure. In the paremiology of any language, there are many proverbs reflecting home and hose peculiar features.

In Russian, the concept of home is the embodiment of warmth and coziness, for example: "V gostyah horosho, a doma luchshe" It's good to be away, but it's better to be home), "Moj dom – moya krepost'" (My home is my castle), "Luchshe doma svoego net na svete nichego" (There's nothing like home in the world), "I steny v dome pomogayut" (And the walls in the house help) [Mokienko 2010: 100].

For the Russian mentality it is natural to think that there are only positive experiences in the house.

For the German people, home is a safe place. For example "Mein Nest ist das Best" (My nest is the best), "Eigenes Nest hält wie eine Mauer fest" (In your own home, the walls help), "Daheim ist am besten" (Houses are best). "Das Haus" in the image of the German – it is primarily a protection from the outside world [Petlevannyj 1980: 13].

Thus, the idea of a "House" for two completely different countries has a similar world perception, each culture represents safety and warmth.

3. Comparative characteristics of the paramia "Money" on the examples of Russian and German:

Since ancient times, money has become an integral part of human life. Some people believe that means can determine everything without exception.

It is typical for the Russian mentality to believe that one who earns a lot of money is clever and smart. For example: "Umnyj chelovek – hozyain den'gam, a skupoj – sluga" (The smart man is a master of money, the stingy one is a servant), "Trudovaya denezhka vsegda krepka" (The working money is always strong) [Mokienko 2010: 254].

Also for the Russian people it is not customary to talk about money, it creates a sense of shame and awkwardness.

In Germany, there is a special attitude to money, they work a lot, put aside and take care of their funds. For example "Der Groschen bringt den Taler" (A penny brings a Taler), "Geld allein macht nicht glücklich" (Money itself does not bring happiness) [Shalagina 1962: 31].

Comparing the idea of "Money" in both cultures we can note that for two cultures, financial means play a very important role. Having money means being self-sufficient.

4. Comparative characteristics of the paremia "Friendship" on the examples of Russian and German:

A comparative analysis of paremias in German and Russian showed that the concept of "friendship" differs in the understanding of Russians and Germans: while for Russians friendship is a very valuable idea, for Germans friendship is an object of mutual advantage.

In the Russian friendship is emphasized to have loyalty, mutual assistance to friend, this characteristic is highly valued above material goods. For example: "Ne imej sto rublej, a imej sto druzej" (Don't have a hundred roubles, have a hundred friends), "Druzhba vsego dorozhe" (Friendship is the most precious of all), "Dobroe bratstvo dorozhe bogatstva" (Good brotherhood is dearer than wealth) [Mokienko 2010: 305].

For many Germans, friendship is very important, it is even more important than family. For example "Ohne Bruder kann man leben, nicht ohne Freund" (You can live without a brother, but without a friend you cannot live), "Freunde in der Not gehn hundert auf ein Lot" (True friends are known in trouble) [Petlevannyj 1980: 17].

Comparing the paramium "Friendship" in Russian and German we can say that for both cultures friendship plays an important role in human life.

Thus, a comparative analysis of the paremiology specifics in Russian and German cultures showed that people of different countries productively use paremias in everyday life aimed at clearly and vividly thoughts illustration. The emergence of paremiology in these countries has helped to develop cultural and historical values in each country. The comparative analysis of the two cultures has established both Germans and Russians have similar attitude to the house – as to the creation of a cozy atmosphere, while the concept of friendship, a significant reality for two cultures, focuses on different concept realization: The primary importance for Russian culture is trust in relations, and for Germans the possibility of using friendly relations for personal is of primarily important needs.

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LANGUAGE REPRESENTATION OF THE CONCEPT POWER IN THE EPIC POEM «BEOWULF»

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The article deals with the linguistic means of the POWER concept representing in Old English. Particular attention is paid to the Old English lexemes used to nominate the Anglo-Saxon rulers of the early Middle Ages in the epic poem «Beowulf». The conclusion is made about the significance of the semantic meanings represented by the selected lexemes for the linguocultural interpretation of ideas about royal power in the ancient Anglo-Saxon society.

Key words*: concept, linguocultural concept, power, king, diachronic aspect.*

Power is one of the significant concepts of modern society, is actively used by native speakers and can have a variety of meanings. The emergence of this concept is closely related to the emergence of human society, the development of people's relations with each other, their forms of interaction in society.

The proposed study of the POWER concept in English in the diachronic aspect is carried out within the framework of a linguoculturological approach, which involves considering the concept as a unit of national culture in its connection with the values of this culture. The purpose of our article is to identify specific culturally marked characteristics in the meaning of language units representing the concept of POWER in Old English texts. The material for our study was the heroic poem «Beowulf» (VII–X centuries), written in Old English, representing the phenomena of the Anglo-Saxon linguistic culture and reflecting the ideas of the ancient British about the social structure of the world and the role of power in it.

The key concept in linguoculturology is considered to be the cultural concept, which is understood as «collective meaningful mental formations that fix the originality of the corresponding culture» [Karasik, Krasavskij, Slyshkin 2014: 24-25]. A linguocultural concept is a special kind of concept that includes both linguistic and cultural aspects associated with a particular concept.

According to V.F. Khalipov, power is «a universal, all-encompassing phenomenon <…> infinite in its manifestations and characteristics, a global natural, socio-cultural and legal phenomenon of the human community» [Khalipov 1997: 73], which allows us to consider the concept of POWER as a cultural concept.

V.V. Gogenko points to the «kaleidoscopic» nature of the concept under study in the early period of its existence in the European space, based on the "absence in the languages of Europe of one key hypernym term that serves to verbalize this phenomenon [Gogenko 2022: 27]. The researcher gives examples of various nominations of this concept in European languages: «potestas», «auctoritas», «dominium», «imperium» in Latin, «pouvoir/povoir», «seigneurie», «puissance» in Old French, «vald», «máttr (+megin)», «kraptr» in Old Norse, «weald», «rice» in Old English [Gogenko 2022: 27].

It should be noted that the concept of POWER is a constantly present stable mental formation in the Anglo-Saxon conceptual space. Its appearance is associated with the emergence of an association of people who officially manage ethnic communities in Britain and realize the interests of these communities for their preservation and development.

The heroic poem «Beowulf» is a valuable literary source for linguoculturology, reflecting the historical and political realities of the life of the Anglo-Saxons in the early Middle Ages. The epic poem tells about real-life glorified tribal dynasties, kings, squads, their conquests, mixing elements of historicism with fiction. However, it is the linguistic means of the poem that make it possible to single out the value meanings that existed in a given historical period and characterize power.

It should be noted that the lexeme «power» has different meanings in English: 1) control or influence over people and events; 2) political control in a country; 3) a country that has a lot of influence over others; 4) an official or legal right to do something; 5) strength or force; 6) a natural ability [Power].

The concept of power as king in «Beowulf» is a central theme in the poem and reflects the values and worldview of the ancient Anglo-Saxon society. The poem depicts several kings, including Hygelac, Healfdene, Heorogar, Hroðgar, Halga til, Scyldinga, Scylfingas and Beowulf himself, and each is characterized by different attributes and qualities.

The most frequently used to nominate rulers in the poem is the lexeme «cyning» meaning «king, monarch, sovereign» in Old English:

«Beowulf maðelode, bearn Ecgþeowes:

'Wæs ðu, Hroðgar, halg, under heofenum,

cyning, on ylde; ðin folc tealde

mihtig mereþege, mondryhtne teah» (Bwf. 1700-1703) [Electronic Beowulf 2015].

In this passage, Beowulf is speaking to Hrothgar, and he uses several synonyms for «cyning» to describe him. «Halg» (holy, sacred) emphasizes Hrothgar's spiritual and moral authority. «Mondryhtne» (protector of the people) underscores Hrothgar's role as a benevolent and caring leader. These synonyms help to paint a more detailed picture of Hrothgar's character and leadership style, and show how complex and multifaceted the idea of «sovereignty» could be in Anglo-Saxon society.

In addition to this lexeme, the following Old English words are used for the nomination of rulers in the poem: «frea» (lord, king), «landfruma» (prince of the land, king), «þeoden» (lord, prince, leader, king), «eodor» (protector, leader, prince, king), «fengel» (lord, prince, king), «dryhten» (lord, ruler, chief), «drihten» (the Lord, God the supreme ruler), «bealdor» (lord, ruler, prince), «brego» (ruler, lord), hererica (military leader, ruler), «rica» (a powerful person, ruler), «strengel» (chief, ruler), «Wealdend» (ruler, the Lord).

For the nomination of rulers in the poem, there are also compound words associated with the following characteristics:

'ethnic group leader'– «Frescyning» (Frisian king), «Finn» (Frisian king);

'lord of space' – «eorðcyning» (earthly king, temporal king), «sæcyning» (sea-king), «woroldcyning» (earthly king);

'the leader of a historical event, war' – «beorncyning» (warrior-king), «guðcyning» (war-king);

'the leader of the people' – «folccyning» (folk-king), «leodcyning» (king of a people), «þeodcyning» (people's king);

'successful leader' – «heahcyning» (high-king), «Soðcyning» (True-King, God), «Wuldurcyning» (King of Glory, God).

These synonyms help to convey different aspects of the king's role and status in the poem, from his military leadership and martial prowess to his wealth and generosity.

This lexeme is often paired with various adjectives to describe the qualities and characteristics of the king being referred to. Attributive lexemes testify to the attitude of subordinates towards him and are markers of value meanings and significance: «god cyning» (good, able, excellent, proper, strong, daring, brave), «leof leodcyning» (dear, beloved), «frod cyning» (wise, old and wise), «cyning æþelum» (god), «æghwæs» (in every respect), «orleahtre» (blameless), «bregorof cyning» (brave as a ruler or lord, very brave), «rumheort cyning» (roomy-hearted), «largehearted» (noble-minded, generous), «heaðorof cyning» (battle-brave), «niðheard cyning» (battle-hardened), «æðele cyning» (noble king), «hál cyning» (generous king), «beadu-serð bold» (battle-bold king), «heaðo-geong cyning» (war-youthful king).

All adjectives are positive. The words emphasize the importance of loyalty and bravery in a leader, king's status as a powerful and respected leader, his exceptionalism, heroic achievements, and highlight his status as a legendary hero, his importance in the story, underscore the significance of powerful and respected rulers in Anglo-Saxon society.

Overall, the concept of power in ancient Anglo-Saxon society, as expressed in «Beowulf», is characterized by a number of key features that reflect the values and beliefs of this culture. Some of these features reflected a worldview that emphasized the importance of loyalty, bravery, kinship ties, and the unpredictable forces of fate. The king's power was contingent on his ability to embody these values and maintain the support of his followers, while also navigating the complex political and social dynamics of his community.

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UDC 81'33

SOME GRAMMAR PHENOMENA IN ENGLISH ECONOMIC TEXTS

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This article discusses the features of grammar, inherent only in economic literature. It also provides examples of the use of grammatical structures in economic texts. Grammatical features are considered on the examples of the texts of famous economic observers.

Key words: *economic texts, grammatical phenomena, syntax, verb, translation.*

At the first stages of learning English, the main task is to develop reading skills and conversational, oral and written speech skills. At this stage, a limited stock of words and speech units is being mastered, which can later be used in oral and written speech, using certain grammatical material.

In-depth study of the English language shifts the centre of gravity of all work to the development of the ability to read and understand original special literature and texts of a socio-political nature. Thanks to such materials, work continues simultaneously on improving speech skills, which is based on the principle of creative repetition and extended reproduction of previously learned material [Tolstoj 1960].

Reading various economic texts in English performs a huge function. It broadens the horizons and is a source of new information.

Reading without translation is a complex, versatile process, which, along with conversational speech, is an important stage in the practical mastery of a foreign language. At the same time, it is necessary to take into account the data of psychology, which represents such reading as a type of receptive speech activity consisting of perception and comprehension of written speech [Lopatin 1984].

The written form of the language differs from the oral form both morphologically and lexically. The written language is characterized by the use of full word forms. Complex sentences with the presence of all the members of the sentences, a connective-subordinate relationship and a clear word order in the sentence.

The language of economic scientific literature differs significantly from the literary language by the presence of a huge number of sentences with homogeneous terms that are quite distant from the word to which they relate. The unification of logically related concepts in one sentence leads to the grouping of a large number of secondary members around one semantic core, and the desire for an accurate presentation of thoughts leads to the prevalence of introductory constructions and to the location of the defined and defining according to the principle of maximum compactness.

The language of economic literature has some features specific to this particular literature. It is characterized by a variety of grammatical forms and phenomena, which must be taken into account when selecting grammatical material for study or familiarization [Tolstoj 1960].

In order to have an idea of the relative usage of verb forms, an analysis of two monographs were carried out. One of them was written by the English author R.F. Harrod and the another one by R.M. Campbell.

These works were taken for a reason, since they can better consider the difference between English and American economic literature. In addition, with regard to the difficulty of the language, these works are not the same.

The works under study are devoted to various economic issues: one is the world monetary system, and the other is the analysis of the historical development of the economy.

The language of the English author is distinguished by the complexity of grammatical forms, their bulkiness, and, consequently, causes difficulties in understanding and translating the text into his native language.

The language of the American author cannot be called difficult either from the point of view of the use of grammatical phenomena or from the point of view of lexical difficulties.

Both styles of language are characterized by the peculiarity of the forms and phenomena of grammar both in qualitative and quantitative terms.

Having conducted a small analysis of the texts of R.F. Harrod and R.M.Campbell it was noticed, that in their works they often use the following grammatical forms and phenomena from the Verb section: Modal verbs "can", "could", "may", "might", "must", "ought". And their combinations with Perfect Infinitive (Active, Passive), infinitive (Active, Passive Indefinite, Active Perfect) in all functions, gerund (Active, Passive Indefinite) in all functions, present participle (Active, Passive) in all functions, past participle in all functions. Constructions with infinitive: complex addition after verbs such as to expect, to force, to persuade, to think, to believe, to allow, to ask, to let, to set, to advise, to induce, to cause, to consider, to recognize, to prefer, to leave etc. A complex subject when such verbs as: to prove, to appear, to happen, to be likely, to be unlikely, to seem, to turn out and most of the above are in the passive form; turns with "for" in various functions; construction with present and past participle: a complex addition, an absolute (independent) turnover with (without) or without a preposition.

However, it would be wrong to select literature for deepening the knowledge of the English language only in accordance with the principle of private use, since some phenomena, despite the fact that they are rarely used, are still found in economic texts and can cause difficulties in understanding their essence or in translation into Russian. Such phenomena include expressions "to be to", "to have to", "to be able to" in various tenses of the indicative or subjunctive mood followed by the infinitive (Active, Passive Perfect); infinitive (Passive Perfect, Continuous) in various functions; participle (Perfect) in various functions, absolute participial turnover with the participle omitted.

Difficult to understand, and sometimes to translate such features of English syntax, which are rich in the scientific language of economic literature:

The use of several nouns as a definition to the noun-defined. For example: The result is to maintain the economies concerned in a state of completely lop-sided dependence on the fluctuations in world commodity markets.

Distant position of the predicate in relation to the subject or object in relation to the verb-predicate as a result of the use of common definitions or subordinate clauses. For example: The idea that demand for the products of an important group of industries could be declining, while other industries and services were still in a position to push prices up and that the first trend was the most important, was never mentioned by Mr. Brown.

Common introductory sentences and applications that violate the compactness of the sentence structure, but are necessary for a more accurate presentation of thought. Eg: All the industries producing durable goods- refrigerators, television, the

thousand and one household gadgets supposed to be essential to the American home- likewise increased their productive capacity enormously.

Inversion is grammatical or emphatic. For example: Far be it from us to suggest that a policy to counter a slump is useless [Campbell 1992].

Subject clauses introduced by the union that, whether, if. For example: That capitalist society had in some unexplained way entered "an era of full employment" was one of the commonest themes to be found in right-wing socialist literature up till recently.

The emphatic construction it (that) is…that (which, who). For example: …but it is not till after about 1760 that these wage-earners had so grown in numbers and cohesion as to make it possible to think of them as a working class..

The distant location of the components of a complex union so … that. For example: Evidently in the opinion of the Labour Party so great a control over the forces of capitalist society has already been achieved that the "level of economic activity" can be turned off and on like water in a tap" [Harrord 1999].

The distant location of the components of a complex union so … that. For example: I believe that the above assumptions are delusive; that a high level of employment has existed in many capitalist countries since the war (though not without fluctuations) whether they have claimed to be operating a policy of full employment or not; that it has been due to passing factors and that most capitalist countries (including our own) will shortly experience a higher level of unemployment than at any time in the post-war period.

Based on the above, the following conclusions can be done:

Literature in a foreign language in a particular specialty is characterized by the originality of the use of grammatical forms and phenomena.

The language of economic literature is distinguished by a wide variety of grammatical forms, which vary quantitatively and qualitatively in different styles of authors. However, most of these phenomena seem to be relatively constant for the language of scientific literature of an economic profile.

2. In order to learn to read and understand economic literature, one should first of all select the phenomena that are most often encountered in economic literature. To do this, it is necessary to carry out several more similar studies by other English and American authors.

3. A special place in the study of a foreign language should be given to such, although not very frequent, characteristic phenomena of English syntax that prevent free understanding of what is written. They require special attention and time to explain and develop skills for recognizing and understanding grammatical meanings and syntactic links in sentences.

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METAPHORICAL IMAGE OF SPACE IN RUSSIAN POETRY (ACCORDING TO THE NATIONAL CORPS OF THE RUSSIAN LANGUAGE)

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This article reveals the specificity of space, caused by universal characteristics of this concept in the Russian language. The metaphorical image of space is considered, the material for the study was data from the National Corps of the Russian Language. The most stable paradigms of images are noted, characterizing the denative sphere of "space" as an object of metaphorics.

Key words: *space, denative sphere, cultural code, metaphor, metaphorical image.*

Space is a universal category of artistic text. Spatial properties are also characteristic for those objects that themselves do not possess a "spatial essence" (conceptual images, positions, representations, ideas, hypotheses, etc.). The "language of space" in the art text is used to express human ideas about the world and serves as a tool for describing the world. This is due to the fact that space is one of the fundamental categories of human perception. A distinctive feature of the category "space" is its immateriality.

The study of the "language of space" creates new hypotheses for studying the representation of the phenomenon of space within language as a system and opens up new perspectives for the embodiment of possible worlds.

When studying the linguistic picture of the world, researchers repeatedly made attempts to interpret and understand space (O. Spengler, M. Heidegger, P. Florensky, Yu. M. Lotman, V. N. Toporov, E. S. Kubryakov, N. D. Harutyunov, and others). In the Complex Dictionary of the Russian Language, edited by A. N. Tikhonov, the space is defined as follows:

1. Unlimited length (in all dimensions and directions); three-dimensional length above the ground.

2. A place capable of holding anything.

3. A large area of the earth's surface [Tikhonov 2009: 810].

The complexity of the study of the category "space" is that, unlike the basic concept of "space", it includes not only common features, but also mental images that are formed in author's conceptions of space.

In the poem by I. A. Brodsky "Things and People of Us..." the poet offers an individual way of perceiving objects, its peculiar fixation. According to I. Brodsky, a thing does not stand, but also has no motor activity, because a thing is a space. The space for I. Brodsky is a place where things exist: *Veshch' ne stoit. I ne / dvizhetsya. Eto – bred. / Veshch' est' prostranstvo, vne / koego veshchi net.* (In Russian).

In various sciences, space is understood from different points of view, as a result of which this lexeme is included in such combinations as *creative space, linguistic space, mythological space, soul space, digital space, cultural space, post-Soviet space, educational space,* etc.

The poetic subcorpus of the National Corpus of the Russian Language [http://ruscorpora.ru] contains 1,567 documents where the word *space* is used (1,793 entries). For the first time the word *space* is fixed in A. D. Cantemir's poem "Petrida, or Poetic Description of the Death of Peter the Great, the All-Russian Emperor" (1730).

The perception of space directly depends on the national and cultural worldview. The semantics of space are of key importance in the formation of a national picture of the world, the basis of which is the spatial model of the universe. It finds its reflection in myths, customs and rites, religious beliefs fixed in the Russian language. Yu. Lotman notes: "The development of a certain culture directly depends not only on its spatial location: in the dynamics of culture it is also an important factor in the relationship between real and mythological (political, religious, etc.) geography" [Lotman 2002: 744].

The Russian mentality, including its spatial component, has long defined the consciousness of the Russian people. It is worth noting the linguocultural works of A. D. Shmelyov and I. B. Lavontieva. In the joint work "Native Spaces" [Levontyeva 2005], the authors assert that the theme of spatial latitude and limitlessness are the shaping elements of Russian culture. V. A. Maslova describes the main ideas about space in the Russian linguistic picture of the world and describes the linguistic model of space in the consciousness of Russian people [Maslova 2018: 87-89].

Particular importance for the Russian has such spatial attributes as forest, field, river, steppe, endless plain. All these elements reflect the cultural code of Russian people. The main component of the cultural code is mythological symbolism, the content of which is the transfer of images of specific objects into abstract phenomena, resulting in metaphor or metonymy.

The metaphorical images of space in the texts of Russian poetry are quite diverse. Let us turn to the analysis of linguistic means for the expression of the main denative sphere "space" in the poetry of Russian poets.

There space can take metonymically the properties of the place it denotes, and from the further context we understand what the text is about. In the poems of I. Bunin and S. Solovyov, the expression "blue space" stands for "sea". It is a metonymic image that realizes the sensory-visual idea of the blue color of the sea and its infinity: *Kak starym moryakam, zhivushchim na pokoe, / Vse snitsya po nocham prostranstvo goluboe / I seti zybkih vant, – kak veryat moryaki, / CHto ih morya zovut v chasy nochnoj toski …* (I. Bunin). (In Russian). *Voln prostranstvo goluboe / SHum nemolchnyj, neustannyj / Nabezhavshego priboya… / Bereg, dikij i peschanyj, / Voln prostranstvo goluboe; / SHum nemolchnyj, neustannyj / Nabezhavshego priboya* (S. Solovyov). (In Russian).

In the poem "Atlanta" I. Bunin uses the metaphor of bottomless space in the meaning of "sea" to create the effect of excessive depth without a bottom: *Po sputannym kustarnikam, v tumane, / To zakryvavshem solnce, to, kak dym, / Po vetru pronosivshemsya pred nami – / I vdrug obryv, bezdonnoe prostranstvo / I gluboko? v prostranstve – neob"yatnyj…* (In Russian).

The focus of space often becomes images of the sky, sea, air, fields, forests, rivers, etc. as parts of physical space without specific boundaries. They are characterized by notions of length and size or vast area. Consider the following examples, in which space is similarly conceptualized through the image of the sky: *Otec i mat', i s nimi ya, / U okon, v zamknutom pokoe, / V prostranstvo temnogoluboe / Ujdya dushoj, kak v nekij son, / Daleche osyazali – zvon…* (V. Ivanova). (In Russian). *I, legkoyu pregradoyu resnic / Raz"ediniv bezoblachnoe slovo, / Bezdonnoe slivaesh' bez granic / Lazurnoe ee prostranstvo snova* (B. B. Bozhnev). (In Russian). *Vvecheru plameneet prostranstvo, / Na osine galchata galdyat, / Gde-to tam na granice slavyanstva / Ugasaet varyazhskij zakat* (E. B. Rein). (In Russian). *Neslis' s okrain pervye shumy, / Gudki gudeli, grohotala trassa, – / I dumal ya: vot-vot uvidim my, / Kak ot vostoka svetitsya prostranstvo, / Kak voron'e sryvaetsya v polet, / Kak nebesa raskhristanny i siry…* (A. A. Soprovsky). (In Russian).

In A. Herzyk's poem "Wait for a moment, let's part now" in a set expression the word space is associated with emptiness and vacancy: *Eshche ruka trepeshchet, umiraya, / A polye zrachki uzh vdal' glyadyat, / Pustynnoe prostranstvo izmeryaya.* (In Russian). It is worth noting that in the Russian language there is a phraseological unit *to look (to go, to drive, etc.) into emptiness*, which has a meaning – without a certain direction, into emptiness, into nowhere.

The denative sphere of space is subject to auditory perception associated with the formation of auditory images and sensations. Space interacts with sounds: *Teper', kogda v vechnost' ushel, i prah ego trepetnoj tkani / Eshche ne otpet, i*

kruglye sutki dozhd', i zemlistaya mgla / V venah Moskvy, v benzinovoj gari, v krane, v stakane rassveta, – / YA raspahivayu vot eto beskonechno glubokoe, gulkoe / Prostranstvo na zhutkom vetru, / Gde Serezha Averincev: – Skazhite, kogda ya umru, / Ostanutsya li hotya by moi stihi o Svyatoj Varvare? (J. Moritz). (In Russian).

In N. Gorbanevskaya's poem "And time sounds, and space sounds", space acquires anthropomorphic features, is perceived as a living being: *I vremya zvuchit, i prostranstvo zvuchit, / i uchit, i muchit, i tochit, /i tol'ko poslednee chto-to molchit / prostornoj strofoj mnogotochij.* (In Russian). In the following examples, the author endows space with human qualities, "humanizing" space from different sides: *Okna moi na zakat, / no fabrikoj zasloneno / Faust-prostranstvo, / zolotisto-ustalye dali* (S. G. Stratanovsky). (In Russian). *Ni v chyom ne vinovatoe prostranstvo / v glazah stoyalo prochnoyu slezoj* (B. A. Ahmadulina). (In Russian). *Uzurpirovannoe prostranstvo / nikogda ne otkazyvaetsya ot svoej / neobitaemosti, napominaya / sil'no zarvavshejsya obez'yane / ob iskonnom, dolednikovom prave / pustoty na zhilploshchad'* (I. A. Brodsky). (In Russian). *O, dozhd' Venecii, o, dozh venecianskij, / skazhi, kakim chislom dolzhny vse chisla stat', / chtob vyrazit' tvoe bezgnevnoe prostranstvo, / chtob vyrazit' tvoyu bushuyushchuyu stat'* (V. V. Kazakov). (In Russian).

Hence space has a complex structure. The study of space is essential for revealing the peculiarities of artistic reflection of reality, the peculiarity of the inner world of poetic works.

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UDC 81-2

LEXICAL AND SEMANTIC NATURE OF FEMINITIVES IN THE RUSSIAN LANGUAGE

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This article is devoted to the analysis of the lexical and semantic field of feminitives in the Russian language. Thematic groups of feminitives are highlighted. A component analysis of feminitives has been carried out, which makes it possible to identify common semes. The types of linguistic relations within the lexico-semantic group under study are also highlighted.

Key words: *feminitives, lexico-semantic group, thematic group, component analysis, sema, language relations.*

In the Russian language feminitives form a lexico-semantic field (macropole). The lexico-semantic field is «a hierarchically organized system of lexical units united by a common archiseme» [Karaulov 2016: 47]. The creator of the scientific school of linguistic semantics B.Y. Gorodetsky deduces the following definition of the lexico-semantic field: «A semantic field is a set of lexemes that have a specific similarity in any semantic part and are connected by certain semantic relations» [Gorodeckij 1969: 173].

In the composition of the macropole under study, several micropoles can be designated. Let's try to single out only some thematic groups of feminitives, since the lexico-semantic field has no clear boundaries, it is constantly, open, openly interacts with other macrofields, has an attraction and a linguistic lacuna, is asymmetrical in construction, autonomous.

Feminitives can denote the name of the activity of a female person (*obmanshchica, pokupatel'nica, rasprostranitel'nica*), the name of the attribute (*krasavica, neudachnica*). This includes the designation of kinship (*svoyachenica*), religious affiliation (*hristianka*), national designation (*datchanka, nemka*), age characteristics (*moloduha, staruha*), it can be a micropole with separate, independent feminitives that do not make up a competing pair with a masculine name (we cannot use in relation to a woman the words *hristianin, nemec, starik*). A separate group includes feminitives indicating social affiliation (*demokratka*). The largest group includes the professional affiliation of a female person (*uchitel'nica, perevodchica, hudozhnica*). In this group, the formation of words usually comes from masculine names, as we wrote earlier. Therefore, for these words, the generating basis and the neutral member of the pair will be words denoting a person regardless of gender (*deputat, prezident, advokat, hirurg*).

The difficulty of forming a correlative pair is, for example, the already existing lexical meaning of a feminitive. So, from the word *mashinist*, we cannot form a feminitive only with the meaning of 'a woman controlling the course of the machine', because the lexical meaning of the word *mashinistka* is 'a woman working on a typewriter'. But, as the Doctor of Philology, linguist E.A. Zemskaya notes, «the presence of homonyms does not always prevent the action of the word-formation type» [Zemskaya 2011: 211].

Philologist N.A. Pronina in the work «The use of feminitives in colloquial speech (based on the study of social networks)» designates four thematic categories of feminitives: profession *hirurginya*), occupation (*blogerka*), place of residence (*tajlandka*), designation of female (*podrostka*) [Pronina 2019: 93-96].

Researchers V.S. Kolesnikova and E.Y. Vidanov give the following thematic classification. Researchers refer to the first group of feminitives associated with the Internet, since «the third wave of the formation of feminitives began to develop precisely thanks to the World Wide Web» [Kolesnikova 2021: 40]. This group includes the following words – *blogersha, blogerka, redaktrisa*. In this thematic layer, V.S. Kolesnikova and E.Y. Vidanov also distinguish subgroups, where they designate classifications – by occupation (*aktivistka*), by profession (*redaktorka*). The second group of feminitives includes words related to the economic sphere of activity (*menedzherka, predprinimatel'nica, ekonomistka*). The third group of words includes feminitives denoting the medical field (*farmacevtka, stomatologinya, doktorka, hirurginya, vrachinya*). In the latter group, researchers include words from the political sphere (*prezidentka*), art (*dizajnerka*) and the film industry (*kinovedica, zvukorezhisserka*). This classification is a particular division of feminitives, because they all belong to the layer of names of professional activity.

Philologist L.M. Vasilyeva asserts that «the term lexico-semantic group can denote any semantic class of words (lexemes) united by at least one common lexical paradigmatic seme or at least one common semantic multiplier» [Vasilyeva 1971: 106]. As an example, we will conduct a component analysis of the feminitives *yuristka, plovchiha, perevodchica*. Since there are no separate definitions for these feminitives in the explanatory dictionaries, we will rely on the dictionary of service morphemes and references in the explanatory dictionary in the analysis. So, the suffix - *ka* - introduces the meaning of the noun *yuristka* sema 'female person' + 'specialty, occupation, inclination' [Cyganenko 1982: 88]. In the explanatory dictionary of S.I. Ozhegov, the word *yuristka* is given as an illustration in the dictionary entry to the term *yurist* with a note: «zh. yuristka, -i (razg.)»; *yurist* – specialist in legal sciences, legal issues [Ozhegov 2012: 1067]. I.e. *yuristka* = 'woman' + 'specialist in legal sciences'. Let's consider which semes are actualized in the *plovchiha* feminitive. According to the dictionary of service morphemes, the suffix - *ih*- introduces the following meanings into the lexical meaning of the word *plovchiha*: 'female person' + 'profession, occupation' [Cyganenko 1982: 82]. The explanatory dictionary gives this word as an example to the definition of the lexeme *plovec*: «an athlete engaged in swimming, as well as in general one who swims, swims. II. II. zh. plovchiha, -i (o sportsmenke)» [Ozhegov 2012: 692]. We output the following seed row: *plovchiha* = 'woman' +'engaged in sports swimming'. The suffix - *ica*- in the feminitive *perevodchica* will be updated in the following semes: *perevodchica* = 'female person' + 'specialty' [Cyganenko 1982: 80]. In the explanatory dictionary, this feminitive is also given in the dictionary entry for the lexeme *perevodchik*: «specialist in translations from one language to another. II zh. perevodchica, -y.» [Ozhegov 2012: 643]. We output a number of these: *perevodchica* = 'woman' + 'specialist in translations from one language to another'.

Thus, the component analysis revealed common semes for these feminitives: 'woman' + 'specialist'. This lexico-semantic group is an association of words according to the professional affiliation of women. This group is the most extensive in the semantic class of feminitives.

Some feminitives are actively functioning in the language and are fixed in dictionaries, for example, the words *uchitel'nica, artistka, provodnica*, but some words are not fixed in dictionaries, we consider them as neologisms (*menedzherka, doktorica, hirurginya*). The LSG includes all nominations – commonly used lexemes, neologisms, as well as stylistic pairs like *blogersha / blogerka, kosmonavtka / kosmonavtsha*. Within the LSG of feminitives by profession , the following types of language relations are observed:

• paradigmatic, which include the ability of feminitives to form synonymous (*uchilka – uchitel'nica, blogerka – blogersha, avtorka – avtorsha*) and antonymic pairs (*zaveduyushchaya – podchinennaya*). In this group, the phenomenon of enantiosemia is interesting, which is represented in feminitives with different directions of nomination, for example, *kapitansha* (the captain's wife is the ship's manager), *general'sha* (the general's wife is a female general). Such an internal antonymy is not always relevant for lexemes with the suffix - *sh*-, so *deputatsha* (does not have the seme 'wife').

The paradigmatic type of relations is complemented by generic-specific ones. (for example, *doktorica* (as a hyperonym) is *stomatologinya, hirurginya, akulistka, terapevtka* (as hyponyms).

• syntagmatic – in the functioning of feminitives, one can denote, firstly, potential valence, secondly, the patterns of combining feminitives with other lexemes in a real context, and thirdly, syntactic fixity. The compatibility of feminitives is influenced by extralinguistic factors, the need to reflect the real connections of reality, for example, *akusherka* can be old, young, kind, evil, attentive; a *yuristka* – businesslike, smart, qualified, unscrupulous.

Thus, the LSP of feminitives is a dynamic subsystem in which the core (commonly used feminitives) and the peripheral part (feminitives-neologisms) are observed.

The study of individual lexico-semantic group feminitives is of particular interest, since the lexemes within the micropole enter into different types of paradigmatic, antonymic and genus-species relations. All feminitives are united by a common seme «woman», which ensures the unity of the studied group of words and the ability to combine with the lexemes of other subsystems of the language.

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METAPHORICAL EVALUATIVE STATEMENTS WITH THE SEMANTICS OF OPPOSITION

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This article analyzes the evaluative potential of metaphorically structured statements with the semantics of opposition. The national language picture of the world is reflected through the metaphorical models which may have positive and negative evaluation. The aim of the article is to highlight the way it is realized in metaphorical structures. It has been found out that basic structural types of metaphorical constructions with semantics of opposition and lexical means form the basis for both negative and positive evaluative effect.

Key words: *metaphor, semantics, opposition, negation, evaluative statements.*

The process of globalization directly affects the expansion of the possibilities of influencing human consciousness and modeling mental processes, which, in turn,

makes researchers find and state the relationship between cognitive processes and language structures in communication.

The process of metaphorization includes encoding the speaker's message in accordance with his idea of the world, with his intellectual base and emotional state, as well as the decoding messages process by the listener through the prism of his picture of the world and the general cognitive level. The system of metaphorical models is an important component of the national language picture of the world and mentality associated with the history of the people and the sociopolitical situation.

Metaphor performs a number of functions: nominative, communicative, instrumental, hypothetical, modeling, euphemistic, cognitive, aesthetic and some others. Forming evaluative statements, the speaker relies on pragmatic goals. Thus, choosing a metaphor, we make a selection of features, according to the results of which the most significant one will be defined. Therefore, metaphor is «a means of expression and distinction, because it imposes stringent restrictions on the similarity of such distant denotations that our imagination … identified in the evaluation of one denotation» [Konyushkevich 2018: 195].

By creating a new metaphor, the addressee causes an emotional and evaluative reaction of the communicant, which can be both positive and negative. The purpose of using a metaphor with negative evaluation is the achievement of a certain impact on the addressee by expressing his own attitude to the world, to the allocation of values in it.

One of the ways to create both negative and positive evaluation in metaphorically structured statements is the use of negative constructions. The terms "negation" and "opposition" are not synonymous, but at the same time they are not considered to be mutually exclusive, since negation can be interpreted as one of the forms of the opposition. When negating, there is a transition of a certain concept into its opposite.

Negative concepts can express the following logical relations: the relation of difference, absence, incompatibility, opposition, deprivation and lack [Bondarenko 1983]. According to A.M. Peshkovsky, the category of negation is included in the category of «subjective-objective» categories, since it does not represent the relationship between representations, but the attitude of the speaker (and the listener) to these relationships [Peshkovsky 1956: 387].

According to V.I. Karasik, the evaluation often turns out to be status-estimating. Negative evaluation lowers the status of the object, even if, according to objective criteria, the subject of assessment occupies a lower social position. [Karasik 1992: 153].

According to our research, in metaphorically structured evaluative statements with the semantics of opposition in the Russian language, the following structural types are characterized by the greatest frequency of use:

a) ne A , a (no) B:
*Po yeyo slovam, Moskva nikakaya **ne** groza, **a** naoborot oplot stabil'nosti i bezopasnosti.* Here and further examples are taken from the National Corpus of the Russian language [ruscorpora.ru].

*Eto zh **ne** chelovek, **a** samyj chto ni na est' borov.*

*Vy ne tol'ko escho **ne** lichnosti, **no** vy dazhe escho ne lyudi.*

b) **eto ne A — eto B**:

Net, eto ne skachok – eto polet v vozduhe ogromnoj koshki, blestyashchej, sverkayushchej na solnce.

Eto ne lyudi, eto kakiye-to ... shesteryonki.

I vot on larek! Net, eto ne larek! Eto hram!

c) **kakoy (zhe) eto A, eto - B**:

On fizicheski chuvstvoval, kak legche stanovitsa na serdce – a vichr', kakoy zhe eto vihr', net, eto shirokoye i plavnoye techeniye potoka reki mysli, kotoraya sama vynosit na vidnoye mesto belyye parusa ozarenij, bez vsyakogo usiliya so storony Taliya.

***Kakiye zhe eto** reformy? **Eto** degradaciya.*

In these examples we see that in metaphorical constructions with the semantics of opposition, the vector of evaluation can have both positive and negative orientations.

Also, the semantics of opposition in metaphorical structures can be expressed at the lexical level. For example, the use of the adverb «naoborot» transforms the meaning of the statement into opposite:

*Nam ih schastja ne nado, u nas ono svoyo, endemichnoye, schaste **naoborot**.*

*Takoye koketstvo «**naoborot**»! Moyego otca net uzhe shestnadcat' let. Ja vse vremja govoru s nim i vse vremja lovlu ego reakcii, ego dvizheniya, ego privychki v sebe.*

The use of words with pejorative semantics is considered to be one more means of evaluation expression in relation to the object nomination in metaphors. Their negative meaning appears when one object is similar to another one on the basis of common negative features in the process of metaphorization. Zoomorphic metaphors take a significant part in the pejorative connotation semantic layer [Feotktistova 1979: 81]. E.M. Wolf highlights their evaluative function: «Clear and constant evaluative connotations are carried by metaphors of the animal–human type. The purpose of these metaphors is to attribute to a person some characteristics that almost always have an evaluative meaning, since the transfer of animal characteristics to a person implies evaluative connotations» [Volf 1988: 59]. They are most often used to assess a person's appearance, social status, mental state, gender and age, intellectual, moral and ethical qualities:

*Kakoy ya ni est;a ya ne **pyos**, chtoby menja s dorogi podbirat'.*

*Ya skazal emu, chto on ne chelovek, a **zhivotnoye, skotina, chervyak**, kotorogo nado prosto davit'.*

*My hotim skazat' obshchestvu – vy ne **svinyi**, no cvety.*

*On byl ne **lev**, no byl silyon. Vsegda on osen' uvazhal. I takzhe byl umen.*

*A eto ne chelovek, a takaya bolshaya **obezyana**.*

*Vse, kto o nyom pisal, pisali primerno odno i to zhe: ne chelovek, a **hameleon**.*

Thus, the evaluative vocabulary resulting from imagination and the meaning transferring carried out on the basis of motivational features reflects the national

specifics of the language and is exemplified in the national language picture. The meaning of constructions with the semantics of opposition expands the inherent evaluative potential of metaphorical expression through syntactic structures and some lexical means.

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UDC 82-92

FEATURES OF THE NEWSPAPER AND JOURNALISTIC STYLE

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The newspaper-journalistic style highlights the changes of a continuously developing society to a greater extent in a multidimensional and timely manner, its role in modern society is becoming increasingly important, determining the need for the deepest close study of its features. The relevance of studying this problem is provided by the property of the emotional impact of the newspaper-journalistic style of speech on the reader, the importance of constant detailed study of the linguistic characteristics of mass communication texts and their current and potential capabilities. In this article, the features of the newspaper and journalistic text are

clarified, a linguistic analysis is carried out on the example of publications of the regional newspaper Zarya.

Key words: *Newspaper and journalistic style, lexical features, syntactic features, linguistic analysis of the text, regional newspaper, headline, abbreviation, emotionally expressive sentences.*

At the present stage of the development of society, in the context of its information, digital, technocratic orientation, rationalism, consumerism, the growth of lack of spirituality, immorality, progressive aggression and growing deliberately fake information content, the goals and objectives of the newspaper-journalistic style are of particular paramount importance. Since the newspaper and journalistic style is a means of mass communication, expressing the thoughts of society in a linguistic form, affecting socio-political, socio-economic, cultural relations, a multifaceted spectrum of public life, the study of its features in the current conditions and historical realities is an urgent need in order to create a reliable information space that illuminates ideas, views, current events, influencing the readership, developing information-cognitive, moral, aesthetic perception, contributing to the formation of the spiritual world, personal culture.

Changes in a continuously developing society are more multifaceted and timely covered by the newspaper and journalistic style, its role in modern society is becoming increasingly important, determining the need for a deep, close study of its features.

The relevance of studying this problem is ensured by the property of the emotional impact of the newspaper-journalistic style of speech on the reader, reliable, timely coverage of operational information, events, incidents, phenomena, and as a result, the importance of constant detailed study of the linguistic characteristics of mass communication texts and their ongoing and potential opportunities.

The problem of studying the goals, objectives, specifics of the journalistic style in general and the newspaper-journalistic style in particular are devoted to the scientific works of many prominent domestic scientists in the field of linguistics: A.N. Vasilyeva, V.S. Vinogradova, G.O. Vinokura, A.N. Kozhina, M.N. Kozhina, V.G. Kostomarova, O.A. Krylova, N.N. Kurchatkina, V.V. Odintsova, M.V. Panova, H.-K.L. Popok, A.V. Sinyavsky, G.Ya. Solganika, Yu.S. Stepanova, N.M. Firsova, V.N. Shaposhnikova, T.N. Shishkova and others.

In modern Russia, the newspaper-journalistic style of speech is of particular interest from the point of view of influencing the formation of personality, since to a large extent it is the newspaper, being a mass publicly available means of information in the periodical press, reflecting urgent problems in a timely manner, contributes to the formation of public opinion on the fundamental aspects of political, economic , cultural, educational, educational, spiritual, aesthetic activities of society in general and a particular individual in particular.

It is also important to note that the study of the features of the newspaper-journalistic style of speech, the mastery of knowledge in this area is especially necessary for the younger generation, which is often very difficult to understand the

huge momentarily changing flow of information in the process of learning objective reality.

Exploring the newspaper-journalistic style of speech, we note its lexical and syntactic features, we will carry out a linguistic analysis of the text using the publications of the regional newspaper Zarya as an example.

The lexical features of the newspaper-journalistic style include:

− the presence of a header;

− abbreviations and abbreviations;

− borrowings;

− transmission of proper names.

The headlines of newspaper publications are designed to inform the reader about the topic of the material presented, prompting his interest in reading, and therefore, as a rule, they are emotionally colored. Looking through the newspaper, the reader first of all pays attention to the headlines, in connection with this, many philologists pay attention to the problem of studying the role of newspaper headlines. So, for example, I.A. Pushkareva notes: "the headline of a newspaper and journalistic text attracts the reader's attention, orients him in the information space of the publication, attaches him to the evaluation program reflected in it" [Pushkareva 2001: 69].

Newspaper headlines are a title structure in which the headline and text are directly related to the outside world.

There are the following types of newspaper headlines:

- informative (determines the essence of what is stated in the text);

- attractive (plays the role of attracting attention, but only partially reflects the essence of the main text).

Let's study some headlines of the informational newspaper of the Alekseevsky urban district and the Krasnensky district "Zarya". In the newspaper "Zarya" No. 6 dated February 9, 2023, the following headlines occur: "Attachment to Cows" (thematic section "A Man and His Business"), "About an Important Technology", "On the basis of the Center" (thematic section "What? Where When?"), "Without cash", "New allowance" (thematic section "Wallet"), "Put things in order" (thematic section "Improvement"), "At someone else's expense" (thematic section "02 informs"), " Development vector" (thematic section "From the scene of the event"), "When there is harmony in the family", "Without mail - nothing!" (thematic section "Rural accent"), "Alekseevka yesterday and today" (thematic section "Kaleidoscope"), "Years of good mood" (thematic section "Cultural layer"), "Belgorod families have already begun to receive a monthly allowance in connection with the birth and upbringing of a child" (thematic section "Be aware"), "Control checks are not for everyone" (thematic section "Prosecutor's office reports"), "There is no work more interesting…" (thematic section "Project"), "Equipment under control" (thematic section "Actual"), "Not just volleyball" (thematic section "Sport") [Zarya 2022: 1-10].

This newspaper publication presents thematically diverse headlines, but to a large extent there are headlines of an attractive kind and less informative.

One of the features of the newspaper-journalistic style of speech is the use of abbreviations and abbreviations in order to convey a significant amount of information in both concise and accurate expression of its essence. So, for example, in the newspaper "Zarya" No. 7 dated February 16, 2023, there are such abbreviations as: "LLC", "OMVD", "SPK", "RF", "NRU BelSU", "FSSP", "UFSSP", "SVO", "Criminal Code of the Russian Federation", "IZHS", "SNILS", etc., as well as abbreviations: "State services", "agricultural enterprises", "agrofirms", "city district", "city of Belgorod, st. Preobrazhenskaya", "Mr. Alekseevka, st. V. Sobiny", "1612 sq. m.", "21 ha", etc. [Zarya 2022: 1-10].

Abbreviations and abbreviations have recently been often used in newspaper articles and as a means of expression.

An important feature of the newspaper and journalistic style is the use of foreign vocabulary, mostly English words and their elements. As Professor V.I. Maksimov, "it is thanks to the media that the active dictionary of foreign words that make up the Russian language has recently been significantly replenished: privatization, electorate, denomination, etc." [Maksimova 2001: 47]. To a greater extent, borrowings are manifested in newspaper articles on political, economic, international topics, in reports of war correspondents and reports on emergency natural disasters. Many borrowings are often used in everyday life and are no longer perceived as foreign words.

So, for example, in the articles of the Zarya newspaper No. 52 dated December 29, 2022, the following borrowings are found: "municipality" (from German), "governor" (from French), "residence" (from Polish) , "decoration" (from the French language), "smart" (from the English language), etc. [Zarya 2022: 1-10].

The main purpose of using borrowings is to recreate a real picture of events and convey the impressions of a particular journalist through the prism of his evaluative emotionally colored opinion.

Newspaper articles often also use proper nouns, such as the names of settlements.

The syntactic features of the newspaper-journalistic style of speech include the use of speech clichés, patterns, speech clichés, which contribute to the prompt transmission of information with a positive or negative evaluative opinion, or a neutral background. The difference between a stamp and a cliche is the lack of expression.

The presence of emotionally expressive sentences, sometimes with the use of constructions of colloquial and artistic speech, is also a syntactic characteristic of the newspaper-journalistic style.

Summing up, it is important to note that the fundamental features of the newspaper-journalistic style of speech include: universal accessibility, thematic unlimitedness, reliability of relevant information, imperativeness, the presence of socio-political vocabulary and phraseology, brevity and simplicity of presentation, logicality, evaluativeness, motivation, emotionality, expression and at the same time compliance with standards.

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UDC 81'37

SEMANTIC FEATURES OF THE ENGLISH LANGUAGE PHRASEOLOGY

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This article reveals the concepts of phraseology, gives a classification of phraseological units. Special attention is paid to the signs and distinguishing features of the idiom from the phrase. This direction is also supplemented by the consideration of the features of the translation specificity of phraseological units.

Key words*: phraseology, idiom, word combinations, phraseological combinations, phraseological equivalents, phraseological units, translation.*

A millennia-long history accompanies the English language. A huge variety of different expressions appeared during these time periods. People found them elegant, small, some of the most successful within the framework of application in a particular situation. That is why there was a need to highlight a special layer of language- phraseology. It is interesting to know if phraseological units are considered to be phrases and what their main characteristics are.

Generally speaking, phraseology is a combination of two or more words that is stable in composition and structure and integral in meaning. Taking into account the main difference between phraseology and phrases or sentences, it is not composed every time in a new way, but is transmitted in a completed form. Phraseology by and large is represented by one member of the sentence.

Reasoning further, we could say that idioms (phraseological units) are expressions whose meaning is unequal to the meaning of the words included in it. If

you translate idioms literally, it turns out nonsense. For example: "*I am as right as rain!*". Literally it will be translated as: "*Ya prav, kak dozhd'!*", but in fact it is translated like this: "*Ya v polnom poryadke!*". There are idioms in Russian too. For example: "*Vse blagopoluchno!*". A foreign resident will hardly understand the meaning of this expression. Therefore, knowledge of phraseological units is necessary when learning any foreign language [Korobka 1999: 77].

The English language contains more than 25,000 idioms. This is an approximate figure, as the appearance of new words and phrases increase every day. Without understanding phraseology, it is difficult to determine the value of expressiveness of speech, its imagery, brightness and accuracy, and in most cases, correctly interpret the meaning of the entire utterance.

There are a sufficient number of archaisms in idioms, that is, old words that have long been out of use. Without them, the idiom is divided into separative words and then in a holistic application is insignificant. Here is a sample of such phraseology "*to be at somebody's beck and call*". The Russian analogue of this idiom is "*byt' na pobegushkah*", the word "*beck*" in this stable expression is an archaism and has no use in speech.

Let's consider one more conclusion. Linguists believe that a phraseological unit should retain a certain image. This means that phrases that define objects or concepts for which there is no other method of designation are not phraseological units. For example, a stable combination of words "*zheleznaya doroga*" is a holistic name of the subject, and not a phraseological unit.

There is no common opinion among linguists on characteristic of the scope of the term "phraseological unit", and, in fact, on what phraseology exactly means. The former believe that within the framework of grammar, a phraseological unit should not be more than a phrase (based on V.V. Vinogradov). The second do not put these barriers.There is a group of linguists who combine the concept of "phraseological unit" only with a rethought combination of words (the view of A.I. Molotkov).

Taking into account the relevance and versatile considerations of scientists in this direction, we want to define the general definitions of the term phraseological unit and phraseology. Summing up, phraseology in linguistics: a stable expression with an independent meaning close to idiomatic: 1. Section of Linguistics – the science of phraseological units and idioms. 2. A set of phraseological units and idioms of some kind. language. 3. Beautiful, pompous phrases hiding the poverty or falsity of the content (book) [Ozhegov 1992: 157].

Let's resume the problem of the relationship of phraseology with the word. In one case, a phraseological unit is considered an analogue of a word, but in another case, it should be noted that the phraseological combination and the word are comparable. Although, it is impossible to equate the word and the phraseological turnover with which it is identified. The main distinguishing feature of phraseology is the axiological character of the term expressed by it. Whereas for a word, this attribute is less significant. Summing up, we can say that absolute equality between these two components is impossible. At the same time, if we touch upon the very structure of the word and phraseology, then the word is the relationship of morphemes, whereas the phraseological unit is a set of words. Words could be

combined, rearranged, changed within the framework of composing a single sentence, but there is no phraseology. The latter is stable lexically and carries a single thought, without the possibility of reincarnation [Smirnickij 1998: 132].

It is clear that phraseological combinations arise from independent combined words that are used in speech in a figurative sense. Although, over the years, this word formation disappears, and the phrase is transformed into a ready-made construction. As a result, depending on the level of transformation of the components of phraseology, the existing classification should be noted.

Considering the classification of phraseological units, relying on the semantic stability of their components, according to V.V. Vinogradov, three types are distinguished: combination, fusion and unity of phraseological units [Vinogradov 1986: 6].

Let's move on to phraseological splices. Formed from the Greek "*idios*", which means proper, inherent or in other words, these are well-established combinations of words that are not subject to separation. Also, this type is characterized by the fact that the meaning in combination does not depend on the meaning of separate lexical units forming a phraseological unit: "*to sit above the salt*" – "*zanimat' vidnoe polozhenie*", "*turn the tables*" – "*pomenyat'sya rolyami*" (*impatience*), "*on the level*" – "*bez obmana, po-chestnomu*" and others. In these examples, it is worth noting that the concept of their metaphoricity cannot be determined without special historical information characteristic of a particular idiom. Phraseological splices could hardly be translated into another language. This is because the basic concepts that are components lose their meaning when translated and acquire a figurative meaning. The archaisms that we talked about above are also part of this type.

Let's proceed to the consideration of the following type – phraseological units. It is characterized by a general figurative meaning and absolute lack of semantic separation of components. For example, "*pull smb.'s leg*" – "*morochit' golovu*", "*follow in smb.'s footsteps*" – "*sledovat' ch'emu-libo primeru*", "*turn one's back (on smb. or smth.)*" – "*otvernut'sya ot kogo-libo*" and others. I would like to note the characteristic expressiveness of these phraseological units, brightness and picturesqueness. In these types, there is semantics of certain components and a tendency to interact with other phraseological phrases.

Speaking about phraseological combinations, it is necessary to note their inherent conceptual separability, approximation to independent combinations. The main feature of this type is the ability to independently form words in a sentence, as well as the replacement of a lexical unit by a synonymous unit. For example, "*a pitched battle*" – "*ozhestochennaya skhvatka*", or "*a fierce battle*" – "*svirepaya skhvatka*" (synonymous replacement of a key lexical unit).

Within the framework of the translation activity of phraseological units, difficulties are observed due to the difficulties of transmitting meanings, images of speech from a foreign language. This is a rather difficult aspect of studying, but at the same time fascinating on the scale of modern translation theory. The main obstacle to the translation of phraseological units is their semantic structure. Also, translation difficulties arise within the framework of the level of proficiency in the

language structures of both languages, as well as the necessary knowledge of the realities of the life of English-speaking countries and English-speaking people.

Having studied the opinions of scientists on this problem, we found out that Ya. I. Retsker says that "a translator should be able to consider different meanings of phraseological units, convey their emotional and expressive functions and, in addition, understand the basic theoretical issues of phraseology" [Maksimova 2018].

V.L. Arkhangelsky speaking about the difficulties of translating phraseological units includes: unequal phraseological capabilities of two language systems; polysemy of many phraseological units; divergence of stylistic and emotionally expressive shades of structurally and semantically identical phraseological units in different languages; idiomatic.

Based on this, many translators select equivalents in Russian to English phraseological units. There are full and partial equivalents [Amosova 1963: 149].

Speaking of complete phraseological equivalents, it is worth saying that these are the final English equivalents that converge with Russian in meaning, lexical composition, images, style, as well as grammatical structure. This type is characterized by a literal translation: "*augean stables*" – "*avgievy konyushni*", *burn one's boats – "czhech' korabli", in the seventh heaven – "na sed'mom nebe", "put an end to the discussion" – "polozhit' konec sporu", "put all one's soul" – "vlozhit' vsyu dushu", be the ugly duckling – "byt' gadkim utenkom*". There are few idioms of this kind, they are often taken from ancient legends and legends, or based on the stories from the past. As for partial phraseological equivalents, it is worth noting that they correspond to the meaning, style, but are considered only close in image and differ in lexical composition. Using mental brain operations, we humans decipher the meaning of the idioms offered to us: "*goose that lays golden eggs*" – "*kurochka, nesushchaya zolotye yajca*" *(goose – курочка); as mute as a mouse – "nem, kak ryba*" *(mouse –рыба); pig in a poke – "kot v meshke" (pig – кот).*

Correct translation requires knowledge, a variety of techniques, as well as a huge stock of vocabulary units, for an adequate selection of equivalents and the transmission of the correct meaning of the idiom from one language to another.

Summarizing the above, can say that phraseology adorns our speech, enriches our language and presents it in bright colors and images, with a share of emotionality and expressiveness. Mandatory knowledge in this area will help to bypass the difficulties of translation and compensate for the problems of confusion of phraseological units with other units of the language. It is worth noting the important importance of phraseology in the study of regional studies, deepening into foreign language culture and history. Thus, mastering knowledge in the field of phraseology is necessary for successful communication with representatives of foreign-speaking countries.

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UDC 81'22

CREATIVITY IN URBONYM NOMINATIONS

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The authors cite different viewpoints of scientists on creativity, which indicate its essential features. They consider linguistic phenomena used for expressing linguistic creativity in different styles and discourses. First of all, this refers to manifestation of creativity in the system of commercial urban naming. The authors consider that in this case real examples of the creative approach of nominators to the creation of urbonims can be seen, since we are not dealing with experts in the nomination theory or with professional masters of the word, but with ordinary native speakers.

Key words: *urbonym, creative function, linguistic creativity, linguistics of creativity, linguistic creative activity.*

Regarding the relationship between creativity and ingenuity in science, there is already a rather evaluative approach in which the notion of ingenuity has a positive connotation, while rather negative qualities are ascribed to creativity.

Among the various views on the essence of creativity, we accept the neutral idea of T.A. Gridina that linguo-creativity is caused primarily by "the conscious intention of speakers to use non-canonical forms of speech (manifested mainly as a desire for self-actualization, self-expression)" [Gridina 2019: 40]. In other words, the essential characteristic of this phenomenon is the conscious approach of the nominator to the choice of particular linguistic means capable of realizing the speaker's desire for creativity. In this case, creativity is clearly positive in nature.

Following E.N. Remchukova we will understand the linguo-creativity as an art transformation of semantics and language units structure used for naming [Remchukova 2012: 89]. E.N. Remchukova limits the use of creativity to the sphere

of nomination, specifically to the process of creating commercial naming units, particularly the names of inner-city facilities [Remchukova 2016]. It is an approach that is particularly close to one we regularly refer to in the process of the creation of urbanonyms.

Linguistic creativity takes place in naming system of intraurban subjects B.A. Makhotin defines naming process of intraurban subjects in the following way: "The urbanonym naming is verbalization of thinking focused on the urban area development to allocate general and cognitive signs" [Makhotin 1998: 97].

Ergonimy, due to various extralinguistic reasons, is a dynamically developing sphere, and its units are characterized by the impermanence of composition and their rapid changeability. The system of Pavlodar ergonim also regularly transforms, and we would emphasize the non-final nature of the list of urbonyms, explaining this by the great mobility of the elements of the urbonymic system.

It should be noted that linguo-creativity in contemporary urbanonyms is subordinated to the realization of the communicative and voluntative functions of language. This allows us to consider urbanonyms as the sphere of mass linguo-creativity, which is understood as "the intensive linguo-creative activity of the Russian linguistic personality outside of the fiction text, characterized by the redistribution of roles between the functions of the language" [Remchukova 2016: 158]. This concept of mass linguo-creativity can be applied not only to the Russian linguistic personality.

In the article by E.N. Remchukova and L.R. Zamaletdinova on the manifestation of creativity in media discourse, we read: "The linguo-creative components of media discourse (" polysemantics, transformations of various types, potential wordbuilding and word-formation, the use of precedent phenomena ("PP") and precedent texts ("PT")) are also fully manifested in the area of commercial naming" [Remchukova, Zamaletdinova 2016: 89].

We consider the manifestation of linguistic creativity in urban studies possible through the identification of linguistic means and ways of creating new urbonyms. Let us emphasize the following provision. According to scientists, there is a direct connection between the process of creating a commercial name – an ergonym – and linguistic creativity. The scholar L.R. Zamaletdinova sees this connection in the following: "The sphere of urban nomination is characterized by increased linguo-creativity: the creation of commercial names, as a rule, is the result of creative, i.e., creatively oriented speech activity, which is based on linguo-creative mechanisms due to active language processes of contemporary Russian language" [Zamaletdinova 2016: 3].

Acknowledging the general credibility of this provision, nevertheless, we believe that it is not unconditional, as evidenced by our reference to the system of Pavlodar ergonyms, which we considered taking into account different criteria: functional, motivational, semantic, linguistic, and word formation. For example, our analysis of Pavlodar beauty salons' naming revealed that about 80 percent of these names are anthroponyms (Suyunova 2018). Such a phenomenon once bewildered the famous Russian researcher T.V. Shmeleva, who wrote: "Does the anthroponym act as a metonymic designation of women in general, or does the owner put her name

on the signboard of the institution?" [Shmeleva 2014: 123]. There is no need to talk about the creativity of the nominators in this case.

V.B. Bazilevich suggests the pragmatic nature of linguistic creativity: "The pragmatic nature of creativity is revealed in the subject's clear understanding of the stages of purposeful product generation" [Bazilevich 2015: 21]. S. Posheiko considers also that when creating urbonyms names the pragmatism term "as desire of language unit owner to provide a clear and definite information attracting potential target audience motivating it to a certain action (choose precisely that shop, hairdressing salon or workshop to purchase goods or services use) which is related to results as well: certain linguistic and semiotic means providing with information" is meaningful [Posheiko 2016: 162].

Thus, the process of nominating urbonyms combines both pragmatism and creativity. If the first characteristic is obvious, then the second is not always realized, its presence is due to the characteristics of the nominee himself, including his creative data.

In the list of linguo-creative means possible when nominating commercial facilities, we see "graphohybridization, the actualization of polysemy and homonymy, games with orthography, potential word formation, the transformation of precedent names and phrases, use of stylistically marked vocabulary" [Zamaletdinova 2016: 17]. E.S. Samsonova believes that "in order to distinguish nomination in the existing variety of city signs... it is not enough to use traditional linguistic means; the authors of nominations involve semantic, syntactic, phonetic linguistic means, graphic elements of Russian and other languages, precedent texts, typographic highlights, extra- and paralinguistic means, etc." [Samsonova 2012: 249]. According to the scholar, the form of creative thinking is a language game, which "becomes the optimal means for creating new nominations" [Samsonova 2012: 250].

We agree with the researcher E.S. Butakova that linguistic creativity necessarily presupposes both "a body of knowledge about the language, and a non-trivial approach of a native speaker to their use" [Butakov, 2013: 149]. It is nontriviality, in our opinion, that allows us to talk about creativity.

Thus, language gives nominees significant opportunities for their creativity. All the above-mentioned linguistic means of creating non-standard, attractive nominations have been actively identified and analyzed in studies of urbonyms. In our works on the description of the Pavlodar system of urbonyms, we also observed the above phenomena, and we want to emphasize the following: in our opinion, the typology of urbonyms in any Kazakhstani city is the same (as well as in Russian cities.) Differences are observed in the ratio of different types of urbonyms, the mechanisms of their nomination are not fundamentally different. For example, in both Kazakhstani and Russian cities regularly meet commercial facilities whose names contain the lexemes "*mir* (world), *planeta* (planet), *vselennaya* (universe), *dom* (home), *academiya* (academy)" (Planeta *Elictroniki* (Planet of Electronics), *Mir Sveta* (World of Light), *Academiya Znaiki* (Znaika Academy) are examples of Pavlodar urbonyms).

In this article, we set a goal to consider the possibilities of using linguo-creative means in the processes of nominating urban objects and came to certain conclusions.

Ingenuity (in many works – creativity – our note – GSS) takes place in creating names for inner-city facilities. When nominating urbonyms, both traditional and linguo-creative means are used. The urbonyms names are created by the certain rules and considering specifics of its structure and functioning. Also, they are marked on the signboards placed on sites and focused on drawing of potential client's attention. The basic principle of creating any name including urbonym is to give maximum expression by minimum means. This principle is especially important to create urbonyms in view of a small number of such naming often consisting of one word.

This circumstance requires form nominators an evident creativity. Undoubtedly that the linguistic creativity of urbonyms becomes one of conditions to attract potential clients and related to that commercial success.

The Russian researcher in this field M.S. Scherbak writes the following: "The modern urbonyms as a dynamically developing layer of onomastic vocabulary are more actively involved in the range of actual problems among of which a special place takes such a developing area in the Russian philology as creativity linguistics…" [Scherbak 2012: 12]. Onwards the scientist emphasizes that "linguo-creativity in urbonyms is submitted to implementation first of all of pragmatic function of a language since subject to creating an information background of the urban onomasticon for the person with native linguistic consciousness. Creating urban urbonyms such communicative functions as attraction and updating of the urban linear facility specialization are taken into consideration" [Scherbak 2012: 13].

In the basis of the creation of many linguo-creative urbanonyms, several principles of nomination can be observed at the same time. The structural and semantic complication of urbanonym is certainly aimed at enhancing its creativity.

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UDC 81'1

SOME FEATURES OF USING ELECTRONIC DICTIONARIES IN TRAINING ENGLISH LANGUAGE

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The article describes the features of using electronic dictionaries in the process of teaching a foreign language. Electronic dictionaries are created on the most modern lexical material, reflecting the latest language and speech trends of a foreign language. The process of translation using electronic dictionaries becomes fast and interactive.

Key words: *paper dictionaries, electronic dictionaries, mobile dictionaries, English language, vocabulary, language training, information technologies.*

In the modern world, the role of dictionaries has increased significantly. Today, no one is surprised by the opportunity to view the news of foreign countries or chat online with foreign friends. The only obstacle may be insufficient language training.

"The main purpose of the application of new information technologies is to improve the quality of education. Living in the age of scientific and technological progress, it is necessary to actively introduce information technologies into the educational process, which will allow you to spend the least amount of time preparing a lesson and facilitate the assimilation of educational material by students" [Kukushin 2004: 34].

But computer technology is ready to help here too, offering many programs for translating from one language to another. The dictionary form of presenting material (convenient for quickly obtaining the necessary information) is becoming more and more popular in our dynamic, information-rich age. All the richness and diversity of the vocabulary of the language is collected in dictionaries. Many people use dictionaries and reference books: translators, pupils and students, specialists working in various fields of activity.

Nowadays electronic dictionaries are very popular. In the literature on this topic, a number of variants of the name of this type of dictionaries are found: automatic (L.N. Belyaeva, A.S. Gerd, Yu.N. Marchuk), machine (L.L. Nelyubin), computer (G.M. Mandrikov), electronic (O.M. Karpova). The main advantage of good electronic dictionaries is the creation of a multidimensional portrait of a word, when language laws become clear. It is possible to search the word by the entire huge volume of dictionaries.

The criteria for choosing a dictionary depend on the age of the user and the situations in which he is going to work with the dictionary. Such well-known electronic dictionaries in mobile applications as Context.reverso.net, ABBYY Lingvo x6, Google Translate, Multitran, Lingvo Live, translate.google, DeepL, iTranslate, Dictionary com undoubtedly help to optimize and automate the translation process. They are popular not only among students, but also among teachers: by downloading the appropriate application, you can at any time check spelling, correct translation from one language to another, get information about words, phrases and idiomatic expressions (lexical units) within the context.

Dictionaries are constantly being upgraded and updated (the constant updating and replenishment of dictionary databases and reference materials), but it is also important to take into account their functionality. Of course, in connection with this, the most used electronic dictionary among students is Google Translate, for most of us it is known as Google Translate, which supports not only simple typing using the keyboard, but also handwriting. The electronic dictionary application works without an Internet connection; you can install the application on a computer or smartphone and use it offline, having it always at hand. But what makes it so attractive to students when translating texts is the ability to translate an entire web page, which does not always mean a correct translation.

The relationship between the components of a dictionary entry is not linear. The dictionary entry has a clear logical structure with hierarchical links between

elements. Each information category occupies a strictly fixed place here – the so-called "zone".

Electronic dictionaries are useful and indispensable modern toolkit for teaching a foreign language, enabling full-text search and potentially unlimited volume. In this process, it is necessary to teach students how to use such dictionaries correctly and demonstrate with specific examples in which sources to find and how to extract the necessary information.

Due to the availability and ease of use, which is relevant for the educational process, students increasingly prefer electronic dictionaries. "One of the main advantages of online dictionaries is functionality, "firstly, unlike traditional paper dictionaries, the vast majority of electronic dictionaries are multilingual, which gives even more translation options. Secondly, many electronic dictionaries include an additional terminological thesaurus, which dramatically increases the volume of the dictionary" [Marus 2014: 52].

"Electronic dictionaries can allow students quickly download the latest vocabulary information through additional websites online. Especially for beginners, they may come across many new words while reading the text. Gradually, as the student's level of language performance increases, the dependence on the dictionary decreases because the student does not have to look up as many words, and therefore the student may more readily accept paper dictionaries. Some educators feel that using an electronic dictionary can provide students with more sophisticated reading material. Some teachers find electronic dictionaries to be noisy and distracting. Electronic dictionaries provide pronunciation and recording functions that can give students the opportunity to hear spoken words as well as practice their vocabulary" [Nechepurenko 2013: 78].

"The use of electronic dictionaries not only simplifies the search for the necessary lexical units, but also deepens and diversifies the teaching of the English language. Print-based dictionaries do not have the ability to provide each meaning of a word with an example of usage. Electronic dictionaries have this capability. This helps students to memorize vocabulary more thoroughly, relying on examples from oral speech or works of art. Also, a significant advantage of electronic dictionaries is the use of audiovisual teaching aids, i.e. illustrations, videos, audio clips" [Samotik 2006: 159].

So, the main advantages of using electronic dictionaries in teaching a foreign language are:

- display of all stable phrases that include a given word;
- examples of transcription, grammatical comments, usage;
- compiling your own two-way dictionaries;
- search for a translation both in all installed dictionaries and in a separate dictionary, accelerated delivery of translations;
- correction of an incorrectly typed word or phrase;
- a quick transition to MS Word, where all phrases with the word.

It is important that many online dictionaries are "open", that is, they can be supplemented by both the creators of this dictionary and authorized users, making their own comments, correcting the mistakes of others.

Electronic dictionaries have inherited some of the shortcomings of conventional dictionaries.

1. Basically, this is the problem of the incompleteness of the dictionary, as well as maintaining the dictionary up to date. These problems are not as pronounced as in their paper ancestors, but they still take place.

2. Also, the disadvantages include the fact that many dictionaries require the presence of a certain set of software, which in turn require the presence of certain hardware.

3. Also, one of the disadvantages is that in order to use all the resources of the electronic dictionary, you need to download the full version for money.

4. Not a clear structure of the dictionary or a lot of additional functions can cause difficulty in use.

Dictionaries are constant companions of our life, serving us to expand our knowledge and improve our language culture. They are deservedly called satellites of civilization. The habit of using dictionaries is one of the most useful among those that a person receiving a serious education can acquire.

Thus, the use of electronic dictionaries in the educational process is a promising, irreversible and purposeful process of adapting modern education to the increasing flow of information in the educational process.

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TEACHING PAINTING STILL LIFE TO STUDENTS AT SCHOOL

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This article teaches students how to paint still life by promoting issues such as raising mature individuals through the development of aesthetic education.

Key words: *still life, aesthetic education, perfect generation, moral virtue, artistic creativity, painting technique.*

Still life (French for "dead nature") is a fine art genre that depicts inanimate objects. This genre is considered to be much younger than other genres of fine art, it began to appear as a part of composition in the 15th-16th centuries and was formed and developed by Dutch and Flemish paintings in the 17th century. The question arises, why still life is a genre that is loved at all stages of the continuing education system? Because it is a hobby that appeals to everyone from elementary school students to professional artists.

The simplest genre, which is especially interesting for beginners and future artists who are just entering the world of visual arts. In the process of depicting still lifes, the future artist learns the laws of volume, space, form, and perspective, which is the best way to rise from the steps of art to the highest heights. Still lifes of the Little Dutchmen: F. Snyders, V. Kalf, P. Klas, A. Beierens and others can serve as samples of still life images for students. Examples of still lifes of Soviet artists are interesting: I. Mashkov, P. Konchalovsky, V.F. Stozharova and others. The masters of Russian fine art, N.N.Rostovsev, V.S.Kuzin, A.Unkovskiy and others, conducted scientific research on the depiction of still life [Khasanov 2011: 76].

Often a still life reflects the labor activity of a person. "As one of the necessary conditions of a still life, we consider its inevitable premise to be an imprint on objects of human activity," wrote [Vipper 1922: 38]. For example, in the Dutch still life, with a realistic depiction of objects, peace and tranquility are felt. In the paintings of J. Chardin, endless respect for a simple worker, who lives surrounded by the same simple and reliable things that serve him, is conveyed. Modern still lifes depict not just things, household items, but glorify free labor, often embody deep philosophical reflections.

Regardless of the level of education of young people studying fine arts, it is important to create a still life according to all the rules and perfectly. Below we will analyze the compositional theory of still life and talk about how to compose it correctly.

To depict still lifes with various paints (watercolor, gouache watercolor), it is recommended to carry out the above-mentioned experiments, to get to know the technological features of paints, and to do many exercises to master the methods of their use.

Working with watercolor paints occupies an important place in visual arts. The reason for this is that watercolor plays a leading role in learning to paint at school. Therefore, it is necessary for the teacher who is teaching it to have mastered this field.

In order for there to be a complete similarity between the drawing and the situation, there must be a similarity in their color ratios. Working with watercolor paints occupies an important place in visual arts. Watercolor is one of the most delicate types of painting. Since ancient times, watercolor has been interesting to many artists with its elegance and brightness of colors. Watercolor is a Latin word meaning "paints diluted with water".

The composition of watercolor includes the finely ground powder of plants or minerals as a coloring agent, and cherry glue, glycerin and a little honey as a binding agent. All these are easily soluble in water, so they are diluted by adding water to the paint.

White color is not used in watercolor. The white paper itself will take its place. The paper should be white, thick enough and have a rough surface. If it is too smooth, the colors will not lie sufficiently on the surface. In the process of painting the images of objects and objects, one goes from the general to the specific or vice versa from the specific to the general, and finally the work ends with rounding.

Gouache paint is the complete opposite of watercolor paint, and does not give a clear, resonant color like it. As the colors absorb light, the paper underneath is not visible or noticeable. The composition consists of paint powder and its binders, just like that of watercolor. But they are mixed with special wood glue in moderate proportions. Another important aspect of gouache paint is its use mixed with white paint.

Therefore, its colors are not very loud. Brushes are specially selected for applying paint, and it is desirable that they are not too soft, but a little rougher. It is good that the surface on which the image is processed, that is, paper or cardboard, is also not smooth. Its surface should be treated with an adhesive coating (primer) as much as possible.

There is also a newly discovered type of gouache paint called "fluorescent gouache". Its positive side is that it becomes bright and glows when artificial light is applied. Because its chemical bases are unusually bright from ultraviolet, violet, blue, green light and two-151 it is visible three times in a strong color. For this reason, this type of paint is widely used in theater decoration. In order to make it shine impressively, quartz lamps are usually used [Akhmedova 2022: 45].

The use of gouache paint is very useful for educational work, especially still life. It is useful if you study it before working on watercolor images. Also, it is convenient to make sketches of various compositions in the gouache technique. With it, you can paint large surfaces as a whole and work quickly.

Some aspects of the watercolor still life painting process are similar to the watercolor technique. Because in this too, a pencil drawing is drawn first. If the image is more perfect for working in watercolor, the small details are summarized in the drawing and the most important things are reflected. This is because the detailing in watercolor can be done with a brush.

To lighten a color in watercolor, white is added as needed. It is also worth noting that when white color is added, the brightness of the paint decreases to a certain extent. This must be taken into account during training exercises. One of the aspects of the watercolor technique is the development of color palettes and sketches

before starting the main long-term task of the work process. Then it will be possible to learn the main features of the future painting by experiment and use it in the main work.

It should also be noted that in the watercolor technique, the question of how to place paints on the surface of a special board (politra) on which color is preserved is also important. In it, paints can be divided into warm and cold colors, and at the same time, they can be placed according to their darkness and lightness. White paint is usually in the middle or at the beginning of the color range. If it is placed the same every time, the artist will get used to it and will be able to find the right paint and use it immediately [Khasanov 2012: 45].

There are many aspects of watercolor painting that need to be explored. All of them take a lot of practice to learn. Experience increases through regular practice, both theoretical and practical.

One of the main requirements in still life is that the object should be distinguished in terms of size, color and tone, and should be placed near the center of the picture plane.

It serves as a preface to the content of the picture, and it exaggerates the center of the composition. But it is not necessary to stand in the middle of the picture plane every time, because then the postanovka (layout) can turn out boring. Often, artists deliberately move the main object slightly from the geometric center, and in order to maintain balance, they take an object with a contrasting color and lightness on the opposite side.

It is possible to create still lifes of several views from the same objects, but in any case, the balance between the large and small volumes and the lightness of the pieces should be maintained. A single still life does not have several equally important compositional centers, which undermines the integrity of the still life.

Whenever there is an organic connection between the things in the still life, and at the same time the person who used them or uses them is indirectly evident, it seems meaningful.

When setting up a still life, try placing the objects several times, carefully observing how they look together. If it is good, start drawing, if it is not good, it is necessary to repeat this work again and again and continue until the integrity appears.

In order to connect the things in the still life with each other, something longer is added to it. A vase, a bunch of flowers, a brush, and a brush placed from the base of the picture plane to the center of the composition are a "key" that helps to open the content of the picture and directs the viewer's gaze to the center of the composition. If the still life is complex and multi-part, the most important thing is placed in the background.

In order to more clearly describe the spatial situation of the still life, a small but bright object is placed in the foreground. How the still life is positioned relative to the horizon plane is also of great importance. It is known that a still life placed at lower eye level is fully visible in the plane of a closed object.

The basics of things are clearly visible and easy to describe. For example, we should place vases and flowers in such a way that they appear in a balanced position

in the field of vision. Before putting individual items in their place, it is necessary to determine the place where the still life will be installed. Suppose there is a table near the wall.

First of all, the ratio between the surface of the table and the wall behind it is determined. After that, you can install the still life. Let's start with the largest object, that is, the largest object is placed first. Let's imagine the surrounding part of the still life and move the vase a little from the center to the right. A container located near the wall attracts attention and helps to visually capture the desired part of the table and wall.

Environmental conditions are important in the process of working with color media. Because the effect of the light source on other objects around the object being drawn is observed. They are compatible or incompatible with their color. They serve to show the shape, brightness, integrity of the image.

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