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БЕЛГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ НАЦИОНАЛЬНЫЙ
ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ

МОЗЫРЬСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ
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Сборник научных статей, материалов Международной научно-практической конференции 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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SECTION 1. NATURAL SCIENCES AND ECONOMICS

KLASSIFIKAZION UND ANWENDUNG
DER MEDIZINISCHEN ENDOSKOPE

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Die medizinischen Endoskope spielen eine wichtige Rolle im heutigen Leben der Menschen. Auf der Grundlage der Analyse von wissenschaftlichen, medizinisch-physikalischen Literatur wird die Klassifikation und Anwendung der Endoskope gegeben. Man beschreibt die Struktur der verschiedenen Arten von Endoskopen und ihre Zuordnung. Zum Schluss macht man Schlussfolgerung über Erweiterung der Kenntnisse von Studenten auf diesem Gebiet.

Viele Methoden der Diagnostik und Forschung in der Medizin sind auf der Verwendung von physikalischen Prinzipien und Ideen basiert. Die meisten modernen medizinischen Geräte sind konstruktiv physische Geräte [Remizov 2005]. Dazu gehören die medizinischen Endoskope.

Die Analyse der wissenschaftlichen Literatur hat gezeigt, dass man die Entstehungsgeschichte von Endoskopen in 4 Hauptperioden teilen kann:

1)   rigide Periode (1795-1932);
2)   halbflexible Periode (1932-1958);
3)   Glasfaserperiode(1958-1981);
4)   elektronische Periode (1981− unsere Zeit).

Die heutige Aktualität der endoskopische-Untersuchung ist dadurch bedingt, dass sie eine der populärsten Methoden der Diagnostik der inneren Organe ist.

Der Vorteil der Endoskopie ist eine hohe Genauigkeit der Untersuchung, sowie die Erhaltung der Integrität des Gewebes. Die Untersuchung mit der Hilfe von Endoskopen erfordert keine Schäden an der Haut und am Gewebe, weil die Untersuchung gerade durch natürliche Öffnungen (den Kehlkopf, die Speiseröhre, den Mund, die Harnröhre usw.) gemacht wird. Die Endoskopie erlaubt den Ärzten, die Darstellung der inneren Organe (der Speiseröhre, des Magens, des Darms, der Gebärmutter u.a.) auf dem Monitor in der hundertfachen Vergrößerung zu sehen.

Die endoskopischen Untersuchungen ermöglichen es, frühzeitig die Diagnose der Kranrheit zu machen. Das lässt rechtzeitig eine Behandlung von Krankheiten verschiedener Organe (des Magens, des Darms, der Blase, der Pleura, der Lunge, der Nasennebenhöhlen, der Gebärmutter etc.) beginnen. Die Faseroptik, die in der modernen Endoskopen anwendet wird, ermöglicht ein absolut genaues Bild von der Oberfläche der Organe darzustellen.

Das Ziel der Forschung ist es, herauszufinden, welche Endoskope es in der modernen Medizin gibt, wie sie eingerichtet sind, welche Klassifizierung und Zuordnung von medizinischen Endoskopen bestehen. Theoretische Grundlage der

Forschung bilden die wissenschaftlichen Vorstellungen über Endoskopie von V. K. Kuleschow, D. O. Michailov, A. V. Perelygin, D. H. Hazkewitsch und andere [Remizov 2005]. Im Rahmen der Forschung haben wir festgestellt, dass das Endoskop ein schlauchförmiges, mit einer Lichtquelle und einem optischen System ausgestattetes Instrument ist. Mit diesem Gerät kann das Innere von lebenden Organismen (den Hohlraum des menschlichen Körpers) und auch technische Hohlräume (Maschinen, Mechanismen) untersucht oder manipuliert werden. Darum sind alle Endoskope in zwei große Klassen: technische und medizinische unterteilt. Das medizinische Endoskop ist es, das in den inneren Hohlraum und Organe des Menschen durch natürliche Kanäle oder chirurgisch eingesteckt wird. Die Forschung der Anwendung der medizinischen Endoskope erlaubt uns zusammenzufassen, dass sie sich in die folgenden Typen gliedern:

– *Sichtendoskop* – ein medizinisches Endoskop ist nötig für die Untersuchung der inneren Hohlräume und die Organe des Menschen durch die Besichtigung;

– *Biopsieendoskop* – ein medizinisches Endoskop ist nötig für die Entnahme von Gewebeproben aus einem erforderlichen Grundstück unter visueller Kontrolle mit dem Ziel der späteren histologischen Analyse;

– *Operationsendoskop* – ein medizinisches Endoskop eignet sich für die Durchführung der diagnostischen, therapeutischen und chirurgischen Manipulationen durch die Einführung der Instrumente unter visueller Kontrolle .

Die Anwendung von Endoskopen ist ziemlich weit und hängt von dem medizinischen Eingriff ab. Es dient für eine medizinische Diagnose, Behandlung oder Operation. In der modernen Medizin umfasst die Klassifikation der medizinischen Endoskope eine Liste von «A bis Z», zum Beispiel, Aminoskop, Angioskop, Gastroskop, Zitoskop, Ösophagoskop usw., das heißt mehr als 35 Arten .

Zu den Endoskopen zählen die *starren* und *flexiblen* Endoskope und deren Unterarten

Das flexible Endoskop ist ein medizinisches Endoskop, dessen Arbeitsteil stufenlos in bestimmten Grenzen biegen kann;

Das starre Endoskop ist ein medizinisches Endoskop, dessen Arbeitsteil hart ist.

Flexible Endoskope

Die Flexibilität des Endoskops wird durch die Verwendung von Glasfasersystem versehen. Das Prinzip der Übertragung des Lichtbündels in Fasern ist im Effekt der Totalreflexion. Die Faser besteht aus mehreren zehn Mikrometern (dünner als ein menschliches Haar).

Jede Faseroptik ist von außen mit einer speziellen Schicht aus Glas mit einem niedrigen Brechungsindex bedeckt, An den *Wänden* im Innern des Lichtwellenleiters findet eine *Reflexion* statt, so dass *der Lichtstrahl* nahezu verlustfrei um jede Ecke geleitet wird. Lichtleitung erfolgt bei jeder Bewegung der Faser, wodurch die Beweglichkeit des Endoskops geht. Einzelne Faser überträgt das Bild eines Objektpunkts. Das Faserbündel besteht aus 70000-100000 Fasern, durch die man «kaltes» Licht und Bild übertragen kann. Im flexiblen Endoskop

gibt es in der Regel zwei separate Kanäle, der eine – für die Übertragung von Licht, der andere – für die Übertragung von Bild. Das die Übertragung von Bild versehende Faserbündel fasst alle Punkte auf dem proximalen Ende zusammen und durch das Okular ist der betreffende Gegenstand sichtbar, der die Mosaik-Struktur hat. Alle Fasern im Bündel sind in einer bestimmten strengen Reihenfolge gestapelt. In der Grundlage eines solchen Systems liegt das Prinzip der Kohärenz. Wenn dies nicht beachtet wird, so wird das endoskopische Bild verzerrt.

Das flexible Endoskop besteht aus einer fernsteuerbaren Gerätespitze und einem flexiblen Mittelteil [Khatsevich, Mikhaylov 2002].

Starre Endoskope

In der modernen Medizin werden weit starre Endoskope verbreitet. Die Zuordnung des Endoskops wird durch Länge, Außendurchmesser, die Art der Lage der Linse auf dem distalen Teil, Durchmesser und die Anzahl der Arbeitskanäle bestimmt.

Eines der wichtigsten Systeme des Endoskops ist das optische System. Sehr strenge Anforderungen stellt man an die Größe, die Größe des Gesichtsfeldes, die Qualität des Bildes. Die Vergrößerung des optischen Systems des Endoskops beträgt in der Regel von 1,1 bis 2,2 sie hängt von der Entfernung zwischen dem Gegenstand der Untersuchung und proximalem Ende des Endoskops. Schematische Darstellung des optischen Systems des starren Endoskops besteht aus drei Teilen: einer Linse; einem Bildübertragungssystem und einem Okular. Bildübertragungssystem sendet das Bild auf das andere Ende des Endoskops – auf das Okular oder einen zusätzlichen Objektiv, Monitor, Video-Geräte, die Kamera. In den harten Endoskopen verwendet man drei Arten von Bildübertragungssystem: Linsensystem, Glasfasersystem [Khatsevich, Mikhaylov 2002]. Zusammenfassend muss man sagen, dass die Forschung und die Analyse der wissenschaftlichen Literatur zu diesem Thema ermöglichen, die Kenntnisse der zukünftigen Fachleute in diesem Bereich zu vertiefen und zu erweitern.

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DIE HERVORRAGENDEN ANGLOAMERIKANISCHEN SPATANTIKEFORSCHER

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In dem Artikel handelt sich um die Forscher, die sich mit der Spätantike beschäftigen, um ihren Beitrag zur neuen Auffassung des Zeitalters zwischen den III. und VIII. Jahrhunderten.
Key words: Spätantike, Zeitalter, Jahrhundert, Byzanz, Wissenschaftler, Zivilisation.

Spätantike ist ein Zeitalter etwa zwischen 250 bis 750 nach Christus. In der Spätantike, insbesondere im vierten Jahrhundert, vollzogen sich auf politischem, sozialem und religiösem Gebiet tiefgreifende Wandlungen. Die wichtigsten von ihnen sind: die Entstehung der großen monotheistischen Religionen der Welt (Judentum, Christentum und Islam), die Entwicklung und letztendlich die Zerstörung des Sassaniden reiches, deutsche Eroberung und Besiedlung des Weströmischen Reiches, die Umwandlung von Byzanz in eine militärische und christliche Gesellschaft.

Seit 60er Jahren des vorigen Jahrhunderts entstand in Großbritannien eine neue Auffassung dieses Zeitalters als Zeit der Kontinuität. Also, das war eine langsame Neubildung ihrer grundlegenden Phänomene, die das Paradigma „Katastrophe", „Untergang des Römischen Reiches" ersetzt.

Eine wichtige Rolle in dieser Untersuchung und im neuen Verständnis der Bedeutung der Spätantike spielte die Universität Oxford, wo mehr als 60 Wissenschaftler in der Forschung auf diesem Gebiet tätig sind. Gegenwärtig sind diese Wissenschaftler im „Oxford Zentrum für Spätantike" (OCLA) im Rahmen der Fakultät für Geschichte vereint. Das Ziel von OCLA ist es, dem Dialog zwischen den Disziplinen und zwischen den vielen Institutionen der Welt, die die Spätantike studieren, zu fördern.

Einer der größten Wissenschaftler auf dem Gebiet Antike in der Welt ist **Peter Brown**, Professor für Geschichte an der Universität von Princeton. Er ist am 26. Juli 1935 in Dublin (Irland), in der irisch-schottischen protestantischen Familie geboren. Er wurde in der Schule Aravon ausgebildet, die die älteste vorbereitende Schule in Irland ist, und dann in der Schule Shrewsbury in Shropshire, einer der großen „öffentlichen" Schulen in England. Von 1953 bis 1956 besuchte er New College in Oxford. Seit 1986 arbeitet er in der Universität von Princeton. Das Gebiet seiner Forschungsinteressen ist der Übergang von der Antike zum Mittelalter und der Aufstieg des Christentums. Er beschäftigt sich mit verschiedenen Themen (Geschlecht, Rhetorik, Kult der Heiligen, Armut und

Reichtum). Es ist bemerkenswert, dass P. Brown einer der ersten die neue Auffassung des Zeitalters zwischen den III. und VIII. Jahrhunderten vorschlug. „Die traditionelle Auffassung dieses Zeitalters war die Idee des Niederganges des „Goldenen Zeitalters" der klassischen Zivilisation. Brown meinte dagegen, dass dieses Zeitalter positiv war, und behauptete, dass die Spätantike eine Zeit der großen kulturellen Innovation und Transformation war. Er ist Autor vieler Bücher, darunter: Augustine of Hippo (2000), The World of Late Antiquity (1971), The Cult of the Saints (1982), The Body and Society (1988), Power and Persuasion in Late Antiquity: towards a Christian Empire (1992), Authority and the Sacred: Aspects of the Christianization of the Roman World (1995), The Rise of Western Christendom (1996, 2003), Poverty and Leadership in the Later Roman Empire (2002).

Glen Warren Bauersok (engl. Glen Warren Bowersock) ist der moderne amerikanische Wissenschaftler, forscht die Antike: Griechenland, Rom und dem Nahen Osten. Er war am 12. Januar 1936 in Providence, Rhode Island geboren. Er lernte in der Schule vor Rivers in Weston, Massachusetts. 1957 absolvierte er sein Studium an der Harvard University mit Auszeichnung, und 1959 – sein Studium an der Universität von Oxford auch mit Auszeichnung. In den Jahren 1960-1962 hielt er Vorlesungen in der Alten Geschichte in Beyliol, Magdalena und New College in Oxford. Von 1962 bis 1980 ist er als Professor für klassische Geschichte in der Harvard University tätig und von 1980 bis 2006 arbeitete er als Professor für die antike Geschichte in der Universität von Princeton. 1989 wurde er zum Mitglied der Amerikanischen Philosophischen Gesellschaft, die die älteste wissenschaftliche Gesellschaft in den Vereinigten Staaten ist, und im Jahre 1743 gegründet wurde. G. Bauersok hat zahlreiche Ehrendoktortitel: in der Universität Straßburg (1990), in Paris (1999), in der Universität von Athen (2005). Er wurde mit dem Preis „James Henry Breasted" von der Amerikanischen Historischen Assoziation für seine Arbeit „Hellenism in Late Antiquity" ausgezeichnet. Am 7. April 2006 wurde die wissenschaftliche Konferenz zum Thema „Ost und West: Konferenz zu Ehren von Glenn Warren Bauersok" in der Universität von Princeton durchgeführt, deren Materialien im Jahre 2008 in der Universität von Harvard veröffentlicht wurden.

G. Bauersok ist der Autor von mehr als ein Dutzend Bücher und über 300 Artikel in die Geschichte, Kultur und Tradition der Spätantike. Unter den Hauptwerken sind "Greek Sophists in the Roman Empire", "Julian the Apostate", "Interpreting Late Antiquity" u.a.

Alan Cameron (geb. 13. März 1938) ist der britische klassische Historiker, Professor für lateinische Sprache und Literatur in der Universität Columbia. Im Jahre 1964 legte A. Cameron die Bachelor-Prüfung in der Universität Oxford und später eine Master-Prüfung ab. Seit 1977 unterrichtet er in der Universität Columbia. Im März 1997 wurde er mit dem Charles-Goodwin-Preis von der Amerikanischen Philologischen Assoziation für Leistungen in der klassischen Geschichte verliehen. Zu seinen bekanntesten Werken gehören „Porphyrius the Charioteer", in dem es um den berühmten Wagenlenker von Konstantinopel in den

V.-VI. Jahrhunderte geht ; „The Last Pagans of Rome" , in dem es um die letzten Heiden handelt; „Claudian: Poetry and Propaganda at the Court of Honorius" ist das Studium der politischen und propagandistischen Methoden von Claudian, seiner Beschreibung der Kriegszüge von Stilihon und seinen Rivalen, des Einflusses der griechischen rhetorischen Theorie und Poesie auf ihn, seine Kultur, sein Verhältnis zu Rom und seine Probleme, und, noch wichtiger, seine Lage als Heiden beim christlichen Hof.

Averil Cameron (geb. 8. Februar 1940) ist Professor der spätantiken und byzantinischen Geschichte im King's College London, wo sie auch die erste Direktorin des Zentrums für griechische Studien war. Heute ist sie die Vorsitzende des Oxford Zentrums für die Forschung von Byzanz, sowie Präsidentin des Rates der britischen Forschung in Levante (CBRL). Sie beschäftigt sich vor allem mit dem Studium der Literatur und Geschichte der Spätantike und frühbyzantinischen Perioden, einschließlich religiösen und kirchlichen Komponenten.

Nachdem A. Cameron einige Artikel zur allgemeinen Geschichte der Spätantike und Byzanz veröffentlicht hatte, weckte ihr Interesse für christliche Literatur wieder auf. Ihr Projekt „Leverhulme" ist der großen Zahl der Prosadialoge von Christen, hauptsächlich in Griechisch seit dem II. Jahrhundert u.Z. bis zum Untergang des Byzantinischen Reiches gewidmet. Einige Werke widerspiegeln das frühere Material, aber es gibt keine wesentliche Forschung, die das Phänomen als Ganzes beschreibt oder die Dialoge mit anderen Formen des christlichen und nicht-christlichen Traditionen verbindet. Christen debattierten und schrieben Dialoge in der Spätantike und Byzanz.

Einige von ihnen waren philosophische, die anderen – literarische und theologische Dialoge. Die Wissenschaftler behaupten, dass „die Wand des Schweigen" im V. Jh. entstand. Danach führten Christen keinen Dialog im Gegenteil zur Spätantike. Diese Annahme wurde in der Arbeit „Dialoguing in Late Antiquity" widerspiegelt. Die ausführlichen Angaben über Spätantike sowie die letzten Studien der barbarischen Invasionen, die Periodisierung, das wachsende Interesse für Kirchenräten, Orthodoxie und Häresie sind in ihrem Buch „The Mediterranean World in Late Antiquity: AD 395-700" vorgestellt.

Die großen Werke von Averil Cameron sind durch die hohe Qualität der wissenschaftlichen Forschung markiert. Nur selten kann man so deutlich im modernen Gelehrten den geistigen Impuls beobachten, der sich allmählich entfaltet und im Streben nach der Lösung der wissenschaftlichen Probleme zum Ausdruck kommt. In jeder neuen Phase ihrer wissenschaftlichen Forschung genießt sie immer mehr Aufsehen und ihre wissenschaftliche Ebene wächst.

Also, zurzeit betrachtet man die Spätantike nicht als völlig unabhängige Zivilisation, aber als Subzivilisation, als postklassische Welt. Die wesentliche Bedeutung dieser Schule ist der Versuch, die klassischen und mittelalterlichen Elemente des historischen Prozesses in ihrer dynamischen Wechselbeziehung herauszuziehen (System „Kontinuität – Diskontinuität"). Die englisch-amerikanischen Wissenschaftler sind noch die ersten auf diesem Gebiet.

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ZUR FRAGE ÜBER DIE FORMEN DER RUSSISCHEN EIGENART. DER GUTSHOF VON JUSSUPOWS IN DER SIEDLUNG RAKITNOJE

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Im Artikel wird das Problem der Aufbewahrung der Denkmäler der Gutshauskultur in der Belgoroder Region beschrieben, die die Besonderheiten seiner historischen, regionalen und kulturellen Entwicklung darstellen. Es wird die Beschreibung der Geschichte des Gutshauskomplexes der Fürsten Jussupows in der Siedlung Rakitnoje gegeben, das als Muster der Gutshauskultur der Belgoroder Region des XIX. Jahrhunderts betrachtet wird.
Key words: Gutshauskultur, Belgoroder Region, Jussupows, Gutshof.

Zurzeit befindet sich jede Region der modernen Russischen Föderation in der langfristigen Suche nach der einzigartigen kulturellen-historischen in den Jahren der sowjetischen Macht verlorenen Eigenart. Auf dem Territorium des modernen Belgoroder Gebiets stellen die Denkmäler der Gutshofkultur der XVIII. – XX. Jh. eine der Formen dar, die die Besonderheiten ihrer historischen, regionalen und kulturellen Entwicklung prägt.

Der Zeitraum von XVIII. bis XIX. Jahrhundert wurde zur Blüte des Gutshausbaues auf dem Territorium des ganzen Russischen Reichs, nicht ausschließlich der Belgoroder Region. 1779 wurde Gouvernement Belgorod zum

Bestandteil des Gouvernements Kursk geschaffen. Auf der Grenze der XVIII. – XIX. Jh. wurden 2355 Herrenhäuser auf dem Territorium des Gouvernements Kursk aufgebaut: 16 Stein- und 2339 Holzhäuser. „Nach der Zahl der Herrenhäuser wird es angenommen, dass damals die Zahl der Gutshöfe von wenigem als zwei Tausende übertreten hat" [Holodova 2007: 38]. Zum Beispiel, „Statistik des Grundbesitzes von 1905 in 50 Gouvernements des Europäischen Teiles Russlands" nach befand sich 5 % des ganzen Gutshauserbes, d.h. etwa sechs Tausend Gutshöfe, im Gouvernement Kursk [Statistika 1907: 68].

1887 zählte das Territorium des modernen Belgoroder Gebiets mehr als 1300 Besitzes der Adligen und der Kaufmänner. Die Besitzer der größten Güter waren die Vertreter der reichsten und vornehmen Geschlechter des Russischen Reichs. Im Allgemeinen schließt das moderne Gutshauserbe der Belgoroder Region gegen 30 verschiedene erhalten gebliebene Architekturdenkmäler der XIX. – XX. Jh. ein.

Heutzutage ist in der Siedlung Iwnja der Gutshof von Kleinmichels erhalten geblieben, auf deren Territorium das Kindersanatorium eingerichtet ist. Das Gut von Rajewskis im Dorf Bogoslowka des Gubkin-Bezirkes wurde zum Haus-Museum des ersten Dekabristen V.F. Rajewski. Das Gut von Rebinderows in Schebekino war ins Mehrfamilienhaus umgeplant, der Belgoroder Gutshof von Muchanows wird zurzeit restauriert und soll ein soziales Hotel für die Waisen werden, und im Jussupows Palast in der Siedlung Rakitnoje befindet sich die Internatschule.

Als Objekt unserer Forschung im vorhandenen Artikel betrachten wir den Gutshof von Jussupows in der Siedlung Rakitnoje. Dieser einzigartige Gutshauskomplex spielte eine der führenden Rollen in der historischen, kulturellen und sozial-ökonomischen Entwicklung der Belgoroder Region. Nach dem persönlichen Zarenukas von Peter II. 1729 wurde Grigorij Dmitrijewitsch Jussupow zum Besitzer der Länder „aus den Dörfern Menschikows", in die die SlobodaGrunki, Rakitnaja, Podberesowka, Vesjolaja, Soldatskaja, das Dorf RybinskyjeBudy, „in Belgorod der Hof von Menschikow mit allen Bauten, mit allem Zubehör und den Einkünften" und andere eingegangen waren[Shherbachenko 2003: 52].

Sein Enkel Nikolaj Borissowitsch Jussupow (1750 – 1831), Senator und Direktor der Kaiserlichen Theater, hatte die Grundstücke in 15 Gouvernements. Damals war die SlobodaRakitnaja ein Verwaltungszentrum von den Gütern in den Kursker, Woronescher, Charkower und Poltawer Gouvernements, es ist auch bekannt, dass er niemals sie besucht hatte. Jedoch gerade während der Verwaltung von Nikolaj Borissowitsch wurde eine Reihe von Kaskadenteiche auf dem Fluss Rakita errichtet, die noch heute ein touristisches Reiseziel in der Region sind [Kolesnikova 2001: 70].

„Der ehrenvolle Vormund des Russischen Reichs" Boris Nikolajewitsch Jussupow (1794 – 1849) befand sich während der Choleraepidemie der 30-igen Jahre in der Sloboda Rakitnaja. Es wurden das Salpeterwerk und die Tuchweberei aufgebaut. 1840 wurde begonnen, den berühmten Jussupowski Steinpalast im Slobodazentrum nach dem Entwurf von Dschakomo Florenti zu errichten. Das

Gebäude wurde architektonisch im Stil des Klassizismus mit den Elementen des Barockstiles und der russischen Baukunst eingebracht. Der Palast hat die P-Form. Das Zentralgebäude hat ein Satteldach, und die sich anschließenden Seitenteile sind mit dem Walmdach gekrönt. Drei große Spitzbogenfenster im ersten Stock und der lange Balkon mit der feinen geschmiedeten Umzäunung fixieren gestalterisch den Festsaal. Auf das erste Stockwerk führen zwei dreiläufige Treppen. Alle Fenster des Erdgeschosses sind rechteckig, die übrigen sind bogenförmig. Der Palast war mit den Springbrunnen umgeben, und nicht weit von ihm befand sich die Nikolauskirche.

Beim letzten Vertreter des Jussupow Mannstammes Nikolaj Borissowitsch (1827-1891) wurde in Rakitnoje die Mariä-Entschlafens-Kirche errichtet. Der Fürst hatte gern, hierher im Herbst auf die Jagd anzukommen, als Beute wurden die Wildschweine, Rehe, Hasen. Nach der Aufhebung der Leibeigenschaft blieb es ihm im Besitz von Nikolaj Borissowitsch im Grajworonski Kreis etwa 26,5 Tausende Dessjatinen der Erde übrig. Nikolajs Borissowitsch Tochter Sinaida Nikolajewna Jussupowa (1861-1939) heiratete Felix FelixowitschSumarokow-Elston (1856-1928), der im Weiteren das Recht erwarb, den Titel „Fürst Jussupow" zu tragen. Als Hauptverdienst des neuen Besitzers Jussupows Erbes in Rakitnoje galt der Bau der Eisenbahn Summy-Belgorod.

Der Sohn von Sinaida Nikolajewna und dem Grafen Sumarokow-Elston – Felix Felixowitsch Jussupow (1887 – 1967) – wurde der letzte Nachkomme des berühmten Geschlechtes, das mit Rakitnoje und Russland verbunden war. In den Erinnerungen wird er schreiben: „Vor Krim, wohin wir im Oktober fuhren, kamen wir für die Jagd in Rakitnoje, im Kursker Gouvernement vorbei. Es war eines der größten unserer Güter. Man hatte hier eine Ziegelei, eine Zuckerfabrik, eine Walkmühle, eine Sägemühle, man züchtete das Vieh. In der Mitte stand das Verwalterhaus mit dem wirtschaftlichen Bau. Jede Wirtschaft – die Gestüte, Stall für Hunde, Schafe, Hühner – hatte eigene Verwaltung. Die Pferde aus unseren Betrieben gewannen die ersten Preise auf den Pferderennen in Moskau und St. Petersburg ... Auf die Jagd in Rakitnoje kam große Anzahl von den Gästen ... Um die Jagdorten zu gelangen, die manchmal weit entfernt lagen, musste man durch den Wald und den Feld fahren. Man machte sich in der Morgendämmerung auf den Weg ... Die Jagd habe ich nicht mehr geliebt, haltend sie als abscheuliche Schau. Und an einem schönen Tag habe ich gar die Jagdrüstungen geworfen und hörte auf, mit den Eltern in Rakitnoje zu fahren ..." [Jusupov 2007: 110].

Der letzte Besuch in Rakitnoje machten Jussupows 1916 in Zusammenhang mit der Verbannung von Felix Felixowitsch, die unmittelbar mit seiner Teilnahme am Mord von Grigorij Rasputin verbunden war. 1918 verließen Jussupows Rakitnoje, während zwei Monate war der Hof voll ausgeraubt, und dann war er verstaatlicht. Die Fürsten Jussupows besaßen die Sloboda Rakitnaja ungefähr 285 Jahren. Es ist bekannt, dass auf dem Territorium von Rakitnoje existierten: die Landschule, das Landkrankenhaus, das Arzthaus, die Tuch-, Teppich- und Spitzenfabrik, die Zuckerfabrik, die Schmiede, die Ziegelei, sowie die Werkstätten für die Bearbeitung der Häute, die Windmühlen.

Zurzeit ist die Siedlung Rakitnoje ein Verwaltungszentrum des Rakitjanski Bezirkes des modernen Belgoroder Gebiets.

Anderthalb Jahrhundert lang wird der schöne Jussupowski Palast im Osten von Rakitnoje erhöht, wo sich die allgemeinbildende Internatschule der VIII. Typ befindet, in der das Museum der Geschichte des Hofes und des Rakitjanski Bezirkes eröffnet ist. Es sei auch bemerkt, dass die einzigartige adelige Gutshauskultur in den erhalten bleibenden Gebäuden der Landschulen, des Landkrankenhauses, des Verwaltershauses, dem schönen Park und in berühmten Kaskaden Jussupows Teiche eingeprägt wird. Heute sind die Notwendigkeit der Erhaltung und der Wiederaufbau der regionalen Formen des Gutshauserbes von großer Bedeutung [Istomina 1997: 48-49]. Es ist sehr wichtig, den architektonischen Komplex der Fürsten Jussupows als eines der Muster der Gutshauskultur der Belgoroder Region des XIX. Jahrhunderts durch die Erweiterung und die Reorganisation schon existierenden Museums zu bewahren.

Auf dem Territorium der Siedlung Rakitnoje muss man den Gutshauskomplex „Geschlechter Russlands" mit der hochentwickelten Infrastruktur schaffen. Das heißt in den Bestand des Museums-Hofes sollten das Gutshausgebäude, andere aufbewahrte Baute, der Gutshauspark und die Kaskade der Teiche aufgenommen werden. Dementsprechend sollten die Exkursionsreiserouten entwickelt werden, die mit der Innen- und Außenarchitektur der Denkmäler und der Gartenkultur verbunden sind. Der Hof der Fürsten Jussupows kann die Rolle einen der am meisten besuchten historischen touristischen Reiseziele des Belgoroder Gebiets übernehmen. Die interaktive, technische Umgestaltung des Gutshauskomplexes und die Partnerschaft mit den regionalen touristischen Organisationen wird nicht nur die Entwicklung des inneren Tourismus der Region, sondern auch die Erziehung der Vaterlandsliebe, das Interesse an die Geschichte des Staates begünstigen.

Zum Schluss sei es bemerkt, dass mit der Untersuchung der Gutshauskultur von den Adel des Belgoroder Gebiets die sozialen, kulturellen, ökonomischen, geographischen, demographischen Tatsachen erfahren werden, die mit dem Schicksal unserer Vorfahren verbunden sind. Solche Forschungen und Angaben lassen uns die einzigartige Geschichte des ganzen Russlands erhalten und die große russische Eigenart und den russischen Geist ins Leben zurückrufen.

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„ANTIGONE" ALS MUSTER DER TRAGÖDIE: DER PHILOSOPHISCHE DISKURS

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Der Artikel stellt die Übersicht der wichtigen Deutungen der Tragödie von Sofokles „Antigone" dar. Es handelt sich um die Interpretationen von G.Hegel, A. Koschev, J. Lacan und andere. Die Tragödie ist im Kontext der philosophischen Problematik betrachtet.
Key words: Antigone, Kreon, Sofokles, die Tragödie, der Tod, die Katharsis.

Die antike Tragödie als dramaturgisches Genre wurde schon in den letzten Jahren kulturwissenschaftlich und kunsthistorisch behandelt, und ist mehrfach in Frage gestellt worden. Im vorhandenen Artikel werden wir uns bemühen, einen anderen Ansatz zu diesem Problem zeigen, und versuchen die bedeutendsten Deutungen eines nach unserer Meinung repräsentativsten und mächtigen Musters des altgriechischen Dramas zu verfolgen. Es handelt sich hier um die Tragödie „Antigone" des antiken griechischen Dichters Sophokles. Das Ziel unseres Artikels ist die Interpretationen von "Antigone" im Kontext der philosophischen Problematik zu betrachten.

Nach dem bekannten Hellenisten Andre Bonnar ist „Antigone" die „Königin der Tragödien". Seiend „mehr als jede der bis zu uns ankommenden klassischen Tragödien, ist sie der Versprechen voll. Gerade sie gibt uns in ihrer Sprache der Vergangenheit die modernsten Stunden. Und die schwierigsten Stunden für die genaue Einschätzung" [Bonnar 1992]. Es ist schwer darin nicht übereinstimmen, besonders wenn nicht zu beachten, dass „Antigone" die umfangreiche Spur in der Geschichte des weltweiten philosophischen Gedankens abgegeben hat. Solche Denker, wie I.W. Goethe, G. Hegel, A. Koschew, J. Derrida, J. Lacan u.a., haben sich an diese Tragödie jedenfalls gerichtet.

Vor allem muss man über Tragödie selbst kurz sagen. Die Tragödie stammt aus griechischem Wort „τραγῳδία" (τράγος – "der Bock" und ῳδή – «das Lied»). Aristoteles schreibt: „Sie hatte ursprünglich aus Improvisationen bestanden (… von Seiten derer, die den Dithyrambos … anführten); sie dehnte sich dann allmählich aus, wobei man verbesserte, was bei ihr zum Vorschein kam, und machte viele Veränderungen durch. Ihre Entwicklung hörte auf, sobald sie ihre eigentliche Natur verwirklicht hatte… Sie war ja aus dem Satyrischen hervorgegangen …" [Aristoteles 2012: 28]. So erklärt sich die etymologische Bedeutung des Wortes „die Tragödie", da die Satyrn mythologische Mischwesen waren, die als Truppe des Dionysos auftraten. Meist sind sie mit Ohren und Schweif von Pferden oder Eseln dargestellt. Es gilt heutzutage als zweifellos, dass die Tragödie vom rituellen mit dem Kult des Dionysos verbundenen Gesang stammt.

Aristoteles teilt ausführlich über das Wesen der Tragödie in seiner „Poetik" mit. Nach Aristoteles ist die Kunst immer eine gewisse Nachahmung. Diese tritt in der Tragödie als die Nachahmung dem Ernsten, manchmal dem Hyperbel Erhöhten auf. Darin spielt die Handlung die Hauptrolle. Die Charaktere der handelnden Personen, ihre Meinungen und Aussprüche sind nicht wesentlich, aber folgend aus der Handlung. „Die Menschen haben wegen ihres Charakters eine bestimmte Beschaffenheit, und infolge ihrer Handlungen sind sie glücklich oder nicht. Folglich handeln die Personen nicht, um die Charaktere nachzuahmen, sondern um der Handlungen willen beziehen sie Charaktere ein" [Ebd.: 32].

Das Ziel der Tragödie ist eine bestimmte Einwirkung, die Säuberung von für die Seele schädlichen Affekten zu schaffen. Die Säuberung (griech. Κάθαρσις) stellt einer der für das Verständnis des Sinnes der Tragödie notwendigen Schlüsselbegriffe dar. Die Katharsis, seine Bedeutung, ihre Wirkungsweise ist auch für das Verständnis der „Antigone" sehr wichtig. Eine der bedeutendsten Deutungen der „Antigone" finden wir in der „Ästhetik" von G.Hegel. Die Tragödie ist dicht ins philosophische System des deutschen Klassikers aufgenommen und kommt als seine Veranschaulichung hervor. Hegel nennt mehrfach die „Antigone" als größter, absoluter Muster der Tragödie. In den modernen Forschungen wird es behauptet, dass sie „die äußerst wesentliche Rolle in Hegels Besinnung der dialektischen Methode gespielt hat" [Jampolskij 1995: 33].

„Nach Hegels Meinung regieren zwei Gesetze die Moral, d.h. das Leben der Gesellschaft, – „menschlich" ... und „göttlich"... entstehen unabhängig von den menschlichen Einstellungen... Die höchste Pflicht der Staatsmacht ist darauf zu folgen, dass die persönlichen Interessen über dem allgemeinen Wohl die Oberhand nicht gewinnen. Die Menschen neigen zu vergessen, dass sie nur die Teilchen des Ganzen sind. Ihre Gedanken sind auf die persönliche Zielerreichung – den Erwerb des Eigentums und Vergnügungen – gerichtet. Damit der Geist der Gemeinsamkeit nicht verlorengeht, sind die Regierungen von Zeit zu Zeit verpflichtet, durch die Kriege ihr Dasein zu schütteln. Den Personen, die sich von Ganzem abreißen und nur nach dem Leben für sich und der persönlichen Unantastbarkeit streben, ist es nützlich, ihren absoluten Herrn – den Tod – vorzuführen" [Gulyga 1986: 251]. „Menschliches" Gesetz ist das Gesetz des Staates, „Göttliches" Gesetz ist das Gesetz der Familie. Dementsprechend verkörpert König Kreon das Staatliche und Antigone das Individuelle, Familiäre. Hegel betont besonders den mythologischen Grund dieses Konfliktes. Den Bruder beerdigend, verweist Antigone auf das Gesetz der Götter, „die Götter aber, die sie verehrt, sind die unteren Götter des Hades aber die Götter, die sie achtet, sind die unterirdischen Götter Aida, die die Götter des inneren Gefühls sind, der Liebe, der Blutsbande, und nicht von den Tagesgöttern des freien selbstbewussten Lebens des Volkes und dem Staat" [Hegel]. Es liegt auf der Hand, dass Kreon und Antigone für Hegel die gleichen Stellungen beziehen, da sie sich die gleichberechtigten moralischen Prinzipien – „göttlich" und „menschlich" – wiederspiegeln. Die Unvermeidlichkeit des Zusammenstoßes erklärt sich dabei durch die Notwendigkeit der Beseitigung des einseitigen Pathos von Antigone und Kreon. Für beide handelnden Personen ist

solches charakteristisch, wogegen sie ankämpfen, und deshalb verletzen sie alles, was sie in Wirklichkeit ehren sollen, «sie werden an dem selber ergriffen und gebrochen, was zum Kreise ihres eigenen Daseins gehört» [Hegel 2003: 95]. Was soll das bedeuten? Kreon ist ein Mann und ein Vater, deshalb ist das Gesetz der Familie ihm bekannt. Antigone lebt nach den Gesetzen des Staates, dazu ist sie selbst eine Königstochter. Hier wird eine bestimmte Dialektik verfolgt, indem wir aufdecken, dass das Pathos von beiden handelnden Personen der Tragödie einseitig und beschränkt ist und entsprechend die Negation von sich selbst enthält. M.V. Jampolski erläutert: „Der Geist als bestimmte Grundeinheit kann sich nur durch den Konflikt entdecken, weil der Konflikt die Grundteilung des Ganzen voraussetzt" [Jampolskij 1995: 33].

Schließlich kommt, mit den Wörtern von Hegel gesagt, „die tragische Versöhnung". Nur so verwirklicht „das Hervorgehen der bestimmten sittlichen Substantialitäten aus ihrem Gegensatze zu ihrer wahrhaften Harmonie. Die Art und Weise nun aber, diesen Einklang herzustellen, kann sehr verschiedener Art sein…" [Hegel 2003: 97]. Was „Antigone" anbetrifft, ist hier als die Weise der Versöhnung ein Tod. Das Pathos der Gestalt von Antigone betrachtet Hegel als Pathos der Fülle und der Sauberkeit des moralischen Bewusstseins der Heldin. Sie versteht, gegen wen sie auftritt, und sie versteht die Folgen ihrer Handlungen, aber sie kann anders nicht tun. Solches gesunde und starke moralische Bewusstsein wird dem Bewusstsein entgegengesetzt, das vom Recht reguliert wird, weil das „rechtliche" Bewusstsein im passiven Zustand bleibt, seine Gesetze entspringen ihm unmittelbar nicht.

Von großem Interesse ist Goethes Kommentar zur Hegels Deutung von „Antigone", der von Johann Eckermann in seiner „Gespräche mit Goethe in den letzten Jahren seines Lebens" erläutert wurde. Erstens geht Goethe davon aus, dass Sophokles beim Schaffen seines Werkes nicht nach einer bestimmten Idee richtete und durch Drama sie zu äußern versuchte, sondern in erster Linie dafür sorgte, wie man sich die zugrunde liegende bekannte Volkssage besser an die Szene anpasst.

Kreon verkörpert nach Goethe keine Staatstugend und verbietet die Beerdigung von Polyneikes aus dem persönlichen Hass gegen den Toten. Es ist wirklich klar, dass es bei der Vermutung den einzigen Mensch mit dem Staat zu identifizieren, tatsächlich schwierig ist, seine eigenen Interessen von den öffentlichen Interessen abzutrennen. Hier kommt Goethe zum bekannten Problem der Tyrannei heran, er sagt: „Man sollte überhaupt nie eine Handlungsweise eine Staatstugend nennen, die gegen die Tugend im allgemeinen geht" [Eckermann 1958: 623]. Bei solcher Behauptung deckt Goethe das Machtparadox auf, indem in der politischen Praxis diese oder jene Missetat mit den Ideen im Geiste solcher von Machiavelli begründet ist.

Nach Hegel also ist „Antigone" etwas Besondere, d.h. die Opposition von Kreon und Antigone, des Staates und der Familie. Das sind „… zwei Diskurse. Der Konflikt liegt selbst in ihrer Struktur" [Lacan 2006: 323]. Bei Goethe sieht die Gestalt von Kreon anders aus. „Angeregt durch den Wunsch, verlässt Kreon offensichtlich seine Grenzen und versucht, das Hindernis überzugehen, indem er seinen Feind Polyneikes dort verfolgt, wo er ihn verfolgen nicht darf – und

wünscht er nichts anderes, als Polyneikes jenem zweiten Tod unterzuziehen, worauf er kein Recht hat. Gerade davon führt er alle seine Reden, sich dadurch dem eigenen Niedergang entgegen richtend" [Ebd.: 329], – sagt J. Lacan bei der Beschreibung Goethes Ansichten. Wie dem auch sei, ist "Antigone" für den weimarischen Dichter die Tragödie der Erhabenheit der Hauptheldin, die die heiligen Gesetze der Familie und des Todes schützte, und die Tragödie des leidenschaftlichen Hasses und der Tyranneien, die in Kreon verkörpert sind.

Im XX. Jahrhundert wird die eigene originelle und bekannteste Deutung von Hegels Philosophie vom französischen Philosoph der russischen Herkunft Alexander Koschew gegeben. Sein Interessenbereich schließt auch die von uns betrachtete Tragödie ein. Zunächst aber gehen wir kurz auf seine Grundansichten ein, die zum Verstehen seiner Konzeption notwendig sind.

A. Koschew lenkt seine Aufmerksamkeit auf den vierten Kapitel Hegels „Phänomenologie des Geistes". Auf ihr gegründet worden, rückt er in den Vordergrund und entwickelt dann die Opposition „Sklave – Herr". Er „betrachtet den Konflikt zwischen Herrn und dem Sklaven als zentrales Ereignis der Geschichte, das ihre Entwicklung bestimmt und ihr Ziel feststellt. Der Herr, der den Sklaven im Kampf besiegt hatte, fand damit die menschlichen Eigenschaften" [Novejshij filosofskij slovar]. Was ist hier gemeint? Als die grundlegende Charakteristik des menschlichen Daseins tritt der Wunsch hervor. „Gerade der Wunsch (bewusst) des Seienden bildet dieses Seiende als Ich und öffnet es als dieses, lassend sagen: „Ich …" [Koschew 1995]. Hier tritt das Wunschobjekt als Bestimmendes des menschlichen Daseins ins Spiel. Der Wunsch des Sklaven ist biologisch und auf die Sorge um den Körper gerichtet. Der Wunsch des Herrn ist psychologisch, „er ist nicht auf das Objekt, sondern auf anderen Wunsch, den Wunsch eines anderen Menschen gerichtet" [Jampolskij 1995: 37], d.h. der Herr ist in jenem Maß ein Herr, in welchem er Natürliches, Biologisches überwinden konnte. Der Wunsch des Beherrschenden ist auf die „Anerkennung" (reconnaissance) gerichtet und auf der Negation des Natürlichen gegründet. A. Koschew setzt den Sklaven und den Herrn als biologisch und anthropologisch entgegen, und nur Herr realisiert sich wie ein Mensch im echten Sinn dieses Wortes.

Es liegt auf der Hand, dass Koschews Interpretation von „Antigone" in einer bestimmten Weise von Hegel beeinflusst wird, aber er setzt dabei die anderen Schwerpunkte. Nach Hegels Meinung ist für die Vollendung der Tragödie und der Abnahme der dialektischen Widersprüche „Antigone – Kreon" die Vernichtung der beiden notwendig. A. Koschew erwidert darauf, dass „man nicht braucht, den Gegner zu töten. Er soll es „dialektisch" aufheben. Das heißt, er soll ihn am Leben und ihm das Bewusstsein lassen, nur seine Selbstständigkeit zerstört" [Koschew 1995: 67]. So ist der Tod von Antigone (wie auch Haimon) nur die Überwindung des Biologischen, sie bewahrt sich selber nicht, aber bringt den Wunsch zu Ende.

A. Koschew interessiert sich hauptsächlich nicht für Kreon, Haimon und sogar nicht für Antigone. Seine Aufmerksamkeit konzentriert sich auf die Gestalt von Polyneikes. Der Herr des antiken Griechenlands realisiert in erster Linie die „Anerkennung" in der Familie. Die Familie ist aus der Sphäre „privat" und „der Mensch in der Familie als Darsteller des privaten Daseins ist immer wie der Tote,

wie dem Kult der Vorfahren zugeschrieben. Aber dieses „wie der Tote" kann in der Tat tot sein" [Jampolskij 1995: 39]. Polyneikes kehrt in seine Familie in der Person von Antigone schon wie der echte Tote zurück. Polyneikes gilt für Kreon als sich befundene in den Rahmen der Police, deshalb fordert sein Körper kein Begräbnis. Antigone will ihn in die Familie zurückgeben. Sobald Polyneikes darin gerät, stirbt er noch einmal, und dann wurde sein Begräbnis schon notwendig. Polyneikes verwandelt sich aus dem organischen Körper in „seiende" Verkörperung der Negation und gleichzeitig der Tradition. Die Leiche als der materielle Körper geht auf den Hintergrund. Polyneikes wird ein Symbol der Negation selber des Individuums, des Herrn.

Jacques Lacan, ein weiterer Interpretator, gibt einen umfangreichen Kommentar zu „Antigone" in seinem Seminar, das der Ethik der Psychoanalyse gewidmet ist. Es sei darauf aufmerksam machen, dass Lacan selbst ein Hörer Koschews Seminare war und ihn als seinen Lehrer mehrfach nannte. Für das Verständnis seiner Ansichten brauchen wir einige Begriffe klar machen.

Die Katharsis (Κάθαρσις) wird aus dem Griechischen als „Säuberung" übersetzt. Im Sinne der Tragödie, wenn man über die Säuberung innerhalb der Paradigma „Szene – Zuschauer" spricht, ist der Mechanismus der Handlung folgend: das, was in der Welt der Tragödie (auf der Szene) geschieht, ruft beim Zuschauer bestimmte Gefühle hervor, bringt ihn zu solchen Leidenschaften, wie Angst und Mitleid. Die Handlung auf der Szene versetzt den Menschen in den Zustand einer bestimmten Krise und wenn er schließlich zur eigenen Welt zurückkehrt, kehrt er darin im Zustand einer bestimmten Befriedigung zurück, von den schädlichen Leidenschaften-Affekten gereinigt.

Der nächste zu erklärende Begriff ist das Wort „Ate" (Ἄτη), das im Altgriechischen die Verfinsterung des Verstands, das Unglück, den Irrtum bedeutete. Es trifft sich in der Mythologie der Griechen die gleichnamige Göttin, die die oben geführten Begriffe personifiziert. „Ate" ist „jenes Wort, um das sich das ganze Drama von Antigone konzentriert, das Wort, das im Stück zwanzig Mal wiederholt wird, dass im solchen kurzen Text als alle vierzig scheint, aber das stört nicht, beim Lesen nicht bemerkt zu bleiben... Dieses Wort ist unentbehrlich. Es bedeutet die Grenze, die, wenn man es überschritten hat, für lange Zeit das Menschenleben nicht bleibend lässt" [Lacan 2006: 338]. „Ate" stellt jenen Raum dar, wo das Menschliche die Bedeutung ganz verliert, darin liegt die Gefahr, die für die Errungenschaft der Katharsis wichtig ist.

Was unmittelbar der Tragödie anbetrifft, so ist nach der Meinung von Lacan die Gestalt von Antigone beachtenswert. Worin besteht ihr Paphos? Antigone kennt keine Angst. Es ist wichtig, dass in ihrem Streben sie einsam ist. Sie übertritt die Grenze „Ate" bewusst, ihr Wunsch ist jenseits gelenkt. Das bedeutet, dass Antigone zum Tod gerichtet ist. „Das Zeugnis davon, in welchem Zustand sich Antigone befindet, hören Sie aus ihrem Mund – sie kann mehr im Wortsinne nicht leben. Ihr Leben ist nichtsnutzig. Sie lebt vom Gedächtnis über schlechtem Schicksal von dem, von wem das Geschlecht stammt" [Lacan 2006: 338]. Hier liegen die Ursachen ihrer Wünsche. Hier geht die rituelle Funktion der Tragödie in den Vordergrund. Antigone ist schon tot, aber sie bewegt sich hartnäckig zum zweiten Tod; während der ganzen Handlung befindet sie sich wie zwischen zwei

Toden. Als sie in der Gruft lebendig begraben wird, erreicht „Ate" seine Grenze. J. Lacan weist auf die gewisse Dialektik des Lebens und des Todes hin:"…das Leben, dessen Verlaufen und Ausgang mit der Vorwegnahme des echten Todes zusammenfällt, des Todes, der sich am Gebiet des Lebens vergreift, und des Lebens, das in den Besitz des Todes tritt" [Ebd.: 332]. Wie es schon gesagt war, sind für Antigone die Angst und das Mitleid fremd, das ist klar, wenn man auf ihren ersten Dialog mit Ismene einen Blick wirft. Das Fallen von Kreon fängt gerade mit der Angst an. Der Grund seines Fallens liegt darin, dass er die erlaubte Grenze übergeht. Sein Gesetz über Nichtbegräbnis erstreckt sich dorthin, wo die Jurisdiktion des menschlichen Gesetzes zu Ende geht. Nach dem Tod ist nur das Gesetz der Götter vorhanden. Möglich, setzt Kreon sein Gesetz zum Göttergesetz der Götter gleich, aber es ist sogar für den Griechen nicht so offenbar. Hier widmet J. Lacan die Aufmerksamkeit der Mythe in der Tragödie und sagt, dass im Christentum die mythologischen Komponenten entfernt werden; die Frage, wodurch sie ersetzt werden, bleibt übrig geöffnet.

Zum Schluss muss man sagen, dass man nach dem kurzen Überblick der bedeutendsten philosophischen Interpretationen der Tragödie „Antigone" von G. Hegel, W. Goethe, A. Koschew und J. Lacan bestimmte Gesetzmäßigkeiten bemerken kann. G. Hegel gibt ein bestimmtes Paradigma für ihr philosophisches Verständnis, deren Grenzen noch niemand übertreten hat. Die antike Dramaturgie hat viel im philosophischen Diskurs der Neuzeit bestimmt, was der Grund dafür ist, dass die Philosophie außer Kunstwissenschaft und Kulturgeschichte zu betrachten hat. Das antike Drama, einschließlich der Tragödie, fordert die aufmerksame philosophische Betrachtung.

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OBESITY AS A GLOBAL ISSUE

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Obesity among young people is on the rise. Obesity is now linked to heart disease later in life. The combined effects of an unhealthy diet, too little physical activity, and obesity all contribute to high blood pressure and high cholesterol in childhood. High blood pressure, high cholesterol, and smoking can cause atherosclerosis ("hardening of the arteries") that increases in extent and severity over time, laying the groundwork for future heart attacks and strokes.

Key words: obesity, high calorie food, Fast Food, overweight people, CHD, heart failure, OHS.

In our modern world with increasingly cheap, high calorie food (for example, fast food – or "junk food"), prepared foods that are high in things like salt, sugars or fat, combined with our increasingly sedentary lifestyles, increasing urbanization and changing modes of transportation, it is no wonder that obesity has rapidly increased in the last few decades, around the world.

Fast Food, Fat Profits highlights what is arguably one of the most disturbing health trends of the 21st century – the fact that today's generation may be the first to live a shorter lifespan than their parents, and this is a direct result of too much cheap (nutrient-deficient and toxin-laden) food. For the first time in human history, the number of overweight people rivals the number of underweight people. While the world's underfed population has declined slightly since 1980 to 1.1 billion, the number of overweight people has surged to 1.1 billion.

The World Health Organization (WHO) provides a number of facts on obesity, including that globally in 2005:
- Approximately 1.6 billion adults (age 15+) were overweight
- At least 400 million adults were obese
- At least 20 million children under the age of 5 years are overweight globally in 2005.

The WHO also projected that by 2015, approximately 2.3 billion adults would be overweight and more than 700 million would be obese.

With obesity comes increasing risks of

- Coronary heart disease (CHD) – already the world's number one cause of death, killing 17 million people each year.

CHD is a condition in which a waxy substance called plaque. It can narrow or block the coronary arteries and reduce blood flow to the heart muscle. This can cause a heart attack.

Obesity also can lead to heart failure. This is a serious condition in which your heart can't pump enough blood to meet your body's needs.

- Diabetes (type 2) – which has rapidly become a global epidemic.

It is a disease in which the body's blood glucose level is too high. Normally, the body breaks down food into glucose and then carries it to cells throughout the body. The cells use a hormone called insulin to turn the glucose into energy. In type 2 diabetes, the body's cells don't use insulin properly. At first, the body reacts by making more insulin. Over time, however, the body can't make enough insulin to control its blood sugar level.

- Osteoarthritis

It is a common joint problem of the knees, hips, and lower back. The condition occurs if the tissue that protects the joints wears away. Extra weight can put more pressure and wear on joints, causing pain.

- Obesity Hypoventilation Syndrome (OHS)

It is a breathing disorder where there are poor breathing results in too much carbon dioxide (hypoventilation) and too little oxygen in the blood (hypoxemia). OHS can lead to serious health problems and may even cause death.

- Sleep Apnea

It is a common disorder in which you have one or more pauses in breathing or shallow breaths while you sleep. A person who has sleep apnea may have more fat stored around the neck. This can narrow the airway, making it hard to breathe.

- Cancer (endometrial, breast, and colon)

Being overweight or obese raises your risk for colon, breast, endometrial, and gallbladder cancers. In addition, childhood obesity is associated with a higher chance of premature death and disability in adulthood.

The WHO adds, "What is not widely known is that the risk of health problems starts when someone is only very slightly overweight, and that the likelihood of problems increases as someone becomes more and more overweight. Many of these conditions cause long-term suffering for individuals and families. In addition, the costs for the health care system can be extremely high."

In Europe, for example, the WHO's European regional body says that "obesity is already responsible for 2-8% of health costs and 10-13% of deaths in different parts of the Region." Taking a more global view, the prestigious British Medical Journal (BMJ) looks at various attempts to tackle obesity and notes that obesity is caused by a complex and multitude of inter-related causes, "fuelled by economic and psychosocial factors as well as increased availability of energy dense food and reduced physical activity."

The main problem has been the increased availability of high energy food, because of:

- Liberalized international food markets
- Food subsidies that "have arguably distorted the food supply in favour of less healthy foodstuffs"
- "Transnational food companies that have flooded the global market with cheap to produce, energy dense, nutrient empty foods"

- "Supermarkets and food service chains encouraging bulk purchases, convenience foods, and supersized portions"
- Healthy eating often being more expensive than less healthy options
- Marketing, especially "food advertising through television which aims to persuade individuals-particularly children that they desire foods high in saturated fats, sugars, and salt."

Many people realize that they can get a value meal at numerous fast-food restaurants for far less money than it takes to purchase foods to make a healthy meal for their family. Adding to the problem, many on the most limited food budgets, such as those who receive food assistance dollars, live in "food deserts" – areas without grocery stores, and perhaps only a convenience store or a fast-food restaurant where they can purchase their food. While it's certainly possible to eat healthy on a limited budget, this first requires that you understand what constitutes a healthy meal, and then that you have access to such foods, which is not always the case.

The junk foods are made even cheaper through the use of unhealthy filler ingredients and preservatives that prevent spoiling, with the end result being that the very worst foods for your health are often significantly cheaper to buy. While it may not be immediately obvious for people who have grown up relying on ready-made, pre-packaged foods and snacks, you can replace those foods with something equally satisfying that will support, rather than wreck, your health.

While it may not be immediately obvious for people who have grown up relying on ready-made, pre-packaged foods and snacks, you can replace those foods with something equally satisfying that will support, rather than wreck, your health. This requires some strategy, especially if you're working with a tight budget, but it can be done:

1.   Identify a Person to Prepare Meals. Someone has to invest some time in the kitchen. It will be necessary for either you, your spouse, or perhaps someone in your family to prepare the meals from locally grown healthful foods.

2.   Become resourceful: how to use up every morsel of food and stretch out a good meal was common knowledge to generations past. Seek to get back to the basics of cooking – using the bones from a roast chicken to make stock for a pot of soup, extending a Sunday roast to use for weekday dinners, learning how to make hearty stews from inexpensive cuts of meat, using up leftovers and so on.

3.   Plan your meals: This is essential, as you will need to be prepared for mealtimes in advance to be successful. You can generally plan a week of meals at a time, make sure you have all ingredients necessary on hand, and then do any prep work you can ahead of time so that dinner is easy to prepare if you're short on time in the evenings. This is a marvelous simple strategy that will let you eat healthier, especially if you take healthy food from home in to work.

4.   Buy organic animal foods. The most important foods to buy organic are animal, not vegetable, products (meat, eggs, butter, etc.), because animal foods tend to concentrate pesticides in higher amounts. If you cannot afford to buy all of your food organic, opt for organic animal foods first.

5.   Frequent farmer's markets or grow your own produce. You may be surprised to find out that by going directly to the source you can get amazingly healthy, locally grown, organic food for less than you can find at your supermarket. This gives you the best of both worlds: food that is grown near to

you, cutting down on its carbon footprint and giving you optimal freshness, as well as grown without chemicals, genetically modified seeds, and other potential toxins.

In conclusion, it seems that we will have to reassess our entire lifestyle if we are to avoid the problems associated with obesity. Losing weight isn't always easy, and there's no quick fix. But with motivation and dedication to adopting healthy lifestyle habits, including eating a healthy, balanced diet, following an appropriate exercise routine and managing stress, we can achieve successful weight loss. We also have to combine this with new insights into the importance of good health. If we do not take action soon, we may find ourselves paying a heavy price.

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THE INTENSITY OF IMPORTS FROM MILETUS TO BOSPORAN KINGDOM IN THE VI – ONE-THIRD OF THE III CENTURY BC

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The article dwells on the intensity of imports from Miletus to Bosporan Kingdom in the VI – one-third of the III century BC. Wine and olive oil can be regarded to be the main imports of goods.
Key words: Bosporan Kingdom, import, sale, delivery.

The actuality of the problem under consideration is great because the study of any society cannot be investigated without the functioning of its economy: the existence and level of development of the various branches of production, the nature and characteristics of agriculture, the degree of involvement in market relations, etc. The study of the development of the economy enables to provide additional information about its historical destiny and seems not only relevant, but

necessary at this stage. Just at the moment, due to a small amount of written sources for historical information, a problem of attracting the mass of archaeological material has arisen.

In accordance with the Milesian origin of most northern Black Sea colonies initially went import was mainly delivered from Ionia [Artamonov 1966: 78]. The economy of Miletus – the largest Eastern Greek polis – trade was of great importance, since its choras were often robbed and plundered by the Lydians, Cimmerians, and later by the Persians. This resulted in the relocation of the Ionians to the northern Black Sea region. In this regard, the need for imported grain and other food products linked Miletus with other cities, and then trade relations emerged. Thus the trade with Bosporan Kingdom appeared [Vatchina 2001: 44]. Miletus supplied primarily wine and olive oil – the goods were delivered in amphorae.

It is likely that the main product delivered in a ceramic container from Miletus was wine, and in rare cases, olive oil. Amphorae were used not only for storing oil and wine: many archeological findings indicate that they were used for delivering cereals, various food and other products, which could be spoilt for a short period and couldn't be identified in the course of excavations without special laboratory tests.

In order to trace the intensity of imports from Miletus to Bosporan Kingdom the periods when the intensity of the supply was high are to be highlighted:
1) the VI century BC – the first quarter of V BC
2) 480 – 438 BC (during the reign of Archaeanactids)
3) the last quarter of the V century BC – the one- third of the III century B.C. (during the reign of the Spartakids)

The VI century BC – the 1st quarter of the V century BC

During this time, the supplies from Miletus were abundant and it was manifested in a significant number of high-quality goods. Bosporan Kingdom met its needs for raw materials, craft products due to close links with the Hellenistic states of Asia Minor. At the turn of the VI-V centuries BC about 1750-1900 amphorae high-grade wines were brought annually from Miletus, Chios, Samos and other ancient centers to Bosporan Kingdom. The pottery the surface of which was covered and painted with black lacquer was brought from Miletus. The wine was poured from amphorae into goatskins, and then taken to the barbaric inhabitants on the territories of the Black Sea [Zubar 2006:34-35]. The import of the so-called Rhodes -Ionian art pottery is characteristic of this time.

Andrey P. Abramov refers to this period the amphorae with the following features: narrow, elongated vertical lip, a few steps in the neck and the base in the form of a pan. In the third quarter of the VI B.C. the lip became rounded, separating the neck and the upper body. The latter feature is observed on the Milesian painted ceramics. Milesian amphora Type A-1 belongs to such amphorae. This is an amphora with an ovoid body, expanding neck, which is sharply separated from the upper part of the body, their fixation place is called groove. The body has a rounded shape. The toe of these amphorae extends downward to the base. The height of such vessels is 500-550mm. A distinctive feature of these amphorae was Miletus clay, it was dark pink, with glitters of gust, sometimes with fine sand [Abramov 1993: 13-14]. Miletus Amphorae as well as the Athenian

amphorae originally had a high standard, but in the middle of the VI BC the vessels with a measure of 20-25l appeared.

The years of 480-438 BC

At this time, the Bosporus state began to form which influenced the development of the economy. Consequently, it can be assumed that the intensity of the supply of goods to Bosporus was great. At this period, the precious painted ceramics became the basis of imports. The fragments of this pottery are found in large quantities. Of agricultural products olives, which were not produced in other regions were exported. Luxury items – jewelry: earrings, pins, necklaces; the objects made of bronze: weapons, vessels, mirrors were exported. Other goods such as cloth, spices were also exported but there are no traces of them.

But wine and olive oil were the main imports. Containers which carried this cargo acquired a different kind, as approximately in 80 years in the V century BC Miletus ceramic containers in the complexes of the Bosporus disappeared [Abramov 1993: 13-14]. However, Samos amphorae dating from the V century BC in the Bosporus complexes did not disappear, in contrast to the Miletus, and the import of this center was steady enough without any noticeable interruption. A distinctive feature is considered to be a vertically-elongated thin lip, sometimes found with double handles, as well as pointed molding on the shoulder of the upper body and the neck.

The last quarter of the V century up to the one-third of the III century BC

From the middle of the IV century, a gradual decline in the amount of import began, and to the III century BC the number of imports began to decrease. Wide-ranging crisis influenced not only political but also economic basis of the state, although the northern Black Sea region continued to be an important commercial area of the antique world.

Thus, it can be concluded that:

1. A very high degree of trade development was a characteristic feature of Bosporan kingdom. Trade became a regular social process. The amount of import of Bosporus, especially naval, played a huge role in the trade.

2. In Miletus the level of trade was consistently high. The volume of imports, the presence of the absolute leaders in trade and a significant number of partners were also great.

3. The deliveries from Miletus in the period of the VI century BC – 1st quarter of the V century BC were most intensive.

4. With the growth of imports the stockpiles of consumer products increased that connected the rising of the living standards and the means of production and resources which were necessary to revive production lines.

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BRANDING AMPHORAE IN THE ANCIENT WORLD AND THE DEVELOPMENT OF TRADE RELATIONS DURING THE VIth – THE ONE-THIRD OF THE IIIrd CENTURIES BC

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The article dwells on the problem of amphorae branding in the period of the VIth – one-third of the IIIrdcenturies BC. The development of the trade relations, the changes in the import and export and the characteristic features of amphorae brands are investigated.
Key words: amphora, brand, Northern Black Sea region, ceramic containers.

The process of formation of the Bosporus state finished in the period since the VIth century BC to 481 BC and changed it into one of the top shopping centres of Northern Black Sea region. Starting from theVIth century BC import of wine and oil from the Mediterranean centers such as Thasos, Chios, Rhodes, Mende, Miletus, Clazomenae, Lesbos, Kos, Peparethus, Parus, Ikos, Knidos, Aegina, Sinop and Chalkidiki was established.

The practice of branding ceramic containers appeared in some Eastern Mediterranean centers even in the VIthcentury BC. In some workshops at the initiative of the owners and potters individual letters and abbreviations of names began to be printed on the amphorae. Sporadic branding of amphorae was performed in many centres later as well, during the classical and Hellenistic periods [Kats 2007: 163]. The first sporadic brandingof the ceramic containers in the eastern Mediterranean appeared in the second half of the VI- the first half of the Vth centuriesin one of the centreswhich produced amphorae with molding legs which were called "pre-Thasos"[Zeest1960: 70].The brands made on the handles of the amphorae are relatively rare and unvaried. More common were individual letters, rarely anaglyph rings. However, in one of the workshops, which produced the amphoraebranded with the letter "E", this practice of branding was applied for several decades. At least four stamps are known which were used for imprinting these brands. They are represented both on the monuments of the Mediterranean and relatively widely in the Northern Black Sea region;the earliest centers of branding, such as Samos, Thasos, Lesbos, Chios, Knidos are referred to the practice of similar branding [Monahov 2007: 39-40].

Since the turn of the Vth – IVth centuries BC mass branding of ceramic containerswas carried out in some of the Mediterranean and Black Sea centres, major producers and exporters of wine production.A visible manifestation of

thispractice is linked with the determination of the state to control the production of amphorae and the export of products in them [Kats 2007:182].

In the Late Classic period the branding of tare amphorae, rather than archaic, early classical and Hellenistic are significantly represented. The reason is that this time the Black Sea states are experiencing a period of its economic prosperity.

In the complexes of the first three quarters of the IV century BC the most frequent were amphorae and ceramic brands of Heracles Ponticus. The brands of the two early periods of Greek branding occur in complexes. At first these were only the factory-owner's brands, [Kats 2007: 212] and then the first 15 magistrates from Artesia to Sosius inclusively. The early stage of Thasos branding (groups "A" and "B"), where there were 16 magistrates, belong to these ones [Monahov 1999: 158]. By the period of the IVth century BCalmost all complexes contain Heracles amphorae, sometimes ceramic containers of Thasos, Mende, Peparethus, Chios are found. The earliest Heraclean amphoraeare the ones with factory-owner's brands and Thasosamphorae are without brands. Factory-owner's brands were used long enough in contrast to the magistrates. From the rather large list of early manufacturers known to us, stand the manufacturers who worked exclusively before the introduction of the practice of magistrates branding. At the same time the names of magistrates in full and abbreviated form appear. These are the names of Thasosmagistrates on the brands with names Damastr, Diara, Laurel, Satir, Tel, Telia. In this early period of branding, these practices are still poorly developed and appear only in some centres of the Black Sea region.

The group of the complexes of the first two decades of the IVth century contains Heracles containers only with the earliest factory-owner's brands. In addition to Heracles they contain a number of amphorae from other centresincluding Thasos. However, among the found amphorae thereare no Thasos branded amphorae. This is explained by the fact that at Thasos branding started later than in Heracles Pontius. Early Heracleanbrands are exclusively factory-owner, and as for Thasos a practice of magistrate branding immediately arises. The starting date of this tradition is about mid-90s, the first factory-owner'sbrands in Heracleus appear at the beginning of the VIth century, and maybe even at the end of the Vth century BC.

At the beginning of the IV century alongside with Heracleianfactory-owner's brands the ones of early Heracleanand Thasos magistrates appear. Those for Heracles were Aristokl, Ortesilay, Koas, and following them magistrates, whose names are always given in the reduction: PA (-), ΛY (-), NIK (-), EY (-), and others. From the early Thasos magistrates only Laurel and TI (-) are represented. [Monahov 1999: 193]. At the turn of the 80 − 70'sthe practice of marking the names of the Heraclean magistrates exclusively in a strong reduction comes to an end: IA (-); PA (-); ΛY (-), ΘE (-); NIK (-); EY (-) etc., and thecustom of giving the names of officers in full formestablished at Ortesilay and Aristocl appears again. Some time (for about half a decade), both these traditions exist, and

the names of many magistrates in some brands appear in the full form, and in others – in the semicontracted form (ΜΟΛΟΣΣΟΣ = ΜΟΛ; ΣΤΥFΩΝ = ΣΤΥ etc.).

In the second half of the 60s, there is no noticeable change in the Heraclean tradition of branding ceramic containers, but it was then, just after the mid-60s, when magistrate branding in Sinop begins.

In the mid60s of the IV century BC a systematic magistrate branding in Sinop begins, the complexes with early Sinopbrands first appear.

In the second half of the 50s and the first half of the 40s the complexes, which feature a number of Heraclian magistrates working approximately as follows: Andronicus, Amfit, Bakh, Heraclides and Agasial. Evksen, Lisitey and others appear. Sinop branded ceramic containers are found in a smaller number and contain only the brands of theastinomosof the Ist chronological group. In addition toThasos, Heraclean and Sinop containers, the amphorae ofthis time are of the same centresas those of the 90s – 60s.

The line dividing the Late Classical era from the Hellenistic period according to the materials of ceramic containers is not the campaigns of Alexander, but the line between the third and the last quarter of the IVth century BC. Until the mid-20s the balance of trade relations formed at the beginning of the century does not undergo significant changes, we speak about the main trade counteragents who supplied wine and olive oil to the Black Sea market, as well of the dynamics of the trade relations. Changes become visible only in the last quarter of the IVth century, which is natural due to the serious political and economic disorders that occurred in the Mediterranean area after the Macedonian conquests.

The two most important points are marked in connection with the complexes of the Hellenistic period. Firstly, the complexes themselves were saved in much smaller quantities than from the previous time. Secondly, noticeable changes occur in the trade. By the end of the IVth century Samos, Lesbos, Peparetus, Mende drop out of the number of active and traditional suppliers of wine and olive oil in the Black Sea region, by the end of the one-third of the III century BC the import of products from Chios and Heraclea Ponticastops as well. Thasos, Sinop, Chersonesos, Knidos, Rhodes and Kos still carry out an active trade policy.

The bulk of the complexes by the one-third of the IIIrd century BC are saturatedwith ceramic brands. Serious changes take place in the ceramic epigraphy at the beginning of the investigated period. Even at the end of IVthcentury the practice of magistrate branding ceases in Heraclea Ponticus, the traditionto putthe factory-owner's brands replaces it. In the last quarter of the IVth – the beginning of the IIIrd century BC serious changes occur in the direction of the dynamics of economic relations of the Black Sea region. Thasos retainsits basically strong positions, but the products Lesbos, Pepareta and Mende disappear. However, the most notable event was the increase of Sinop and Chersonese share in the trade overturns as well as the appearance of the products of other Pontic centres (Amastris, etc.) on the market At the same time from the beginning of IIIrd century there has been a gradual decay of trading activity of Heracles Ponticus.

The changes in the structure of the Black Sea region trade in the late Hellenistic period resulted in the appearance of the new shopping counteragents in the traditional production centres. With this milestone, a new marketing policy fundamentally changed the morphology of the ceramic containers, stopped the systematic branding of amphorae and introduced the unification of amphorae according to the Roman models. And while some of the Greek centres of traditional winemaking and wine trade (Rhodes, Knidos and Kos) continued to export wine to the Black Sea markets, Greek amphora production turned from the original and distinctive phenomenon into a kind of the Italian samples. The practice of branding was not synchronized in the main production centres, which creates considerable difficulties in comparing and assessing of the import, export, and gives the development and use of specific criteria for analyzing the samples. At present, comparative analysis of the brands is possible only for the given periods and the main centers of production:

Period (BC)	The main centers
1st quarter of the IVth century	Thasos, Heraclea
2nd and 3rd quarter of the IVth century	Thasos, Heraclea, Sinop, Acanthus
4th quarter of the IVth – one-third of the IIIrd century	Thasos, Heraclea, Sinop, Hersones

The study of this subject is not exhausted by the results of the present investigation. And it is possible that in the future the study of this trend will continue.

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FAMILY RELATIONS IN BOSPORUS IN VI CENTURY – ONE-THIRD OF III CENTURY BC IN THE TOMBSTONE INSCRIPTIONS

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The article focuses on family relationships in early Bosporus on the basis of the analysis of thetombstone. The main sources of informationare the images and inscriptions. Due to its specificity, this source can not only solve particular issues of the chronology of the historic monuments or archaeological sites, but also more general historical tasks.
Key words: tombstones, images, descriptions, Bosporus, family.

Archaeological studies of the ancient states and particularly those in the Northern Black Sea area have always been relevant and stood in the limelight of historians and archaeologists' attention. Tombstones are one of the most informative archaeological sites. Taking into account the critical approach their safety allows to acquire some new information about the life of the ancient Greeks in Bosporus. A regularly updated bank of archaeological materials opens up real prospects for a major breakthrough in this area.

The ancient Greeks perceived deathas inevitable, a period of which is determined by fate. The death of one of the members of the community was considered as a violation of the cosmic order, tombstoneful fils the role of some compensation of the loss and restoration of the order of the universe.Greek tomb reliefs and statues were created over the graves and for the living – as a memory of the deceased, as an expression of the preserved ties with them.

The earliest gravestone appeared at the end of the VI century BC, but they were still rare. Bosporus masters created images of heroes of the dead, with detailed accuracy of the conveyed household items, clothing, furniture and so on. And in this sense these monuments can be considered as a kind of documents of the epoch.For the Bosporus tombstones the motifs glorifying the dead, meetings and partings, the theme of the sacred marriage in the afterlife arecharacteristic. They reflect the ideas of the afterlife, the grief over the loss of a loved one and hope for a happy existence after death.Lapidary inscriptions havethe majority of the information about family relationships.

Scientists have repeatedly drawn attention to the poetic texts in lapidary inscriptions and graffiti found during the excavations of the ancient cities, settlements and cemeteries in the northern Black Sea area.The inscriptions on the

gravestones described in detail not only the life of the buried Bosporus inhabitant, but also the members of his family, servants, etc. They were composed by professional writers that met the simplest tastes of their customers.

I spite of all the scarcity and rigidity of inscriptions epitaphs were the basis for the study of marriage and family in Bosporus. The value of this group of sources is increasing due to the fact that there are no written sources of information on the institution of marriage and family in Bosporus, and the archaeological data that could shed light on interesting problems are extremely scarce.

Epitaphs contain information on the composition of the family and its changes in different periods of Bosporushistory. Almost in every inscription we find information, direct or indirect, of the person who erected a monument to the dead: in the absence of the wording "set" or "erected" in most cases patronymic is considered by us as an indication of the customer's funeral stone ("the reign ofPerisadthe son of Spartok, Leostrat son II ... for my brother ... dedicated to the Mother," " I, Tiberius Julius Sauromat, the son of his own father and benefactor, set this statue ... "and so on)[Struve 1965:264]. In the ancient period inscriptions on monuments were also called epigraphs. Many epigraphs were dedicated to favourite wives and happy parents, honouredby their children ("Before I die, I lie here under a carved stone for my wife Cleopatra, whose beauty is unique. In my wife, the inimitable houselady, I had one of the muses – Pierid ... That's why Zyl, Tarsiet, a young man put this steleto his wife ")[Struve 1965:82].

In epigraphs sounds inconsolable grief of parents who lost their children. The goddess of fate Moira was cruel with them. Their life was cut short due to various reasons: as a result of a serious illness, death, because of broken heart, murder. They found their final resting place at Hades, the god of the underworld. ("Calusa, the son of Diodorus, goodbye ...", "Mol, Mol's son, goodbye")[Struve 1965:27].

Touching feeling of deference, respect and care for their parents are reflected in the verses:"In the fertile grove homeland buried their parents Argon and Ma caused by the old age killing everybody due to the will of Moir. He revealed not a grave but sweet and gratitude – aforever memorable gift. If prayersof parents from Hadesmean anything, then yes, you, Antipater, will receive the same gratitude from the children "[Matkovskaya 2000:90].

Over time, there appear inscriptions put by persons who are not in a close relationship with the deceased (e.g., teachers)."When I turned two dozen years, I went to the pious place in Hades ... when finished reading, complete your way!" This tombstones was placed by the guardian taking care of the monument on the grave of his ward. Thus, changes in the composition of the group of persons involved in the performance of this important rite as burial and subsequent erection of a monument, constitutes a serious change in family relationships and expanding the concept of a "family structure".

The images of tombstones providea significant role in the study of family relationships. Just All images can be divided into several plots, which can trace family relationships.One of them is a farewell scene. A farewell scene shows a farewell handshake of the receding into another world with the family and friends.

All the characters in this scene on the Bosporus reliefs were front-faced. Women had the left hand brought close to the face, they shake handswith the right; man shake right hands with relatives and support a cloakwith the left. Protagonist (usually a man) was depicted in the rightsidein order not to cover the figure he was shaking hands with.The servantswere aside. (The womenstanding next and men shaking hands are depicted)[Struve 1965:446].

Warriors. This scene is found only in Bosporus. Two schemes existed for this image: an armed warrior standing in the front, and a warrior, grieving at the monument. A standing warrior has a spear right hand brushed aside, and he presses the shieldwith the left. A warrior is always accompanied by a servant or relatives. The left hand is brought close to the face, and the right in most cases is just laid on the monument. Next to the armor is a shield with two spears. A servant or family wereportrayed behind the warrior, in front of him, in the background behind the shield. Themeal scene.Several composite schemes were applied to realize the meal scene. The full composition is as follows: the reclining man takesthe right side of the relief, the left shows his wife sitting in an armchair, and the maid, in the center there is a table for a meal loaded with dishes and treats. A man with his left hand rests on the pillow,the right hand is stretched along the body. Sometimes a bunch of grapes is depicted there. The bed takes up the entire right side of the relief. The slaves served their masters.Besides the slaves the relatives who stood before the woman were present.The children –the members of the family were often portrayed in the meal scene[Matkovskaya 2009:11].The children were depicted in the background.

Everyday life genre makes it possible to transfer the features of life. These paintings can be divided into actions in the interior and the street scenes. The interior is mostly represented by the women at home busy with theirusual routine: talkingpeacefully, doing needlework, seated in an armchair among the servants and children, the feast scenes show a family life, full of prosperity, peace and harmony. Men are most frequently involved in street scenes: strolling Bosporusmen (a master and a servant, a father and a son, a man with a dog, a scientist in the office, etc. The funerary stelae of ancient Bosporus reflected the public image of the ideal types of a family and relationships, as well as the roles of men and women in the family and in the society.

Thus, a group of ancient tombs is the most numerous and informative source for the study of ancient Bosporyan family life. The images and inscriptions on the Bosporus stelaeensure the main information.The study of various aspects of the life of ancient states is one of the most important goals in modern history. But unfortunately, the written sources can no longer give us new information. However, the archaeological materials give us the only possibility of investigating this problem at a high scientific level, the most massive of which are the tombstones of the ancient world.

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RELATIONSHIPS OF PARENTS AND CHILDREN IN BOSPORUS IN THE VIth – ONE-THIRD OF THE IIIrd CENTURIES BC ACCORDING TO THE TOMBSTONE INSCRIPTIONS

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This article discusses the relationship of parents and children in Bosporus according to the analysis of the tombstones. The main sources of information are preferably the images and inscriptions. Due to its specificity, these sources allow not only to solve private problems of chronology of the studied monuments or archaeological sites, but also more general historical tasks.
Key words: gravestone, images, labels, Bosporus, parents, children.

Archaeological studies of ancient states and particularly those in the northern part of the Black Sea area have always been of current concern of historians and archaeologists. One of the most informative archaeological sites are tombstones. Greek tomb reliefs and statues were erected over the graves, not only for the dead but also for the living – as a memory of the dead, and as an expression of the ongoing connection with them [Sventsitskaya 2003:101].

The earliest gravestone appeared at the end of the V century BC. They reflect the ideas of the afterlife, the grief over the loss of a loved one and the hope for a happy existence after death. For all the scarcity of inscriptions and stereotypes the basis for the study of relations between children and parents in Bosporus are epitaphs [AshikA 1848:28]. Many epigrams are dedicated to the happy parents, revered by their children. Touching feeling of reverence, respect and care for their parents are reflected in the verses: "In the fertile grove of the homeland my parents Argon and Ma are burieddeceased for age atthe will of Moir ... If the motives of parents from Hades mean something, yes, you will receive, Antipater, the same gratitude from the children " Respect for parents was one of the most valuable qualities. The images of Bosporus women on tombstones and poetic epitaphs composed in memory of them impress greatly. One can feel a great respect and love for mothers. "Under this plate is Emmida .., taken the most recent honours from the son of Aeneas. Let the God send him sweet gifts for the respect for parents "[Struve 1965:128].

Theinconsolable grief of parents who lost their childrenare in the epigraphs:"Theophilus, daughter Hecataeus, goodbye. And carved on the tombstone the inscription mourns the girl Theophilus, the wedding torches which her father Hecataeus prepared not for marriage, but for Aida ... And your father Hecataeus has only the name of the deceased left, he sees your image in stone".

The following inscription tells about a touching, caring attitude of the widowed father: "...Deadly Moira stole the life of lonely Trifonida together with three children. Filetermourns her forever. Their parent and her husband, one after another, got the bitter suffering of children and wife ... "

The images of tombstones provide a significant role in the studyof family relationships. If you judge the drawings according to the genres, caring and warm relations between children and parents can also be traced.

One of them is a **casual genre**. It gives the opportunity to transfer features of everyday life. Here there are images of children with their parents: for example, one of the steles shows a woman surrounded by servants and children; or another one: a man, strolling with his son, etc [Matkovskaya 2000: 16].

A **farewell scene**. On one of the funerary stelae the weeping parents standing around the corpse, which lies on the bed in the middle of the room are depicted. All the rest are stretching their hands up [Matkovskaya 2000:118].

A **meal scene**. An image of a Bosporus family man in the after-meal scene is just one of the most common on the stelae. Spouses, their servants and children are repeatedly involved in the meal scenes. A happy family, whose life is full of harmony and prosperity is shown. But only an imaginary world is represented [AshikA 1848:65].

The small in size children were depicted in the background, but not because they were not important, but because the dead were deified and apotheosized.

A **military genre**. Individual stelae depicting warriors sailing in a boat are especially noteworthy. On the fully preserved stele Goziyaunder a crowning cornice and relief pediment there are three scenes. At the top –there is a commemoration after-meal: between the lying man and the sitting woman there is an inexpressive figure of a child. Beneath them a woman sitting in a chair in a mourning posture and little boys in front of her are depicted. A figure below presents the four young men, two of whom are armed with spears and shields. At the bottom modest inscription is carved: "Gozy, the son of Sostratus, who put the stele of his son Lysimachus."

Frequent poetic inscriptions praising the heroes who died in the defense of the motherland are often found on tombstones. . A typical example of this kind is the epitaph to Ariston (the Ist century BC.):

Ariston, the son of Ariston, good-bye!
And the heavy grief of parents will be here to mourn you,
Of course, you do not attach to the dead,
But will be forever in the memory of all Bosporus men.

During some time, not only biological parents are mentioned, but also those who became foster parents long after the birth of thechildren. For example, some epitaphs directly or indirectly point to the custody... This is a plate with an inscription set by the tutor: "... When (I) twice turned ten years old, unhappy, I went to the pious place in Hades. Greeting you, and if finishedreading, you will complete the way! ". The epitaph tells that the guardianburied the deceased young man whom he had raised and who, apparently, was an orphan, at his own expense. Moreover, we find an interesting emphasis on the fact that the foster father surpassedin love the biological father putting a stele: "Hemation, the foster father surpassed in love his own father putting a stone monument on the grave ".

Alongside with the mother thenurse was alsorevered. On one of the stelae she is shown seated in a chair, and a rider is standing in front of her. "Helium , the son of Eros and the nurse, bye".

Thus, according to the images and inscriptions on the tombstones one can conclude that the attitude to human qualities have changed not so much, and many criteria related to parents and children, respectively, have been preserved to this day. So the care and love for children and respect, honour and gratitude to the parents were inherent in the ancient world, and preserved in the present days.

To conclude, the group of ancient tombs is the most numerous and informative source for the study of the ancient Bosporus family life, namely the relations between parents and children. The images and inscriptions on the Bosporus stelae contain the main information.

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THE HEALTH STATUS OF THE POPULATION
IN BELGOROD REGION OF RUSSIA

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The analyze of the health status of the population in Belgorod region of Russia is presented in this article in comparison with other regions of our country and other countries. We have also examined the results of medical examination in Novoaleksandrovsk secondary school of Valuysky district of Belgorod region (2007-2011).

There are many factors that actively influence on the health of people in different countries and regions – among them peculiarities of climatic and geographical conditions, the level of economic development, the focus of the interests and needs of particular social groups and individuals. This paper presents the materials, reflecting the characteristics of the health status of the population of the Belgorod region of Russia.

The data of medical examinations in recent years in the Belgorod region and analysis of the causes of morbidity, mortality suggests that ill health is due to the modern way of life, limited mobility. Much of the population does not lead an active lifestyle, is not engaged in physical activity. In the region 78% of the population, including 65% of children, adolescents and young adults do not engage in systematic physical training. Low physical activity in combination with smoking, excessive drinking, drugs, overeating, high blood pressure reduces the body's reserves and they are frequent causes of diseases of the cardiovascular system, respiratory system, musculoskeletal system, diabetes, and others.

Health status and level of mortality of the population of the Belgorod region is reflected in the life expectancy indicator [1], which in 2010 accounted for the entire population on average 71.1 years, including 65.5 years for men and 76.6 years for women. In comparison with the data of life expectancy in Russia these figures are slightly higher – in Russia in 2011, the average length of life of the population was 69 years. Life expectancy in the Belgorod region is also higher than in some countries of the former Soviet Union (68.9 years in Kazakhstan, 68,3 years in Uzbekistan), at the same time it is lower than in the Baltic countries (life expectancy in Estonia is 76.1 years, in Latvia – 73.6, in Lithuania – 73.6) and in a number of other foreign countries: in Japan people live on average 82.6 years, in Germany – 80.7 years, in the United States – 78.6 years, in China – 73.5 years, in Finland – 80.5 years, in Denmark – 79.8 years. At the same time in some foreign countries life expectancy increases (for example, in Finland and Denmark).

Special attention should be paid to the problem of mortality of the working-age population. From the total number of deaths this part of the population is 25%, while the leading cause of death is the diseases of the circulatory system – 37.8%. In the Belgorod region mortality rate due to the class of diseases of the circulatory system in 2011 was increased by 4.3% and amounted to 9.8 per 1000 population (in 2009 it was 9.4%). The main causes of mortality from cardiovascular diseases are coronary heart disease (74.6%) and cerebrovascular diseases, which are expressed in ischemia or hemorrhage in the central nervous system (18.5%). And disability due to disease of the circulatory system in 2010 amounted to 41.9% of primary disability from all diseases. In the structure of diseases of the circulatory system proportion of disability due to diseases characterized by high blood pressure was 12.8%, ischemic heart disease – 42.2%, cerebrovascular disease – 34.2%.

Of particular concern is the increase in the incidence of children and adolescents. The indicator of general disease of children (0 – 14 years) increased by 1.5% and adolescence (15-17 years) by 26.5%. According to the results of our

research on the example of Novoaleksandrovsk secondary school of Valuysky district of Belgorod region (2007 – 2011) rural students have a certain typology in morbidity (Table 1).

Table 1

The results of the medical examination
in Novoaleksandrovsk school for the period 2007 – 2010

Type of disease	2007г n=120 people	2008г n=119 people	2009г n=113 people	2010г n=108 people
Cavities	49	46	45	23
Violation of posture	26	26	24	24
Excess body weight	15	9	8	1
Goiter 0-1 ph.	13	8	2	-
Lymphadenopathy	20	44	41	28
Cardiomyopathy	8	7	8	9
Chronic gastritis	2	2	2	2
Low vision	12	10	10	4

The above table shows that a significant number of cases have gradually decrease, mostly due to the development and implementation of technique of individually oriented approach to physical training lessons in the school. As a result of the developed technique of individually oriented approach to students, based on the particular features of physical development of children, physical fitness, body type, the type of higher nervous activity it has improved the performance of physical fitness. In addition, the number of children, for example, with violation of posture, overweight, goiter, reduced vision was decreased.

According to the data of regional pedagogical experiment "The content and organization of physical education at school on the basis of national, active and sports games" (supervisor Sobyanin F.I.), conducted on the basis of 21 educational institution of Belgorod and Gubkin (2008 – 2012) the level of physical development and physical fitness is corresponded to the average indicators in Russia. However, the trend of increasing body weight, facts of disharmonious development of schoolchildren are observed. The incidence of urban schoolchildren is low; they have more frequent colds in the winter season.

The same data were obtained on a preliminary survey of students in four schools of the Belgorod district in the Russian-Serbian pedagogical experiment on the topic "Theoretical and methodological rationale for the use of sports game "Yadzhent" in educational institutions in the conditions of the Belgorod region". In this district the health status of students is somewhat better than in the big cities of the Belgorod region.

At the same time, the dynamics of morbidity of the population of the Belgorod region in the last 5 years, despite of a slight decline among adults, suggests that low public responsibility for their own health and lifestyle is not conducive to longevity. One of the main problems is the formation of a stable demand of students to systematic physical training.

However, in recent years, the President and the Government of the Russian Federation are paying much attention to the health of the population and of students through the development of physical culture, as a specific type of culture, aimed at their physical improvement. For this purpose, special federal program "Development of physical culture and sports in Russia for 2006 – 2015", "Strategy of development of physical culture and sports in the Russian Federation for the

period up to 2020", "The concept of the All-Russian sports complex" are realized where a significant place is given to the problem of formation of a healthy lifestyle of students. In order to popularize the sport and a healthy lifestyle in Russia major international competitions were organized – World Universiade in Kazan, World Championships in Athletics, Winter Olympic Games in Sochi in 2014 and many other competitions.

As for the Belgorod region, now a variety of projects are also organized. For example, since 2008 pedagogical experiments to improve the content of physical education in schools in the municipal pilot sites and also regional experiments are conducted. Since 2005 the work on the creation of health school in the Belgorod region began (under the supervision of Ph.D., Professor Irkhin V.N.). In 2013, according to the decision of the Government of the Belgorod region on November 19, 2012 № 463-p the work began on the "Strategy of development of physical culture in the Belgorod region in 2013 – 2017", constantly targeted program for the development of individual sports, rural sport, organization of sports-media work sports courts and others are implemented.

Analysis of the recently obtained empirical data, the trends in the youth policy of the region show that in the coming years, a healthy lifestyle will gradually become popular among students of educational institutions of Belgorod region and it will be an important indicator characterizing the quality of life of the population.

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ATTITUDE TO HEALTHY LIFESTYLES OF STUDENTS FROM SENIOR CLASSES

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The results of the survey on seniors' assessment of their health, attitude to healthy lifestyle, physical education and bad habits are analyzed in this article. The study was done on the base school № 4 of Belgorod.

Key words: physical education, public opinion, healthy lifestyle, physical culture, medical examinations.

In 2004 Department of Physical Culture, Sports and Tourism of Administration of the Belgorod region in conjunction with the Research Laboratory of the Faculty of Physical Education of Belgorod State National Research University conducted a study on the needs of the population of the Belgorod region in the field of sports and recreational activities. The study in the form of a public opinion poll was conducted on a representative sample, calculated by a special technique [1]. This paper presents a part of work on the example of senior pupils of school № 4 of Belgorod (n = 55).

The survey data reflects the results of respondents' answers only on 5 questions: "How do you assess the state of your health?", "Do you keep a healthy lifestyle?", "What is your attitude to smoking?", "Do you drink alcohol?", "Whether you are interested in physical education?". To improve the reliability of responses survey was conducted anonymously. The results of the survey are given in Tables 1-5.

Table 1

The results of the responses to the question about seniors' assessment of their health

Question: "How do you assess the state of your health?"	
Possible answers:	Number of respondents (in %)
Excellent (almost never sick)	23.4
Good (sometimes sick, sometimes catch a cold)	64.0
Satisfactory (often sick, but have no severe injuries, chronic diseases)	10.8
Unsatisfactory (have a chronic illness, serious variations in health status, severe injuries, trauma)	1.8
Total	100

According to the results of the answer to the question about the assessment of the state of their health identified the following data: 64% of students consider their health good and 23.4% of students consider it even excellent. Only 1.8% of students rated their health unsatisfactory and 10.8% − satisfactory. Analyzing the responses to this question is likely to have to believe that they show a subjective state of health of schoolchildren, but to a lesser extent, reflect the real factors of their physical, mental and social well-being. The basis for this assumption is the results of medical examinations of students of the Belgorod region, which showed an increase in the incidence of children, such as in adolescence and early adulthood more than 25% in recent years [2].

The next question was to confirm to a certain extent the first one on the basis of the detection of purposeful activity of senior pupils in keeping a healthy lifestyle (Table 2).

Our version has been partially confirmed: only 37.8% of respondents say that they really do not have bad habits and actively support a healthy lifestyle. Almost half of the respondents more often supports a healthy lifestyle than do not keep it that carries some negative perspective in the health status of senior pupils in

the future. And in this context, there is widespread among young people of such bad habits as smoking and drinking. In the study of these harmful factors the following data were obtained (Tables 3 and 4).

The results of the responses of the senior pupils
to the issue of compliance healthy lifestyle

Question: "Do you keep a healthy lifestyle?"	
Possible answers:	Number of respondents (in %)
Yes, I have no bad habits and take care of my physical state	37.8
Rather yes than no	49.6
Rather no than yes	12.6
No, I do not	0
Total	100

The results of the responses of the senior pupils
to the question about their attitude to smoking

Question: "What is your attitude to smoking?"	
Possible answers:	Number of respondents (in %)
Smoke constantly, daily	7.2
I smoke occasionally (sometimes I refrain and do not smoke)	5.4
I have given up smoking	26.2
Never tried smoking	61.2
Total	100

The fact that 61.2% of respondents have never tried smoking reassures us. However, the remaining 38.8% of respondents have had or have such sad experience. 26.2% of respondents insist that they have given up smoking, although there is a concern that someone may come back to this habit, 5.4% smoke occasionally and 7.2% smoke regularly. These data largely refute the opinion on the state of their health and information about an active attitude towards a healthy lifestyle of students.

The results of the answers of the respondents about their attitude to drinking alcohol are not very good (Table 4).

The results of the responses of senior pupils
to the question about their attitude to drinking alcohol

Question: "Do you drink alcohol?"	
Possible answers:	Number of respondents (in %)
Drink quite often, more often than once a week	1.8
I drink occasionally on holidays	37
I have given up drinking	9
Never tried drinking	52.2
Total	100

Half of the respondents had never tried drinking alcohol. At the same time 9% of the respondents have already given up drinking, 37% drink alcohol only at parties, and 1.8 do it quite regularly. In other words the second half of the

respondents drink alcohol anyway. The influence of alcohol on the young organism and its normal growth is quite obvious.

The last question asked to the senior pupils has to clarify their interest to physical education (Table 5).

Table 5

The results of the responses of the senior pupils
to the question about their attitude to physical education

Question: "Whether you are interested in physical education?"	
Possible answers:	Number of respondents (in %)
I am interested in it	55.8
Rather yes than no	35.2
Rather no than yes	1.8
I am not interested in it	7.2
Total	100

More than half of the senior pupils is really interested in physical education, 35.2% are partly interested in it. In sum, the majority of students (91%) has a positive attitude to physical education and the remaining 9% has no such attitude. These data are to some extent confirmed by the public opinion poll conducted by the Institute of Municipal Development and Social Technologies in Belgorod in 2012-2013, which has showed that 16.78% of Belgorod inhabitants go in for sports regularly, 24.78% do it from time to time and 24.89 go in for sports rarely. It has been also indicated that 2/3 of young people go in for physical activity irregularly or do not do it at all [2].

Obtained data allow doing the following conclusions, which we refer primarily to the surveyed sample:

1. The senior pupils are very positive about their health, not taking into account the results of their medical examinations and relying mainly on subjective well-being and belief in their youth.

2. Responses on the attitude to a healthy lifestyle to some extent do not correspond to reality, they are contradictory, since a large part of the senior pupils are prone to bad habits such as smoking and drinking alcohol.

3. Only about 10% of the senior pupils have not expressed an interest in physical education. Therefore, there is apparent contradiction between the propensity to physical culture and simultaneous spread of harmful habits among students. In addition, it should be noted that the interest itself can be active or passive and it may have both positive and negative dynamics in future. Therefore, there is an urgent problem how to turn the inert part of young people not only to deny the bad habits, but also to the active systematic physical exercise or chosen sport.

4. Analysis of the relation between groups of respondents when answering the questions helps to confirm their accuracy and correctly detected trends in students for a healthy lifestyle.

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RECREATIONAL RESOURCES IN MELIHOVO, KOROCHANSKY DISTRICT, BELGOROD REGION

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The article deals with rational use of natural resources in Korochansky district, countryside Melihovo. We have examined conservation and the increase of productivity and value of natural resources on this territory. Also we defined the necessity of natural resources rational use ensuring, extended reproduction and improvement of human working conditions and rest. On the basis of the conducted study some solutions of environmental management issues have been suggested.
Key words: recreation, recreational resources, Melihovo, forest resources, water resources, sedimentary deposits, rational use.

Recreational resources. Korochansky district, Belgorod region has a large number of various recreational resources (RR), including geographical objects, which are used or can be used for rest, tourism, treatment and health improvement of the population. According to the accepted classification, these RR can be natural and social and economic. Natural RR is an environment, objects and phenomena favorable for recreation and refreshment of strength and spirits after work. Recreation (which comes from the Latin word recreatio, meaning "restoration", "renovation") is understood as all kinds of rest and health improvement, including sanatorium treatment and tourism.

There are many different definitions of recreation. According to Geographical dictionary, "recreation is a participation in any activity which gives people joy and pleasure, encouraging them to active actions, restoration of physical strength" [Treshnikov et al. 1998: 127]. Nikolayenko cuts the definition, it "is a restoration of strengths, spiritual and physical" [Nikolaenko 2007: 41]. The dictionary "Ekologiya, zdorov'e, kurorty, tyrizm" gives the definition of RR as resources "using for restoration of human living strength and organization of human recreational activity" [Krivoruchko et al. 2010: 143].

But the first definition of RR was given by L.A. Bagrova and others in 1977. They believed that to add the object to RR it was necessary to take into account its social necessity, technical and economic opportunities of its usage and its study level [Bagrova et al. 1977: 5]. Generally, scientists indicate four main types of RR: recreational and medical (e.g. treatment by mineral waters), recreational and health improving (e.g. bathing and beach territories), recreational and sport (e.g. ski resorts), recreational and educational (e.g. historical monuments) [Nikolaenko 2001: 12].

For recreational activity countryside, Melihovo has high resource potential, namely, the lack of large industries and the presence of favorable environmental conditions, picturesque attractive natural landscape location.

Some RR including national natural parks, historical and cultural reserves and others are protected within recreational territories. The activity, which leads to negative changes in the environment, is forbidden on this territory.

Korochansky district is situated in the central part of Belgorod region in the southern and south-western slopes of Central Russian Upland, in the temperate latitudes between North latitude and East longitude, On the right bank of the river Korocha, one of the tributaries of the river Seversky Donets. Its territory has relatively compact wrong form configuration. The presence of lowland areas with rich black soils contributes to the agricultural development of this district. So there are 112 000 hectares of agricultural land, including 87 000 hectares of ploughed land, near 2 000 gardens and 23 agrarian enterprises [www.korocha.ru].

Geological structure of Korochansky district is characterized by the presence of crystalline rocks covered sedimentary deposits in its subsoil various in thickness and origin. All this had impact on modern relief of the area. Its characteristic features are determined by the location within Central Russian Upland. The main landforms are interfluvial plateaus, river valleys, flood plains, gullies and ravines.

Sedimentary rocks of different origin, age and composition are the most important among the natural resources in this area. Loams and friable sands are located under the soil layer and in its turn lower, there are different sedimentary rocks of sea origin, limestone and chalk. In many cases, you can see low domelike chalky mounds. The chemical composition of chalk allows referring it to pure group because the content of calcium carbonate in it makes up 95-98.5 % and contains 98% lime. There are many deposits of various clays. Throughout the territory of the district, various sands are widespread; deposits are found in river valleys and in the lower parts of gullies. In addition, there are some deposits of phosphorites but they have low quality. There are no fuel resources in this area.

Among the most commonly used in recreational purposes environment elements people single out a private house, a park, a forest, a garden, a river, a pond, a recreation base. All these you can find in Melihovo.

The climate of Korochansky district is temperate continental: winter with frequent thaws and warm summer with considerable precipitation.

Some historical facts. For the first time the settlement Mel**e**hovo (through **e**) was mentioned in documents in 1599. Not once, it is found in the documents of Belgorod defensive boundary, at that time it was one of the biggest settlements of Razymnitsky camp. Later it was included into Melihovsky volost of Belgorodsky uyezd.

In 1883, there were 812 men in Mel**i**hovo (through **i**). The recensus of Belgorodsky uyezd in autumn 1884 showed that there were 310 homesteads, 1983 inhabitants (1004 men and 979 women), including literate persons: 127 men and 1 woman. The school was opened in Melihovo in 1868. It was a wooden building covered with straw. Earlier it was a private school, but then it passed into the hands

of Zemstvo. By success of educational work, it was one of the best schools in the uyezd. However, of course it was not enough visual aids, textbooks, manuals, books for home reading. Another disadvantage was the fact that other adults used the school library. Gardens were excellent subsidiary means for peasants. Local people started gardening from time immemorial. Increasing and extending every year, gardens brought in a big revenue to peasants.

By 1890, there were 1888 inhabitants in Melihovo (949 men and 939 women). In 1910th Melihovo included 365 homesteads, 2413 residents (1231 men and 1182 women). In 1932, Melihovo with 2711 inhabitants became the center of the Soviet of the settlement in Belgorod region. From 1932 to 1962, it was the Soviet of the settlement center in Sazhnovsky and Gostishevsky, and lately in Korochansky.

During the Great Patriotic War Germans occupied the village in November 1941. On 25 July 1943, the troops of the 94 Guards Infantry Division liberated villages Myasoedovo and Melihovo.

The first power plant was built in 1961. It was set in motion by the tractor engine. Electrification of the village from the state power supply system began in 1963. In 1979, there were only 591 residents in the countryside and 727 in 1989. A new school was opened in Melihovo in 1979. It was counted on 660 students and had spacious classrooms, a school hall, an indoor 25 m swimming pool and subsidiary rooms. The construction of a gas boiler room was completed only in 1989. For the first time gas was installed in a house in 1991. At present supplying with gas is almost completed. [http://ashkalov.ru/melihovo.html].

Rational use of natural resources. Nowadays the ideas of environmental control are wide spread because of the problem of nature conservation. This issue is considered the most urgent in our time, as the humankind does not understand the importance of what is going on, that all of these can cause an environmental disaster. There are several such problems in Melihovo. The first problem is concerned with rational use of water resources. Sewage waters are waters used for domestic, industrial and other purposes and contaminated with various impurities which have changed their original chemical composition and physical characteristics, "and also waters which runoff from the territories of populated areas and industrial enterprises as a result of precipitation or street sprinkling" [Paal'1994: 33]. On the one hand, there is a problem of sewage waters in Melihovo. On the other hand, a water supply system is laid on not everywhere.

The second problem is irrational agricultural conducting. Improper maintenance of crop rotation can lead to soil fertility deterioration. Even 1 % of food production reduction can lead to death by starvation of millions of people. Under the influence of economic activity occurs salinization of soils, endangered perennial plants, sand expansion, which now acquires huge scales.

A large number of animals on small territories with fragile vegetation renewal of which is complicated because of the lack of moisture and soils poverty leads to over-pasture and destruction of soils and vegetation. Sometimes wild animals (foxes, wild boars and sows) leave their habitat and run out on roads. Next

problem is the rational use of forest resources. With the development of civilization, the quantity of forests on our planet has decreased though earlier forests occupied the greater part of the dry land. Forests began to disappear with the development of agriculture. Lands were given for ploughs and pastures. Forest degradation has become one of the global environmental problems. Rational use of natural resources is necessary because forests are the lungs of our planet Earth. Therefore, if there is a complete deforestation, the production of oxygen will be dramatically reduced.

Solution of the environmental management problems. The problem of water resources using can be solved by such way as the restriction of dumping into water bodies and by the improvement of manufacturing technics, sewage treatment and utilization. However, this is rather long and labor-intensive process. Now more simple is creating of treatment facilities, unfortunately it is a temporary solution. In addition, there is the natural water reservoirs treatment that is the hydrologic cycle. But it's necessary to stop the further waste penetration into water bodies before the natural system will manage to recover. Disturbed contaminated land can be restored too. This process is called recultivation and consists of two stages: technical stage (which means the preparation of lands for further intended use) and biological (trees planting and undemanding crops, e.g. perennial herbs, industrial cereals of leguminous plants).

Such restored lands further can be used in four directions: "for agricultural use, under forest plantations, under artificial water bodies and under housing or capital construction" [Sergeev 1999: 32]. And to solve the problem of rational use of forest resources it is necessary to develop actively environmental and ecological education of population. For today, it is conscious knowledge of illegality of own actions without the desire to stop them followed by the excess of own needs that is the reason for ecological disaster.

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VERLUST DER BIOLOGISCHEN VIELFALT AUF DER ERDE UND DIE ZERSTÖRUNG NATÜRLICHER LEBENSRÄUME

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Das Leben auf der Erde entwickelte sich im Laufe der Zeit als eine fast unüberschaubare Vielfalt. Die Entwicklung menschlicher Gesellschaften ging mit einer Zerstörung natürlicher Ökosysteme und schnellem Aussterben von Arten einher. Die gesamte Vielfalt von Tieren und Pflanzen wird auf 10 bis 20 Millionen Arten geschätzt. Doch diese Zahl geht dramatisch zurück. Artenschutz ist kein Luxusthema, sondern wesentlich für die Zukunft des Planeten.

Natürliche Ökosysteme werden durch menschliche Aktivitäten zerstört. Die in ihnen lebenden Arten werden seltener oder sterben aus. Manche Ökosysteme sind besonders von der Zerstörung betroffen. So sind etwa 35 Prozent der **Mangroven** und 20 Prozent der **Korallenriffe** vom Menschen zerstört worden. Auch Süßwasserlebensräume und Süßwasserarten sind besonders gefährdet, da diese Lebensräume dem menschlichen Wasserverbrauch zum Opfer fallen. Von den etwa 10.000 Süßwasser-Fischarten sind gut 20 Prozent in den letzten Jahrzehnten ausgestorben oder gefährdet. Von den nur im Mittelmeerraum vorkommenden Fischarten sind sogar 56 Prozent gefährdet, mehr als jede zweite Art. Die besondere Gefährdung der Süßwasserlebensräume zeigt auch der Living-Planet-Index des WWF, der den Rückgang von Populationen zeigt – also die Anzahl der von einer Art bewohnten Areale.

Der Begriff „Biodiversität" umfasst die Vielfalt der Arten auf der Erde, die genetische Vielfalt innerhalb der Arten und die Vielfalt der Ökosysteme. Biologische Vielfalt ist die Grundlage für die Dienstleistungen des Ökosystems Erde, von denen wir alle leben. Das sind zum Beispiel: Pflanzen, Wälder, Nutztiere, Bienen, Mikroorganismen, Landschaften u. s. w.

Machen wir uns mit diesen Dienstleistungen bekannt. Zuerst sind die Pflanzen. Die Pflanzen versorgen uns mit Sauerstoff, Nährstoffen und Energie. Unsere gesamte Ernährung beruht auf der Leistung von Pflanzen und sei es in der Form von Tierfutter. Sie liefern "nachwachsende Rohstoffe" und viele Heilmittel beruhen auf Wirkstoffen, deren Vorbild aus der Natur stammt. So beruht Aspirin aus einem Wirkstoff aus Weidenrinde.

Die Wälder regulieren das Klima und speichern das Treibhausgas Kohlendioxid. Sie filtern und speichern Wasser, schützen so beispielsweise vor Erosion und Hochwasser. Die Wälder liefern den Baustoff Holz und den Energieträger Brennholz und geschätzte (Nah-)Erholungsräume.

Die Nutztiere geben uns ihre Arbeitskraft und liefern Fleisch.

Die Bienen bestäuben unsere Obstbäume und andere Blütenpflanzen.

Die Mikroorganismen zersetzen unsere Abfälle und führen deren Mineralien in den Kreislauf zurück. Sie reinigen unsere Flüsse und Gewässer.

Die Landschaften und die in ihnen lebenden Tiere, Pflanzen und Völker stellen einen ethischen und ästhetischen Wert dar, der sie beispielsweise zu Urlaubszielen macht.

Mit dem Rückgang der Populationen sinkt die genetische Vielfalt. Damit ist er auch eine Art Vorwarnung für eine zukünftige Gefährdung der Art. Da die Gesamtzahl der Arten auf der Erde nicht bekannt ist, weiß auch niemand, wie viele Arten schon ausgestorben sind. Nicht immer ist das Aussterben so offensichtlich und rührt Menschen weltweit. Als die Riesenschildkröte „Lonesome George" auf den Galapagosinseln starb, verschwand vermutlich das letzte Exemplar der Unterart „Chelonoidis nigra abingdonii" von der Erde.

Welche Ursachen des Verlustes der biologischen Vielfalt sind heute bekannt? Vor allem sind das die Zerstörung natürlicher Lebensräume, die Zerstörung der Süßwasserlebensräume, die Umwandlung von Wäldern in Acker- und Weideland oder die Nutzung von Flächen für Siedlungen.

Während die Umwandlung von Wäldern in Ackerland in den gemäßigten Breiten weitgehend abgeschlossen ist, trifft sie zur Zeit die besonders artenreichen tropischen Regenwälder. Inzwischen sind sie auf die Hälfte ihrer ursprünglichen Fläche zurückgegangen. Der Rückgang geht fast ungebremst weiter. Jedes Jahr fallen Regenwälder von der anderthalbfachen Größe der Schweiz.

Neben Zerstörung von Lebensräumen und Fischerei spielen die Ausbreitung fremder Arten, die einheimische Arten verdrängen; die Übernutzung natürlicher Ressourcen und chemische Belastung eine wichtige Rolle bei dem Verlust der biologischen Vielfalt.

Niemand weiß, ob die Ökosysteme diese Dienstleistungen auch dann noch erbringen können, wenn 30 bis 50 Prozent der Arten ausgestorben sind oder ab wann die Systeme in ihrer Leistungsfähigkeit spürbar eingeschränkt werden. Wir wissen, dass einfache Ökosysteme anfälliger sind. Das beste Beispiel dazu ist die Landwirtschaft. Wenige Arten steigern die Wahrscheinlichkeit von Schädlings- und Krankheitsepidemien.

Die Bestandteile eines Ökosystems mögen ähnliche Rollen spielen, aber verschiedene Umweltbedingungen begünstigen mal dieses und mal jenes Element. Vielfältige Ökosysteme sind daher flexibler und anpassungsfähiger. Ein Verlust an biologischer Vielfalt führt dazu, dass Ökosysteme mit Änderungen schlechter zurechtkommen. Niemand weiß, welche Änderungen die Zukunft bringt. Niemand kann auch wissen, welche Flexibilität der Ökosysteme wir noch brauchen. Niemand weiß auch, welche unbekannten Heilmittel oder sonst nutzbaren Chemikalien in wenig untersuchten oder gar unbekannten Arten noch stecken mögen.

Wenn wir Ökosysteme oder ihre Bestandteile (Arten, Populationen, genetische Vielfalt) vernichten, beeinträchtigen wir auch ihre Fähigkeiten, für uns nützliche Dienstleistungen zu erbringen.

Es ist bekannt, dass bei der Artenaufbewahrung die Naturschutzgebiete spielen eine wichtige Rolle. Was bedeuten eigentlich die Naturschutzgebiete? Was wird darunter gemeint?

„Naturschutzgebiete" sind Gebiete, in denen ein besonderer Schutz von Natur und Landschaft in ihrer Ganzheit oder in einzelnen Teilen zur Erhaltung, Entwicklung oder Wiederherstellung von Lebensstätten, Biotopen oder Lebensgemeinschaften bestimmter wild lebender Tier- und Pflanzenarten, aus wissenschaftlichen, naturgeschichtlichen oder landeskundlichen Gründen oder wegen ihrer Seltenheit, besonderen Eigenart oder hervorragenden Schönheit erforderlich ist.

Alle Handlungen, die zu einer Zerstörung, Beschädigung oder Veränderung des Naturschutzgebiets oder seiner Bestandteile oder zu einer nachhaltigen Störung führen können, sind im Naturschutzgebiet verboten.

Der Status eines Naturschutzgebiets ist (mit Ausnahme der seltenen, großräumigen Nationalparke, wobei sich diese Kategorien überschneiden können) in der Regel die strengste gesetzliche Gebietsschutzkategorie. Die Flächen und Grundstücke innerhalb des Naturschutzgebiets haben in der Regel private Eigentümer.

Die Naturschutzgebiete bestehen aus Naturparke, Biosphärenreservaten und Nationalparke, Naturdenkmal. Machen wir uns kurz damit bekannt.

Naturparke sind Schutzgebiete zum Anfassen, Erleben und Mitmachen. Mensch und Natur sind hier eng verbunden. Die für die Naturparke Verantwortlichen haben es sich zur Aufgabe gemacht, die Schatzkammer der Natur zu öffnen und Besuchern und Gästen zu zeigen, welche Besonderheiten es in der Tier- und Pflanzenwelt, in der Landschaft und auch in der kulturellen Tradition der jeweiligen Region zu entdecken gibt.

Das Herzstück der Naturparke sind ihre schützenswerte Natur und ihre faszinierenden Landschaften, die durch jahrhundertelange Nutzung von Menschen geprägt worden sind. Sie gemeinsam mit den Menschen und für die Menschen zu bewahren ist heute die große Herausforderung.

Ein Biosphärenreservat ist eine von der UNESCO initiierte Modellregion, in der nachhaltige Entwicklung in ökologischer, ökonomischer und sozialer Hinsicht exemplarisch verwirklicht werden soll (Weltnetz der Biosphärenreservate). Das Programm „Der Mensch und die Biosphäre" (Man and the Biosphere Programme, MAB-Programm) sorgt für ihre Weiterentwicklung, evaluiert und vernetzt sie weltweit und erforscht im globalen Maßstab die wichtigsten Ökosysteme. Jedes Biosphärenreservat hat eine Schutzfunktion, eine Entwicklungsfunktion und eine Forschungs- und Bildungsfunktion. Die Biosphärenreservate sind in drei Zonen eingeteilt: eine naturschutzorientierte Kern-, eine am Landschaftsschutz orientierte Pflege- und eine sozioökonomisch orientierte Entwicklungszone.

Die Idee, eine besonders schützenswerte Naturlandschaft insgesamt unter Schutz zu stellen, entstand schon im frühen 19. Jahrhundert. Der englische Poet William Wordsworth forderte dies 1810 ebenso wie der amerikanische Maler George Catlin 1832 und der schwedische Baron Adolf Erik Nordenskiöld 1880. Ihr Gedanke war, die Wunder der Natur zu bewahren, damit auch nachfolgende Generationen sich an ihnen erfreuen und sich hier erholen können. 1864 wurde auf Betreiben des Naturschützers John Muir das erste Schutzgebiet definiert – im

heutigen Yosemite-Nationalpark (Kalifornien), das aber erst 1906 in das entstehende Nationalparksystem eingegliedert wurde. Der erste Nationalpark wurde 1872 mit dem Yellowstone-Nationalpark ebenfalls in den USA gegründet. Im Gegensatz zur Yosemite-Schutzzone unterstand der Yellowstone-Nationalpark nicht der Verantwortung des Bundesstaates, sondern direkt der US-Regierung. 1916 wurde der National Park Service als eigenständige Behörde des Innenministeriums ins Leben gerufen.

Die (kolonialen) Länder Kanada, Australien und Neuseeland folgten bald mit der Errichtung von Nationalparks, da hier noch große Gebiete mit sogenannter unberührter Natur existierten, die relativ einfach geschützt werden konnten. 1879 gründete Australien den Royal-Nationalpark, 1887 Kanada den Banff-Nationalpark (damals unter dem Namen Rocky Mountain National Park) und Neuseeland im selben Jahr den Tongariro-Nationalpark.

Ein Nationalpark ist ein ausgedehntes Schutzgebiet, das meistens nur der natürlichen Entwicklung unterliegt und durch spezielle Maßnahmen vor nicht gewollten menschlichen Eingriffen und vor Umweltverschmutzung geschützt wird. In der Regel sind dies Gebiete, die ökologisch besonders wertvoll oder von herausragendem landschaftlichem Reiz sind und im Auftrag einer Regierung verwaltet werden. Sie werden oft auch als Erholungsgebiete und für den sanften Tourismus genutzt. Die Definition eines Nationalparks ist nicht in allen Staaten gleich. Dennoch gibt es eine gemeinsame Idee. Die Erhaltung großer, unzerstörter Naturgebiete ist wichtig für die Nachwelt und gilt als Symbol des nationalen Stolzes.

Ein Naturdenkmal ist ein natürlich entstandenes Landschaftselement, das unter Naturschutz gestellt ist. Es kann ein einzeln stehendes oder vorkommendes Gebilde wie eine Felsnadel oder ein einzeln stehender Baum, eine Höhle oder auch ein Gebiet oder Gebilde mit einer beschränkten Fläche und einer klaren Abgrenzung von seiner Umgebung wie ein Felsengarten oder eine Wiese sein.

In Deutschland sind über 14 Nationalparke, 15 Biosphärenreservate, 90 Naturparke. Nur ein Viertel der deutschen Naturschutzgebiete ist in einem guten Zustand. Vor allem die Bebauung und die Landwirtschaft schädigen die biologische Vielfalt. Die Menschheit soll immer daran denken, dass die Zerstörung und Fragmentierung der Lebensräume der Einfluss des Menschen auf die Artenvielfaltlässt sich große Aussterbeereignisse. Wir sollen die Arten wie möglich voll für die nächste Generationen weitergeben.

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ZUR FRAGE DER ENTWICKLUNG
DER LANDSCHAFTSÖKOLOGIE IN EUROPA

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Die Landschaftsökologie ist eine interdisziplinäre Wissenschaft. Sie integriert verschiedene Aspekte des Mensch-Umwelt Systems. Ein kurzer historischer Abriss zur Entwicklung der Landschaftsökologie und die Erläuterung der wichtigsten Begriffe sollen zur Charakterisierung der Landschaftsökologie beitragen.

Für die europäischen Landschaftsökologen ist die Landschaft nicht allein Gegenstand und Objektbereich ihres Fachgebietes. Man spricht dabei von einer eigenständigen ökologischen Teildisziplin, die die Beziehungen zwischen Geographie und Ökologie untersucht.

Landschaftsökologie ist ein interdisziplinäres Arbeitsgebiet, das von Bio- und Geowissenschaftlern, aber auch von Vertretern vielen anderer, den Mensch-Umwelt-Beziehungen zugewandten Fachrichtungen betrieben wird.

Landschaftsökologie wird von den europäischen Wissenschaftlern aus verschiedenen Gesichtspunkten betrachtet. So z.B., Blumenstein spricht von der Landschaftsökologie und nennt sie ökologischorientierte Raumwissenschaft. Er verknüpft sie mit der Physischen Geographie, der Biologie und der Landschaftspflege [Blumenstein 2000, S. 8]. Nach seiner Meinung geht die Landschaftsökologie von den Strukturen und Mustern definierter Erdräume aus und untersucht die Prozessbeziehungen zwischen den abiotischen, biotischen und anthropogenen Elementen. Sie nimmt eine Klassifizierung vor und beschreibt einzelne Kompartimente so wie ihre Relationen zueinander.

Von der Analyse der Fachliteratur ausgehen, kann man beurteilen, dass die internationale Landschaftsökologie in der Tradition von Alexander von Humboldts bleibt. Es sei erwähnt, dass man mit Humboldts Arbeiten den Beginn der geographischen Landschaftskunde verknüpfen kann. Daraus folgt ganz berechtigt, die Wurzeln der Landschaftsökologie bereits in das beginnende 19. Jahrhundert zuzulegen. Gerade diese Zeit zeichnet sich durch eine stürmische Entwicklung der geographischen Einzeldisziplinen aus.

Viele Forscher des 19.Jahrhunderts folgten den Prinzipien Alexander von Humboldts. Sie untersuchten Zusammenhänge zwischen naturbedingten und gesellschaftlich determinierten Landschaftsmerkmalen, um sie systematisch darzustellen. Einen Höhepunkt für die beschreibende Landschaftsdarstellung bildeten ohne Zweifel die Arbeiten von Passarge (1924) und Berg (1931) über die zonale Gliederung der Erde.

Es ist bekannt, Berg gilt als Schüler Dokucaevs. Dessen Einfluss auf die Entstehung der russischen Landschaftsschule wie auch seine internationale Ausstrahlung ist unstrittig. Man zählt ihn in der Wissenschaftsgeschichte zuallererst als einer der Begründer der Bodenkunde und deren Entwicklung zu einer eigenständigen geowissenschaftlichen Disziplin. Dokucaevs Wirkungen gehen jedoch weit über die Bodenkunde hinaus. Seine komplex angelegten Forschungen kann man bereits als Landschaftsforschung beschreiben. Er bezeichnet sein Untersuchungsobjekt selbst noch mit dem Begriff „Landschaft". Mit seinen Erkenntnissen und Ideen beförderte Dokucaev die Landschaftsforschungen in Russland nachhaltig. Seine Ausstrahlung wie auch die der unter seinem Einfluss begründeten Schulen beeinflussten im Laufe des 20. Jahrhunderts nicht nur die Landschaftsforschung in Russland und in der Sowjetunion, sondern auch in den Staaten Mittel- und Osteuropas maßgeblich. Als seine Schüler wirkten der Bodenkundler Glinka, die Geochemiker Vernadsky und Glazovskaja sowie der Pflanzengeograph Krasnov.

In Deutschland fand, nach Vorarbeiten von Schmithüsen (1949), Schultze (1952) u. a. die beschreibende Landschaftsdarstellung ihren umfassenden Ausdruck im „Handbuch der naturräumlichen Gliederung Deutschlands" (Meynen und Schmithüsen 1953–1962). An der Erarbeitung der neun Bände dieses Handbuches waren Geographen aus beiden Teilen Deutschlands. Das Ziel des Handbuches war: „… Deutschland nach den Unterschieden seiner Landesnatur in Gebiete zu gliedern, die für viele Zwecke als Bezugseinheiten dienen können" (Schmithüsen 1953, S. 1). Das Handbuch stellte die Naturausstattung deutscher Landschaften und deren Nutzung dar. Unter Landesnatur wurde dabei der „Gesamtkomplex der anorganischen Ausstattung der Landschaft" (Schmithüsen 1967) gemeint.

Es ist wichtig zu sagen, dass die räumlichen Einheiten dieses Buches auch heute noch in den meisten deutschen Ländern als Bezugsbasis für regionale Planung genutzt werden. Wenn wir über die theoretischen Grundvorstellungen der modernen Landschaftsökologie in Deutschland sprechen, müssen wir die Namen von Carl Troll, Josef Schmithüsen, Ernst Neef, Hartmut Leser nennen. Leser bezeichnete Troll als „Grundvater" der Landschaftsökologie.

Carl Troll charakterisierte das komplexe Wirkungsgefüge zwischen Lebensgemeinschaft und Umweltbedingungen als Untersuchungsgegenstand der Landschaftsökologie. Diese Auffassung hat er in seinem Aufsatz über „Die geographische Landschaft und ihre Erforschung" (1950) vertieft. Landschaftsökologie wird hier als eine Wissenschaft gekennzeichnet, die räumliche Aspekte der Wechselwirkungen zwischen Biozönosen und deren Umwelt untersucht.

Ernst Neef legte seine theoretischen Grundvorstellungen im Jahre 1967 in der Monographie „Die theoretischen Grundlagen der Landschaftslehre" vor. Der Ausgangspunkt war für ihn die Herausarbeitung der Grundvorstellungen dieser Disziplin. Anhand von landschaftsökologischen Detailstudien und durch die Verallgemeinerung ihrer Resultate wurden von Neef und seinen Schülern bzw. Mitarbeitern grundlegende Methoden für die Landschaftsforschung abgeleitet und begründet. Zum Theoriengebäude einer wissenschaftlichen Disziplin gehört neben

der Bestimmung ihres Gegenstandes und ihres Methodenspektrums auch die Entwicklung eines eigenen Begriffsapparates.

Schmithüsen (1976) trat für einen eigenen Begriffsapparat in der Landschaftsökologie ein. Seine und andere Bemühungen um eine Vereinheitlichung von Fachbegriffen waren jedoch nicht von Erfolg gekrönt. So ist bis heute die Terminologie der Landschaftsökologie nicht frei von Widersprüchen geblieben.

Der hohe Anteil von Synonymen und Homonymen im Gebrauch der Fachsprache, die Entlehnung von Wörtern aus der Umgangssprache ohne exakte inhaltliche Bestimmung, die Einführung vieler neuer Begriffe, die in der Fachwelt nur eine geringe Verbreitung und Akzeptanz finden, erschweren die Kommunikation und behindern die interdisziplinäre Zusammenarbeit. Für diesen Zustand kann man diverse objektive Ursachen anführen. Ein wichtiger Grund lässt sich sicher aus der Entwicklung der Disziplin selbst ableiten, die in den letzten Jahren einen stürmischen Aufschwung genommen hat, die viele Impulse aus benachbarten geowissenschaftlichen, biologischen und anderen wissenschaftlichen Disziplinen erhalten hat und von denen die Fachsprache nicht unbeeinflusst bleiben konnte.

Dabei blieb selbst der Begriff „Landschaftsökologie" nicht von terminologischen Diskussionen verschont, zumal Carl Troll (1968) selbst vorschlug, aus Gründen der internationalen Verständlichkeit den Terminus „Geoökologie" einzuführen. Weltweit setzte sich jedoch die Fachbezeichnung Landschaftsökologie durch, so dass lediglich im deutschen Sprachraum beide Begriffe verwendet werden, entweder synonym oder in der Form, dass Geoökologie eine stärkere Betonung abiotischer Komponenten bei der räumlich orientierten ökologischen Forschung ausdrückt.

Naveh (2002) spricht sich ausdrücklich gegen eine Gleichsetzung von Geoökologie und Landschaftsökologie sowie die Reduktion der Inhalte der Landschaftsökologie auf geoökologische Fragestellungen aus.

Für Leser (1997) stellt die Geoökologie den physisch-geographischen Zweig der Landschaftsökologie dar. Die Landschaftsökologie entwickelte sich aus der Geographie und der Biologie und ist von deren Ansätzen geprägt.

In den vierziger und fünfziger Jahren war die Landschaftsökologie vorwiegend in der Geographie angesiedelt. Darum entwickelte sich die umfassende Betrachtung des Lebensraumes zu einem wichtigen Ansatz der Landschaftsökologie. Seit den sechziger Jahren entwickelte sich die Landschaftsökologie in Europa vermehrt zu einer anwendungsorientierten Wissenschaft. Die Biologie – insbesondere die Vegetationsgeographie – spielte in der Anfangsphase der Landschaftsökologie eine wichtige Rolle. Erst in den letzten Jahrzehnten "entdeckte" die Biologie die Landschaftsökologie (Leser 1991) und beeinflusste durch die angewandte Ökosystemforschung ihre Entwicklung massgebend.

Die Ökosystemforschung und die Anforderungen aus der Praxis verstärkten den interdisziplinären Aspekt der Landschaftsökologie stark. Neben der

geographischen und der biologischen Perspektive ist heute der holistische Ansatz für die Landschaftsökologie bedeutend. Heute ist die Landschaftsökologie eine etablierte Wissenschaft mit dem entsprechenden Wissenschaftsbetrieb (Konferenzen, Fachverband (international Association of Landscape Ecology) und Lehrstühlen).

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LANDSCHAFTSÖKOLOGIE – STAND DER FORSCHUNG: OFFENE FRAGEN, TRENDS UND LÖSUNGSANSATZ

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In diesem Artikel berichten wir über den Gebrauch der wichtigen für Landschaftsökologie Begriffen, die Entwicklungsgeschichte der Wissenschaft und offene Fragen, Trends und Lösungsansatz der Landschaftsökologie.

Der Begriff „Landschaftsökologie" wurde erstmals von Troll in 1939 eingeführt. Um die internationale Verständigung zu erleichtern, hat er neuerdings das Wort „Geoökologie" vorgeschlagen. Über die Definition von „Landschaftsökologie" bzw. darüber, was als Landschaftsökologie bezeichnet werden sollte, wird seit vielen Jahren kontrovers debattiert. Häufig wird zwischen einer nordamerikanischen und einer kontinentaleuropäischen Tradition unterschieden.

In der nordamerikanischen Tradition wird Landschaftsökologie häufig als diejenige Subdisziplin der Ökologie (und damit der Biologie) definiert, die sich –

ohne Festlegung auf einen bestimmten Maßstab – mit den Wechselwirkungen zwischen räumlichen Mustern und ökologischen Prozessen befasst. In der kontinentaleuropäischen Tradition hingegen wird Landschaftsökologie häufig als diejenige Subdisziplin der Geographie begriffen, die im Rahmen einer synthetisch-integrativen, gesamtheitlichen Betrachtungsweise innerhalb eines gegebenen, großräumigen Ausschnittes der Erdoberfläche, einer Landschaft, das räumliche, zeitliche sowie funktionale Wirkungsgefüge zwischen den dort lebenden Organismen und ihrer Umwelt untersucht, wobei der Mensch als Teil der Landschaft angesehen wird.

Eine differenziertere Analyse zeigt, dass es sieben Typen der Definition von „Landschaftsökologie" zu unterscheiden sind, die sich vor allem dadurch ergeben, dass unter „Landschaft" und „Ökologie" Verschiedenes verstanden wird. Laut der historisch ersten Definition, die von dem Geographen Carl Troll stammt, vertritt die Landschaftsökologie das Studium des gesamten, in einem bestimmten Landschafts-Ausschnitt herrschenden komplexen Wirkungsgefüges zwischen den Lebensgemeinschaften und ihren Umweltbedingungen. Dieses äußert sich räumlich in einem bestimmten Verbreitungsmuster und in einer naturräumlichen Gliederung verschiedener Größenordnung.

Unter diesem Begriff „Landschaftsraum" versteht man einen Teilraum der Erdoberfläche, der sich nach seinem Totalcharakter von dem umgebenden teilräumen unterscheidet. Nach dem Verständnis von Troll sind Landschaftsökologie, Biogeocoenologie und Geoökologie synonym zu gebrauchende Begriffe.

Hard (1983) wiederum stellte die Existenz der Landschaftsökologie als Wissenschaftsdisziplin gänzlich infrage. Nach seiner Meinung, es gibt keine Landschaftsökologie im Sinne der Ökologie der ganzen Landschaft. Aber es gibt natürlich viele Ökologen, die sich irgendwie mit landschaftlichen Phänomenen beschäftigen, und einige wenige von ihnen nennen sich dann, die beschriebene Suggestionskraft der Landschaftsvokabeln nutzend, „Landschaftsökologen". Dem kann man entgegnen, dass es die Ökologie der ganzen Landschaft noch nicht gibt, aber die heutige Landschaftsökologie genau diesen Weg beschreitet.

Während im deutschsprachigen bzw. europäischen Raum heftig um Begriffe debattiert wurde, nahm die Landschaftsökologie als Landscape Ecology im englischsprachigen Sprachraum insbesondere in den USA eine rasche und unerwartete Entwicklung, bei der man zwar auf europäische Vorbilder und Traditionen Bezug nahm. Dies jedoch ohne nicht enden wollende Diskussionen und Infragestellung von Begriffen, sondern in einer praktischen Anwendung.

Die nordamerikanische Landschaftsökologie konzentriert sich auf die Untersuchung der Struktur räumliche Muster und deren Wirkung auf ökologische Systeme (Wiens 1995, Turner und Cardner 1991, Turner 2001). Die Wissenschaftler glauben, dass Landschaftsökologie kann dazu beitragen, indem sie sich in Richtung Humanökologie ausweitet. Aber zugleich die naturwissenschaftlich ökonomische Basis einer Landschaft liefert. Die Geschichte der Landschaftsökologie ist eine Erfolgsgeschichte. Vor Jahrzehnten noch kaum betrachtet, rückte sie in dem Maße in

den Blickpunkt der Öffentlichkeit, in dem Probleme und Risiken der Mensch-Umwelt-Beziehungen immer offensichtlich wurden.

In einer Landschaft vereinen sich natürliche Lebensgrundlagen wie in keinem anderen Objekt der Erde. Sie müssen geschützt und erhalten werden. Seit der industriellen Revolution erfolgt ein beschleunigt ablaufender Strukturwandel der Gesellschaft. Er wirkt sich über einen Wandel der Flächennutzungen in einem Strukturwandel der Landschaft sowie auf deren Haushalt aus.

Mensch und Gesellschaft sind Teile des Wirkungsgefüges der Kulturlandschaft, wirkender Landschaftsfaktor und zugleich den Einflüssen der biotischen und abiotischen Faktoren ausgesetzt und von ihnen abhängig. Während sich die Landesnatur, das Gefüge der natürlichen Elemente, bzw. Faktoren der Landschaft ohne menschliche Eingriffe nur säkular wandelt, in ihrer natürlichen Leistungsfähigkeit begrenzt ist und als ökologisches System auf Eingriffe häufig empfindlich reagiert, wandelt sich der andere Teil dieses Systems die Gesellschaft mit noch zunehmender Geschwindigkeit nach Zahl und Struktur und stellt meistens sich ändernde und wachsende Ansprüche an die Nutzung der Landschaft in ihren pflanzenbeständen, in ihrer Tierwelt, an Boden, Gestein und Mineralien, Wasser, Luft, kurzum also begrenzt an das, was man die „natürlichen Hilfsquellen" nennt.

Damit ergibt sich Aufgabe des Ausgleiches zwischen qualitativ und quantitativ begrenzten, lokal und regional sehr unterschiedlichem natürlichen Potential der Landschaften und dem Umfang und Art wechselnden insgesamt schnell wachsenden Bedarf der Gesellschaft. Dieser Ausgleich muß in erster Linie in einer räumlichen Ordnung der Beziehungen zwischen der Gesellschaft und der Landesnatur als deren Lebensgrundlage und Lebensraum bestehen, in einer Beschränkung mancher Nutzungen, in Schutz- und Pflegemaßnahmen. Es ergibt daraus die Aufgabe der Raumordnung im weitesten Sinne einschließlich der Landschaftspflege. Diese Aufgabe ist die Bewältigung des Mensch-Umwelt-Problems auf einer engen werdenden Erdoberfläche, in einer weiterhin technisierten und verstädternder Gesellschaft.

Die Untersuchungsansätze und Arbeitsergebnisse der Landschaftsökologie sind vielfältig. Das Interesse an der Lösung von vielen offenen Fragen im Themenbereich der Landschaftsökologie ist heute sehr groß und brandaktuell. Unterschiedliche Positionen unter den Landschaftsökologen gab es doch immer. Spricht man heute über Trends in der Landschaftsökologie, muss man vor allem ein Trend unbedingt erwähnen. Er weist von der Aufklärung der Landschaftsstrukturen hin zur Analyse und Modellierung landschaftlicher Prozesse. Die schon als klassisch zu bezeichnende Entwicklung des Inventars und des Gefüges von Landschaften ist in den letzten Jahrzehnten durch die Untersuchung der in der Landschaft wirkenden Prozesse und deren Modellierung ergänzt und vertieft worden. Solche Untersuchungen müssen fokussiert werden, sonst bleiben sie inhaltlich nicht zu bewältigen und an der Oberfläche. Das erschwert eine ganzheitliche Sicht.

Landschaftsökologie hat sich als Wissenschaft in verschiedenen Ländern zu verschiedenen Zeiten und auf verschiedene Weise entwickelt. Viele

Verständigungsprobleme sind jedoch heute überwunden. Er erscheint möglich Gemeinsamkeiten herauszuarbeiten, ohne offene Fragen oder widersprüchliche Positionen zu übersehen.

Hauptanliegen aller Autoren war, dass Objekt und die Methoden der modernen Landschaftsökologie in ihren Grundsätzen darzustellen und die Wege zur Umsetzung der gewonnenen Erkenntnisse zu zeigen. Landschaftliche Prozesse finden auf ganz unterschiedlichsten räumlichen und zeitlichen Ebenen statt. Die meisten der wichtigen Aspekte von Umweltveränderungen kommen in allen Landschaften vor. Sie haben dabei Auswirkungen weit über die lokale Ebene hinaus.

Die ökologische Planung soll als eine Planung primär mit räumlichem Bezug die Nutzung der Umwelt durch den Menschen so optimisieren, dass zukünftige Entwicklungen möglichst geringe Schäden hervorrufen und bestehende Schäden möglichst abgebaut werden. Die Frage, ob das Bild Landschaft im traditionellen Sinn überhaupt weiter existiert, ist von der Entwicklung zukünftiger Landnutzung und des Umgangs mit Landschaft abhängig. Heutzutage untersuchen die Landschaftsökologen die verschiedenen Aspekte und Teile der Ökosysteme einer Landschaft aus naturwissenschaftlicher Sicht.

In moderner Landschaftsökologie stehen die Beziehungen zwischen belebter und unbelebter Umwelt sowie die Entwicklung der Landschaft in Folge veränderter Nutzung und der wechselnden Prozesse im Mittelpunkt. Kontakte zwischen Landschaftsökologen in allen Teilen der Erde hat es immer gegeben. In den letzten Jahrzehnten wurden sie wesentlich zahlreicher und intensiver. Die Landschaftsökologen machen sich Gedankenaustausch, erörtern Probleme der landschaftsökologischen Modellierung und der landschaftsökologischen Terminologie.

In den letzten Jahrzehnten wurden Landschaftsanalyse, Landschaftsdiagnose und Landschaftsprognose als die wesentlichen Schritte der landschaftsökologischen Erkundung herausgearbeitet. Aber es gibt traditionelle Unterschiede zwischen den Ansätzen und den Inhalten landschaftsökologischer Untersuchungen.

Deutschen Landschaftsökologen sind am stärksten geografisch orientiert, während ihre Kollegen aus den USA mehr aus den Biowissenschaften stammen. Die kanadische Landschaftsökologie ist am stärksten anwendungsorientiert. Die Veränderungen in der Landschaft, die durch globale und regionale Prozesse gesteuert werden, bedürfen eingehender Analyse der Landschaftsökologie. Nur auf dieser Basis können Maßnahmen im Zusammenhang mit Nutzungsänderungen, nachhaltiger Entwicklung der Kulturlandschaft und Ressourcenschutz entwickelt werden.

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THE CREATION OF TOURISM INFRASTRUCTURE IS ONE OF THE MAIN TASK UKRAINIAN ECONOMY

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This article focuses on the tourism as one of the key factors driving the Ukrainian economy. The Ukraine tourism industry confidently has entered the world tourist market. Tourism in Ukraine has been recognized and is an important economic factor. There is a good reason for this change. In this article we analyzed different types of the Ukrainian tourism nowadays. They depend on the purposes of travellers. A trend in 2015 will be cycling in Ukraine and all over the world.

Tourism has become one of the key factors driving the Ukrainian economy. The Ukraine tourism industry confidently has entered the world tourist market. Tourism in Ukraine has been recognized and is an important economic factor. There is a good reason for this change. In 1999, the Ukrainian President by his Decrees created incentives for the development of a tourism infrastructure by establishing special economic zones in major Ukrainian tourist regions. Daily profit from one foreign tourist in Ukraine equals income from exporting nine tons of Ukrainian coal. A tourist sector of the economy serves as a major source of currency for 38% of countries in the world. It's all a matter of priorities and one that many countries in the world choose to emphasize.

During the years of independence (since 1991) Ukraine's tourism infrastructure has been gradually changing ownership from government to private. The private sector is developing rapidly, especially Kyiv, Odessa and the Carpathian region. To host visitors Ukrainian tourism facilities include over 1 300 hotels, motels, campsites, tourism centres, and about 3000 recreational facilities. Ukraine considers these recreational centres (sanatoriums, spas, mud treatment facilities and others) as tourism facilities, rather then medical treatment institutions.

There are many types of tourism nowadays. They depend on the purposes of travellers. Great influence on the flow of tourists has a variety of activities such as festivals, the Olympic Games, World Championships, etc. As an example, the author would consider holding a Euro 2012 as an opportunity to increase the number of foreign and native tourists, as well as the creation of tourism infrastructure in our country. In 2012, Ukraine hosted a major sports tournament, the 2012 UEFA European Championship. The country managed to successfully cope with the requirements set by UEFA in terms of logistics and travel accommodation. New hotels, stadiums and roads were built and repaired as per initial targets, and Ukraine managed to respectfully welcome foreign guests. Even though the football event saw the most activity in the host cities (Kyiv, Donetsk, Kharkiv and Lviv), it was beneficial to travel and tourism activity in Ukraine overall. Besides, in 2012, travel and tourism was further boosted by relative economic stability in the country and through preserving consumer interest in active lifestyles.

In preparation for Euro 2012, Ukraine saw its hotels infrastructure largely improved at the end of the review period. New hotels sprang up in the country to expand all hotels price segments with new accommodation offers. However, the developments did not contribute much to growth in hotels' affordability in Ukraine. The country still has hotels' rates amongst the highest in Europe. While hotels rates saw significant increases on the eve of Euro 2012 (some foreign tourists and football teams preferred to stay in Poland and travel to Ukraine when a match was on for this reason), they did not fall to levels acceptable to the average Ukrainian after the event either.

Much hope was placed on Euro 2012 by the Ukrainian authorities as a means of boosting travel and tourism in the country. However, whilst Euro 2012 was seen as a success, Ukraine did not use it to greatly improve its global image. Campaigns, advertising the country both on local TV channels and globally, were not that aggressive and were not noted for delivering the best messages to foreign audiences. Thus, the rise in inbound tourism in 2012 was rather a characteristic feature of the year, with dynamics expected to be lost over the forecast period. Besides, the Ukraine's global image as a tourism destination keeps on being affected by its poor political associations with the West.

Ukraine has a favourable geographic location in Europe and is rich in historic and cultural places, as well as health resorts, to potentially attract both foreign and domestic tourists to spend on business and leisure activities. It is famous for its numerous health resorts, especially in the Carpathian Mountains, also well known for health resorts while also being suitable places for winter tourism. However, travel accommodation and service levels, as well as the country's transportation infrastructure, require much more investment, even at the end of the review period. Prices charged at major tourist destinations are usually higher than the service quality offered. For this reason, even domestic tourists, who are familiar with services in the country, are increasingly choosing to travel abroad for the same or even less money, while enjoying a better quality holiday.

Over the forecast period, travel and tourism is expected to post quite a healthy performance in Ukraine, whether it pertains to inbound, outbound or domestic tourism. The anticipated economic recovery of the country, especially in the mid to long term, will contribute to growth in people's interest in travelling as well as to improvements in local infrastructure. However, since investment is still needed in a number of areas (roads, transportation and hotels), the potential of travel and tourism in Ukraine is unlikely to be realised to the full, even in the long term. The low disposable incomes of Ukrainians, which are not expected to raise a lot over the forecast period, will hamper domestic tourism growth.

The World Tourism Organization has placed Ukraine in the top 25 most visited countries in the world. In the present day we can see that things are beginning to change in the Ukraine's tourist industry. The Cabinet of Ministers and the President adopted several important decrees on tourism, "The Program of Development of Tourism» has already been launched. In October 1997. We should note the development of Ukraine's cooperation with the World Tourism

Organization (WTO), which is a priority implementation of state policy in the sphere of the international tourist relations and an important prerequisite for Ukraine's integration into the global space travel.

Ukraine became a Full Member of the World Tourism Organization (WTO). Ukraine tourism attracts more than 15 million travellers every year. What are they looking for? Each of them has his/her plans and places of interest. But all of them will find some unspoiled spots in Ukrainian nature and culture which are still waiting to be discovered.

An important fact is also the opening of the borders, visa-free entry to Ukraine for representatives of the EU, the Swiss Confederation the Principality of Liechtenstein, Japan, Bulgaria and Romania. We should note the increase in domestic and foreign business tourism, growth of business activity in the country. Factors that have become catalysts for the dynamic development of the hotel market of Ukraine:

- Mainly holding together with the Poland Republic the finals of the football UEFA in 2012 affected the activation of investor interest in the Ukrainian market of hotel business.

- The decision to hold youth soccer UEFA in 2009 in Donetsk was influenced

- Holding of the annual meeting of the European Bank of reconstruction and development in Kiev.

As is known hospitality sector is primarily a sector entirely and completely customer-oriented and directly depends on the quality of service provision. The external factors of low efficiency of hotel enterprises greatly influence on the formation of the hotel market. The problem of poor quality service often occurs in the ukrainian market and its existence required much to stability of the skills of the old soviet school. One of the main trends in the development hotel Ukraine market is activization of interest to our country from the international operators which are actively looking for Ukrainian partners interested in hotel projects. In many ways, the arrival of international brands and management companies is a natural indicator of the development of the hotel sector in Ukraine: the ukrainian market is represented by three international operator Global Hyatt Corporation, Rezidor Hotel Group, Rixos Hotel and National Management company Premier International, and companies such as: Hilton Hotels Corporation, InterContinental Hotels & Resorts, Marriott International, Kempinski Hotels & Resorts, Accor Group, Starwood Hotels & Resorts, Magic Life, Continent Hotels & Resort, Choice Hotel International, Wyndham Worldwide and others.

With regard to the development of tourism in our country this year, it is necessary to develop even in the face of military aggression. On the one side during the war the contradiction is to work on the development of a tourist attraction, on the other hand this sphere can give significant profits to the state. "When the economy is weak, when the enemy shakes the country from the inside, we have to rely on the industry that can provide profit, including tourism," – said Romanova. " [4].

Unfortunately, the state budget of Ukraine for 2015 does not provide financing of the tourism industry and the promotion of our state in the world, and our country was not represented at the international tourism exhibition, which was held recently in Madrid (Spain).

In 2014, the tourist tax to local governments in Ukraine decreased almost twice compared with 2013 year to 24.8 million UAH . Whereas the costs of Ukrainians who travel abroad, have not be changed significantly. To further promote the tourist service this year the ukrainian cities work better on attracting as tourists compatriots and close neighbors, such as Belarusians; to move away from the festival tourism, increasingly focus on the tourism conferences, tourism recreational, religious, and the like. A trend in 2015 will be cycling.

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LAS INVERSIONES EN LA INMOBILIARIA CON AYUDA DE LA HIPOTECA. EN UCRAINA O ESPAÑA

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En este artículo se presenta una breve descripción de los préstamos hipotecarios en España y en Ucrania, se ha presentado un análisis comparativo. Son Analizadas las diferencias y similitudes en las tasas de interés congruentes, número de años de crédito, el pago del préstamo, los costos iniciales. Este artículo contiene un análisis comparativo de los tipos de interés variables y fijas. Se ha examinada la viabilidad para utilizar un préstamo hipotecario en ambos estados, y las posibles medidas para mejorar el funcionamiento del mercado hipotecario.

La hipoteca es un contrato a largo plazo con el banco para la compra de la propiedad. Para la mayoría de la gente este tipo de préstamo es más ventajosa para resolver la situación financiera y los problemas de vivienda.

Hipotecas en España y en nuestro país tienen una serie de diferencias. En el primer lugar, la diferencia en las tasas de interés y el proceso de pago. En España tasas históricamente siempre ha sido un poco menos que en la Europa continental, incluida Ucrania. En segundo lugar, hay que señalar que el hipotecario español tiene más costos de nivel de entrada, que puede ser en algún lugar del 3,5-4% del monto del préstamo. Son comisiones bancarias por servicios (los créditos de apertura, apertura y gestión de cuentas), el gasto de la inscripción y de impuestos, tasas notariales. Además, para obtener completa satisfacción del crédito en el banco es necesario el seguro obligatorio de los bienes, en algunos casos, puede ser

necesario tener el seguro de vida del cliente, ya que influe en el pago oportuno del préstamo. Hay que conciderar no puede pagar en efectivo la cantidad de dinero necesario por la vivienda que compra. La cantidad total debe aparecer en las cuentas bancarias y tener la prueba documental (el certificado del trabajo o contrato de venta de la propiedad). España, cada uno del país de la Unión Europea, apoya la claridad del finance, que recibe al extranjero y del extranjero, en otras palabras, el gobierno rechaza la posibilidad para comprar una propiedad a costa del dinero que recibe con ayuda de los esquemas offshores.

Por extraño que parezca, pero conseguir este tipo de préstamos en España por no residentes de este país no es más complicado que para los españoles. Emitió la hipoteca media nacional durante 5–30 años, dependiendo de la cantidad requerida y la edad del prestatario. No tiene sentido esperar recibir el 100% del costo de los bienes adquiridos. Así como los españoles no suelen tener este tipo de privilegios. Para las personas que no sean ciudadanos o residentes de España o de los países de la Unión Europea, el tamaño de la hipoteca asciende actualmente a no más del 60% del coste estimado de los bienes adquiridos, o el precio de compra, que se incluirá en el acta notarial de compra. Para los residentes de la cantidad del crédito es sobre de los 80%. El costo estimado está costando el objeto adquirido producido por el tasador. Este procedimiento no sólo es obligatorio, pero también es útil: gracias a está operación comprador puede saber el estado real y el valor de los bienes adquiridos. El costo de los servicios de tasaciones varía entre 200 y 500 euros [Gascó 2000: 86].

Como excepciones se puede encontrar casos cuando el total del crédito es 65-70% aproximadamente. Pero es posible sólo en ciertos casos, por ejemplo, cuando el cliente tiene un historial de crédito bueno cuando compra una propiedad en España antes o en otros países europeos.

Con respecto a las tasas de interés, entonces hay dos opciones aquí:
•	Fijo: Mantiene su valor a lo largo de todo el plazo del préstamo.
•	Variable: Su valor es revisado periódicamente con el fin adaptar su valor al estado actual de la economía. Generalmente se emplea algún índice económico como el euribor, el Libor o el IRPH, al cual se le añade un diferencial de forma que el interés de la hipoteca siempre sea superior al índice de referencia.
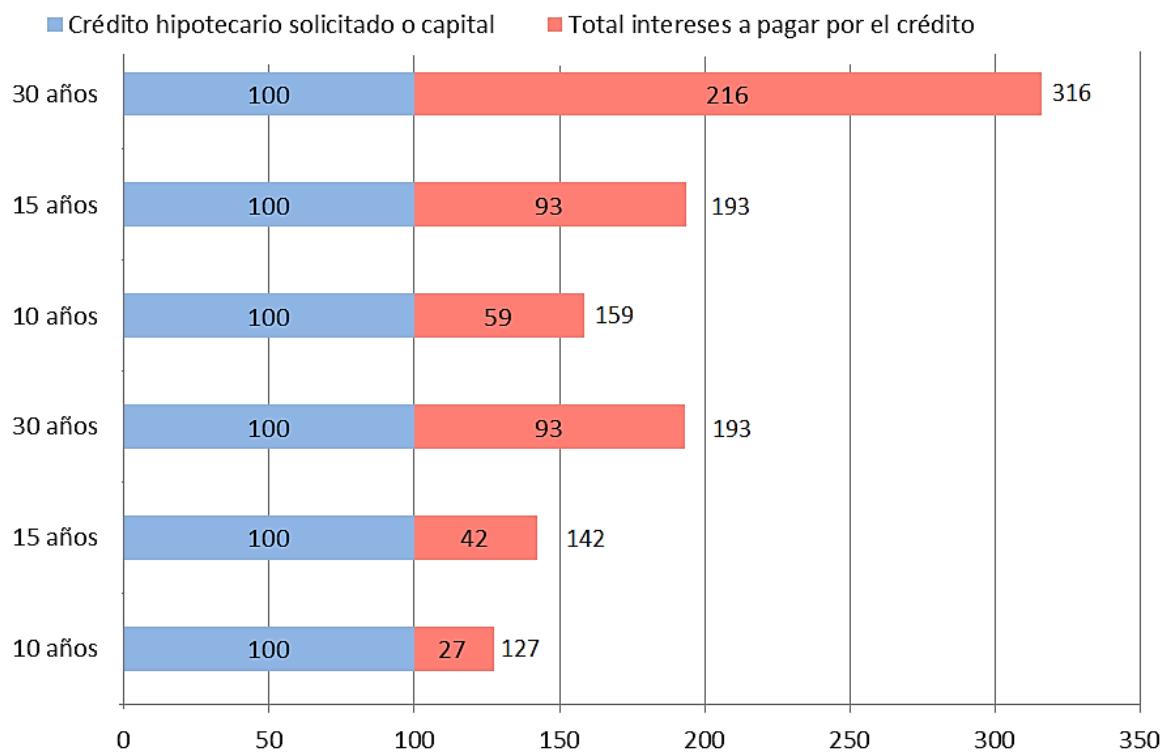
Flotantes tasas hipotecarias fluctúan actualmente en unos 3,5 – 4,8% anual, fija – a nivel de 5,5 – 7% [5].

En España, aproximadamente el 93% de las hipotecas españolas eran hipotecas vinculadas a préstamos de tipo de interés variable, mientras que la media en Europa se sitúa en el 53%. Eso vuelve el mercado hipotecario español particularmente sensible a cambios en el Euribor (dib. 1).

Los pagos mensuales de una hipoteca para los extranjeros procedentes de países no pertenecientes a la Unión Europea no suelen superar el 25% del total de prestatarios de ingresos mensuales. También es posible préstamo hipotecario para unas personas, con excenciónde los parientes. Por ejemplo, en caso de la pérdida de uno de los prestatarios los segundos avales bancarios continuó pagos.

Ahora los autores quieren analizar las condiciones de obtención de un préstamo hipotecario en Ucrania. Hay que considerar que la mayoría de los bancos en Ucrania, que tiene los programas de hipotecas, son extranjeros. Mientras que en España la participación extranjera en el sistema bancario es muy baja y no supera 8-10%.

Dib. 1. Composición del crédito hipotecario: capital solicitado e intereses [5]

La tasa de interés es, en promedio, 16-24%, dependiendo del préstamo a largo plazo. Algunos grandes bancos debido a la inestable situación económica en el país suspendieron sus actividades en los préstamos hipotecarios. También redujo significativamente el número de programas de hipotecas, la mayor caída observada en el segmento de préstamos por 20 años es 75 %.

El período de acreditación es de 1 a 20 años. La comparación de estas cifras con las mencionadas españolas pídese inmediatamente la pregunta: "¿Los ucranianos ganan más y gastan menos, y como resultado son capaces de pagar el préstamo con tal interés por este período de tiempo?" Hay una diferencia en la cantidad de pago inicial. En nuestro país es de 20 – 50%. Es decir, en algunos casos, ella puede ser considerablemente menor que existe en España. Pero la situación con tipos de las tasas de interés es idéntico. Algunos bancos ofrecen hipotecas a un tipo "flotante", aunque la mayoría todavía utiliza la tasa de interés fija.

Por supuesto, hay un montón de cargos extra y cargos, condiciones y restricciones, así como ofertas de compra de la propiedad barata y rentable en España. De hecho, en los últimos años, los precios han caído. Pero a pesar de esto, incluso tan atractivo 3-7% no permite a ucranianos para comprar un pedazo de bienes raíces en la costa española. Pero en comparación con la situación en Ucrania en este país no observan los problemas de estafas de venta de un apartamento a varios compradores [Medina 2008: 22].

También hay que decir a pesar del empeoramiento de la situación financiera y económica de 2008-2010, los préstamos hipotecarios en España siguen ganando impulso, incluso por entradas del capital extranjero. Después de la crisis, los bancos han comenzado a vender activamente las viviendas pertenecientes y, rara veces, con condiciones muy favorables. La inversión en inmobiliario español se ha

convertido como una buena perspectiva y por eso la demanda ha elevada entre la población. De esta manera, en los últimos cinco años se apareció la moda de "casa cerca del mar" entre nuestros ciudadanos. Por eso, hoy la mayoría de los préstamos hipotecarios no emitidan sólo para la residencia permanente, y también como apartamentos de vacaciones. Debido al número de empresas que prestan servicios para el diseño y la traducción en español de los documentos, la obtención de préstamos, apertura de cuentas bancarias, la selección y posterior compra de bienes raíces son mucho más simples. El costo promedio de este tipo de servicios es 1,5-2% del total de préstamos.

Sin embargo, hoy las exigencias para obtener una hipoteca para no residentes son más difícil por el empeoramiento en la situación económica en Ucrania. Se Amplifica el tiempo para examinar el paquete de documentos − cerca de un mes, por lo menos − hasta 6 semanas. Puede variar algunos cambios en los documentos requeridos a partir de un banco a otro para la evaluación cualitativa de confiabilidad financiera del cliente. También, actualmente hay una condición: para obtener un préstamo los españoles como los residentes del país, deben tener un co-firmante. Es una gran ventaja para los extranjeros porque no deben tenerlo. En otras palabras, obtener una hipoteca para españoles es un poco difícil que para nuestros ciudadanos.

Hasta la fecha, España se encuentra entre los cinco principales países de la UE en términos de los préstamos hipotecarios y la cuantía anual de la emisión del crédito sigue creciendo. Continúa desarrollar las estrategias para atraer a nuevos clientes en el mercado hipotecario: los no residentes, con la ayuda de un permiso de residencia para un esquema simplificado; utilizando nuevos recursos financieros para garantizar la sostenibilidad de la situación financiera, teniendo en cuenta el deterioro de la solvencia de la población en los préstamos contraídos.

En cuanto al estado de los préstamos hipotecarios en Ucrania debido a la situación política y económica inestable, para 2014 los préstamos se redujo en un 20% en dólares y 13% en moneda local y el tipo de interés medio se incrementó en casi 4% y promedio más de 20 %. Además, la mayoría de los bancos, para garantizar una situación financiera estable tuvieron que reducir el número de programas de hipotecas, para reducir el período de crédito y para apretar las condiciones para la concesión de fondos para la compra de la propiedad residencial. Pero fue el aumento en las tasas de interés que afecta la falta de participación de la mayoría de los ucranianos en el mercado hipotecario. A principios de 2015 las fluctuaciones fuertes en los tipos cambio se han provocado un deterioro mayor del sector bancario, así como se ha influido significativamente en el bienestar de los ucranianos. En consecuencia, predecir el mejoramiento en los próximos años no es capaz de hacerlo. El estado por defecto de la economía, la inestabilidad de la hryvnia ucraniana y el sistema político en general impulsan el desarrollo de los préstamos hipotecarios en el fondo. A principios de 2015 la tasa de interés máxima en algunos bancos ha alcanzado el 30%, lo que indica una falta de oportunidades para usar la hipoteca.

En cuanto al crédito hipotecario de Ucrania, primero debe haber una resolución sobre la revisión de las tasas de interés exorbitantes, evaluación transparente y recaudación de las tasas adicionales, la formación de un nuevo

mecanismo de apoyo estatal para los préstamos hipotecarios, la participación en un mayor número de bancos, el desarrollo de medidas legislativas marca para proteger los derechos de los compradores, los programas hipotecarios para las recién familias. Es lo más importante, resolver todos los problemas políticos y económicos que proporcionarán un impulso fuerte para el desarrollo económico en todo el país, en las regiones y los ciudadanos individuales, lo que aumenta la demanda y la generación de una oferta.

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SECTION 2. METHODS OF TEACHING

SOME METHODS OF TEACHING
FOR MULTI-LINGUAL PROGRAMM STUDENTS

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This paper examines the several of new methods and technologies for learning and teaching in higher education, especially for students with pedagogical specialty. It is described the process of development multi-lingual program in Pavlodar State Pedagogical Institute. Some psychoeducational approach for teaching which can motivate and turn the students towards their subjects and improve English language simultaneously.

The President of the Republic of Kazakhstan Nursultan Nazarbayev sets a higher standard for the state education. He considers that our education shall be competitive and of high-quality to make it easily possible for the Kazakh graduates to continue their education in foreign universities. At the present stage the education objective is not just knowledge, but also the formation of core competencies that should contribute in the young people adoption by society life. The Council of Europe identified five core competencies that should be required from any specialist today. Among them these are skills in the oral and written communication that naturally implies speaking several languages [1].

Due to updating, the content of education focuses on the creation of conditions that allow developing the creative potential of the student's personal empowerment and in-depth education including the language. One of the important objectives of any educational institution is the younger generation communion to the universal, global values, the formation of children and young people's ability to communicate and interact with representatives of neighboring cultures and in various areas. Along with the Kazakh language having the state status the Russian is the interethnic communication language, and in this case a foreign language is, of course, important tool [2].

The multi-lingual foreign language teaching is of absolute necessity, the imperative of our time, because the whole world is poli-ethical and poli-linguistic. And solving such global challenges as harmony and understanding between people is coping the interethnic communication. The latter can contribute to a greater extent and therefore, it is the maintenance and promotion of multi-lingual situation in each country and between countries.

Based on the President' message the educational system has also developed a program of languages development and started to introduce the study of English everywhere. Preschool, school and higher education are covered by this program.

At the moment the multicultural education in the Republic of Kazakhstan is one of the main directions in higher education. Thus, Universities are the most important stage in the process of formation and development of multicultural personality which consciously formed the core values and principles of life are consciously formed.

Higher educational establishments are able to provide a student with a supportive environment, ensuring a harmonious combination of the development of universal humanistic qualities of the person with his ability to realize its national, cultural, ethnic needs completely [3]. Since 1962 Pavlodar State Pedagogical Institute (PSPI) has been training pedagogical specialists annually. Our institute prepares teachers not only for the Pavlodar region but also for other areas of our country.

Thus, the role of a teacher is one of the most important in the education of new generation corresponding to modern requirements. PGPI shall prepare the skilled specialists able to educate a full, well-rounded individual having skills in several languages, well-versed and having good command of knowledge in different cultural environments. Our department of Computer Science has already developed the program of the multi-lingual education which is still being tested. One of the most remarkable benefits of this program is that it has a professionally-oriented direction which, by its content, employs the lexical material and a specific terminology consistent with our specialty [4].

According to our educational program, students annually are provided with 40% of the teaching load including specialized subjects in English, such as: Computer Architecture, Programming Languages, Computer Science, ICT in Education, Numerical Methods, Applied Software, Applied Computer Multimedia Systems.

For the successful implementation of educational programs related to multi-lingual education, PSPI trains teachers of various subjects in English in order to improve their skills in English-speaking countries. Furthermore, an academic mobility of students and teachers is developed by our department very well. This strategy provides a great chance to share experiences with foreign colleagues. Moreover, the English learning is activated by creating additional opportunities in all departments: the free of charge training for subject teachers in English, as well as providing courses for students who study full-time and distantly. Also, we have introduced a tradition to conduct educational activities in three languages. It is hopefully asserted that a reasonable, competent and correct implementation of the multi-lingual education will provide an opportunity for graduates of our schools to be communicative and adapted to any environment.

With support of our PSPI principal some teachers had opportunity to study and improve their English language skills. Since February 17, 2014 till July 18, 2014 we had visited England for study English language. We attended the English language course at the Sussex Center for Language Studies. Sussex University is one of the best Universities in England. It is located in vicinity to Brighton city.

Our group was taught by professional educators. Our tutors have wide experience in working with foreign students. We had 400 hours tuition. Language course consisted of two modules. There were English for Educators (Intermediate)

and English for Academic Study (Intermediate). The English for Educators course offers training in the communication skills required to undertake professional studies and to participate or interact in educational environments. It will focus on the extended reading and writing skills required in essays, reports, assignments, and general education-related communication. It will also offer training in the listening comprehension and speaking skills required to understand and contribute to seminars, tutorials and lectures on issues of pedagogy, curriculum and teacher leadership and to prepare participants for oral communication in their professional fields.

During our study, we had passed several exams after each type of tasks and get assessment. We had several types of tasks such as Summary, Synthesis Paper, Oral presentations, presenting a seminar paper, Essay, Listening.

Summary

A summary is a reduced version of a text. It contains the main points in the text and is written in your own words. It is a mixture of reducing a long text to a short text and selecting relevant information. Summarizing is useful when you are using the work of others to support your own view. A good summary shows that you have understood the text. You should remember, though, that even when you summaries someone's work, you should acknowledge it [5].

1. The following stages may be useful: Read and understand the text carefully.
2. Think about the purpose of the text.
a. Ask what the author's purpose is in writing the text?
b. What is your purpose in writing your summary?
c. Are you summarizing to support your points?
d. Or are you summarizing so that you can criticize the work before you introduce your main points?
3. Select the relevant information. This depends on your purpose.
4. Find the main ideas – what is important.
a. They may be found in topic sentences.
b. Distinguish between main and subsidiary information.
c. Delete most details and examples, unimportant information, anecdotes, examples, illustrations, data etc.
d. Find alternative words/synonyms for these words/phrases – do not change specialized vocabulary and common words.
5. Change the structure of the text.
a. Identify the meaning relationships between the words/ideas – e.g. cause/effect, generalization, contrast. Express these relationships in a different way.
b. Change the grammar of the text: rearrange words and sentences. Change nouns to verbs, adjectives to adverbs, etc., break up long sentences, combine short sentences.
c. Simplify the text. Reduce complex sentences to simple sentences, simple sentences to phrases, phrases to single words.

d.   Rewrite the main ideas in complete sentences. Combine your notes into a piece of continuous writing. Use conjunctions and adverbs such as 'therefore', 'however', 'although', 'since', to show the connections between the ideas.

6.   Check your work.

a.   Make sure your purpose is clear.

b.   Make sure the meaning is the same.

c.   Make sure the style is your own.

d.   Remember to acknowledge other people's work.

Synthesis

A synthesis is a combination, usually a shortened version, of several texts made into one. It contains the important points in the text and is written in your own words.

To make a synthesis you need to find suitable sources, and then to select the relevant parts in those sources. You will then use your paraphrase and summary skills to write the information in your own words. The information from all the sources has to fit together into one continuous text. You should remember, though, that when you synthesize work from different people, you must acknowledge it [5].

Oral presentation

Oral presentations are one of the most common assignments in college courses. Scholars, professionals, and students in all fields desire to disseminate the new knowledge they produce, and this is often accomplished by delivering oral presentations in class, at conferences, in public lectures, or in company meetings. Therefore, learning to deliver effective presentations is a necessary skill to master both for college and further endeavors [5].

Oral presentations typically involve three important steps: 1) planning, 2) practicing, and 3) presenting.

1.   Planning

2.   Oral presentations require a good deal of planning. Scholars estimate that approximately 50% of all mistakes in an oral presentation actually occur in the planning stage (or rather, lack of a planning stage).

3.   Practicing

4.   Practicing your presentation is essential. It is at this stage of the process that you figure out word and phrase emphasis and the timing of your sections and overall presentation.

5.   Presenting

6.   As the person in charge of the situation when presenting, it is your job to make your audience feel comfortable and engaged with both you and the material of the presentation.

Presenting a seminar paper

How to present a seminar paper. It can be very boring to listen to something read aloud. Therefore what you must do is follow the following points:

1.   *Decide on a time limit for your talk*. Tell your audience what it is. Stick to your time limit. This is very important.

2. *Write out your spoken presentation* in the way that you intend to say it. This means that you must do some of the work of writing the paper again, in a sense. Written language is different from spoken language. Your seminar presentation will probably take less time than the written paper it is based on and you cannot summarize on your feet.

- *Concentrate only on the main points.*
- *Try to make your presentation lively and interesting.*
- *Write out everything you have to say*, including examples etc.
- When you know exactly what you are going to say, *reduce it to outline notes*.

3. In the seminar, *speak from the outline notes*. But bring both sets of notes and your original paper to the meeting.

4. *Look at your audience when you are speaking*. Use this technique: First read the appropriate part of your notes silently. Then look up at your audience and say what you have to say. Never speak while you are still reading. While you look at your audience, try to judge what they are thinking. You will never make contact with your audience if your eyes are fixed on the paper in front of you.

5. *Make a strong ending*. One way of doing this is to repeat your main points briefly and invite questions or points of view.

Remember that listening is very different from reading. Something that is going to be listened to has therefore to be prepared in a very different way from something that is intended to be read [5].

Essay

Writing is necessary for all students in higher education. It is a process. It starts from understanding your task. It then goes on to doing the research and reading. The next stage is planning and writing various drafts. This is followed by proof-reading and editing. All this should lead to the final text.

Academic writing is a social practice. By a social practice I mean that it is what people do together. This means that you always write with a readership in mind. You always write with a purpose: to explain, to persuade etc. It also means that what is right and wrong, appropriate or inappropriate is defined by the users in the social community. In your case these are other students, lecturers or examiners. There is nothing natural about the organization and the way language is used in a scientific report, for example. It is as it is because that is the way it has developed through centuries of use by practitioners. For that reason it has to be learned. No-one speaks (or writes) academic English as a first language. It must be learned by observation, study and experiment.

Academic writing in English is clearly defined by having an obvious audience; a clear purpose, either an exam question to answer or a research project to report on. It is also clearly structured [5].

Listening comprehension

Like many students, you may be initially very worried about your listening comprehension skills. Academic listening usually involves trying to follow a lecture or discussion in English and writing adequate notes on it. If you have

difficulties in doing this, you may not be sure whether the problems are listening problems or language problems. In any case, much listening to lectures or similar texts is essential. There is also a need for you to be aware of the way lectures are organized, the particular kind of language that is used in lectures and making sure you know the language, particularly the pronunciation of familiar words, of your own subject. I think the most important skill is for you to learn to recognize the structure of lectures – the main points and subsidiary points [5].

Eventually, if we are using some of these new methods and technologies for learning and teaching in higher education, especially for students with pedagogical specialty, we can achieve the higher results of education process in multi-lingual groups. We have a good opportunity to teach our own subjects and improve English language simultaneously.

Moreover, this psychoeducational approach for teaching can help us to motivate and turn the students towards our subjects.

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PATRIOTISCHE ERZIEHUNG IM DEUTSCHUNTERRICHT

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Im Artikel beschreibt man die Möglichkeiten und führt auch Beispiele der Entwicklung des Patriotismus bei den Schülern im Deutschunterricht an. Dieses Thema ist für die moderne pädagogische Wissenschaft aktuell, weil die Erziehung der Patrioten zurzeit eine der wichtigsten Aufgaben für die Bildung ist.

Erziehung ist einer der führenden Konzepte in der pädagogischen Wissenschaft. Die patriotische Erziehung ist ein Prozess der Bildung der politisch bewussten jungen Menschen, der seine Heimat liebt, wo er geboren und aufgewachsen ist, der auf historische Leistungen des eigenen Volkes stolz ist [Ovchinnikova 2007].

Bei der patriotischen Erziehung wird in die Person eine Idee des Respekts und der Liebe zu seinem Land und seinen Landsleuten gelegt. Die patriotische

Erziehung wird in den Lehr-und außerschulischen Aktivitäten mit verschiedenen Formen und Methoden umgesetzt. Solche Methoden wie Überzeugung, Gespräch und Vorbild werden in der pädagogischen Wissenschaft beschreibt und in der Praxis verwendet. Das Wort des Pädagogen ist das wichtigste Einflusswerkzeug auf das Kind.

Eine besondere Aufmerksamkeit wird der patriotischen Erziehung in der modernen Schule geschenkt. Sie stellt einen einheitlichen Komplex dar. Dieser Komplex ist sich eng mit den rechtlichen, moralischen, Zivil-und anderen Arten der Erziehung verbunden, die man während des Unterrichts und in der außerschulischen und außerschulischen Arbeit realisiert [Skatkin 1971]. In der vaterländischen Pädagogik beschäftigen sich mit den Fragen der patriotischen Erziehung solche Vertreter der demokratischen Revolutionsbewegung wie A.N. Radischtschew, V.G. Belinsky, N.G.Tschernyschewsky, N.A. Dobrolubow und andere. Einen großen Beitrag zur Entwicklung der Konzepte über die patriotische Erziehung haben Wissenschaftler und Pädagogen wie V.A. Sukhomlinsky und K. D. Ushinsky geleistetet.

In den letzten Jahren wird die Frage über die Schaffung der notwendigen Bedingungen für die Erziehung der Patrioten Russlands mit der nachhaltigen Bürgerschaft am schärfsten diskutiert. Also, die Fragen, die die patriotische Erziehung betrifft, haben heute eine hohe Relevanz und für Ihre Lösung erfordert man neue Ansätze und Methoden. Die Lehrer haben eine perfekte Gelegenheit, patriotische Personen zu erziehen, Achtung des eigenen Landes, der Liebe zur Heimat zu entwickeln. Jeder Lehrer muss verstehen, dass die patriotische Erziehung eine der wichtigsten Aufgaben der modernen Ausbildung ist.

Das Gespräch von der patriotischen Erziehung sieht im Unterricht für Geschichte, Literatur, Russisch, Deutsch natürlicher aus, als die patriotische Erziehung in Mathematik, Geometrie, Physik, Geographie. Aber unserer Meinung nach, egal welches Fach der Lehrer unterrichtet, muss er eine gebührende Aufmerksamkeit der patriotischen Erziehung schenken. Im gegebenen Artikel präsentieren wir eine Möglichkeit, die patriotische Erziehung im Deutschunterricht zu zeigen.

Die Liebe zum Vaterland beginnt mit der Liebe zu seiner kleinen Heimatstadt. So beim Erlernen des Themas „Dorf" in der 7. Klasse haben wir die Möglichkeit, das Heimatkunde-Material zu benutzen, einen Ausflug ins Museum zu unternehmen. Während der Vorbereitung zu diesem Thema ist es wichtig, die Geschichte der Entstehung des Dorfes zu forschen. Die Schülerinnen und Schüler können im Deutschunterricht Geschichten von Ihren Eltern und Großeltern darüber erzählen, wie das Dorf früher war, wie die Einwohner des Dorfes lebten und arbeiteten. Das Ergebnis der Aufgabe der Schüler sind die Geschichten in Deutsch, Fotos der Sehenswürdigkeiten und Natur des Dorfes.

Beim Erlernen des Themas „Stadt" kann der Lehrer die Stunde virtuell durchführen. Die modernen Informationstechnologien eröffnen vor dem Lehrer große Chance. Man kann einen Rundgang durch die berühmten Orte verschiedener Städte machen, ohne den Klasseraum zu verlassen. Moderne Lehrer sollen in der Lage sein, Informationstechnologien zu gebrauchen.

In den Lehrbüchern der deutschen Sprache gibt es Leider überhaupt kein Material über den Großen Vaterländischen Krieg, so dass die Lehrer selbst

Material finden müssen, um den Gesichtskreis der Schüler zu erweitern und ihre Kenntnisse zu diesem Thema zu vertiefen. Zum 70-jährigen Jubiläum des Sieges wird die Konferenz «Russland. Die Großen Namen im Großen Sieg» für Schüler/innen der 10-11. Klassen organisiert. Die Konferenz gibt den Schülern der oberen Klassen die Möglichkeit, sich mit der wissenschaftlichen Forschung zu beschäftigen. Die ungewöhnliche Form der Durchführung der Konferenz, die Vorbereitung darauf, das Sammeln des Materials, die Arbeit mit den Seiten im Internet – das alles vereint die Schüler/innen. Solche Tätigkeit, die Fertigkeit auf der Suche nach benötigten Informationen sind notwendig in der Zukunft.

Es ist gut, wenn der Lehrer das Lehrmaterial mit unserem Land, unseren Leuten verknüpft, indem er ein Gefühl vom Stolz auf unsere Heimat und unser Volk in den Kindern erzieht. Zum Beispiel, wenn man das Thema „Musik" erlernt, kann der Lehrer nicht nur die deutschen Komponisten und ihre musikalischen Werke, sondern auch die Schaffung von bekannten Komponisten und Sänger unseres Landes darstellen. Die Organisation des Unterrichts mit zusätzlichen Materialien gibt dem Lehrer die Möglichkeit, die Werke von Komponisten Deutschlands und Russlands zu demonstrieren. Und dann klingt im Unterricht die Musik von Bach, Mozart, Strauss, Tschaikowsky, Schostakowitsch. Man kann den Schülern Forschungsarbeit, die die Interaktion und Zusammenarbeit zwischen den russischen und deutschen Musikern widerspiegelt, anbieten.

Beim Erlernen der deutschen Literatur haben die Lehrer die Möglichkeit, sich die Lernenden mit den Übersetzungen der Gedichte der russischen Dichter ins Deutsche bekannt zu machen, die Übersetzungen der Gedichte der deutschen und russischen Dichter zu vergleichen. Es ist natürlich keine Ausnahme das Thema „Bildende Kunst". Hier kann sich der Lehrer die Schüler nicht nur mit den Gemälden von berühmten Russischen Künstler, sondern auch mit den berühmten Museen unseres Landes vertraut machen, über die Tretjakow-Galerie und ihre Gründer, über Liebe zur Kunst, über Hilfe den Jungen Künstlern unterhalten. Danach kann man eine Video-Tour in deutsche Galerien machen, die Biographie der deutschen Künstler entdecken. Die Schüler können einen Aufsatz in deutscher Sprache über Ihre Lieblingskünstler oder über Ihre Lieblingsbild zusammenstellen.

Zum Thema „Sport" kann man mit den Schülern über bekannte Sportler-Landsleute sprechen, den Stoff über ihre Leistungen aus Zeitungen und Zeitschriften sammeln und in der deutschen Wandzeitung vorstellen. Hier kann man die Information über die Olympischen Spiele, die in Moskau (1980) und in Sotschi (2014) stattfanden. Die vorliegende Arbeit fördert die Erziehung der patriotischen Gefühle und des Stolzes auf die Russischen Athleten.

Beim Einüben der Lieder hilft dem Lehrer das Buch „Wir singen Deutsch", in dem es viele in die deutsche Sprache übersetzte russische Lieder gibt. Zum Fest kann der Lehrer den Schülern anbieten, ein Rollenspiel des deutschen Märchens vorzubereiten. Dieser Art der Tätigkeit ermöglicht den Schülern den Wortschatz zu erweitern, eine gesprochene Fertigkeit zu verbessern. Im Deutschunterricht für die Bildung der patriotischen Erziehung ist es wichtig Projekte zu machen. Solche Forme der Arbeit bilden bei den Schülern nachhaltiges Interesse an der Lehre und

Lernaktivitäten, haben eine emotionale Wirkung, wodurch die Schüler festige Kenntnisse bekommen.

Der Lehrer, der kompetent, kreativ und verantwortungsvoll die Patrioten unseres Landes erzieht, erreicht in diesem Fall unbedingt den Erfolg, wiel im jedem Kind schon die Liebe zum Vaterland gesteckt ist. Daher ist die Möglichkeit zu geben, sich die patriotischen Liebe zu entwickeln. Der Schüler muss verstehen, dass Patriotismus ein wichtiger Bestandteil seiner Persönlichkeit ist.

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PSYCHO-PEDOGOGICAL CONDITIONS OF CHILDREN WITH SPEECH DISORDERS IN THE CONTEXT OF THEIR SPECIAL EDUCATIONAL NEEDS

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The article is devoted to the studying of psycho-pedagogical conditions of teaching children with speech and language disorders in the context of their special educational needs. Studied the opinions of the experts support, working with students with speech impairments in comprehensive schools.

Due to existing in the Russian Federation the system of education of a child with primary speech impairments can receive education qualification depending on the severity of the speech defect in secondary or special school. In the case of determining the educational route of a child with speech disorders priority is his prediction of academic success in the assimilation of the educational program and the design of individual correctional training conditions.

As experts in the area of speech development of children, deep violations of various aspects of speech, which limits the use of linguistic means of communication and generalizations, cause-specific deviations from other higher cognitive functions (attention, memory, imagination, verbal-logical thinking), have a negative impact on emotional and personal sphere, which generally complicates the picture of the speech disorders of the child. It follows that children with speech disorders need special pedagogical approaches regardless of the educational path and the learning environment. Even when teaching in a regular secondary school is necessary to consider specific features of speech development of this category of students. Usually, in mass school, students study with mild speech and language disorders (mild). For these students are typical difficulties in understanding and use

of words with abstract meaning, phrases with carrying value. Identifies persistent difficulties in the use of the complex structure of words, grammatical errors persist.

The originality of connected speech is in violation of its logical consistency, omissions or replay certain scenes. Difficulties have been identified in the planning initiative of statements, select the appropriate language. For many children with speech and language disorders characterized by a low level of development of the basic properties of attention, lack of concentration, limited capacity of its distribution. Speech retardation has a negative impact on the development of memory. With a relatively intact semantic, logical memory of such children is markedly reduced in comparasing to the normally speaking peers short-term memory and memory performance.

One of the most important challenges facing the support specialists working in mass educational institutions, is the organization of psycho-pedagogical support of students experiencing school difficulties. It is now clear that the most numerous category of children at risk of mass institutions would include children with speech disorders. To ensure effective integration of the child with speech disorders in school should implement a comprehensive psycho-pedagogical support of the educational process. Leading specialist performs speech therapist, however, and other professionals can and should contribute to the process of creating optimal conditions for this category of students. Thus it is necessary to note the special role of primary school teachers who not only equip children with the knowledge in certain areas, but also make a significant contribution to the overall development of students and the correction of deficiencies in verbal areas. However, supporting specialists, first and foremost teachers-speech therapists in an educational institution play the leading role in psychological and pedagogical support of children with speech disorders. In our study we studied the opinions of experts in psycho-pedagogical support and teachers working with children with speech disorders, on the issue of creating the necessary conditions in educational organisations in the implementation of the special educational needs of such children, and the willingness and the resources of the school to provide the necessary support for such pupils. The study involved the Deputy Director of the educational organization, supervising the work of primary school teachers-speech therapists, educational psychologists, teachers, social workers, health workers educational institutions of Belgorod and the Belgorod region. We surveyed a total of 113 respondents, of whom 6 alternate Directors of city schools, 20 teachers-speech therapists, 20 educational psychologists, 62 of primary school teachers, 3 of a social pedagogues, 2 medical workers.

When analyzing the responses to the question, what is the meaning of inclusive (joint) education of students with speech disorders, experts have identified the positive aspects of their learning in a secondary school in a mixed class. A positive attitude was associated with the necessity of adaptation of children with speech disorders in the company of the same age children, the inclusion of the child in speech situation (89%), establishment of productive cooperation between students, useful for healthy peers communication with a variety of children for tolerance, humane and kind-hearted towards neighbours. The specialists stressed that "inclusive education provides the opportunity for all

students, and people with disabilities including, to fully grasp the program, to participate in class and school" and added that "inclusive education is possible only if the speech pathology students are subject to correction or elimination". But such responses were isolated.

To the question about familiarity with the project of the Federal State Educational Standard for students with disabilities and the basic requirements for the content and outcomes of education of children with speech disorders, as well as the conditions of organization of educational process, the majority of respondents had difficulty with a positive response. So, half of the respondents alternate Directors of the city schools said that they are familiar in General terms, 8 speech therapists (40%) gave an affirmative answer, the rest said that they are familiar only in General, 3 educational psychologist (15%) and 25 primary school teachers (39%) gave an affirmative answer, 3 social educators (100%) and 2 health workers (100%), participating in the survey are not familiar with this concept. This was evidenced by the responses of teachers to the question about the use of specialists of different variants of individualization of pupils with speech disorders.

Thus, of the 62 teachers need individual work plan noted more than half the respondents (33 respondents, there is a separate programme of work indicated 5 (8%), 8 (13%) noted the need for a program of student development, 9 (14.5 per cent) said individual educational route, 5 (8%) noted individual work in class. Teachers-speech therapists and psychologists also mainly highlighted the need for individual work plan – 60% and 50% respectively. Thus, the support specialists as teachers noted the need for planning individualized work with this category of students.

In our study it was interesting to find out what kind of specialist subcontractors interaction regarding education of students with speech disorders. As possible answers were offered the following:

a) educational institution (speech therapist, teachers, psychologists, speech pathologists);

b) health professionals (a pediatrician, a neuropsychiatrist, a neurologist, doctors etc.;

c) other specialists.

The vast majority of noted experts in their schools (95%), and the best interaction between teachers and speech therapists (47%), worse between teachers and psychologists (27%). The interaction between specialists support in helping the children with speech disorders there is sufficient coherence – 18 speech therapists (90%) psychologists and 18 (90%) noted its cooperation in this matter. And yet, despite showed optimism about the cooperation between, the experts noted the difficulties in cooperation with specialist subcontractors. So, 4 alternate Directors of schools of the city pointed to this complexity, a lack of information, to what expert it is necessary to apply in each case, 42% of primary school teachers have also reported this issue. Thus, 40% of speech therapists noted as the leading causes of the lack of well-established communication patterns and reduced the interest of specialists and subcontractors in collaboration. This is also indicated and 45% of educational psychologists, social workers and health workers also pointed

to the lack of well-established communication patterns. Probably this question indicated mainly to difficulties in cooperation with external specialists, however, the emphasis on the lack of well-established communication patterns may indicate failure of relationships within the organization.

Our study once again demonstrated the fact that schools are insufficiently staffed by specialists of psychological and pedagogical support, although in the organization of inclusive education it is a necessary human condition. Another problematic field is the observance of continuity between kindergarten and school for children with speech disorders to the new social conditions. It was found that the most frequently used such a possible variant of the joint work of the kindergarten and school, as special activities according to the "school of the future grader" (60 % of psychologists and 95% speech therapists). The need for a survey showed 70% of psychologists and 40% of speech therapists. However, the purpose of the surveys is often not identify the causes experienced by the child difficulty in mastering the program of preschool education, but a statement of fact ready – not ready to learn at school. Ongoing diagnosis must be comprehensive in nature, reveal the hidden potency of future students, to help them at an early stage to overcome difficulties. We see the solution of this problem in the joint efforts of specialists of preschool institutions and schools, development of unified diagnostic programs to find out the starting difficulties children with speech disorders and to provide remedial help at the stage of preparing for school.

We met the special educational needs of pupils with speech disorders the creation of a number of pedagogical conditions, and not just human. We analyzed the responses of teachers, speech therapists and psychologists as a relatively representative sample of all respondents and got the following results. The most significant were named following conditions (in descending order):

- the special educational needs of children with speech disorders (1st place);
- creation of students ' positive attitudes to participate in a correctional process;
- the possession of skills and experience in the field of correctional and pedagogical work with children with speech disorders (as this condition is particularly meaningful allocated psychologists);
- improving psychological and pedagogical competence of teachers and parents (especially insisted on this speech therapists);
- organization of optimal speech communication students.

Effective support is only possible with the dedicated work of all professionals support, interacting with each other and well established cooperation with the teacher. The first line of interaction – psychologist – teacher – provides for the adaptation of curricula and dosing teaching load in accordance with psychophysical capabilities, psychologically competent to build lessons based on the structure of a violation and to prevent possible gaps in learning, organization of interpersonal interaction within the classroom group, the removal of communication barriers, the development and implementation of joint educational programs, diagnostic efficiency of their development work.

The following line of interaction – social teacher – teacher: how to connect parents to work with the child, to correctly build educational space with all the

psycho-pedagogical guidance, to ensure the inclusion of the child in addition to the school's extracurricular life. These issues can be solved with the assistance of a social pedagogue, and in the competence of the specialist are also questions of social assistance to the special child. The line "teacher – speech therapist" if possible "teacher – student" includes the building of a joint remedial work, the implementation of all recommendations of the expert in the process of curricular and extracurricular activities. The direction of interaction "teacher – LFC" and "teacher – health worker" due to the implementation of health-saving technologies, the physical capabilities of children with speech disorders.

Thus, the study made it possible to study the opinions of experts in mass educational institutions on ways to help children with speech disorders. At the present time in connection with the increase in the number of such students in public schools everywhere need to create a special environment for holistic development of children, and leading condition is, in our opinion, supports the collegial work of all psychological, pedagogical and medico-social support of students, assisting teachers in the implementation of the ideas of developmental education.

DEVELOPING COMMUNICATIVE SKILLS THROUGH ENGLISH PROVERBS AND SAYING

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The article discusses the problem of foreign language culture acquaintance based on proverbs and sayings. A cultural component of communicative competence and fundamentals of linguistics allows not only to penetrate into English culture, but also to study features of English.
Key words: proverbs and sayings, communicative skills, rhythm-intonation skills.

Basic position of a modern technique is the maximum adequacy of the conditions promoting formation of communicative skills in a foreign language, a condition of the use of a foreign language speech means in communication. Teaching language from the very beginning has to engage learners in the conditions of real communication or as it is possible to imitate these conditions more precisely.

Using proverbs and sayings, pupils take part in dialogues; receive primary data on grammar, syntax and phraseology and additional data on the country of the learned language. The knowledge of proverbs and sayings allow pupils to interpret correctly audible speech messages and react adequately to them, to express their

own thoughts and feelings to be the interlocutors and finally become successful in communication.

The great Czech teacher Jan Amos Komensky considered that learning of foreign language has to go on the way from gradual comprehension of sense of the foreign-language statement to perception of beauty of words, expressions, richness of all language opportunities and, at last, to ability to get into esthetic essence of language, mastering communicative skills [Komenskij 1939:138]. That means the comprehension of a foreign language has to be not only pragmatical, but also spiritual. K.D. Ushinsky, developing Komensky's ideas, mentioned that it is necessary to teach speaking through the culture of the country of the learned language [Ushinskij 1948:42].

Teaching "acquaintance to literature" at the initial stage is quite problematic as lexical and grammatical opportunities of pupils are very limited. And here proverbs and sayings represent the richest authentic material, on the one hand, which doesn't need adaptation, and which on the other hand, meets the highest art requirements. Therefore it is impossible to underestimate the huge methodological and practical value of use of proverbs and sayings in the course of foreign language teaching at elementary school. At the initial stage it is possible to address to proverbs and sayings for processing of the sound part of the speech. Such material helps put a pronunciation of separate difficult concordance, in particular which are not typical for Russian. Instead of the separate words and phrases containing this or that sound it is possible to offer a class of specially selected proverbs and sayings. Then during two or three lessons the proverb or saying should be repeated, the sound pronunciation should be corrected. This type of work can be included in a lesson at its different stages. It serves as a peculiar discharge for children. It is necessary to select a proverb or a saying depending on the sound it fulfills. It is possible to offer, for example, such proverbs and sayings for processing the following sounds:

Sound [w]:
Watch which way the cat jumps.
Which way the wind blows.
Sound [m]:
So many men, so many minds.
To make a mountain out of a molehill.
Sound [h]:
To run with the hare, and hunt with the hounds.
Handsome is as handsome does.
Sound [b]:
Don't burn your bridges behind you.
Business before pleasure.
Combination of sounds [t] and [r]:
Don't trouble trouble until trouble troubles you.
Treat others as you want to be treated yourself[Dubrovin 1995:41].

Use of proverbs and sayings especially is justified since ideally improvement of the logoposition and rhythm-intonation skills are combined. On the one hand, pronunciation skills are automated, and on the other hand, pupils learn to divide utterance into syntagmas, to define a logical accent, etc. Therefore use of proverbs and sayings in training pronunciation is the extremely expedient and effective.

The special attention is focused on the means of firmness and a memorability of proverbs and sayings. One of them is exact, or assonance, rhyme:

Little strokes fell great oaks.

A stitch in time saves nine.

Birds of a feather flock together.

The simple balanced form is the most frequent reception:

More haste, less speed.

Easy come easy go.

Like father, like son.

Brevity is an essential aspect of a memorability of statements. Only the few proverbs and sayings are verbose, the majority of them contain no more than five words:

Boys will be boys.

Better late than never.

Dead man tells no tales.

Being, on the one hand, means of expression of thought, and, on the other hand, realizing the studied forms or designs in the speech, proverbs and sayings promote automation of the grammatical forms and designs. So, the imperative mood carries out incentive function in communication, and with its help it is possible to express a request, council, offers, wishes, permissions, prohibitions, cautions of proverbs. For example:

Don't burn your bridges behind you.

Don't throw out your dirty water before you get in fresh.

Newer say die.

Do as you would be done by.

Don't teach your grandmother to suck eggs.

It is also possible to use proverbs and sayings when studying irregular verbs of English. Here it is possible to carry such proverbs:

What is done can't be undone.

One link broken, the whole chain is broken.

If one claw is caught, the bird is lost [Kunin 1984:84].

Evidently the process of development of degrees of comparison of adjectives doesn't represent complexity if material is offered whenever possible in the form of proverbs and sayings. For example:

Better late than never.

The best fish swim in the bottom.

The least said, the soonest mended.

It is also possible to use proverbs and sayings when studying:

modal verbs:

Never put off till tomorrow what you can do today.

When pigs can fly.

You can't eat your cake and have it.

articles:

An apple a day keeps a doctor away.

A man can die but once.

A friend in need is a friend indeed.

The devil is not as black as he is painted.

A wise man changes his mind, a fool never will [Rejdaut 1997:78].

It is impossible to teach grammar based on material of proverbs and sayings, but their use is advisable for an illustration of the grammatical phenomena and their fixing in the speech.

The lexical and grammatical saturation of proverbs and sayings allows using them also for enrichment of a vocabulary. The knowledge of English proverbs and sayings help learners acquire a figurative system of language, develop memory, attach to popular wisdom. Besides, capacious utterances based on new words are usually easier remembered [Mezenika 1993:51]. Proverbs and sayings can be used in exercises on speech development in which they are used as stimulus. The same proverb or saying can be interpreted differently.

Thus, on the basis of this proverb or saying pupils learn to express their own thoughts, feelings, experiences, i.e. show various ways of their placement in the speech. Therefore, use of proverbs and sayings at foreign language lessons develops a creative initiative of pupils through the prepared and unprepared speech.

For example, work on studying of numerals certainly will be more interesting and more effective. Proverbs and sayings are remembered quicker in a figurative context:

Two is company, three is none.

Two heads are better than one.

If two men ride on a horse, one must ride behind.

A bird in the hand is worth two in the bush.

Rain before seven, fine before eleven.

A cat has nine lives.

To kill two birds with one stone.

Custom is a second nature.

Need to search means of the appropriate translation of proverbs and sayings into the native language develops students' ability select lexical units adequately; stimulates interest of learners to work with the dictionary; improves translation skills and abilities [Palej 2000:41]. To conclude, wide functionality of proverbs and sayings allows fulfilling a pronunciation in an easy form, improving rhythm-intonation skills, making active and automating many grammatical phenomena, enriching a vocabulary of learners, acquiring a language system, feeling its emotional expressiveness, developing memory and creative initiative.

Using proverbs and sayings, interpreting them in their own ways, pupils comprehend variability of language and its means of expression and the figurative contents, perceive, creatively respond valuable and "appropriate" language introducing adequate understanding of the personal relation. And it is a basis of formation of not only language competence, but also of esthetic sense.

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RECENT APPROACHES TO UNDERSTANDING
OF DEMOCRATIZATION IN EDUCATION

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The article discusses the problem of democratization of education system, means and conditions of realization of the main democratic directions of new development of education in the modern world.
Key words: democratization, education system, communal education, strategic directions, professional experience, individual training programs.

In the end of the XX century in Russia education is characterized by transition from bureaucratic model to its democratic option. Universalism, standardization, rough rules, strict hierarchy of management, characteristic of the centralized education system, underwent serious criticism. Education of the person is one of decisive vital values and the main achievement of the identity.

Defining reference points of new educational system, the world community and educative authority in Western Europe, Russia, the USA and Japan, seek to carry out the reform of modern education in line with the main direction of democratization of school systems. Such scientists as Koleman Douglas, Takeda Masanao, advocate to egalitarian approach considering democratization as multidimensional problem. Opponents of egalitarian (leveling) education emphasize that such approach is dangerous to original democratization of school. The English scientist J. Haldane claims that the concept of formally unified school under which banner passed many reforms in the XX century, caused damage to pupils, having prevented development of their identity.

Antiegalitarian approach to a problem of democratization proceeds from steps of education and is based on the idea of pluralism, variability of

comprehensive school. Such approach is shared now by many representatives of the leading countries of the world. Considering education democratization as fundamental idea of its further development, it is necessary to be guided by signs of an education system of democratic type [Huntington 2003: 322]:

1. Equality of members of society before education.
2. The lifelong system of education.
3. The right of parents and pupils for a choice of educational institution.

Many projects came to the Russian pedagogics from the West where they were named as communal education. Community is defined as an activity of every member serving to improve the community as a whole unit and to support each community member. One of the social and pedagogical projects of communal education is the "School without Walls" project offered in 1972 by the American teachers F. Kufi and R. Safran. According to teachers, this experimental model of open school or "School without Walls" is the most successful, interesting and perspective option of school. Being trained at this school teenagers do practical training according to individual training programs and work in the most various corners of the city [3: 3-5].

The idea of the American educators gained further development in the work of the German scientists (under the prof. Je. Schneider) where the project of out-of-school education of youth as "A City School" project was created. The main ideas of the project are as follows: replacement of abstract study in a class; practical experience of education – actual life practice of the city enterprises and establishments. Young people visit various organizations and establishments for the purpose of accumulation of practical professional experience. They gain knowledge and seize abilities not through supervision over activity of others, but through practical participation in independent work in various social services of the city.

We will consider the educational potential of this project. The general purpose of this project is to increase the responsibility of all bodies of local administration, city social services and citizens for youth development, and to mobilize the available means and forces for the solution of social and pedagogical problems of young people. Education, developing personal achievements of the child and using a process of democratization of educational systems as a pedagogical condition, provides preparation of creative viability of an individual.

Studying experience of the modern pedagogical theory and practice, it is possible to advocate a number of the strategic directions in which democratization of modern educational systems is carried out [Fisher 2001:67]:

1. Overcoming of social determination in education.
2. Organization of mass high-quality training.
3. Increase of skilled teachers according to the increasing level of educational needs of the personality.
4. Diversification and differentiation of training.
5. Democratic management of educational systems.
6. Life-long education.

The success of democratic processes in education depends on a key figure of educational process – the teacher possessing the highest level of the personal-focused pedagogical culture. There's a number of the following indicators [Huntington 2003]:

1. A humanistic position of the teacher in relation to children and his ability to be the tutor.

2. Psychology and pedagogical competence and the developed pedagogical thinking.

3. Education in the sphere of the taught subject, ability to work with the contents and training technologies.

4. Experience of creative activity, ability to prove own pedagogical activity as it is personal-focused system, ability to develop the author's educational project.

The theoretical activity in democratic educational system is based on the theory of universal values developed in scientific works of such scientists as L.M. Arkhangelsky, A.V. Ivashchenko, M. S. Kogana, A. Maslou, N. D. Nikandrov, G. Olport, K. Rogers, A.V. Kiryakova, etc.

The modern system of education notes the integrated process of democratization and humanization.

Thus, it is possible to mention that the main directions of new development of democratization in modern education are the following:

1. Creation of the system of life-long professional education.

2. Broad diversification of education as one of the ways of development of educational system in Russia and its entry into world educational environment.

3. The advancing nature of education as a condition of future sustainable development of the country.

4. Information support of educational system.

5. Equal opportunities in education and its free character.

6. Great variety of educational institutions: non-state and private educational institutions.

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ARRANGING EXCEPTIONAL CHILDREN'S ACTIVITY IN ELEMENTARY SCHOOL

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The present article discusses features of teaching exceptional children at elementary school. The article is focused on the need of systematic and purposeful activity of gifted pupils according to their individual tendencies. The author of the article emphasizes that identification; development and training of exceptional children at elementary school have to be organized in unified system. The diagnostics of endowments is used not for the purpose of selection, but as the means of the most effective training and development of the talented children. Arranging the activity of exceptional children in modern educational process a teacher has to provide them with developing, interactive forms and methods of training.

Key words: exceptional children, talented children, elementary school, development, individual tendencies.

One of the objectives of the «Our new school» program is to search and support talented children during the entire period of formation of the personality. Identification of capable children and arranging their activity is an actual problem of modern education. The concept «exceptional children» needs to be exactly defined. Yu.Z. Gilburg advocates to the early manifestation of high informative activity and inquisitiveness, speed and accuracy of performance of intellectual operations, formation of skills of logical thinking, richness of the active lexicon, the expressed and creative performance of tasks, development of creative thinking and imagination as the most important features of exceptional children [Gilbukh 2001: 88].

Therefore identification process of exceptional and talented children at elementary school has the peculiar characteristics. Each teacher needs to remember that exceptional children can have the problems and difficulties connected with school training and socialization. We are going to study the reasons of difficulties of exceptional children. Experienced teachers and psychologists underline some of the most common reasons of children's difficulties [Panov 2000]:
  • advancing informative development of exceptional children;
  • lack of sufficient experience of socialization among contemporaries;
  • «a peculiar pamperedness»;
  • social dependence.

The first reason can seem paradoxical as high informative opportunities of exceptional children and causes their high academic achievements and success in various areas. However the situation is different if in the course of training these high opportunities are actually ignored. On the one hand, it is boring for children to listen for hours to what is known to them. It becomes a big problem for many gifted freshmen. On the other hand, it is not interesting for them to be engaged in activity in which they are often not successful eventually. Loss of any interest in training at school can be the result of such situation.

The other problem is lack of sufficient experience of socialization among contemporaries. The child gets the world of school communication and interpersonal interaction both with unfamiliar adults, and with contemporaries. The situation is that exceptional children are often spoiled by attention of adults and expect therefore to be exclusively treated. One more reason of the possible difficulties arising at elementary school is social dependence, infantilism of the exceptional children. Practically at each school such picture is quite often observed.

Exceptional children have the prevailed priority of width of interests. It is very important that at school and at home the content of occupations of the child and level of intellectual loading correspond to the informative requirements and opportunities and wouldn't be neither too easy, nor excessively difficult. The creative or research training based on independent acquisition of child's knowledge of surrounded world is the most natural and productive form of the doctrine for exceptional children who are distinguished by insatiable informative requirement and high research activity. Therefore formation of children research activity in relation to life is the most important task of the teacher educating such type of children.

Students' research abilities are remarkably developed in the course of implementation of research activity, but thus it is important that the child himself has a wish to perform research work. One of the main conditions is also the opportunity to share the pleasure of finding with someone, to be heard and understood by others.

Thus, teachers face the need to improve the process of training with the purpose of overcoming of the problems and difficulties in training exceptional children, and also with the purpose to support and develop their informative activity.

Along with accelerating and getting deeper, one of the main approaches of training exceptional children is enrichment which assumes to provide traditional programs with additional material, growth of opportunities for development of thinking, creativity, ability to work. Strategy of enrichment includes some directions: expansion of an outlook, self-assessment and knowledge of surrounded world, development of tools of knowledge acquisition. Exceptional children training needs to be built with a support based on the following principles: individualization, training differentiation; the principle of the advancing training; the principle of comfort in any activity; the principle of a variety of the offered opportunities for development of pupils' abilities; the principle of the developing training; use of new pedagogical technologies in educational process.

The classes constructed on the basis of these principles have to be creative, to include research activity, the analysis, synthesis, proofs and conclusions on the studied problems; to contain more practical activities, especially work with dictionaries and reference books. To conclude, it is important to recover and support the child's feeling of independence, to courage in derogation from the standard template and to search a new way of the decision while arranging activity of exceptional children.

Reflecting the ways of the solution of the listed problems in training exceptional children, relying on the best and personal pedagogical achievements, it is possible to mention that the training process can be successful in the condition when the identity of each pupil is under special focus and control.

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MODERN LEARNING TECHNOLOGIES FOR DISABLED STUDENTS

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The main finding of this review is a huge body of research on teaching technology of learners concerning special educational needs, spanning a wide variety of sources and academic disciplines. There are often conflicting views of positive technologies, as well as a lack of consensus on even seemingly simple matters such as the way to benefit learners with special educational needs. There is a need to encourage interdisciplinary principles of teaching process and provide learners of every category of disability with appropriate learning technologies.

Key words: special educational needs, autistic spectrum disorders, dyscalculia, dyspraxia, education technologies.

It seems to be difficult for educators to find relevant information and support they need, in a wide variety of technologies. The situation is more difficult for learners due to an unreal spread of support across different impairments and different stages of education. The fact is researchers argue for a holistic approach, taking into consideration of use the technologies and the implications of them in lifelong learning.

Looking at the research results from the point of view of the learner's needs, some user-groups consider guidance of approaches and solutions to be helpful and beneficial. In particular, learners with high-functioning autistic spectrum disorders, and those with labelled literacy difficulties such as dyslexia seem to have been given a greater degree of attention by researchers, particularly when compared to other learning difficulties such as low functioning autistic spectrum disorders, dyscalculia, dyspraxia, cognitive disabilities or more complex difficulties. Physical disabilities such as visual, hearing and mobility impairments have been well addressed. It is interesting to mention, access to information does not necessarily imply access to learning, and there can also be more researches devoted to such learners' abilities as independence, inclusion and self- confidence. Researchers do their best to understand the needs and capabilities of learners with special educational needs in order to support them effectively, including designing appropriate research studies that can elicit responses from participants in an appropriate manner. However, there is also a need for researchers to focus on a particular impairment. It has been noted that interventions in dyslexia may also benefit learners with other literacy difficulties, and guidelines on interface design for specific groups often overlap with the needs of other learners. [Maor 2011: 283-298]

Considering positive learning technologies to be suitable it is important to offer new solutions and support which could benefit learners with special educational needs. However, in reality many of the devices are not likely to be in

widespread use in schools at present, such as tabletop or tangible technologies, or even tablets and smart-phones. There is perhaps a need to promote free or affordable solutions, including those that make use of technology already available in schools or at home: this may be particularly helpful as a means of easily trying out new technologies, which has been noted to reduce technology abandonment. Taking into account the social impact of technology, there is also a conflict between appropriately supporting individual users' specific needs, and in increasing exclusion through the use of non-mainstream technologies. Designers of mainstream technologies should strive towards universal usability as far as possible, and educators should consider aspects of a universal design be effective for learning approach. At present, for some users, it seems that smart-phones and mobile technologies may perhaps offer some of the most immediate benefit through the opportunity for interfaces that are both mainstream and personalised, and which can be used across many contexts.

Looking at positive learning technologies for disabled students from the perspective of a learner's educational context, the problem of inequality of provision becomes apparent, and while some learners may receive extensive and appropriate support, others may struggle to get the help that they need within a complicated and often inconsistent system. The available overload of information may also exacerbate this, as mentioned previously. One particular needed direction for research is that in exploring the "gaps" in the system, such as transitions between educational systems, or in supporting informal and self-directed lifelong learning in the workplace or for personal development. [Sterling 1964: 228-230]

The rapid development and application of computer-based technology, however, has created a change in available options for disabled students, ending the isolation and limited opportunities disabled students have long faced. Computer programs have been designed to make it easier for disabled students to access material, communicate their ideas and work, and participate in educational experiences. The advent of online learning in particular has created greater accessibility for many students, for whom traditional college courses and college campuses previously presented obstacles to easy accessibility. Essentially, new technologies allow students to take advantage of many of the same opportunities for success as other students-turning yesterday's disabled students into today's enabled students.

Electronic and Information Technology is at the heart of this revolution in learning opportunities for disabled students because they are the basis of assistive technology. Stephen Hawking is one of the best researchers who show how assistive technology has changed education. Without such technology Hawking would not have been able to make his major contributions to our understanding of the world, and students would not be able to learn.

Hawking may be the most famous user of assistive technology, but there are so many new forms of assistive technology available to today's students that it is difficult to list them all! There are technologies for every category of disability:

Speech-Recognition software: Students dealing with blindness/visual impairment, or with physical limitations that prevent them from typing on a keyboard, can use text-to-speech devices (mobile and otherwise) to compose their assignments. When using these programs, students speak into a microphone, which then translates their words into typed documents. The most well-known of the software programs that perform this task is Dragon Naturally Speaking, which also recognizes voice commands such as "insert exclamation point". Text-to-Speech software: This kind of assistive technology helps students with visual impairments by allowing them to listen to the text that appears on a computer screen. This is a huge improvement over Braille because once the program is installed on the computer it can read anything on the screen, no matter what format it is in (e.g. pdf or website) with no waiting for a Braille translation. This enables students to participate in online activities, use email and text, and have immediate access to course materials. There are many free versions of this software available online, such as Natural Readers. [Yuan 2008: 169-176]

Though disabled students should never be barred from any learning environment, like all students, some do function better in an environment with limited distractions and more accessibility than might be available in many classrooms or on very large campuses. That's where online education can be very helpful. For example, the ability to take classes in a single environment, such as a home office, guarantees that disabled students will have all of their assistive technologies available in one place. Specifically, if a qualified person with a disability enrolls in a distance learning course offered via the Internet, the course must be made available to him.

Hopefully, the days are over when disabled students are shunted off into isolated classrooms, without the ability to participate in the regular routines of education and develop social relationships with their peers. The key feature of contemporary computer-based educational technology is that it is focused on accessibility and offers almost limitless flexibility, making it adaptable to all varieties of disability. This endless opportunity is truly what education should be all about, for everyone.

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THE TEACHING OF TRANSLATION OF REALITIES AS MEANS OF FAMILIARISING STUDENTS TO FOREIGN LANGUAGE CULTURE

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The cultural congruous and developmental nature of the language educational content at the present stage due to the fact that the content of education in XXI century school is understood less as the knowledge, skills and abilities, than as human culture, which is reflected in them. The process of learning a foreign language culture is based on the laws of initiation to the native culture by comparing aspects of the two cultures. The objectives and the content of foreign language teaching are focused on cooperative learning of languages and cultures.

The knowledge of a foreign language does not guarantee the success of cross-cultural interaction. The incomplete understanding, ethnic stereotypes and prejudices, the "culture shock" state, the revaluation of the similarities of native and foreign language cultures, their confrontation at the level of individual consciousness may arise during getting this knowledge.

There is a need for knowledge of the sociocultural context in which the learning foreign language is used by native speakers. In other words, there is a need to create a socio-cultural competence as a component of foreign language communicative competence of a high school leaver. The structure of a foreign language socio-cultural competence in the English language includes the following components:

1) The knowledge of: the linguistically and regionally colored vocabulary; the essence of intercultural communication; ethnopsychology; the national system of values, the national character specific features of the people of the country this language is spoken; the realities of the country's culture which language is studied; everyday life of the peoples-native speakers; topical in the mass consciousness of the ordinary everyday information; traditions and norms of communication; the geographical location of the target language and the main attractions; historical facts; famous people who have made a significant contribution to the world culture; composers, poets, artists, scientists, writers, public figures; the way in which the reality is perceived by the people of our culture-native speaker;

2) The skills: to identify, to analyze and to compare the facts and phenomena of foreign language and native culture; to choose an acceptable style of speech and nonverbal behavior [Passov2003: 18 – 19].

The lexical units that have a strong national cultural semantics include the following names:

1) the realities – a designation of the objects or phenomena that are specific to one culture and absent in the other;

2) the connotative language, i.e. the words that coincide in the main value, but differ in cultural and historical associations;

3) the background vocabulary that represents the objects and phenomena having the analogues in the comparable culture, but differing in some national peculiarities of functioning.

"The concept of a regional geographic dimension in teaching of a foreign language in high school includes theusus – the mode of expression correlated with the terms of communication" [Tomakhin1996 : 57], i.e. a form of speech suitable for a given situation. The idioms, which reflect the history of national identity, culture and traditional way of life of the native speakers present great interest for the regional studies. "The realities of the target language are one of the main objects of the regional studies. The realities are the real facts about life, culture and history of the country, its characters, traditions and customs. The word "reality" is a Latin neuter, plural adjective, that turned in the Russian language into a feminine noun under the influence of similar lexical categories" [Tomakhin1996 : 55].

"The reality is a word that relates to the subjects through an intermediate category – a referent. The referent is the subject of thought, reflecting the object or phenomenon of objective reality and forming the conceptual content, which correlates with this linguistic unit"[Tomakhin1996 : 56].

The most evident affinity between language and culture appear in reality: the emergence of the new realities in the material and spiritual life of society leads to the realities in the language, and the time of the emergence of new realities can be set quite accurately. If compared with other words of the language the hallmark of the realities is the nature of its subject content, i.e. the close relationship of the denoted reality of objects, concepts, phenomena with the people, the country, on the one hand, and the historical period on the other hand. It follows that the realities inherent corresponding and / or national character. It turns the colour of neutral, "unpainted" units into the "national-colored" realities.

"The diversity of national characteristics embodied in reality, provides food and serves as the object of regional studies, with and through which we learn and try to understand the inner way of life, economic and cultural level, the history of the country this language belongs to, its heroes, traditions and customs. It is through the realities we know those traits of character that are inherent in this country living in the present historical period, as the vocabulary responds to the all changes in the social life and reflects them in the vocabulary of the country "[Tomakhin1996 : 56].

Let's consider one of the largest groups, including the geographical, ethnographical and socio-political realities encountered in CMD for high school, and some experimental techniques for working with them.

The geographical realities:

1.The names of the physical geography: *canyon* – каньон, глубокоеущелье; *village* – населенныйпункт, деревня.

2. The names of geographic features associated with human activities: *cause-way* – дорогапонасыпи; *limited-access road* – дорогаограниченногодоступа.

3. The names of plants: *honey-dew* – медвянаяроса.

4. The names of animals: *grizzly* – большойсерыймедведь

The ethnographic realities:

1. Household words:

a) food: hamburger – булочкасрубленымбифштексом;

b) clothing: *parka*— длиннаякурткаскапюшоном; *steerhidejacket* – пиджакизбычьейкоживШотландии;

c) housing: *wigwam*— жилище североамериканских индейцев;

d) domestic institutions: *saloon* – питейноезаведение.

2. Transportation:

a) means of transport: *subway* (Am. E.) – метро; *tube* (Br. E.) – метро;

b) the types of roads: *:highway* – шоссе; *district road* – региональнаядорога; *freeway*–дорога, предназначеннаядлябезопасногоавтосообщениябезпересеченияиныхдорог; *parking* – автостоянка;

c) drivers: cowboy – *cowboy* – водитель-лихач.

3. ArtsandCulture:

a) music: *country* – «сельская музыка» горных районов юга США; *blues* – блюз: 1) героическая песня негров; 2) форма джазовой музыки; 3) парный бальный танец;

b) musicalinstruments: *banjo*– банджо, струнный щипковый музыкальный инструмент, используемый в джазе;

c) theatrical terms: *casting* – подборактеровизнарода; *make-up* – грим;

d) art: *pop-art, non-arm* – направления в современном авангардистском искусстве;

e) customs, rituals: *inauguration* – торжественное введение в должность президента США; *NewYear'sResolutions* – обещания перед Новым годом;

f) holidays: *theFourthofJuly* – «Четвертое июля», День независимости США; *WhitMonday* – Духов понедельник; *Boxing Day* – День рождественских подарков; *GoodFriday* – Великая пятница; *Bank Holidays* – неприсутственные дни в банках; *BonfireNight (GuyFawkesNight)* – ночь Гая Фокса; *PancakeDay (ShroveTuesday)* – вторник на масляной неделе;

g) Calendar: *Indian summer* – бабьелето;

h) time zone: *Greenwich Mean Time (GMT)* – (среднее) времяпоГринвичу.

4. Ethnic objects

a) ethnonyms: *Apache* – индеецплемениАпаче;

b) name: *hawks* – «ястребы», сторонники войны; *doves* – «голуби», сторонники мира.

c) the name of the individual in the community: *Michigander* – мичиганец, жительштатаМичиган.

5. Measures and money

a) units: *foot* – фут (30,4 см); *bushel* – бушель (ок. 35,2 л); *yard* – ярд (0,9144 м); *inch* – дюйм (2,54 см);

b) monetary unit: *a penny* – цент; *pound* – фунт; *pound sterling* – фунтстерлингов.

5. Socio-political realities:

- reflect the administrative-territorial structure:

a) administrative-territorial units: *state* – штат.

b) components of the village: *uptown* – жилаячастьгорода; *downtown* – деловаячастьгорода.

- Bodies and media power

a) authorities: *city hall* – зданиемуниципалитета;

b) the holders of power: *sheriff* – шериф; *marshal* – судебныйисполнитель.

- Socio-political life:

a) titles, circulation, degree: *Bachelor* – бакалавр; *Mister* – мистер (употребляетсятольковместесфамилией);

institutions: *the Senate* – сенат; *the House of Lords* – ПалатаЛордов; *the House of Commons* – ПалатаОбщин;

c) education: *primary school* – начальнаяшкола; *secondary school* – средняяшкола;

d) caste marks: *old school tie* – бывшийоднокашник.
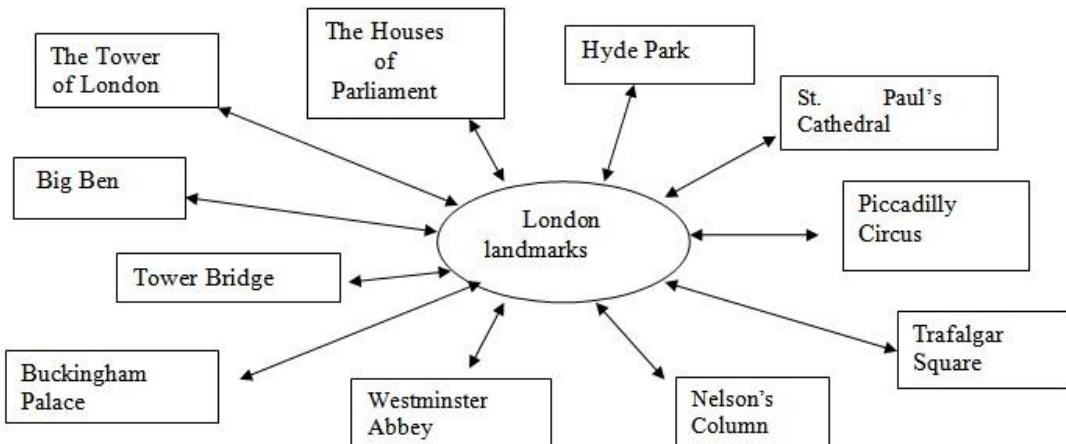
The presentation of regional realities in the classroom, as a rule, is carried out in an unusual manner. This attracts the attention of students, stimulates their cognitive interests, creates positive motivation and activates speech and mind activity.

For teaching the realities the technique of collage or associative compounding lexical-semantic background of key concepts, realities, absent in the students' native culture is widely used [Nefedova1993 :5 – 6]. The collage admission contributes to the accumulation of experience in logic supports building.

Another interesting technique for working with the realities is a certification of cultural Key words. This technique is a complete synchronous description of information about an object or phenomenon, denoted by the word or set of linguistic data.

The purpose of certification of key words is the formation and development of informative and research culture, the ability to work with the primary sources, transfer the information from one sign system to another, critically evaluate the information. This technique is used while teaching reading.

Teaching to understand and translate realities is possible at the elective classes in English too. The main component of the lesson and training tools can be video technology.Using video implements realizes one of the main didactic principles – the principle of clarity. In modern methodological literature the video tutorials are understood as " the thematically organized, adequate to steps / stages of teaching audiovisual tutorials, represented by a variety of television genres, and aimed at the implementation of practical, comprehensive training and educational purposes" [Gez 1982 : 321].

The Tower of London
The Houses of Parliament
Hyde Park
St.   Paul's Cathedral
Big Ben
Piccadilly Circus
Tower Bridge
London landmarks
Buckingham Palace
Westminster Abbey
Nelson's Column
Trafalgar Square

However, among all kinds of videos, special attention should be paid to the authentic videos, as they are the best choice for teaching a foreign language in the dialogue of cultures. After all, these videos help students not only to infiltrate the communicative situation of different social circles, but also to learn the specifics of language: intonation, emotional coloring, the natural rate of speech, extralinguistic means, etc. The various tasks, aimed at finding and translating the realities encountered in the film can be given. For example, the students are encouraged to watch the movie (or TV) in English and Russian languages and to analyze what techniques ofrealities transference from English into Russian are used most often in the translation of the TV series: transcription, transliteration, translation.

The use of transcription is mainly observed in the transmission of onomastic realities, such as the names of streets, cities, countries, and proper names. The predominance of the use of transcription is observed because the translator can achieve the transmission both the semantic content, and color of the culture of English-speaking countries.

The use of transliteration of realities is traditional, while the wrong reading of the corresponding word in the connection with the rules of the transference of some letters.

When translating the realities the possibility of introducing neologisms and functional analogues is observed. However, if the translator has the task to preserve the cultural and national character of the series, the replacing of the words isn't used. The students find such tasks to be very amazing and to create positive motivation for learning a foreign language. While teaching the perception of the realities we create positive qualities of the individual student, among which the most important are: openness, receptivity to new ideas; sociocultural observation; respect of the originality of the foreign language culture; adoption of ideas and values of other cultures; tolerance of otherness; positive attitude to foreign language culture media; tact, knowledge of their emotional state in intercultural communication.

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CLOUD TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

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This article deals with the concept of cloud technology, its use in the education system, in particular teaching foreign languages.
Key words: cloud technology, foreign languages, the Internet, resources.

Introduction. Computer technology and the Internet have become an integral part of our daily life. The use of the Internet resources does not pass education by. Users get knowledge and information from the World Wide Web, while self-learning and self-improving. The issue of self-education remains open, because the material that students receive in schools and universities is not enough, therefore, new services appear on the Internet. Cloud technology is the type of such services.

Cloud technology and its application. The concept of cloud computing is to provide end-users with remote dynamic access to services, resources and applications (including operating systems and infrastructure). In general, the services that provide cloud computing are online applications accessed via an Internet browser. It is no matter whether these are entertainment or specialized applications. A user does not need to have special equipment that will help him to run specific applications – it is enough to go on the Internet to the appropriate provider and pay for the service or get it for free. The most famous service providers are Google, Amazon and Salesforse.com. Google provides the most popular Internet services like Google Docs (documents, spreadsheets, charts, diagrams), Google Calendar (calendar with advanced features event reminder), Google Mail (e-mail with advanced features), Google Translate (online translator for all languages of the world), Google Groups (service, which provides virtually unlimited opportunities to collaborate on creating, editing and publication of documents), Google Talk (web client, providing the possibility of communicating on the Internet) and so on. Cloud computing can be useful both in private and in a wide range of users [1].

There is a classification of customer service models [2]:
- Private cloud – infrastructure that is intended for use by a single organization comprising multiple users (e.g. departments).

- Public cloud – infrastructure that is intended for free use by the public. Users are not able to manage and maintain this cloud, these issues make the clouds owner responsible. Any company and the individual user can become a subscriber of the proposed services.

- Hybrid cloud – a combination of two or more different cloud structures that are interconnected with standardized or private transmission technologies and applications (for example, a short-term use of public cloud resources for load balancing between clouds).

- Public cloud – infrastructure that is intended for use by a specific community of consumers from organizations that have common goals.

Cloud technology in education. Modern society is living in a progressive world where information and communication technologies have penetrated into all spheres of human activity. Computerization has not passed education by. Computer technology in the modern education system is a key element in ensuring that every person has free and open access to education, considering his abilities and interests. While studying, cloud technology has the significant importance, as it provides searching, collecting, organization and storage of information. The thing is, that using this technology can increase the time for training, without prejudice of the educational process. Computer software, electronic books and manuals, diagnostic, test and training systems, multimedia systems, digital libraries, telecommunication technologies (email, teleconference) can be used for effective distance education. Modern educators are more used to computer-based method of communication and mastering of information, therefore, Internet resources and cloud technology are valuable and solid basis for learning, creating the information-subject environment to meet their needs and interests. By means of using computer technology, they develop additional skills of selection and sorting the information they need. Computer technology directly affects the quality of education, thus solving a number of tasks:

- optimization of educational process;
- increasing the motivation of students to learn;
- ensuring flexibility in the management of educational process;
- improving information and communication culture of the participants during educational process.

Cloud technologies and foreign languages. Nowadays an increasing attention is focused to the use of computer technology for learning foreign languages, because its knowledge is the key to social success and career growth. To achieve that goal it requires activation of practical and analytical skills, and stimulates the use of technical skills and computer literacy. In addition, cloud computing can become a convenient tool for a teacher who is looking for organization of the interaction with the students. The Internet is rich with resources that ensure progress in learning foreign languages, but it does not guarantee learning the language at appropriate level. That is why, there is a need to create new educational online resources that will be effective at the expense of

interactivity and ease of use, and most importantly, it will provide effective learning foreign languages. One important aspect is the application of multimedia in the learning process, in other words adding graphics, sound, animations and videos in learning resources. The opportunities of modern cloud technology have become so relevant and authoritative for intensive training in foreign languages that the use of computers has become an integral part of the learning process, and the presence of multimedia software and Internet access is a standard requirement for foreign language teaching.

Advantages and disadvantages of using cloud technologies in teaching foreign languages.

Advantages:

• accessibility – the Internet provides the majority of services and online resources free of charge;

• interactivity – the cloud is able to create interaction between all participants of the educational process;

• complementarity – cloud technology gets in the educational process and can be used in the classroom for foreign language and types of extracurricular foreign language learning, such as self-managed work;

• visibility – thanks to cloud services available on the Internet, both students and teachers get instant access to the results of collaborative and individual work;

• no borders – on the one side, cloud technology does not require always-running computers and other gadgets for its functionality; on the other hand, team-work, assignments and projects become possible even if the participants are in different parts of the world and are not equipped with pre-installed software. The only things that are needed for access and use of cloud technology are computer and Internet access;

• motivation – involvement of increasing number of participants to the study of foreign languages at the expense of easy use;

• economic aspect – while using cloud computing, consumers can significantly reduce capital expenditure on the construction of data centers, procurement of equipment, hardware and software solutions to ensure the continuity and efficiency – all of these costs are paid off by the provider of the cloud. While using cloud technologies, the consumer costs shift towards operating costs – means, the cost on cloud services providers.

Disadvantages:

• not all data can be sent to third-party provider on the Internet for storage and processing;

• not all applications allow you to save transitional stages of processing, as well as the final result of the work, because the online results are not always convenient;

• the risk of data loss if the provider does not make a backup copy;

- limited in terms of the transferring from the new software version to an older, selecting methods of data processing, etc.;

- there is a possibility that with coming of technology, the problem of creating uncontrolled data will become evident, when the information given by a user may indefinitely or without his knowledge can be stored for limitless time, or he will be unable to change it;

- due to a large influx of service users who use cloud computing, the cost of information leakage with similar resources is increasing .

Conclusion.

Nowadays, cloud-based technology is used every day. While using a suitable service, users significantly save on the cost of the equipment improvement, they get instead required information from online services instead. The application of cloud technology in education is a step towards improving the quality of education, introducing students to use computer technology, where they receive the necessary information, as well as gain the skills of searching, sorting, organizing this information; a step to improve the quality of control over the learning process. The results of the interaction of the participants in the process of foreign language teaching are: the ability to organize team-work activities and interpersonal interaction using cloud technology; the ability of students to consider different opinions and strive to coordinate the various positions. However, it cannot be argued that cloud technology is innovative technology of teaching foreign language, but at the same time, it provides an additional tool in practice for the participants of the educational process, and also attach the novelty effect and lead to an increased interest in modern technologies.

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MORPHEMIC REPETITION AS A STYLISTIC DEVICE AND ITS ROLE IN REINFORCING STUDENTS` READING AND SPEAKING SKILLS

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This paper discusse slinguistic and pragmatic value of highlighting contextual derivatives distributed within a text in such a way as to determine its inner notional structure and convey the writer`s message more effectively.

One of its most essential objectives is observing derivationally suggestive speech patterns and singling out stylistic devices based,mainly, on theRussian word formation system potentialto serve as a means of covering,emphasizing and promoting concepts, estimations, etc.,deservingattention from the producent`s point of view. Moreover, we`ll try toexamine the communicative effect produced bythe usage of these samples within the framework of different texts: authentic and non-authentic, primary ones compared to secondary ones (those rendered in Russian) in order to find out the ways of reinforcingstudents` speech comprehension and speech producing skills.

First, we shalldefinea speech phenomenon, called **morphemic repetition**, and illustrateits pragma-linguistic value through general observation of the most effectivespeech creating techniques and patterns. Morphemic repetition is commonly interpreted as "repetition of a morpheme, both root and affixational, to emphasize and promote it" [English-Russian dictionary of stylistics (terminology and examples) 2014]. Though used mainly in Russian literature rather than in English literature works, this stylistic device allows the writer to put emphasis on the most significant visionary items reflecting his linguistic picture of the world, his subjective perception of reality. It can be observed, for instance, in the following bilingual contexts:

*They **un**chained, **un**bolted and **un**locked the door (A. Bennett); Исолнцесходит. / Ивянуттуманы… / Своё**от**служив, **от**звенев. /**От**сказав, / Реки / Подкатываютсякокеану, / Какслёзыкглазам (Р. Рождественский).*

As seen from the above illustrations, affixes, used within the same word formation pattern,tend to express a more generalized linguistic meaning – derivational, which presents a higher degree of abstraction. Root-morphemes, on the contrary, serve as a main means of conveying the core of a word lexical meaning:

*Я гашу лампу, и ночь начинает медленно **свет**леть. Темнота пропитывается от**свет**ом снега. Морской залив во льду. Как огромное тусклое зеркало, он под**свеч**ивает ночь и превращает ее в прозрачный сумрак (К. Паустовский).*

Here are some more sentences to clarify the nature of this phenomenon, based on the repetition of roots and affixes in the Russian language:

*1. Есть счастливцы и счастливицы, / Петь не могущие. / Им – Слёзы **лить**! / Как сладко вы**лить**ся Горю – **лив**нем про**лив**ным! (М. Цветаева).*

*2. **Пере**шагни, **пере**скочи, **Пере**лети, **пере**- что хочешь – Но вырвись: камнем из пращи, Звездой, сорвавшейся в ночи(В. Ходасевич)*[Likchach 2014: 4].

In case of rendering authentic English texts in Russian, professional translators try to harmonize the related text in Russian in accordance with their own linguistic personality, enriching the surface structure of the original by exploiting the Russian word formation resources, as if testing their own creativity:

*1.Тигра, / По-моему, / Непривлека**тельн**ый: / Он – пристава**тельн**ый. / Он – напада**тельн**ый, / Жутко прыг**уч**ий, / А может, и зл**юч**ий! / Худшего*

Тигры / Нигде не найти! (A. Milne. Winnie-The-Pooh and All, All, All. Translated by B. Zakhoder).

2. Помолчав, Алиса робко промолвила:

*– Я уже **отчаялась**…*

Но Королева не дала ей договорить.

*– **Отчаялась**? – повторила она. – Разве ты пьёшь **чай**, а не молоко? <…>Я вот сейчас, к примеру, битых два часа **отчаивалась**… с вареньем и сладкими булочками* (L. Carroll. Through the Looking-Glass. Алиса в Зазеркалье. Translated by N. M. Demurova).

*3. Стрэдлейтер брился и на**свист**ывал "Индийскую песню". **Свист**ел он ужасно пронзительно и всегда фальшивил, а выбирал такие песни, которые и хорошему **свист**уну трудно вы**свист**еть* (J. D. Salinger. The Catcher in the Rye. Над пропастью во ржи. Translated by R. Rite-Kovaleva).

*4. Повсюду живое стремленье родится, / Все вырасти хочет, спешит рас**цвет**иться, / И если поляна еще не **цвет**ет, / То вместо **цвет**ов нарядился народ* (J. Goethe. Faust. Фауст. Translated by N. Kholodkovsky).

Such contexts are viewed as undoubted lyinspired for both children and grown-ups, and they can be quite helpful in presenting and explaining complex material on word formationduring the classes, as they provide students with visualized images of a word morphemic structure. Let us confirm this statement by analyzing an extract, writtenin authentic Russian:

*Редкие хлопья при**плы**вали из черной ночи. Они под**плы**вали к уличному фонарю, о**плы**вали его и, вильнув, пропадали из глаз. На их место под**плы**вали новые* (Б. Пастернак).

The given extract is derivationally marked, as it displays the idea of some cycle existing in nature and making the world go round, as it depicts constant irresistible movement of snowflakes, as though they were alive, acting bravely, consciously and wittingly. Repetition of the root *-плы-* within this context contributes to strengthening another stylistic device, called personification.

The morphemic structureof such words can be readable throughtheir minimal meaningful elements (morphemes), as clearly visualized as they can be. Itisseeninawide rangeofcontexts built to create a visual aid in deciphering and clarifying the author`s communicative objections by repeatingsome morphemes rather intently:

*На прогулке она слышала, как с**мягч**ается воздух, как **мяк**нут тучи и **мягч**еет чок подков* (Б. Пастернак); *И сам-то он навзгляд **о**дичал, **о**простел, **о**грубел, – а чувства все жарче, и все тоньше думы, все больше их, больше, и от полноты разрывается душа* (По А. Белому).

Highlighting contextual words derivationally correlated with one another, represent lexico-paradigmatic relations of different types, too. Some morphemes, as well as words can function as synonyms, antonyms and homonyms, being the representations of synonymous, antonymous and homonymous word formation types.

Synonymy on the morphemic level is extensively shown within a set of affixes used in word formation process:

*А знаете ли вы, маменька, отчего мы в дворянском звании родились? <…>Сидели бы теперь в изб-**ушеч**-к(е), да горела бы у нас несвеч-**еч**-к(а), а*

*лучин-**ушк**(а), а уж насчёт чай-**к**(у) да кофей-**к**(у) – обэтомидумать бы не смели! (М. Салтыков-Щедрин).*

Referring to the word formation level, we should focus on the three synonymous word formation types, used here: the first one is represented with the suffix *-к-*, the second one includes the suffix *-ушк-*, and the third one is marked with the suffix *-ок-*. Compare, for example, the word formation samples conveying the same derivational meaning: 1) *избушеч**к**(а) ← избушка (избушка ← изба), свечеч**к**(а) ← свечка (свечка ← свеча)*; 2) *лучин**ушк**(а) ←лучина*; 3) *ча[j-**ок**] ← чай, кофе[j-**ок**] ← кофей* (уст.).

In order to gain attention and transfer his contradictory message through the text in a very clear way, as well as to exercise a considerable influence on the reader, the writer may use either antonyms or derivatives with antonymous prefixes. Antithesis as a powerful stylistic device can be exemplified in the following extracts:

*1.Так вот, на такую живую **безвыходность**, сознанье которой было бы мне **выходом**, и бежал взглянуть я (Б. Пастернак).*

*2. Когда мы **на**учились быть чужими? / Когда мы **раз**учились говорить? (Е. Евтушенко).*

*3. На ней [низине] бессонно громыхало железо, и, **с**текаясь и **рас**текаясь, мызгали взад и вперед запасные пути (Б. Пастернак).*

Some homonymous affixes, being apart of derivatives, also tend to manifest the irmeaning more evidently, if placed in a contextual word:

*Умчалися в море разбитые льд**ин**ы; / Живою улыбкой сияет весна; / Весенней красою блистают дол**ин**ы; / Седая зима ослабела: в тесн**ин**ы, / В высокие горы уходит она (J. Goethe. Faust. Фауст. Translated by N. Kholodkovsky).*

The idea of singularity is conveyed by the noun *льд**ин**ы* (the suffix *-ин-*here indicates "one of that kind"), while the nouns *дол**ин**ы, тесн**ин**ы* express locational meaning.

Some contexts provide the reader with derivationally interrelated words in their stylistic opposition, the writer pursuing the aim of a word play that highlights contrasting connotative meanings of the linkedwords:

*На Руси – один зарок, Кроме всякой пищи: Утром – **чай**, в обед – **ча[j-ок]**, Вечером – **ча[j]-ищ(е)**.*

Compare the noun *ча[j-**ок**]*containing a diminutive suffix*-ок-* to the noun *ча[j]-**ищ**(е)*, occasionally produced according to the model: *руч**ищ**а ← рука*; *голос**ищ**е ← голос*; *сапож**ищ**е ← сапог*.

With respect to a stylistic potential of morphemic repetition, it should be underlined that the latter serves a purpose of a visual pun, shown by repeated roots and affixes:

*1. Он мрачно блистал своим **остро**умием, как клинком отточенного кинжала. Но **остр**оумничал он один сам с собой (А. Белый).*

*2. И **тускло**е **туск**нело солнце и гремело светом, и тысячами насекомых с луга; уже оно склонялось. <…> Солнце стояло уже высоко; и уже склонялось солнце; и был зной; и злой был день; и днём **туск**ло вспотело **туск**лое солнце, а всё же светило, но казалось, что душит, что кружит голову! (А. Белый).*

Lexical repetition (repetition of a root) serves the aim to underline the writer's sensations caused by a terribly hot and stuffy summer day.

*3. Прилетали гуси лап**чат**ые, приносили гусли звон**чат**ые. У них крылья были крап**чат**ые, Лапки были перепон**чат**ые (Б. Заходер).*

To summarize it all, word formation types, mentioned above, can`t but manifest theirmorphemic structure,as it lies on the surface of the text. They display their referential and connotative meaningsmore precisely and evidently, facilitating the ways of theirsemantization, or interpretation by the recipient. Being carefully chosen and logically organized within a context in a set of highlighting lexemes, functioning asa notional unity predominated by the writer`s will, they help to decipherthe inner structure of the text.

Thus, wecanassumethattheprimepragmatic objective, lying behind the use of the communication approach in teaching students Russian word formation, is developing their speech abilities. In our opinion, the aim of reinforcing students` reading comprehension and speech making skills can be reached by teaching them how to exploit theme developmentstrategies, based on word formation resources. The latter shall let partners pursue and fulfil the goals of transferring, catching, estimating and maintaining various information items about the subject matter during the interaction.

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COMPETENCE BASED ON LINGVOCULTURAL STUDIES

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The article presents different views on the competence based on lingvocultural studies which is one of the basic components of intercultural communicative competence.Achieving a certain level of foreign language educationis largely determined by the level of development of the competencebased on lingvocultural studies. This competence is a key goal to foreign language education at present.

Key words: culture, lingvocultural studies, foreign language education, content aspect, competence.

One of the basic principles of the existence and development of a modern foreign language education is its "cultural conformity" (A. Disterveg). Under cultural conformity we mean a foreign language education, which comes through the prism of culture and hasan indispensable orientation on the nature and values of

culture of native speakers, its rules and regulations, in order to develop the achievements of the "foreign" culture, awareness of their historical development and formation.

The term "culture" has a great number of meanings in the various fields of human activity. For the purpose of our research, we consider the term "culture" as a system of models, which are transmitted from one generation to another – namelybehavior, consciousness of people, as well as objects and phenomena of society.

We believe that culture involves the content aspect of foreign language education. In this regard, it can be argued that linguistic development of human language learning is carried out by means ofhis/her "entry" into the culture. It is owing to the study of the culture of the country whose language he/she studies, the competence based on lingvocultural studiesis gradually being formed. It is one of the basic components of intercultural communicative competence.

Researchers of problems concerning lingvocultural aspect note that achieving a certain level of foreign language education is largely determined by the level of development of abovementioned competence. Formation of competence based on lingvocultural studies is a key goal to foreign language education at present. The researchers point out that lingvocultural studies, as a science and a new direction of linguistics, has had rather turbulent period of formation and approval of its own principles and categories.

As an aspect of language lingvocultural studies found its subject. It was considered on the one hand, as the standpoint of country study, and on the other hand, it was positioned itself as an independent part of cultural studies, which laterhas become a compulsory subject among the general humanitarian disciplines in the sphere of higher education. The peculiarity of lingvocultural studies can be foundin the new paradigm of modern linguistics, fixed in the linguistics of the XXI century, which implies a more detailed, implicit interaction of linguistics, psychology and cultural studies at the level of a common methodology and individual techniques.

The object of lingvocultural studies is the research of the interaction of language (which is considered as a translator of cultural information), culture (with its settings and preferences) and an individual (who creates this culture, using the language) [Maslova 2001:16]. An integral part of lingvocultural studies is the relationship and interaction between culture and language in the process of its operation, as well as the research of the interpretation of such interaction, as an integrated system. So the object is placed on the "junction" of several basic sciences – linguistic and cultural studies, ethnography and psycholinguistics.

The subject of lingvocultural studies are the units of language that have acquired a symbolic reference, figurative and metaphorical meaning in culture and that summarize the results of our own human consciousness both the archetypal and prototypical recorded in myths, legends, rituals, ceremonies, folk and religious discourses, poetry and prose literary texts, idioms and metaphors, symbols and proverbs (proverbs and sayings), etc.[Maslova 2001:16]. This is, in fact, a set of

artifacts "from tools to household goods, from the habits, customs, and lifestyles to science and art, religion and atheism, morality and philosophy" [Bromley 1984:5].

Lingvocultural studies as a scientific discipline of synthesizing type is characterized, above all, as integrity, parity and systematic consideration of language and culture as a set of basic units of lingvocultural analysis, which form the structure of the field. The main thing is not a simple study of the interaction of ethno-cultural, linguistic and ethno-psychological factors or link with domain-conceptual sphere of culture in language teaching and academic description, but a unified theoretical descriptive study of objects as a functioning system of cultural values. They discover reflection in the language by means of the contrastive analysis lingvocultural spheres of different languages based on the theory of linguistic relativity concept. According to the abovementioned concept, the structure of language and system semantics of its units correlates with the structure of thinking and way of knowledge of the foreign world from a particular nation (Hypothesis by Edward Sapir and Whorf B.).

At present any sign system, (the same with language and lingvocultural systems)ischaracterized as competence and usage. In other words, it means the usage of this system units in action. Originally such comparison was suggested by Chomsky: "We observe the fundamental differences between competence (native speaker-listener's language knowledge) and usage (real use of language in specific situations), but in the idealized case ... the use of a direct reflection of competence."[Chomsky 1972:29]. "In fact, it may not directly reflect competence. Recording of natural speech shows numerous changes. The task of the linguist is to uncover system of rules for the speaker orlistener." [Chomsky 1972: 9-10]

Such a comparison is connected with the difference in Saussure's interpretation of language and speech. According to Chomsky, his concept of language "must be rejected... and got back to the concept of Humboldt's hidden concept as a system generating processes"[Chomsky 1972:10]. At the same time, according to R. White competence category is full of meaningful proper personal components, including motivation [White 1959:21].Thus, competence based on lingvocultural study represents a synthesis, "harmonization"of multi-variant uses of such a cultural and linguistic individual, which closely interacts with other language individual.

The individual is a part of society, who has the ability to perform mental processes to form lingvocultural ideas and knowledge. Cultural and linguisticnotion is individual.Common cultural and linguistic concepts are modified under the influence of it.

The individual is the central figure. He/she is a reflection of culture. According toneogrammarians[Rosenthal 1976] the number of existing dialects is equal to the number of native speakers. Therefore, neogrammarians argue that "in order to describe the state of a language as much as possible, you should research all masses of notions of each member of a linguistic community, and then compare the results." [Amirova 1975: 424]. Analysis of cultural and linguistic notions, the use of linguistic culture units leads to generalizing notion which is a competence based on lingvocultural studies.

Thus, the concept competence based on lingvocultural studies is knowledge of the whole system of cultural values, expressed in language. Knowledge generalized like this can be foundas well in the general and sectoral encyclopedias, as in different researchers about culture and language. This is the final result of knowledge in this sphere. Competence based on lingvocultural studies generates linguistic competence, but is more profound. It works as a system of knowledge about the culture, embodied in a specific national language.

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THE PROCESS OF SOCIALIZATION OF PRESCHOOLERS

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This article examins the basic forms of work with the families in the personal development of preschoolers. The family is the most important agent of socialization because it is the center of the child's life, as infants are totally dependent on others.There are some interesting details of components from the personal work experience in kindergarten. It is stated that in order to be competent in this problem parents should take an active part in educational process.

Socialization is important in the process of personality formation. While much of human personality is the result of our genes, the socialization process can mold it in particular directions by encouraging specific beliefs and attitudes as well as selectively providing experiences. This accounts for much of the difference between the common personalities types in one society in comparison to another.

Socialization is a learning process that begins shortly after birth. Early childhood is the period of the most intense and the most crucial socialization. It is then that we acquire language and learn the fundamentals of our culture. It is also when much of our personality takes shape. However, we continue to be socialized throughout our lives. As we age, we enter new statuses and need to learn the appropriate roles for them. We also have experiences that teach us lessons and potentially lead us to alter our expectations, beliefs, and personality. For instance, the experience of being raped is likely to cause a woman to be distrustful of others.

Socialization process includes adapting to society (to the circumstances, adapting which is based on the mechanism of self-regulation) and self-determination in the society (the active position, the evaluation of the circumstances of impacts, their acceptance or resistance). Therefore the process of socialization is possible when a person becomes a target for himself: he must look at himself, evaluate his actions and deeds. According to some points of view, the individual output in any new position in relation to reality is accomplished by "semantic explosion." Lotman states that it is possible at the intersection of at least two semantic spaces. In the process of children's socialization as the intersection of these spaces is able to "work" the normative system of values (the "outer ground" of socialization) and real social experience of the child (the "inner ground» of socialization).

For decades, the system of education has oriented the teaching practice of nursery schools, schools and families only on the statutory system of values, that is, the outer ground of socialization.

The most important features of schoolchildren′s social self-determination on which should be oriented education are the activity, the ability to self-select act and responsibility. E. Erickson noted that childhood, adolescence and youth is the period of "psychosocial moratorium," when society allows a maturing person to find himself, "try on" the roles and experiment with social interests. It is the moment of making vital decisions. Being engaged in a process of self-determination, the child begins to move gradually from a natural, deterministic way of life to one he defines himself.

The attention should be paid to the fact that a new quality of social experience occurs as a certain whole. Thus, externally regulated socializing effects which are not correlated with subjective manifestations of the personality, hold the individual components of their social experience at the level of quantitative accumulation. Even a child of the first decade of his life "passes" through a variety of forms of existence: what happens to him personally; "processed", a well-established experience in the past, expressed in the form of religious, ethnic, political, intellectual, technological norms and values, rules and customs. These social stereotypes are not "the obscure" life creation of children in specific circumstances. It explains the amazing depth and accuracy of children's judgments, estimates, and reactions to certain events

Nowadays when scientific and technical progress has reached the high level of development, special values are acquired for an active person with the high creative potential, capable of rapid decision making, who harmoniously interact with the surrounding. Many scientists think that (L.I. Bozhovich, L.A. Venger, hp. Vygotskiy, A.N. Leont'yev, M.I. Lisina, Elkonin, S.L. Rubenstein and other) the first years of life is an important period for the social, intellectual and personal development. During the childhood identity the first view of self, forms of interpersonal interaction, moral and social norms are formed. Man is a social being; his progress depends not only on biological, but, first of all, on the social laws. Therefore, it is formed in the presence of the public living conditions. There are specific factors, which influence the education and development of a child that are called institutes of socialization.[Arnautova 2001]. First of all it is a family, in which the child acquires his or her first social experience. In the kindergarten, the child is gradually taught how to learn about the natural and social world, how to

organize his or her life, how to participate effectively in interpersonal communication and joint activities. All these factors help the child to become a part of the society. Family and kindergarten complement each other, performing their specific functions. In our preschool institution, we use new modern psychological and pedagogical philosophy: [Mudrik 1991:6]

1.   a positive emotional state of teachers and parents when teaching and bringing up of children, [Ryleeva 2004:64]

2.   taking into account the individual characteristics of the child. A teacher is constantly in contact with the family. They know traits of character, and habits of their students. This enhances the effectiveness of the teaching process. [Doronova 2001.]

3.   parents take responsibility for the upbringing of the child. We determined the basic forms of interaction with the families of our pupils in terms of the social and personal development of preschoolers. This is based on the many-sided interaction of teachers with the families and the families of the studentswith the teachers. [Kon 2003]

4.   The family is the most important agent of socialization because it is the center of the child's life, as infants are totally dependent on others. Not all socialization is intentional, it depends on the surrounding. The most profound affect is gender socialization, however the family also shoulders the task of teaching children cultural values and attitudes about themselves and others. Children learn continuously from the environment that adults create. Children also become aware of class at a very early age and assign different values to each class accordingly. [Macionis 2011:116]

– the continuous formation of the bringing up adult

– education of parents on questions of the development of child, the instruction in methods of interrelations with the children, transfer by them its life experience, the rules of the introduction of children into the social life. – Joint activity – this form of activity is most claimed, useful, but also simultaneously most difficult in the organization. Any joint measure helps parents to see from within strong and weak sides of child, to approve different approaches, to look, as this make others, to acquire experience of interaction not only with its child, but also with other children and parental community as a whole; [Kravtsova 2004]

– the interrelation of teacher- psychologist with the family for purposes of the social-personal development of children. These are – acquaintance with the family, mutually-knowledge, built on psychology of confidence (encounter, questioning); [Doronova 2002 :138]

– collaboration, contact "on the equal", where no one privilege belongs to indicate, to control, to evaluate; [Kozlova 1998]

- interaction as the method of organizing the joint activity, on the basis of social perception (perception) and with the aid of the contact, that helps to build joint pedagogical process on the basis of confidence to each other. [Danilina 2000:41]

All these give the perceptible results of the socialization of our children. But the best estimation of the social and personal readiness of our children for the entry into the life is their success in the school and calm adaptation in the new social life. Thus, primary socialization is the early years (up to the age of 5 or 6) of our socialization; involving nursery, friends we make at school, and things we learn. In this time we also need close proximity and intimacy with our parents, as it shapes

our future relationships. In developmental psychology this is referred to as the "internal working model." It is noted that during our primary socialization, we learn faster and easier than as we get older; this has been supported by a case study of a 5-year-old child learning six languages successfully and simultaneously, which is highly unlikely to occur during our further socialization.

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MENTORSHIP AS PROFESSIONAL FORMATION OF THE YOUNG TEACHER

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The article presents the problem of young teacher professional development in pre-school educational institutions. The young teacher professional development is a complex and multifaceted phenomenon of pedagogical activity. One of the most productive methods of solving this problem is mentorship. Thanks to it young specialists receive knowledge, develop and improve their professional skills.

Key words: Mentorship, professional skills, teacher, educational.

The phenomenon of mentorship as a significant social and pedagogical phenomenon is of particular interest in terms of its development and preservation of the intrinsic value of traditional social and cultural grounds.

Analysis of scientific and pedagogical research indicates that the issue of professional formation of a young teacher attracted the attention of prominent teachers in the nineteenth century (N. Bulich, N.A. Korf, L.N. V.L. Modzalevsky, S.A. Rachinsky, D. I. Tikhomirov, Ushinskiy K.D. etc.) the essence of the concept of "mentoring" disclosed in the writings of S. G. Verslovskogo, S. Batysheva, L. Lesohinoj, V. Suhobskoj and others.

Mentoring may help new teacher adapt to a new academic environment faster. The relationship between the mentor and mentee gives the mentee a sense of being connected to the larger community where they may otherwise feel lost. (Stoltz AD. "The relationship between peer mentoring program participation and successful transition to high school." (Dissertation). University of California, Davis, 2005). As a consequence, mentors serve as positive role models for young teachers, guiding them towards academic and social success. Mentors provide support, advice, encouragement, and even friendship. Mentors also stand to benefit from the mentor/mentee relationship. (Clinard, L. M.; Ariav, T. (1998). "What mentoring does for mentors: A cross-cultural perspective".

The professional adaptation of the novice teacher to the educational environment is in a life – long process of personal growth and development. The maintenance of educational process helps the teacher to implement innovative approaches.

The professional quality mostly depends on the nature and temperament. Therefore, a systematic work on the formation of traditions of mentoring to the young teacher get support of an experienced professional who is able to offer practical and theoretical support in the workplace, using various forms of collaboration, with each other. In conflict situations mentor offers various options for resolving them, in pedagogical activity contributes to the development of young professional cognitive interest to the profession, develop techniques to work with children and their parents has a positive impact on the growth of his professional profile. The most important thing is that the young specialist may be present with his mentor on any secure event, ask any questions. With the support of a mentor the young teacher begins to introduce the available theoretical knowledge and skills to the practical work with children and their parents. The mentor helps young specialists to master the art of communication, find the approach to any parent and, through it, to learn more about the child, establish a relationship of trust with children and continue to gain the love of children and respect of their parents.

Mentoring which is aimed at transferring of pedagogical experience plays an important role in shaping the pedagogical ideal of the young teacher. A young person receives knowledge, develop skills and improve their professional level and develop skills, learn to build a constructive relationship with a mentor and through it with the rest of the team.

To be successful young specialists need such competencies as: the ability to mobilize themselves; skills of arbitrary attention; the ability to competently and logically presentation of their thoughts; the effective communication skills and constructive communication; the ownership of gaming techniques.

The study finds out that mentoring will contribute the professional development of the young teacher if: the targeted training of managerial and teaching staff for mentoring; mentoring activity is built in stages, in accordance with the logic of designing the dynamics of young teacher professional developmentin the field of self-education; When implementing mentoring is created.

S.Y. Batyshev, specifying the objectives and functions of mentorship, stressed that "the important methodological challenge is to identify the ways and means of formation of the personality of the pupil in a spirit of social needs and ideals, revealing the influence of the environmental conditions of life, determining their specific impact on the identity of the learner, their unity and distinction in the formation of the personality".

Mentoring can offer young specialists a valuable source of support and information in the workplace. Mentoring offers a low cost way to train them or to upgrade the skills of less experienced workers. Mentees may feel more comfortable learning from a peer than in a hierarchical setting. Mentors as well as mentees may also benefit from the bonds they form with colleagues. Young specialists who are paired with a mentor are twice more likely to remain in their job than those who do not receive mentorship.

Mentoring as an integral part of everyday life for teachers who provide professional culture in preschool educational institutions becomes an effective means of uniting the pedagogical staff and helps to improve the professional competence of the young specialist, quickly adapt to work in a kindergarten, avoiding the moment of self-doubt.

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SELBSTBILDUNG DES FREMDSPRACHENLEHRERS
MIT HILFE DES INTERNETS

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Das Niveau der professionellen Ausbildung und Kompetenz des Lehrers ist direkt mit der Qualität und Effektivität des Unterrichtens verbunden. Dieses Niveau soll der Fremdsprachenlehrer stets vervollkommnen.

Beim Unterrichten muss der Lehrer die Sprache, die er unterrichtet und den beizubringenden Stoff auf dem höchsten Niveau beherrscht, damit die Lernenden seine Fachkompetenzen und Können nicht bezweifeln. Außerdem muss der Fremdsprachenlehrer über Kenntnisse auf anderen wissenschaftlichen Gebieten verfügen, sich im gesellschaftlichen Leben und dessen verschiedenen Bereichen nicht nur in Kasachstan sondern auch im Land, dessen Sprache er unterrichtet, und in der ganzen Welt orientieren. Ständige Unterstützung eigener sprachlicher und pädagogischer Kompetenzen und Erweiterung eigenen Gesichtskreises sind ohne Wunsch und Bedürfnis nach **Selbstbildung** nicht zu erfüllen.

Wie könnte man den Prozess der Selbstbildung charakterisieren? Nach den Ergebnissen unserer Erforschung bestimmen Lehrer und Lehrerinnen diesen Begriff unterschiedlich. Aber in einigen Punkten sind sie einig: Selbstbildung ist das Streben nach Selbstvervollkommnung, Weiterbildung eigener Intelligenz. Digitales pädagogisches Wörterbuch auf der Web-Seite dictionary.fio.ru definiert den Terminus „Selbstbildung" folgenderweise: „Selbstbildung istvom Individuum selbst leitende zielgerichtete kognitive Tätigkeit; Erwerben der systematischen Kenntnisse auf irgendwelchem Bereich der Wissenschaft, Technik, Kultur, des politischen Lebens u.ä. Die Grundlage der Selbstbildung ist Interesse des Lernenden in Verbindung mit Selbstunterricht des Materials. "Erklärendes Wörterbuch der Pädagogik betrachtet diesen Fachausdruck im System des lebenslangen Lernens: „Selbstbildung ist objektiv notwendige Bedingung des durchlaufenden professionellen und geistigen Aufstiegs des Arbeitenden, der sich danach strebt, den Anforderungen des Arbeitsmarkts und des Arbeitgebers zu entsprechen."

Der Lehrerberuf ist einer der Berufe, an die Gesellschaft immer hohe Anforderungen stellt und stellen wird. Deswegen übermittelt diese Definition am besten die Wichtigkeit und Unvermeidlichkeit des Selbsterwerbens der Kenntnisse für Lehrer und Lehrerinnen in der modernen Welt.

Aber die Selbstbildung kommt in Frage, wenn dieser Prozess nicht nur **selbständig** sondern auch **freiwillig und bewusst** geplant und gesteuert wird. Diese hängen vom intellektuellen und psychologischen Niveau jedes Pädagogen. Sie können im Arbeitsprozess mit verschiedenen Informationsquellen und von weiterer Analyse der Selbstarbeit unterstützt und entwickelt werden. Fast alle von

uns befragten Lehrerinnen schätzten den Notwendigkeitsgrad der Selbstbildung in ihrer Berufstätigkeit als **„hoch".** Das heißt, sie nutzen stets und ununterbrochen alle Möglichkeiten, Vieles für die Selbstvervollkommnung unternehmen sie selbst.

Der von uns bestimmte **mittlere Notwendigkeitsgrad** der Selbstbildung begrenzte sich auf nur angebotene Möglichkeiten ohne Selbstinitiative des Lehrers.

Der niedrige Notwendigkeitsgrad sieht unserer Bestimmung nach Abneigung zur Selbstbildung und nur Zwangsteilnahme an ihrer Realisation voraus.

Es ist kein Geheimnis, dass die Lehrertätigkeit infolge der großen Belastung stets vom Zeitmangel begleitet wird. Außer seiner Grundpflichten und Aufgaben ist der Lehrer gezwungen sich mitvielen „Papiersachen" zu beschäftigen: mit der Zusammenfassung der unendlichen Berichte, Bescheinigungen, mit der Erledigung vieler Dienstaufträge. In Bezug darauf ist zu fragen: bleibt dem Lehrer die Zeit für die Selbstbildung? Oder wie soll der Lehrer motiviert sein, um trotz aller obengenannten Hindernisse sich stets zu vervollkommnen? Was soll den Lehrer zur ständigen und durchlaufenden Selbstbildung anregen? Nachdem wir alle eventuellen Motive analysiert hatten, bestimmten wir folgende Kategorien:
- persönliche;
- berufliche (professionelle);
- gesellschaftliche.

Zu den persönlichen zählten wir vor allem das Streben des Lehrers eine kreative Persönlichkeit zu sein, seine Arbeit interessant und effektiv zu machen. Nichtunwichtig sind Stärkung eigener Positionen unter Konkurrenzbedingungen, als eines Profis und Angst, seinen Arbeitsplatz zu verlieren. Dazu gehört auch das finanzielle Motiv.

Berufliche Motive bestimmen tägliche Vorbereitung des Lehrers zum Unterricht, ständige Aktualisierung des Lehrstoffes, Unterstützung eigener Sprachkompetenzen. Bei der Vorbereitung zum Unterricht, zu Konferenzen, Seminaren und anderen Lehraktivitäten der Lehrer sucht, analysiert neue Information, plant, in welcher Form sie zu präsentieren ist. Ein Leitmotiv ist Bedürfnis sachkundig in neuen Tendenzennicht nur auf dem Bereichder Pädagogik, Psychologie sondern auch anderer Wissenschaften zu sein.

Der Wandel in der Gesellschaft wirkt auch auf die Entwicklung des Lehrers als einer Persönlichkeit. Dieser Wandel lässt ihn ein „moderner" Mensch sein, der sich im politischen, kulturellen, sozialen Leben in Kasachstan und im Land, dessen Sprache er unterrichtet, auskennt. Das gehört zu ***gesellschaftlichen Motiven*** der Selbstbildung des Lehrers.

Das Bedürfnis nach Selbstbildung leitet eines der obengenannten Motive oder ihre Gesamtheit. Außer der Motivation gibt es noch eine wichtige Komponente des Selbstbildungsprozesses, die Quelle der Kenntnisse.

Es gibt viele verschiedene Möglichkeiten der Fortbildung eigenen Berufskönnens:
- verschiedene Seminare, Konferenzen, die in der Region, im Land, im Ausland organisiert werden;

- verschiedene Fortbildungskurse;
- Erfahrungsaustausch mit Kollegen und Kolleginnen;
- verschiedene Literatur (Fachliteratur, populärwissenschaftliche, schöne Literatur);
- Massenmedien;
- Internetu.a.

Während unserer Studie wurde es unseren Respondierten vorgeschlagen, die vorgegebenen Quellen der Selbstbildung zu rangieren. Die Auswahl der jeweiligen Quelle hängt nicht nur von ihrer Zugänglichkeit sondern auch vom Alter und des Tätigkeitsstils des Pädagogen ab. Der Unterrichtsstil des Pädagogen schließt in sich die von ihm vorziehenden Methoden, seine Denkweise und seinen Charakter, die von ihm stellenden Anforderungen zu Lernenden ein. Nach den Ergebnissen unserer Umfrage sieht der Vorziehungsgrad der Selbstbildungsquellen folgenderweise aus: Literatur – 76%, Internet– 72%, Seminare und Konferenzen – 64%, Fortbildungskurse – 56%, Massenmedien – 52%, Erfahrungsaustausch – 28%, Reise (Bildungs-, touristische Reisen) – 20%

Die meist gebrauchte Quelle, wie wir vermutet haben, ist Literatur.76% der Befragten bevorzugen sie. Das lässt sich durch ihre Vielfältigkeit, Zuverlässigkeit und Glaubwürdigkeit (Bücher sind die Beste Quelle der Kenntnisse) erklären. Die Bücher haben nach wie vor eine Priorität bei Lehrern.

Erwartend war, dass das Internet als Selbstbildungsweg beliebt ist. Die meisten Lehrerinnen waren im Alter von 23 bis 33 Jahren (70% aller Befragten).

Heute ist das Leben ohne Computer nicht vorstellbar.Für viele Menschen in der heutigen Welt ist das Internet ein Umgangsmittel, ein Weg, sich zu informieren, ein nicht mehr wegzudenkendes Teil des Lebens.

Die Kunden des Internets sind Millionen Menschen mit ihren eigenen Interessen und ihrem eigenen Geschmack. Und jede sIndividuum entnimmt das, was seinen Interessen und Geschmack entspricht. „Theorie des Erwerbens des Nutzens und der Zufriedenheit bestimmt das Ziel des kommunikativenVerhaltens – das wichtige Anregungsmotiv, warum das Internet von breiten Massen genutzt wird." [Bakulev 2005: 176]. Das Ziel des kommunikativen Verhaltens in unserem Falle ist die Selbstbildung. Mit Hilfe unserer Umfrage versuchten wir den Grad der Aktivität des Lehrerauditoriums beim Internetnutzen für die Selbstbildung festzustellen, seine Vor- und Nachteile.

47% der befragten Lehrerinnen wohnen in Dörfern und Bezirkszentren des Gebiets Pawlodar. Darunter 65% nutzen aktiv das Internet für ihre Lehrertätigkeit. Das lässt behaupten, dass das Internet heute nicht nur in Städten sondern auch auf dem Landezugänglich ist. Es wurden folgende Vorteile des Internets festgestellt.

Das Internet ist zugänglich. Man kann einen günstigen Anschluss an das Internet nach flexiblen Tarifen finden. Nützliche Informationen bekommt man ohne das Haus zu verlassen oder am Arbeitsplatz (falls die Lehranstalt einen Internetanschluss hat). Materialien kann man unbegrenzt herunterladen und archivieren.

Das Internet ist universal .Es liefert Informationen jeden Charakters nicht nur nach dem Inhalt (methodische, soziale, wissenschaftliche, politische, unterhaltende u.a.) sondern auch nach ihrer Form (digitale Lehrbücher, Referate, Stundenpläne, Testaufgaben, Bilder, Videos, Hörtexte, Filme u.a.).

Es ist ein ausgezeichnetes Kommunikationsmittel mit Kollegen und Kolleginnen in aller Welt, in erster Linie mit Kollegen und Kolleginnen des Landes, dessen Sprache sie unterrichten. Es lässt Erfahrungen austauschen, gemeinsame Veranstaltungen planen.

Dadurch kann man an verschiedenen online-Konferenzen, Fortbildungsseminaren mit Erwerben eines Zertifikats teilnehmen.

Für den Fremdsprachenlehrer gibt es einen wichtigen Vorteil: Möglichkeit Informationen in der Sprache, die sie unterrichten zu bekommen, authentische digitale Lehrbücher zu gebrauchen, aktuelle landeskundliche Informationen zu bekommen.

Durch das Internet kann der Lehrer eigenen Gesichtskreis erweitern, eigene Web-Seite bilden, eigenes Lehrbuch schaffen und sich als eine aktive kreative Persönlichkeit präsentieren.

Aber neben denVorteilen des Internets als Mittels der Selbstbildung wurden auch einige Nachteile erwähnt.

Informationen und Materialein im Internet sind nicht immer guter Qualität, geben keine Garantie der Zulässigkeit (ein erfahrener Lehrer kann das leicht bestimmen).

Anschlussprobleme (dafür gibt es Computerzentren).

Also Computerkenntnisse sind wichtig für das Image des modernen Lehrers. Mit diesen Kenntnissen kann der Lehrer sich durchlaufend vervollkommnen, einen modernen und effektiven Unterrichtmachen. Er stellt sich damit neue Ziele, kommen neue Ideen, Themen, ihre Realisierungswege.

Wir habendie Web-Seiten analysiert, die von Lehrerinnen häufig gebraucht werden. Nach dieser Analyse ließen sich folgende Gruppen bestimmen:

Suchsysteme (google.ru/de/kz, rambler.ru u.a.)

Digitale Wörterbücher, Enzyklopädien (http://dictionary.fio.ru/, http://wikipedia.ru / deu.a.)

Web-Seiten der großen Verlage und Lehranstalten (www.goethe.de, www.hueber.de , www.cambridge.org, www.longman.com, www.headway.com u.a.)

Informationsweb-Seiten(www.educationUSA.state.gor, www.daad.de)

Web-Seiten des Erfahrungsaustausches unter Lehrern

Das Internet erobert das Lehrerauditorium und hat führende Positionen bei der Selbstbildung. Doch die wichtigsten Bestandteile im Selbstbildungsprozess sind ***das Streben und das Bedürfnis des Lehrers*** stets und durchlaufend zu schaffen, sich in allen Richtungen zu entwickeln, ein Profi in seinem Beruf zu sein.

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WEB-QUEST TECHNOLOGY IN THE SYSTEM OF FOREIGN LANGUAGE TEACHING

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The given article is devoted to a modern technology in the language teaching – the web-quest technology. It explains what an educational web-quest is, presents the technology of creating a web-quest and using it.

Nowadays the immersion of students into the virtual space is getting more and more relevantin foreign language teaching, as it simulates the authentic foreign language interactive language environment. Moreover, it is one of the effective means of formation of foreign language communicative competence of students that study a foreign language.

It is no wonder that the Internet is an inexhaustible source of various information on any matter which is constantly used by a lot of people from different countries. Notably, foreign language teachers are doubly lucky, because the vast majority of the material which can be found on the Web is presented in a foreign language.

However, the use of Internet network resources can cause many problems, ranging from the quality of information and ending with its search. Because of thisit is necessary to be able to critically evaluate specific Internet resources and reasonablyapproach to their use.

One of the possible solutions to this problem is use of a structured approach that provides language learners withan opportunity to study more productively, connecting and combining various information resources in new ways, as well as applying their creativity and skills of problem thinking. This technology is called "Web-Quest Technology". It is a unique combination of language and modern innovative technologies, which corresponds to the dictates of time and modern growth ofInternetpopularity.

An**educational web-quest**is a problem-solving task with elements of role playing, placed on an educational site on the Internet and used by students performing a particular learning task.

In the process of preparing a lesson with the use of the web quest technology teacher'swork requires patience, attention and consideration of a number of peculiarities (such as compliance of a web-quest theme to the age and individual needs of students, its conformity with the syllabus and the curriculum, etc.).

It is possible to borrowa web-quest on a necessary theme on special websites devoted to web-quest technology, or teachers can create it themselves. Thus, for creating one's own web-quest the following schemecan be used:

1. Selection of a site that provides a template for creating a web-quest. For example, www.zunal.com.It will help a teacher to make a web-quest technologically and methodically correct and easy to use.

2. Selection of the form in which students will get their task. This may be a Power-Point presentation, a problem-solving task printed on paper, picture or a link to the website that hosts the web-quest.

3. Creating a web-quest according to a template and placing it on the site (if necessary). As a rule, most sites include seven pages (steps) of a web-quest [www.zunal.com]:

a. **Title**, or the home page.The home page specifies the name of a web-quest, its brief description, the difficulty level, a web-quest's thematic implementation, co-authors, if there are any. In the end, one can specify Key words to make a web-quest easier to find.

b. **Introduction**, or the entry.The introduction specified the theme of the tasks to be done, describes the importance of a web-quest and its value in the study of a current theme. The purpose of introduction is to attract students' interest and form their motivation in language acquisition, in general, and the theme, in particular.

c. **Tasks**, orgeneral aims and purposes, acquaintance with the work plan. First, they determine the number of students in a group. Secondly, they indicate where the task is placed (these may be linksto necessarysites, text documents or power point presentations).

g. **Process**, or the working process. In the working processspecific tasks aregiven.

d. **Evaluation**, includes the assessment criteria. They are set depending on the complexity and the type of tasks. As an explanation to the evaluation it is better to write a comment on what a student needs to do at each stage of work to get a rating of "Poor", "Fair", "Good" and "Excellent".

e. **Conclusion**, the result of work done by students, it includes information regarding the skills and what students can learn by completing a web-quest.

f. **Teacher'spage**. On the page a teacher should put information about using the web-quest, as well as clues to the reference [http://www.itlt.edu.nstu.ru/].

The given structure is the basis, but if necessary it can be changed. But the introduction, tasks,process and evaluation are obligatory.

Now let us consider the technology of working with an educational web-quest.

The technology of organization of work with an educational web-quest is implemented consistently and gradually. We offer the following technology of using web-quest technology in class:

1. Motivation and goal setting

For stimulating the cognitive interest it is necessary to introduce students to the topic, asking them to answer a few questions actualizing students'previous knowledge or person-oriented questions, it is also possible to use visual aids and offer students to construct guesses, solve problem tasks, etc.

At this stage, a teacher is recommended to give instructions on how to work with a web-quest as students may not be familiar with this type of work. Goals and objectives should be clear to students, it will help to increase the motivation when working with a web-quest. It is preferable to set a time frame for studying the

information, as well as to govern the sequence of studying the material and performingcontrolling exercises and assignments, too.

So, the first step is preparatory, and its main function is to ensure the readiness of language learners to study new material, as well as to support the restoration of back-up knowledge and to help students master the methods and techniques of independent work.

2. Presentation of a task

A teacher offers students to perform a number of tasks, following the step by step procedure and informs them of the time limit during which students have to complete the task. A teacher also offers necessary resources for performing the task. At this stage, it is also indicated how students have to work with a web-quest: individually, in pairs or in groups.

3. Study of the material

Solving the set tasks students work with a variety of sources: links to the web pages mentioned in the web-quest, PowerPoint presentations, books, dictionaries, etc.

At this stage, independent work is of the reproductive character , as students are offered toread the materialson their own, as well as to get familiar with the additional and reference books if necessary.

It is recommended to follow the logic of building a web-quest, it is the sequence proposed in the navigation menu. Students are encouraged to study the proposed material, as well as to perform controlling exercises.

A teacher plays the role of an active observer, following the progress of the research,its consistence with the goals and objectives of a web-quest. A teacher provides students or groupswith necessary assistance, avoiding passivity of individual participants, summarizes the interim results of the study, as well as the final stage [Bim 2007: 12].

4. Generalization, comprehensionand systematization of the material studied

This step involves generalization of the material studied after reading it, where students systematize their knowledge through doing exercises and assignments. These exercises allow to assess how well students have learned the content of the web-quest.

Students are given time to complete the tasks individually, in pairs or groups. Students perform the task, and then compare the results of each other, then it is necessary to check performing the web-quest with the entire class.

5. Construction of a personal educational product (creative practice) and its presentation

Independent work of students in the fifth step can be both reproductive and productive and of absolutely productive nature, so a student performs two kinds of independent work:

• *cognitive and research*, when we can offer students to prepare a paper, report, selection of literature on the education task solved;

• *creative*,it involves expression of their own views, role-playing, solving problem tasks, performing specific creative tasks, projects and others.

6. **Feedback**

The main task of a teacher when working with a web-quest is not so much control, as the organization of students' feedback and determining what they havelearned and applied, and what needs to be improved, as well as analyzing the causes of not quite successful results. Students can participate in evaluating each other's work and their own work, put his mark on the basis of certain principles (literacy, the content, information, and so on.), andgive recommendations on how to avoid analogous mistakes in the future.

Working with a web-quest, a teacher should not forget that the main criteria for success are feelings of joy and satisfaction of all its participants from realizing their own achievements and attained results [Chechel 2008: 4].

Hereby, at the present time when the process of creating web quests has already gone beyond individual experiments, a large number of sites, dedicated to the technology of web-quests, containing collections of web-quests on different topics and subjects, are created.Active efforts are being taken to to actively implement them into the educational process. Certain experience has already been gathered, so it can be concluded that an educational web-questis a versatile material, which is a modern, relevant and effective learning tool that can be used both in the classroom and in independent work students, including those with distance learning.

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VALUE OF GAME IN PRESCHOOL CHILD'S LIFE

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The article dwells upon the role of a game as a leading activity in preschool childhood. The main types of games and their advantages for a child's development are clarified. The main stages of a game and children's behaviour though them are paid much attention to.

Key words: game, play activity, leading activity, game motivation.

Game – is truly "the children's way to knowledge of the world
in which they live and which they are designed to change".
M. Gorky

A huge role in the development and education of the child belongs to the game, i.e. the most important activity in preschool years. Concerning the organization and participation in the game, parents take different positions. Some of them do not take part in their children's games, thus providing them with a full range of actions in the game activity. They also believe that their function in the organization of the game is to give their children a large number of toys. The others, on the contrary, pay too much attention to the games their children play, and from time to time participate in them. But now more and more parents in the pursuit of development forbid their child to play in favour of various clubs, schools, and others, believing that in this way they develop the child. But in fact, the result is the quite opposite, i.e. it not only slows down the development, but also lose a lot because of the lack of games. This article exactly deals with what children are deprived of without playing games.

Child grows, develops, and along with him the objective world realized by the child changes and expands, too. Time passes by, and this world already consists of subjects not only from the immediate environment of the child with which he can handle, but also of subjects that are physically inaccessible to a child. This contradiction can be solved in the play activity only.

"Only in the play acting required operations can be replaced by the other ones, and its subject conditions can be substituted by the other subject conditions, with the contents of the action being saved. Thus, the child's mastery of a wider scope of directly inaccessible reality can be only realized in the game" [Leontiev 1984: 271].

The game is also the dominant activity in the preschool years, with the development of which the major changes in the child's mind happen, and within which the mental processes develop, that prepare the child for transferring to a new stage of his development, i.e. the momentous changes of cognition, feelings, will, character, and the whole person of the child take place. At this age level, thanks to the leading activity, such important new formations such as memory, imagining, voluntary behaviour, reality awareness and self-consciousness originate and develop, too.

There are lots of different games: role-plays, outdoor games, educational games, design, games with rules, etc. In addition, each game, depending on its content, in its own way has a particularly favourable effect on the development of mental processes of the child, the assimilation of knowledge, skills and, in general, the formation of personality [Ushinsky 1950: 275].

So role-play is an activity in which children perform roles and functions of adults and in a generalized form reproduce adults' activity and the relations between them. The use of different game objects is a characteristic feature of such a play, with these objects replacing the real objects of activity. For example, an ordinary stick may perform the functions of a horse or a ladle, and the leaves can be both stars and money.

In this form of the game children receive a rich experience of social interaction, master not only the actions with objects, but also the relationship between people, the implementation of rules derived from taking on the role that contributes to the formation of discipline and will. Here, the child has the opportunity to express himself and his imagination, knowledge and skills [Kolominsky 1988: 52]. The most common traditional role-plays are: "mothers and daughters", "a shop", "a pharmacy", "a school", "a zoo", and others.

Games with rules are of great importance in children's lives. They were studied in the works of A. Leontiev, D. Elkonin, F. Fradkina. A distinctive feature of these games is a rule or a task, which are set up by adults or handed over by tradition. This game develops not only mental and physical abilities, but also endurance, willpower and self-control of the child [Elkonin 1999: 197]. This group of games, the games with rules, includes outdoor activities and educational games.

Outdoor games enable increasing the child's body performance, motor activity, dexterity and improve the musculoskeletal system [Levitev 1969: 125]. As examples of these games can serve "Blind Man's Bluff", "Tag", "Catch-up", "Horses" and others.

Educational games are represented by mental tasks made up by adults in an entertaining game form. They are aimed at the forming the child's learning activity, reinforcement of knowledge [Sorokina 1982: 9]. The most famous educational games are "What has changed?", "Pyramidion", "Hot-cold", etc.

The design game is more like a work activity. In the course of this game child designs, creates or builds something new. In such games, children learn physical properties of objects, how to use many tools to plan their actions. Playing these games movement operations, mental operations, attention and imagining are improved.

One or another kind of a game has a positive influence on the development of the child, but it also corresponds to a particular age period. Conditionally preschool age is divided into three periods: younger preschool age (3-4 years), the average preschool age (4-5 years) and older preschool age (5-6 years) [Nemov 2004: 502]. D. Elkonin's study shows that in each period of the game a defined game type predominates [Elkonin 1999: 296].

Younger preschoolers often play subject and design games. The role plays of children of this age reproduce the actions of adults, they oversee.

In the average pre-school age role-playing game develops significantly, a wide variety of subjects, roles, game actions appear. This game is played with the established rules, but without a plot. There are competition games at this stage, too.

In the older preschool age design games, sports and exercise games with the orientation of certain achievements vividly show up.

D. Elkonin defined four levels of the game, with which one can trace the complexity of the game content and actions, the establishment of a specific sequence of the game action, as well as the emergence of protests in violation of logic operations.

At the first level the central content of the game is the action with specific subjects aimed at the partner game. Roles are defined by the action, but do not define it themselves, i.e. children in relation to each other do not become a typical real-life relationships. Actions are unvaried here.

The second level the correspondence of the game action to the real one is manifested, the separation of functions between children is being panned, at the same time a certain succession of actions appear.

The third level is characterized by the release of specific actions that characterize the nature of the relationship to the other participants of the game. Roles define the nature of the child's actions. Actions in the process of the game become more diverse.

At the last, the fourth, level the performance of the actions is realized. These actions are associated with the ratio to the other participants in the game, depending on what role they perform. Roles are clearly defined, and role functions of children are interrelated. Violation of the rules and the specific succession of actions is rejected.

According to D. Elkonin, the levels of the game progress are certain stages of the child's development. With the help of them one can trace not only to the complication of the game, but also emphasize the rapid and qualitative changes in children's behaviour, the gradual formation of their ability to control their actions, the development of thinking and imagining [Elkonin 1999: 202].

During the game the basis is formed. It prepares the child transition to the primary school age. This foundation is the physical, intellectual, personal, psychological and volitional readiness necessary for qualitative development of the child.

Thus, the physical readiness is expressed in such qualities as child dexterity, endurance, flexibility, speed, power. It is closely connected with the performance, especially when learning the necessary training activities.

In the basis of the intellectual the development and the formation of a child's skill readiness is of great importance. Possession of these skills, as A. Usova's study showed in 1962, provides the child "a high level of learning". Its characteristic feature is the ability to identify a learning task and to turn it into an independent purpose of the activity [Usova 1981: 64].

The basic elements of a strong-willed readiness are the child's defining the purpose, decision-making and action plans, their implementation, overcoming obstacles. Many researchers of children's will development (V. Kotyrlo, N. Tsyrkun) point out that in the preschool years the purpose is more successfully achieved with the game motivation. It first appears in the game's ability to comply with its own initiative, different requirements and rules [Kotyrlo 1972: 163].

A child is considered to be psychologically ready for school, first of all, objectively, i.e. having necessary for the start of training level of mental development, the formation of which also occurs with the help of the game [Krutetskiy 1972: 40].

Summing up the results, we can conclude that the game is an effective means of forming the whole person's identity. The need for action upon the world is realized in the game, the development of memory, attention stability, moral and strong-willed character, intelligence and organization of movements of the child are formed with the help of games. They cause a significant change in the child's mind, laying the foundation for academic and professional activities, in other words, playing games develops a certain background with which people will go through life.

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WHAT IS THE ROLE OF READING IN THE DEVELOPMENT OF SECOND LANGUAGE WRITING SKILLS?

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The core question this article hopes to answer is whether reading plays the role in the development of second language writing skills. I have chosen this topic for several reasons. Firstly, reading is my favourite activity from that moment I had acquainted with my first book at the age of five. Secondly, reading has affected the other speech activities in a considerable degree. A person who has good reading skills may have success in writing, listening and speaking. Finally, the role of Academic Reading in studying at the University in the United Kingdom is very significant and crucial, especially for non-native students.

What is reading in a second language?

Reading demands the complex, interrelated combinations of brain processes, which peculiar for human beings. Reading a text is an activity involving different abilities such as: recognizing letters on paper and making them sounds with understanding the meanings of the words. We also interpret the writer's intentions, extracting the information we need from texts, comparing with what we have already read and known before [Maley & Prowse, 2013].

One of the definitions given to the verb *to read* from Webster's Dictionary (1971) is the following: "to understand the meaning of written or printed matter" [Bernhard, 1991: 5]. According to Urquhart &Weir (1998) "reading is the process of receiving and interpreting information encoded in language form via the medium of print" (p.22). Thus, the main goal of reading may be extracting necessary information encoded in language and printed.

Printed texts accompany people everywhere. In the modern world people read every day and during the day. Newspapers, magazines, posters, billboards and advertisements surround a man in a modern society. Also we read doing shopping or before going to bed. We read various emails and messages. When we want to find necessary information we also do much reading. Finally, when we need to write, for instance, a good essay we read and sometimes re-read [Grabe, 2009]. Hence, reading may be for pleasure, for information and for learning.

Furthermore, it should be taken into account, that majority of people all over the world are bilinguals and read in more than one language [Grabe, 2009]. It can be assumed that good L1 readers may be good, competent readers in the second language. The main aim of reading is comprehension of the read material and ability to store it in a long-term memory for using in appropriate situations. Becoming a skilled L2 reader is the demand of the modern world, because people's opportunity to become successful and prosperous depends on their good L2 reading abilities [Grabe, 2009]. As mentioned earlier, comprehension is a core issue in L2 reading. Not only comprehension, but also inferencing and interpreting play an important role in L2 reading. Especially interpreting, which means reading beyond the lines, reading critically. In academic settings this requirement is quite obvious. To sum up this paragraph, it must be said that reading and especially L2 reading is a complicated combination of different processes and abilities which a person should possess to succeed in a modern society. Next paragraph will try to shed light on some theoretical background, specifically The Language Threshold Hypothesis.

The Language Threshold Hypothesis.

The Language Threshold Hypothesis tends to provide some reasons that transformation of L1 literacy abilities into L2 is not always enough to reach the whole comprehension. To be proficient in a second language means not only to have good reading, writing, listening and speaking skills, but it means possessing of good qualitative knowledge in that language. In other words, this hypothesis states that in "in order to read in a second language, a level of second language linguistic ability must be achieved" [Bernhardt & Kamil, 1995:17]. There are

various examinations and tests of determination of the language's level. One of them is IELTS, which has nine band scores. If someone wants to study and get a high-qualitative education in the United Kingdom, he/she must have 6.5-7.0 in his/her IELTS. This is a strict condition or it may be called a "threshold" which allows international students to study in British Universities.

There is not a fixed threshold with some definite language structures or specific vocabulary for all language settings and learners [Grabe, 2003]. The research evidence on the Language Threshold Hypothesis began in the 1980s. Carrell, Alderson, Clarke and other researchers have done several studies on general language proficiency levels. Carrell (1991) found such variables as L1 Reading and L2 Reading to be significant. She formulated the Threshold Hypothesis as follows: L2 Reading=L1 Reading+L2 Language proficiency. A good L1 reader may demonstrate good L2 reading skills with good L2 language proficiency. A good L1 reader will read well in the foreign language after passing a threshold of a foreign language proficiency [Bossers, 1991]. Thus, it may be concluded that language is a main factor in reading activities. This means that, to read a second language, a person has to know that language [Bernhardt & Kamil, 1995].

The relationship between L2 Reading and L2 Writing.

To begin with let define a second language acquisition. Second language acquisition, especially literacy skills in L2, is a topic of interest of the researchers last few decades. There are some reasons of this interest. The first reason is a high social and political interest to the wide-spread languages, which may allow non-native speakers integrate into the developed world community. Non-native learners, both children and adults, require instruction in the majority language with developing their skills in L2 reading and L2 writing. Most adult learners who possess good knowledge of a majority language may affect the economy and social life of the host country. The second reason is pedagogical. This means that reading abilities considered being the strongest and the most stable in a second language acquisition [Bernhardt, 1991]. Moreover, printed materials have a high access and texts written in hard copies give the opportunity to L2 readers to touch a second language without spending much money. Finally, the third reason is cognitive interest. The introducing a new language with its letters, phonemes and grammar rules is an interesting and cognitive process [Bernhardt, 1991].

Reading-writing skills, especially developed, good skills are more likely to be the main abilities in academic study in a second language. The result of writing work depends in a considerable degree on the size and quality of reading. In other words, a good L2 writer may produce a good piece of work have done much L2 reading. It can be supposed that a good L1 reader may be a good L2 reader and demonstrate good abilities in L2 writing, while a poor, illiterate L1 reader may fail both in L2 reading and L2 writing [Carson, 1990]. Reading is the appropriate input for writing skills' development, because reading helps writers to build up the models from reading extracts and some inferencing. Interaction between reading and writing both in L1 and L2 is one of the main topics of interest for the researchers of various fields, who suppose that reading and writing may increase

the literacy skills' development and the whole process of the second language acquisition [Grabe, 2003]. In the frames of academic studying, the role and impact of reading on writing are very significant, because reading helps learners to perform tasks in writing. Thus, reading and writing are interrelated modalities which may reinforce learners' knowledge in a second language [Grabe, 2003]. There is a tendency that learners/students more read in order to write, than more write in order to read. Although, it is quite possible.

Reading some text materials and after that using the information for writing some works is the usual task in schools and universities. Poor L1 readers may have difficulties in carrying out L1 writing tasks, as well as poor L2 readers may have the same problems, because they have weak language knowledge and limited reading comprehension in L2 [Grabe, 2003]. Reasonable language proficiency is required to demonstrate good writing skills using much comprehensive reading. Various hypothesis of L2 reading-writing relations were proposed in the 1980s and 1990s. The Interdependence Hypothesis, The Language Threshold Hypothesis and The Extensive Reading Hypothesis. The Language Threshold Hypothesis was mentioned in the previous paragraph. I will briefly write about the rest two in the following paragraph.

The main idea of The Interdependence Hypothesis is that L1 literacy skills can transfer to support literacy skills in a second language. This hypothesis was first brought to a focus by Cummins in the 1980s [Grabe, 2003]. According to Carson (1990) there are three components of the models of literacy skills transfer. These components are:
- The cognitive processes of writing and reading;
- Language structure;
- Transfer mechanism.

The transfer of skills is not an automatic process. This means that the role of teaching which facilitates the transfer of literacy skills from L1 to L2 is very significant. Teachers should be better prepared to support learners of a second language to develop second language literacy skills and become good second language writers [Carson, 1990].

The Extensive Reading Hypothesis has also a considerable impact on the development of second language writing skills. The main idea of this hypothesis is that extensive reading, after a while, will bring better results in the development of writing skills. Firstly this hypothesis was made by Krashen in the 1980s and then in the 1990s was supported by further research of Elley, Flahive and Bailey [Grabe, 2003]. The research results have demonstrated that extensive reading allows learners to have better grammar and lexis knowledge, as well as to demonstrate better communicative skills [Grabe, 2003]. The extensive reading combined with consecutive writing practice may be beneficial in reading-writing relationship both in L1 and L2. Overall, reading and writing interrelations both in L1 and L2 are very significant and crucial, especially in the context of academic learning. Firstly, reading is used to be a topic for writing. Secondly, reading procures background information and becomes the main resource for writing about a particular topic. Finally, reading may be a good sample for good writing [Carson & Leki, 1993].

Conclusion.

As it was written earlier reading is a complex process, it is a sequence of related actions. The attempt to study and discuss some hypothesis concerning the reading-writing relationships has been done in this article. It must be mentioned that reading-writing skills are interrelated in a large degree. The role of reading in the development of writing skills, especially in a second language is crucial. Different factors and issues such as: second language perception, motivation, teacher's attitude and individual differences should be taken into account.

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AUDITORY COMPREHENSION DEVELOPMENT IN TEACHING ENGLISH

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Article tells about the auditorycomprehensiondevelopment. In this articledefinitionof the auditorycomprehensionis given.Games and exercises aimed to the auditory comprehension development are offered.

Problemofteachingpronunciation atthebeginning stage of English teaching is one of the basic problems in the English teaching methods. Teaching of correct pronunciation is an extremely complex matter. The communicative function of the language is impossible withoutthe correcttrainedpronunciation. At the beginning stage it is necessaryto teach children to pronounce sounds as the native speakers do.

Formasteringthephoneticaspect of the speech (both native and foreign) it is necessary to form the correct exhalation, the correct articulation/correct lip positions and to develop the auditorycomprehension.

The hearingand auditorycomprehensionare two separate processes, two separate forms of the acoustic system work. The normally hearing child can have poor phonemic hearing.

It must be understood that the poor auditorycomprehensionis not a hearing deficit. People with this condition usually have normal hearing, but when their ears receive sounds, the rate at which those sounds are interpreted as meaningful words or sentences is much lower than normal.

The term "auditorycomprehension" was introduced by L.S.Vygotsky and includes 3 speech operations:

- ability to identify whether the word has the given sound or not
- ability to differentiate the words made up of the same phonemes in different sequence
- ability to differ the words similar in sound but different in sense.

When studying foreign language, the poorauditorycomprehensioncan lead tothe substitution, the omission, the distortion, andthe additionofphonemes.

The modernRussianspeechtherapygathered a lot of theoretical and practical material for the correction and development of the auditorycomprehension. The speechtherapy gamesaimed at the development of the auditorycomprehensioncan be used at the lessons of English, too.

It should be remembered that in the process of development the child learns to differ at first the dissimilar sounds (for example, vowels – consonant sounds), then passes to the differentiation of the subtlest nuances of a sound (ringing – surd consonants or palatalized – hard consonants). This should be taken into account when choosing the material for the games to develop the phonemic perception

The oddoneout

The game usedfortrainingthe sound analysis

Forthisgameyouneed 4 pictures, three of them illustrate the items with the given sound and one does not. The grown-up lays out them before the child and offers to determine which picture is the odd one out and why. The setcanbe various: a cup, spectacles, a cloud, a bridge; a bear, a bowl, a dog, a chalk; a road, a board, an oak, shoes. Ifachilddoesnotunderstandthetask, youcanputhimsuggestive question, ask to listen attentively to the sounds in the words. The grown-upcanmarkoutthe given sound with the voice.

Find the sound

Askchildrentoclaphands (stamp feet, hit the knees, lift the arm) when they hear the words with the given sound.

What sound is in all the words?

The grown-up pronounces 3-4 words, every word has the same sound:mouse, lemon,time–and asks the child what sound all the words have.

The beginning, the middle andthe end of the fish

The game teaches to find out the sound place in the word.

The grown-upnamesthe words with the given sound,for example [v],and children lif the picture which depicts the beginning, the middle or the end of the fish depending on where the sound is situated in the word. In the beginning of the word – they lift the picture with the head, in the end – with the tail.

The echo

The gameusedfortraining theauditory comprehension

You can playintwoorin a biggroup. Before the game the grown-up addresses the children: "Have you ever heard the echo? Whenyou travel in the mountains or in the forest, pass through the arch or stand in a big empty hall, you can meet the echo. You cannot see it but you are sure to hearit. If you say:"The echo, hello!" it will respond:"The echo, hello!", because it repeats exactly what you say to it. And now let's play with the echo".

Then assign the leader "echo", who must repeat what is said to him.

It is better to begin with simple words, thenpass to the difficult and long words.

Theenchanted word

The game aimed to the auditory comprehensiondevelopment, the sound analysis

The leader- grown-up tells the story about the wicked magician whoenchants the words, so the words cannot escape the magician's castle.The words do not know what sounds they include and you should explain it to them. Oncethesoundsarenamedinrightorder, the wordisconsideredtobesaved andfree.The gameisplayedasan usualrole play:thegrown-upasthe onlyliterateman alwaysremains the leader, the children play roles of the salvors, and one of the participant represents the wicked magician, who sometimes leaves castle; just then letters can be saved.

The grown-up names the word- a victim of imprisonment, and salvors should repeat clearly the sounds which it includes. Youshouldensure that the sounds are pronounced thoroughly, with all vowels. You should beginwith the simple3-4 words, then complicate "enchanted" words, for example, let's "unspell" words "cat" – "[k], [æ], [t]".

Name the first sound in the word

The aim: to develop theauditory comprehension, learn to find out the sound place in the word.

The speechtherapistshowsthetoy,for example, a dog and offers to findout with what sound the wordbegins. Thenhe showsthetoys ofotherdomesticanimalsandasks: «Name thefirst sound in the word». Be sure that the sound are pronounces clearly.

The game «Name the last sound in the word» is similar.

What is the odd oneout?

The grown-uppronounces a number of syllables «pa-pa-ba-pa-pa», «fa-fa-va-fa-fa»… The child should clap when he hears the odd one out syllable.

Makeupthe sound

The grown-uppronouncesa number ofsoundsandchildrenpronounce syllables and words made up of them,for example: [t][r][eɪ][n] – train; [m][ɛ][r][ɪ] -merry.

Say'Please"

The teacher offers children to play. The participants should run the commands given by the teacher only if they hear polite request «Please». The participantswho run the command without the key word, leave.

Listen and identify the shortest word

The words are selected according to the lesson topic, you can also give the task to identify the longest word.

Show the picture

Aim: forming the children's ability to recognize and to differentiate the similar sounds.

In front of the child there lie the cards illustrating the items whose names differ by one sound for examplea cat –a bat –a hat, a fox –a box, a hen –a pen. The teacher names the word and the child chooses the right card.

The English pronunciation is one of the most difficult problems in learning the English language. Although the Englishlanguagehas only 26 letters, the number of sounds are practically twice more. The perception and differentiation of these sounds are necessary both for understanding English and for the correct pronunciation of English sounds and words. Therefore in teaching English it is very important to use the games and the exercises for developing the auditory comprehension. The games offered by us positively influence the learners' ability to perceive and differentiate the English sounds.

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SECTION 3. SOCIOL SCIENCES AND PSYCHOLOGY

JEALOUSY AS A PSYCHOLOGICAL CATEGORY

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The article touches upon the burning problem of human personal intercourse – the problem of jealousy. Jealousy is watched from different points of view, some definitions and types of jealousy are shown, some ways of dealing with this emotion are given.
Key words: jealousy, types of jealousy, human personal intercourse, emotion.

The topicality of this research is explained by touching upon the sphere of human attitudes what is the core of psychology. In fact, early writers have defined social psychology as the scientific study of attitudes. An attitude is an expression of favor or disfavor toward a person, place, thing, or event. Attitude can be formed from a person's past and present, ranging from extremely negative to extremely positive. Carl Jung paid much attention to attitudes studying saying that attitude is a "readiness of the psyche to act or react in a certain way" [Main 2004.] Attitudes very often come in pairs, one conscious and the other unconscious. Attitudes can be difficult to define and measure but easy to see. Our scientific interest lies in the sphere of studying one of the most vivid human attitudes as jealousy.

The problem of jealousy is one of the most widespread problems of human personal intercourse. Jealousy is a complex emotion that encompasses many different kinds of feelings that range from feelings of insecurity, fear and anxiety over an anticipated loss of something of great personal value. Jealousy can strike both men and women when they perceive a third-party threat to a valued relationship. Jealousy has been observed even in infants of three months and older. Some scientists claim that jealousy is seen in every culture, while others claim that jealousy is a culture-specific phenomenon. However we aimed to pay our attention to jealousy in love relations what is commonly experienced by the representatives of most cultures [www.psychologytoday.com].

Jealousy is often manifested as a series of particularly strong emotions: being completely overwhelmed, smashed to pieces beneath a tidal wave of feelings a person cannot anticipate or predict, or control his/her attitudes [Johnson 2015]. A jealous person is unstable emotionally, suspects his love-partner, demands the confirmation of faithfulness from him/her, though it's almost impossible to prove him/her any faithfulness at all. The green-eyed monster, as Shakespeare called it, jealousy can overtake your mind and threaten to ruin your personality.

We shouldn't confuse *jealousy* with *envy*, though the two terms have popularly become synonymous in the English language. In fact *envy* concerns what you would

like to have but don't possess, whereas *jealousy* concerns what you have and do not wish to lose. *Jealousy* more often than *envy* associated with violence – thrown dishes, violent quarrels, or even murder [www.psychologytoday.com].

Classical, biblical, mythical, literary and historical accounts of *jealousy* begin with the myths of creation of humans, with Cain and Abel, or Homer – the Judgment of Paris, prompting the jealous goddesses Hera and Athena to incite the Trojan War.

Like all other feelings *jealousy* can have different forms: from noble to critical ones and even the wild ones. The noble *jealousy* leads to self-improving to become attractive to the object of love, critical *jealousy* ruins love with suspicion and hysterics and wild *jealousy* can lead to self-destruction or a crime.

There is no a person who hasn't heard about *jealousy* and two third of us really felt it. *Jealousy* is thought to be connected with love. Saint Augustine once declared the motto: "He, who isn't jealous, he doesn't love!" People believed these words and made them a love law.

So, what is *jealousy*?

A Russian writer Valery Bruskov wrote that *jealousy* is unavoidable companion of love, as love feeds on firewood of *jealousy*. O. de Balzac considered *jealousy* an effort to limit freedom of the loved person. Fransois de la Rochefoucald stated that *jealousy* consists of one portion of love and ninety-nine portions of egoism.

Modern psychologists say that a person is jealous not when he/she loves, but when he/she wants to be loved. That is: *jealousy* isn't love, but the wish to have it or a fear to lose it, so *jealousy* is a kind of stress and of rather heavy stress, that can lead to aggression with breaking things or even a suicide or a murder. Surely, the first impulse of aggression is directed on the rival but it mostly re-addresses to the object of love, as he/she provoked (really or in somebody's fantasy) that *jealousy* and he/she is closer, at least.

Jealousy is a fear to loose one's power over the object of love. Almost everybody aspires to manipulate somebody: a child weeps to get a desirable thing, a girl refuses to go out with a boy-friend if he doesn't behave the way she wants, a husband demands the dinner be cooked the way he likes and so on. But the postulate of the world is that it is necessary to pay for everything. That is why for the feeling of power you have to pay with a feeling of fear to lose this power.

Dr. Toohey, Professor at the University of Calgary, contends that *jealousy*, especially *sexual jealousy*, is to an extent innate, a function of our instinct for "genetic replication." It is also, he thinks, an integral part of normal human development arising from an individual's fear of being excluded from "the circle of love and esteem" that humans crave. Another researcher, Maria Legerstee, studied three-month-old babies, and found that "if an infant was excluded from dialogue between its mother and the experimenter, it reacted with much agitation…infants might also cover their faces with their arms…or kick their legs and put their feet in their mouth" [Johnson 2015]. Her conclusion is that soon after birth infants engage in intersubjective relations with others, have particular

expectations from people in such settings, and react with appropriate responses when their expectations are violated [Johnson 2015].

Darwin believed *jealousy* to be an innate survival mechanism – each individual seeks preferment for "genetic replication." He believed that jealousy arises from the fundamental disappointment we all feel when first we realize that life is unfair [Fisher 2009].

It is proved that physiologic body's reaction on fear and *jealousy* are fully identical, i.e. *jealousy* is a kind of cowardice. It's not a high feeling, proving love presence, but the absence of self-confidence and constant fear to lose the attraction for the object of love. Some people try to insure from *jealousy* through choosing a weak, unattractive person as a spouse in order nobody lured him/her. But even in this case people can't get rid of *jealousy* because this feeling is the reflection of personal weakness and lowered self-valuation. People compare themselves with somebody more perfect and feel unconfidence. Betrayal is perceived as the proof of their insignificance. And the lower self-valuation is, the stronger is *jealousy* [Fisher 2009].

People with positive self-valuation resist *jealousy* more successfully. Self-confidence protects them. However, self-confidence must be dozen not to bring to narcissism. Super-egoistic persons treat a love-partner as their ownership and feel *jealousy* to any attention of their object of love to somebody else, including parents, children and even friends of the same sex. They are jealous to any action or the thought of the spouse made by his/her own mind. They make marital co-existence hard or even impossible. That is the most difficult type of *jealousy* to be overcome.

Fear once experienced by the person is the core of such low self-mark. But all fears have a reason and it's important to keep in mind that not all fears are irrational. It's not a waste thing to be afraid of snakes for you may stay safe and healthy. There is a difference between a fear that genuinely keeps you safe and a fear that makes you destroy your life (and the lives of the people around you) for no significant reason. The latter kind of fear tries only to protect itself, not to protect you – and ironically, sometimes it creates the very thing you're afraid of: driving your partner into another's arms [www.psychologytoday.com].

However some psychologists think that *jealousy* shows the level of a person's pretensions and it's wrong to fight with *jealousy* because it lowers competitiveness of a personality at the market of pretenders for "genetic replication." We should remember that love can be fired or won, so a person should make himself worth of love, working over the features of personal character, mind or appearance, making good affairs to attract the object of love. But first thing you should realize is whether you really love your partner and whether he/she loves you and you both want to stay together. Then you must learn to believe your partner, even if your fear is telling you otherwise. If you start with the assumption that your partner wants to be with you, then everything becomes possible – including defeating your *jealousy*.

If your partner's behavior, left unchecked, is disrespectful to you and recklessly disregards your needs, then you don't really solve the problem by placing controls on his/her behavior. The problem runs deeper than that. And on the contrary, if your partner loves and respects you and wants to do right by your relationship, then you don't need to place controls on his/her behaviour. As Shelly wrote elsewhere, behaviour is an emergent phenomenon. You don't actually control your partner's heart by controlling his behaviour. If your partner's heart is not really with yours, making bans won't protect your relationship [Fisher 2009].

Besides, in any relationship, communication is absolutely vital. Maintaining a healthy relationship means talking to your partner about how you feel and creating the frames of mutual comfort behaviour not to provoke *jealousy*.

However it's not easy to control your *jealousy*. This emotion will be flashing from time to time. The matter is the doze of *jealousy*. Any best medicine taken without measure can make harm. Doctor I. Sheveliov said that *jealousy* in small portions can stimulate love, while in large ones it kills.

"*Jealousy* is a normal feeling" – S. Freud wrote. "If jealousy is absent, it's only because it became an object of strong pressure." [Johnson 2015] The force of pressure denotes the level of *jealousy* from the constructive one (which we described before), to the destructive one.

The more aggression of *jealousy* is being suppressed the more praised it is by society. People speak of "iron will", "noble heart", etc. However it can lead to inner conflicts up to psychic disease. However, the lower suppression of aggression is the more unpredictable and dangerous is a person's behaviour.

The highest and the worst *jealousy* level is the paranoiac state when a person can't get rid of thoughts about a love-partner betrayal. A person at the aggressive exaltation is able to any mindless action directed to himself or somebody else.

Love makes the world go round, says the poet, while the psychologists say that *jealousy* is the wellspring of our emotional lives and of a large proportion of literature, law, and daily existence, a potent means for the assertion of individual rights and the encouragement of cooperation and equitable treatment.

Thus *jealousy* creates and *jealousy* ruins. What is your way? You are to choose.

Actually, we are in a dead-lock while giving general advice on the problem of *jealousy*. Too many aspects should be examined and taken into account in every certain case. The best advice is to contact a psychologist in order to have a professional help on your personal situation.

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SOCIAL AND PEDAGOGICAL ASPECTS OF SOCIAL WORK WITH YOUNG PEOPLE

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This paper is devoted to the social and pedagogical aspects of social work with young people. Particular attention is paid to the concept of "youth", the negative trends among young people, the analysis of the basic concepts of social pedagogy as a practice area, modernization processes in education and social work with young people, as well as the resources of the social environment.
Key words: youth, social pedagogy, social group, social status.

Young people make up 30% of the world's population, and it takes leading positions in the economy and politics, as well as in the social and spiritual spheres of society.

In sociology, the concept of "youth" in the broad sense of the word is defined as a set of group communities formed on the basis of age, and related activities. In a more narrow sense youth is a socio-demographic group, identified on the basis of age characteristics, the characteristics of the social situation and the resulting issues and other socio – psychological properties [Agapov 2012: 187].

Currently, the youth observed a number of negative trends and phenomena:

- deformation of spiritual and moral values, eroded moral restraints on track to achieve personal success;

- a slowly developing culture of responsible civic behavior, skills, social activities and self-government;

- young family problems;

- criminalization of youth;

- low access to quality education;

- increasing stratification among young people;

- degradation of the structure of employment, destruction of motivation of young workers – mostly young people are integrated into the sphere of exchange and redistribution.

The presence of acute social problems of young people on the background of decrease in the absolute number and proportion of this socio-demographic group in the structure of Russian society speak of the necessity of paying attention to the

problems of social work with young people and its allocation among the hottest trends in the development of modern educational thought in the XXI century. Analysis of the basic concepts of social pedagogy as a field of practice, discipline and education complex allows to select a number of pressing social and educational problems in the field of social work with young people.

Firstly, the uniqueness of youth as a social group raises its vulnerability in the broadest sense. This is reflected in a significant proportion of those who do not have their own and formed an established social position, for example, pupils and students. Social status of this category of youth is characterized mainly by a previous social status (social position of the parents), or the future social status (the sphere of future professional activity).

Secondly, it should highlight the problem of social education of young people, researched the part of social pedagogy, which is usually attributed to the pedagogy of social interaction.

In addition, the inclusion of the young generation in social relationships is not automatic, there is no easy and consistent way. Every young person determines its own way, taking advantage of the inherent right to choose as a social being. However, the effectiveness of such choice is essentially determined by the presence of social society offers to each of its members.

The majority of the scientific community agree that pedagogical maintenance of social work with young people – a system of measures, a set of activities, resources and conditions, type of activity [Bass 2012: 295]. Provision of social work V S Torokhtii determines as an integrated, multi-level interdisciplinary education, really existing in the practice of social protection and support of the population. It exists and appears simultaneously: as a set of emergency; as specific activities in the field of human relations; process restore their capacity [Bass 2012: 294].

Modernization processes in education and social work with young people, such as the introduction of health-technology in the learning process; development of spiritual and moral education; development of social partnership of family, social institutions, educational institutions in solving problems; development of psychological, educational, medical and social assistance, including young families; organization of activities for children and youth associations, creative unions transform the social environment in which young people placed in a certain degree of social exclusion risks, enhancing personal resources as the younger generation, as well as the resources of the social environment. In the socio-pedagogical context, "resource" refers to the entire range of means of social work and social pedagogy, which can be employed to achieve the goal [Bass 2012: 296].

Resources that may be involved with pedagogical maintenance of social work with young people on accessories can be divided into four groups. For personal resources should include the social status of the person realized social roles, personal position, experience, motivation – need sphere, individual personality traits and their level of development.

It should include institutional content and technologies of social work, social pedagogy and education system as a whole; the structure of the educational institution and the organization of educational process in it, the availability of

teachers, whose responsibilities include the implementation of the educational process and socio-educational activities (when considering the pupils and students as the most socially unstable category).

The group subcultural community resources include a specific set of values, norms of behavior, interaction and relationships of its carriers, as well as the status structure; set the preferred sources of information; certain hobbies, tastes and ways of leisure time; specific signs and symbols inherent community.

The following resource group is referred to as the social environment resources related to them not only the existence of material objects, but other educational, social institutions, industrial enterprises, cultural institutions, social organizations and political movements, administrative bodies, how they interact with the younger generation, the involvement of the socio-demographic groups in social practices.

Based on the foregoing, it must be concluded that the current problems of social work with young people in general, and social and educational activities in particular are relevant and need to study and analysis, since the degree of social adaptation of young people in modern society, the success of self-realization of the younger generation is largely dependent on the creation of the necessary social, socio-educational environment for development.

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DIE KULTURELLEN TRADITIONEN IM DISKURS DER KLASSISCHEN HUMANITARISTIK: ZUR HISTORIOGRAPHIE DER FRAGE

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Die Bedeutung dieses Themas ist durch die wachsende Rolle der Kultur in der Entwicklung der Menschheit bedingt. Von besonderem Interesse sind die sogenannten „Wendepunkte", die mit dem Wandel der Werte charakterisiert wurden. Solche Begriffe wie „das Kulturerbe" und „die Traditionen" sind heute ungenügend deutlich bestimmt, und infolge des steigernden Interesses für die Kultur der Vergangenheit erscheinen immer neueren Erklärungen.
Key words: Kulturerbe, Traditionen, Hauptwerte, Selbstidentifizierung, Renaissance.

In der stürmisch umwandelnden Welt bleibt die Frage über die kulturelle Selbstidentifizierung der Persönlichkeit offen. Die Selbstidentifizierung ist eine Erscheinung, die sich im Prozess der Sozialisation entwickelt, mit den sozialen Hauptinstitutionen verbunden ist und sich im Verhalten der entsprechenden institutionellen Forderungen widerspiegelt. Dazu gehören die Traditionen als institutionelle Konstante der Kultur.

Die Hauptwerte und Traditionen sind Grundlagen der kulturellen Selbstidentifizierung, die als Gegengewicht der Gefahr der Entfremdung des modernen Menschen von der kulturellen und sozialen Realität auftritt. Andererseits sind die Notwendigkeit der kulturellen Selbstidentifizierung und die Pflege der Traditionen mit der Anpassung des Individuums zu den wechselnden Bedingungen der Welt verbunden.

Im Zusammenhang damit ist das brennende Interesse für das Phänomen der Tradition verständlich, aber es fordert eine Erläuterung, da die Tradition und das mit ihr verbundene kulturhistorische Gedächtnis zum Eckstein der Selbstidentifizierung des beliebigen Volk, der beliebigen Nation oder Zivilisation werden.

Bemerkenswert sind die Probleme, die die Natur der Tradition und des Erbes, ihre Funktion und ihre Rolle im Leben der Gesellschaft, ihren Einfluss auf verschiedene Seiten der menschlichen Beziehungen berühren.

Das Wort „Tradition" ist lateinischer Ursprung. „Traditio" bedeutet „übergeben". Anfangs wurde es gerade als so eine Handlung betrachtet. [Dal' 2000: 287]. In der Antike spielten die Traditionen eine bedeutende Rolle im Leben der Gesellschaft. Der mächtige Durchbruch wurde durch die altgriechische Kultur vollzieht. Das auf die demokratischen Werte stützende Griechenland dient für uns als Muster des freien Menschen, des politischen und kulturellen Lebens. Im VI. Jahrhundert v.u.Z. entstanden die Stadtstaaten (Poleis) und ihr System der Werte. Die bedeutendsten Werte in der antiken Gesellschaft waren die bürgerliche Solidarität und die bürgerliche Verantwortung. Vor allem schätzte man im Menschen die Gelassenheit, die Kaltblütigkeit und der Mut, sogar wenn Schicksal unglücklich war. Die Pflicht des Bürgers war es, den bestehenden Traditionen zu folgen. Die Gesellschaft erkannte sie als das höchste Wohl des Menschen an. Das Verständnis der Traditionen bestand in der besonderen Achtung vor dem Übergebenen, vor der Gabe und vor dem Prozess der Übergabe. [Lobanova 2008: 28]

Die Traditionen missbilligten das Streben zum Gewinn. Das Menschenideal bestand in der Harmonie des Körpers und des Geistes. Die Erziehung der Griechen stützte sich auf die Tradition der Bildung des harmonisch entwickelten freien Menschen durch die sportliche Erziehung und das Erlernen aller Künste. Die Lebensweise der Griechen wurde durch solche Kategorien wie die Wahrheit, die Schönheit, das Gute, das Maß, die Harmonie und die Ordnung charakterisiert. Homers [Komarov 1994: 85] behandelte solche traditionelle Begriffe wie Ehre, Scham und Ruhm, aussondernd sie als die menschlichen Normen, die dem Individuum und der Gesellschaft eigen sind.

Als Haupttugenden galten Weisheit, Mut, Gerechtigkeit und Mäßigkeit. Cicero behauptete, dass die Tugend eine angeborene Eigenschaft des Menschen ist, die in der Tätigkeit vervollkommnet wird. Kallikles sprach über das Recht der

starken Person, für die es schlechter ist, die Ungerechtigkeit zu leiden, als sie zu verursachen. Im Gegenteil meinte Sokrates, dass es das mindeste Übel ist, die Ungerechtigkeit zu leiden. Er hielt für sein Prinzip, das Gesetz zu befolgen, und sein Endziel war die Unannehmlichkeit der Gesetzwidrigkeit. Für Sokrates war das Kriterium der Gerechtigkeit die absolute Wahrheit des Gesetzes. Laut Demokrit bedeutet die Gerechtigkeit, so zu tun, wie man soll. Seiner Meinung nach ruft der Geheimwunsch, gegen das Gesetz zu handeln, die Missbilligung hervor. So soll die Tugend selbst als Belohnung dienen. Das moralische Gesetz, das einen bürgerlichen Charakter hatte, zwang den Menschen, die Willkür zugunsten des Staates zu beschränken. [Antiseri 2002: 485]

Die Traditionen der römischen Zivilisation zogen das Leben der Gesellschaft durch. Eine der Grundlagen der römischen Kultur war die Familie. Sie war unmittelbar der Gemeinde ähnlich: der Familienhaupt, die Kinder, die Enkel, die Sklaven. Die Eheschließung verkörperte die Tradition der Übergabe der Tochter dem zukünftigen Schwiegersohn laut bestimmten Regeln. Aber der Begriff „Traditio" konnte zur Übergabe der nicht materiellen Objekte (der Erfahrung, des Brauches, des Verleihens, der Fertigkeiten) gehören. [Dal' 2000: 285]

Bei der Gründung wurde Rom mit dem Pomerium umgeben. Es war ein Begriff der Antike für die Grenze zwischen eigentlichem Stadtgebiet und Umland. Juristisch − genauer: sakralrechtlich − gesehen, existierte Rom nur innerhalb des Pomeriums, und alles außerhalb war einfach Land, das zu Rom gehörte. Innerhalb galten besondere Regelungen, zum Beispiel das Bestattungsverbot. Es existierte die Tradition, die Tempel der fremden Götter außerhalb dieser Grenze zu bauen.

Die infolge des Kampfes der Patrizier und Plebejer festgestellte demokratische Form der Regierung bestimmte das System der Werte der römischen Kultur: Patriotismus (die Bürgerpflicht, Rom standhaft, treu und ehrlich zu dienen); Ehre (sich mit den dem römischen Bürger nicht würdigen Tätigkeiten nicht zu beschäftigen: mit dem Ackerbau, mit dem Handel, mit dem Handwerk). Das Verhältnis zum ausländischen Einfluss war vorsichtig, er war akzeptabel nur dann, wenn er das römische System der Werte nicht störte.

Im Leben römischer Gemeinde spielte die Religion eine wesentliche Rolle, aber es gab ziemlich rationales Verhältnis zu den Göttern. Alle Tätigkeiten fingen mit der Vereinbarung des Willens der Götter an. Alle Gemeindeglieder sollten an den traditionellen religiösen Bräuchen teilnehmen. Das Hauptgericht über den Menschen war nicht Gott, aber die Gesellschaft. Die nächste Stufe war die Familie und die Tradition der Verehrung der Vorfahren. Für die Römer war die Erfahrung der Vergangenheit Muster für die Nachahmung. Über die Tradition und die Pflege der strengen lebenswichtigen Prinzipien und Kanons sprechend, vertiefen sie sich in die philosophischen Überlegungen nicht. [Sokolov 1979: 208]

Das Mittelalter änderte seine Vorstellungen über die Kultur. Die Hauptidee, die in der Grundlage aller Werte des Mittelalters lag, war die Idee des Gottes als Träger des allgemeinen Anfanges. Die Unterstützung der Kirche, das Verbreiten des Glaubens waren die wesentlichen Hauptaufgaben der mittelalterlichen Gesellschaft.

Die Barmherzigkeit und die Tugendhaftigkeit waren die Werte, die auf die moralische Seite der mittelalterlichen Kultur einen Einfluss ausübten. Der Kanon der christlichen Tugenden schloss drei theologische Tugenden ein: den Glauben,

die Hoffnung und die Liebe zum Gott. Betonend, dass die Liebe nie endet, stellte Apostel Paul diese Tugend auf den ersten Platz. Diese Idee wurde später von Augustinus und Thomas von Aquin aufgegriffen. Sie behaupteten, dass „Christus die vollkommene Liebe, aber weder den Glauben, noch die Hoffnung hatte". Bei Alcuin meinte, die Philosophie eine Tugend wäre, die den Weg zur wahrhaften Weisheit öffnete. [Sokolov 1979: 85] Das Bedürfnis nach dem Gott, wie nach dem höchsten Wohl ist dem Menschen eigen. Boetius hinterließ ein literarisches Erbe, indem er die Texte aus dem Griechischen ins Latein übersetzte. So bekam die Verbreitung der Bildung ein Impuls. Er behauptete die Notwendigkeit von jedem Übel abzulehnen, und sich an die Tugend, an Glauben an den Gott zu wenden. So folgte das Mittelalter den Traditionen, in denen die Erhaltungsweise der Gesellschaft bestand.

Die Renaissance, die einen großen Einfluss auf die ganze Kultur Europas ausübte, änderte die Werte in der neuen Gesellschaft. Die Hauptbesonderheit war die Rückkehr zum antiken philosophischen, kulturellen und künstlichen Erbe. Als Vorbedingungen traten die öffentlichen Veränderungen der europäischen Gesellschaft auf. Das mittelalterliche Einsiedlertum, die Askese wurden die Überbleibsel der Vergangenheit. Auf den Vordergrund trat der Mensch wie eine Persönlichkeit auf. Der Humanismus erkannte als philosophische Bewegung den Menschen frei an und erhob ihn. Der Beitrag der Humanisten bestand in den Neuerungen auf verschiedenen Gebieten der wissenswerten und materiellen Tätigkeit. Das unterschied sich gründlich von den mittelalterlichen Prinzipien, was zum Verbreiten dieser Ideen im öffentlichen kulturellen Raum der Renaissance beitrug. Gerade zu dieser Zeit wurde es klar, dass man in der Kultur lebt. Sie ist die von der Hand geschaffene Umgebung, sie ändert sich, und wenn es Veränderungen gibt, so gibt es auch Traditionen. Gerade zu dieser Zeit entstehen die Ideen über die Erhaltung der Traditionen und ihre Überlieferung.

Die Renaissance erneuerte die antiken Tugenden: Weisheit, Keuschheit, Treue, Enthaltung und Demut. Die Humanisten nannten die tugendhafte Persönlichkeit „Homo virtuoso", das lateinische Wort „virtu" bedeutet „die Tugend". Der Philosoph Nikolaj Kusanski schreibt: „es ist unmöglich, ohne Genuss zu leben, aber es ist möglich, ohne Tugend zu leben". Aber der Mensch braucht Tugenden, wenn er allein bleibt. Machiavelli glaubte, dass der Wille, die Energie, das Streben nach Studium der objektiven Umstände die Haupttugenden sind, die die Menschen brauchen, wenn sie keine Kräfte dem Schicksal entgegenzustehen haben. [Sokolov 1979: 112]

Die Umgestaltung des Weltbildes bildete den Menschen mit neuem Blick auf Dasein. An die erste Stelle rückte die Philosophie, die große Hilfe in der Bildung des neuen Weltbildes leistete. Die Rückkehr zum antiken Erbe schloss die Betrachtung der klassischen Werke der antiken Denker ein. Es gelang der Renaissance die antiken Traditionen zu bewahren und zu überliefern. Am Anfang des XIV. Jahrhunderts siedelten der Gelehrten aus Byzanz nach Italien über, so entstand in Florenz Tradition, das Griechische zu studieren. Das Studium des klassischen Erbes von Griechenland wuchs.

Die Aufklärung betrachtete die Geschichte und die Kultur zweifach, aber die wissenschaftliche Entwicklung und die Erfolge der Zivilisation positiv. Die Traditionen wurden negativ eingeschätzt. Wie E. Fage behauptete, die Aufklärung wäre ganz neue Zeit in allen Sinnen. Sie hat keinen Wunsch, den Einfluss der

Traditionen der Vergangenheit zu ertragen, und strebt, alles von neuem zu schaffen. Der Mensch der Aufklärung war die Persönlichkeit, die sich unter keinem Einfluss des Erbes der Vergangenheit befand. Zum wichtigsten Wert wurde die Wissenschaft. P.Gey behauptet in seiner er Arbeit „Die Aufklärung: Interpretation", dass die Periode von 1300 bis zum 1700 die Zeit der Wiedergeburt der Philosophie der Antike war, die die philosophische Grundlage der Aufklärung bildete. [Dal' 2000: 305]

Die Gelehrten versuchten, die neuen Wege der Entwicklung der Gesellschaft, die neuen Prinzipien, den neuen Wert, die neuen Ideale, die neue Weltanschauung zu entwickeln, indem sie die feudale Ordnung verneinen. Die große Französische Revolution verwirklichte dieses Streben. Aber die französischen Philosophen, die das Erbe der Traditionen kritisch betrachteten, versuchten, die Gesellschaft von den theologischen Fesseln zu befreien. Sie erniedrigten die Autorität des Glaubens, rückten das Wissen auf den ersten Platz. Es sollte die Grundlage der Gesellschaft sein. Das Hauptziel der französischen Philosophie war es, den Leuten das vernünftige und richtige Wissen zu geben, nur so konnte die weltweite Ordnung erreichbar sein. Nichts außer der Vernunft war anerkannt. Darum musste man die Menschen aufklären. Alle bevor existierenden Tradition waren von den Philosophen abgelehnt, weil sie der Kritik der Vernunft nicht unterworfen waren. Als Grundlage des Wissens erkannten die Philosophen die Experimente und Versuche an, die vom Joch der Kirche befreit waren.

So sind die Traditionen ein Verbindungsglied, das in sich die Vergangenheit und die Gegenwart vereinigt. Der innere Widerspruch kommt als Konservierungsmittel des früher erhaltenen Wissens und als Teil des sozialen Gedächtnisses vor, wenn die Tradition die Geschichte, die Kultur des Volkes betrachtet. Die Traditionen sind in der stabilen Gesellschaft möglich, in der dieselben Prinzipien überliefert werden. Dazu ist die Nachfolge nötig, die in unserer Gesellschaft fehlt, weil sich die Gesellschaft unendlich ändert. Wenn sich die Situation in der Gesellschaft stabilisiert, so kommen auf natürlicher Weise die Rituale, die Pfeiler, die Traditionen, die Weisheit der Vorfahren vor und sie werden weiter überliefert werden. So tritt die Tradition als der grundlegende allgemeine kulturelle Wert auf und erweckt das philosophische Interesse.

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DER MODERNE NATIONALISMUS IN DEUTSCHLAND
ALS FOLGE DER HISTORISCH BEDINGTEN IDEE
«DER EINHEITLICHEN NATION»

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Im vorliegenden Artikel wird die historische Übersicht der Ereignisse durchgeführt, die für das Entstehen des Systems der Nationalwerte in Deutschland zugrunde gelegen waren. Es wird versucht, die Gesetzmäßigkeiten und die Vorbedingungen der Bildung des modernen deutschen Nationalismus durch das historische Prisma der Idee «der einheitlichen Nation» Deutschlands zu erfassen.
Key words: Nationalismus, Nation, mononationaler Staat, deutsche Nation.

Für Deutschland war die nationale Idee immer ein untrennbarer Bestandteil der Geschichte. Die Überwindung des Chaos der Gegenwart wurde in der Hinwendung zu den einheimischen Werten der deutschen Geschichte betrachtet. Gerade in der historischen Vergangenheit fanden die Deutschen die nationale Größe und die Einheit auf. Nicht zufällig fanden die Geschichteväter von Otto von Bismark die besondere Anerkennung als dem Hauptfaktor des Sieges Preußens über Frankreich. Als die mythologischen Symbole der deutschen Nation traten Siegfried – als Kämpfer – und Faust – als Gelehrte – auf. Für die Deutschen bildet die Vergangenheit die Idee der staatlichen Ganzheit. Der Spruch "auf die Vergangenheit stützend, die Gegenwartsprobleme zu überwinden und die Zukunft zu bauen" entspricht am besten dem deutschen nationalen Entwicklungsparadigma während der ganzen Geschichte dieser Nation. Das Ziel des vorliegenden Artikels ist die Gesetzmäßigkeiten und die Vorbedingungen der Bildung des modernen deutschen Nationalismus durch das historische Prisma der Idee «der einheitlichen Nation» Deutschlands an den Tag zu bringen.

Das Selbstbewusstsein der Deutschen wurde durch die Französische Revolution stark herausgefordert. Die deutsche nationale Idee entwickelte sich wie im Gegensatz zu den revolutionären Stimmungen Frankreichs. Die von den Franzosen in den Gebrauch genommenen Ideale der Freiheit und der Gleichheit wurden den einheimischen Bräuchen der deutschen Stämme entgegengesetzt. Die deutschen Ideologen teilten diese Ansichten nie, sie bekannten sich dagegen eher zu Ansichten der Theoretiker des Antirevolutionismus in Frankreich, wie beispielsweise der von Joseph de Maistre. Nach anderthalb Jahrhunderten sagte Adolf Hitler, dass in erster Linie die Ideen der Französischen Revolution bekämpft waren.

Die deutschen Nationalwerte prägten sich, im Unterschied zu französischen, nicht aus, es wurde die Aufgabe der Errungenschaft des Antifeudalismus nicht gestellt. Als Ergebnis wurde die Bildung des besonderen Modells der konservativen Modernisierung. Die Geschichte führt vor, dass das Tempo der Entwicklung

vereinigten Deutschlands im Vergleich zu anderen europäischen Ländern schneller und intensiver war, was beweist, dass die Stütze auf die nationalen Traditionen zur Bremse der Entwicklung nicht dient, sondern umgekehrt, bei der sachkundigen Leitungstätigkeit als Wachstumsfaktor auftreten kann.

Eine große Rolle in der Bildung der deutschen einheitlichen Nation hat auch die ethnische Integration gespielt. Auf dem Beispiel Russlands des XX. Jahrhunderts kann man sehen, dass in dieser Periode die ostslawische Gruppierung ganz uneinig war. Es wird jetzt deutlich auf die Ukrainer, der Weißrussen und der Russen unterteilt. Den Deutschen gelang es in diesem Zeitraum Entgegengesetztes. Im Laufe von fünfzig Jahre wurde Deutschland tatsächlich zum einheitlichen Zentrum der Geschlossenheit der deutschen Nation, obwohl ihre Chancen, solches Zentrum zu werden, durchaus nicht hoch waren. Diese Stelle beanspruchte Preußen mehr und Österreich am meisten. Russland konnte kein Ort aller slawischen Völker Ostens Europas werden, so dass es auch zur Diskriminierung der bestimmten Völkerschaften geführt wurde. In Deutschland wurde es zweifellos "durch Eisen und Blut», mit den Worten von Otto v. Bismark gesagt, erreicht. Das konnte aber die deutsche Nation noch mehr vereinigen und gab ihr den mächtigen Stoß für die intensive Wirtschafts- und politische Entwicklung [Busygina 2006: 75].

Es sei noch bemerkt, dass sich die beliebige Idee oder die Ideologie aus sich heraus nicht erstreckt, das machen die Menschen. In Deutschland hat die Propaganda die wichtigste Rolle in der Bildung der einheitlichen Nation gespielt. Noch von den Zeiten von Bismarck an hatte die Presse den riesigen Einfluss auf die Bevölkerung, da sie ein Hauptverbreiter aller, insbesondere politischen Neuheiten war. Und das hat die Ergebnisse gebracht. Am Anfang des XX. Jahrhunderts gab es schon in Deutschland eine einheitliche Nation. Nicht umsonst wurde beim Eintritt in den Ersten Weltkrieg gesagt: «Wir sollen Österreich helfen, weil wir, die Deutschen, die einheitliche Nation ist, und wir werden siegen» [Kreig 1999: 97].

Wie bekannt, ist es aber nicht geschehen. Es war Versailles unterschrieben und in Deutschland hatte sich alles geändert. Gerade in dieser Periode hatten die deutschen Massenmedien eine wesentliche und entscheidende Rolle gespielt. Es ist unbestreitbar, dass der Nazionalsozialismus und die von A. Hitler geleitete Nationalsozialistische Deutsche Arbeiterpartei (NSDAP) den verfinsternden Fleck der deutschen und weltweiten Geschichte darstellen, aber es sei erwähnt, dass das Nazisystem der Propaganda ergebniswirksam arbeitete. Die Zeitungen, der Rundfunk und die Reden auf den Plätzen erfüllten eine der Hauptaufgaben, die einheitliche Nation zu machen. Es gelang in dieser Zeit Deutschland in die Einheit und die Einigkeit beizubringen. Diese Einheit half den Deutschen ihr Heimatland im Laufe von zehn Jahre wiederaufbauen und es zum wirtschaftlichen und politischen Leader weltweit bringen.

Der Zweite Weltkrieg war verloren, Hitler und seine Ideen über das Große Dritte Reich waren in Vergessenheit geraten. Für die Deutschen hat der nächste schwarze Zeitraum der Geschichte angefangen. Die Vorstellung über die Deutschen wie über das deutsche Reich, über die einheitliche Nation blieb aber

noch ziemlich lange, sogar während der Einteilung des Staates, als auch in den fünfziger und siebziger Jahren. Während der Vereinigung Deutschlands in den einheitlichen Staat hat sich vieles geändert: das Reich existierte schon nicht und man musste viel ändern. Deutschland hat es gemacht, sich vor allem auf die Idee der einheitlichen Nation gestützt. Es waren die Umgestaltungen in allen Bereichen gemacht: in der Wirtschaft, Politik, dem staatlichen Apparat u.a. Es waren die föderativen Grundlagen Deutschlands gelegt, die zurzeit schon klassisch sind und vielen Ländern als Vorbild hingestellt werden. Heute, wie auch früher, spielt die Nation die entscheidende Rolle in diesem Land [Schmidt 1997: 173].

Alle diese Prozesse haben zur Bildung modernen Deutschlands als einen einheitlichen mononationalen Staat gebracht, aber nicht solches, wie bei Hitler mit seinem Antisemitismus und dem Nazismus, sondern mit der Richtlinie, dass die Nation alles entscheidet, dass als politische und ideologische Grundlage Deutschlands die Nation in erster Linie ist. Zweifellos rief das eine Reihe der Probleme hervor, aber sie waren entschieden, und jetzt sieht man den vorwärtskommenden Staat, einen der weltweiten Führer in der Wirtschaft, das die große politische Autorität in der Welt hat [Voropajev 2000: 127].

Heute wird die historische nationale Idee Deutschlands dem Projekt einheitlichen Europas in bedeutendem Grade entsprochen. Gerade Deutschland versucht die Rolle des europäischen Hauptintegrators zu übernehmen. Und es gelingt ihm eigentlich durch den Einfluss in der Europäischen Union [Novikov 2006: 81]. Die europäischen Werte und die nationalen Orientierungspunkte werden in diesem Fall mit deutschen identifiziert, und oft werden sie dadurch ausgetauscht. Diese Idee ist nicht neu. Sie reifte eine lange Zeit auf dem deutschen Boden aus. Die Ansprüche auf das legitime Recht der Verwirklichung der Zivilisations- und nationalen Integration Europas äußerte noch Heiliges Römisches Reich der deutschen Nation. Es wurde nur 1806 von Napoleon aufgehoben. Frankreich versuchte dann, vom Deutschland die Mission des europäischen Integrators aufzufangen, aber es ist ihm misslungen [Schneider-Deters 2000: 96].

Die Integrationsmission Deutschlands wurde nach den verschiedenen theoretischen Positionen von den deutschen Geopolitikern begründet, aber als Schlüsselbegriff ihrer Entwürfe erwies die „Mitteleuropa". Nach F. Ratzel besteht die historische Berufung des deutschen Volkes „in der Geschlossenheit und der Vereinigung der Kräfte Mitteleuropas". Seiner Meinung nach, tritt Deutschland dank seiner Lage im Zentrum Europas als eine systemrelevante europäische Macht auf. An die Ideen des Integralismus Europas appellierte A. Hitler auch in seiner Propaganda [Laku-Labart 2002: 58]. Es wurden die speziellen Richtlinien ausgegeben, die die Dynamik und die Perspektiven der neuen europäischen Integration beschrieben. Die Integrationsidee der modernen staatlichen Führung Deutschlands sind keine Innovationen. Der wertmäßige Orientierungspunkt der Vereinigung Europas ist in historischem Arsenal der deutschen Politik und der Kultur genug hart anwesend.

Anschließend kann man behaupten, dass die historischen nationalen Stimmungen der Deutschen in die Gegenwart überflossen sind, aber in der

veränderten Variante. Die Nation übernimmt, wie früher, die grundlegende Funktion sowohl im Bau modernen Deutschlands, als auch in der Europäischen Integration und der Ausdehnung seiner wirtschaftlichen und politischen Einflussbereiches [Boroznjak 1997: 63]. Es gibt zweifellos eine Reihe der Widersprüche innerhalb Deutschlands, – darüber wird es sehr viel gesprochen. Die Erfolge als einer einheitlichen Nation liegen auch auf der Hand. Gerade in der Geschichte und im Prinzip der Einheit der Deutschen liegt die Theorie über „die einheitliche Nation" zugrunde, auf deren Grundlage seinerseits der moderne Mononationalismus in Deutschland steht.

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SPEZIFIK DER PSYCHOSOZIALEN ALTENARBEIT

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Im Artikel werden die Besonderheiten und die Hauptrichtungen der sozialen Altenarbeit betrachtet. Es zeigen sich die Besonderheiten der psychosozialen Arbeit mit den älteren Menschen im Ruhestand. Es werden die Formen der sozialen Arbeit, die zur Anpassung der älteren Menschen im vorliegenden Lebensabschnitt beitragen, analysiert.
Key words: Soziale Altenarbeit, Rentner, Ruhestand, Alter.

Gegenwärtige sozialwirtschaftliche, moralisch-psychologische und geistige Situation in Russland ist äußerst widersprüchlich und vielschichtig. Es gibt viele zu lösende Probleme, die mit den Lebenssituationen der Menschen aus verschiedenen Bevölkerungsschichten verbunden sind. Die zahlreichste Gruppe von den hilfebedürftigen Menschen stellen die Rentner dar. Russland gehört demographisch zu den alten Staaten. Die Alterung der Bevölkerung ist ein globales Problem, das die Weltgemeinschaft aufgefordert hat, ein System von Ansätzen zu diesem sozialen, wirtschaftlichen und kulturellen Phänomen zu entwickeln.

Soziale Altenarbeit ist auch eine der populärsten Zweige im Bereich der

sozialen Sicherheit. Das Alter ist die schwierigste Zeit im Leben des Menschen, denn ältere Menschen sind nicht imstande, ihren eigenen Bedürfnissen abzuhelfen. Sie brauchen eine Unterstützung der jüngeren, arbeitsfähigen Mitglieder der Gesellschaft. Die Gesellschaft muss alle Problemlösungen übernehmen, die mit der Gesamtheit der Freizeitaktivitäten und der sozialen Versicherung der älteren Menschen verbunden sind [Holostova 2005: 327].

Bei der Altenarbeit werden folgende Grundprinzipien festgelegt:
- Achtung der Kundenrechte
- Einhaltung von Kundeninteressen
- Die Vertraulichkeit und Geheimhaltung
- Die Wertigkeit der menschlichen Individualität
- Die Verantwortung für die Qualität der Arbeit
- Die Informierung die Kunden über die vorgenommenen Maßnahmen
- die menschliche Behandlung des Kunden und seines sozialen Umfeldes.

Diese Prinzipien liegen der Sozialgesetzgebung in den meisten Ländern zugrunde und bilden die Voraussetzungen für die neue Politik im Bereich der sozialen Altenarbeit [Fedosov 2006: 135].

Es sei darauf hingewiesen, dass für die Einhaltung der Vielfalt von der Formen und Methoden der Sozialen Altenarbeit die Differenzierung dieser Bevölkerungsschichte nach ihren Bedürfnissen, dem Vorhandensein der intakten Funktionen, den Wertepriotitäten, den Lebensverhältnissen zu berücksichtigen ist. [Dmitriev 2004: 470]. Unter dem Einfluss der negativen Bewertung entwerten sich die älteren Menschen, es wird das Selbstwertgefühl verloren. Ihre Motivation nimmt zu und ihre soziale Aktivität geht immer wieder zurück. Die älteren Menschen als Subjekten ihres Lebens entwickeln sich nicht mehr und können sogar in dieser Hinsicht in Verfall begriffen sein [Holostova 2005: 150].

Das System der sozialen Rechte der älteren Menschen lässt sich in zwei Arten von Regeln unterteilen:

1) Rechtsnormen, die allen Bürgern, unabhängig vom Alter zugesichert sind, einschließlich die den älteren Menschen;

2) die für die älteren Menschen extra gefestigten Rechtsnormen [Fedosov 2006: 180].

Die Rechtsvorschriften, die die Rechte, den Status und die Situation ältern Menschen festigen, sind ziemlich umfangreich. Nach der Verfassung der Russischen Föderation werden für Senioren wie auch für alle Bürger/-innen die gleichen sozialen Rechte und Freiheiten gewährleistet. In der Liste der Sozialen Rechtsvorschriften gibt es eine föderale Gesetz "Über die Veteranen" vom 12. Januar 2005, Föderale Gesetz "Über soziale Dienstleistungen für ältere Menschen" vom 2. August 1995 (in seiner geänderten Fassung vom 02.08.2004). Eine besondere Stelle nimmt das föderale Gesetz "Über die staatliche Sozialhilfe" vom 17.07. 2000 in den komplexen Gesetzen auf soziale Unterstützung der älteren Bürger.

Die psychosoziale Altenarbeit ist besonders im Ruhestand von großem Bedarf. Die Tätigkeit der Sozialarbeiter muss auf die Vorbeugung der sozialen Fehlanpassung abgezielt werden. Nach dem Ende der Lebensarbeitszeit benötigen

die älteren Menschen die neuen Werte, Rollen, Fähigkeiten zu erlernen, so dass mit der Veränderung der gewohnten Lebensführung die Beziehungen mit dem Umfeld, Erwerbstätigkeit und Interesse am Leben erhalten werden können.

Die psychoprophylaktische Arbeit kann in zwei Stufen organisiert werden:

I. Vorbereitung für den Ruhestand.

II. Die Arbeit mit älteren Menschen nach dem Übergang in den Ruhestand.

Auf der Entwicklungsstufe I sind folgende wichtigste Formen der psychosozialen Arbeit zu nennen:

1) Bildung. Diese Form der Arbeit erfordert eine massive Schulung mit Hilfe der speziellen Literatur. Diese Literatur kann die Informationen über die Besonderheiten des Alters, die mit diesem Lebensabschnitt verbundenen Schwierigkeiten enthalten.

2) Beratung. Bei dieser Form werden die Einzelhilfeberatungen über verschiedene Probleme der Vorbereitung auf den Übergang in den Ruhestand vorausgesetzt.

3) Gruppenarbeit. Die schließt die Bildung der Vorbereitungsgruppen anhand der speziell erarbeiteten Regeln ein. Der Inhalt des Arbeitsprogramms ist von den Besonderheiten der Gruppe abhängig.

Die Hauptrichtungen der psychosozialen Arbeit auf der zweiten Stufe erweisen sich folgenderweise:

1) Die Arbeit mit im Ruhestand fehlangepassten älteren Menschen .

2) Die Arbeit mit den Familienmitgliedern der älteren Menschen [Ruslanova 2007: 87].

Bei der Erstellung eines Arbeitsprogramms ist es wichtig, persönliche Eigenschaften der älteren Menschen in Rechnung zu tragen, um die erfolgreiche Anpassung im Ruhestand zu gewährleisten. Aufgrund der Analysis von diesen Besonderheiten zeichnet R.I. Ruslanova folgende Arten der Arbeit aus:

1) Aufbauen der adäquaten Selbstbewertung;

2) integrierte Kontrollebildung;

3) Beförderung dem sozialen Engagement der nichtberufstätigen Rentner [Ruslanova 2007: 93] zu verbessern.

Nach der Meinung von M.D. Alexandrova sei ein älterer Mensch in der Lage sein, seine Aktivitäten gemäß seinen inneren Interessen selbst zu wählen. Die Organisation der Clubarbeit trägt dazu bei, ein weiteres wichtiges Problem der älteren Menschen zu lösen – den Prozess der Interaktion zwischen älteren Menschen aufzunehmen [Alexandrova 2004: 170].

A.V. Dmitriev hebt die Schwierigkeiten hervor, die bei der Arbeit mit älteren Menschen auftreten:

1) Die älteren Menschen verhalten sich oft als "Meckerer" – sie geben ihre Verantwortung für die gegenwärtige Situation nicht zu, sie sehen die Ursachen in den umgebenden Menschen und Lebensverhältnissen und halten sich als unfähige in ihrer Problemauflösung zu beteiligen.

2) Die älteren Menschen neigen dazu, in Erinnerungen, im Vergleich der aktuellen Situation mit Episoden oder Perioden der Vergangenheit zu leben;

3) Es entsteht das Problem der Einsamkeit. Die älteren Menschen leben oft allein, sie sind mit ihren Problemen einsam. Sie sind gezwungen, alles selbst zu

entscheiden, sie haben keine Menschen, die ihnen helfen und in schwierigen Situationen beistehen könnten. Daraus misstrauen die älteren Menschen dem Umfeld, und es ist ihnen sehr schwierig, einem neuen Person ihre Seele zu öffnen. Darin liegt eine weitere Schwierigkeit bei der Sozialarbeit mit älteren Menschen [Dmitriev 2004: 430].

Aus der Setzung von E.A. Fedosov kann man Schlussfolgerung ziehen, dass für die aktive Anpassung der älteren Menschen an die Bedingungen des sozialen Umfeldes folgende Maßnahmen notwendig sind:

• Organisation der psychosozialen Beratung;
• Bildung der Freizeitaktivitäten;
• Patronage der Familien, die mit den älteren Menschen leben;
• Unterstützung der Alleinstehenden;
• die Einbeziehung von religiösen Organisationen [Fedosov 2006:].

Zum Schluss sollte die psychologische Arbeit mit älteren Menschen auf die Förderung deren aktiven gesellschaftlichen Rolle ausgerichtet sein. Die Person im Ruhestand sollte Möglichkeit haben mit anderen zu kommunizieren und eine positive Selbstbewertung, geistige Ruhe haben.

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DIE TRADITIONELLEN METHODEN DER MUSEUMSEXPOSITION NACH T.P. POLJAKOW

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Im vorliegenden Artikel wird die Geschichte der Methodenbildung in der Museumsexposition in Russland betrachtet. Die Gestaltung stellt den wichtigen Teil der Ausstellungstätigkeit dar. Es wird auf die Verstärkung des Einflusses der künstlerischen Prinzipien in der Museumsexposition heutzutage hingewiesen.

Key words: Museum, Museumsgestaltung, Museumsgestalter, Methoden der Museumsgestaltung.

Die Geschichte der Gemäldeausstellung hat eine lange Tradition und stammt von den Sammlungen der Personen, die entweder über die weltliche sowie geistliche Macht verfügen oder die großen Geldmittel besitzen. Das Entstehen des Museums in Russland als Institut, wo sich die Versammlungen der Kunst im modernen Sinne vorhanden sind, geht auf Ende XIX. – Anfang XX. Jahrhunderte zurück.

Die Gemäldeausstellung wird in der Regel auf der Basis des Museums durchgeführt. Im vorliegenden Artikel wird die Entwicklung der Hauptmethoden der Museumsexpositon in Russland betrachtet. Zugrunde der Übersicht wird die Monografie von T.P. Poljakow „Die Mythologie der Museumsdesigns oder wie ist das Museum zu machen?" gelegt.

Das Museum (oder die Museumsprojektion) ist, nach der Meinung von T.P. Poljakow, das unteilbare, universelle Weltbild, das in einem gewissen begrenzten Raum dargestellt wird, in den die gegenständlichen Ergebnisse der menschlichen Tätigkeit, die den kulturhistorischen Wert haben, umgestaltet werden [Poljakow 2003: 7].

Der Museumsgestalter ist, nach Poljakows Meinung, ein schöpferischer Mensch und er lebt in drei Realitäten – physisch, metaphysisch und transzendent. Die erste wird vom Bewusstsein, zwei andere werden vom Unterbewusstsein erkannt, und sie werden als Ganzheit wahrgenommen. Und der Ausdruck dieser ganzheitlichen Weltwahrnehmung ist eine Mythe.

Im Weiteren werden die Gestalter von T.P. Poljakow folgend aufgeteilt:

1) Gestalter-Geographe – sie laufen durch die Höhle und versuchen sich der Information höchstens anzueignen; sie nutzen beliebige technische Mittel aus.

2) Gestalter-Stoiker – sie können keine Gestalter-Künstler wegen ihres übermäßig hohen Intellekts werden.

3) Maler-Verbalisten – sie sind fähig sich an den „Ozean des Bewusstlosen" anzuschließen und stellen sich als professionelle Mytheschöpfer vor, die ihre Suchen nur mittels des Wortes äußern können.

Die Ausstellungs- und Museumsgestaltung ist ein schöpferischer Prozess, der laut der Kanzleisprache die Dokumentationausfertigung für die zukünftigen Ausstellungen und die Verwirklichung der Autorenaufsicht über ihre Realisierung einschließt [Muzejnye terminy 1986: 135].

In 80-er Jahren des XX. Jahrhunderts wurden von den Kulturwissenschaftlern zwei Arten der Museumsgestaltung – wissenschaftliche und künstlerische Gestaltung – unterschieden. Unter der wissenschaftlichen Konzeption der Ausstellung wurden das unteilbare Verständnis der Aufgaben des Museums im Ausstellungsbereich und das System der in der Ausstellung erschließenden Themen, Ideen, Probleme verstanden [Poljakow 2003:12]. Die wissenschaftliche Konzeption bestimmt die Ziele, die Aufgaben und die Verfahren ihrer Lösung im Ausstellungsbereich.

Der wissenschaftlichen Konzeption soll die kulturarchitektonische Konzeption entsprechen, die die räumliche Gestalt der Ausstellung verkörpert, die vom Künstler auf Grund von der wissenschaftlichen Konzeption gefunden ist. Sie

tritt gewöhnlich als Modell auf, womit die erste Etappe der Gestaltung endet [Muzejnye terminy 1986: 114].

In der zweiten Etappe sollen zusammenwirken: die erweiterte thematische Struktur, d.h. die thematische Ausstellungsentwicklung, die bis zu den abgesonderten thematischen Komplexe mit der Bezeichnung der führenden Exponate vereinzelt wird, die das lokale Thema illustrieren, und das Skizzenprojekt, d.h. die erweiterte architektonisch-künstlerische Konzeption, die bis zu den lokalen Themen vereinzelt wird und die ausführliche Durcharbeitung der Raum- und Farbenlösung einschließt [Ebd.: 52].

Die dritte Etappe fängt mit der Entwicklung des thematischen Projekts der Ausstellung an und wird mit dem Erarbeiten der Montageblätter beendet. Der thematische Ausstellungsprojekt schließt die Benennung der Abteilungen, Themen, der thematischen Komplexe, die führenden Texte, die Inhaltsangabe, die Exponaten liste mit dem Hinweis auf ihr Charakter, die Umfänge, den Aufbewahrungsort usw. Die Montageblätter sind Zeichnungen der Teilen der Expositionsoberfläche, auf denen die Unterbringung der konkreten Exponate gezeigt wird [Ebd: 86].

Anhand des vorliegenden Schemas, Poljakows Meinung nach, bleibt es dem Künstler, wenn er solcher ist, tatsächlich keinen Platz für die schöpferische Selbstrealisierung übrig. Dieses „Kabinettschema" ist nach seiner Meinung unsinnig.

Wenn die Künstler und die Wissenschaftler miteinander nicht einig werden konnten, wurde es vorgeschlagen, das Amt „des schöpferischen Vermittlers" – des Szenografs – der Museumsgestaltung einzuführen. Er sollte „die innere Dramatik des Museumsthemas, die als Ergebnis des Mitbeteiligtseins zwischen den Menschen und den Ereignissen entsteht, von denen das Expositionsmaterial erzählt, ausdrücken" [Poljakow 2003:13]. Es hat nach Poljakows Meinung ebenso das positive Ergebnis nicht gegeben.

Der genannte Gelehrte meint, dass man den Ausgang aus der vorhandenen Situation finden kann, wenn es eine deutliche Definition des Begriffs „die Museumsgestaltung" gegeben wird. Er betont, dass damals zwei polare Bestimmungen des gegebenen Begriffs existierten:

1) die Museumsgestaltung ist eine objektivierte wissenschaftliche Konzeption;

2) die Museumsgestaltung ist ein Kunstwerk, das über die Museumsbesonderheit verfügt [Ebd.: 14].

Diese zwei Begriffe vergleichend, kommt der Autor zum Schluss, dass die Museumsgestaltung als Hauptform der musealen Existenz die zielgerichtete Präsentation der Museumsobjekte darstellen muss.

T.P. Poljakow vergleicht die Museums Museumsgestaltung mit dem Buch, mit dem literarischen Werk eines bestimmten Genres. Er betont, dass sich für beliebige Genres die Kenner finden werden. Die Museumsobjekte in solcher Interpretation kann man als Wörter vorstellen. Daraus sind die traditionellen

Methoden der Museumsgestaltung folgend. In der Literatur nach T.P. Poljakow unterscheidet man die systematischen, thematischen und Ensemblemethoden.

F.G. Krotow hat andere Terminologie vorgeschlagen: illustrative, bildliche und Sammelmethode [Krotow 1983: 8]. Es wurde von M.B. Gnedowski noch den „Projektansatz" zugegeben, der später ihn als kunst-mythologische Methode genannt hat [Gnedowski 1990: 100].

Nach Poljakows Meinung werden die Methoden nach den Zielen der Museumsgestaltung charakterisiert. Wenn das Ziel der Gestaltung der Museumssammlung ist, die Objekte gemäß der wissenschaftlichen Formprinzipien oder ausgewählten Themen zu systematisieren, so kann man solche Methode als Sammelmethode nennen [Poljakow 2003: 17].

Wenn das Hauptziel ist, durch den Museumsobjekten die Naturerscheinung oder das öffentliche Leben darzustellen, eine Art „wissenschaftliche Arbeit" zu schaffen, so wird Anschauungs- oder Anschauungsthematische Methode verwendet.

Wenn das Hauptziel ist, den Haushalt oder die mit den historischen Ereignissen, dem Leben der berühmten Personen verbundene Umgebung auf der dokumentarischen Grundlage zu bewahren oder zu rekonstruieren, d.h. die gegenständliche Gruppe zu reproduzieren, so kann man solche Methode als Ensemblemethode nennen.

Wenn das Hauptziel ist, die künstlerische Ausstellungsgestalt, die Werke der Museumskunst, die die Werte und die Ideale ausdrücken, zu schaffen, so ist diese Methode als museal bildliche Methode zu bezeichnen. Diese Methode entstand noch in den 1920-er Jahren. Bei dieser Methode ist die Bildung „der neuen" Exponate und ihre Nutzung neben traditionellen Museumsobjekten zugelassen. Das Museumsobjekt wird dabei betont, es findet die neuen Farben mit Hilfe der funktional-dekorativen Formen. „Infolge der virtuellen Wechselwirkung (der Bewegung „entgegen einander") der traditionellen Vitrinen und „der speziell geschaffenen Exponate" – der Bilder, der Skulpturen, der Wandbilder – wird eine gewisse plastische Konstruktion geschaffen, die gleichzeitig verkörpernde Gestalt der bedingten Vitrine darstellt und die künstlerische Idee, die im gegenständlichen Stillleben verborgen ist, ausdrückt: das Bild oder ihr Analog verliert die gegenständliche Selbstständigkeit, und ddie Vitrine erwirbt die bewusste künstlerische Funktion". Darin liegt die Konzeption der Museumsinstallation.

Die Sammel- und Ensemblemethode unterscheiden sich voneinander dadurch, dass das Museumsobjekt hier auf dem Niveau des bedingten Ausstellungsinhalts auftritt. In zwei anderen Fällen wird das Museumsobjekt als Mittel betrachtet.

Jede der traditionellen Methoden ist objektiv abgezielt, die Ausstellung in etwas Ganzen – die Sammlung, die Illustration usw. – zu vereinigen. Dieses Streben zur inneren Einheit nähert die Museumsgestaltung der künstlerischen Bildhaftigkeit, macht sie ähnlich dem Organismus, wo man ohne andere nicht existieren kann.

T.P. Poljakow zeichnet noch die fünfte Methode – kunst-mythologische Methode – aus, in dem die Museumsgestaltung als neue Kunstart, und das Museumsobjekt als Grundlage für die Sprache dieser Kunst verstanden wird. Wenn man sie zu der bildlichen Gestaltungsmethode gibt, so ergibt sich die obengenannte künstlerische Museumsinstallation. Wenn man diese Methode zusammen mit der Sammelmethode verwendet, so kann man die Anwesenheit des Museumsbesuchers erreichen. Die Benutzung dieser Methode lässt zu, mit den Museumsmitteln den Forschungsprozess auszudrücken [Poljakow 2003: 21]. Die kunst-mythologische Methode zusammen mit der bildlichen Methode lassen sich zu, das Thema zu entwickeln, ihm die Bewegung, die Möglichkeit zu geben, die Prozesse zu zeigen. Zu den Gestaltungsmitteln wird das Element der Dramaturgie und der Literatur ergänzt. Es entsteht die Reihenfolge der Handlungen, das Museum verwandelt sich in die Show. Jeder Museumsobjekt ist wie dem auch sei mit einem Ereignis, einer Persönlichkeit, einem Forschungsobjekt – mit dem Leben verbunden. Gerade dieses Leben kann man im Museum wie im literarischen Werk widerspiegeln.

So wird mit der Vereinigung der Grundlagen von diesen drei Methoden eine neue Methode – kunst-mythologische – entstanden, die das vollwertige Weltbild zu schaffen ermöglicht. Und wenn in dieses Weltbild die Ensemblemethode zu ergänzen, d.h. wenn die Innenansicht oder die Ensemble als strukturelle Hauptelement vorkommen, oder die Gruppe zu ergänzen ein strukturelles Hauptelement des Sujets werden, so wird nicht nur der künstlerische Wert der entworfenen Exposition, sondern auch der historische Wert der Gedenkstätte erhöht [Poljakow 2003: 22].

T.P. Poljakow vermutet, dass die von ihm vorgeschlagene kunst-mythologische Methode die Rolle der universellen Methode der Projektierung der Museumsgestaltung spielen kann. Er vereinigt vier obengenannten Methoden, so dass die Möglichkeit entsteht, die Museumsgestaltung als vollständig geformtes Weltbild, als Bild eines bestimmten historischen Ereignisses wahrzunehmen, das das symbolische Wesen der ausgestellten Erscheinung widerspiegeln kann.

Die Analyse der Bildung und der Entwicklung der traditionellen Methoden der Projektierung deckt die offenbare Tendenz zum sich immer mehr steigernden Einfluss der künstlerischen Prinzipien in der Museumsgestaltung auf. Solches Ergebnis hält T.P. Poljakow als gesetzmäßig, weil die früher beherrschende in der Museumsgestaltung Ideologisierung und Politisierung verboten haben, den Talenten des Künstlers-Museumsgestalters geöffnet zu werden. Jetzt gibt es eine Möglichkeit, anhand des Museums das eigene Modell des Daseins zu schaffen.

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SOZIALE REHABILITATION DER JUGENDLICHEN AUS DER SOZIAL BENACHTEILIGTEN FAMILIEN (AUF DEM BEISPIEL DES BELGORODER GEBIETS)

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Der vorliegende Artikel ist auf das Studium der Gründe des Entstehens der sozial benachteiligen Familien in der Gesellschaft gerichtet. Es werden die Methoden der Rehabilitation der Jugendlichen aus solchen Familien beschrieben. Es wird die Analyse der Erfahrung nach der Organisation der sozialen Rehabilitation der Jugendlichen aus der sozial benachteiligen Familien im Belgoroder Gebiet durchgeführt.

Key words: soziale Rehabilitation, sozial benachteilige Familie, die Minderjährigen, „Das Regionale soziale Rehabilitationszentrum für die Minderjährigen" Belgorod.

Die sozial benachteiligten Familien stellen eines der wichtigsten Probleme der modernen Gesellschaft dar. Die Zahl der Gründe, wegen deren die Familie solchen Status erwirbt, nimmt zu: der Alkoholismus und die Rauschgiftsucht der Eltern, die Misshandlung mit den Kindern u.a. Zurzeit wird mehr als 800 sozial benachteiligten Familien im Belgoroder Gebiet aufgezählt. Ungefähr 920 Kindern leiden darunter. Der vorliegende Artikel ist dem Studium der Gründe des Entstehens der sozial benachteiligten Familien und der Methoden der Rehabilitation der Jugendlichen aus solchen Familien gewidmet. Als Objekt des Studiums wird die Organisation der sozialen Rehabilitierung der Jugendlichen auf dem Beispiel des Belgoroder Gebietes betrachtet.

Nach der Definition von A.G. Chartschewa stellt die Familie eine kleine soziale Gruppe der Gesellschaft dar, die auf dem ehelichen Bündnis und den verwandtschaftlichen Beziehungen gegründet ist (der Mann, die Frau, die Eltern, die Kinder und andere Verwandten), die gemeinsam den Haushalt führen und die gegenseitige moralische Verantwortung erweisen [Andreyeva 2011: 37].

Die Verantwortung für die Benachteiligung der Familien liegt sowohl auf dem Staat, den sozialen Instituten, als auch auf der Gesellschaft, weil der soziale Staat die rechtskundige, zu den öffentlichen Krankheiten nicht gleichgültige und

über die Heilmittel verfügende Gesellschaft vorsieht, wo das Persönliche den Kollektiven beherrscht.

Die Familie, die sich in der Zone des sozial-ökonomischen und psychologisch-pädagogischen Risikos befindet, verwendet häufig die destruktiven Formen und Methoden der Erziehung, so dass beim Kind die gestörte Innenwelt gebildet und sein Verhalten mit anderen Menschen (den Pädagogen, den Altersgenossen in der Schule) negativ wird. Die Kinder aus den sozial benachteiligten Familien geraten in die Zone des psychologisch-pädagogischen Risikos öfter als andere aus verschiedenen Gründen. Die ungenügenden Lehrleistungen sind mit der unmotivierten Abwesenheit in der Schule auf dem Hintergrund der Kontrolllosigkeit der Eltern verbunden; die häufigen Krankheiten entstehen infolge der Nichtbefolgung der gesunden Lebensweise; die Konfliktformen des Verhaltens der Jugendlichen sind nichts anderes, als Projektion der familiären Streite, der Aggression und der Grausamkeit [Drynkina 2009: 34-37].

Die Beschäftigungslosigkeit im System der Weiterbildung, d.h. die Unfähigkeit zur Selbstbestimmung und der Selbstrealisierung, geschieht durch Verschulden der Eltern, die das Beispiel der eigenen Begeisterungen nicht gegeben haben, die Vorteile des von ihnen gewählten Berufes nicht erklärt haben. Demzufolge in der disfunktionalen Familie wächst das pädagogisch ungepflegte Kind, das im Lernen hoffnungslos zurückblieb, das die doppelte Moral, die Grausamkeit, die Aggression, den Hass zum Umfeld, keinen Wunsch sich ins System der sozialen Interaktion einzureihen (zu lernen, zu arbeiten) aufweist [Ivanova 2012: 6-7]. Das schlimmste ist, dass die jungen Menschen aus den sozial benachteiligten Familien die Schwierigkeiten haben, die eigenen Familien zu bilden, weil man sie nach dem Muster des Elternhauses baut.

Nach der Meinung von M.A. Galagusowa, ruft die Unvollständigkeit des emotionalen Lebens in der sozial benachteiligten Familie beim Jugendlichen die psychischen Verwirrungen und die Verstöße der sozialen Anpassung herbei: bei einen stellt es die Abnahme der Aktivität dar, die zur Apathie und größerem Interesse an die Sachen, als an den Menschen führt; bei anderen zeigt sich die Hyperaktivität mit dem Weggehen in die asoziale, was noch schlechter, kriminelle Tätigkeit. Bei vielen Jugendlichen wird die Tendenz beobachtet, sich auffällig in der Gesellschaft zu benehmen, versuchend, zu sich die Aufmerksamkeit der Erwachsenen heranzuziehen, wobei man die feste emotionale Verbundenheit nicht schaffen kann. In solchen Familien können die Jugendlichen das Lernen vernachlässigen, da sie sogar keine elementaren Schulsachen haben können: Kugelschreiber, Hefte, Lehrbücher. Sie haben auch keine Möglichkeit, sich gut und modern anzuziehen, und es entsteht die Angst, von den Altersgenossen zu unterscheiden, dass sie über ihn lachen und ihn verachten werden. Aber wenn man sogar in der Schule lernen kann, hat man zu Hause keine Möglichkeit zu lernen, weil dort die ständigen Saufereien, Schlägereien sind. Deswegen können die Jugendlichen aus dem Haus weggehen und auf den Bahnhöfen, in den Kellern usw. leben, wieder dem negativen Einfluss unterziehend. In diesem Fall aber geschieht

es schon seitens der Gesellschaft, und es kommt die negative Sozialisierung der Persönlichkeit solchen Jugendlichen vor [Galaguzova 2006: 34-147].

In der ausländischen und einheimischen Praxis der sozialen Arbeit mit den benachteiligten Familien sind die ausreichenden Erfahrungen der sozialen Rehabilitierung der Jugendlichen aus solchen Familien gesammelt.

Auf dem Territorium des Belgoroder Gebiets funktioniert „Das Regionale soziale Rehabilitationszentrum für die Minderjährigen", das 1999 gemäß der Verordnung des Verwaltungschefs des Belgoroder Gebiets № 281 von 30.04.1999 gegründet wurde.

Die Ziele und die Aufgaben des Zentrums sind:

- die Prävention der Verwahrlosung und der Obdachlosigkeit der Minderjährigen, die Offenbarung und die Beseitigung der Gründe und der Bedingungen, die dazu beitragen;

- die Zuweisung der sozialen Dienstleistungen gemäß der Gesetzgebung der Russischen Föderation, des Belgoroder Gebiets;

- die Zuweisung der sozialen, psychologischen und anderen Hilfe den Minderjährigen als auch ihren Eltern oder den gesetzlichen Vertretern für die Beseitigung der schwierigen Lebenssituation;

- die Versorgung der Wahrnehmung der Rechte und der berechtigten Interessen der Minderjährigen.

Die Arbeit im „Regionalen sozialen Rehabilitationszentrum für die Minderjährigen" wird nach den folgenden Richtungen geführt [Petrenko 2013: 13-14]:

I. *Medizinische Rehabilitation*: die Organisation und die Durchführung der medizinischen Untersuchung von den Fachärzten; die Mithilfe und die Hilfeleistung den Zöglingen im Erhalten der sozial-ärztlichen Betreuung, die von der Gesetzgebung der Russischen Föderation im Umfang des grundlegenden Programms der obligatorischen medizinischen Versicherung der Bürger der Russischen Föderation vorgesehen ist.

II. *Die psychologische Rehabilitation*: die Stabilisierung des emotionalen Zustandes, die Korrektion der Emotions- und Willenssphäre; die Korrektion der psychischen Erkenntnisprozesse, die Bildung der Motivation zur Lehrtätigkeit; die Entwicklung der kommunikativen Fertigkeiten im Verkehr mit Umgebung.

III. *Die soziale-pädagogische Rehabilitation*: die Bildung der kulturell-hygienischen Fertigkeiten, der Fertigkeiten der Selbstbedienung, des Verkehrs; die Korrektion der Schulfehlanpassung und der pädagogischen Vernachlässigung; die Gesundung der zwischenmenschlichen Beziehungen im Kollektiv und mit den Altersgenossen.

IV. *Sozial-Rechtshilfe*: die Mithilfe den Kinderschutzbehörden in der Errichtung des sozialen Rechtsstatus von Minderjährigen und in der Auswahl seiner optimalen Lebensform; die Erledigung, die Wiederherstellung der verlorenen und fehlenden Dokumente vom Minderjährigen.

Auf Grund des Zentrums funktioniert „Telefonseelsorge" und die Beratungsstelle. Die Hilfeberatung betrifft die Fragen der Erziehung und der Entwicklung der Kinder und ist kostenlos.

Für die Jugendlichen, die ins Belgoroder regionale soziale Rehabilitationszentrum für die Minderjährigen geraten sind, werden verschiedene Veranstaltungen durchgeführt: die Wettbewerbe der Vorleser, die Ausflüge, Konzertbesuche, die Meisterklassen nach den verschiedenen Künste und der Fertigkeiten, die Sportfeste und andere.

Die sozialen Rehabilitationszentren beugen die Obdachlosigkeit der Minderjährigen, die Rechtsverletzungen und die unsozialen Handlungen der Minderjährigen vor, bringen an den Tag und entfernen die Gründe, die dazu beitragen; gewährleisten die soziale Rehabilitation der Minderjährigen mit verschiedenen Formen und verschiedenem Fehlanpassungsgrad, organisieren ihren vorübergehenden Aufenthalt.

Nach der Analyse verschiedener Quellen über das vorliegende Problem, sind wir zu den folgenden Schlussfolgerungen gekommen.

Erstens, nach dem Erlernen der theoretischen Grundlagen der sozialen Rehabilitation der Jugendlichen aus den sozial benachteiligten Familien wurde es klar geworden, dass die benachteiligten Familien ein großes Problem in modernem Russland und dem Belgoroder Gebiet darstellen.

Zweitens, die sozialen Rehabilitationszentren für die Minderjährige existieren erfolgreich auf dem Territorium von Russland. Sie realisieren voll den ganzen Komplex der Maßnahmen der sozialen Rehabilitation der Jugendlichen. Darin sind die Fachkräfte verschiedenen Profils tätig: die Erzieher, die soziale Arbeiter, die Pädagogen-Psychologen, die Logopäden. In diesen Zentren sind immer fertig, den in Not geratenen Familien und Kindern qualifizierte Hilfe zu leisten, eine Krisensituation überwinden helfen.

Drittens, anhand der analysierten Formen und Methoden der sozialen Rehabilitation der Jugendlichen sind wir zum Schluss gekommen, dass sie vor allem darauf gerichtet sein sollen, das Verhalten der Jugendlichen unter die soziale Kontrolle zu stellen, die die Ersetzungen, die Verdrängung der gefährlichsten Formen des abweichenden Verhaltens durch öffentlich-nützliche oder neutrale Formen einschließt. Die soziale Aktivität des Kindes soll in die gesellschaftlich-zugestimmte oder neutrale Richtung gelenkt werden. Die Hauptmodelle, die Formen und die Etappen der sozialen Arbeit mit der sozial benachteiligten Familie begünstigen die Korrektion der Beziehungen von Jugendlichen mit den Eltern, die Verbesserung des familiären Mikroklimas, der sozialen Anpassung und der sozialen Rehabilitation der Kinder und der Jugendlichen, die in die schwierige Lebenssituation gerieten.

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MUSIC THERAPY IN REHABILITATION
OF CHILDREN WITH AUTISM

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The article discusses the role of music therapy in the treatment of people with autism. The authors reveal the concept "music therapy", describe its influence on autistic people. The article determines the field of music therapist activity in rehabilitation of autistic children. Based on the analysis of findings in this topic the authors come to the conclusion that this branch of psychology has good perspectives for further researching and developing.

Key words: music, music therapy, music therapist, autism, autistic children.

The great Russian psychologist V.M. Bekhterev said: "Music is the healer of health but not only the factor of man's refining and upbringing".

Today music therapy is the professional use of music and its elements as an intervention in medical, educational and everyday environments with individuals, groups, families or communities who seek to optimize their quality of life and improve their physical, social, communicative, emotional, intellectual and spiritual health and wellbeing. Research, practice, education and clinical training in music therapy are based on professional standards according to cultural, social and political contexts.

Now-a-days the great attention is attracted to the problem of non-drug methods in treating people with autism. Autistic disorders are neurodevelopmental conditions characterized by social and communication problems, restricted interests and behaviors. These disorders range in severity and the problems exhibited by autistic children are highly individualized that's why the disorders are

diagnosed along a spectrum – from low functioning to high functioning individuals. In this regard the problem of music therapy in the treatment of autistic people seems to be very actual. This trend in psychology has widely developed as in Russia, so abroad but still there are many questions to answer. So, the aim of the article is to analyze the impact of music therapy on rehabilitation of people with autism.

Speaking about the children with autism, it should be emphasized that for some of them human contact is threatening. But when music becomes a part of the communication process, children diagnosed with an autism spectrum disorder often begin to relax, focus and improve in ways that parents, clinicians and the children themselves find astonishing.

The dramatic improvements in autistic children who receive music therapy has instigated numerous research studies over the past several years, studies that have helped musical therapists develop effective musical interventions and techniques [Kaplan 2005: 14]. These advancements have increased the demand for music therapy programs targeting autistic individuals, increasing exposure to this type of treatment in schools, community organizations and in private practice.

Music therapists are found in nearly every area of the helping professions. Some commonly found practices include developmental work (communication, motor skills, etc.) with individuals with special needs, songwriting and listening in orientation work with the elderly, processing and relaxation work, and rhythmic entrainment for physical rehabilitation in stroke victims. Music therapy is also used in some medical hospitals, cancer centers, schools, alcohol and drug recovery programs, psychiatric hospitals, and correctional facilities.

Music therapy means a specific form of activity using music in different kinds such as listening to CD, playing any musical instrument, singing and etc.). Music therapy allows to activate a person, overcome unfavorable mood and improve his emotional state. It can be used as a basic or additional method of treatment. At its core, music therapy is the interaction between a therapist, a client (or clients) and the use of music. A music therapist assesses the client(s) and creates a clinical plan for treatment in conjunction with team and client goals, which in turn determines the course of clinical sessions. A music therapist works within a client-centered, goal-directed framework [Kern 2012: 123].

Music therapy can be a particularly useful when working with children with autism due to the nonverbal, non-threatening nature of the medium. Studies have shown that children with autism have difficulty with joint attention, symbolic communication and sharing of positive affect. The use of music therapy has demonstrated improvements of socially acceptable behaviors. Wan, Demaine, Zipse, Norton and Schlaug (2010) found singing and music making may engage areas of the brain related to language abilities, and that music facilitated the language, social, and motor skills. Successful therapy involves long-term individual intervention tailored to each child's needs. Passing and sharing instruments, music and movement games, learning to listen and singing greetings and improvised stories are just a few ways music therapy can improve a child's social interaction. For example passing a ball back and forth to percussive music or playing sticks and cymbals with another person might help foster the child's ability to follow directions when passing the ball and learn to share the cymbals and sticks.

After assessing the strengths and needs of each person, music therapists develop a treatment plan with goals and objectives and then provide appropriate treatment. Music therapists work with both individuals and in small groups, using a variety of music and techniques. According to the National Autistic Society, music therapists may rely on spontaneous musical improvisation. The therapist uses percussion or tuned instruments, or his own voice to respond creatively to the sounds produced by the client, and encourage the client to create his or her own musical language. The aim is to create a context of sound in which the client feels comfortable and confident to express himself, to experience a wider range of emotions and to discover what it is like to be in a two-way communicating relationship. He uses simple songs, pieces or musical styles to suit the mood and clinical and developmental needs of the client at any given moment. In fact, music as therapy need not fall into conventional patterns or even use words. The music therapist can respond to cries, screams and body movements by the client, all of which have rhythm and pitch and are susceptible to organization in musical terms[Whipple 2004: 97] .

A good music therapist should be able to develop strategies that can be implemented at home or at school.

Individual lessons provide the establishment and consolidation of contacts which in most cases become very confident. It means that an autistic child begins to look into the music therapist's eyes, greet shaking a hand, smile when meeting and others. Autistic children can research the timbre sounds of musical instruments such as keyboard, drum, woodwind therefore it develops their creativity. Doing different exercises with music they develop the attention concentration and the sense of rhyme, stimulate physical activity. Playing any musical instrument together with a music therapist contributes into the development of creativity, curiosity, group interaction and fine motor skills. Some improvisational singing of a music therapist stimulates some clients to join him that means the first step to speech dialogue. The Russian experience shows that best songs for autistic children of 8-12 years are children's super hits such as "Happy birthday", "The torture's song", "Bremen town musicians" and etc. Listening to a familiar song a child perceives it as an attempt to establish a dialogue on the topic he knows. In most cases he reacts positively.

Since up to 30 percent of children with autism are nonverbal and many have difficulty understanding verbal commands. Music therapy becomes very useful as it has been found that music can improve the mapping of sounds to actions. So by pairing music with actions and with many hours of training the neural pathways for speech can be improved. Child-appropriate action songs would be like playing the game "peek-ka-boo" or "eeny meeny miney mo" with a musical accompaniment, usually a piano or guitar.

Children with autism are also prone to more bouts of anxiety than the average child. Short sessions (15–20 mins) of listening to percussive music or classical music with a steady rhythm have been shown to alleviate symptoms of anxiety and temporarily decrease anxiety-related behavior [Kaplan 2005: 8]. Music with a steady 4/4 beat is thought to work best due to the predictability of the beat. Target behaviours such as restlessness, aggression and noisiness can also be affected by the use of music therapy. Weekly sessions ranging for ½ hour to 1 hour

during which a therapist plays child-preferred melodies such as «Twinkle Twinkle», «Little Star» and engages the child in quiet singing increases socially acceptable behaviour such as using an appropriate volume when speaking. Studies also suggest that playing one of the child's favorite songs while the child and therapist both play the piano or strum chords on a guitar can increase a child's ability to hold eye contact and share in an experience due to their enjoyment of the therapy.

Musical improvisation during one on one session has also been shown to be highly effective with increasing joint attention. Some noted improvisation techniques are using a welcome song that includes the child's name, which allows the child to get used to their surroundings; an adult-led song followed by a child led song and then conclude with a goodbye song. During such sessions the child would most likely sit across from the therapist on the floor or beside the therapist on the piano bench. Composing original music that incorporates the child's day-to-day life with actions and words is also a part of improvisation. The shared music making experience allows for spontaneous interpersonal responses from the child and may motivate the child to increase positive social behaviour and initiate further interaction with the therapist. Some common instruments in music therapy for children are upright piano, guitar, xylophone, small guiro, paddle drums, egg shakers, finger cymbals, birdcalls, whistles and toy hand bells.

Music itself can become an obsession, another trait of autism that reinforces withdrawal and isolation. Instead of drawing out the individual, music therapy interventions applied incorrectly can make the child move deeper inwards. For these reasons, music therapy for autistic children and individuals should only be practiced by individuals who have completed an approved music therapy program (including an internship), and have passed the national examination offered by the Certification Board for Music Therapists. Music therapy has also been recognized as a method for children with autism.

So, music therapy plays a very important role in the activity of teachers and psychologists but especially in the communication with autistic children who live in their own world and need in understanding and supporting. Unfortunately, this branch of treating toddlers is not so widely used in Russia as it is in the USA and Europe. But still there is a hope that in future the Russian Federation will take one of the leading places in this field.

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WORKING THROUGH INTERPRETERS

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The article deals with the issue of efficient cooperation interpreters and psychiatrists and con. The necessary knowledge and skills for successful mastering of cooperation are analyzed. Problems peculiar to psychiatry are considered. The role of the interpreter in psychiatric practice is studied.

Key words: interpreters, psychiatrists, psychiatry, linguistics, interpretation services, medical interpreter.

Language is the essential psychiatric tool for eliciting both history and mental state. Both diagnosis and treatment are handicapped if there is no common language between doctor and patient and understanding is facilitated through a third party, who usually has no psychiatric training. Many factors can affect this process resulting in a convoluted interview and greater potential for misunderstandings and diagnostic errors. Linguistics and the use of interpreters are rarely mentioned in standard psychiatric texts. The different processes of translation and interpretation and their use in psychiatry are explored here. The variety of errors and pitfalls described in the literature are considered. The authors offer advice on the use of trained and untrained interpreters in order to minimise errors and make the most of the information available.

Language is the principal investigative and therapeutic tool in psychiatry. Interference with communication impairs our ability to assess a patient comprehensively. Nowhere is this more apparent than in the situation where patient and professional are separated by a language barrier, creating a state of dependency on an interpreter, who holds the key to mutual understanding. In today's multi-racial society, particularly in larger cities, it is not uncommon to encounter such a situation, where particular skills are required of both interpreter and doctor. Nevertheless, the study of linguistics in relation to psychiatry is rarely mentioned in psychiatric texts, where disorders of communication are often seen as a consequence of disordered attention and the important influences of social cognition and context are ignored [Thomas & Fraser 1994: 589].

In the early 1990s, it was estimated that there were 20–30 million refugees and displaced persons in the world, together with many more-temporary non-native residents in the form of students and tourists [Jablensky 1994: 60]. Migrant populations exhibit a higher incidence of mental illness compared with native populations. Moreover, in some countries there are diverse native populations between whom communication is problematic. For example, four entirely different

languages are spoken in Pakistan's North-West Province, which has a population of only 10 million or so. Tourists introduce further languages and cultures to the mix. People with different forms of disability may also have specific language difficulties. For example, several different forms of sign language are used around the world by those who have impaired hearing.

The few studies that have addressed this issue in British hospitals have concluded that the quality of communication tends to be poor. In the samples used for two surveys of British Asians in hospital, more than half had experienced difficulties in communication and reported dissatisfaction with existing interpretation services [Stevens & Fletcher 1989: 905]. Similarly, in a survey of 1000 professionals working in different psychiatric services in Australia, more than one-third reported having contact, at least on a weekly basis, with patients with whom effective communication was either limited or impossible because of language barriers.

Many hospitals and local authorities maintain lists of interpreters. Working through an interpreter provides an opportunity for patients to present symptoms in their own language, but it also adds other dimensions to the interview process. It must be remembered that interpretation is a very much more complex process than is word-for-word translation. Rather than the simple substitution of one language for another, it calls for the deciphering of two linguistic codes, each with its own geographical, cultural, historical and linguistic traditions. Furthermore, possible complications introduced by adding two more relationships to the interview (interpreter–patient and interpreter–interviewer) should not be underestimated.

The accuracy of meaning is lost where an unskilled interpreter simply translates. This is well illustrated in the cases of two suicides by Spanish-speaking patients who had been managed by English-speaking psychiatrists working through interpreters. It was concluded that the patients' emotional suffering and despair were underestimated in the interpretation process [Sabin 1975: 198].

There are also more-subtle ways in which interpretation may affect the quality of a psychiatric interview. Many questions asked by psychiatrists could be considered to be presumptuous, at best, if presented without the benefit of empathic expression, and this may damage the quality of the rapport or, worse still, provoke a hostile response. In dealing with a lengthy response, background information may be excluded, distorting the context and making the answer appear illogical or tangential, and this can lead the interviewer to consider the possibility that the patient has thought disorder.

Cultural issues are of huge importance in these situations – both those of the patient and of the interpreter. Both Putch (1985) and Westermeyer (1990) give examples of situations in which interpreters actively dissuaded patients from disclosing vital information which was seen as stigmatising their culture or religion. In other situations, patients' views concerning traditional practices and therapy may be withheld in the interests of 'protecting' the patient from medical authorities.

Finally, the indirect nature of an interpreter-mediated interview is an interruption of the process of psychiatric assessment, which combines form and content of speech, facial expressions and bodily movements to reach an impression of mental state. In these circumstances, the process of using an interpreter has been likened to first watching television without sound, then receiving the sound without the pictures, and later trying to combine the two [Kline et al 1980: 1531].

So far, we have concentrated on sources of error arising from the actions of the interpreter. However, it should be remembered that the clinician's competence and familiarity with the use of interpreters are also extremely important. In the first meeting with a new patient, there is an understandable desire to obtain as much information as possible as quickly as possible to allow an early assessment of mental state. This may lead to the recruitment of the patient's friends, or even other patients, to help out. It is a widespread misconception that being bilingual automatically qualifies a person to be an interpreter. Apart from confidentiality issues, any deficient linguistic or translating skills of the individual, his or her lack of understanding of the clinical situation, and of mental health in particular, and his or her relationship with the patient are likely to magnify any of the errors of interpretation already discussed. Further complications arise from role conflicts (e.g. for a patient's friends or family) or an inadequate understanding of cultural values, as distinct from language.

The process will be further complicated if a clinician speaks quickly, uses long sentences or fails to use 'laymen's' language. Talking to the interpreter about the patient using the third person invites a conversation about them rather than with them, and raises the interpreter from the position of facilitator to participant, distorting the process still further.

Interviewing through an interpreter is difficult enough in simple history-taking exercises, but the problems experienced in conducting a mental state examination are formidable. Using a methodology which employed both qualitative and quantitative measures, Farooq et al (1997) recorded many errors in translation that muddied the meaning of the verbal responses. Interviews were conducted both in English, through an interpreter, and in the patient's own language by a psychiatrist fluent in that language. Errors were also found in the rating of symptoms and these could be minimised by the use of an experienced interpreter.

It has been suggested that unfamiliarity with psychiatric work makes even the most sophisticated medical interpreter an emergency translator [Westermeyer 1990: 748]. Moreover, in states of anxiety, delusion, depression or thought disorder, patients frequently lose their ability to communicate freely in an acquired language, making an interview with a bilingual patient in their second language.

For clinician and interpreter to work together effectively, each requires a knowledge of the other's style of work and of what can reasonably be expected (Box 1). This improves with practice, so that the doctor learns to ask translatable questions and the interpreter to render 'nonsensical' responses verbatim. It is important that interviewer and interpreter meet before the interview, to clarify the

goals of the psychiatric assessment, the main areas to be assessed and any sensitive issues that are to be explored. It may be necessary to discuss the importance of confidentiality, the need for translation of documents and the problems that can arise if the interpreter tries to 'make sense' of a patient's verbalisations. It should be remembered that an interpreter-mediated interview will take up to twice as long as a standard clinical interview and will require considerable skill and patience from clinician and interpreter alike.

Box 1

- Tips for working with an interpreter
- Meet with the interpreter before the interview to explain its purpose and goal
- Speak slowly and clearly
- Use simple, 'layman's' terms where possible
- Speak to the patient, not the interpreter
- Clarify confusing responses
- Ask for a verbatim translation if the response is still unclear
- Avoid taking notes: concentrate on non-verbal behaviour
- Meet with the interpreter afterwards for feedback
- Remember to ask the interpreter for his or her impression of the normality of conversation
- Practice

In the interview, addressing the patient directly instead of through the interpreter helps to establish a better rapport and give control of the interview to the clinician. Questions should be planned in advance so as to make the best use of the time available. Long questions, excessive jargon and use of the passive voice will make an interview more difficult. Breaks while the interpreter is speaking to the patient should be used by the clinician to observe the patient's non-verbal behaviours, helping to gain non-verbal clues to the patient's mental state and enabling the next question to be framed more appropriately. Writing notes during these breaks wastes the opportunity to acquire valuable clinical data and should be avoided. A statement that is inconsistent with a patient's non-verbal behaviour should be explored by changing the wording, breaking down the question or asking about a related issue. A post-interview meeting with the interpreter is essential to clarify the interview material and the dynamics of the interaction.

It has been found that these provisions, coupled with the use of a qualified and experienced interpreter, minimise the occurrence of qualitative distortions. The process provides a reliable method for making clinical observations and results in a reliable diagnosis [Farooq et al 1997: 210]. However, while this is the standard for which to aim, the reality of clinical practice may require information to be gathered in less than ideal circumstances, greatly magnifying the potential for error.

Occasionally, a situation is encountered that forces the use of a relative or friend of the patient, or even another patient, as an interpreter. Where possible, these situations should be avoided, given the sensitive and confidential information being captured. Interviews using such interpreters should be confined to essential

information and arrangements should be made for a second, more appropriate interview to be conducted using a qualified interpreter. It must be remembered that the use of such emergency interpreters will greatly increase the number of errors, particularly those involving role conflict and normalisation. Responses such as 'does not know …' or 'talks irrelevantly …' should be explored further to look for errors or psychopathology: in such situations, a verbatim translation should be requested. The interpreter may have his or her own agenda or insecurities in such settings. During the interview, however, it is important to keep a focus on the patient. Interpreters' questions and insecurities should properly be addressed later.

Where it is not possible to clarify aspects of the patient's mental state, such as where formal thought disorder is suspected and a verbatim translation cannot be given, it is helpful to record the interview on audiotape. This situation may occur however skilled the interpreter is and the recording will allow a more considered view to be taken later, either by the interpreter or by a psychiatrist colleague who is fluent in the language concerned.

It has been claimed that transcultural psychiatry is an applied science, converting research-derived concepts into reliable health strategies [Jablensky 1994: 60]. To sustain this position, significant advances are needed in research and in training towards overcoming language barriers in an environment where 80% of psychiatric staff consider that their professional training prepares them 'very little' or 'not at all' for cross-cultural clinical work. Such circumstances demand not only an ability to communicate through an interpreter but also an understanding of an individual's cultural values in a way that has received only limited attention within training programmes for psychiatric staff in multi-cultural settings. It is essential for psychiatrists to recognise the complexity of the task, particularly the power that interpreters have to control the information being relayed back and forth and thus influence the outcome of the interview. Interpreters should be selected with care, and supervision by a clinician who is used to working with interpreters is a valuable experience.

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SPECIFICITY OF SOCIAL-PSYCHOLOGICAL ADAPTATION OF THE FIRST YEAR STUDENTS AT THE FACULTY OF PSYCHOLOGY

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The given article is devoted to a problem of adaptation of first-year students in the university environment. In article characteristics of adaptation, her main are considered aspects. Results of sociological research on the following directions are given: a) an assessment by students of the skills received in higher education institution for future work; b) knowledge level of first-year students of rather future profession; c) idea of students of the professions.

Active development of socio-economic factors, accumulation of a certain basic knowledge in various spheres of scientific activity, blistering processes of informatization of society, in general, all this defined absolutely new and high threshold of requirements to the person. For present society is necessary that type of people who will be able not only to exist in this sphere, but also to realize their internal potential in it. But anyway, the considerable part of our young people has no feature of the adaptation and development in the conditions of constantly dynamic reality [Derbenev 2010: 132]. This problem, so-called disadaptation of the younger generation, is especially actual today, because preparing of future professional in any way of professional activity will depend the level of their professionalism.

In conditions of today's life relevance of this subject is indisputable. Most first-year students, in a large period of time can't get used to the factors and events changing round them, the first difficulties for the student are connected with new living conditions, with primary socialization in higher education institution. Together with assignment the status of student young people face a number of difficulties: new system of training, relationship with classmates and teachers, problems in the social relation, independent life in city conditions (for nonresident students), insufficient knowledge of structures and the principles of work of the university and opportunities for self-realization in creativity, science, sport and public life. This way, relevance of the considered problem and its insufficient readiness determined our choice of theme: "Features of process of socio-psychological adaptation of first-year students" [Zaharov 2013: 35].

Problem is the question: what are socio-psychological features of adaptation of first-year students?

Research object is the solution of this problem.

According to the purpose the solution of the following research problems was required:

1) to analyse a research the problem readiness in psychology, reveal the concept "adaptations"

2) to study the adaptation of first-year students to the new social environment;

3) to analyse and generalize the information obtained as a result of the research

4) to interpret generalized researches and to make a conclusions [Dragunova 2012:312].

Researches of process of social and psychological adaptation of students to conditions of HIGHER EDUCATION INSTITUTION of the next period (the 90th years) correspond to a new paradigm of education to individual-based approach in development of the personality (N. V. Makarenko, L.M. Mitin, G. M. Mkrtchyan, etc.). The attention of researchers is paid to the changes which are shown in structure of features of the personality in process socially – psychological adaptation. The particular emphasis is placed on a question of formation "an image – I" and valuable orientations of future experts. So, it is noted that at students of 1-3 courses a serious obstacle in professional and personal self-determination is not formation of feeling of own identity which is shown in certain violations "an image – I" [Golovey 2010:115].

In Higher education institution the young man faces a number of complex problems: adaptations to new conditions of study and communication, to requirements of educational process, overcoming of material and household problems, and also other. At this time there is an understanding by first-year students of social conditions and an environment. In an ideal the student has to orient very quickly and from new positions to master ways and methods of educational activity, to understand system of the norms and rules existing at faculty and which are formed in group to develop the new system of values in relation to the fellow students and teachers surrounding it, to the specialty elected by him. Adaptation of first-year students to new conditions has complex character that defines a set of approaches to its research, including its criteria [Gabdreva 2013:69].

In view of the fact that in a picture of dynamics of adaptation process the increasing value actually personal psychological forces of development, such as a locus of control, features of self-estimation, self- and others acceptance, aspiration to domination, emotional comfort, etc. There is a question of reliable and valid psychological diagnostics of these components, which are besides expedient for considering as criteria of an assessment of efficiency of adaptation. We can try to solve this problem with the help of a technique of diagnostics of the social and psychological adaptation offered by K. Rogers and R. Daymond [Kulagina 2012:128].As selection for this research 60 first-year students of the faculty of Psychology of the NIU Teacher Training college of BSU which research was conducted from October 2013 to December 2014.

By results of the technique it is possible to make a conclusion that process of adaptation from September, 2013 to December, 2014 at the first course takes place quite successfully, it proves also that fact that the assessment of emotional comfort was quite high with students of both courses. Relying on the majority of statistical

information, I'd like to notice that at the beginning of training "disadaptation" is experienced on average to 22% of the students who entered the first course. The majority has the low level of somatic health and prevalence of reactions of quiet activation. Students with health level below an average and an average – reactions of the increased activation. In September the GPA on "rejection of" made 8,47, and in December it decreased to 4,40 that says that the salutary environment of higher education institution had positive impact on a psychological state of most of examinees and with a current of some time, thanks to active living position and establishment of new social contacts, the level of "rejection of" decreased to a positive mark.

The analysis of criterion of "acceptance of others" allows us to claim that there is a sharp recession of points in comparison with autumn testing (28,53 – 24,43) that, perhaps, is explained by that originally many examinees required understanding of an emotional condition of other members of group by means of empathy, penetrations into its subjective world.

From the analysis middle group values of progress in subjects it is possible to make a conclusion that progress is approximately identical in different subjects (both general education, and special) to each group, and this way it is the most probable that estimates reflect not the level of adaptedness, but some unaccounted factors in this research. It can be a factor of complexity of a subject, a factor of requirements of the teacher, a stereotype concerning estimation of progress in this higher education institution or an emotional condition of students.

Following criterion of an assessment is "emotional discomfort". During testing of the interrogated students, at the time of autumn calculation of points average value didn't exceed 8,40, but in the winter the mark of average value corresponded 3,65 that says that examinees could lower during the adaptation period at themselves observed states at the beginning of training in higher education institution, characterized as the state endured as unpleasant.

And here studying criterion of "external control" I'd like to notice that its indicators also decreased with 16,02 to 10,23 that says how environment of circumstances influences progress of examinees and their productive activity.

At an indicator "domination' – the predominating situation over other subjects, average value in October equaled 19,10, but in December this ball reaches the level of 26,43 that means increase of aspiration to control the social environment.

Proceeding from ideas of social conditionality of mentality of the person, mental health can be considered as optimum adaptation to conditions of the social environment. Thus adaptation of the person isn't limited to the passive (autoplastichesky) adaptation by Wednesday, and assumes impact on it during specific activity. Efficiency of adaptation depends on compliance of the adaptive mechanisms which are formed at individual development to the changing environment conditions [Krakovskiy 2011:113].

During scientific researches some approaches to process definition "adaptation" were allocated, in each of which some one party of this phenomenon

was represented. Objectively there are some forms of manifestations of this phenomenon which allow claiming that adaptation, on the one hand. – dynamic education, direct process of the adaptation to environmental conditions, and with another, – the property of any live self-regulating system mediating its resistance to environmental conditions.

Therefore by consideration of problems of adaptation of the person it is accepted to allocate three functional levels: physiological, psychological and social; it is possible to assume that ability to adaptation is not only individny, but also personal property.

Student's life begins with the first course and therefore successful adaptation of the first-year student to life and study in HIGHER EDUCATION INSTITUTION is pledge of further development of each student as the person, future expert. Having come to new educational institution, the young man already has some developed installations, stereotypes which at the beginning of training start changing, breaking [Kon 2012:76].The new situation, new collective, new requirements, isolation from parents, inability to dispose of "freedom", in cash, communicative problems and many other things lead to emergence of psychological problems, problems in training, communication with fellow students, teachers.

Speaking about an indicator of "following", it should be noted that during the autumn period at examinees average value of an indicator was equated to 18.77, but fell to 10,10 in the winter. Everything tells it about decrease in dependences, a tendency to rely on other's opinion.

This way, results of research confirm the hypothesis we have made that adaptation to higher education institution is a difficult and multiple-factor process. On the basis of the obtained information of socio-psychological adaptation in our experimental group it is possible to give it the following characteristic: on an integrated indicator "Adaptation" the group is characterized as having the increased adaptive abilities, that means at this group more there are respondents with high and normal adaptive abilities. Also most of respondents of this group have a high integrated rate of self-acceptance, acceptance of others, emotional comfort, domination.

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SOUTHERN ITALY EXTINCTION PROBLEM
AND ITS CONSEQUENCES

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This article deals with the problem of extinction of southern Italy and the migration of population to the North of the state over the past 30 years. At the moment this question is one of the most important issues in Italy along with the "garbage crisis", the mafia and the growth of unemployment.
Key words: the North, the South, migration, unemployment, the Northern League.

Along with highly developed areas, there are still many relatively underdeveloped, predominantly agrarian regions. They are distinguished by the predominance of primary industries such as agriculture, extractive industries with the insufficient development of non-productive sphere, infrastructure, high-tech industries. They are characterized by low professional level of labour resources, a high unemployment, outmigration to other areas and different countries. Typical features for areas of this group can be seen on the example of the South of Italy.

By characterizing inter-regional disparities in this country some scientists sometimes talk about three parts of Italy – the North, which includes Lombardy, Liguria and Piedmont, the Medium with Venice, Emilia-Romagna, Tuscany, Umbria and other regions, and the South which is situated in the southern part of the Apennine Peninsula and the Islands. But the others pick out only two parts, i.e. the northern and the southern Italy. In this case, the southern Italy includes the region of Campania, Puglia, Abruzzo, Molise, Basilicata, Calabria, Sicily and Sardinia. The aim of this article is to determine some ways of solving problem of extinction of southern Italy and the migration of population to the North and the effectiveness of these measures.

According to the research center Svimez in 2014, the southern regions of Italy may be abandoned by the people very soon. "For five years, the number of families living in absolute poverty has increased two and a half times, from 443 thousand to 1 million 140 thousand families," as mentioned in the document [Maksakovskiy 2008: 49]. In accordance with this report, the southern regions of Italy "take the risk to become a desert" because of the high level of emigration of the inhabitants. Besides, the suspension of industrial production is predicted in the region, too. Residents of the South move to the North in the searching for work. However, as it is currently reported, the situation has become more difficult in recent years.

Throughout the history the mentioned disparity between the developed North and the underdeveloped South is one of the features and one of the bottlenecks in the entire of social and economic development of Italy. After the political unification of the country in 1861, the North began to develop a capitalist industrialization, while the South with its archaic way of life was turned into an agricultural appendage of the North. This contradiction is further deepened with the transition to stage of scientific technical revolution. Possessing neither efficient production apparatus nor skilled manpower resources, the South of Italy was the most important center of migrations in Western Europe: only in the 1950s-1970s about 4 million people had left the South [ibid: 50]. In the 1980s the total gap of the South from the North was still very large.

The GDP per capita in the South was only 60 % compared to that in the North. To the South almost 2/3 of all the unemployed accounted in the country. In general, the quality of life was much lower here. Within the South Calabria and Basilicata were considered the most lagging regions.

The regional policy in relation to the Italian South began in 1950, when a "Development programme of the South" was developed and "the cashier of the South" was created. It was the main source of subsidies for planned projects. Also the system of various benefits to attract to the area of state and private capital has been applied. At the same time there was an agrarian reform.

In the first phase of the programme, the attention was mainly paid to infrastructure such as roads, power lines, pipelines, dams and reservoirs for water supply and irrigation. Especially the important role was played by the famous "highway of the Sun", which was continued from Naples to the southern tip of the Apennine Peninsula. Within the second stage the industrialization of the South, the creation of heavy industry, especially steel, oil refining, petrochemical and chemical industries were paid attention too. The choice of this industrialization was contributed to the favourable position of southern Italy on Maritime traffic, oil and iron ore, as well as the discovery of oil and the continued development of sulfur and salt in Sicily, the discovery of natural gas in the South of the peninsula.

The most important and interesting peculiarity of the industrialization of the South from a geographical point of view is that 12 districts (zones) of industrial development and 27 smaller nuclei of industrialization were selected for this purpose, which occupied 1/4 of its entire territory altogether. In the future the number of such districts has been increased, including promoting them to Central Italy. In the most of the selected areas the industrialization was carried out by creating one a largest enterprise, for example steel mills in the vicinity of Naples (Bagnoli) and Taranto, petrochemical complexes in Brindisi and the Syracuse area. However these "poles of growth" of basic industries began to acquire more modern and high-tech industries, especially in Naples and an "industrial triangle" Bari – Brindisi – Taranto. In the South there were branches of major car manufacturers like FIAT, and Alfa Romeo.

In 1980-1990s the regional policy in the southern Italy began to acquire some new features. In 1993, with the beginning of a new stage of integration of the EU countries "the cashier of the South" has completed its work.

Along with the funds from the state budget a private capital became to be involved increasingly. There was a refusal from megalomania, and now the

preference is given to small and medium-sized enterprises. Italy attempts to attract financial and other resources of the rest of the EU to the South, while the emphasis is primarily on creating of the necessary infrastructure for year-round recreation and tourism. It is considered it will help to attract foreign investment. The establishment of the single economic space in Western Europe can positively affect the South of Italy too. It testifies about the considerable effort needed to lift the South which has significantly improved its well-being and from a backward agrarian turned into an agro-industrial and even an industrial-agrarian region. Actually the emigration was stopped. The overall lag of the South from the North decreased markedly. But significant differences between the North and the South do still exist. Due to the more rapid development of the North the share of the South in the national GDP does not exceed 1/4. According to experts, the quality of life in the South is still 1/3 lower than in the northern part of the country. The number of poor families in the South is about 10%. And unemployment among the youth reaches 55 % [www.astrid-online.it].

There is one particular factor that must be taken into account, considering the problem of the South, i.e. the role of the Italian mafia. Receiving the huge funds from trafficking in arms, narcotics, precious metals and stones, from the illegal export of capital, from robbing banks and wealthy people (mainly in the North and in other countries of Western Europe), mafia clans began to take root in the economy of the South. They buy and sell the land, create industrial enterprises, strengthen their position on the market. In many provinces of the South, they have actually established their monopoly over local economic and natural resources and control over the levers of political power. On the continental South this problem refers to Calabria and on the island south – to Sicily. With the mafia extremely widespread racketeering and a "shadow" economy are connected, where half of all workers is occupied. It means that the entire industry act like "in the shadows" here.

The GDP of the South of Italy in 2013 fell by 3.5% compared to 1.4% in the North. It is expected that in 2015 the GDP of the South will rise by 0.3%, in the Centre by 0.9%, in the North-East by 1.8% and the North-West by 2.2% [www.corrieredelmezzogiorno.corriere.it]. In the period between 2008 and 2013, 985 million people lost their jobs in Italy, and more than half of them, 583 million, live in the South. Only in 2013 year 478 million jobs in Italy were lost, where 282 million fall on the South. This difference in the labour market is inevitable: the reduction of the employed population in the South was more than twice than that registered in the Central-Northern regions (in the period between 2008 and 2012 it was respectively – 4,6% and-1.2%). It was happened because the unemployment rate reached in 2012 -17% in the South, against 8% in the North. The GDP per capita in the South in 2013 was about 888 euro, 29.837 euro – in the North. The richest northern region was the Valley d'aosta, with its 34.442 euro, then Trentino-Alto Adige (34.170 euro), Lombardy (33.055 euro), Emilia Romagna (31.239 euro) and Lazio (29.379 euro). In the southern regions the GDP was higher in Abruzzo (21.845 euro), Molise (19.374 euro), Sardinia (18.620 euro), Basilicata (17.006 euro), Puglia (16.512 euro), Campaign (16.291 euro), Sicily (16.152 euro).The poorest region was Calabria with 15.989 euro per capita. In particular, in

the crisis 2008-2013 the consumption of foodstuffs fell (in the South from -14,6% to -10,7%). Moreover in 2013 the inflow of investments into the fixed capital decreased: -5,2% compared with -4,6%. In 2013 SVIMEZ survey showed that in the South the number of deaths exceeded the number of births. The highest death rate is in the region of Molise and Abruzzo (respectively 11.3‰ and 10.9‰). The average life span in 2012 was 83.7 years in the South for women and 84.7 years in the North. For men the northern average duration of life – 79,8 years, in the South – 79 years. In 2012 the average number of children for woman was 1,34 in the southern regions and 1,46 in the North [Novaya gazeta 2011: 15].

SVIMEZ research in 2009 showed that in the period between 1997 and 2008 about 700 thousand people migrated to the North, most of them were young people with higher education. As a result the migration destroys the southern Italy due to the fact that it is deprived of the possibility of production caused by reduced domestic demand. It is also obvious that migration reduces the wages of northerners increasing job offer in the North. Over the past twenty years about 2.3 million people migrated from the South to the North and to the Center. Lombardy and Lazio remain the most attractive regions for southerners.

In the South a quality of basic public goods is much reduced, such as justice, health, education, transport, social services. Therefore another factor to get people to leave the South of Italy is an infant mortality.

In addition to economic reasons, i.e. accelerating the migration of the inhabitants of the South of Italy, there are several negative environmental factors. In particular, the Campania region has served as a place of illegal burning of toxic waste from all over Italy and is considered the region with the greatest health risk now.

Thus we can say that the Italians migrate to the North in the hope of a better life, to get a better education, better jobs and therefore earn more money.

In this regard the requirements of political or at least economic independence of northern Italy are heard very often. The North got tired of feeding the South. So the EU is responsible for the feeding of the South now. By 2013 the EU has invested 44 billion euro in the southern Italy [Russkaya gazeta 2014: 3]. The Italian party "The Northern League" which was established in 1980 and led by Umberto Bossi, has for many years advocated the provision of the North, the most wealthy and industrialized areas, the maximum powers up to separation from Italy. Of course, it is the most radical scenario. The reality of Italy is that the economic gap between the southern and the northern parts is very large. The North provides the major part of tax revenues in the Italian budget, and the southerners come to look for a job there. "The Northern League" supports the establishment of an independent state Padania with a capital in Milan and it is against the European constitution. The former Italian Prime Minister Silvio Berlusconi once was an ally of "The League". However, the greatest results on elections – about 30% – the party achieved in 2010 in only one province in the Veneto [www.chaskor.ru]. The leader of "The Northern League", Umberto Bossi is a bright politicians, whose slogans echo in the hearts of many Italians. He declares about a decisive battle with the dictatorship of Rome for freedom and self-determination, promises to create new jobs, to limit migration, to revive a family and church, which are the true values for every Italian. "The Northern League" has proposed a reform that was

supposed to turn Italy into a federal state, where the issues of health, education, security, and partially tax were transferred to the jurisdiction of the 22 regions. This model operates in many high-income countries with the same average standard of living throughout the territory. But in Italy with a huge difference in the level of welfare, a transfer of the health sector and all the other things to regions would lead to flagrant inequality. For example, in the northern Lombardy the patients would be treated as in Switzerland, but in the southern Basilicata – as in Libya. In addition to the "Northern League", there is a movement for the independence of Sicily, the Independent front of Lombardy and many other similar movements. It is likely that in a few decades the political map of Europe, which supported illegitimate separation of Kosovo from Serbia, will look very different.

The Italian government has proposed some several measures: a modernization of the agricultural sector, the creation of modern infrastructure, the construction of large companies in major industries, which act as the "growth poles". And all these measures are mainly due to the state. Besides, the European regional development fund and the national funds of this kind will allocate many resources for the rise of the Italian South.

However, one should not be surprised that the unity of the nation-state in Italy has not entered the flesh and blood of the population yet. Therefore 1980-2010s became a time of serious challenges of the territorial integrity of the country, and Northern Italy is one of the most striking examples of the latest separatism in Europe. "Europe of regions" appeared instead of the "European countries". Catalonia, Bavaria and Scotland become "more important" than Spain, Germany, the UK respectively. Perhaps the same fate awaits Italy.

In conclusion, we can say that there are a number of ways of reducing the flow of migrants to the North. But all these measures turn out to be not efficient to solve this problem.

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SECTION 4. PHILOLOGY AND LINGUISTIC

SUPERSTITIONS AS THEY ARE

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Superstitions are a part of culture, genetic memory of a nation, the clot of history that should be studied and saved from forgetting. The article highlights the most widespread superstitions in Britain with some thoughts on the psychic reasons of their appearing.

What is your reaction if you see how the black cat is crossing your way? I am sure you will at least shiver inside. It's because your granny surely told you that black cats bring misfortune. You have to spit over the left shoulder to avoid bad luck. And many people do this openly or secretly! That is how the superstition works.

In our quest to understand superstitions, let's start by defining them. Superstition is the belief in supernatural causality – that one event causes another without any natural reason linking the two events. In fact it is a widely held belief with no rational basis, irrational fear of something that is unknown or mysterious.

Don't be alarmed if you have been brought up believing that some things around us can bring good or bad luck – you are only the one from the millions of such believers all around the world. Even if you're not the superstitious type, maybe there comes the event in your life when you need good luck strongly. Then you will remember the tales about good luck omens and will be glad to notice at least one of them.

By the word: the British don't consider black cats to be the bad signs. On contrary, they will be glad to meet a black cat before the important event as they believe it brings a good luck. Black cats are featured on many good luck greetings cards and birthday cards in England. The bad luck omen is a magpie you can face before an important event. If you see it, blow a kiss to this bird or touch the wood to avoid misfortune [3].

In fact a magpie itself isn't a fatal omen. This refers to the number of magpies you see. The well-known 18th century rhyme explains:

One magpie for sorrow,
Two for a joy,
Three for a girl,
Four for a boy,
Five for silver,

Six for gold,
Seven for a secret,
Never to be told [1].

The British often based their superstitions on the numbers. To see three butterflies together is considered an unlucky sign. Meeting three ravens together is considered really bad. If you broke a mirror you should expect to get 7 years' bad luck. When the clock strikes twelve at midnight, eat twelve berries for 12 months of good luck. On the first day of the month it is lucky to say the phrase "white rabbits" three times before saying your first word of the day. The number thirteen is unlucky. Friday the thirteenth is the most unlucky day!

The British believe that if a person falls ill badly, a male from the family should go to a place where two streams meet, collect seven smooth stones, boil them in milk, and treat the ill one with the potion [1].

The exact origin of these superstitions is unknown, but as for the Friday the thirteenth this goes back to the Christian belief that the 13th person at the Last Supper with Jesus was Judas, who betrayed him and led him to be crucified, and "unlucky Friday" was the day when Jesus died [3].

Lucky and unlucky numbers are common in many countries and the UK is no exception. Seven is usually seen as the luckiest number, with three and eight following close behind. What is funny though, in a recent survey asking UK people to name their lucky number, 13 was the second after number 7 most popular choice. Maybe some people just like to tempt fate… [1].

The UK has a reputation for rainy country so it's hardly surprising that umbrellas play their part in popular superstitions. One myth is that it's unlucky to open an umbrella indoors. There are two possible origins of this superstition. Some people believe that it originated in Egyptian times when umbrellas were used to protect people from the heat of the sun. To open an umbrella indoors was an insult to the God of the Sun.

Other people believe that this superstition started in 18th century London when waterproof umbrellas with large metal spokes began to be used. The umbrellas were very large and difficult to open so often caused an injury to someone or an object to be broken if opened in the house [3].

Not a single town or village in England is situated more than a hundred miles from the sea so it inspired a huge number of nautical stories and superstitions. Long dangerous journeys on wild and unpredictable oceans have made sailors very aware of lucky and unlucky signs. Bad luck is caused by stepping on board of a ship with your left foot, starting a cruise on Friday and throwing stones into the sea. Good luck will follow a ship if there are dolphins swimming nearby or there is a naked woman on board! Think about old boats with a figure of a naked woman at the front, what must calm the seas.

Bad luck can be attracted to the ship by meeting a pig, a priest or a woman on the way to one's ship, dropping a bucket overboard, leaving a broom or a mop with the head upwards, spitting in the sea, whistling on the board what can bring a storm.

Luck can be brought to sailors by tattoos, a piece of coal carried, a coin thrown over the ship's bow when leaving port, a cross bun or a piece of bread baked on a Good Friday.

Red-haired people were thought to bring bad luck to a ship if you happened to encounter one before boarding. However, if you speak to the redhead before they get the chance to speak to you, you're saved.

Seabirds were thought to carry the souls of dead sailors to paradise and it is considered bad luck to kill one. However, it is considered good luck if you see one.

Believe it or not, it's actually considered good luck to have cats aboard a boat. They can ward off dangerous weather and predict a hail storm is coming by licking its fur against the grain (лизать себя против шерсти) or even start storms through magic in their tails. If a ship's cat fell or was thrown overboard, it was thought that it would summon a terrible storm to sink the ship and that if the ship was able to survive, it would be cursed with nine years of bad luck. Fishermen's wives keep mostly black cats at home in the hope that they would be able to use their influence to protect their husbands at sea [1].

Old superstitions linger even in today's modern world. The new research, conducted by *The Betway Group*, revealed that over ten million people won't walk under ladders for fear that it will bring them bad luck. The explanation can be traced back to ancient Egypt. The early Egyptians believed that the shape of the Pyramids had a special power. A ladder leaning against a wall formed a triangle which symbolised a pyramid. It was considered very bad luck to break the "power" of this shape and that's exactly what walking under a ladder would do.

By the word, avoiding walking under the ladder is one of the most common superstitions in Britain. According to Jacqueline Simpson's survey 83% of the British believe in this superstition making it the top among beliefs.

The second grade belongs to the belief in black cats (67%) and the third one – to the broken mirror (54%). The fourth place is the belief that it's lucky/unlucky to see magpies (47%), the fifth – unlucky to spill salt (44%).

The belief about the bad luck from opening umbrella indoors is on the sixth place (39%) and the number thirteen and Friday 13th bad influence is on the seventh place (36 %).

The British are very superstitious. Even the most hardened cynics will probably find themselves touching wood for the protection from misfortune. They also believe that you can avoid bad luck by crossing fingers and keeping them crossed until you've seen a dog.

The Scots are at the top of the superstition table, with 49% saying that they are very/somewhat superstitious, compared to 42% of the English, 41% of the Welsh and just 40% of the Northern Irish [2].

Superstitions accompany people's activity at home, at work or studying, at leisure or at moving the streets. Walking along the pavement in the UK can be bad luck if you're not careful where you put your feet. "Don't step on a crack or you'll fall and break your back!" – the old sayings warns. Step on a crack between two paving stones, and you might be attacked by wild animals, especially bears.

The British are careful with holiday superstitions. Beliefs in witches, ghosts and haunted houses – all popular Halloween symbols – have even increased over the past decade.

There is a legend that if you make a wish and then blow out all the candles on your birthday cake in one breath, your wish will be granted. In fact it's not so easy if you reach the age of 90 and there are 90 candles on the cake… But perhaps by that time, all your wishes have come true anyway!

Never give gloves as a present! Well, you can, but you'll both have bad luck. Gloves are attached to a whole host of superstitions, dating back to Medieval times and the days of chivalry, when Knights wore a lady's glove on their helmets as a sign of readiness to give their life for that one lady. It was also bad luck to drop a glove, and then pick it up yourself [1].

Weddings are followed with many beliefs too. Bride and groom must not meet on the day of the wedding except at the altar. The bride should never wear her complete wedding clothes before the day. According to superstition, a bride should wear "something old, something new, something borrowed and something blue'" as the parts of her costume [1].

The strange thing about the superstitions is that people of any age and education learn them easily, while some of the rules and moral norms are being studied for a long time and sometimes they never become the inner limit or impetus for the action in accordance with them and education seems can do little with our following superstitions.

After all, not all rituals or beliefs are superstitions. "The dividing line is whether you give some kind of magical significance to the ritual," a psychologist Stuart Vyse tells.

Richard Wiseman, Professor of the University of Hertfordshire, said "People can create luck and good fortune by changing their outlook on life, focusing on grabbing opportunities and creating positive expectations. It is possible through neural programming to think yourself lucky" [2].

This means that, whenever a person performs an action expecting something special to happen and it seems forthcoming, this strengthens superstitious behaviour in him/her.

It's not news that expectations can be extremely powerful and suggestive. Studies regularly point to placebo effects (both positive and negative), which are entirely caused by the power of expectations. Paul Foxman says about the positive placebo effect – if you think something will help you in reaching success, just do that! Good luck to you! [2].

Yet superstitions can also play a negative role in our lives, especially when combined with a bad habit such as gambling. If you're a compulsive gambler who believes that you can get lucky, then that belief may contribute to your problem.

Generally speaking, women are more superstitious than men, and children are more superstitious than adults, but exceptions still occur.

To sum up the article we can say that superstitious behaviour and superstitions themselves are rather interesting things to be studied. You penetrate into the world of intricate myths and actions and it is just your decision whether to believe them or not.

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SYSTEMATIZATION OF HISTORISMS OF BRITISH KNIGHTS'ARMOUR

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The article highlights historisms in modern linguistics, especially the problem of their belonging to passive vocabulary. The article also introduces paradigm of historisms naming British knights' armour.

Our epoch is called the epoch of informational revolution. At the times of great changes people try to find spiritual support in the historic past of the nation, so texts on historic themes are very popular today. Any modern book or movie's story tries to find the links with national historic events and traditions to be more attractive to the recipient, thus historic contexts contain many old words which help to describe temporal picture more vividly but which make difficulty in comprehension for modern people, so the effort to collect and systematize the words naming the items of British knights' armour has topicality.

Because of attaching to a definite epoch in our history some old words are called *historisms*. The aim of our work was systematizing and interpreting the meaning of *historisms* naming British knights' armour.

We have followed the scientific ideas of such scientists as: P. Ziumtor, A. Mikhailov, E. Meletinskiy who studied basic principles of Knight novels; I. Arnold, I. Galperin who studied systematic organization of vocabulary; A. Alexeev, N. Shanskiy, developing criteria for the classification of archaic words; Sh. Balli, L. Nekrasova, who described historisms as a specific part of lexicon. Scientific novelty of our work is concluded in examining the certain little-studied lexicon and defining the place of these words in modern discourse.

Lexicon-semantic system of any language differs with especial instability and changeability what displays in such notions as *archaisms, historisms, neologisms*. Some realia change around us what brings changes in vocabulary: some new words appear, some cease their using, some fall out using at all. Thus lexical semantic system divides into **active** and **passive** vocabulary [3].

Historisms can be defined as the words that appeared at definite period of history and narrowed their using with disappearing the items they named, thus they belong to passive vocabulary.

Historisms cover such philological areas as naming:

- *old social-political phenomena*: a slave, an accolade (обряд посвящения в рыцари);
- *the names of old professions*: an esquire (оруженосец рыцаря), a herald (распорядитель рыцарского турнира);
- *the names of old tools for labour:* a hatchet (каменный топор), a harrow (борона);
- *the names of old arms:* an arbalest, a dagger;
- *the names of old clothes:* chickcheers (узкие мужские рейтузы), livery (ливрея);
- *the names of old homage:* flagon (большой, чаще медный, сосуд для переноски вина или эля), trammels (сети для ловли птиц)
- *the names of old food*: champ (ритуальное блюдо праздника Самайн (Хеллоуина) из вареного картофеля со сладким молоком и маслом), candy (сегодня – любые леденцы, но в прошлом – еда для больных людей);
- *the names of old measurement*: ell (мера длины равная 45 инчам или 114 см), league (мера длины равная 3 милям) [1].

Historisms are usually the only name for the realia that has gone away to the past, what makes them equal to terms. That is why *historisms* are mostly nouns (*a sortie* – a sudden attack by troops from a besieged place), more seldom – verbs (*abase* – to lower in a rank; *sue* – to make a petition or appeal) and adjectives (*sable* – (heraldic) very dark black; *beef-witted* – having an inactive brain, thought to be from eating too much beef) [1].

The most important features of *historisms* are: lack of synonyms and their belonging to the lexical layer of language.

The paradigm of *historisms* consists of whether native or borrowed lexicon. For example: few British people remember a native historism *clog dance* – a specific dancing in the wooden shoes to make rhythm. It had great popularity in old Britain being replaced by ballroom dancing later. Another historism borrowed from Italian – *folia* – a passionate love song that was sung by men dressed in female clothes at any public performance in the 16th century, usually perceived with irony. Both archaic words belong to *historisms* [1].

Historisms are not necessary very old words. The phrase "Orange revolution in Ukraine" is known for about a decade of years, but it's surely a *historism* naming a specific historic event. In fact, a word's fate is determined not by the "age", but the frequency of their usage in speech. Some words don't grow old while some cease their usage only some years after being invented. It happens because the realia they named disappear from our life or become not actual any longer.

The process of words' archaisation is slow. Before a word falls out usage and gains the title of "obsolete" it stays in some contemporary texts and is called "archaic". Generally understood by educated people, it is rarely used in current texts or speech. However it calls into question using the term *passive vocabulary* for *historisms*. Due to their terminological matter *historisms* are "archaic" in

common speech but active representatives in scientific texts, especially on history or ethnography. Being used in historical fiction, *historisms* play the role of stylistic means for plunging the recipient into the atmosphere of a certain epoch [3, p. 92]. As for the historisms naming British knights' armour, you can find them in many modern books and movies.

Some *historisms* continue their active life in idioms. For example: "landmark knight" – межевой рыцарь. A poor knight, non-having private land. The meaning of idiom: *somebody without title or wealth* [2]. There are also words that are obsolete in one culture but are casual words in the other, as they are words *канцлер, бургомистр* in Russian and German cultures. Sometimes archaic words may undergo a sudden reveal with returning some realia: *гривня, губернатор, меценат, дума*.

Besides, archaisation of the word can be partial, because *lexical historisms* (monosemantic words) usually become obsolete but some meanings of *semantic historisms* (polysemantic words) stay in active using while the original meaning really ceases its functioning. For example: a word "knight" with the original meaning "a man who served his sovereign or lord as a mounted soldier in armour" is surely a *historism* of limited usage, while it stays in a living language in the meaning "anyone who acts chivalrous, or bravely". In business *White Knight* means "a person or company that rescues a targeted firm from a takeover attempt by buying the firm".

Few people can remember that so widespread word as *mail – почта* could touch upon the costume of the knight. Most modern fashion followers don't know that couturier who creates their dresses have acquired their skill from armourers who produced armour for the warriors. Creation of new forms of armament has caused the need to protect the body of warriors from damage so the concept of armour appeared. Cutting metal required special skills and knowledge on anatomy not to hurt a warrior's body and keep the freedom of movements. Besides, metal was rather expensive, so it had to be economised while creating such kind of costume. It was that how the craft of tailor has appeared. Free-on-line Dictionary gives the date 1287 when the profession of tailor was registered in the list of guilds.

First armour meant just some cloth attached to the shoulder like a "wing" protecting a warrior's back. Then special jackets were made from some layers (from 5 to 30) of fabric. Thus the first type of armour is called *Rag Armour*. Creation arbalest in the 12th century claimed new type of armour made from metal. The first metal armour was the *mail* made of 15–45 thousands of rings joined together. The earliest appearance of *mail* was the 3rd century BC. *Mail* was not only the first metal armour but also the first garment which became an adopted uniform for the warriors. The different lengths of *mail* shirts have different names:
Byrnie: waist length;
Haubergone: mid-thigh length;
Hauberk: knee length.
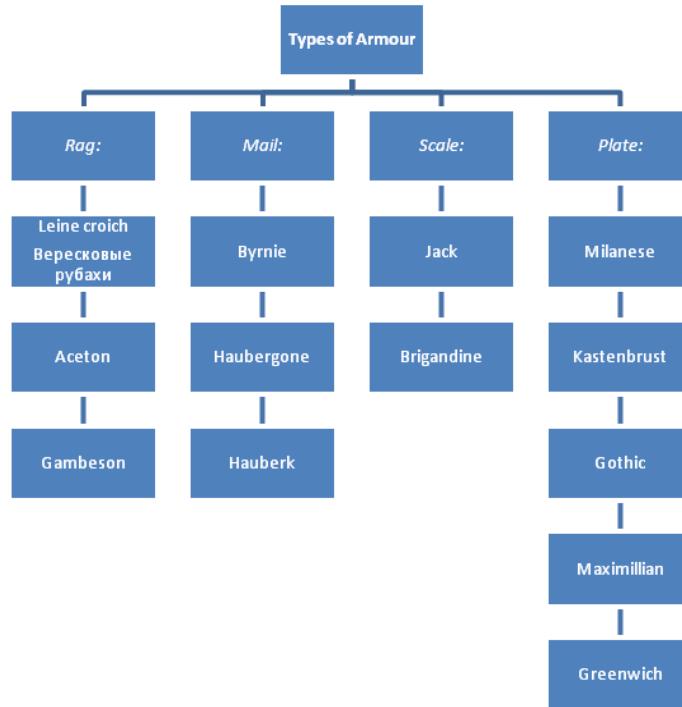
Having analyzed the vocabulary of knights' epoch we collected 67 historisms naming British knights' armour, that were classified according to temporal, technological and pragmatic aspects. There are 4 classes in our classification: historisms of *Rag Armour, Mail Armour, Scale Armour* and *Plate Armour*. They are hyperonyms for paradigms including different number of
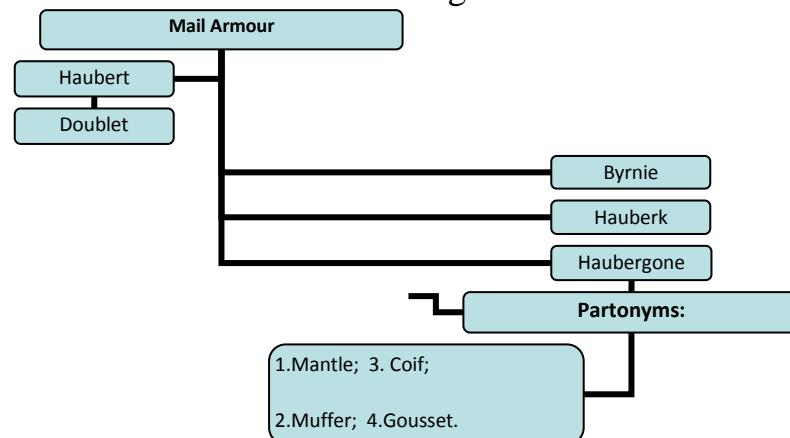
hyponyms with the most numerous *Plate Armour* paradigm. The results of our research are reflected in the Diagram 1.

Diagram 1

Classification of historisms naming types of armour

Every type of Knight Armour has its own lexicon naming whether separate independent items so partonyms (the term of Sakaeva L., 2008) [2]. In fact partonyms are also separate items, but they can be added to this or that defending costume. For example: the paradigm of Mail Armour consists of 9 lexical units, 5 of which name independent items and 4 other are partonyms. You can see it on the Diagram 2.

Diagram 2

Classification of historisms naming the items of Mail Armour

The paradigm of Scale Armour contains 9 elements and Plate Armour's paradigm is the most numerous consisting of 32 historisms.

Harness: A common Medieval expression for armour.

Cap-a-pie: an old expression, meaning *to be armed from head-to-foot.*

Many of the collected words are used in historic texts, movies and computer games, what makes our research quite required. Armour making experience has been used for creating astronaut costume and the waistcoat of modern bodyguard, so our research topic stays quite actual nowadays.

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NORSEMYTHOLOGY IN THE COMICS "MARVEL"

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This article presents the author's view on the modern interpretation of Norsemythology, the supreme god Odin and his sons in the comics "Marvel" with educational and historical point of view.

At the moment, every second teenager knows universe comic "Marvel" and its heroes. More than seventy years, the company "Marvel" pleases its readers with new exciting plot and affects their ability superheroes who have been established by mutation or scientific experiments, but in 1962 there is a completely different kind of superhero who has already known since ancient times. This is a superhero Thor, the son of Odin and brother of Loki, who is also a superhero. These characters are not just comics book heroes, but also gods of Norse mythology. The appearance of aces (the highest of the gods) in this kind of literature and among heroes like Spiderman or Hulk caused a storm of positive excitement in the community. Specific hero Thor is now the most popular comic book character, thus draws attention to Norse myths again.

If we talk about God the Thor, the first association is a tall man with a large muscle mass in armor with long blond hair and a red cloak with a hammer. This image has been created by watching films and reading comics. The ancient Scandinavians saw the God of thunder and storms a little bit differently: "The eldest son of Odin, the Norse god Thor, lives in their possessions, which are called

Trudvagar or Þrúðheimr, which means" field of force. "Thor is strong and powerful, his hair is red. He rides in a chariot, which is carried by two Gold horn goat Tanngrisnir and Tanngnjóstr. Thor has a magic belt of strength, increasing its considerable power twice, and iron gloves.. " In the myths Thor appears as a defender of Asgard and Midgard, he did not "change sides", as Loki, for it is not possible alliances with Jotun. As the god-protector, Thor tries to some extent the role of cultural hero. The ancient Norse imagine Thor slightly different, but it should be noted the obvious similarity of two identical characters in a completely different stories. Speaking of Thor's hammer would like to note that, according to Norse mythology, as well as comics Thor's hammer has a name – Mjolnir (etymologically identical to the Russian word "lightning"), which is a gift to the gods forged dwarfs Brokk and Cindy (their own handiwork – a magic ring Draupnir Odin and Freyr Gullinbursti boar). This weapon has always reached the goal, and like a boomerang returns to its owner.

Mjolnir can not only kill, but also to revive. There are references in the Prose Edda that Thor killed his goats to feed, but in the morning they were raised by his hammer. But in the universe "Marvel" Thor is not the only superhero taken from the pantheon of Norse mythology. Loki – his half-brother is also a comic book hero, but unlike Thor, Loki is a supervillain. As in the "Edda" literature and comics can be traced evil intent Loki and their causes. Myth implies that Loki is constantly torn between the gods and Jotuns: he then incites Jotuns to steal treasures of aces and he takes part in these abductions, it helps the gods to return the stolen treasure. In "Younger Edda" it is mentioned that "aces than once fell because of him into trouble, but he is rescued them with his resourcefulness." On the one hand, Loki – participant of world creation, together with Odin and Hoenir he revived the first people gave their blood and "living color." On the other hand, Loki – the enemy of the gods and Ragnarok – the battle before the end of the world – he is destined to lead the demonic forces that would destroy the world. Cunning of Loki returns stolen hammer of Thor, and then cuts the wife of Thor Sif her golden hair, but out of fear of Thor makes dwarfs forge a new goddess. Many researchers believe that Dually of Loki is his "fiery nature" (the name taken out of Loki Logi "Fire"); the first time such a point of view was expressed by Snorri Sturluson in the "Prose Edda". Moreover, we can say that Loki – a negative double Odin; some authors argued that Loki in Norse mythological system opposed one as cosmogony, or creation of the world is opposed to eschatology.

From hints contained in the "Völuspá" suggests that Loki intonation with Angrboða monsters realized what role they are to play in the battle before the end of the world. This fact supports the hypothesis of Loki as a negative cultural hero, destructive and "redistributed" to create another.

Another Scandinavian god, as well as important comic book hero is a "guardian of Bifrost" Heimdall. According to "The Song of Riga" is not included in the main body of the Eddic song, Heimdall found among people first rules of social organization; Perhaps that is why in the intonation "Völuspá" people are called "sons of Heimdall". The comic also Heimdall acts as a very honest and loyal hero, ready to die for the sake of peace and the security of its ruler Odin.

As for the general Norse mythology, the question of cosmogony in the comics of God revealed Thor and Loki.

From Ymir's eyelashes was created Midgard – the middle world, the center of the universe, focused physical and spiritual enegry. Midgard is the center of Asgard – the world of the gods. To the east is Utgard – external, alien space, the abode of the frost giants. Ground plan looks like this: in the middle of Midgard stretches around the world's oceans in which floats chthonic monster Jörmungand.

The vertical projection looks much more complicated. Elevational view of the universe is represented by the world tree – ash Yggdrasil (otherwise – Lerad) connecting the nine worlds. In "Younger Edda" says that Yggdrasil "more and more beautiful than all the trees. His branches are extended over the world and rise above the sky. Three roots support the tree, and those roots are far below. One root – have aces, the other – at the frost-giants, where there was Abyss. The third stretches to Niflheim ... And Elder Edda Yggdrasil describes as follows: "The three roots of the ash-tree sprouted three countries: Hel – under the first hrimtursam – the second, under the third race of men". About any other worlds of speech at all. The number nine soon referred to as the magic number for Norse mythology, but modern researchers try to find all the nine worlds of Norse mythological universe.

So they suggest such structure:
Asgard – the country of the gods, the Aesir, which is in heaven.
Vanaheim – a world in which they live Wana.
Alvheym – the world of light Elves.
Midgard – the middle world inhabited by human beings (Earth).
Jötunheim – the world Jötunn giant, is located to the east of Midgard.
Muspellheym – fiery country, at the entrance to which sits a giant Surt.
Niflheim – a world of eternal ice and darkness that existed in the abyss before the beginning of the creation.
Svartalvheym – underground country dwarfs.
Helm – the underworld.
But in this system is not the place Uthgardt. Similar to the world
Jötunheim, but it is not the identity. It is also not isolated world of dwarfs.
Mentioned only that they live underground within Mitgarda.
 Under the roots of Yggdrasil ash that ends up in the sky, there is one source, the most sacred – Urd (Urr).
Beside him live three sisters-Norns, goddesses of fate.
1) Urd ("fate")
2) Belldandy ("formation")
3) Skuld ("debt")

They weave the threads of destinies, cut out and toss the runes. Also crown of the tree and eats goat Heidrun Eyktyurnir deer standing on the roof of Valhalla. Goat's milk flows down the leaves of Yggdrasil feeds the inhabitants of Valhalla. In addition to Yggdrasil connects earth and sky by rainbow bridge Bifröst. This is the best of all the bridges in the world, it is firmly established of the three colors, and bright gods move through it on their horses. One end of the bridge reaches the home of the god Heimdall, who put in charge to protect the bridge from the demonic giants. At the end of the world, when it will go through the evil sons Muspell, the bridge will collapse. Guardian of the gods Heimdall, "Serene of

aces," not only protects the Bifrost, but Yggdrasil, its horn is hidden under the roots of the world tree. Moreover, since the spells Heimdall was called "the son of nine mothers", some modern scholars see him as the personification of the world tree, connecting, as already mentioned, the nine worlds, and the name of the deity Heim-dallr interpreted as a "world tree" .. One of his reaches the end of the home of the god Heimdall, which protects it from the demonic giants. At the end of the world, this bridge will collapse. In the universe «Marvel" the world is constantly in danger, but the great god Thor and his loyal squad fought valiantly to bridge never crashed and how people and mythical creatures live in peace and harmony.

Thus it should be noted that the choice of Thor as a superhero in comics "Marvel" increased the audience to read and know the Norse mythology among children and adolescents. And I would like to emphasize the important fact that the image of the Thor as it is depicted in the pages of myth is not distorted as the image of his father Odin and his brother Loki. Openly speaking, there is no doubt that between fully illustrated comic books and a book on Norse mythology, the child will choose the former. But even reading the fascinating story of comics, a child plunges into the world of Norse mythology and can see the great God in all its forms, as well as to journey through the nine worlds of her.

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DIE ENTWICKLUNG DER KOGNITIVEN SPRACHWISSENSCHAFT

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Im Artikel geht es um den Begriff „Konzept", um die Entstehung und Entwicklung der kognitiven Sprachwissenschaft und ihre Aufgaben und Ziele.
Key words: Konzept, Weltbild, Semantik, die kognitive Wissenschaft.

In jüngster Zeit gebraucht man den Begriff des Konzeptes in der Sprachwissenschaft besonders aktiv. Das Konzept ist die Einheit der Beschreibung des Weltbildes – die mentale Einheit, die das sprachliche und kulturelle Wissen die Vorstellung, die Einschätzung enthält. In der kognitiven Wissenschaft wird das Konzept als die mentale Einheit betrachtet, die die Veränderungen ständig erlebt.

An ihn können die neuen Konzepte anstoßen, die Situationen können sich ändern, und noch mehr beweglich sind die einzelnen Komponenten in seinem Inhalt.

Das Konzept wird im Wort und überhaupt in der Sprache realisiert. In diesem Fall bildet den Kern des Konzeptes die verallgemeinerte Semantik der Wörter.

Das Vorhandensein der Konzepte in der Sprache eines beliebigen Volkes zieht die Aufmerksamkeit heran, weil solche Forschungen im Studium der Kultur des Volkes und seiner Geschichte helfen können.

Die kognitive Sprachwissenschaft gehört schon zum Kernbestand linguistischer Forschung. Ihr Entstehen und ihre stürmische Entwicklung sind für die Sprachwissenschaft Ende XX.-Anfang XXI. Jahrhunderte anwesend.

W. Demjankow und E. Kubrjakowa meinen, dass die kognitive Sprachwissenschaft den kognitiven Mechanismus der Sprache studiert, der in der Kodierung und der Transformation der Informationen eine wichtige Rolle spielt .

Es ist klar, dass die kognitive Sprachwissenschaft eine neue Etappe im Studium der komplizierten Beziehungen zwischen der Sprache und dem Denken eröffnet, denen die einheimische theoretische Sprachwissenschaft eine große Aufmerksamkeit schenkte. E. Kubrjakowa betont, dass die kognitiven Forschungen in Russland anerkannt wurden, weil sie "mit den Themen zu tun haben, die immer die einheimische Sprachwissenschaft aufregen: die Sprache und das Denken, die Hauptfunktionen der Sprache, die Rolle des Menschen in der Sprache und die Rolle der Sprache für den Menschen» [Kubrjakowa 2004:11].

Die kognitive Sprachwissenschaft bildete sich in den letzten Jahrzehnten des XX. Jahrhunderts heraus, aber ihr Gegenstand – die Besonderheiten der Aneignung und der Bearbeitung der Informationen, die Mittel der mentalen Repräsentation des Wissens mit Hilfe der Sprache – waren schon in den ersten theoretischen Werken Ende XIX. Jahrhundert eingeschlagen.

A.A. Potebnja betrachtete die Theorie von W. Humboldt über den Volksgeist und erkannte die Frage über die Herkunft der Sprache als die Frage über die Erscheinungen des geistlichen Lebens, das der Sprache vorangeht, über die Gesetze seiner Entstehung und Entwicklung, über seinen Einfluss auf die nachfolgende geistige Tätigkeit, das heißt das Problem war rein psychologisch. A.A. Potebnja glaubte, dass es in der geistlichen Tätigkeit die wichtigsten Begriffe gibt, die vorangehen, und die Begriffe, die in der Ferne bleiben [Potebnja 1993: 83]. Die wichtigsten Begriffe nehmen an der Bildung der neuen Gedanken (das Apperzeptionsgesetz von Gerbart) teil.

A.A. Potebnja unterstrich die Rolle der Assoziation und der Verschmelzung der Assoziationen in der Bildung der Reihen der Vorstellungen. Die verschiedenartigen Vorstellungen, die gleichzeitig wahrgenommen sind, können eine Einheit bilden, ohne ihre Ganzheit zu verlieren. Bei der Verschmelzung zwei verschiedener Vorstellungen werden wie ein Ganzes wahrgenommen. Also, A.A.Potebnja betonte die Rolle der Sprache in den Erkenntnisvorgängen des Neuen, in den Vorgängen des Entstehens und der Entwicklung des menschlichen Wissens über die Welt aufgrund der psychologischen Vorgängen der Apperzeption

und der Assoziation, aufgrund verschiedener Vorstellungen des Menschen über Erscheinungen, die die Bezeichnung in der Sprache haben.

Der Gegenstand der kognitiven Sprachwissenschaft ist offenbar in den folgenden Worten von I.A. Boduen de Kurtene: „... Aus dem sprachlichen Denken kann man ein ganz eigentümliches Sprachwissen aller Gebiete Daseins und Nichtseins, aller Erscheinungsformen der Welt, sowohl materiellen, als auch individuell-psychologischen und sozialen" [Boduen de Kurtene 1963: 312].

Die Überlegungen über die Rolle der Sprache in der Erkenntnis der Welt kann man in den Werken der Denker von der Antike bis heute finden. Die ausführlichen Übersichten schrieben L. G. Subkowa und N.A. Kobrina [Kobrina 2000].

Die allseitige Entwicklung der kognitiven Probleme in der Sprachwissenschaft beginnt nur in den letzten Jahrzehnten des XX. Jahrhunderts, und die Hauptwerke schrieb man auch zu dieser Zeit.

Die moderne kognitive Sprachwissenschaft gehört zu den Wissenschaften, die durch ihre extra Methoden einen allgemeinen Gegenstand – die Kognition untersuchen. In diesem Zusammenhang kann man heute über die Existenz der kognitiven Wissenschaft sprechen, die nach E.S.Kubrjakowa interdisziplinär ist und den Doldenterminus [Kubrjakowa 2004: 7] für einige Wissenschaften – die kognitive Psychologie, die kognitive Sprachwissenschaft, die philosophischen Theorie der Kognition, die logische Sprachanalyse, die Theorie des künstlichen Intellekts, die Neurophysiologie – darstellt;"Schon haben sich solche Wissenschaften, wie die kognitive Anthropologie, die kognitive Soziologie und sogar die kognitive Literaturwissenschaft entwickelt, d.h. fast in jeder Geisteswissenschaft trat das besondere Teilgebiet hervor, das mit dem Anwenden der kognitiven Methode und der kognitiven Analyse zu den entsprechenden Objekten dieser Wissenschaft verbunden ist" [Kubrjakowa 2004: 10-11]. Die Kognition wie Erkenntnisvorgang, Wiederspiegelung der Umwelt vom Bewusstsein des Menschen und Umgestaltung dieser Informationen im Bewusstsein versteht man heute weitgehend – „Terminus „kognitiv" bedeutete früher „wissenswert" oder „zur Erkenntnis gehörend", heute bekommt er die Bedeutung „innere", „mental" [Kubrjakowa 2004: 9].

Zu den Aufgaben der kognitiven Wissenschaft „gehört auch die Beschreibung/Studium der Systeme der Vorstellung des Wissens und der Vorgänge der Bearbeitung und der Überarbeitung der Informationen, und – gleichzeitig – die Forschung der Grundprinzipien der Organisation der kognitiven Fähigkeiten des Menschen in den einheitlichen mentalen Mechanismus, und die Feststellung ihrer Wechselbeziehung und Wechselwirkung" [Kubrjakowa 2004: 8-9].

Also, die kognitive Sprachwissenschaft ist einer der Zweigen der fachübergreifenden kognitiven Wissenschaft.

In der sprachwissenschaftlichen Historiografie gilt 1989 als Jahr des Entstehens der kognitiven Sprachwissenschaft, damals wurde die Bildung der Assoziation der kognitiven Sprachwissenschaft in Duisburg (die BRD) in der wissenschaftlichen Konferenz erklärt, und die kognitive Sprachwissenschaft wurde zur abgesonderten sprachwissenschaftlichen Richtung. Das Entstehen der modernen kognitiven Sprachwissenschaft verbindet man mit den Werken der

amerikanischen Autoren G. Lakoff, R.W. Langacker, R.S. Jackendoff und anderer. Den Werken dieser Gelehrten und der Abhandlung der Probleme der kognitiven Sprachwissenschaft schenkte E.S.Kubrjakowa [Kubrjakowa 1997, 2004] eine große Aufmerksamkeit. Die Werke von Kubrjakowa liegen der kognitiven Sprachwissenschaft in Russland zugrunde.

Die Werke der amerikanischen Gelehrten sind in der Übersetzung auf das Russische in der Reihe „Neue in der ausländischen Sprachwissenschaft" veröffentlicht. Besonders detailliert ist die wissenschaftlichen Methoden der amerikanischen kognitiven Sprachwissenschaft im „Kurzen Wörterbuch der kognitiven Termini" herausgegeben von E.S.Kubrjakowa vorgestellt.

In unserem Land wurden die Theorien der Wortbedeutung auf der Grundlage der Komponentenanalyse entwickelt. Die Besonderheiten der semantischen Struktur der Wörter, die von Ju.D. Apressjan, I.A. Meltschuk, A.K. Sholkowski bestimmt wurden, trugen zu der Zusammenfassung der semantischen Wörterbücher, der Suche der semantischen Urelemente bei. Heute ist es klar, dass diese Urelemente zum Gebiet der kognitiven Tätigkeit des Menschen gehören und tatsächlich jene Kategorien darstellen, die in den Werken der amerikanischen Autoren vorkommen.

Die klassische amerikanische Sprachwissenschaft und die russischen strukturell-semantischen Forschungen entwickelten sich unabhängig voneinander und verwendeten verschiedene Termini, aber die Ergebnisse dieser Forschungen sind ähnlich.

Die kognitive Sprachwissenschaft untersucht die mentalen Vorgänge, die bei der Wahrnehmung, dem Verständnis und der Erkenntnis der umgebenden Wirklichkeit vom Menschen verlaufen, sowie die Arten und die Formen ihrer sprachlichen Repräsentationen. Als Material der kognitiven Analyse tritt die Sprache auf, und die Ziele seiner Forschung sind in verschiedenen Richtungen (den Schulen) der kognitiven Sprachwissenschaft verschieden. Es kann die vertiefte Sprachanalyse mittels der kognitiven Methode oder die konkrete Modellierung des Inhalts und der Struktur der Konzepte als Einheit des nationalen Bewusstseins sein.

So ist die kognitive Sprachwissenschaft wie der selbständige Zweig der modernen Sprachwissenschaft hervorgetreten. Das Ziel der kognitiven Sprachwissenschaft ist „das Erhalten der Daten über die Tätigkeit der Vernunft" [Kubrjakowa 2004:13]. Dabei stellt die Forschung des Bewusstseins den allgemeinen Gegenstand der kognitiven Wissenschaft und der kognitiven Sprachwissenschaft dar [Kubrjakowa 2004: 10]. Der Unterschied der kognitiven Sprachwissenschaft von anderen kognitiven Wissenschaften besteht in ihrem Material – sie untersucht das Bewusstsein auf dem Material der Sprache, sowie in ihren Methoden –sie forscht die kognitiven Vorgänge, die diese oder jene sprachliche Erscheinung bilden. Sie macht die Schlussfolgerungen über die Typen der mentalen Repräsentationen im Bewusstsein des Menschen, analysiert das sprachliche Material und interpretiert die Ergebnisse der Forschung. Die moderne kognitive Sprachwissenschaft ist in Russland von einigen Richtungen und Schulen vorgestellt.

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CHRONEMAS AS A PART OF THE NET TIME IN F.S. FITZGARALD'S "THE GREAT GATSBY"

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The article gives different views on the notions of "text" and "conceptosphere". The classification of chronemas forming the "Time" concept with their definitions as well as the analysis of the novel "The Great Gatsby" by American classic F.S. Fitzgerald made to illustrate the given classification with the textual material to identify the nature and frequency of chronemas usage by the author. The article is provided with the visual layout illustrating the structure of nominative field of the "Time" concept as well as with the tables illustrating the frequency of every chronema's type usage. A conclusion in the end gives the algorithm of identifying the type to which a chronema corresponds. The article is provided with visual schemes to show the content of the nominative field "Time". The author compares and gives the classification of linear and cyclic chronemas as well as the definitions of different chronema types. The material is arranged into two tables to be easily perceived. Each table illustrates linear or cyclic time. The comparison is done in per cents.

Key words: cognitive linguistics; chronema; linear chronema; cyclic chronema; concept.

Introduction: Today the notion "text" can be interpreted differently, along with the absence of its common accepted definition. The most common view claims: the text is the result of human's mental and speaking activity that arises during the process of reality cognition and during the process of communication direct and indirect [2, c. 104]. L. N. Murzin considers that the text "is not only the result of the speaking process but the process itself. It can't exist without our mind, without the processes of creating and perception. Therefore a text is a process by its nature. This is the result of our speaking activity and the process of the activity as well [5, c. 3]. V. A. Lukin: a text "is a message existing in a succession of signs which possesses formal tie-up, content integrity and formal semantic structure [4, c. 5].

According to T. M. Dridze a text "is a complex sign and a solid unit of communication". It is a so called system of "sense elements functionally gathered into one secluded hierarchical communicative and functional structure by a common conception or idea (communicative intention) of the communication subjects [1, c. 71]. Hence, we consider a text as a message in a written form, possessing an idea and structural accomplishment and authors personal attitude.

The cognitive-hermeneutic analysis of a literary text is used to identify the structure of the net time. The novel "The Great Gatsby" was worked through to find and structure all the chronemas building the net time.

One of the modern current schools studying text considers it in a shape of concepts. The definition of a conceptosphere is one of the most prominent in linguistics. This term was proposed for the Russian linguistics by an academician D.S. Likhachev. In his opinion a conceptosphere is "the whole amount of all the concept of a nation. The conceptosphere of a nation is so rich as rich the culture of a nation in its folklore, literature, science, painting, historical experience, religion [3, c. 5]. The national conceptosphere subdues the principle of systematics because the process of thinking implies categorization and categorization implies a kind of system [8].

A conceptosphere is the whole amount of the concepts. Each concept has its nucleus and circumference. It is reasonable to suggest that different concepts may intersect among each other in their circumference. "Concept explains mental resources of our awareness and that informational structure which reflects knowledge and experience of a human" which can be found in a text [9]. Because of language's constant acquiring of neologisms and disappearing of archaisms as well as things they denote different concepts turn to be more valuable. In one literary text from one till several concepts can be singled out. For example, friendship concept, love concept and so on. But one should remember that any concept is spread along the whole text among the language units. For the analysis to be made in the frames of a particular concept, one must find all the language material the author used to represent the concept. That is why the first aim is to separate all language units representing a particular concept.

A part of a nominative field builds the net time. Under a net time we understand "the unity of a language means providing the reader's orientation in time relations within the body of a text" [6, c. 24]. Out of three above mentioned types of nominates in this article we will deal with the chronemas. There are plenty of definitions of "a chronema" notion. Summing it all up we can say that a chronema is a lexical unit representing a kind of time length. The notion that correlates with our research best sounds as: "Chronema is a lexical unit verbalizing time marker within the narration representing time as a component of non-verbal communication code".

In the given article we will describe the specific of chronema representation within the conceptosphere of F.S. Fitzgerald's "The Great Gatsby".

The conducted research allows us to classify chronemas according to their meaning:
1.   Pointed;
2.   Prolonged;
3.   Limited;
4.   Generalizing.
Let us illustrate the given classification according to the examples:

Pointed chronemas are chronemas pointing to a particular moment in time: *six in the evening, at five past four, three minutes to seven*.

Prolonged chronemas point to a long period bordered by time frames: *all the morning*.

Limited chronemas have the meaning of time edge before or after which the action takes place: *before the night came, after the sunset*.

Generalized chronemas does not point to any particular time limits but gives time reference: *sometimes, then*.

A period or a moment represented by any chronema are parts of a repeating cycle. Hence pointed chronema "at five past four" represents a moment which is a part of a repeating cycle of twenty four hours. The moment "three minutes to seven" is also a part of a twenty four hour cycle. A prolonged chronema "all the morning" is also a part of a day and night cycle. The same can be said about limited and generalized chronemas. Quite logic that such chronemas should be called " the cyclic" ones.

We suppose that cyclic chronemas are pointed, prolonged, limited and generalized chronemas which denote a period or a moment of time being a part of a time cycle and repeating with constant frequency within a particular context. Cyclic time is the time representing a regularly repeated cycle such as day, week, month, year, and so on as well as the moments or the segments of time being its part. Linear time is the time representing line-shaped (not repeating) vector.

Let us illustrate the given upper scheme "types of chronemas" by the examples from F.S. Fitzgerald's "The Great Gatsby".

Table 1

Cyclic chronemas

pointed	limited	prolonged	generalized
ten o'clock, at eight, nine o'clock, ten	at the last minute, for a few moments, for a moment, for a day, before, at once, almost before, in a moment, no longer, a few days before the Fourth of July, until after eight o'clock, some time before	for three generations, just a quarter of a century after, little later, for a day or so, and so with the sunshine and the great bursts of leaves growing on the trees, for a few minutes, then, again, all night along, all afternoon, in two weeks, little later the evening, after dinner, after a moment, a few minutes later, in a moment, immediately, in two days, then	whenever, always, frequently, last autumn, today, never, warm season, a few days, on the evening, ever, a year, one year, now, the summer, forever, on a warm windy evening, the warm windy afternoon, in the next hour, tomorrow, sometimes, when, almost immediately, from morning till night, whereupon, at dinner time, immediately, whole evening, at noon, deep summer, for a while, for as long as half an hour, a minute, on Sunday afternoon, next week, summer Sunday afternoon, meanwhile, moment by moment, every time, about a month ago, right away, just last year, for years, right away, for eleven years, all summer, all the afternoon, from time to time, some time toward midnight.
4	12	20	51

However the conducted analysis shows that not all the chronemas can undergo such classification. Thus doted chronema *"on waking up"* can't be called a cyclic one for it does not fit to any commonly accepted cycle but happens occasionally in different moments with different characters of an action. A chronema *"in my childhood"* is a generalized one but is not cyclic for the moment expressed but it is not a part of any cycle. Such chronemas can be found in any category. They denote linear time. Hence such group of chronemas can be called linear chronems.

Linear chronems are pointed, limited, prolonged and generalized chronemas denoting a period of time or a moment being a part of a linear (not repeating) time vector.

Table 2

Linear chronemas

pointed	limited	prolonged	generalized
at this point, on my second glass of corky, when she sat up, last five minutes at table, turning my head, when I looked once more	just after the war, almost immediately afterward I looked at my watch	in fifty-one, after various delays, since his New Haven years, since I came, for as long as I can remember, after an infinitesimal hesitation, when she was born, when we came in, as I started my motor, when I reached, as we rose in the elevator, reappeared, just as Tom and Myrtle reappeared, after the first drink, when she moved about, since they had been married, as Mrs. Wilson entered, when they do get married, when I married him, when he had gone half way	in my younger, in college, presently dinner, twice in my life, for a while until it blows over, in her past, one day when he was out, each time I tried to go, when we came into the station, when I got into a taxi, as soon as I'm through with it, as we groaned down in the elevator
6	2	19	12

In the example: *"I have been drunk twice in my life and today was my second time"* chronema *"twice in my life"* [7] is a generalized one as it does not point to any particular time limits but only in a generalized form points to the character's life. More over the time expressed by the chronema is not a part of a repeating cycle, that is why the chronema is a linear one.

In another example: "Some *time toward midnight Tom Buchanan and Mrs. Wilson stood face to face discussing, in impassioned voices, whether Mrs. Wilson had any right to mention Daisy's name*" [7] chronema *"some time toward midnight"* as well as the previous one is generalized, but along with it is cyclic for the moment expressed by it is a part of a day and night cycle. Let us take one more example. *"It was nine o'clock – almost immediately afterward I looked at my watch and found it was ten"*. [7] Chronema *"almost immediately afterward I looked at my watch"* is limited for it is framed by limit "looked at my watch" while it is a linear chronema for it is not a part of any well known repeating period.

Conclusion: thus the conducted cognitive-hermeneutic analysis of the net time part of the novel under study "The Great Gatsby" reveals 126 cronemas

among which prevail cyclic chronemas in the number of 87. The research shows that among linear chronemas the most frequent are prolonged ones: 19 out of 39 which is 49% meanwhile limited chronemas are only in number of 2.

Among cyclic chronemas the most frequent are generalized ones: 51 out of 87 which is 57% meanwhile pointed chronemas are represented only by two lexical units.

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CHILDREN'S LITERATURE TRANSLATION: COMPLEXITY OF TASK

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The aim of this article is to describe the main aspects of children's literature translation. There are different approaches to definition of children's literature. Domestication and foreignization are two basic translation strategies which provide both linguistic and cultural guidance. GoteKlingberg, Zohar Shavit, Wolfram Eggeling, etc. mark the complexity of translation and develop different approaches and standards to solve the translation problems. Sometimes the source text is considered as inappropriate or unsuitable for target readers, and in this case the purification strategies are used. It suits ethical, ideological and evaluative principles of children's literature.

What is children's literature? There is no single definition. Children's literature can't be easily define as "books for kids". It can be anything, that a child finds interesting or literature for any child, including textbooks for school.

In general, children's literature is considered as literature written for and largely read by children between the age of one and sixteen, ranging from picture books to novels**.**According to Britanica[Britannica Editors 2003],children's

literatureis the body of written works and accompanying illustrations produced in order to entertain or instruct young people. The genre encompasses a wide range of works, including acknowledged classics of world literature, picture books and easy-to-read stories written exclusively for children, and fairy tales, lullabies, fables, folk songs, and other primarily orally transmitted materials.

Temple, Martinez, Yokota, and Naylor explain children's literature as the collection of books that are "read to and by children ... from birth to about age fifteen" [Gopalakrishnan 2011:4].

Some scientists try to define children's books by their characteristics, for example McDowell [Thomson-Wholgemuth 1998:6]: "They are generally shorter; they tend to favour an active rather than a passive treatment, with dialogue and incident rather than description and introspection; child protagonists are the rule; conventions are much used; they tend to be optimistic rather than depressive; language is child-oriented; plots are of a distinctive order, probability is often discarded; and one could go on endlessly talking of magic and fantasy and simplicity and adventure".

In all of these definitions the most important point that makes the difference between children's literature and other types of literature is that it validates all children's experiences.

The children's literature is often categorized by age, but that it is not so easy to distinguish between children's and adolescent literature.

There are three groups of readerships in literature:
1)   adults;
2)   adolescents;
3)   children, that is subdivided into:
a)   very small children up to the age of 5 or 6;
b)   school children up to the age of 11 or 12.

In English-speaking countries, the term "children's literature" is used for both sub-groups of children's and adolescent literature. Nancy A. Anderson [Anderson 2013:14] define literature for youth aged 13 to 18 as adolescent or young adult literature, and literature for youth from birth through age 13 as children's literature.

For many reason, it's rather difficult to translate children literature. First of all, a translator has to choose the aim of that translation. Klingberg identifies four aims for the translation of children's literature which he groups in two sets of two [Klingberg G. 2008:15]:

1) to further the international outlook, understanding and emotional;
experience of foreign environments and cultures;
2) to make more literature available to children;
to contribute to the development of the readers' set of values.
to give readers a text they can understand given their lack of knowledge

The first set is supposed to be close to the source text. These aims are diametrically opposed to the second that may require revising of the original text. Every choice leads to the sacrifice of one of the set.

Zohar Shavitclaims, that translation for children is usually based on following principles:

- adjusting the text in order to make it appropriate and useful to the child;
- adjusting plot, characterization and language to the child's level of comprehension and his reading abilities [Shavit 1981:175].

In most cases, the main mission of translation is to pass on the information of the original text. Therefore, passing the language information or the semantic information goes first in translation. Respectively we can assume that the first mission of translation is to pass information. A qualified translator should try to achieve meaning equivalence. A good translation is not only a version that is grammatically and lexically coherent with the original text, but also one that is correspondent to what the author intends to express. Misunderstandings could have been avoided if a translator realizes the importance of grasping the meaning of the original text correctly [MA Chunhua 2014:153]. Stylistic equivalence means the correspondence in style. Any elevation or degradation of the original style will be considered as an illegal affection and a serious violation of the principles of functional equivalence.

At the same time, the term "freedom of manipulation", created by Zohar Shavitalso, assuming that the translator of children's literature may allow himself/herself to change, enlarge, or abridge the text as well as deleting or adding to it, when it serves to make appropriate and comprehensible text for the child.

The translators are usually led by the following strategies of interpretation [Vid N. 2008:224]:

1)*using living and interesting language*(it is important to make the children interesting in book by producing intriguing versions);

2) *using simple and conversational words*(children do not have great vocabulary or experience; the translator should consider the children's ability of understanding and cognition, and use as simple and colloquial words as possible);

3) *using simple and straightaway sentence patterns*(long and complex sentences make it difficult for children to understand the text, sometimes it becomes the reason for lack of interest and curiosity in reading; it's necessary to transform the long and complex sentences into short and simple sentences);

4) *using interjections* (interjections are very special lexical category which have no sense of independent using and usually put at the end of the sentences, or the pause of the sentence, to show the speaker's tone and mood, and therefore endow the text with some additional feelings and emotions; in many cases, interjections are used to add some shade to the speaker's tone, or soften the tone of the speaker, or to attract the reader's attention. Interjections can make the translations more vivid and simple for the young children);

5) *adding onomatopoeic words*(sometimes it's used to vividly reflect the children's language);

6) *using intercultural transfer* (it is more important for successful translation to know about two cultures than to know two languages because the words achieve their meanings in their own cultural backgrounds).

The last one involves the concept of foreignization and domestication.

Domestication and foreignization are two basic translation strategies which provide both linguistic and cultural guidance [Yang 2010:78]. The former refers to – an ethnocentric reduction of the foreign text to target-language cultural values, bring the author back home, while the latter is – an ethno deviant pressure on those (cultural) values to register the linguistic and cultural difference of the foreign text, sending the reader abroad. Domestication designates the type of translation in which text is adopted to minimize the strangeness of the foreign source for target language readers, while foreignization means a target text is equivalent to original as much as possible.

Mostly translators apply the first strategy in order that the children readers can understand the corresponding factors easily. Sometimes translators resort to the literal translation and then add some annotation. Adding the annotation provides the children readers with enough cultural information, and therefore the children can understand the text much better. Accurate and appropriate translations can give a good chance for children to learn about foreign cultures and enlarge their knowledge. The main point is not to confuse the children [Zhang 2011:252]. To some extent, the reappearance of the foreign cultures and linguistic features can be reached by the harmony and unity between the language and individuality.

Nonetheless, it is hard to decide which elements in the source text can be preserved and which should be deleted. The best translation of a children's book does not necessarily has to be accurate and close to the original. A much more important thing is to consider issues of reception and to anticipate readers' response. Children have to be able to accept and utilize the book. A translation should deliver the same feelings and associations of the young readers of the source text.

In that way Zohar Shavit focused on listing five characteristics that distinguish children's literature translation from other:

1. Affiliation to existing models: texts which have the form of a source text model, which does not exist in the target culture, may be changed. Such changes occur mainly by deleting elements, to adjust them to models which exist in the target culture.

2. Integrality of texts: in this context translators are allowed to manipulate the fullness of source texts, in order to adapt them to a child's comprehension level or to moral norms.

3. Level of complexity of texts: this characteristic is related to the simplification of texts, meaning that if a text consists of two or more levels –as it happens in the case of ambivalence– it is simplified in a single level.

4. Evaluative adaptation (ideological adaptation): in this context texts pose a didactic instrument for ideology transfer purposes.

5. Stylistic norms: these norms indicate a high literary style and are important [Xeni 2011:11].

Children's books aren't just an entertainment or tool to develop children's reading skills. Children's literature belongs simultaneously to the literary system and the social– educational system". It helps them to get knowledge about the world, values, customs and accepted code of behavior. It can be used to shape

aspects of personality, moral principles, cultural expectations. In some way, every book has an ideology, and translator interprets (and probably changes) the author's ideology. This fact affects both the process of writing and translation of children's literature, whose relationships with literary, social and educational norms make it. Culture is the combination of markers, that identifies some nation, so languages of related cultures have similar history and vocabulary, so their grammar and language patterns will be similar [Fornalczyk2007:96]. Children have to be familiar with the pedagogic, moral and political values of source language for understanding the translation. The cultural aspect and its influence on the shape of translation cannot be overestimated. Seems, translators have a power of shaping the image of the source language culture among readers of the translation.

In the same time on the other side of translation there are different ways of response to translated text. Wolfram Eggeling portrays a model, established by J. Link, of how literature can be received socially and outlines four patterns [Thomson-Wholgemuth 1998:32].:

1) *primaryconculturality* (text and audience belong to the same epochal culture, the readers show interest and can identify with the text, although they need not necessarily agree with it. The book promotes debate);

2) *disculturality* (expectations and aesthetic experience of the audience clash with the ideologies and aesthetic procedures of a text; alienation is created. A relation between text and audience does not arise because the audience does not show readiness for discussion and the book is rejected);

3) *secondaryconculturality* (this happens in the case of differing ideologies between text and audience. Here, however, the text is adjusted to the audience's expectations. Link sees this type as a common process happening in literature);

4) *classicity* (the audience perceives the text as aesthetic. However, because of historical or cultural distance, it no longer plays a role. Link stresses that the audience's reaction does not have to be negative and, also, that it is possible that the audience will react with secondary conculturality towards historical texts)

In a point of fact children's literature is subject to different kinds of censorship, often justified on pedagogical grounds or resulting from children's assumed incapability of understanding. Sometimes source text is considered as inappropriate or unsuitable for target readers, and in this case the purification strategies are using. It suits ethical, ideological and evaluative principles of children's literature. Aim of purifications is to get the target text in correspondence with the set of values of its readers – or rather in correspondence with the supposed set of values of those who feel responsible for the upbringing of the intended readers: parents, teachers, librarians, critics. At the same time, purification strategies undermine the educational goal of presenting children with the experience of a literary text in its aesthetic side as well as the goal of introducing the foreign. There are various examples of this type of change in children's literature, including taboos surrounding sex, bodily functions, bad manners in children, disrespect for (parental) authority, the presentation of erring adults, and the use of "correct" language [Desmet, Mieke2007: 267]. As children's literature is used to teach reading and writing, purification may affect specific linguistic elements such as wordplay, dialect or non-standard language.

Translation of children's literature seems to be easy, but actually it is not true. Translators are required to be equipped with talent, sharp language senses and rich imagination to achieve functional equivalence. When it is subject to translating children's literature, the translator should remember about children's knowledge and psychological features. They should not only know the meaning of the original text, but also try to reproduce the style and culture of the original text by using different translation methods. Practically, an analysis of the unique characteristics of children's literature can help to achieve functional equivalence in the translation and offer some help in the translation work of children's literature in the future.

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TIME CATEGORY IN ENGLISH AND GERMAN LANGUAGE WORLD VIEWS THROUGH METAPHOR TRANSLATION ANALYSIS IN "MOMO" BY M. ENDE

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Abstract: This paper is devoted to the linguistic analysis of the time metaphors translation based on the novel of the 20th century German writer. There presented groups of metaphors most occurring in the work and characterizing the author's view on time category. A number of characteristic features which time possesses in the representation of native English and German language speakers is listed here.
Key words: metaphor, concept of time, language, translation, time, source language (SL), translating language (TL).

Time concept is one of the most significant in English and German language consciousness. It is also possible to claim that time and space concepts are fundamental in a person's exist. Therefore, it is easy to explain an undying researcher's interest to the time concept representation problems in language and speech. The sign theory of the time was formed in the late seventies and in the early eighties of the 20th century in works on semiotics (St Augustine, Ch. Pearce) [Merrell 1985: 5-21; Uspensky 1979: 142-148]. Linguistic time (lexical, grammatical and syntactic) also receives semiotic interpretation. Linguistic time is the language form and concept unity consisting of a certain space-time event. Time concept is not homogeneous. It contains different representations belonging to the

physical, spiritual, ordinary, scientific, verbal worlds. But it is not a set or sum of separate representations, but the unity synthesizing material (external) and ideal (internal) experience of a person.

The concept "time" is multifaceted. It is confirmed by existence of various time interpretations occurring in the statements of different times and nations, and in time images created by authors. [Nilsen 2006: 50]. As a whole, the noun "time" is an extremely abstract name. It means the taking by trust the designation by native speakers because through empirical way this essence cannot be comprehended. "Abstract grounding" and abstract adaptation to its concrete happens in metaphor. [Cherneyko 2009: 200] Charles Fillmore they claim that time appears to have two contradictory organizations. In the first, the future is in front and the past is behind.

In the weeks ahead of us … (future)

That's all behind us now. (past)

In the second, the future is behind and the past is in front:

In the following weeks … (future)

In the preceding weeks … (past)

Moreover, English time is structured in terms of the TIME IS A MOVING OBJECT metaphor, with future moving towards these, time receives a front – back orientation facing in the direction of motion, just as any moving object would. [Lakoff, Johnson 1980: 41-42].

These is also one more way in which we conceptualize the passing of time: TIME IS STRATIONARIS AND WE MOVE THROUGH IT. [Lakoff, Johnson 1980: 43-44]

We have chosen the German writer´s book of the 20th century Michael Ende "Momo" because of the use of various metaphors and symbols. "Time" is the central theme of novel-tale, a fight subject of the main character and gray men stealing the people´s time. "The Living time", according to M. Ende is one of the main values of the person. "Time" in M. Ende's novel "Momo" is represented by different essences and introduced in various deployed metaphors, which can be divided into two big metaphorical blocks: 1) Time – the living being and Time – the lifeless object; 2) Time – the non-material value and Time – the material value with some allocated subgroups. [Trofimova 2013: 191]

The article purpose is to answer the question how the translator transfers various time metaphors from German into English taking into account the writer´s idea and temporary category features of each language. Do the original sense change by its transferring to the other language? Is it possible completely transfer the essence of the time representation of one culture to other language without losing all connotations?

I. Let's consider the first metaphor group "Time – the living being and Time – lifeless object".

1) "Time as the living being" blossoms all colours and represents the living being.

A) *"Aber die Stunden-Blumen, die so herausgerissen sind aus dem Herzen eines Menschen, koennen nicht sterben, den sie sind ja nicht wirklich vergange. Sie koennen aber nicht leben, den sie sind ja von ihrem wirklichen Eigentuemer getrennt...* "[Ende 1973: 198]. This metaphor enlivens time in an image of

"*Stunden-Blumen"*, drawing a parallel between the nature and abstract concept, and in that way representing and giving it features of the living being.

In English-speaking translation, this metaphor sounds so:

B) "*But hour-lilies plucked from a person's heart can't die, because they've never really withered. They can't live, either, because they've been parted from their rightful owner.*" [Ende /Brownjohn 1973: 195]

In translation from German into English, we can pay attention to the sentence volume of SL and TL. The original is more widespread due to the sentence creation, inserting interjection "so" and connective words "die, den"; the TL is more squeezed due to laconic phrases and linguistic economy of the English language. In the SL the author uses Perfect in the first attributive clause (*die so herausgerissen sind)* and then Presents *(koennen nicht sterben)*. In English it is rendered with a passive construction (*plucked from a person's heart*), thereby the translator avoids uses a passive construction common for the English language. The meaning is rendered correctly, but the events in SL are more colorful then in TL. Despite the usage of different grammatical time categories in the English and German languages, the general feeling of time prevails both in SL and in TL.

This is definitely an original author's metaphor. However, the translator preserves of the time concept in TL. It "goes, flows, leaves" and so on, it can't be stopped as it is always on the move. Probably, such time idea is the most frequent and most visual analogy of time in many cultures.

For example: A) 1.*die Zeit fließt*; [Ende 1973: 110] B) 1. t*he time flows*; [Ende /Brownjohn 1973: 100]

These metaphors are equally widespread in both languages. That is way there are difficulties in translation.

II. Let's consider the second group of metaphors "Time – the non-material value; Time – the material value".

Along with the connection of nature and man, "I we time" is attributed movement.

1) "Time – the material value" (The value that can be counted, saved up, economized.) Many scientists noted the frequency of metaphorical transfer "time – money" both in English and in German [Lakoff 2007: 391-392]. It, in particular, is reflected in proverb *Time is money*. In the novel time is represented as something important, having the price. It can be compared with money, gold, natural resources, valuable things, etc.

A) 1. *«Nimand wusste den Wert einer Stunde, einer Minute, einzigen Sekunde.»*, [Ende 1973: 264]

B) 1.*"Nobody knew the value of an hour or a minute, or even of a single second."*; [Ende /Brownjohn 1973: 261]

This metaphor draws our attention to the importance of each interval of time in human life. This metaphor is not difficult for translation and it does not lose any additional shades of metaphor.

A) 2. *"die Zeit-Spar-Kasse"*, [Ende 1973: 86] B) 2. "*The Timesaving Bank*"; [Ende /Brownjohn 1973: 84]

In our opinion, the translation of this metaphor is correct; it is capable to create a similar image in TL.

A) 3. *"ZEIT IST KOSTBAR – VERLIERE SIE NICHT! ZEIT IST (WIE) GELD – DARUM SPARE! "*, [Ende 1973: 227]

B) 3. *"TIME IS PRECIOUS – DON'T WASTE IT! TIME IS MONEY – SAVE IT!* "[Ende /Brownjohn 1973: 226]

This metaphor is an appeal, direct comparison or a parallel between time and money, as though concepts "time" and money are synonyms. We will pay your attention to a choice by the translator of the word "WASTE" – to spend empty, to waste, lose. In German "VERLIERE" – to lose. It seems these words, are synonyms, however, their meanings have a small difference that can change the perception of the reader. The same happens with words "SPAREN" – "SAVE" in this and subsequent example of this section "time-non-material value". The German word SPAREN means not to waste, not save; and English option "SAVE" – to keep, preserve. The meaning of metaphor is conveyed, but taking into account cultural specifics, the translator consciously changes German cultural values into English ones, thereby making it more understandable for the English renders.

2) "Time – non-material value" is considered by M. Ende as slowliness, full enjoinment of life.

For example: A) 1. *"Zeit ist Leben. Und je mehr die Menschen daran sparten, desto weniger hatten sie",* [Ende 1973: 306] B) *"Time is live. And the more the people saved it, the less they had"* [Ende /Brownjohn 1973: 308]

This metaphor is opposed to materiality, It is proved by the word "sparen", which is used with material things (money, savings etc.), thereby the author shows that such time loses any value for a man, and she loses it irrevocably.

The subsequent examples are an addition to the first metaphor. "Time as a living being in the novel is such time which we spend on people and ourselves.

2) A) *"Wir haben im Moment wahrhaftig keine Zeit fuer dich", 4)" meine Arbeit lässt mir keine Zeit".* [Ende 1973: 315] B) *"We have at the moment really no time for you", 4)" my work gives no time to me"* [Ende /Brownjohn 1973: 318].

Along with the models given above M. Ende describes also other models of the time. For example, concepts of ontological space and time take central part in the system of basic representations of the world order of a man. A person comprehends time intuitively rather, than by means of reason. As usual, in such situations people resort to the help of metaphors for explanation of difficult concepts; "time goes by / passes by" / "die Zeit geht" (the subjective experience of time: "die Zeit fliest / time flies / time has stopped" etc.). [Nilsen 2006: 51]

The author uses the image of arrow, as a symbol of irreversibility of time. That is typical metaphor of unidirectional vector processes – we know that time is. It has the beginning and the end. It is limited and at the same time, it has only one direction, forward, lie to the future. There is no opportunity, to repeat, to return back or to correct something. Every day, minute, hour are unique and finite. Everything that has the beginning has also the end. For example: A) *"Die Vergangenheit sind ja die gewesenen Augenblicke und die Zukunft sind die, die kommen! Also gab es beide nicht, wenn es die Gegenwart nicht gäbe ... Das heißt also, dass es die Gegenwart nur gibt, weil sich die Zukunft in Vergangenheit verwandelt!... "*[Ende 1973: 268].

B) *"The past consists of moments gone by and the future of moments to come, so neither of them could exist without the present. That's it! ... present exists only because the future turns into the past.* "[Ende /Brownjohn 1973: 266]. The translation of this metaphor into English conveyed its meaning and the author's conception keeps without losses of any connotations.

Having analyzed these examples, it is possible to draw a conclusion that representation in the German and English languages have such characteristics as irreversibility, one-wayness, transience, value, ability to change the reality. Analyzing the translation of metaphors from German into English, we can precisely tell that those temporary grammatical categories which create the developed metaphors of time in German are not always identical in English, however they can create similar images and betray the sense hidden by the author in the original. The choice of adjectives or verbs in TL isn't always completely capable to transmit all values in lexicon chosen by the author of SL that promotes loss of individual author's style.

Both English and German are languages characterized by careful attitude to time concept because people realize its rapidity, impossibility to stop or turn back. This fact proves the inclination of these cultures to punctuality as the highest benefactor. The peoples also associate time with money, which is to be treated economical and rational. Both cultures personify time.

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CONTRACT LAW: TERMINOLOGY
AND TRANSLATION DIFFICULTIES

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The aim of this article is to describe the important aspects of contract translation, and provides a theoretical and practical guidance for the practice of contract translation. It adopts an interdisciplinary approach combining linguistic and legal theories with translation practice.

Is legal translation art or science? This question was asked many years ago and there is still no answer. The first mention of legal text translation from one language to another is peace agreement between the Egyptians and the Hittites, dating 1271 B.C. [Matilla 2006: 7]. The following monument of legal translation dates back to the Ancient Rome. *The Corpus Juris Civilis* was first translated into Greek and later into other languages [Šarčević 1997: 23-28]. Roman history also preserved the memory of the first legal lexicon by Gaius Aelius Gallus. This paper, *De VerborumQuae Ad Jus Pertinent Significatione*, dates back to the 1th century B.C. [Fiorelli 1947: 293]. Legal research science originates from Rome and then develops in Byzantium and in Western Europe. Since then it has spread over the world in different corners on the globe.

Legal translation is a special area of translational activity. Legal language contains the following specific features: lexicon, syntax, pragmatics, semantic style etc. This language is used in particular social roles: pleading, claiming and so on [Prieto de Pedro 1991: 131-132]. Thus, legal language does not qualify as ordinary language despite the fact thatit is based on ordinary language. Legal language may be characterized as a technical language which is used only by professionals. Generally that is true but not in every case. Law becomes an integral part of social life. Use of legal language is very widespread in different areas of social life even among professionals, who are not lawyers properly (jury-members, lay judges and administrators).

It is clear to see that translation is integral to the interaction in law and other areas and plays a very important part in the contact between different people. For instance, the European Union (EU) is a good illustration of the vital role that legal translation plays. Linguistic equality and multilingualism are both essential principles of the EU which give its specific character [Wilson 2003: 2]. EU law documents are translated to its Member States' national languages. It is obvious that EU laws are inconceivable without translation [Correia 2003: 40].

Legal translation can be classified according to the following criteria. Legal translation can be divided according to the subject of the source language (SL)

texts: (1) translating domestic statutes and international treaties; (2) translating private legal documents; (3) translating legal scholarly works; and (4) translating case law. According to the status of the original texts legal translation can be also divided into two categories: (1) translating enforceable law; and (2) translating non-enforceable law [Cao 2006: 8].

According to the function of the legal texts in the SL legal translation can be classified into the following categories: (1) primarily prescriptive, e.g. laws, regulations, codes, contracts, treaties and conventions; (2) primarily descriptive and also prescriptive, e.g. pleadings, briefs, appeals, requests, petitions etc.; (3) purely descriptive, e.g. scholarly works, legal opinions, law textbooks, articles etc. [Šarčević 1997: 11].

Contract law is a huge area of legal activities. Globalization and the the increased contact andexchange between peoples and states have led to the demand for contract translation. The contract remains an efficient instrument for international busines and private relations. It helps to remember that legal system as well as contract law differ in each individual society reflecting the differences in that society.

Each national law constitutes an independent legal system with its ownsources of law, rules of classification, underlying conceptual structures, terminological apparatus, methodological approaches and socioeconomic principles [Šarčević 1997: 13]. There exist such world legal systems or families: the Romano-Germanic Law (Continental Civil Law), the Common Law, Socialist Law, Hindu Law, Islamic Law, African Law and Far East Law [David and Brierley 1985: 20–31]. The Common Law and the Civil Law (Romano-Germanic) families are the most influential legal systems in the world,and these are the focus of most of this article.

We do not aim to retrace the history and all features of legal families of both the Common Law and the Civil Law. The point at issue is only some vital distinctions(legal nature, lexicon, syntax, pragmatics, semantics, style etc.) between these legal systems that affect contract law translation and cause translation difficulties.

1. Terminological features. It is obvious that each national law contains unique legal vocabulary and contract law is no exception. Legal terminology is the most visible linguistic feature of legal language and it is one of the major sources of difficulty in translating contracts.

Legal institutions of the Common Law and the Civil Law have many conceptual and structural distinctions. For example, the Civil Law contains such institutions as *'cause', 'abuse of right', 'the direct action', 'the oblique action', 'the extent of strict liability in tort'*. All of these institutions are foreign to the Common Law. Similarly, such legal concepts as *'consideration'* or *'estoppel'*are absent in the Civil Law of contract.Another example is the concept of *'law of obligations'* in the Civil Law which considered one of the essential categories in the Continental Law, but it does not exist in the Common Law. Besides, one of the huge English divisions of law called *'equity'*. The basic principle is if there is any conflict between the rulesof law and equity, equity is to prevail.Interesting, that

this is a unique legal concept which does not exist not only in the Civil Law but also in other legal systems too.

Summarizing the above mentioned, we claim that contract translation is not a simple mechanical process. The knowledge of the legal systems including their main features, principles and institutions are paramount for the legal translator.

2. Meaning features. Despite that legal language is often described as a technical language for professionals legal terminology may be used in the ordinary meaning and technical legal meaning. That is why the legal translator should identify the legal meaning and distinguish it from its ordinary meaning before translating from the SLinto the target language (TL).

For example, the following legal terms are frequently encountered in English contracts*: 'offer', 'consideration', 'remedy', and 'assignment'.* All of these words in English are used in both the legal meaning and the ordinary meaning. So, in English contract law, *'offer'* is described as a promise which when accepted constitutes an agreement. The next example, *'consideration'*means the price paid, not *'thought'* in ordinary usage.*'Assignment'* in contract law refers to transfer of property or right.

Take another example, the word *'warranty'* in English law. This word has the ordinary meaning and the legal meaning. In a contract dispute case from England, Oscar Chess Ltd v Williams [1957] 1 WLR 370 at 374 (English Court of Appeal), Lord Denning LJ has this to say about the meanings of *'warranty'*: "I use the word *'warranty'* in its ordinary English meaning to denote a binding promise. Everyone knows what a man means when he says *'I guarantee it'* or *'I warrant it'* or *'I give you my word on it'*. He means that he binds himself to it. That is the meaning it has borne in English law for 300 years...During the last 50 years, however, some lawyers have come to use the word *'warranty'* in another sense. They use it to denote a subsidiary term in a contract as distinct from a vital term which they call a *'condition'*"[Cao 2006: 68].

Contract law in Common Law is influenced by case law. Precedent is the main legal Common Law source.It has been developed over the centuries. Thus a lot of legal terms have a long history unique to the Common Law. There are some difficulties in translating English contracts from the Civil Law and others, meanings often get lost in translation.

For the legal translator, the lesson here is that when trying to identify and ascertain the meaning of a particular word with both ordinary and legal meanings or a word with several legal meanings, one can make use of the context in which the word occurs. A legal dictionary may help. So, in translating legal texts in general, translators, especially those who do not have legal training, should not readily assume that ordinary and common words are always used in the ordinary way. General reading of and cross-reference to the relevant existing laws and other legal texts and their translations are always helpful.

3. Legal synonyms. A legal term may have several synonyms and it is a big terminology problem for a translator. For example, in English, a lot of words mean*'law'* – *law, statute, legislation, act, enactment, regulation, ordinance, rule, decree* etc. Similarly, there are many words in French (the Civil Law system) for the word *'law'* – *le droit* (a total set of standards that can include the notions of

justice), *la justice* (the legal system) and *la loi*(legislation enacted by Parliament). As for *la loi*, there are also a number of synonyms [see Weston 1991]. *Loi* (law) is passed by Parliament, and promulgated by the President of the Republic; *décrets* (decree) is made by the President of the Republic or the Prime Minister; *arrêté*, means decision, rules, order or bye-law made the executive branch [see Weston 1991: 60, Dadomo and Farran 1996: 87].

Other examples of synonyms include *cour, tribunal* and *juridiction* in French, and *'court'* and *'tribunal'* in English. There are some synonyms of *'treaty'*, *'convention'*, *'agreement'*, *'protocol'*, *'pact'*, *'covenant'* etc. in the international law.

There are synonyms of *'warranty'*, *'term'*, *'condition'* and *'covenant'*in English contract law. For instance, the word '*condition'* is one of the most difficult words in contract law. This word may meanan event the occurrence or non-occurrence of which has been agreed bythe parties to have a particular result. The second meaning refers to any term of the contract, and a third meaning is an important term (promise) [Carter and Harland 1993: 310].

Therefore, each national law has unique features. The Common Law system contains many legal terms that do not exist in other legal systems and there may not be separate words for these different English terms. Sometimes, it requires efforts to find sufficient synonyms in the TL. This may present a challenge for the translator who needs to be resourceful and sometimes even creative so that appropriate choices are made to distinguish the synonyms in translation.

4. Textual features. Private legal documents including contracts usually serve the following purposes: creating, conferring, varying or negating legal rights and obligations and recording such rights and obligations [Aitkin and Butter 2004: 23]. Contracts are important. It is said that drafting contracts is like drafting statutes between private parties, setting out the relationships and ground rules in a formal or written form [Dick 1985: 1].

Agreements and contracts which translated from and into English vary in their actual contentwhich can be wide ranging fromsale of equipment to the bankruptcy, depending on the needs of the client. They also may be short and general but most are lengthy. They often include the following: *date of the agreement*; *names and addresses of the parties*; *recital*; *definition clause*; *rights, obligations and liabilities of the parties*; *force majeure*; *termination*; *breach and remedies*; *dispute resolution*; *notice*; *assignment*; *waiver*; *warranty and exclusion*; *entire agreement clause*; *governing law*; *language clause* if two or more languages are involved; *signature, date and execution*.

Not all contracts contain elements exactly like that but many contain, covering these and similar grounds. All of these features must be taken into account in contract translation.

5. Lexical features. English legal language has an old and archaic drafting style. This tradition goes back to early history. Common Law linguistic tradition was related to the existence of two similar words with close meanings and they were often alliterative as well [Tiernsma 1990: 13-15]. For instance, the following pairs of words are often used in English contracts: *'authorise and direct'*; *'bind*

and obligate'; *'deemed and considered'*; *'final and conclusive'*; *'full and complete'* and so on [Dick 1985: 126]. The main reason for the continuation of this linguistic tradition in English contracts is that such word strings are used to convey the meaning of all-inclusiveness. In other words, lawyers want to cover all possible situations that may arise in the future in the event of litigation.

For instance, take a doublet *'mean' and 'include'*. They are often found in the definition clause of agreements and have different meanings. Basically, *'mean'* restricts the definition to the notion set out in the clause just as *'include'* enlarges the definition so that its ordinary meaning incorporates an additional notion [Dick 1985: 151-152]. Furthermore, the English word string *'costs, expenses, outlays, expenditures, fees, charges and levies'* may not have corresponding synonyms in the TL. In this connection, one of the major problems in the translation of English documents from TL is deficiency of corresponding words with similar meanings.

6. Syntactical features. A common linguistic feature in contract law isthat sentences are typically long and complex. That is widespread in many languages, not just in English.

Syntax refers to the structure of sentences. Words in translation never exist in isolation and their true meanings cannot be fully appreciated unless they are construed with reference to the ways they are structured. In general, sentences in legal texts are longer than in other text types and they may serve various purposes [Salmi-Tolonen 2004: 1173].

When translating long and complex sentences, there are two basic steps. Firstly, one should conduct a careful analysis of the original sentence structure and essential meaning so as to correctly comprehend the message. Secondly, it is required to express and convey the meaning in the target language. So, good knowledge of syntactical rules of both the SL and TL is vital. It may be necessary to break long sentences up and compose two or more sentences in the TL.

Another syntactical problem in translating English contracts is passive structures. The passive voice is a linguistic construction that permits the writer to avoid naming or referring to the person or thing that performs the actions.

In general, passive structures are often translated following the original pattern.

However, in some languages, e.g. Russian, where passive structures are not as commonly used as they are in English, adjustments may be necessary. It is not imperative that passive structuresare carried over in the TL.

Conclusion. Distinctions between The Common Law system and the Civil Law system are vital. In this connection,in translating contracts the following shall be observed.

Firstly, terminology features are the main challenge for a translator. Contract translation is not a simple mechanical process. Thus, basic knowledge and understanding of the relevant legal systems and their structures and a high degree of proficiency in the two languages are paramount for the legal translator. Secondly, distinctions between ordinary meaning and legal meaning are important. The legal translator should identify the legal meaning and distinguish it from its ordinary meaning before translation from the SL in the TL. Thirdly, a legal term

may have several synonymous and it is a big terminology problem for a translator.It requires efforts to find sufficient synonyms in the TL. Fourthly, lexical features are also important in contract translation. Some ofthe wordsin the SL do not have corresponding synonyms in the TL. In this connection, one of the major problems in the contract translation is lack of corresponding.Fifthly, another common linguistic feature in contract law is that sentences are typically long and complex. In this connection, good knowledge of syntactical rules of both the SL and the TL is essential.

Finally, translator's job is to translate, not to advise clients on the legal implications of words found in legal documents. However, a translator must be aware of such different concepts so not to mistranslate and confuse the terms.

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METAPHORICAL IMAGE OF VAMPIRE IN ENGLISH LITERATURE

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This article is devoted to the vampire as an image of supernatural in English literature. The authors analyze a vampire metaphor in diachrony and synchrony based on well-known pieces of literature of the past and today.

Scientists and writers all over the world show huge interest in metaphorical studying of the vampire's image. The image is focused on a metaphorical role which is played by vampires in a contemporary fiction and movies, showing that they can tell us about sexuality and power, power and alienations.

The novel of Bram Stoker "Dracula", first published in 1987, became fundamental in promoting mythology of vampires. Since then these fictional beings have significantly changed. Novels, such as "Vampire Chronicles" of Ann Rice's series, Stephanie Mayer's "Twilight" and Richard Matheson's "I Am Legend" have sharply changed an image of an vampire in the popular concept. Other forms of narration, namely television and cinema (such shows as "Buffy" – and movies as "Lost Children") continue to change our perception of vampires.

In this paper we will consider metaphorical comparisons of "old" and "new" vampires.

Vampires, as well as other representatives of evil spirits, have existed in folklore throughout centuries. David Keyvort in "Social and Religious Beliefs and the Nature of modern Subculture of Vampires" specifies that "slavic concept of blood-sucking corpses arose in Southeast Europe somewhere in the period of the early Middle Ages" [Auerbach 1997: 11]. It means that there are also other types of supernatural, present at folklore and mythology. How do vampires differ from other types of supernatured?

In particular, a vampire is out for blood [Atwater 2000: 43]. It is a distinctive feature of vampires in comparison with other types of evil spirits. Ghosts, the zombie, etc. can be characterized as evil spirits, but they don't suck blood, in that way they differ from vampires.

Vampires of the eighteenth century can be associated with the lost lifeless personality [Auerbach 1997: 11]

On the contrary, in modern perception of a vampire, vampires can't appear at a daylight. They don't grow old, don't decay, aren't reflected, and can't take out a type of religious objects. They still keep the need for blood, but, as well as in "Interview to The Vampire", "Buffy the Vampire Slayer", and "Twilight", the vampires not necessarily has to consume human blood, blood of animals satisfies them too.

"Old" Vampire as metaphor

The so-called old image of a vampire, is a vampire of the Victorian era as seen in Vampire chronicles of Ann Rice. It was first published in 1970th. Vampire chronicles show how vampires were perceived by the society. Therefore we will use it as a dividing point between an "old" and a "new" type of a vampire.

In the majority of literature the "old" vampire was considered as Bram Stoker's metaphor "Dracula", one of the most popular "old" novels about vampires. Auerbach assumes that Dracula's character represents fear for the foreigners – especially for the stolen women from Britain [Auerbach 1997: 12]. Stephenson appoints that Dracula is an empass social person which purpose doesn't present anything if not to turn good Englishwomen as Lucie and Mina him-like and cast away. He comes to England from Transylvania focused on women of England – especially on Lucie and Mina [Auerbach 1997: 13] .

Dracula represents one more danger, the phenomenon of destabilization of traditional family roles. He receives Lucies blood and she becomes a vampire, she acts as a wrecker (and becomes sexually aggressive), she receives liquid from those whom she attacks [Atwater 2000: 34]. Auerbach says that in the novel "Carmilla", the main hero breaks family roles borders hierarchies of marriage too because of of her relations with Laura [Auerbach 1997: 14].

Destruction of traditional family is the partial reason for sexualization that vampires represent, especially in females. During the Victorian era, sexuality was warned and afraid. Auerbach reminds us that the more he [Dracula] possesses Lucie, the more it reveals her sexual side" [Auerbach 1997: 16]. In Victorian era, it was absolutely terrible, especially concerning female sexuality.

Dracula depicts unique act of power over pleasure, and Auerbach specifies that "possession itself has insatiable and unlimited nature [Atwater 2000: 28]. Dracula seeks to subordinate society; he is a capitalist that was in Victorian England a terrible concept – an external threat.

"New" Vampire as metaphor

The "new" vampire concept begins in 1970 when Ann Rice published "Interview with the Vampire". This novel popularized a humanization of vampires that Richard Matheson had tried to express in the novel "I Am Legend" earlier. Matheson didn't receive popularity that Ann Rice gained, however, Rice's works are the real beginning of changes in seeing of vampires. Atwater specifies that a vampire becomes more and more human as people find explanations to his being in fear of death, and try to rationalize the existence. Similarly, as stories about vampires cease to be focused on humans and the person of vampires, for the reader there is no more the hero's person to which they can transfer themselves, there is no human character that can be embodied.

Part of a charm of vampires in literature is that it allows investigating and learning safely a dark side of mankind, realizing a belief in the supernatural. These novels ask questions to the reader about our reality, possibly to us unknown [Auerbach 2012: 19]. It is important, especially for young readers to investigate some of the hidden questions of life. As the youth starts sending questions to the world around them, stories about vampires give them safe space for such spheres.

Atwater assumes that vampires of Rice express intimate desire of our cultural and secret fear of them [Atwater 2000: 70]. Now a fear of sexuality is not female; it became homosexual, this is a fear that the heterosexual person can be

turned into the homosexualist. The vampire moves with courteous invisibility of a gay prototype: offering communication, friendship, even love before opening the true malignancy [Auerbach 1997: 36]. In this case, vampires represent ability of the person to hide the one who he really is untill connection has not yet been revealed, and then to convince the interlocutor to join his homosexual way of life.

Auerbach says that vampires reflect fears in a modern narration and loss of identity due to reduction of natural persons as a means for informational transfer [Auerbach 2012: 41]. Modern awful vampires kill without analysis, unlike Dracula (who specifically chose Mina and Lucie), who deprives identity. Vampires began to be associated with the true force which is able to have real identity, and people can only aspire to have relations with them – or to become one of them.

Auerbach says, that reaction against horror of purely physical existence which is breaking up in old age comes to an end with death and replacement of new generation [Auerbach 2012: 43]. She claims that "instead of dangerous predators, the reminders of mankind vulnerability and mortality, vampires become partners for selfish people [Auerbach 2012: 43].

He offers, also, that television show "Real Blood" as a free allegory about an alternative way of life, to consideration of importance to integrate and being tolerant [Auerbach 2012: 41]. It is especially pertinent now when debates about same-sex marriages are so abundant in the American culture.

It is possible to give examples from Stephanie Mayer's works "Twilight".

"The Vampire's gaze riveted her to the place more than all strongest fetters, such influence he exerted on her. No wonder that she tried to avoid this hypnotist". [Mayer 2012: 176]

The author uses figurativeness, namely a metaphor to show us force, Edward's power, Mayer as if hints that he isn't a person, but a superbeing, the vampire as we learn later.

Edward, as well as any other vampire, possesses immortality, improbable force, ideal sight, exclusive hearing and sensitive sense of smell, he runs and moves quicker than other vampires. When he is on the sun beam, his skin, as well as skin of other vampires shines as though it was strewed with a diamond crumb.

In addition, he has the gift which other vampires doesn't have. He can read minds of all living beings at distance of three miles, except one person – Bella. Also he hardly reads mind of her father – Charlie Swan. Edward can overhear others talk at distance, which causes easy discontent of Bella. Carlyle considers that Edward in a form of a person was very acute.

"Mr. Carlyle has a truly brilliant intellect and his soul shards as broken mirror". [Mayer 2012: 206]

Stephanie Mayer describes Carlyle as a highly intellectual person who lived not one century being the surgeon by profession that completely contradicts his essence; he is the head of the clan who refused the use of human blood. But thus, he considers that their souls are damned in spite of the fact that they try to live without harming humans. Shards are understood as his lack of life as it is.

Vampires became popular in paranormal romantic books, partly because in the relations there is no hierarchy of the power where both the man and the woman are dominating, but instead of this life is formed by partnership on the basis of equality. It is especially important for readers; many of them can be in search of such equality. Vampires can offer a woman or a man a new status in society, status above the others.

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TRANSLATING IDIOMS IN LITERARY TEXT

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The article is devoted to the prime ways and techniques of idiom translation in J. Barnes's "England, England". A special attention is given to the literary significance of translator's contribution to the communicative effect of the translations in the target language.
Key words: idiom, translational transformation, phraseological unit, source language, target language, communicative intention, communicative effect.

It is widely acknowledged that the translation of phraseological units (idioms, phraseologisms, phrasemes) turns out to be a challenging task. More about terminological differentiation you can read in [Dekhnich, Lyashenko, 2014].

It is especially so when those being polysemantic and marked by emotional richness, stylistic diversity and having a vivid culture-specific component are under study.

The present paper gives an attempt to specify and dwell upon the main ways of translating phraseological units from English into Russian. The material is taken from the book "England, England" written by a contemporary English writer Julian Barnes and its Russian version translated by Svetlana V. Silakova.

The standpoint of Valerii M. Mokienko is assumed as a basis of the given article. He defines phraseologism as follows: "phraseologism is such a word combination that is marked by relative invariability, expressivity and integral meaning, and is reproduced as a set expression. A proverb, an idiom, and a figure of speech can serve as its synonyms" [Mokienko 2005:4].

As Vilen N. Komissarov puts it, "the paramount task of literal translation is to create such kind of work in the target language that would surely impact on the

foreign reader .... in artistic and aesthetic ways" [Komissarov 1990: 95]. In this connection, the translations of literal works are characterized by "typical digressions from maximum possible sense accuracy in order to ensure the artistry of translation" [Komissarov 1990: 96].

The following example can serve as one of the means of using such kinds of digressions:

The world is my oyster, but I am seeking in this instance not a pearl but that vital piece of grit [Barnes 2008: 44].

Mir – moya ustritsa, no v dannyiy moment ya ischu ne zhemchuzhinu, a peschinku – peschinku, nuzhnuyu mne kak vozduh [Barnes 2008: 44].

On studying the abstract one can clearly see that in the source language the writer makes use of such a Shakespearean expression as *'the world is one's oyster'* – *'cheloveku prinadlezhit ves' mir, dlya cheloveka vse vozmozhno'* [Kunin 1984: 841].

The value of Shakespearean expressions is that a great number of phraseologisms that have enriched the English language, belong to the works of William Shakespeare taking the second place compared to the first position of those used in the Bible [Kunin 2005: 258]. It proves the fact that the percentage of national and ethnic components in such kinds of phraseologisms is rather high. Thus the abstract given exemplifies a phraseologism with culture-specific connotation which was rendered into Russian by means of loan translation.

According to Vilen N. Komissarov, the preservation of a phraseologism's direct meaning in the target language is not so much important as needed for its remaining figurative [Komissarov 1990: 153]. The figurativeness of the idiom is intensified by the translator in the abstract mentioned due to revealing the outer context by means of using the reiteration of the word *'peschinka'* while translating the metaphor *'that vital piece of grit'*. Besides, the translator adds the simile *'nuzhnuyu kak vozduh'* that certainly intensifies the emotional connotation of the whole sentence.

The next passage illustrates a similar way of rendering an English phraseological unit into Russian:

Her mother praised Martha's cleverness and green fingers [Barnes 2008: 19].

Mat' khvalila Martu: umnitsa kakaya, i dar k ogorodnichestvu u nee est' – chto nazyvaetsya, «zelenye pal'chiki» [Barnes 2012: 14].

The Russian version shows up the translational synergy for both descriptive *('dar k ogorodnichestvu')* and loan (*'zelenye pal'chiki'*) ways of rendering one and the same English idiom *'green fingers'*. The translator seems to use the calque deliberately as she wants the reader to feel the mother's sincere desire to praise her child, to feel her heedful attitude and caress towards the main character of the novel and her life in particular, towards her precious little daughter.

By transforming the sentence grammatically and using a lexical extension *('umnitsa kakaya')* alongside with a grammatical change *('pal'chiki' instead of 'fingers' -'pal'tsy')*, the translator refuses a neutrally marked lexical unit of the original and introduces a vivid stylistically connotated lexeme of the target language.

In contrast to the grammatical translation transformations used in the abstract earlier discussed, the next two passages are specific about lexico-semantic changes of a phraseological unit's component. Here comes the first illustration:

'Oh', said Susie into the phone, and then, with an inappropriate smile, 'I'm afraid Woodie's had to go home, Sir Jack. I think his back's been playing up [Barnes 2008: 112].'

Oi, – proiznesla Syuzi v trubku, a zatem, s neumestnoi ulybkoi, promolvila: – Boyus', chto Vudi byl vynuzhden uiti domoi, ser Dzhek. Polagayu, u nego razygralsya radikulit [Barnes 2012: 62].

Thus the specification of the lexical meaning of the original word *'back'* within the framework of the idiom *'play up' ('barakhlit', rabotat' s pereboyami')* is carried out by using the lexeme *'radikulit'* in the target language.

The second illustration presents some other possible shades of connotation when translating English idioms into Russian:

Still, if you crossed his palm with silver, Jerry would usually put his finger on it for you [Barnes 2008: 42].

I vse-taki Dzherri podast tebe ruku pomoshchi – v sluchae, esli ty ee predvaritel'no pozolotish' [Barnes 2012: 28].

In the source language the translation of the lexical unit *'silver'* as a part of the phraseological unit *'cross one's palm with silver' ('poserebrit' ruchku, dat' serebryanuyu monetu na gadanie')* is subjected to the lexical change by implementing the word *'pozolotish''* [Kunin 1984: 690]. The translator intentionally picks up the most familiar association to the Russian reader, i.e. the association with *gold*. We assume that characteristics of this metal are more lively represented in Russian culture, its folklore, sayings and proverbs, and therefore in national consciousness of the Russians.

As it seems to us, the next abstract is considered to illustrate one of the most vivid ways of rendering English idioms used in J. Barnes's "England, England" into the target language with the help of analogue translation:

Imperious when necessary, and always forthright, Sir Jack is not a man to be trifled with; he suffers neither fools nor busybodies. Yet his compassion runs deep [Barnes 2008: 30].

Pri neobkhodimosti vlastnyi, vsegda pryamolineinyi, ser Dzhek ne iz tekh, komu mozhno polozhit' palets v rot; on ne terpit ni durakov, ni neproshenykh sovetchikov. No on nadelen velikim darom miloserdiya [Barnes 2012: 20].

Rendering the English phraseological unit *'smb. is not one to be trifled with'* in this context, the translator makes use of an equivalent 'pal'tsa v rot ne kladi*'*. This, in its turn, causes a grammatical transformation which is typical for the Russian syntax.

The next English idiom *'his compassion runs deep'* has been structurally, semantically and lexically transformed *(cf. ≈ Still waters run deep/ V tikhom omute cherti vodyatsya).*

The next English idiom *"his compassion runs deep"* has been structurally, semantically and lexically transformed by the writer in the original itself *(cf. ≈ Still waters run deep/ V tikhom omute cherti vodyatsya).* The connotation of the whole phraseologism has been changed by Julian Barnes in the original and as a result the

reader does not feel the irony of the idiom's invariant *('Still waters run deep')* any more. Furthermore, in the target language, the translator uses the techniques of descriptive translation, corresponding lexical changes *('deep'- ' velikii', 'runs' – 'nadelen')* and the addition of the lexical component *'dar'*. We believe that such kinds of translation modifications support the translator to succeed in achieving high literary artistry and intensifying stylistic colouring of the original.

Summing up the peculiarities of the English phraseological units under study which were used in J. Barnes's "England, England", we conclude that the translator seems to be equally good at applying descriptive, analogue and loan translations. Among the translational transformations used for rendering idioms of the source language into Russian, lexico-semantic and grammatical changes stand out as one of the most frequently occurred ones.

To our way of thinking, the artistic and linguistic translator's contribution to rendering English idioms taken from J. Barnes's "England, England" into Russian entirely corresponds with the communicative-functional translation theory introduced by Aleksandr D. Shveitser [Shveitser, 1988]. The theory says that on the basis of functional dominating ideas of the source text, the translator singles out the inherent communicative intention underlying the original [Sdobnikov 2009: 23]. Moreover, creating the final text, he strives to achieve the communicative effect corresponding to this intention [ibid: 24], as clearly observed in the present article.

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NEOLOGISMS IN THE DISCOURSE OF ENGLISH SPEAKING YOUTH

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The vocabulary of any language constantly updates and enriches. Words disappear, fall out of use, while others appear and start to be actively used by native speakers. Along with the obsolescence of certain words the process of replenishment of the language is much more intense.

The vocabulary of language can be enriched in different ways. For example, in certain periods of development of the country a significant number of loan-words appear in its language. However, the main source of vocabulary is not borrowing, but the formation of new lexical units on the basis of their native language through the use of different methods of derivation.

Neologisms – are new words of the language. Significant events of public life, scientific and technical discoveries contribute to the generation of entire series of neologisms.

The means of word creating neologisms belong to the most productive. In addition, the composition of neologisms is replenished by words of foreign origin, denoting scientific and technical terms, a variety of items.

It can be said that in the first place neologisms appear in the speech of youth. That's why the main aim of the study is to reveal the essence of the process of formation and the peculiarities of functioning of neologisms in Modern English language.

The speech of youth is the sphere of mass communication that influences the state of the modern language. Recent linguistic turn to personal aspects of language learning, cultural and pragmatic factors causesthe attention of scientists to study the language of young people as a specific cultural phenomenon. Manynoted that the youth discourse is a true and clear indicator of the state of society and its language. As one of the researchers of this phenomenon Himik V. V. says, "the study of the language of young people is very important because it not only gives the idea about the features and conditions of formation of average language personality, but also about global prospects of the development of the national language: trends in speech of youth can become language realities of the future" [4, p. 10].

The emergence in the modern English language of a large number of neologisms is a natural phenomenon.The need for new words is due to, first of all, nonlinguistic factors, including social and political changes in society. But neologisms appear in the language all the time and not only in the field of socio-political vocabulary.

The word not only refers to the object, action, attribute, concept, but also evaluates the corresponding phenomenon of reality, signals a neutral, emphasizes

the positive or negative attitude of the speaker. So, besides the nominative, the word also performs appreciable and expressive features. Therefore neologisms used in a particular context, under certain circumstances, may not only provide the subject of novelty, but immediately show the author's attitude to it, whether positive or negative.

In the course of time the new word is accepted into the word-stock of the language and being often used ceases to be considered new, or else it may not be accepted for some reason or other and vanish from the language. The fate of neologisms is hardly predictable: some of them are short-lived, others, on the contrary, become durable as they are liked and accepted [1, p. 220].

The process of the formation of new words in the language reflects society's needs in expression of new concepts, which are a kind of production of science, technology, culture, public relations, etc. [2, p. 35]. The linguists associate the causes of formation of new words with new discoveries, deepening of understanding of previously known facts and phenomena of reality. For example, V. Gak considers that a large number of new words and their widely expansion are associated with nonlinguistic factors as the scientific and technological revolution, the development of the media, the general acceleration of life of society, diversity of ideological and political fight [3].

In Longman English Dictionary the term "neologism" is nominated as "a new word or expression, or a word used with a new meaning. Its synonym is the word "coinage" [7].

The Free Dictionary represents the term "neologism" as

"1) a new word, expression, or usage;

2) a newly coined word, or a phrase or familiar word used in a new sense;

3) a new word, usage, or phrase [6].

In Thesaurus "neologism" is "a new word, a buzz word *(in informal language)*, a coinage, a new phrase, vogue word or a nonce word [6].

Macmillan dictionary explains the concept of the term "neologism" in such a way: "it is a new word or expression, or an existing word used with a new meaning [8].

By Peter Newmark "neologisms" are "new words naming newly invented or imported objects or processes, or new expressions that suddenly fill one of the innumerable gaps in a language's resources for handling human thought and feeling at some level of formality" [5, p. 122].

A neologism, from Greek neo "new" + logos "word", is a newly coined word that may be in the process of entering common use, but has not yet been accepted into mainstream language. Neologisms are often directly attributable to a specific person, publication, period, or event.

"Neologism", according to The Online Encyclopedia and Dictionary, is "a new word or sense of a word and the coining or use of new words and senses" [9].The term was itself coined around 1800. A neologism can also refer to an existing word or phrase which has been assigned a new meaning. Neologisms are especially useful in identifying inventions, new phenomena, or old ideas which have taken on a new cultural context. The term e-mail, as used today, was an example of a neologism. Neologisms often become popular by way of mass media, the internet, or word of mouth, especially, many linguists suspect, by younger

people. Every word in a language was, at some time, a neologism, though most of these ceased to be such through time and acceptance. As for the time of criteria for seclusion of new-foundation and neologism exactly to decide it is impossible, it has a sense to use subjective criteria: if it receive the collective language consciousness this or that lexical unit as a new.

Any language is not something given once and for all, fixed and static. The language is the product of thousands of years of evolution, which is always changing, moving, and this constant movement leads to a gradual change in its vocabulary. To describe the new realities language "adopts" new words called neologisms which are based on native languages or borrowed from other languages.

Regarding the English word coinage, Peter Newmark in his book "A textbook of translation" reviewed 12 types of neologisms [5, p. 150]:

a) completely new words;

b) old words or collocations with new meanings;

c) new collocations, e.g. "urban guerrilla", "unsocial hours";

d) eponyms – recently based on proper names, including inventors and names of firms and towns;

e) acronyms;

f) blends, i.e. combinations of two words, highly productive;

g) phrasal (nouns or verbs), e.g. "trade-off", "zero-in";

h) derived(formed with productive prefixes or suffixes), e.g. "misdefine", "encyclopaedism";

i) abbreviations (shortened form of word);

j) transferred word-words borrowed from other languages and kept only one sense of their foreign nationality (they are likely to be "media" or "product" rather than technological neologisms;

k) pseudo-neologisms – generic words standing in for specific words;

l) internationalisms – words that keep the same meanings and the same forms in many countries.

One of the major issues of neology is the question about the causes of new words creation. Most linguists define a parallel effect of external (extralinguistic) and internal (intralinguistic) factors on the language. The internal linguistic incentives include the generating function of the language system, the tendency of language economy or the law of economy of language efforts, the tendency to regularity, the law of abstraction, the tendency to differentiation, to expressiveness of items etc. The external factor in the development of language is its relationship to social life.

Having analyzed the discourse of youth in British serial "Sherlock"we found out that the neologisms used by youth were connected mostly with the modern devices, such as *landline, software, MP3 player, gadget, organiser, smartphone, GPS.* The discourse of youth on the basis of American serial "Community" has shown us that the neologisms used by young people were connected mostly with the modern devices, slang words, transformation of nouns into verbs.

New words have been entering English at an ever increasing rate. Although this phenomenon is often associated with new things, processes, and concepts that need names, there is also a great increase, indeed acceleration, in clever, trendy,

eye-and-ear-catching words. One common explanation given for the introduction of new words in a language is to provide new names for new things and processes. This must certainly be true. And a common explanation for changes in the forms we also see in neologisms follows from Zipf's Law (1949) which says that frequent forms tend to become shorter. Internet has greatly promoted language change. A neologism used on the Internet is spread almost instantly to readers who are miles away from the physical location of the creation of this word. In today's wired world, neologism appearing on the web also enters verbal communications in people's real life. The Internet and computers in particular have spawned a large and specialized jargon.

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SPECIFICS OF STRUCTURAL PARAMETERS OF FICTION SPACE

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The article presents the results of conducted cognitive hermeneutic analysis of the concept sphere of William Faulkner novel «The Hamlet». Take the concept of "fiction space".
Key words: literary text, concept, fiction space.

In recent years, the study of language means the representation of space in literary texts is from the perspective of attention of many scientists. However, the problem of comprehensive in-depth study of the space in the literary and artistic works is still relevant.

The urgency of this problem is caused by the need for cognitive studies of linguistic means of representation of space in a literary text, since it is one of the factors that implement a more complete representation of individual copyright writer of the picture of the world. By interpreting of the representants of the space the reader gets more detailed description of the location of characters, description of the place, and where the action is.

It is evident that the role of space in the artwork should be clear to readers, which is why a detailed description of the space provides the opportunity and the

space itself in the text of the work acquires the status of artistic space. "Under the artistic space refers to a particular model of reflection of the objective world, creatively perceived by the author. This is an important structural and substantial component of the product, works closely with time, which expresses the relationship of coordination between the actions of the characters and the event [8: 7]. "

According to V.G. Gak the space is – "one of the first realities of life, which is perceived and differentiated man. It is organized around a person who puts himself at the center of macro- and microcosm. Not by chance not only space differentiated detail linguistic means in all languages, but it is the basis of the formation of many types of nominations related to other, non-spatial spheres " [1: 120].

In studies of E.S. Kubryakova the space was seen as "a general idea of holistic education between heaven and earth (integrity), which is observable, visible and tangible (a sensual base), part of which feels like the man himself, and in which it is relatively free to move or moves objects subordinate to him " [6:22]. According to LB Lebedeva, space "is given, which is man himself does not think" [7:83].

Question of understanding of space and its implementation as the major categories of human perception of the world in a language picture of the world has attracted many linguists. In the process of thinking about space also focuses on spatial relations, which in general is associated with visual perception. As you know, space and time – one of the main elements of the artistic picture of the world, so space and time are understood as properties of things, hence the space-time continuum of sacred objects opens through them, according to V.N. Toporov, "its highest essence, giving the fact that life, existence, meaning; This opens the possibility of the formation and organic habitation space cosmos things in their mutual implementation. Thus, things are not only constitute the space by specifying its boundaries separating the space from non-space, but also organize its structure, giving it significance and meaning (semantic settlement of the space)" [4: 239].

Studies have revealed that the representation of space has a special place in a literary text. According to the definition of I.R. Galperin, "the text – the process having completeness, objectified in the form of a written document work consisting of the name (title) and a number of special units (super-phrasal unities), combining different types of lexical, grammatical, logical, stylistic connection having a specific focus installation and pragmatic "[2:18]

The literary text is created in order to objectify the spatial representation of the author, to embody his creative idea, which, according to A.I. Domashneva "to impart knowledge and understanding of the man and the world, to make these ideas beyond the author's consciousness and make them available to other people" [3: 208], since, according to E.S. Kubryakova "text refers to the most obvious realities of language and methods of its intuitive selection of at least rooted in the consciousness of modern man than the methods of separating and isolating the words" [5:72], the represented space.

Consequently the space is one of the most important segments of the conceptual sphere of a literary text, which is a set of concepts.

In this article the study aimed to analyze the spatial relationships in the work of William Faulkner «The Hamlet».

Let's consider the nominees nominative field concept "afiction space" in the following examples.

Example 1. *So he cramped the buckboard's wheel for Varner to get in, and himself mounted the horse. They went on, Ratliff a little behind the buckboard, so that Varner talked to him over his shoulder, not looking back* [9].

There are following nominees nominative field concept "art space»: get in, mounted, went on, little behind. One of the of nominees characterizes the upward movement – mounted, 2 nominees characterize the movement of the hero in the space – get in, went on and one nominee, characterizing the localization in space – little behind.

Example 2. *"Hah," Varner said again. He rose from the chair. He was chewing tobacco. He removed from his mouth the chewed-out wad which resembled a clot of damp hay, and threw it away and wiped his palm on his flank. He approached the fence, where at his direction the blacksmith had contrived a clever passage which (neither the blacksmith nor Varner had ever seen one before or even imagined one) operated exactly like a modern turnstile, by the raising of a chained pin instead of inserting a coin* [9].

Four nominees of the concept "fiction space» was revealed: removed, rose from the chair, threw, approached. Cognitive-hermeneutical analysis of the material revealed that one nominee characterizes the upward movement – rose from the chair, two nominees characterize action to be taken on the subject in space – removed, threw, and one characterizes the hero's movement in space – approached.

Example 3. *But early in the afternoon of the third day, his roan saddle horse hitched and waiting at one of the gallery posts, he sat at the roll-top desk in the rear of the store, hunched, the black hat on the back of his head and one broad black-haired hand motionless and heavy as a ham of meat on the paper and the pen in the other tracing the words of the contract in his heavy deliberate sprawling script* [9].

The following nominees of the nominative field of the concept "fiction space» were identified: sat, at the roll-top desk in the rear of the store, hunched.

As a result, cognitive hermeneutic analysis detected 1 nominee describing the presence of the hero in the space – sat, one nominee describing the nature of the finding the hero in space – hunched, and one nominee of characterizing the space in which the hero (specific location).

Let's consider the nominees nominative field concept "afiction space" in the following example: *He crossed the barren yard littered with the rubbish--the ashes, the shards of pottery and tin cans of its last tenants* [9].

The following nominees of the nominative field of the concept "fiction space» were identified: crossed and barren yard littered with the rubbish.

Cognitive-hermeneutical analysis revealed one nominee, describing the movement of man in space – crossed, and one that characterizes the space in which the hero.

Example 4. *"I like to sit here. I'm trying to find out what it must have felt like to be the fool that would need all this" he did not move, he did not so much as*

indice with his head the rise of old brick and tangled walks topped by the columned ruin behind him--"just to eat and sleep in." [9].

The following nominees of the nominative field of the concept "fiction space" were identified: sit, did not move, indicate with his head.

Cognitive-hermeneutical analysis revealed one nominee describing the presence of the hero in the space – sit, one nominee describing the nature of being in space – did not move, and one nominee describing the interaction of the characters in the space – indicate with his head .

The following table represents the frequency of use of the nominees of the concept "art space" in the test text.

Table

The frequency of different types of nominees of the concept "fiction space"

	nominees	quantity	Index of frequency (%)
	Moving characters in space	4	26,6%
	The interaction of the characters in the space	3	20%
	Moving up	2	13,3%
	Finding characters in space	2	13,3%
	Qualities if finding characters in space	2	13,3%
	Action taken on the subject	1	6,6%
	Localization in space	1	6,6%

This table illustrates the results of the analysis of cognitive-hermeneutic analysis of the nominative field of one of the basic concepts conceptual sphere of art, namely, the concept of "fiction space", which was presented in detail in the works of William Faulkner «The Hamlet».

Thus, it was found that of nominees submitted by 5 nominees characterize the movement of the character in the space of 2 nominees characterize the upward movement, 2 – finding character in space, 2 – of finding character in space, 3 – the interaction of the characters in the space, and one nominee describing the action taken on the subject.

From this it follows that the most attention in the text of the work is given to the movement of the character in the space, as evidenced by the number of nominees. The author describes in detail all the characters move, also paying attention to the description of space objects was and interaction heroes.

Thus, the space – it is one of the most important segments of the conceptual sphere of literary text, as well as an essential element of a work of art. With the help of nominees of the concept sphere "fiction space" we were able to reveal the specifics of the use of the author of various representants of the concept, as well as the frequency of nominees concept art space.

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THE METHODS OF TRANSLATION OF LITERARY METAPHORS FROM KAZAKH INTO RUSSIAN AND ENGLISH LANGUAGES

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The article discusses the main aspects of general theory of a metaphor and translation problems, translation methods of literary metaphors from Kazakh into Russian and English languages.

According to many scientists, the metaphor is a universal property of language. N. D. Arutyunova believes that if the presence of metaphor in practical speech may face significant restrictions imposed by the communicative purposes and types of discourse, the use of metaphors in fiction always felt like natural [1, 16].

Before we proceed to the consideration directly to the problems of artistic translation of metaphor, it is necessary to review the highlights of the general theory of a metaphor. In modern science there are many approaches to the study of this linguistic phenomenon, but the essence is the following. In the process of formation of a metaphor two substantive components A and B are involved. In the process of metaphorical transfer is the intersection of two semantic spaces, borrowing and interaction of ideas and change of context [2, 47].

A common symptom, lying in the plane of intersection, and is the basis for the formation of a new metaphorical meaning. In other words, is the conditional equivalence of form between the object and the object on the basis of the same conditional attribution to them of common ground [3, 56].

The metaphor is organically linked with the poetic vision of the world. The study of peculiarities of translation of metaphors, functioning in a poetic text is of undoubted interest for the researcher. It should be noted that, as a versatile and multifaceted phenomenon, metaphors can present significant difficulties for translation.

The Kazakh translation of metaphors in literary text as a recreation of the images of one language by means of another is a daunting task and requires not only proficiency in the translation of metaphors, but also knowledge of the Kazakh culture, because the phenomenon of the metaphor is of language cultural nature and should be treated with the traditions and self identity of the people. The importance of the human factor, the account of the author's identity and the identity of the addressee of a metaphor should be considered too. Through the study of a metaphor as an object of translation, we are forced to appeal to personality of the translator and the recipient of the given metaphors.

A metaphor can be explored as a mechanism and a process, and as its result, and as a mental operation. Accordingly, the different approach should be used when translating metaphors. Firstly, the attention to the formal features and ways of their transmission in the target language, and the conceptual meaning of a metaphor is paid [4, 321].

A variety of structural types of metaphor requires the use of different translation techniques. Because the metaphor presented in a literary text, from the point of view of form, the various language structures, we need a preliminary classification to identify the most effective methods of translation. Since the object of translation is a variety of figurative language, created on the basis of metaphorical transfer, for the convenience of further classification of translation techniques and strategies appropriate to follow the classification of metaphor-based approach J. The Lakoff: author's metaphor (creative metaphor is unique in its metaphorical transfer outside of our conventional conceptual system); conceptual metaphor (basic, automated in our minds and restrictive thinking) [5, 85].

Let's consider this classification with examples:

1. Conceptual metaphors (basic: language, nominative metaphors): *Көзімнің қарашығы* – Зеница ока моего (lit. Black in my eye); In English *Көзімнің қарашығы* – *an apple of my eye* (lit. Apple of my eye).

2. Author's metaphors (figurative, poetic). The vivid image based on the use of the similarities between the two are far from each other objects. The author can use brave parallels between seemingly "have nothing in common" concepts: for example, the famous Kazakh poet Abai Kunanbayev gives a metaphorical description of each part of the body of his girlfriend: *Ақ бетің үлбіреп, өзгеше біткен гүл* [6, 138] (lit. Your face is graceful, like a flower).

The following 6 steps are used when translating metaphors:

1. A full translation is the preservation of the image, the literal translation when possible. Used for the translation of metaphors in that case, if in Kazakh, Russian and English languages coincide as rules of compatibility and tradition of expressing emotional-evaluative information, as used in this metaphor.

2. Interpretation. When the image of the original is impossible to move in translation because of the inadequacy of its perception by the recipient of the

transfer. Interpretation – translation denotative method, implemented as a three-stage process: stage of perception of the message in the original language; a step of forming a mental image (converted one of the message); the stage of interpretation of this image by means of the target language. The interpretation does not make a direct connection between words and phrases of two or three languages.

3. Replacement of the image to convey the idea that is encoded in the author's metaphor, the translator resorts to replace the image, the more traditional and understandable for the reader. Used in cases of lexical or associative mismatch between the elements of the metaphor in the source and target languages.

4. The traditional identity – used in relation to the metaphors folklore, biblical, ancient origins, when the source and target languages have different ways of expressing metaphorical similarity.

5. Structural transformation is applied when the difference in the grammatical tradition of design metaphors in the source and target languages. Structural transformations are both in verbal and grammatical changes to the original text.

6. Addition/omission – is used in cases when the measure of thinking similarity in the source and target languages is different, and requires either an explication of implicit in the source text meaning (addition), or, on the contrary, the implication verbally expressed in the source text (omission) [7, 61].

The metaphorical construction of units in Kazakh, Russian and English languages is different, and the translation is often necessary to resort to a significant change: for example, the replacement of the stylistic status of the unit, instead of the original metaphors in the English language appears a comparison or metaphorical epithet.

After analyzing the main aspects of the general theory of metaphor and translation issues, you can come to the conclusion that in the process of transferring the original metaphorical units in the target language, an essential role of semantic, pragmatic, syntactic and cultural factors. Their records are necessary in the implementation of the correct translation of poetic metaphors and, more broadly, of a literary text.

A word about the degree of difficulty of the translation of metaphors. Typically, the Kazakh nominative metaphors recorded in dictionaries, and the translator can always make an adequate version of the translation. The conceptual translation of the Kazakh metaphors presents a difficulty only if, owing to its cultural specific features, they are unknown to the translator, are not recorded in dictionaries and logic metaphorical transfer in the Kazakh language does not coincide with the thinking of the Russian language.

In turn, this can be caused by a mismatch between the conceptual systems of the author or of all Kazakh people in general and recipient/translator, or insufficient language competence of the latter.

Overall, an adequate translation of metaphor is achieved by using different methods of translation, since the adequacy of the translation is determined by the formation of certain cognitive structures in the mind of the interpreter and how it

can to operate them. In the translation of metaphors adequacy is achieved in the case where the image of the world that the author is metaphorically in the original text appears in the text of the translation is also metaphorically.

In other words, in the language of translation occurs cognitive structure, invariant cognitive structure metaphors in the source language. So, an adequate translation of metaphorical units of the English language should recognize invariant metaphor in the translation language corresponding in meaning and emotional impact of the original and meets the standards of Russian and English languages. Obviously, the search for such conformity is associated with synergistic processes in the conceptual system of the translator.

Many researchers consider cultural factors when determining the translation of metaphor. For example, it is believed that if the originality of metaphor is determined by culture-specific factors that disappear in the translation, the reader will be deprived of the greater part of important information about the culture of the source language. The difficulty of transferring some of the metaphors is associated with characteristics of the transmitting and the receiving culture.

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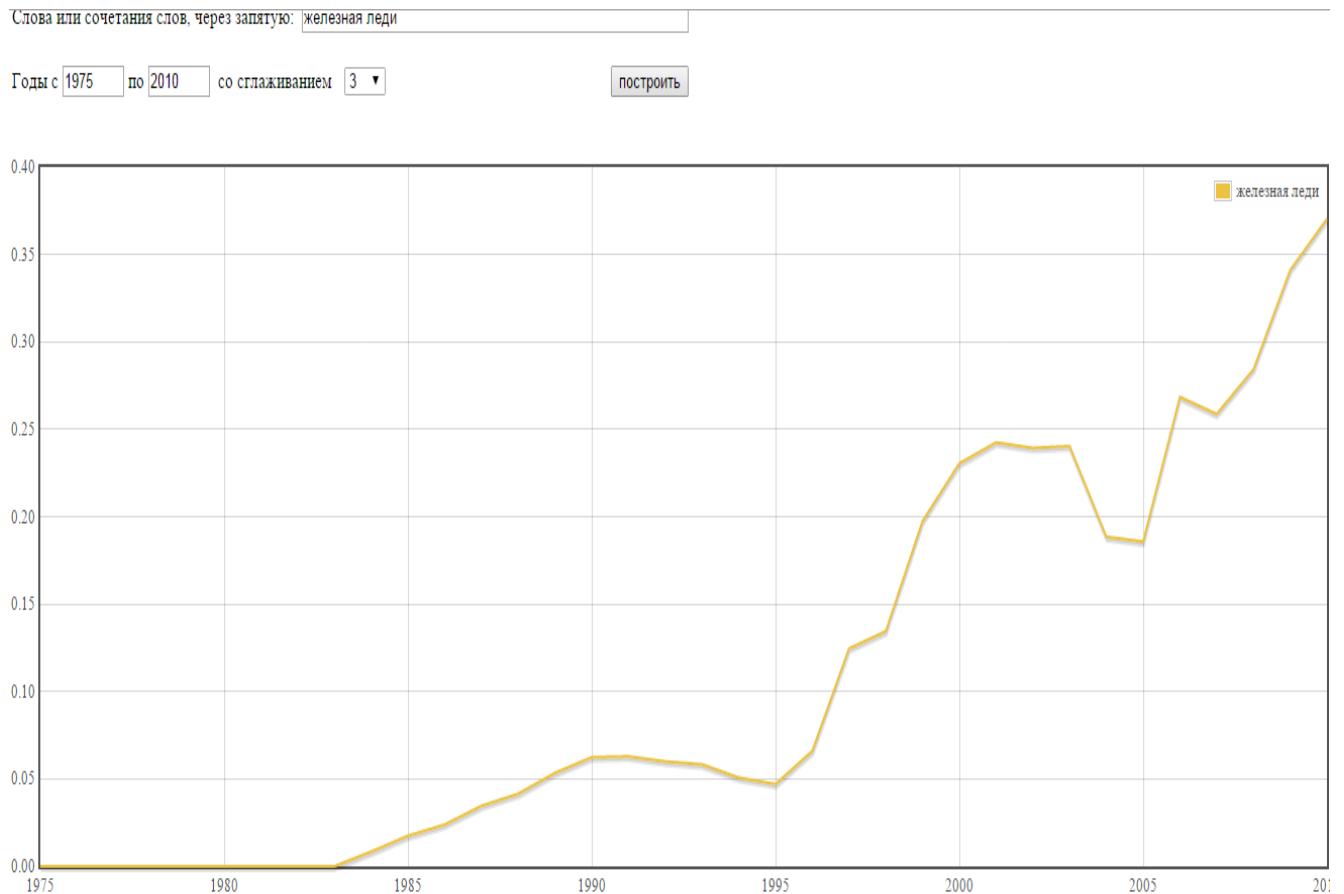
PHRASEME *"IRON LADY"* IN THE RUSSIAN-SPEAKING LINGVOCULTURAL ENVIRONMENT

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Language is closely connected with culture [Maslova 2001]. Linguoculturological environment absorbs new language units induing them with new features and qualities of a recipient language. However, contextual meaning of such units remains unchanged.

Cultural data is held and reproduced by means of sayings, proverbs, phraseological locutions, idioms and phrasemes, which come to the language as nominative units of foreign origin. Such phrasemes display high level of repeatability and, as a result, become culturally labeled.

The English word-combination *iron lady* came to the Russian-speaking environment as loan translation. By means of the National Corpus of the Russian language frequency use analysis of this unit was carried out. It is arguable that the level of frequency aims at rise.

Picture 1. Frequency analysis of the expression *iron lady* in accordance
with the National Corpus of the Russian language

The diagram shows that the expression *iron lady* came into general use in 1983 and it has had a tendency to grow.

The context analysis shows that from the very beginning the word combination *iron lady* was closely connected with a proper name *Margaret Thatcher*, the longest-serving British Prime Minister of the 20th century and the only woman to have held the office. This nickname (*iron lady*) was associated with her uncompromising politics and a leadership style [Wikipedia]. Thus, there are numerous examples that show what a significant role her personality played in the Soviet Union arena:

«Оказывается, в анализах кристаллической структуры грамицидина-С участвовала в те года и «начинающий химик», будущий премьер-министр Англии, **«железная леди»** Маргарет Тэтчер». [М.Д. Голубовский. Биотерапия рака «Дело КР» и сталинизм // «Звезда», 2003];

«Говорят, именно эти слова произнесла «железная леди» Маргарет Тэтчер на встрече с Михаилом Горбачевым» [Михаил Климов. Спецоперации, изменившие мир (2004) // «Солдат удачи», 2004.08.04]»;

«К 1979 году до этого дозреет и цивилизованная Европа: премьером Великобритании станет «железная леди» Маргарет Тэтчер» [Владислав Быков, Ольга Деркач. Книга века (2001)].

Table 1

The sphere of functioning of the word combination *iron lady* in accordance with the National Corpus of the Russian language

Meaning	Amount of documents	Amount of word forms
Publicistic writing	11	12 (63.16%)
Fiction	5	5 (26.32%)
Non-fiction	1	1 (5.26%)
Training literature	1	1 (5.26%)

High frequency of use (63.16%) of the word combination *iron lady* has been achieved by means of multiple use in publicistic writings. Context semantization remains unchanged: a woman holding a post in business, government services; she is characterized by unbending spirit, strict code of behavior; she doesn't want to temporize with anybody [Wikipedia]:

«Новая «железная леди» Европы? Министр иностранных дел Евросоюза Федерика Могерини пока не видит в России партнера». [Новая газета. – № 113 от 08.10.2014].

In the Russian-speaking lingvocultural environment the expression *iron lady* is supposed to be a periphrasis: hard-line policy, commitment to principles, strict plan implementation. All these features describe representatives of the weaker sex. It's obvious that will of adamant and mirtal grip are typical features of such a woman's temper. That's why in due course time the following Russian-speaking women were described as *iron ladies*: *Valentina Matviyenko*, the highest-ranking female politician in Russia, ex-Governor of St. Petersburg («Железная леди российской политики», Коммерсант.ru), *Yulia Tymoshenko*, the first woman

appointed Prime Minister of Ukraine («Железная леди» Украины празднует свой юбилей, Вести.ru), *Natalia Petkevich*, a Belarussian politician, the First Deputy Head of the Administration of the President of Belarus (Чем запомнилась «железная леди» Наталья Петкевич, Новости tut.by), *Rimma Markova*, a Russian film actress (Железная леди Римма Маркова. Памяти актрисы. Комсомольская правда), *Gamira Dzhavanschir-Mamedkulizade*, an Azerbaidjan enlightener (Гамира Джаванщир-Мамедкулизаде – 140 лет: Железная леди из Карабаха, Trend life).

Thus, contemporary communicative environment of the Russian language tends to be fulfilled with phrasemes of the English origin. However, in virtue of frequent repetition and multiple use such language elements lose their previous association links and are perceived as lexical units of native origin.

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THEMATIC CLASSIFICATION OF PHRASEOLOGICAL UNITS WITH ZOONIMIC COMPONENTS

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Every language is a reflection of ancient concepts which are parts of cultural heritage of a society. Praseological units reflect people's world perception which is based on everyday experience. As a result, various languages, and praseological units in particular, can show certain differences in expressing the same idea.

Phraseological units with zoonimic components reflect features of world perception that are common to people speaking different languages, and at the same time are characterized by cultural traits and signify national values and ideals.

We have analyzed 630 phraseological units in the Russian language [Mihelson 2004] and 715 phraseological units in the English language [Kynin 1984] which contain zoonimic components. We figured out that 84 species of animals (102 naming) are use in Russian phraseological units and 61 species (72 naming) are use in English ones. Russian names *конь – кобыла – мерин,* as well as English *cat – kitten – puss,* are refered to one species. This fact explains the difference between the number of species and naming of animals. Each naming adds its own shade of attitude to the meaning. But in spite of diversity of the world

of animals, a limited amount of animals is used in phraseological units, as they concentrate dominant features and functions which form national linguistic image of the people.

On the bases of our analysis we have distributed all these units to several thematic groups. Phraseological units with zoonimic components in both languages belong to 14 groups.

1. Appearance of a person, his age or physical characteristics: *Покраснеть как рак* (about a person who is very sorry about something); *слепая курица* (about a blind or a man with a poor sight); *здоров, как бык* (about a very healthy man).

Cheshire cat (about a man who always smiles without any reason); *look like the cat who swallowed the canary* (about a very satisfied person); *tired as a dog* (about a very tired person).

2. Features of a character: *Добрый пес на ветер не лает* (about a person who always fulfills his threats or who does what he has promised); *божья коровка* (about a calm and harmless man), *скользкий, как угорь* (about a cunning man).

A tame cat (a weak-willed man, who always does what other people say); *a man on the horse* (a man with plenty of guts); *(as) bold (or brave) as a lion* (a very brave man).

3. Emotional or mental state of a person: *Яко овца на заклание идти* (to be a victim), *кошки скребут на душе (на сердце)* (to feel sorrow); *бешеная собака* (an ill-natured person).

Like a cat in a strange garret (to be not in one's shoes); *like a cat on hot bricks* (to feel unpleasant or uncomfortable); *ride the black donkey* (to feel blue, to be in dismal mood).

4. Social sphere (relations within a family, with other people, social position): *Рогатой скотины: ухват да мутовка (петух да курица), медной посуды: крест да пуговица* (about poverty); *кобыла с волком (медведем) тягалась, только хвост да грива осталась* (a person who has power is always right), *гол как сокол* (about a poor man).

As the old cock crows the young one learns (a young man does what he is taught by an old one); *make somebody one's ape* (to deceive somebody); *agree like cats and dogs* (to live without agreement).

5. Characteristics of physical abilities and skills of a person: *Убить двух зайцев* (to accomplish two businesses at the same time, to achieve two different aims); *как вол работать* (to work very hard).

Kill two birds with one stones (to accomplish two businesses at the same time, to achieve two different aims); *take the bull by the horns* (overcome difficulties manfully, to do something unhesitatingly).

6. Characterization of intellectual abilities: *Глуп как сивый мерин* (very stupid); *старая лиса* (a shifty man); *бараньи мысли с подливом* (about very stupid thoughts); *как свинья в апельсинах разбираться* (to know nothing about something).

Stupid as a donkey (very stupid); *know a hawk from a handsaw* (to understand everything); *God's ape* (a foolish person).

7.   Behavior of a person, his way of life: *Кошка да баба в избе, мужик да собака на дворе* (it is said to wives who leave homes in order to earn money like men do); *собака на сене* (about a man who doesn't use something and doesn't let other people use it); *семеро (семеры) по зайца, один молотить* (about riotous life).

Act (or play) the ape (to mimic, to play the fool); *live like a fighting cock* (to lead luxurious life); *to make a beast of oneself* (to behave disgustingly).

8.   World perception: *Как от козла молока* (about something useless); *влюблен как кошка* (ardently); *на рыбьем меху* (about outerwear without a warm lining); *курский соловей* (a good singer).

A living dog is better than a dead lion (it is better to be the first among the commoners, than the last among the rich); *clever dog* (a clever man); *a big fish in a little (or small) pond* (an important person in a relatively unimportant place).

9.   Time: *Когда рак свистнет* (some day; never); *до белых мух* (when the first snow falls, till early frosts).

When the cows come home (never); *a dog's (or a coon's) age* (years and years ago).

10.   Quantity: *Лошадиная доза* (a very big dose of something); *куры не клюют* (much, many), *кот наплакал* (few, little).

There's (or there are) as good fish in the sea (as ever came out of it) (a great deal, plenty); *packed like herrings (in a barrel)* (full of something).

11.   Representation of objects and facts: *Барашек в бумажке* (bribe); *медвежий угол* (back country); *приказная крыса* (a clerk, a barrator).

Bear's Den (police station); *cat's cradle* (a game for children); *the cow with the iron tail* (a devise for forgery of milk).

12.   Representation and characterization of actions: *Овец-то и забыли* (to invite resentful people in order to listen to their complains); *как линь по дну* (quietly, carefully, fearfully); *носом окуней ловить* (to nap).

Go the whole hog (to do something thoroughly); *it is enough to make a horse laugh* (very amusingly); *ride before the hounds* (to do something earlier, than it is needed).

13.   Ethical views: *Дареному коню в зубы не смотрят* (one shouldn't demand a given thing to be perfect to his taste); *не за то волка бьют, что сер, а за то, что овцу съел* (not because of appearance, but because of bad affairs); *за двумя зайцами погонишься – ни одного не поймаешь* (if you do two things at the same time, you won't achieve good results).

Curiosity killed a cat (it is not good to be too curious); *a good dog deserves a good bone* (if you deserve it, you will be honoured); *the best fish are (or swim) near the bottom* (it is difficult to get something good or to achieve really good results).

14.   Feelings and emotions: *Ёшкин кот* (expression of any emotion, as well a curse); *по щучьему веленью, по моему прошенью* (it is said, when a person wants to get or to do something without any efforts).

Dog my cats! (Hell! or It's true!); *Hot dog!* (Well done!, Attaboy! or It's cool!).

The classification of thematic groups of phraseological units with zoonimic components of two comparing languages (from the largest group to the smallest one) is shown in the following table.

Table 1

Thematic groups of phraseological units with zoonimic components
in the Russian and the English languages

Phraseological units with zoonimic components in Russian		Phraseological units with zoonimic components in English	
1. World perception	151	1. Representation and characterization of actions	173
2. Representation and characterization of actions	131	2. Representation of objects and facts	169
3. Representation of objects and facts	101	3. World perception	129
4. Social sphere (relations with people, social position)	82	4. Social sphere (relations with people, social position)	71
5. Features of a character		5. Features of a character	
6. Ethical views	45	6. Ethical views	42
7. Characterization of intellectual abilities	44	7. Behavior of a person, his way of life	41
8. Appearance of a person, his age or physical characteristics	16	8. Appearance of a person, his age or physical characteristics	19
9. Emotional or mental state of a person	15	9. Emotional or mental state of a person	17
10. Quantity	14	10. Feelings and emotions	14
11. Behavior of a person, his way of life	11	11. Characterization of intellectual abilities	13
12. Characteristics of physical abilities and skills of a person	8	12. Characteristics of physical abilities and skills of a person	9
13. Feelings and emotions	7	13. Time	7
14. Time		14. Quantity	
	3		7
	2		4

This classification is not exact, as one and the same expression can be seen from different points of view and can be refered to several groups. For example: *кот наплакал* (little, few) – quantity / representation of objects and facts; *the Trojan horse* (hidden danger) – representation of objects and facts / world perception.

15. The figures in the table show some similarities in Russian and English. Phraseological units that are refered to thematic groups "World perception", "Representation and characterization of actions", "Representation of objects and facts" are the most numerous and are typical for both languages. The differences concern the way of expression: grammatical structure or the animal used, for example, *курам на смех = it's enough to make a cat laugh* (something is very funny). The major differences concern 3 groups, for example, "Quantity" which has more variants of expressing this idea in the Russian language than in English. The groups "Feelings and emotions" and "Time" are more numerous in English than in Russian.

Summarizing everything we can say that phraseological units interpret reality. Analysis of phraseological units with zoonimic components as parts of different thematic groups proves that phraseology of every language has something individual that is characterized by world perception of the people speaking a certain language. The majority of species of animals used in the Russian and English phraseological units coincide, but at the same time each nation has its own system of symbols and expresses its own attitude to the same animal. Differences in symbols can be explained by differences in ways of life, history, geographical location and so on. Praseological stratum of any language is prone to various changes. This feature gives productive material which can show the ways of languages' development and their contacts in the past.

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FEATURES OF LINGUISTIC CULTUREMES IN MEDICAL DISCOURSE OF EDWARDIAN ERA (IN TERMS OF BBC TV SPIN-OFF MINISERIES 'CASUALTY 1900S')

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The article presents linguistic-cognitive discursive model of Edwardian era. The analysis of discursive aspects of the British worldview recreated in the famous BBC 'Casualty 1900s' TV-Series was done. The specificity of discursive aspects of the British worldview in the era of King Edward VII was considered. A high frequency of linguistic culturemes that represent the realities of life and relationships in public society, consisting of hospital staff and patients was identified.
Key words: Linguistic cultureme, Television format, public society, linguistic-cognitive analysis, Edwardian era, Casualty 1900s.

The many-valued "discourse" term, which appeared in the western linguistics in the 60s of 20th century by Emile Benveniste, is firmly entrenched in use, and in a list of the basic concepts of the humanities, such as semantics, sociolinguistics, discourse psychology and others. In theory of E. Benveniste discourse is opposed to objective narrative (recit), therefore the concept of discourse has been extended to all kinds of speech that is pragmatically conditioned and varies in its aims. Russian linguistic science, that researches discourse and its features is, according to NF Alefirenko, "distinguished by linguistic-centric approach to the discourse understanding" [Alefirenko 2009: 240].

The discourse is generally understands as a coherent text, the process of linguistic activity. However, "in a special socio-humanitarian sense it is due to social organization of speech, as well as certain principles, according to which reality is classified and is represented (submitted) in certain periods of time" [Diskurs http].

The term "discourse" has many meanings, linguistic, and other one is related to humanities. So, TM Nikolaeva distinguishes several meanings of the "discourse" term: first of all, it is a coherent text, then this may be its oral-spoken form, the dialogue, the group of statements related to each other within the meaning of it, or speech composition as a given – written or oral [see more: Nikolaeva 1978: 467]. Consequently, the "discourse" concept becomes a communicative situation caused by extralinguistic factors. At the core of this situation may be even a text. NF Alefirenko identifies as the most important concepts related to the discourse, concepts such as "speech", "dialogue", "style" and "language". In his opinion "the cognitive component of speech are cognitive mechanisms of its generation, the world's knowledge, opinions, values that are important for understanding and perception. In this case, the focus of research is diology of speech-thinking, because the subject of speech, regardless of the presence or absence of real or imagined (potential) recipient projects his message to it, selecting the necessary locative and performative means" [Alefirenko 2009: 238].

At present, researching of the discourse in television series is very actual. The speech of characters presented in the form of dialogues and monologues is the linguistic sources of information here. As a source of extra-linguistic information, the visual images (characters appearance and images of their environment) act in the first place. Moreover, the source of information in the film may be a non-verbal communication – laughing, crying, shouting, pauses, intonation, etc.

Among the many films and television series, which aired by Russian and foreign TV channels, we as a research prerogatives identified thematic group with the medical aspect as the main plot canvas that remodel a particular historical period. Such masterpieces of cinematograph seem to be very interesting to study the medical discourse in a particular historical era.

"The medical discourse is a complex phenomenon, it may be lectures to the students, formal and informal communication with the patient and his relatives, a record in medical charts, record-keeping, registration of medical and other certificates" [Barsukova 2007: 21].

It is obvious that "medical discourse participants are doctors and patients, while there is an extensive specialization of medical staff in both the horizontal (doctors specialty), and vertical (doctors – nurses – hospital attendants) lines" [Beilinson 2001].

According to our consideration this article is interesting to study one of the TV spin-off miniseries showing the development of medicine in the Edwardian era (1900-1910), i.e. British historical TV-series 'Casualty 1900s' (about the London hospital in London's East end). These miniseries were broadcast by BBC from 2006 to 2009, gives the following description of the role of the hospital in the British society of the beginning of 20th century: "100 years ago, the London hospital was the most advanced hospital in Britain. For a long time it remained the last hope for the slum dwellers. The smooth functioning of staff was achieved by a strict discipline" [Londonski Gospital http].

The speech of hospital staff is an ample material for study and research of medical discourse, as well as linguistic and extralinguistic factors that determine the specificity of this discourse.

The material of our study is based on conversations between doctors and patients, doctors and nurses, etc.

In the methodological basis of our study was introduced the concept of "Television format", and "extradiscursive background". The concept of Television format we understand as a research construct that is a complex of information verbalized in the film, which forms an integral cognitive television resource voiced, or in the form of subtitles. In our opinion, while researching the Television format in TV-series and feature films, linguistic features, and its extralinguistic specifics should be considered. Extradiscursive background of Television format is a set of extralinguistic factors accompanying explicate Television resource information needed to understand the general subject of the canvas of film material and forming in conjunction with speech acts the cognitive-discursive unity of Television format.

Investigation of medical discourse in Television format of historical TV-miniseries "Casualty 1900s" we carried with the help of Linguistic-cognitive analysis. Linguistic-cognitive analysis involves the use of a conceptual approach that attracts the description of concepts that reflect fragments of objective reality and their linguistic representation [see more: Fateeva http].

We have found that the speech of the hospital staff and patients present a wealth of linguistic culturemes that are typical for medical discourse and for Edwardian era in general.

According to VV Vorobiov "linguistic cultureme as complex interlevel unit is a dialectical unity of linguistic and extralinguistic (or conceptual object) content. This unit is "deeper" in nature than the word" [Vorobiev 2006].

In the studied discourse among the numerous culturemes that represent the realities of life in the beginning of XX century, we have been identified the *'(operating) theatre'* linguistic cultureme, which is a high frequency. We defined that often it is a subject to reduction and is used as just *'theatre'*, probably due to the fact that this ward is similar to an amphitheater, there is room for the audience – students and medical staff, arranged in the form of a crescent. "Operating theatres had a raised table or chair of some sort at the center for performing operations, and were surrounded by several rows of seats (operating theatres could be cramped or spacious) so students and other spectators could observe the case in progress. The surgeons wore street clothes with an apron to protect them from blood stains, and they operated bare-handed with unsterilized instruments and supplies" [Operating theatre http], also the surgeon commented his actions during the surgery.

Here is an example of reducing the *'operation theatre'* linguistic cultureme to just *'theatre'*:

EXAMPLE 1

Dr. Fenwick: *Color?*

Dr. Lawes: *Er.. red…*

Dr. Fenwick: *Red? What does it mean? <…> This is scarlet. <…> Give him up to theatre!* [Casualty 1900s http]

The *theatre* linguistic cultureme is also used in combination with chronemes. According to EA Ogneva, the chroneme is understood as a "linguistic unit, verbalized temporal marker in the narrative text outlines, representing the time as a component of non-verbal communication code" [Ogneva 2013: 822-823]. We have identified the following types of chronemes:

1. mononuclear chronemes (*'just'*);

2. The multinuclear chronemes consisting of two (*'right now'*) and more lexemes (*'in ten minutes'*).

Let us illustrate the above in the following examples:

EXAMPLE 2

Sister Russel: *Everything is in order, this one **just** came up from the theatre.* [Casualty 1900s http] – *'just'* mononuclear chroneme in conjunction with *theatre* linguistic cultureme.

EXAMPLE 3

Dr. Culpin: *Give him up to the **theatre**, **right now**!* [Casualty 1900s http] – *'right now'* multinuclear chroneme in conjunction with *'theatre'* linguistic cultureme.

EXAMPLE 4

Dr. Dean: ***Theatre** in ten minutes.* [Casualty 1900s http] – *'in ten minute'* multinuclear chroneme in conjunction with *theatre* linguistic cultureme.

Thus, we have studied the discourse of Television format in "Casualty 1900s" the British TV spin-off miniseries, and researched the medical discourse of Edwardian era. In our study we have found:

1) a high level of linguistic culturemes, representing the realities of life in the Edwardian public society;

2) the *'(operating) theatre'* linguistic cultureme has the highest frequency;

3) the *'(operating) theatre'* linguistic cultureme is subject to reduction to just *theatre*, due to the similarity of this ward to amphitheater;

4) This linguistic cultureme is used with mononuclear and multinuclear chronemes.

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TEXT MESSAGE AS A NEW PHENOMENON
OF CONTEMPORARY SPEECH

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The given article presents the problem of text messaging as a widely used mean of communication among young people. It is shown that can be incorporated into the culture of the language.
Key words: Text message, language, communication, reduction, emoticons.

XXI century is a century of progress. Everything is changing – clothes (fashion), the mode of life, its rhythm, and even the language. Learning foreign languages has become popular. A lot of borrowings, especially from the English language, have penetrated into our language.

Text messaging has changed how young people use their mobile phones to communicate and co-ordinate their lives. Text messaging has provided a fun and more convenient way for the youth to communicate with one another [1]. They even use text messaging to plan telephone calls. But while text messaging is on the increase, less is known about why young people have adopted it. Why has text messaging become such an important part of their lives and how it has become second nature to them?

It is believed that understanding why and how the youngsters use text messaging to communicate will help predict what technology will be required by the adults of tomorrow. Where is technology leading a person? We will discover why a large percentage of text messages are sent from young peoples' own homes when landline telephones are available often at no cost to them [2].

The word "SMS" (esemes) has already become a literary language. In English SMS means "Short Message Service". What attracts young people in this kind of communication? Students widely use SMS-messages for several reasons: this method of communication saves time and money; SMS-message can be delivered at the right time for a destination.

Youngsters have grown accustomed to the mobile phone interface and have adapted it to their needs, using slang and as there is a character limit they have to

shorten words and use lots of different abbreviations. Teachers and researches say that it is bad for their grammar and English skills.

Teens using SMS-messaging do not think about what the language means can be used with mobile correspondence, forgetting not only about punctuation, but also about the rules of spelling.

Thus, the relevance of the study is that the investigation of SMS-language is necessary because in the XXI century SMS-message, no doubt is the most common way of communicating via mobile, particularly among young people.

The history of language abbreviations should be attributed to the time of the telegraph. Telegraph operators were the first in messages transmission to omit vowels in words. Currently, this method cuts, called "fluency vowels" has been developed in specific terminology: (msg-message, pls-please, adds-address, gds-goods, acct-account, exx-examples, exps-expenses, rwy-railway, mdnt-midnight, bldg-building, bkg-banking, blvd-boulevard, scrpt-scripture). Further this idea was continued in Morse code, where radio operators used initial syllables instead of the whole word. The modern English word-formation has several options in the form of truncating the final part of the original word: (vac-vacation, hols-holidays, dino-dinosaurus, armo-armoured, grad-graduate, techno-technology, doc-doctor , demo-demonstration, crim-criminal, ad-advertisement); truncation of the first syllable of the original word: (telephone-phone, defence-fence); truncation of both syllables at the beginning and end of the word: (flu-influenza, fridge-refridgerator). The reduction from the initial letters of the phrases occured later, during World War II, in a telegram of American and British soldiers: SWALK (Sealed With A Loving Kiss – "Sealed with love") and TTFN (Ta Ta For Now – "While saying goodbye"). The abbreviation as the initial letters collocations and input structures by the end of XX century is used not only in the media, advertising, Internet, faxes and SMS-messages, but also in colloquial speech: UK-United Kingdom, PC-personal computer, PM-Prime Minister, IQ-intelligence quotient, VIP-very important person, PR-public relations. IOW-in other words, FTF-face to face, BBS-be back soon, MYOB-mind your own business, DIY-do it yourself, ASAP-as soon as possible, WB-welcome back, HAND-have a nice day, ATB-all the best, FYI-for your information. Subjected to reduction as place names: NYC-New York City, LA-Los Angeles, ME-Middle East, NY-NewYork, etc.

It is believed that the tendency to replace the words in capital letters became popular in the 80s mainly due to the emergence of rock bands that not only reduces their names, but also embedded in their second(secret)meaning: "U2" – "You two" ("you two") or "You too" ("you too"), "INXS" – "In exess" or "In access" ("in abundance, in abundance").

Having analyzed English SMS- messages, we can divide them into three types according to the method of education:

• Abbreviations – words formed by the abbreviation of word collocation and read by alphabetical name or initial letters of the initial sounds of words in it.

FTF – face to face

ASAP – As Soon As Possible

IGU – I Give Up

ATM – At the Moment

• Words formed by the method of reduction – a maximum reduction of the word to its phonetic variant, using letters, numbers, for a minimum of keystrokes.

U – You

B4 -Before

Cu – See you

N – And

4Ever – Forever

• Emoticons or Emotion faces

Emoticons are of two types:

1) A text, made up of punctuation marks, numbers and letters, which you can find on the keyboard

:/ -Wry face

:P –Tongue out just kidding

:-0 -Shout in anger

:-~) – I've got a running nose

2) and a graphic image in the form of small – Icons

- Sad face for sadness, upset

- Happy face for humour

- Surprised face

To find out which methods of forming SMS – messages are the most popular in our Teaching Training College. During the survey 25students and 5 teachers were offered the following form:

Questionnaire	Students' responses %		Teachers' responses %	
	Yes	No	Yes	No
Are you using English words in SMS – messages?	25	75	10	90
Do you use reduction (contraction of the words)?	85	15	10	90
Do you use emoticons?	100	0	60	40

The results of the survey showed that the most frequently used methods of forming SMS – messages in our Teaching Training College are emoticons and reduction.

Having analyzed more than fifty SMS – messages of Teaching Training College students, we were able to create a mini-dictionary of SMS – language.

Thus, despite the unusual shape of the language, SMS – messages can be incorporated into the culture of the language, because it is a popular form of communication that takes its stage in the linguistic diversity of genres.

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THE DIVERSITY OF THE CONCEPT "SELFIE"

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A selfie is a many-sided issue, which is currently being studied by many specialists around the globe in different spheres of knowledge.
Key words: selfie, a self-portrait, social networks, mobile internet, hand-held devices, self-centeredness, an online magazine.

Since the invention of a photo camera people have been trying to take pictures not only of the world around them but also of themselves. This genre of photography is probably derived from the long-lasting tradition of a self-portrait. Robert Cornelius made the first photographic self-portrait as early as 1839, which by accident happened to be one of the first photographs ever made.

This kind of snapshots had existed for more than one hundred and fifty years before the word "selfie" appeared in the English language in late 2000s. It was the result of the massive distribution of cheap digital cameras usually built into smartphones. Designer/photographer Jim Krause is said to have coined "selfie" in 2005, and Time magazine named the term one of its top 10 buzzwords for 2012.

Merriam-Webster dictionary define "selfie" as an image of oneself taken by oneself using a digital camera especially for posting on social networks. An Urban dictionary gives the following definition:a picture taken of yourself that is planned to be uploaded to Facebook, Myspace or any other sort of social networking website. You can usually see the person's arm holding out the camera in which case you can clearly tell that this person does not have any friends to take pictures of them so they resort to Myspace to find internet friends and post pictures of themselves, taken by themselves. A selfie is usually accompanied by a kissy face or the individual looking in a direction that is not towards the camera.

Thus a selfie is a self-portrait, typically a photograph that is posted online. The most common places for selfies are blogs, social networking sites, such as Facebook, and photo-sharing websites, such as Instagram.

The number of self-portrait photos online has grown rapidly as a function of the simultaneous growth of social networking and smartphone use. Another factor is the inclusion of self-facing cameras on many phones and tablets, which make it very easy for users to take their own photographs.

The boom of selfies coincided with the boom of mobile internet and the array of hand-held devices using it. This coincidence allowed people to share their photos easily with the rest of the world and the rise of social networks only added to the popularity of this genre.

On one hand, people who take a lot of selfies and regularly post them in social networks like Instagram, Facebook, VK or Twitter consider it a funny pastime and the good way to share their emotions with their friends. On the other hand, sometimes our newsfeeds are overfilled with selfies and some people may dislike it.

Many psychologists believe that selfies are essential to developing our social skills because people have always been seeking social approval of the way they look. For example, psychologist Christine Erickson writes in her article The Social Psychology of the Selfie published by Mashable.com, "(A Selfie) is how we define ourselves, and present for others to see. We rely on others' perceptions, judgment and appraisal to develop our social self".

Time Healthland in an article by Alexandra Sifferlin claims that, on one hand, selfies make sense for children and teens. "…they (selfies) are simply reflections of their self-exploration and nothing more. As tweens and teens try to form their identity, selfies serve as a way to test how they look, and therefore feel, in certain outfits, make-up, poses and places. And because they live in a digital world, self-portraits provide a way of participating and affiliating with that world."On the other hand, the publication puts emphasis on parents' responsibility for their kids, "parents should help them (children) to learn the limits and guidelines for which types of pictures are acceptable and which are not. It's not likely that pre-teens and even adolescents think beyond seeing the images as a type of developmental skin that they try on and shed, for example, but they do need to be aware that their actions may have consequences".

Ms. Sifferlin also underlines that selfies may help psychologist and other experts in determining the issues or starting out a dialogue with a teen who, at the first glance, may seem closed off. "…selfies could be a way for therapists to break the ice," she says. Ms. Sifferlin also cites a study by Dr. Andrea Letamendi, "Scientific studies are gathering more information about the use of social media to help professionals recognize these as avenues to identify, support, and help young folks who may otherwise not receive this kind of attention," says Letamendi. "Psychologically speaking, there may be some benefit to participating in sharing selfies because this practice is interwoven in our social culture and is a way to interact socially with others."

"Even apart from situations where selfies can inform emotional or behavioral problems, for example, the material that children and adolescents view online – selfies included – can be influential in molding their sense of self," goes on Alexandra Sifferlin in Time Healthland. She relies on a research published in the Journal of Adolescent Health showing that adults make emotional connections to what they see posted online, and that their behaviors and decisions are influenced by how peers in their social network are interacting. "People often feel envy, loneliness and generally worse about themselves after perusing their friends' party pictures, for instance." The research also suggests that teens are more likely to engage in risky activities like smoking and drinking if they see their friends doing it in photos.

Emmanuel Tchividjian, ethics officer of Ruder Finn PR–firm, notes in his professional blog that the phenomenon of selfies is more an expression of self-centeredness than one of narcissism. He goes on to prove it with his personal research on the matter, "In preparing for this blog, I have asked a few of my colleagues, whether they would take selfies if they were not allowed to show them to anyone. The unanimous responses were that they would not. It seems that the primary reason people take Selfies is to show them to others." He doesn't notice any significant ethical issues connected with selfies. According to him, selfies are essentially about self, while ethics deals primarily with how our behavior impacts others.

However, Mr. Tchividjian also believes that the less self-centered society is the more ethical it will become, "I remember seeing a cartoon in a Swiss magazine showing Mother Theresa coming up on a stage to receive the Nobel Peace Prize. As she approached the podium, she immediately turned the spotlight that was supposed to be illuminating her onto a small child dying of hunger in Africa."

The online magazine Psychology Today raises the problem of our inability to connect to anything in selfies and claims that by traditional social standards, only celebrities are allowed to self-promote and therefore, to take selfies. "In democratizing portraiture, selfies violate social rules of self-presentation and therefore something's wrong. If the people in selfies aren't famous or being paid to pose, then it must indicate a moral failing and they are labeled bragging, attention seeking, self-focused or narcissistic. Why is it okay for Chelsea Clinton and Rihanna and not the rest of us?" But further in the article the author goes on to say that social networks had redefined "normal" as more public by the arrival of selfies. Thus, taking photographical self-portraits is nothing more than our willingness to try on a new image. "At the county fair, people used to love (and likely still do) having their photos taken with their face showing above stand-in cardboard characters from the Wild West or Elizabethan England. Those kinds of things allow us to take mini-adventures into another time and place, even if only briefly. They allow us to play, to have fun and to poke fun at ourselves. Selfies are no different. They can enable a brief adventure into a different aspect of self or a relaxation of normal constraints."

Another study conducted by Jesse Fox, assistant professor of Communication at The Ohio State University shows that men who post pictures of

themselves to social networks score higher on measures of narcissism and psychopathy and those ones who edit their pictures before posting score even higher up the scale of narcissism. "It's not surprising that men who post a lot of selfies and spend more time editing them are more narcissistic, but this is the first time it has actually been confirmed in a study," says Jesse Fox, lead author of the study. "The more interesting finding is that they also score higher on this other antisocial personality trait, psychopathy, and are more prone to self-objectification." Narcissism is demonstrated by a belief that you are more intelligent, more attractive and generally better than others, although with some level of underlying insecurity. Psychopathy involves a lack of empathy and regard for others and a tendency toward impulsive behavior.

Fox goes on to say that editing photos was also related to higher levels of self-objectification, which, she says, has been rarely studied in heterosexual men. Self-objectification involves valuing yourself primarily by your appearance, in preference to other positive traits. "We know that self-objectification leads to a lot of terrible things, like depression and eating disorders in women," Fox says. 'With the growing use of social networks, everyone is more concerned with their appearance. That means self-objectification may become a bigger problem for men, as well as for women."

Fox emphasizes that the results of the study do not indicate men, who post numerous selfies, are in fact narcissists or psychopaths. All men scored within the normal range of behavior – just with higher than average levels of these particular antisocial traits.

The American Psychiatric Association (APA) goes even further stating that taking selfies is a mental disorder. This new illness is called selfitis and is defined as the obsessive compulsive desire to take photos of one's self and post them on social media as a way to make up for the lack of self-esteem and to fill a gap in intimacy. The classification provided by the APA includes three levels of the disorder:

1.   Borderline Selfitis (taking photos of one's self at least three times a day but not posting them on social media);

2.   Acute Selfitis (taking photos of one's self at least three times a day and posting each of the photos on social media);

3.   Chronic Selfitis (uncontrollable urge to take photos of one's self round the clock and posting the photos on social media more than six times a day).

According to the members of the APA, there is currently no cure for this disease available. However, temporary treatment can be performed.

The British newspaper The Mirror told the story of a teenager, Danny Bowman, 19, who had become addicted to selfies. He became so obsessed by them that he would spend up to 10 hours a day, taking photos of himself. One day, having failed once again to take what he thought was the perfect Selfie, he tried to kill himself. He was suffering from what psychologists call Body Dysmorphic Disorder- an excessive anxiety about personal appearance.

Stepping aside from the psychological aspects of the phenomenon of selfies, there are believed to be more down-to-earth but nonetheless very important sides

of this story. A number of Russian and foreign media have reported that taking group selfies is dangerous due to the possibility of catching head lice. CNBC, an American TV channel reports "The Kursk branch of the food safety watchdog, Rospotrebnadzor issued a cautionary warning last week about children taking group selfies, reaching out to parents and schools about how they should keep a close eye on children for any early signs of head lice." This is not the first time the issue has been raised. In February this year, American news companies reported on head lice's relationship with taking a 'selfie' after speaking to lice-treatment expert, Marcy McQuillan. Another possible danger according to CNBC is taking selfies on top of iconic skyscrapers and landmarks or during a Bull Run.

Surprisingly, the research by April Armstrong from the University of Colorado proves that selfies can help identify skin problems and illnesses like ecxema. "The patients in the online care group sent photos of skin outbreaks to dermatologists who evaluated the photos, made treatment recommendations and prescribed medications. After one year, clearance or near-clearance of eczema was achieved by almost 44 percent of patients who received in-person care and more than 38 percent of those who received online care only" says the author of the article. This case, of course, has nothing to do with casual self-photographing and posting pictures to social networks since the only recipient of the photos is a local dermatologist.

However, what is good for patients may not necessarily be good for doctors. Russia's First Channel reports several cases of taking unethical selfies in operation theatres. For example, a student of Kazan Medical College worked as a hospital attendant at a local clinic. The day she started her work, she made a photo of herself with the sick person in the background and added a comment from patient's medical report. Another nurse from Kolomna, Russia, made a selfie with a naked patient in the background. First Channel says that there is no court case on the matter yet but in most cases making selfies in operation theatres and in doctor's offices does not do any good to the ones who take photos.

In China, the whole team of doctors was fired after an incident with taking a selfie in front of a patient in an operation theatre. Their behavior was qualified as unethical and they were fined for three monthly wages which is a great deal of money.

Taking all these factors into considerations, we may conclude that a selfie is a many-sided issue, which is currently being studied by many specialists around the globe in different spheres of knowledge like social studies, psychology, psychiatry, ethics and even dermatology. However, like many social booms before, the trend to take selfies may eventually fade away and thus will be studied post factum by a small number of enthusiasts as a historical issue rather than a global problem. Anyway, like any social trend, selfie is evidently becoming more and more casual, and therefore, losing its charm among early adopters. So, we may expect new genres of photography to appear soon.

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ON DEFINING "CONCEPT" AS A NOTION

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"Concept" is one of the most used and least unambiguous notions of modern linguistics. Interest to the notion "concept" is associated primarily with the development of anthropocentric paradigm of linguistics, as well as linguocultural approach to language learning. In modern linguistics, language is viewed from the point of view of its bearer– the man, and the emphasis is on the ability of linguistic processes to reflect the material and spiritual culture of man.

Originally, the term "concept" entered the discourse in the Middle Ages, in the philosophical debate about the nature of general concepts. Conceptualists, supporters of one of the areas of scholastic philosophy, argued that the general concepts ("universal") cannot exist in the form of physical phenomena (as claimed by the realists). For conceptualists, universals are a product of mental activity of man, logical-linguistic categories, i.e. a concept. The founder of conceptualism, Peter Abelard, interpreted this concept as something "subjective, associated not with linguistic structures, but speech, and focused on the addressee" [Slyshkin2015].

Afterwards the term "concept" was used mainly in mathematical logic and logical semantics, which equated it to the concept and meaning of the name. Within these areas the concept was interpreted as the product of logical operations of analysis and synthesis, abstraction and generalization.

In linguistics, the term "concept" was shaping for a long time, being studied by S. Askoldov, A. Babushkin, Y. Stepanov, E. Kubryakova, S. Ljapin and others.However, until now there is no single definition of this phenomenon, which is due primarily to its complex, multi-dimensional structure, which includes not only conceptual, but also emotional and cultural components.Thus, its research often presupposes a mixture of such concepts as "cognitive concept" and "linguocultural concept".

One of the first to study the concepts was S. Askoldov in the XX century. In his opinion, the most important function of the concept is the ability to replace real objects and their individual aspects. Askoldov believed that "we should not think that the concept is always the substitute of real objects, it can be all sorts of substitutes: purely mental functions" [Askol'dov1997 : 267-279]. Thus, the concept is, by definition ofAskoldov, mental unit, which replaces our thought process indefinite number of items of the same kind.

Academician D.Likhachev continued reasoning of Askoldov and suggested to consider the term "concept" as an "algebraic expression of meaning" [Lihachev1993 : 3]. Human mind creates concepts as "a response to a previous language experience of the person – poetry, prose, scientific, social, historical, and so on". Likhachev'sideas about the concept gave rise to the main provisions of cognitive linguistics, firmly established in the system of concepts of modern linguistics.

At the present stage in the linguistic literature there are many different definitions of the term "concept".

Some scientists believe that concept can be considered an "object from the world of the "ideal", having a name and reflecting a certain culturally determined representations about the real world [Vezhbickaja1999 : 549]. For others, concept is "all we know about the object in all extensions" [Telija1996 : 97].

E.Kubryakova argues that concept is "an operational unit of memory, mental lexicon, conceptual framework and language of the brain, the whole picture of the world" [Kubrjakova1997 : 90-92].

There are also the following definitions of the concept:

"Concept is an abstract scientific concept developed on the basis of specific everyday concepts" [Solomonik1995 : 246].

"Concept is the essence of the notion revealed in its substantive forms – images, ideas and symbols" [8, 19-20].

S. Stepanov defines concept as "a bunch of culture in human consciousness; a culture which is part of the mental world of a man".

A.Zalevskayastates that concept is "objectively existing in the minds of human perceptual-cognitive-affective formation of dynamic character in contrast to the concepts and values as products of scientific description (constructs)" [Zalevskaja 2001: 39]. It emphasizes the individual nature of concepts, making them "property of the individual".

According to S.Vorkachev, concept is an "operational unit of thought", "unit of collective knowledge (sent to the supreme spiritual entities) having a linguistic expression and marked ethnic and cultural characteristics" [Vorkachev 2004 : pp. 43, 51-52].

M. Pimenova defines concept as "a certain idea ofthe fragment of the world or a part of something like this, which has a complex structure, expressed by different groups of features implemented by various linguistic means and methods"[Popova Z.D. 2004 : 8].

The above definitions are not mutually exclusive; they only emphasize different ways of forming concepts. Common to all these approaches is that their supporters determine the nature of the concept through a close relationship with

human culture, through the unity of language and culture, a different interpretation of the role of language in the formation of concepts.

Of particular interest is the correlation in the linguistic literature of two terms such as "concept" and "notion", which are sometimes used as synonyms by linguists, but at present are more clearly delineated.

The main distinguishing feature of the concept is the fact that, beingthe basis for the study of language and culture, concept itself does not apply to them, and is the formation of thought, i.e. element of consciousness.

In addition, in contrast to notions, concepts are thought and experienced. Concepts are subject of emotions, likes and dislikes, and sometimes clashes. Since concept is a unit of culture, it must include the value component, since its presence distinguishes the concept from other mental units. Thus, concept is the structure of consciousness, which reflects the value characteristics of the society.

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РЭГІЯНАЛЬНЫЯ АСАБЛІВАСЦІ РАМАНАЎ ІВАНА НАВУМЕНКІ І ІВАНА МЕЛЕЖА

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Вядомыя беларускія пісьменнікі другой паловы ХХ стагоддзя Іван Навуменка і Іван Мележ перадалі ў сваіх творах рэгіянальны каларыт Палесся. Для іх творчасці характэрна цесная сувязь з іх малой радзімай.

Прозе І. Навуменкі і І. Мележа, як адзначаюць даследчыкі, характэрна і такая мастацкая рыса, як *аўтабіяграфізм* − адлюстраванне ў літаратурным творы падзей з жыцця аўтара, блізкасці ў якіх-небудзь адносінах аўтару героя твора, а таксамаўласцівасць адметнай манеры творчасці, якая сродкамі мовы перадаецца канцэнтраваным насычэннем мастацкіх тэкстаў мясцовымі этнаграфічнымі і іншымі дыялектызмамі, тапанімічнымі назвамі, фразеалагізмамі, прыказкамі, спецыфічнымі для пэўнай этнічнай тэрыторыі рэальнымі асабовымі імёнамі, мянушкамі, прозвішчамі" [Шур 2010 : 136]. І. Навуменка і І. Мележ у гэтым аспекце працягвалі традыцыі Я. Коласа і разам з іншымі беларускімі пісьменнікамі – ураджэнцамі Усходняга Палесся, напрыклад, І. Шамякіным, Б. Сачанкам, У. Верамейчыкам, Я. Янішчыц, А. Федарэнкам, А. Бароўскім, У. Ліпскім і інш., у сваіх творах адлюстравалі асаблівасці матэрыяльнай і духоўнай культуры Палесся, выкарыстаўшы тыповыя для гэтага рэгіёна тапанімічныя і антрапанімічныя назвы, дыялектызмы, спецыфічныя для іх радзімы апісанні прыроды.

Так, у творчасці пісьменніка Івана Навуменкі, які нарадзіўся ў мястэчку *Васілевічы* Рэчыцкага раёна Гомельскай вобласці, існуе трывалая сувязь паміж роднымі мясцінамі і падзеямі, вобразамі, персанажамі, што засведчаны ў яго творах. Цэнтральнай у творчасці І. Навуменкі стала тэма "*абпаленага вайнойюнацтва*". Вядомая трылогія пісьменніка, якая прынесла яму шырокую вядомасць (раманы "*Вецер у соснах*" (1967), "*Сасна пры дарозе*" (1962) і "*Сорак трэці*" (1973)), заснавана на аўтабіяграфічным матэрыяле, у аснову якога пакладзены асабісты ўдзел пісьменніка ў падзеях Васілевіцкага падполля. У гады Вялікай Айчыннай вайны ён, як і персанаж трылогіі *МіцяПтах*, быў удзельнікам маладзёжнай камсамольскай падпольнай групы ў *Васілевічах* (у Бацькавічах), пазней перайшоў да партызан. У кнізе "Памяць. Рэчыцкі раён" ёсць звесткі: "Справу, пачатую васілевіцкімі падпольшчыкамі, працягвала мясцовая моладзь. Так, яшчэ ў лютым 1942 года, як сведчаць дакументы, на кватэры *Вольгі Белай* (у сапраўднасці – Шчэрскай) пад выглядам вечарынкі сабраліся вучні Васілевіцкай сярэдняй школы. Сярод іх былі *Мікалай Белы*, *ІванНавуменка*, *Іван Доўжык*, брат Вольгі – *Анісім Белы* і інш." [Гарады і вёскі 2012 :255]. За многімі з'явамі і падзеямі ў творы ўгадваецца ўласна перажытае пісьменнікам, а героі твораў маюць сваіх прататыпаў, месца дзеяння – канкрэтныя мясціны Палесся.

Сярод айконімаў з раманаў "Палескай хронікі" І. Мележа ёсць назвывылога Юравіцкага раёна (цяперашнія Калінкавіцкі і Хойніцкі раёны), тых мясцін, дзе нарадзіўся і рос пісьменнік: *Глінішчы*, *Ламачы*, *Мазыр*, *Юравічы* і г.д. Айконімы роднага для яго Палесся перадаюць аўтабіяграфізм, які засведчаны ў мясцовых назвах, а таксама ў апісаннях рэльефу, расліннага і жывёльнага свету.Так, апелятывы *алешнік*, *хвойнік*, *бярэзнік*, якія ляжаць у аснове айконімаў *Алешнікі*, *Хойнікі*, *Бярозаўка*, адлюстроўваюць асаблівасці расліннага свету канкрэтных мясцін, ствараючы ў чытача праўдападобнае ўяўленне пра балотны і лясны ландшафт, мясцовасці, што апісаны ў "Палескай хроніцы". *Абышоў падмерзлым узболаткам і Алешнікі, зрэзаў вялікі круг. Снег ужо начыста выбельваў сцежку і дарогу, на якую выбраўся за ўзболаткам, − хмызнякі па баках цямнелі незвычайна рэзка*[Мележ 1981:125].

Аўтабіяграфізм у творчасці гэтых аўтараў дапаўняецца іншымі адметнасцямі: творы напаўняецца разнастайнымі антрапанімічнымі і

тапанімічнымі адзінкамі, уласцівымі Палессю. Рэальныя або блізкія да рэальных тапонімы І. Навуменка і І. Мележ выкарыстоўваюць з мэтай выяўлення прасторавых арыенціраў, стварэння дакументальнасці і праўдападобнасці падзей, што адлюстроўваюцца ў трылогіі. Такія онімы выконваюць не толькі адрасную функцыю: дапамагаюць пісьменнікам праўдзіва паказаць месца і час, пра якія ідзе гаворка ў творы. Яны ствараюць мастацкі фон твора, дэманструючы нацыянальны і рэгіянальны каларыт.

М. Грынчык адзначыў, што *"рэгіянальныя элементы выкарыстоўваюцца для рэалістычнага паглыблення твора, свядомай "прывязкі" яго да пэўнай мясцовасці ці рэгіёну ў цэлым"* [Грынчык 1980:126]. У трылогіі І. Навуменка з улікам мастацкіх умоўнасцей і задач замяніў рэальныя тапонімы. Так, уапісанні *Гарбылёў* (у сапраўднасці *Калінкавічаў*), *Журавічаў* (*Юравічаў*), *Грамоў* (ст. *Нахаў*), *Вербічаў* (*Лозак*), *Піляцічаў* (*Бабічаў*), *Кавенькаў* (*Навінак*)ёсцьпэўныя падказкі-апісанні гэтых мясцін. У мастацкіх замалёўках *Бацькавічаў* пазнаецца роднае паселішча І. Навуменкі – *Васілевічы*. Пісьменнік любіў сваю малую радзіму і паслядоўна называў *Васілевічы* толькі мястэчкам: *"Бацькавічы сталі цэнтрам раёна ўжо тры гады назад… У мястэчку акрамя школы яшчэ два двухпавярховыя каменныя будынкі, стары таполевы парк, паблізу – гарадзішча – парослы лесам узгорак, акружаны земляным валам"* [Навуменка 1983 : 16]. У зменены назве *Бацькавічы* аўтар захаваў фармант множнага ліку *–ічы*, а ў аснову айконіма паклаў апелятыў *бацька*, свядома падкрэсліўшы, што гэта зямля яго продкаў, яго малая радзіма. З вялікай пяшчотай і замілаваннем апісвае аўтар родныя мясціны: *"Хлопцы любяць мястэчка – нічым яно асабліва не славутае, няма ў ім ні рэчкі, не забрукавана пакуль што ніводнай вуліцы, але ўсё адно здаецца, што лепшай мясціны на свеце няма. Носіць мястэчка прыгожую назву – Бацькавічы, і думаецца, нездарма"*[Навуменка 1983 :16].

Тапонім *Журавічы* ў раманах пісьменніка ў сапраўднасці з'яўляецца *Юравічамі*. Пры змене айконіма пісьменнік таксама пакінуў фармант множнага ліку *-ічы*. У ваколіцах паселішча ўзгоркавы рэльеф, а непадалёку ад сяла цячэ Прыпяць, пра што і згадвае аўтар: *Мястэчка, асабліва цэнтральная яго частка, стаіць на гліняай гары, якая абрывіста спускаецца да Прыпяці і болей паката ў бок лесу* [Навуменка 1983 :180]. *У Журавічы – вялікае прырэчнае сяло або нават мястэчка з некалькімі вуліцамі і камяніцамі вакол пясчанай плошчы…* [Навуменка 1983 :68]. *За ўзгоркам, з другога боку вялікага, раскіданага сяла, цячэ Прыпяць…* [Навуменка 1983 :69].

Пад айконімам *Гарбылі* ўгадваецца горад *Калінкавічы*. В. Шур звярнуў увагу на апелятыў, які аўтар паклаў у аснову назвы тапоніма: *Гарбылі – горб, Калінкавічы* (раней была назва *Каленкавічы*) *– калена* [12, с. 126]. Калі меркаваць, што былая назва *Каленкавічы* (упершыню ўпамінаецца ў 1560 годзе) утварылася ад апелятыва *калена*, то замененая назва *Гарбылі* таксама падказвае ўдумліваму чытачу на сувязь з апелятывам *горб*. Дасведчаны чытач, асабліва той, які знаёмы з апісанымі мясцінамі, можа лёгка здагадацца, што гаворка ідзе пра *Калінкавічы*, бо аўтар дае падрабязнае апісанне паселішча: там знаходзіцца самая вялікая ў рэгіёне чыгуначная станцыя, да вайны было ваеннае вучылішча і ваенны гарадок: *Найболей пашанцавала Гарбылям, размешчанай сярод саснякоў вёсачцы, якая налічвала дванаццаць двароў…Пасля таго як над Палессем пранеслася*

вогненная віхура рэвалюцыі, схлынулі навалы акупацый – спачатку нямецкай, кайзераўскай, потым белапольскай – чыгуначны пасёлак Гарбылі стаў называцца горадам. Такой станцыі, як у Гарбылях, мог пазайздросціць і вялікі – які мае шматвяковую гісторыю і традыцыі – горад [Навуменка 1982: 43]. *У дадатак да чыгункі тут праз горад прайшла шаша. З левага яе боку, у сасняках, што падступаюць да самага прадмесця, схаваны ад цікаўнага вока, вырас ваенны гарадок – акуратныя гмахі белых карпусоў, доўгія цагляныя казармы. Тут размяшчалася пяхотнае вучылішча. А крыху далей, на шырокім, атуленым лесам полі, быў збудаваны ваенны аэрадром* [Навуменка 1982: 44]. 13 снежня 1939 года ў Калінкавічах было створана Калінкавіцкае ваеннае пяхотнае вучылішча. Так, адзін з персанажаў трылогіі, *Павел Бондар* (у сапраўднасці Бакун), кіраўнік Калінкавіцкага партызанскага атрада ў гады вайны, закончыў гэтае вучылішча ў Гарбылях (Калінкавічах): "*… ваеннае пяхотнае вучылішча размяшчалася ў суседнім з мястэчкам гарадку Гарбыл*"і [Навуменка 1982: 45].

Вербічы – гэта ў сапраўднасці чыгуначны прыпынак *Лозкі*, які па-мастацку апісаны пісьменнікам. Магчыма, невыпадкова аўтар замяніў айконім *Лозкі*, у аснове якой пакладзены апелятыў *лаза*, на *Вербічы*, што ўтвораны ад апелятыва *вярба*, свядома падкрэсліваючы гэтым, што *лаза* – тыповая балотная, як і вярба, расліна, якая любіць вільгаць і расце каля вадаёмаў і на нізкіх і забалочаных мясцінах. Вядома, што ў час Вялікай Айчыннай вайны 22 чэрвеня 1942 года ў вёсцы немцы сагналі жыхароў у тры будыніны і падпалілі. Было знішчана 476 чалавек. 34 жыхары з гэтага паселішча загінулі на фронце [9]. І. Навуменка піша: *У адзін з тых дзён Міця наткнуўся на падворную кнігу спаленых Вербічаў. Стала млосна, непрыемна, але ён перасіліў сябе, пачаў гартаць тоўсты сшытак, у якім мясцовы пісар пералічыў кожную самую маленькую будыніну двара… Сто дваццаць два двары, не меней чым пяцьсот душ насельніцтва. Старых, малых, хворых, здаровых. Дзе яны?* [Навуменка 1982: 125].

Тапонім *Грамы* ў сапраўднасці ў раманах – вёска і станцыя *Нахаў* Калінкавіцкага раёна Гомельскай вобласці. Яна за два кіламетры ад чыгуначнай станцыі *Нахаў* (на лініі *Гомель – Лунінец*). *Грамы – досыць вялікая вёска. Стаіць блізка ля чыгункі. За апошнімі хатамі пачынаецца насып, шчыльна атулены ляшчыннікам, які вярсты праз дзве прыводзіць да станцыйнага пасёлка, размешчанага ў лесе… Акуратныя домікі з абодвух бакоў чыгункі* [Навуменка 1982: 219]. У мастацкім тэксце пісьменнік удакладняе размяшчэнне вёскі: "*Наперадзе станцыя і вёсачка Грамы, а яшчэ вярсты за тры Вербічы, спаленыя немцамі*" [Навуменка 1982: 36].

Айконім *Гарохавічы* ў сапраўднасці з'яўляецца вёскай *Гарочычы* Калінкавіцкага раёна, якая размешчана праз два кіламетры ад чыгуначнай станцыі Гарочычы, 15 кіламетраў ад Калінкавіч. Тут дзейнічалі ветраны млын, паравы млын, кузня, смалаварня, ільнозавод. У час Вялікай айчыннай вайны партызаны разграмілі варожы гарнізон, які размяшчаўся ў вёсцы [Памяць 1998]. Параўнаем з апісаннем у І. Навуменкі: "*Гарохавічы – сяло вялікае, стаіць пры чыгунцы. Тут ільнозавод – узбоч пуцей доўгія, з новага цёсу склады. Высокая бляшаная труба з дратамі-адводамі паказвае на месцазнаходжанне паравога млына. Дзіўна, што паліцыя і нямецкая варта, не прыняўшы бою, разбегліся…*" [Навуменка 1982: 230].

I. Мележ, каб перадаць мясцовы каларыт,умела ўводзіў у тэкст тыповыя тапанімічныя назвы, характэрныя для Усходняга Палесся. Так, у раманах хронікі ўжываюцца рэальныя айконімы *Глінішчы*, *Калінкавічы*, *Хойнікі*, *Загалле*, *Ламачы*, *Мазыр*, *Хвойнае* і інш. Такія адзінкі спецыфічна характарызуюць асаблівасці рэльефу, расліннага асяроддзя. Каб падкрэсліць адметныя асаблівасці Палесся, I. Мележ ужывае наступныя назвы: *Мокуць*, *Юравічы*, *Алешнікі*, *Курані*, *Хвоенка*, *Хвойнае*, *Хойнікі* і інш. Напрыклад, айконім *Мокуць*семантыкай апелятыва ўказвае на нізкае і забалочанае месца. Такую назву ў "Палескай хроніцы" мела сенажаць і сяло: *"Касіць тут не тое, што на сухім месцы. Запытай любога куранёўца, і ён табе скажа, што Мокуць – чортава месца, гіблае для касца"* [Мележ 1981 : 19]. У Хойніцкім раёне, напрыклад, ёсць вёскі *Мокіш* і *Моклішча*. В. Жучкевіч такія тапанімічныя назвы звязвае з характарыстыкай пераўвільготненых, мокрых мясцін.Ва ўсходнеславянскай міфалогіі вядома *"Мокаш – багіня, ахоўніца і заступніца жанчын"*, якая дапамагае жанчынам, прадучы па начах [Коваль 1995 : 106], а само слова *мокаш* "звязана са словамі *мокнуць*, *мокры* (а значыць, са стыхіяй вады, вільгаці), а таксама з індаеўрапейскім словам **mokos* "прадзенне" [Коваль 1995 : 106]. I. Мележ у мастацкім тэксце ў разважаннях Васіля тлумачыць магчымае паходжанне гэтага айконіма: *"А чаго яе, етую сенажаць, так завуць? Мокуць... – падумалася Васілю. – Хіба ж толькі таму, што недалёка сяло, якое называецца Мокуць? Пэўна, кеб сухо тут было, то на сяло не паглядзелі б, далі б лугу мянушку не такую. А так от – "мокуць" і "мокуць", мокрае, гіблае месца..."* [Мележ 1981 : 19 – 20]. Такі тэкст выразна ілюструе і назву гэтага рамана.Айконім *Юравічы*блізкі да апелятыва *юр* 'узвышша; адкрытае, ветранае, высокае месца' [13, с.711]. У ваколіцах паселішча ўзгоркавы рэльеф, апісанне якога знаходзім на старонках "Палескай хронікі", калі Ганна Чарнушка дабіралася з бацькам і мачыхай на юравіцкі кірмаш: *"Царква, спуск з юравіцкай гары, якая здавалася высачэзнай, страхотнай, радасць, што, нарэшце, спусціліся, што конь не панёс..."* [Мележ 1981 :261]. *Уехалі ў Юравічы, у верхнюю вуліцу. На спуску зноў раз-пораз пераймалі сумёты, але тут гэта нават памагала: ямчэй было спускацца з кручы. У прарэзе між гор зажаўцела ўжо некалькі блізкіх ніжніх агеньчыкаў* [Мележ 1981 : 185]. Некаторыя даследчыкі мяркуюць, што гэта назва паходзіць ад прозвішча *Юрэвіч* [Лемцюгова, В. П. 2008 : 416], але, мабыць, не так, бо прозвішчы ў беларусаў – гэта анамастычныя адзінкі, якія пераважна ўзніклі ў XVII – XVIII ст.

У "Палескай хроніцы" ёсць поўнасцю змененыя з улікам аўтарскай задумы назвы рэальных айконімаў: *Алешнікі*(у сапраўднасці – *Алексічы*), *Курані*(у сапраўднасці – *Каранёўка*). Так, назву *Алексічы*, якая, на думку В. Лемцюговай, паходзіць ад уласнага імя *Алекса*, I. Мележ з улікам аўтарскай ідэі,відаць, свядома замяніў на *Алешнікі*, бо апелятыў, які ляжаць у аснове айконіма, перадае асаблівасці расліннага асяроддзя гэтых мясцін (вакол рос алешнік – альховы лес) і стварае ў чытача праўдападобнае ўяўленне пра мясцовасць. Ён часты ў тэкстах пісьменніка пры апісанні ландшафтаў Палесся. *"Зелянела асака, зелянела лаза, усё гусцей зелянелі алешнікі"* [Мележ 1981 : 189]. Два мікратапонімы з назвай *Алешнікі*, што называюць лес, засведчаны Г. Івановай у Мазырскім і Ельскім раёнах, ёю адзначаны і іншыя адзінкі, утвораныя ад слова *альха*: *Альховіца* (лес),

Альхова (поле), *Алёс* (лес (5 разоў), *Альхова* балота (3 разы)), *Альховец* (лес) і інш. – усяго 31 адзінка [5, с. 17 – 18, 138].

Айконім *Каранёўка* заменены на *Курані*. У аснове назвы апелятыў *курэнь* – лёгкае збудаванне для сезоннага жытла або адпачынку пастухоў, рыбаловаў, паляўнічых [Лемцюгова 2008 : 211]. Такога роду пабудовы былі тыповымі для былога Палесся. Слова *курэнь* як назва прымітыўнай пабудовы з галля і цяпер шырока распаўсюджана на Палессі, бо такія сезонныя пабудовы традыцыйна выкарыстоўваліся палескімі паляўнічымі і пастухамі. Куранёўскія хаты ў "Палескай хроніцы" нечым падобныя на гэтыя *курані*. "*Сум гэты гнёў, калі ўгледзеў куцыя, слепаватыя хаткі пад чорнымі саламянымі і чаратовымі стрэхамі, калі зноў улез у амаль забытую гразь куранёўскай вуліцы*" [Мележ 1981 :161].

Словамі *хвоя* і *хвойнік* матывуюцца ў палескай трылогіі айконімы *Хвоенка, Хвойнае, Хвойнікі* (мясцовы варыянт ад назвы Хойнікі), якія характарызуюць беларускія лясы. В. Жучкевіч, напрыклад, адзначае 9 адзінак: *Хвойная* (Петрыкаўскі раён), *Хвойна* (Магілёўскі раён), *Хвоева* (Нясвіжскі раён), *Хвойнікі* (Чачэрскі раён) і інш. На Гомельшчыне, як прасочана даследчыкамі, большая частка айконімаў утворана ад назваў расліннага свету (190 найменняў абазначаюць 268 аб'ектаў [Багамольнікава 2008 : 10]). Напрыклад, на Гомельшчыне засведчаны 12 найменняў, утвораных ад назвы *асіна* (устарэлая назва *оса*), якія абазначаюць 22 аб'екты: *Асавец* (Мазырскі, Рэчыцкі раёны), *Асавіно*, *Асаўцы* (Гомельскі раён), *Осаў* (Буда-Кашалёўскі, Рэчыцкі раёны), *Восаў*(Хойніцкі раён) інш. [Багамольнікава 2008: 10].

Такім чынам, аўтабіяграфічнае і рэгіянальнае цесна пераплецены ў творах І. Навуменкі і І. Мележа. Анамастычныя адзінкі, якія засведчаны на старонках твораў пісьменнікаў, настройваюць чытача на *"адпаведную хвалю"*, служаць для стварэння рэалістычнасці і праўдападобнасці падзей, паказваюць час і месца дзеяння, перадаюць рэгіянальныя асаблівасці твораў.

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PHILOLOGICAL URBANISTIC AND ENCYCLOPEDIAS: POINT OF CONTACT

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The report focuses on a relatively new direction for the Kazakh linguistics- Philological urbanistic. In this science traditional language research successfully combined with encyclopedic research. Especially effective is this integrated approach in the study of the cultural landscape. The author emphasizes the idea that language is an in exhaustible subject of encyclopedic research.

Kazakhstan is the most urbanized countries of Central Asia – Kazakhstan, about 60% live in urban areas. The greatest number of people (over 1 million people) lives in Almaty, the southern capital of the country. The five cities with the highest number of residents also include Astana (500 thousand people), Shymkent (417 th.p.), Karaganda (409 th.p.), Taraz (362 th.p.) and Pavlodar (329th.p.). The increase in the number of residents is permanent, especially in Astana [Source: World Gazetteer (world-gazetteer.com)].

In urban studies and cultural studies, the city can be understood as a center of cultural production and the accumulation of capital, the space in which the unfolding social, political and cultural contradictions .For scientists, the city – an inexhaustible subject of various studies, and it is interesting to linguists as a complex semiotic system in which encoded the socio-cultural meanings. This fact determines the breadth of issues such investigations: it involves the interests of related disciplines: history, culture, literature, philosophy. As you can see, these approaches to the study of the city suggest encyclopedic breadth of research; in fact, they have studies the cultural landscape of the city. Wikipedia defines this concept as follows: Cultural Landscape – terrestrial space, including all its inherent natural and human components. Further emphasizes that the cultural landscape formed as a result of a conscious, purposeful human activity to meet those or other practical needs. Note that the term cultural landscape and its understanding of the above-mentioned are primarily used in geography .At such monodisciplinary approach environment appears in a zone of interests of physical geography,

language system – linguistics, culture – culturologists, etc. If to study a cultural landscape completely, it is investigated not only its separate components, but also their internal system communications. It also creates prerequisites for an encyclopedization of similar approach to studying of a cultural landscape of the city. Thus, urbanism as a science of the city is closely in contact with encyclopedic which "... allows to know the social thought at a certain stage of its civilization ... and encyclopedic research objects can be industry-science on the whole range of knowledge" [Malyshev 2012:8].

For modern linguistics began an everyday occurrence to conduct the researches in an integrative key, combining data, the theory and a technique of a number of interdisciplinary sciences. Similar approach allows considering any phenomenon from various points of view which, nevertheless there have to be co-put not to give to research eclectic character. Obviously, the integrative approach may be applied primarily to such phenomena are inherently complex, ambiguous and multifaceted, have considerable research prospect, and therefore attractive to scientists .For example, from this point of view, language is inexhaustible, in fact, the object of encyclopedic research. Its involvement in the life of man and society allows linguists to isolate and analyze a wide variety of phenomena which exhibit one or the other side of language [Sujunova2012].

So, we are using the term cultural landscape, which has a broader than as used in today's linguistics, the term "linguistic landscape". The latter can be defined as "a system of nominations, reflecting features of urban space" [Ismagilova2007: 6]. At the same time, we emphasize that the study of the cultural landscape involves an appeal to its linguistic components and their in-depth study may be accompanied by an encyclopedic research. Philological urbanistic undoubtedly carries out scientific research, having a large encyclopedic potential defined by its object. Language of the modern city as a complex linguistic, and lingua social and lingua cultural phenomenon is studied in various aspects. Explores and describes the different forms and types of language (verbal) communication in the space of the city: from the literary "standard' to the marginal forms of type argot or slang, various genres of verbal communication of the city (from oral, written to household, complex), many texts of the urban environment (epigraphy, urbonymic and so on.). It is obviously possible to include similar researches in wider context – to the sphere of researches of a cultural landscape of the city which we consider encyclopedically significant phenomenon. Therefore, the philological urbanistic can be perceived not as the narrow, special direction in linguistics, and as the sphere of researches of the encyclopedic importance.

In works of E.A. Yakovleva on a philological urbanistic the last is described as modern integrative discipline which "postulates studying of the city as special type of artificially created macrotext, or an urbotext, with the syncretic language, the sign system, variable semantics which is constantly filled up by new semantic shades. From this point of view memorable places and the related persons, buildings, gardens and parks, city toponyms, an epigrafic, graffiti and other certificates of the past and the present possess really inexhaustible information …" [Yakovleva2011: 771].

The group of terms a language landscape, a linguistic landscape, a speech landscape, lingua landscape, in our opinion, includes terms, quite close on the semantics, which can be used as synonymous. So, in the book of Grachev M. A.

and Romanova T.V. "Standard of speech of the modern city. The linguistic landscape of Nizhny Novgorod" is considered a language and speech landscape of Nizhny Novgorod, and also the term lingua landscape of N. Novgorod is used [Grachev, Romanova 2006].

As a rule, researches language (speech, linguistic, etc.) a landscape contacted (and sometimes communicate) mainly the analysis of functioning of language subsystems in the city. So, early studies of a language landscape connect with a name of B. A. Larin, who the first in the Russian linguistics (the 20th of the XX century) put forward a problem of complex studying of language of the city. Not less famous linguists E.D.Polivanov, A. M. Selishchev, V. V. Vinogradov, L.P. Yakubinsky and others addressed to a problem of the city language.

In the study of the language of the city decided to allocate linguageographical and sociological trends. In the first case, the language is considered in spatial projection, analyzed the question of its territorial variation under the influence of dialect, over dialectic and foreign language environment. This is the so-called extra-linguistic factors, the totality of which affects the formation and functioning of the linguistic landscape. "Representatives of the sociological trend pay attention to the problem of the influence of social factors on the language of the city, the problem of social variation in language, language competence of citizens, the study of the linguistic situation of the city, the city bilingualism, language contact results in the city, etc.." [Ismagilova 2007: 9]. Factors of overlinguistic character are also presented in this list. Therefore, the complete idea of a language landscape is impossible without knowledge of similar factors. It is known that the encyclopedia is defined as the ordered system of knowledge of universal or branch character. In our case, the description of the language landscape involves an appeal to a large range of phenomena and knowledge, especially from the sphere of linguistics, onomastics, semasiology, cultural studies, history, anthropology, and others. In other words, the description language of the city combines information both linguistic and extralinguistic nature often accompanied by the proper use of encyclopedias, both universal and industry.

On the other hand, results of researches language (ethnolinguistic classification, linguocultural etc.) landscapes can be reflected in the very encyclopedias. It will be considered, at the description of the historical and cultural monuments, which entered the encyclopedia of the region it is logical to provide information of the linguistic plan connected with processes of the nomination of objects.

Therefore, the philological urbanistic allows to describe language life of the city as the multidimensional phenomenon demanding and encyclopedic knowledge. In today's Kazakh linguistics, proper linguistic urbanism in its infancy, unlike Russian linguistics, very actively and successfully engaged in the problems of the formation of linguistic space of the city. Existing studies relate mainly to issues regarding the language of the landscape of the city. For example, in Kazakhstan's scientific literature in recent times there were some studies on general issues of onomastics [Madieva 2004; Suprun 2012], and it should be noted article T. Kotljarova, which analyzes the onomastic picture of Astana [Kotljarova 2008].

About forming of interest in the linguistic aspects of city investigating the 2th International research and practice conference testifies "Cultural text of Astana" (Astana, 2009) within the framework of that the lectures of professors

were presented PhD, S.K. Zharkynbekova "Linguistic urbanology in Kazakhstan: achievements, problems and prospects" and Kotlyarova T.G. "Linguistic study of the city in the age of globalization and integration».

Questions of a regional lexicology and onomastics are more developed in the republic. First, it is necessary to call Popova V. N. The works devoted to research of place names of Kazakhstan, including the Pavlodar region. Therefore, the scientist considered gidronima of our area; extensive data of historical and cultural character that are followed by the linguistic comment are provided [Popova 2001]. The Pavlodar local historian E.D. Sokolkin [Sokolkin 2007] investigates names of streets of Pavlodar in connection with city history.

Also in the Kazakhstan science there are no system researches on cultural landscapes so far. Descriptions of language space of certain regions of the republic are mostly submitted; also, there are separate encyclopedic editions, however there are no works in which linguistic and encyclopedic approaches to the description of a common cultural landscape are combined.

As for the Kazakhstan encyclopedic, it is presented mainly by encyclopedic materials on separate branches of knowledge, and recently – regional encyclopedias which in an encyclopedic, call "small encyclopedias". The Russian scientist N. K. Frolov explained emergence of such encyclopedias to that in regions "the high intellectual potential was created considerably, the useful actual material demanding publication collected" [Frolov 2002: 16].

The purpose of these encyclopedias – "convey to the reader in an accessible and concise information on the nature, history, ethnography, folklore, languages of the region," etc. [Frolov 2002: 15]. It seems promising to combine study and analysis of all phenomena of language area of the city with an encyclopedic commentary (at least in those cases where it is possible). With this approach to the study of linguistic urbanology (in new terms – philological urbanologiya) becomes part of the encyclopedic system and will create a kind of linguistic-cultural map of the city.

So, our appeal to the question about the prospects of studying the cultural landscape reveals the following:

- Qualitative description of the linguistic landscape is not possible without the involvement of encyclopedic sources;

- In turn, the results of this work should be taken into account in the preparation of various encyclopedias;

- Research linguocultural landscape has significant scientific perspective and has high significance encyclopedia.

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SPEECH ACTS AGREEMENT-DISAGREEMENT IN THE ENGLISH AND RUSSIAN LANGUAGES

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The article is devoted speech acts of agreement and disagreement in the English and Russian languages. The article discusses the importance of agreement and disagreement in the organization of verbal interaction, and also describes the classification of speech acts and their importance in the communication process.

The end of the twentieth and the beginning of the twenty-first century in linguistics marked with the dominance as a fundamental position that learning a language can be considered adequate only by the description of its operation in the process of communication. Linguistic pragmatic, has formed on the basis of the study of individual statements and correlated them with the speech acts, since 80s actively involves in the orbit of its interests dialogical works. In the dialogue statement acquire visible, concrete forms. To this circumstance pay attention N.A. Komina: "It is in dialogic speech can be observed direct link of the communicative intentions of the speaker and the result of his speech creative process" [1, p.128].

Agreement/disagreement is one of the fundamental communicative categories that play a significant role in the organization of speech interaction, in structuring of meaningful human world. In the communication process with the help of category agreement/disagreement is installing and correcting communicative pragmatic relations between people, the author's position of a speaker is transmit, his linguistic and communicative competence. Language means of agreement/disagreement have universal character, their shape and position in the speech act functionally significant.

The choice of called speech acts determined with several reasons of linguistic character.

First of all, speech acts "agreement" and "disagreement" have a high frequency of realization in speech communication, it indicates that they occupy a significant place in the speech communication, not limited by some

communicative styles and other conditions: they are frequency in everyday household conversations in the family, between friends, on the street, in official setting, at work, in public transport and other aspects of human life.

Second, in spite of the fact that a significant role which they play in speech communication in all languages, speech acts of agreement/disagreement not enough interpreted in science, not fully cleared up communicative features, role in interpersonal communication.

Third, the theoretical study of the speech act "agreement" and "disagreement" will allow until the end to understand their role in interpersonal communication.

The scientists engaged the classification of speech acts of disagreement, don't define its place in this classification. Therefore, in considering means of expression of speech acts of disagreement can be concluded that depending on the illocutionary purpose of a speaker, disagreement can be attributed to any of the above-listed classes.

Let us illustrate this by the following examples:

1)   representatives:

-       Harry! I think that his ideas are stupid and not true to life.

-       No, you are mistaken. In reality, he is a great man with clever thoughts and ideas that can change the situation in the country. A lot of people admit it except you.

2) directives:

-       I hate her. She is very selfish and always betrays her friends.

-       No, you shouldn't say such words of your best friend. It is nonsense! She is always very attentive and kind. You should immediately call her and try to make peace with her.

3) commissives:

-       Harry, you always tell me a lie. I can't trust you any more.

-       It is not true. I am not a liar. If you want I'll, I'll… prove my love towards you with the help of my actions?

4) expressives:

-       Mum, Jane and I want to live separately from you.

-       What? What a nonsense! I don't know how to react to your words! You'll do it only after my death!

5) declarations:

-       You are against the peace and for war in the world!

-       Who told you that? It is nonsense! If you elect me I'll prove that it is not true.

Speech act of disagreement which is center of this research, usually considered through the category of negation: it can expressed by sentences with a formal sign of negation. But in the linguistic consciousness of native English speaker the same situation can express also sentences without formal sign of negation.

For example,

1) – I think that Jill is an up-to-date girl. That is why she has a lot of boy-friends.

- I don't think so. Her dresses are modest and her appearance isn't attractive.

In this example, "I don't think so" contains formal sign of negation.

2) - Mary said that we will have exams next week.

- Rubbish! You must be joking!
- No, it is true.

This example does not include formal sign of negation.

There are a number of features of the speech act of disagreement, which will be considered in this research. Above all, the speech act of disagreement represents a complex and multiple-aspect phenomenon, which is necessary to investigate, taking into account the semantic, grammatical and pragmatic aspects.On the other hand, under study speech act of disagreement express a negative attitude to the action or utterance of a interlocutor, thus is presents informative, estimated or imperative sentence and has a certain embodiment in speech with the help of means of expression, the use of which in a given situation depends on several factors: the intentions of a speaker, the nature of the stimulus cue and the peculiarities of the speech situation. Among the speech acts of disagreement single out several types of separate acts, differ from each other by shades of meaning. Each type of speech act of disagreement has particular communicative goal.

Also should note the fact that in modern artwork and films speech act of disagreement has an important role in the creation of communicative interaction.

Speech act of disagreement is one type of speech acts of negative reactions to which some scientists also attribute the acts of prohibition and denial.

However, in this work the speech acts of prohibition and the denial is not considered and under the speech act of disagreement is understood an act that unites all kinds of negative reactions: rebuttal, objection, judgment, expression of dissatisfaction, disapproval.

Thus, the speech act of negative reaction is reactive act expressing a negative attitude of the speaker to the action or utterance of an interlocutor, representing informative, estimated or imperative sentence with different emotional shades (judgment, disapproval, and etc.) and having in speech a certain embodiment.

In a complex research of the speech act of disagreement are taken into account the following factors:

1) communicative goal.
- I think that this Sunday will be suitable for visiting Jane and tell her everything what I think of her.
- I don't see any sense in it. These your actions, Harry, are wrong and ungrounded. You should stay at home or phone her to make peace.

In this example, the communicative goal is to express the lack of agreement in relation to the statement of the interlocutor. At the same time the objection is an estimate of the interlocutor's information.

2) the concept of the speaker
- You are the best friend in the world
- No, I am not. You want me to be. And I want to be, I really do. But just wanting something doesn't make it true.

Committing the speech act of disagreement, the speaker expresses defined point of view, while being on the opposite positions with the interlocutor on one issue.

3) the concept of the interlocutor
- You can't cook at all. You are a good-for-nothing person.
- That is not true. I can cook and always cook tasty things. You can't appreciate my talent in cooking.

In this speech act of disagreement the interlocutor provokes a certain negative reaction of the speaker.

4) event-trigger content

- Harry is a great guy. He is very sensitive and kind.

- I don't agree with you. He is very selfish and cunning. I can't understand why you don't notice it.

Event-triggered basis of this speech act of disagreement includes informing the interlocutor about the negative attitude of the speaker to his action.

5) the factor of communicative past. In this research to the complex analysis subjected reactions-cues of disagreement:

a) neutral cues: I don't agree; I am not sure; No, I don't think; I disagree; etc.

b) informal cues: I don't see any sense in it; Nonsense!; No way!; You must be joking!; etc.

c) the formal cues: I'm afraid I don't share your point of view; I see things rather differently myself; etc.

6) the factor of communicative future.

- How many times have I told you not to make friends with this awful girl? She has terrible background: her father is a drunker and her mother …Oh, my God!

But Hermione only stood up and went away.

In this example, the factor of communicative future is expressed in the absence of an answer to cue of the interlocutor.

7) the language embodiment. Each subtype of speech acts of disagreement has in a speech certain embodiment.

EXPRESSIVE MEANS IN JOURNALISTIC STYLE

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Some ways of suggestive function of speech operating in articles on the example of one of the most popular English-language newspaper "The New York Times" are under the research in the present work.

Previously, it was believed that the only purpose of language is communication. Nothing was told about emotions. But the idea is the result of human thinking. And a person in his thinking uses all the experience that is retained in memory mainly colouring events by own emotions and experiences. Charles Bally wrote: "purely personal and emotional element ... in spite of everything, seeping into the expression of pure thought." Thus, we see a direct relationship of emotions and thinking. Emotions have a reflective function that we

trace in the language. "To deny the existence of emotions in the language – means conflict with an obvious fact" [Vinogradov 1950: 40].

One of the most interesting and rich styles is journalistic one. This style is characterized by the use of evaluative vocabulary, which has strong emotional addition (energetic start, firm position, severe crisis). It is impossible to express emotions via intonation in writing, so it follows that using emotive words complete a suggestive function of a language. Often expressive means act as emotive words. Thus, we understand the emotion-situation from its vocabulary and semantics.

There are nine kinds of emotions in psychology: joy, fear, excitement, interest, surprise, resentment, embarrassment, compassion, anger (rage). Emotions can be both the subject of description and its form. Vocabulary plays a major role in this way. If it refers to the emotion, it does not mean that it is emotively charged. In this case, it is indicative and logically objective, while every word has an emotional charge at a certain context. As well descriptive words with denotative content naming emotions do not express the emotional relationship in their semantics.

Newspaper articles contain a lot of encoded information. Separating it into constituent parts and analysing them in the complex, we can draw conclusions about the emotive background, emotive colour of the article and the person behind those lines.

For in-depth analysis of the text, attention should be paid to the emotive component (connotation). V.I. Shakhovskiy asserts that connotation includes additional semantic or stylistic elements that are linked with the main meaning in the minds of native speakers. The connotation is intended to express the emotional or evaluative shade of statements and displays the cultural traditions of the society. Undoubtedly connotations are a variety of pragmatic information reflecting not the objects and phenomena, but a certain attitude towards them. But while studying connotations cultural component is also important. Culture may contain language connotations understandable only for compatriots. Language is constantly evolving, new words and expressions appear. Therefore, there are new connotations.

First of all analyzing a newspaper article, we need to pay attention to the headline. The most common emotive means are: comparative degree of adjectives, passive voice, and stylistic devices having great emotive charge (epithet, comparison, periphrasis, oxymoron, metaphor, metonymy, synecdoche, antonomasia, the opposition, ellipse, aposiopesis, clichés, proverbs and sayings, rhetorical question).

This article is published on the first page of the edition February 13, 2015. It is generally known that the first page is the "face" of the edition and shall contain the sensational articles and interest the reader.

"At The Times, a Critic and Champion of Media.
By BRUCE WEBER and ASHLEY SOUTHALL
David Carr, a writer who wriggled away from the demon of drug addiction to become an unlikely name-brand media columnist at The New York Times, and the star of a documentary about the newspaper, died on Thursday in Manhattan. He was 58.

Mr. Carr collapsed in The Times newsroom, where he was found shortly before 9 p.m. He was taken to St. Luke's-Roosevelt Hospital, where he was pronounced dead.

Earlier in the evening, he moderated a panel discussion about the film 'Citizenfour' with its principal subject, Edward J. Snowden; the film's director, Laura Poitras; and Glenn Greenwald, a journalist.

Mr. Carr wrote about cultural subjects for The Times; he initiated the feature known as The Carpetbagger, a regular report on the news and nonsense from the red carpet during awards season. He championed offbeat movies like 'Juno,' with Ellen Page, and he interviewed stars both enduring and evanescent – Woody Harrelson, Neil Young, Michael Cera.

More recently, however, he was best known for The Media Equation, a Monday column in The Times that analyzed news and developments in publishing, television, social media – for which he was an early evangelist – and other mass communications platforms. His plain-spoken style was sometimes blunt, and searingly honest about himself. The effect was both folksy and sophisticated, a voice from a shrewd and well-informed skeptic.

'We want our anchors to be both good at reading the news and also pretending to be in the middle of it,' he wrote on Monday in the wake of revelations that the NBC anchor Brian Williams had lied about being in a helicopter under fire in Iraq in 2003.

'That's why, when the forces of man or Mother Nature whip up chaos, both broadcast and cable news outlets are compelled to ship the whole heaving apparatus to far-flung parts of the globe, with an anchor as the flag bearer. We want our anchors to be everywhere, to be impossibly famous, globe…Continued on Page B11 [The New York Times: 1]".

Since every word is emotively charged, depending on the context, we are examining emotive nucleus in detail. V.I. Shakhovskiy believes that the emotive nucleus is field-generating and belongs to only one specific lexical and semantic field of emotive words, but its periphery is formed by units serving some other emotive fields. We are going to verify this point of view during the research.

The first point of the research is the headline of the article. The expression 'At The Times ...' is mostly used in the case of someone's death, but the name of a passed away person is not reported in the headline. We do not know the person's name, but we assume that it is an important and well-known personality. Also in the headline of the article, we see the expression "... Champion of Media". The word "Champion" has two meanings. The first one is the literal meaning.

• Champion (winner) someone or something, especially a person or animal, that has beaten all other competitors in a competition [Cambridge Dictionaries Online: online dictionary and thesaurus for learners of English].

• Champion (supporter) a person who enthusiastically supports, defends, or fights for a person, belief, right, or principle [Cambridge Dictionaries Online].

This expression refers to three stylistic devices simultaneously: epithet, metaphor, periphrasis. Since information about the achievements of the person is unknown, the author's opinion is presented and therefore it can be referred to the epithet. The fact that the person is called "... Champion of Media" and awarded the title of champion, which is more commonly used for the nomination of a person engaged in sports and has reached great success, leads to the conclusion that metaphor

is used. The presence of such stylistic device as periphrasis justifies the fact that the achievements of the person in the media are taken into account, it is possible to use the expression "a talented journalist" instead of "champion of media".

Thus, we come to conclusion that the headline is composed with commonly understood socialized and relevant vocabulary. Stylistic devices and expressive means are also used. These devices serve like connotative and indirectly cause such emotions as empathy, respect and interest to the hero, eventually pushing us to reading of the article itself.

We now turn to the article itself part of which is published on the first page of the newspaper "The New York Times". In the first sentence of the first paragraph of this article, we can see the expression "wriggled away from the demon of drug addiction". This expression we can refer to such stylistic means as periphrasis. Since this expression can be replaced with dry phrase "get rid of the drug addiction". The expression "wriggled away from ..." is used in the context in order to turn our attention to the fact that the hero rid of this addiction with difficulty. Everyone knows that it is extremely difficult to get rid of drug addiction. Consequently, this expression is aimed at suppressing the feelings of condemnation and evokes emotions of compassion and respect. The expression itself is emotively charged in a particular context. Individually its syntactic units do not have the emotive charge and are a form of emotions' description.

The expression "... the demon of drug addiction" is also a periphrasis, metaphor and euphemism. This phrase changes its meaning and becomes emotively charged because of the word "demon". In Cambridge online thesaurus the word is defined as "an evil spirit". This is an excellent example of how the word becomes a connotative in a certain context. Removing the word "demon" out of expression, the phrase loses its emotiveness. "... The demon of drug addiction" is a set expression and mitigates the negative effect, exhibiting the characteristics of euphemism.

The next important expression in the first paragraph is "... to become an unlikely name-brand media columnist at The New York Times". Again there is a periphrasis instead of neutral phrase "to become a popular staff journalist of The New York Times". Its emotiveness is also contextual, accenting on the prestigious newspapers and the hero's position. The word "columnist" means "someone who writes a regular article for a newspaper or magazine" [Cambridge Dictionaries Online], but the phrase accentuates on the name of the newspaper and the expression "unlikely name-brand". "Unlikely – not expected to happen; not likely" this definition is for the US English language as the birthplace of the author, the character and the editor are the United States. "Name-brand" – the special name a company gives to its products or services [Cambridge Dictionaries Online]. Therefore we see that the semantics of words changes in their combination and acquire connotative character. The semantics of this expression becomes clear only when it is interpreted in terms of the British English. The word "unlikely" has the following meaning: adjective, not expected (only before noun) not the same as you would normally expect [Cambridge Dictionaries Online]. That is, in this meaning the word can be replaced by the equivalent "not ordinary". The expression "... to become an unlikely name-brand media columnist at The New York Times" is not clear and it is not logical for representatives of non-English culture, that shows the importance of extra linguistic knowledge as a tool for understanding the semantics of words and hence its emotiveness.

The next emotive example is the word "collapsed", used in the first sentence of the second paragraph. "Collapse – when someone collapses, they fall down, usually because they are ill or weak [Cambridge Dictionaries Online]. The meaning of this word retains its semantics and describes the feature of the incident, but using this word, not the expression "fell down" the author suggests that the cause of the fall is some discomfort before his fall. This word emphasizes the tragic situation and evokes compassion.

The following emotive nucleus, we are interested in, is the word "initiate" in the forth paragraph. According to the definition of the word, we can conclude that the person, the article is written about, was a very active, namely initiative person, which in turn evokes positive associations and emotions.

One of the most interesting examples of centralized emotive, is the word "carpetbagger". This vocabulary is of historical description. The semantics of the words is not clear to the end because of the difference in cultures. The only instrument for understanding the true semantics of the word is vocabulary serving this emotive word. Here we observe a euphemism. The term "carpetbagger" is hiding likely such characteristics as straightness and provocative nature of the hero of the article. But euphemism smoothes negative effect and turns negative traits into positive, giving them the romanticism and causing our interest in the activities of the hero.

In the fifth paragraph, the person is described as "an early evangelist". This word acquires non-religious meaning in the context "an ardent supporter, a follower". It refers to metonymy and periphrasis. This semantics emphasizes emotive description of the individual and his achievements. Thus, even describing, vocabulary can be emotive and evoke emotions of interest, as in this case.

There is a bright emotive expression "blunt, and searingly honest about himself" in the next sentence of the fifth paragraph, describing the character of the article on the positive side, in order to elicit sympathy in the reader. These emotive words cause new for this article emotion of surprise.

• Blunt (direct in speech) saying what you think without trying to be polite or caring about other people's feelings [Cambridge Dictionaries Online].

• Searing (especially of a criticism or story) very powerful and emotional or criticizing someone or something very strongly [Cambridge Dictionaries Online].

In the last sentence of the fifth paragraph, the word 'folksy' is an example of emotive. This adverb is emotive, as the affix "-y" is one of the signs of emotive. An adverb, as part of speech, indicating a sign of an action evokes emotions according to our associations with action itself and indicated signs (adverb) in a particular context.

• Folksy – very friendly and informal in style [Cambridge Dictionaries Online].

"Sophisticated" is an example of a vocabulary with component connotative. Word describes positive features of the character, forcing the reader's interest. Also, for instance, the word 'Shrewd' is descriptive in nature. Thereby, they are used in order to help us in forming our own picture, fulfilling the function of such vocabulary which is to inform.

"Sophisticated – having an understanding of the world and its ways, so that you are not easily fooled, and having an understanding of people and ideas without making them seem simple" [Cambridge Dictionaries Online].

"Shrewd – <u>able</u> to <u>judge</u> a <u>situation</u> <u>accurately</u> and <u>turn</u> it to <u>your</u> own <u>advantage</u> [Cambridge Dictionaries Online].

Therefore, having considered the most vivid examples of emotive words in the article, we come to the following conclusion:

• Newspaper article has a rich range of nucleus and peripheral emotive lexicon;

• The headline is an element of the article, which is the most capacious emotive and informative;

• Despite socialized lexicon, it is important to be emotive competent (for an adequate perception of the text of the article);

• For adequate perception and understanding of the article extra lingual knowledge is important;

• Stylistic devices are often used to enhance the emotive effect;

• Descriptive words without emotive component are emotive in the context;

• Expressing of subjective opinion of the author shapes readers' views on the described events;

• Reader's opinion is formed while deepening in the content, but the most important role is played by the headline and the first paragraph of the article.

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SOME FEATURES OF VERBAL AND NON-VERBAL COMMUNICATION IN DIFFERENT CULTURES

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A comparative analysis of two cultures: English and Russian is given in this article. The aim of our study is to establish what is common and what the difference between these two cultures at the level of verbal and nonverbal communication is.

Key words: speech, emotions, communication, verbal and non-verbal communication, language.

People tend to feel emotions regardless of their language or ethnicity. Emotion is understood as a special form of man's relationship to the phenomena of reality, due to their conformity or nonconformity to his needs. Emotions do not reflect not objective qualities of the objects of the world, and their importance for the speaker's activity at some point. There are many emotions that are fixed in explanatory dictionaries. However, emotions have a certain value and direction, which are directly reflected in the speech. Emotional speech depends on the state

of the one who pronounces the words from his level of upbringing and education etc. It has the traits of the person who carries it.

The representatives of different cultures, getting into the same situation, feel and express their feelings differently, and as a result, emotions and prerequisites, causing them also change. The question of the existence of emotions in different cultures in different situations really deserves more attention. This is due to the fact that differences between cultures are vividly reflected in the language and communication. Different cultures have different attitudes to different emotions, which emphasizes the importance of how interpret and determine the interpretation of the manifestation of the emotions in conversation correctly. This applies to both verbal and nonverbal communication, between which there is some relationship. People are driven by specific emotions and such specific emotional experiences occur in a particular relationship, so the emotions should be considered in the context of specific social relations.

In English culture emotional restraint and self-control are the most important features of behavior that cause the respect and sympathy of others, while the expression of feelings; especially negative ones are discouraged and considered evidence of immaturity and inexperience. Based on the research of A. Wierzbicka, it can be noted that English culture is inherent in the relationship of restrictions on free expression on some distance, it is unacceptable physical contact, strict rules of speech etiquette [Wierzbicka 1996: 26].

Whatever strong emotions were running high in the soul, apparently no one must see it; the person should keep calm, do not lose self-control, and be polite, consistent with accepted norms that on a psychological level mean to displace or to hide true feelings or substitute one sense with another. The British are very respectful of their rights, especially the right to privacy and the right to preservation of the "private space". Good or bad, but the native features of the English nature have a profound effect on national character and general lifestyle.

English traditions prescribe restraint in words and judgments as a sign of respect for the other person. They are characterized by a tendency to avoid categorical denials or affirmations, thereby to treat the words "yes" and "no", like some obscene concepts that are better expressed in other ways. So it should be noted that some expressions are often used in this culture: "It seems to me ...", "I think ...", "I am not sure but ...". The Englishman hardly says what he has read a good book. He says that he finds it interesting or that its author, apparently, is not devoid of talent. The expression "I think it's not bad" in English means "very good". In spoken English the words "quite, rather" are very common softening the sharpness of any approval or denial.

Russian culture is experiencing powerful influence of peculiarities of national mentality. An intimate talk is in priority for Russian people. Russian people like to talk about the most intimate; they can pour out their heart even to a stranger. In the Russian culture the verbal expression of emotions is one of the main functions of human speech. In this case Russian language has extremely rich repertoire of lexical and grammatical expressions to distinguish emotions and give a special color to interpersonal relations. There are some words in Russian associated with the peculiarities of Russian word formation, untranslatable into other languages, for example: zavetny, nenaglyadny, duscha-chelovek, golubchik, duschenka, svetik moy, choroschenky, lubovatza and so on. Another manifestation

of emotion can serve a variety of colors of certain variants of names (Mary, Masha, Mashenka, Mashunya, Manya, Manechka).

Emotionally expressive phrases in both languages in communication influence on the communication process greatly.

English phrase	Russian phrase	English phrase	Russian phrase
Oh, God! / Jesus Christ!	*O! Bozhe!*	*Who cares?*	*Komu kakoye delo?*
So what?	*Nu I chto?*	*I wish I knew*	*Chotel by ya znat'*
I don't care	*Menya ne volnuet*	*Shocking!*	*Vozmutitel'no!*
Why on earth …?	*Tak pochemu zhe?*	*I hate you!*	*Ya nenavizhu tebya!*
I don't give a damn	*Plevat' ya hotel*	*It's all the same to me*	*Mne bez raznits*
My, my!	*Nu I nu!*	*How annoying!*	*Kakaya dosada!*
I have no idea	*Ponyatiya ne imeyu*	*What a pity!*	*Ach, kak zhal'!*
What are you driving at?	*K chemu ty klonisch'?*	*Leave me alone.*	*Ostav' menya v pokoye*
What (the hell) are you?	*Ty voobsche o chem?!*	*Let's drop this subject*	*Davay ostavim etu temu*
It's a waste of time	*Eto trata vremeni*	*Oh, bother!*	*Chert voz'mi!*
What of it?	*I schto s togo?*	*The cheek!*	*Kakoye nachal'stvo!*
It's a disgrace	*Bezobraziye!*	*Have a heart!*	*Szhal'tes'!*
It doesn't make sense	*Eto ne imeet smysla*	*That's not the point*	*Eto ne otnositsa k teme*
I am run down	*Ya vydochsya*	*What is it now?*	*Nu, chto esche?*
Watch your language!	*Sledi za yazykom!*	*Stop pestering.*	*Ne pristavay.*
It doesn't matter	*Ne vazhno*	*Spare me!*	*Pozhaleyte menya!*
What's got into you?	*Chto na tebya naschlo?*	*To hell with you!*	*Idi k chertu!*
Get out of here!	*Ubiraysya otsyuda!*	*What next?*	*Nu, a dal'sche chto?*

The famous English restraint, the desire to hide emotions, to save face is the result of a strict upbringing. Not so many things can bring out the Englishman himself. Restraint and control over feelings, often mistaken for a simple calmness

are the main principles of life of this small but proud nation. In cases where a member of the Slavic race cry tears of admiration and tenderness, the Englishman will say "lovely" ("cute") and it will be equivalent in strength displays of affection.

Significant differences in the behavior of the British and the Russians appear in a smile, which is of great national identity. It must be noted that in English culture smile is an indispensable element of communication, while it is one of the most striking and national specific features of Russian non-verbal behaviour and communication in Russian. These are completely different smiles in different cultures. At the same time in the Western world smile is a formal sign of culture that has nothing to do with sincere affection to someone you smile, and, of course, like for all mankind, it is biological response to positive emotions; the Russians have only the last meaning.

Gestures and facial expressions in English culture are used in small quantity. The rule is: the greater the distance, typical to any culture, the more rules and restrictions on people's behavior in it. Limited gestures and restrained, non-intensive facial expressions are a sign of politeness and good manners. It should also be noted that the direct view of the Englishman is a sign of attention and interest. To make it clear to the other person that he is heard and understood, the British often do not nod their head but only blink. In this case to look directly into the eyes of the interlocutor is not accepted.

In Russian culture there is the custom to look straight in the eye means self-disclosure of the speaker to the interlocutor, indicating a direct relationship between eye contact and sincerity in a relationship. As for the gestures, the Russians use gestures much more: they nod their heads when agree; they shake their heads when disagree; they shrug when they say "I don't know", etc. In general Russian gestures have somewhat larger amplitude than the British ones and they occupy more places in space. The Russian communicative culture is characterized by an abundance of emotional gestures. Especially many non-verbal means indicate affection, friendliness, greeting, refusal, disagreement, resentment, suspicion, anger. In the Russian communication there are only five non-verbal signals of unfriendliness and more than 20 non-verbal signals of friendliness.

During the study of the experiment N.A. Bagdasarova conducted in Russian and English-speaking audience, there is the fact that the obtained results indicate that the core of emotional vocabulary in both languages is the same. It is obvious that the number of English words related to "hot" emotions (anger and joy) more than one and a half times the number of words describing "cold" emotions (fear and grief), allows you to take a new look at the famous opposition of "hot" and "cold" cultures. That's why we should make some adjustments in popular definition of higher emotionality Russians. Russian people have no more typical high emotionality than English-speaking communities, but they have more explicit manifestation of their emotions. Some deeper and hidden processes characterize the British nation.

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